COPPER
European Volunteering in Probation



# Trainer's Manual

## European training for volunteers in probation services

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CEP Confederation of European Probation

aproximar

DGRSP Direção-Geral de Reinserção e Serviços Prisionais

Reclassering Nederland

An tSeirbhís Phromhaidh The Probation Service

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# Table of contents

Introduction ..... 4
Trainer's Manual ..... 6
Overview of the training ..... 6
Module 1: Knowledge of the professional field of probation (home study) ..... 7
Start of the training: Welcome webinar ..... 18
Module 2: Relational skills ..... 19
Theory (webinar): The working alliance & fundamental attitude ..... 20
Activities to process the theory ..... 22
Module 3 Communication skills ..... 25
Theory (webinar): Conversational skills ..... 26
Activities to process the theory ..... 28
Module 4 Observe and interpret ..... 33
Theory (webinar): Objectivity and subjectivity ..... 34
Activities to process the theory ..... 37
Module 5: Problem solving ..... 39
Theory (webinar): Client needs ..... 40
Activities to process the theory ..... 42
Attachments that go with the activities ..... 44
Attachment 1: dialogue for activity 3. Module 2 ..... 45
Attachment 2: Handout for activity 1 Repair Reflex. Module 3. ..... 46
Attachment 3: Handout for activity 5 Just listen Poem. Module 3. ..... 47
Attachment 4: Handout for activity 2 Objectivity. Module 4 ..... 49
Attachment 5: Handout for activity 1 Personal & Social factors. Module 5 ..... 50
Competency Framework for volunteers in probation ..... 52
Cluster 1 Attitude and qualities: how should the volunteer position himself? ..... 52
Cluster 2 Knowledge: what should the volunteer know? ..... 53
Cluster 3 Skills: how should the volunteer act? ..... 54



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# Introduction

**What is the CoPPer project?**

'The CoPPer project (Cooperation to promote a European Volunteering Programme in Probation Services) responds to the EU Strategic Agenda 2019-2024 by promoting the active engagement of citizens and civil society as supporters in the social inclusion of offenders and ensuring that we all play our role as key guarantors of a common European culture of the rule of law and democracy' (CEP, 2023).

The CoPPer Project runs from 2022-2025 and brings together European organizations including probation services, civil society, academia, and volunteering fields to create a transnational network focused on sharing knowledge and grassroot experience to co-explore ways of both increasing engagement and valuing the role volunteers and community play in offenders' rehabilitation journeys.

**Training for volunteers in probation services**

One of the CoPPer outcomes is to create a European training for volunteers in probation services. For this training volunteering in probation is especially envisaged as complementing the supportive and community building aspect of reintegration, while leaving the role of risk management to professional probation officers. The training is based on the Competency Framework for volunteers in probation[1].

**Vision on volunteering**

Across various European probation fields, probation work is completed in different ways. Two aspects in the reintegration of probation clients are always essential: risk management and community building. These aspects are interrelated, and both occur in probation practice. Sometimes the emphasis is more on the one, sometimes more on the other.

- Risk management

In risk management, the approach of the probation officer is based on methodology and methods that are in line with the risk factor paradigm. The goal is the re-learning and internalization of social norms combined with sentence compliance management.

- Community building

In community building, the focus of the probation officer is on building a bridge between the judicial domain and the community. The goal is for the justice involved person to regain access to social ties and institutions and acquiring an accepted social position.

The involvement of volunteers can especially strengthen the community building aspect of reintegration. Reintegration is a process which involves communities beyond the individual client of the probation service. Reintegration is a two-way street where the community supports and welcomes the client from the probation service.

For this training, volunteering in probation is especially envisaged as complementing the supportive community building aspect of reintegration. Leaving the role of risk management to professional probation officers.

[1] You can find the framework on page 52 of this manual.



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**Role of the volunteer and community building**

Volunteers supporting the community building aspect of reintegration can be deployed for a wide variety of tasks. These tasks can be divided into two groups, and they can occur in combination with each other.

- The volunteer provides social support, accompanying and guidance.

Social support includes lending an ear, helping to build or restore the social network, providing moral support or motivation, helping to find hobbies, undertaking activities such as walking, cooking, eating together, etc.

- The volunteer provides practical support.

Practical tasks include helping with chores, attending court hearings, find housing, work, and education, making phone calls to authorities, administrative tasks, attending appointments with authorities and budgeting.



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# Trainer's Manual

## Overview of the training

The training consists of five modules.
Module 1 is an e-learning, volunteers follow this at home on any digital device, this is estimated to take approximately 30 minutes. Module 2-5 are in-person training and estimated to take approximately 6-7 hours. The theory for each module is presented in a webinar. The trainer watches these webinars together with the group. The trainer could choose to ask volunteers to watch these webinars at home. In that case, the training will take about an hour less.

**Home study: e-learning program**

- Module 1: Knowledge of the professional field 30 m

  This module focuses on the basic principles of probation.
  This module is followed at home on any digital device.
  Volunteers follow and complete this module before coming to the live training.
  In this manual we have included a textual overview of this module.

**In-person training: Welcome webinar and modules 2-5**

- Welcome webinar and group meeting and discussion 35 m

Modules 2 & 3 focuses on equipping the volunteer to make the connection with the probation client.

- Module 2: Relational skills 75 m

  This module starts with a webinar in which theories on relational skills are discussed.
  There are three activities to process these theories.

- Module 3: Communication skills 135 m

  This module starts with a webinar in which theories on conversational skills are discussed.
  There are five activities to process the theory.

Modules 4 & 5 focuses on equipping the volunteer to support and activate the probation client.

- Module 4: Observe and interpret 55 m

  This module starts with a webinar in which theories on objectivity and subjectivity are discussed.
  There are two activities to process the theory.

- Module 5: Problem solving 75 m

  This module starts with a webinar in which theories on client needs and personal & social factors are discussed.
  There are two activities to process the theory.



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# Module 1: Knowledge of the professional field of probation (home study)


## Summary

- The main aim of this module is to increase knowledge of the professional field of probation.
- This module is followed at home, it's an e-learning module.
- The chapters of the e-module convey general information about probation work in Europe.
- Specific information about the situation in your own country must be provided additionally, for example through documents and other learning material available in the organisation.

The following pages provide descriptions of the topics covered in the e-learning. These are for the trainer's informational purposes only.


## Programme

- Chapter 1 Basic principles of probation work
- Chapter 2 The criminal justice system
- Chapter 3 The probation service
- Chapter 4 Role and tasks

Total: 30 m



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## Chapter 1 Basic principles of probation work

Addressed in this chapter of the e-module is:

- The development of offending behaviour
- Reducing offending behaviour
- Most common offences, target groups

- This chapter of the e-module conveys general information.
- Learning outcomes:
  + The volunteer has general knowledge (the broad outlines) of the development and reduction of offending behaviour.
  + The volunteer understands what this means for supporting the client.
  +The volunteer also knows that the probation service works with different target groups.
  + If within your probation organization the emphasis is on specific principles (for example one of the mentioned critical elements), or if the volunteer will work with a specific target group, learning material about this should be added in other ways. Think about: additional learning material like documents, other e-learnings and training available in the organization etc.

**The development of offending behaviour**

There are several theories in criminology about the origins of offending behaviour. Well-known models are: Loeber's three-path model, Moffitt's two-path model and Farrington's antisocial potential model. These models show that the risk of a criminal lifestyle increases if there is problematic behaviour during young age (authority avoidance behaviour, delinquent behaviour, anti-social behaviour).

In general, there is a small group of early starters. They show more than usual antisocial behaviour in childhood and develop chronic delinquent behaviour. This behaviour arises from a combination of individual and environmental characteristics. Individual characteristics include impulsiveness, temperament, intellectual disability. Environmental characteristics include upbringing, parents with delinquent behaviour, neglect.

In addition, there is a large group of late starters. They start delinquent behaviour in adolescence and usually stop doing so. The delinquent behaviour arises from dissatisfaction with their social position. The search for a new identity and peer pressure plays a role. As they become more mature, delinquent behaviour decreases.

**Reducing offending behaviour**

There are various theories and scientific insights about desistance from crime. It is essential to understand that this is a process and not a moment. There is a phase in which clients want to quit, but they are not yet completely successful and there is also relapse. Research has found a number of explanations for the desistance from offending behaviour: maturing, social bonds and self-image and self-direction appear to be crucial elements.

- Self-control

Growing up appears to be an important cause for the reduction of offending behaviour for many clients. Research shows that a large proportion of delinquents stop committing crimes between the ages of 20 and 25. The development of more self-control seems important for this. This is also called the 'theory of maturational reform', which describes



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that the physical and mental changes that accompany aging reduce the impulse to commit crimes.

- Social opportunities

Another element that plays a role in maturing is the fact that the social opportunities of clients deteriorate if they continue with offending behaviour, for example in the labour market. The effect of getting into a relationship that causes clients to spend more time in the home is also mentioned.

- Social bonds

Within sociologically oriented theories about reducing offending behaviour, the importance of contextual factors and the establishment of positive social bonds is emphasized. Examples of positive social bonds are getting married and getting a meaningful job. Meaningful bonds ensure that delinquents do not want to lose these bonds, making them more likely to adapt to the norms of society. Another reason for the effect of social ties is that they can lead to clients being less exposed to risky situations because they spend more time at home or at work.

- Self-image and self-management

This is about the active role that the person him or herself has in the process of stopping offending behaviour. This knowledge is often based on interviews with (former) justice involved persons. Research by Maruna (2001) shows that the stories of ex-delinquents differ on three points from the stories of still active delinquents. These points are:
+ An identification of the (positive) core values that characterize someone's 'true self'.
+ An optimistic view about the extent to which one can shape one's own future.
+ The desire to be productive and contribute to society, especially for the next generation.

**How to act**

Based on above mentioned research, the importance of connecting with the client and his context is emphasized. Trial and error are seen as part of the process and social support is essential to successfully complete this process. Hope of both the client and the professional plays an important role during the process. Below are a number of elements that are important for action:

+ Realism about process complexity; relapse is common, and change takes time.
+ Working on hope; hope is a key variable that can support clients through difficult times and change.
+ Recognize and develop the client's strengths.
+ Respect and promote self-determination.
+ Working with and through relationships (formal / informal).
+ Encourage and celebrate progress.
+ Connecting to client identity; let clients talk about what they want.
+ Strengthen skills and social support.
+ Avoiding negative terms that have a stigmatizing effect.
+ Working with the community; In addition to allowing someone to look at themselves differently, society must be prepared to accept someone again as a full citizen.

**Client groups**

Its common within probation services to focus on groups like clients with a low or high risk of recidivism, female clients, young adult clients, perpetrators of violent offences (especially domestic violence), perpetrators of sex offences and, clients with addiction problems and psychiatric problems.

- High-Low risk level clients

A common classification in probation-supervision is based on risk-level (low-high). Probation Officers make a risk assessment and based on that the client can be a low,



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medium, or high-risk client. Each level is associated with a specific approach and specific points of attention

- Female clients

There are differences between men and women that can be important in probation supervision. For example, psychological problems such as anxiety, depression and post-traumatic stress disorder are more common among female clients. In addition, they are or may have been victims of sexual or physical (domestic) violence. The use of drugs is also higher among female clients than among men, which at the same time is often the main driver of criminal behaviour.

- Young adult clients

Young adults' cognitive development and skills differ from those of adults. The brain is still in full development until the age of 25. This affects a person's identity development, moral development, and social development. The transition from adolescence to adulthood is accompanied by several challenges and uncertainties.

- Perpetrators of violent offences (especially domestic violence)

This varies from minor assault to armed robbery or murder. Perpetrators of domestic violence also fall within the scope of this target group.

- Perpetrators of sex offences

The percentage of sex offenders at the probation service is relatively low. That concerns both hands-off (for example, offenders or distributors of child pornography) and hands-on offences (for example, sexual assault or rape). Supervision of sex offenders frequently uses the treatment options offered by forensic psychiatry.

- Clients with addiction problems

There is a significant relationship between problematic substance abuse and crime. This applies to both men and women. The dilemma in studies into the relationship between substance abuse and crime is that the use of alcohol and drugs among different demographic groups varies from country to country and that there are major differences between countries in terms of policy and the degree of criminalisation.

- Clients with psychiatric problems

These clients often already have a history of receiving help and assistance and, in addition to the probation service, are usually under the supervision of other agencies as well.



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## Chapter 2 The criminal justice system

Addressed in this chapter of the e-module is:

- The criminal justice system, main procedures

- This chapter of the e-module conveys general information.
- Learning outcomes:
  + The volunteer has general knowledge (the broad outlines) of the criminal justice system.
  + The volunteer understands which phases the client goes through in the criminal justice system.
  + If within your criminal justice system there are specific procedures, or aspects of the mentioned procedures, that are important for the volunteer to know (for example: the duration of proceedings the composition of a court, specialized courts concerning a particular field of law etc.) learning material about this should be added in other ways. Think about: additional learning material like documents, other e-learnings of training available in the organization etc.

**The criminal justice system, main procedures**

- Public Prosecution Service

A criminal case is brought before the courts by the Public Prosecution Service.

+ Prosecutors play an essential role for the rule of law and the proper functioning of criminal justice systems.
+ Prosecutors decide whether or not to initiate or continue a prosecution, conduct the prosecution before an independent and impartial court established by law and decide whether or not to appeal decisions by that court.
+ In certain criminal justice systems, prosecutors also have other functions such as to implement national crime policy (while adapting it, where appropriate, to regional and local circumstances), to conduct, direct or supervise investigations, to ensure that victims are effectively assisted, to decide on alternatives to prosecution, or to supervise the execution of court decision

- Court procedures

*Arrest*
The police can arrest someone who is suspected of committing a criminal offence and question him.
The suspect can be held without charge for questioning as part of an investigation for a certain period of time.
After the period in police custody, the public prosecutor may apply to the examining magistrate for an order to remand the suspect in custody.

*Trial*
Once the investigation has been concluded, the public prosecutor may decide to prosecute a suspect.
The public prosecutor may also decide not to prosecute, for example if there is insufficient evidence against the suspect.

*The court/ conviction*
At the hearing, the court either acquits or convicts the defendant, or discharges him from



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prosecution. When someone is convicted, a sentence, such as a fine, an alternative sanction, or a term of imprisonment, or a non-punitive order will be imposed. Furthermore, the person then has a criminal record for a specified period of time.

*Appeal or final and unappealable judgment*
Someone who has been convicted and wishes to challenge the court's judgment can lodge an appeal if the law permits. If an appeal is possible, the person who has been convicted (or his lawyer) must lodge an appeal with the court registrar.

*Appeal*
On appeal, a different (higher) court reviews the case. This court may convict or acquit the person previously convicted or discharge him from prosecution on a point of law. Someone who has been convicted can only lodge an appeal once. After that the option remains of lodging an appeal in cassation with the Supreme Court if the law permits.

The public prosecutor too may appeal the district court's judgment.

- Legal aid

The defendant has the right the right to legal assistance where the defendant has insufficient means to pay for legal assistance, and to get free legal "where the interests of justice so require".


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## Chapter 3 The probation service

Addressed in this chapter of the e-module is:

- The probation services
- Professional partners of the probation service
- The mission and vision
- Main tasks: advisory and supervisory role, community service

- This chapter of the e-module conveys general information.
- Learning outcomes:
  + The volunteer has general knowledge (the broad outlines) of the probation service, its principles, and partners in the probation field.
  + The volunteer understands what Probation Officer do and where the client fits in.
  + If within your organization there are specific things that are important for the volunteer to know (for example: the mission and vision, specific partners) learning material about this should be added in other ways. Think about: additional learning material like documents, other e-learnings of training available in the organization.

**The probation services**

Probation services in Europe are sometimes part of the prison service, sometimes part of the Ministry of Justice, sometimes they are independent. But probation services always work in partnership with other public or private organisations and local communities to promote the social inclusion of offenders. Co-ordinated and complementary interagency and inter-disciplinary work is necessary to meet the often-complex needs of offenders and to enhance community safety.

**Professional partners of the probation service**

Collaboration between the probation service and health care providers, the police, local social service providers, the prison service and the judiciary are essential.

- Criminal justice partners

Often, several organisations are involved in supporting and treating offenders to help them change their behaviour and protect the community. Probation services work together with the police, the prison service and the judiciary.

- Partners in the community

In order to be effective, a probation service must cooperate with partners outside the criminal justice system. For example, with health care services, educational, employment and social welfare services. Professionals from such services may be involved with an offender in order to meet the offender's needs or to protect the community.



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**The mission and vision**

- Basic principles

Probation services shall aim to reduce offending by establishing positive relationships with offenders in order to supervise, guide and assist them and to promote their successful social inclusion. Probation thus contributes to community safety and a fair justice process.

Probation services shall respect the human rights of offenders. All their interventions shall have due regard to the dignity, health, safety, and wellbeing of offenders.

Probation services shall take full account of the individual characteristics, circumstances and needs of offenders in order to ensure that each case is dealt with justly and fairly.

**Main tasks: Probation Report, Supervision & Community Service**

In general, probation services in Europe have three tasks.

- Probation Report

*Pre-sanction report*
In the pre-sentence phase, the probation agencies provide information and advice to judicial and other relevant authorities to help them reach informed and just decisions. The Probation Officer will complete an assessment with the probation client, which will identify what's going on in the client's life that could affect the chances of reoffending. Knowing this will help the probation client to stay out of trouble.
When completing the report, the Probation Officer will consider:
+ the seriousness of the offence;
+ attitude of the probation client to the offence;
+ attitude to the victim;
+ the supports available:
+ if the probation client agrees to a plan to help avoid reoffending

The report to court will give the court a summary of all the information gathered. If the report is recommending probation supervision it will contain conditions for the supervision. For example, it might be a condition to live in a particular place and/or that the probation client must attend a drug treatment service or other services.

*Advice for prison authorities*
During a prison sentence, probation services can advise prison authorities about detention planning in line with prisoners' risks and needs, and help prisoners prepare for their release

- Probation Supervision

The supervision will be for a specified period of time: in general, 1 or 2 years.

*Suspended sentence*
Means a custodial sentence or measure involving deprivation of liberty, the execution of which is conditionally suspended, wholly or in part, when the sentence is passed by imposing one or more probation measures.

*Conditional sentence*
Means a judgment in which the imposition of a sentence has been conditionally deferred by imposing one or more probation measures or in which one or more probation measures are imposed instead of a custodial sentence or measure involving deprivation of liberty.

*Conditions*
The judge might give a prison sentence and suspend all or part of that sentence on the condition that the probation client remains under the supervision of the Probation Service. Examples for the conditions are:



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+ the obligation to inform a specific authority of any change of residence or working place;
+ an obligation not to enter certain localities, places or defined areas;
+ an obligation containing limitations on leaving the territory;
+ instructions relating to behaviour, residence, education and training, leisure activities, or containing limitations on or modalities of carrying out a professional activity;
+ an obligation to report at specified times to a specific authority;
+ an obligation to avoid contact with specific persons;
+ an obligation to avoid contact with specific objects, which have been used or are likely to be used by the sentenced person with a view to committing a criminal offence;
+ an obligation to compensate financially for the prejudice caused by the offence and/or an obligation to provide proof of compliance with such an obligation;
+ an obligation to carry out community service;
+ an obligation to cooperate with a probation officer or with a representative of a social service having responsibilities in respect of sentenced persons;
+ an obligation to undergo therapeutic treatment or treatment for addiction.

- Community service

The judge might sentence the probation client to do unpaid work (community service) instead of going to prison. The Judge will specify the number of hours work to be done and what prison sentence should be imposed if the probation client fails to complete this work. The Probation Service is responsible for informing the Court if the probation client does not complete this work.

Every year, thousands of hours of unpaid work are provided to not-for-profit, community and voluntary grouping. The benefits of Community Service are many and varied - but there are two principal goals: to give something back to your community for the harm that the probation client have caused, and to provide a sanction that has the potential to provide valuable experience for the offender.

Community Service work is carried out:
+ In small work groups supervised directly by a Community Service Supervisor who works for the Probation Service. The Community Service Supervisor remains on site with the group of participants.
+ In individual placements:  This is where you may be placed on an individual placement with a host organisation, other than the Probation Service, who agree to allow you to work the requisite hours within their organisation.


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## Chapter 4 Role and tasks

Addressed in this chapter of the e-module is:

- Role and tasks of the probation officer
- Role and tasks of the volunteer
- How probation officer and volunteer work together
- Volunteer rights and responsibilities

- This chapter of the e-module convey general information.
- Learning outcomes:
  + The volunteer has general knowledge (the broad outlines) of who the Probation Officers is (their believes and skills) and where the volunteer fits in.
  + If within your organization there are specific things that are important for the volunteer to know (for example: volunteer policy, code of conduct, privacy rules etc.) learning material about this should be added in other ways. Think about: additional learning material like documents, other e-learnings of training available in the organization etc.

**Role and tasks of the probation officer**

The Probation Service's believe in a person's capacity for change.
Probation Officers are highly trained, and skilled in probation work, and committed to helping clients to change and turn their life around.
Probation Officers will do everything possible to help clients to avoid reoffending and give their clients the best chance of changing.
Probation Officers take the necessary actions to address the issues which have led to offending behaviour.

Probation Officers:
+ Reconcile treatment goals and control goals.
+ Build and maintain a positive working alliances with people who are unlikely to seek such alliances themselves.
+ Help offenders to change their behaviour.
+ Work with people who have multiple and/or complex problems.
+ Collaborate with professionals in various fields (judiciary, health care, social service providers) and with people in the offender's social network

**Role and tasks of the volunteer**

- Role

In the various European probation practices, the probation work is completed in different ways. Two aspects in the reintegration of probation clients are essential: risk management and community building. These aspects are interrelated, and both occur in the probation practice. Sometimes the emphasis is more on the one, sometimes more on the other.

*Risk management*
In risk management, the approach of the probation officer is based on methodology and methods that are in line with risk factors. The goal is the re-learning and internalization of social norms combined with compliance management.



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*Community building*
In community building, the approach of the probation officer is on building a bridge between the judicial domain and the community. The goal is regaining access to social ties and institutions and acquiring an accepted social position.

The involvement of volunteers can especially strengthen the community building aspect of reintegration. Reintegration is a process which involves communities beyond the individual client of the probation service. Reintegration is a two-way street where the community supports and welcomes the client from the probation service.

- Tasks

Volunteers supporting the community building aspect of reintegration can be deployed for a wide variety of tasks. These tasks can be divided into two groups. These can occur in combination with each other.

*The volunteer provides social support, accompanying and guidance.*
Social support includes lending an ear, helping to build or restore the social network, providing moral support or motivation, helping to find hobbies, undertaking activities such as walking, cooking, eating together, etc.

*The volunteer provides practical support.*
Practical tasks include helping with chores, attending court hearings, find housing, work, and education, making phone calls to authorities, administrative tasks, attending appointments with authorities and budgeting.

**How probation officer and volunteer work together**

Depending on the tasks for which volunteers are deployed, there are different cooperation models.

- Responsibility lies mainly with the probation officer.

The probation officer carries out the core tasks and volunteers have a supporting role. Usually, the probation officer focuses on the core tasks and the volunteer on additional tasks. For example, the volunteer is employed by a volunteer organization and there is no direct cooperation.

- The responsibility is shared between probation officer and volunteer.

The probation officer and the volunteer carry out comparable tasks. Tasks and roles overlap. The volunteer works relatively independent, the probation officer is involved remotely. There is cooperation, the probation officer is ultimately responsible. Volunteer and probation officer are often employed by the same organization.

- Responsibility lies mainly with the volunteer.

Volunteer carries out tasks to a high degree of independency. To a large extent, volunteers determine the content and form of support themselves.

**Volunteer rights and responsibilities**

Rights and responsibilities are mostly recorded in organizational documents like a volunteer policy, code of conduct etc. In these documents the rights and responsibilities of both volunteer and probation officer provider are described in detail.

Beside this there are national rules, regulations, and laws around volunteering. For example, there might be regulations about safety, financial compensation, and privacy.


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## Start of the training: Welcome webinar

### Summary

- The welcome webinar introduces the COPPER project.
- The webinar then focuses on what was covered in the first module. A brief summary of the e-learning is given.
- The program of the day is introduced.
- After the webinar there will be time for volunteers to ask questions they have regarding the e-learning

### Programme

- Webinar 5 m
- Group talk 30 m

Total: 35 m



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# Module 2: Relational skills

## Summary

- This module is offered in person.
- The module offers theory about the fundamental attitude, the working alliance, activities to process the theory.
- The key aim of the module is to raise awareness about the importance of the relationship and understanding the most important aspects of the relationship and attitude.
  Volunteer become aware that personal experiences have an impact on the working alliance.
- This module (together with module 3: communication skills) equip the volunteer to connect with the probation client.

## Programme

Theory

- The working alliance & Fundamental attitudes 20 m

Activities

- 1 Trust 15 m
- 2 Bond 20 m
- 3 Direction and Goals & Friction 20 m

- Total 75 m



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## Theory (webinar): The working alliance & fundamental attitude

- Webinar 15 m
  In the webinar the fundamental attitudes, importance of the working alliance and its main aspects of the working alliance is explained
  Watch the webinar together with the volunteers. If the volunteers watched the webinar beforehand (at home), mention the topics covered. You can use the text below for this.

- Group talk 5 m
  Check with the volunteers whether the theory in the webinar is clear and whether there are any questions.

**Topics covered in the webinar**

The following pages provide descriptions of the topics covered in the webinar. These are for the trainer's informational purposes only.

**Aspects of the working alliance**

- Direction and goals (agreement over goals)

This means that it is clear to both parties (client and volunteer) what the tasks and nature (goals) of the contact are. This is endorsed by both. Goals and activities meet the needs of the client.
The volunteer is, right from the start, clear about his or her task and how they work together with the probation officer. Volunteer is transparent about which information her or she shares with probation services and/ or other professionals.

- Trust (listening, respect, being open…)

This is about mutual trust. The client has confidence in the intention and involvement of the volunteer. The volunteer has confidence in the client and his or her competencies. The client feels free to open up about feelings, ideas, thoughts, insecurity's etc.
The volunteer is open and honest. When open and honest the client will share ideas and thoughts that are important for the support by the volunteer. The client expects that when he or she is open and honest the volunteer respects him or her as a person and feels supported. When there is trust this can have a positive influence on the client. The client feels respected as a person, supported, and stimulated by the volunteer.
Being reliable (trustworthy) is part of trust. Keep to agreements, say what you do/ do what you say, being a role model are aspects of reliability.

- Bond (feeling good, support and recognition, working together)

The client experiences the support from the volunteer as a joint process. The volunteer achieves this by using conversational skills (open questions), listening and 'be there' for the client. There is reciprocity and togetherness; this is achieved by the volunteer to show something of him/herself. He or she tells something (limited) about his or her life and shows insecurity's.

- Distance and Closeness

Closeness and distance play a very important role as they are fundamental components of interpersonal contact. Every volunteer is confronted with proximity and distance in



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everyday interactions with clients. The degree of closeness and distance is important for the quality of the relationship, the engagement, and the building of trust.

As a volunteer you need to stand next to your client. You want to understand the other person, you can empathize with the other person, and you are involved. On the other hand, when too close, there is the risk that you interfere too much in the personal life of clients. Maybe you feel you want to dictate how the client should live their lives
So it's also important to maintain a certain degree of distance. The right distance prevents you from ending up in an emotional entanglement that can become very complicated for you and the client. If there is too much distance this has an effect on the quality of the relationship, the engagement, and the building of trust.
It's a difficult balance when a volunteer wants to be closely involved in a client's life and still has to maintain the correct distance.

The organization might have some directions about personal boundaries in interactions with clients. For example, about sharing information about your personal live, how to deal with verbal and nob-verbal aggressive behaviour etc.
More practical there might be rules about how and where you have contact with the client. Using your number, contact via social media, meeting the client at home etc. It is important to be aware of the responsibilities (role and tasks). Self-knowledge, insight into own boundaries, pitfalls, strength, and weaknesses are important. Ask for help when there are issues.

- Friction (struggle with the probation measure)

Friction is an aspect of the working alliance that will be mainly appear in the contact between client and probation officers because they work in a mandated context. The client experiences the working alliance as negative. This will be less of an issue between volunteer and client because this will be mostly not mandated. If there is friction this has a negative effect on the working alliance. When cooperation is difficult, there is a lot of reaction from the client and a lot of counter-reaction from the volunteer. The client shows resistance, and the volunteer has difficulty relating to the client in a positive way.

**Quality of the working alliance**

The quality of the working alliance is good when client and volunteer assess the aspects of the workings alliance positively and if there is little friction.  Reduce Friction.
+ Consider it a normal reaction
+ Give the client space to express it
+ Be clear about boundaries and freedom of action
+ Show where the options lie
+ Ask questions about specific points that the client mentions, limiting yourself to facts
+ Work in small steps
+ Strive for as much agreement as possible about the goals in the process

**Fundamental attitudes**

+ Empathy: understanding the other persons point of view. A genuine interest and desire to listen.
+ Being non-judgemental: approach the other person without prejudice.
+ Autonomy: resisting the urge to tell others what to do. Each person has their own worth and autonomy.


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## Activities to process the theory

### 1 Trust 15 m

- Purpose of this activity: to further explore the aspect of trust.
- Learning outcomes:
  + Volunteers are aware of the importance of trust for the quality of the relationship.
  + Volunteers experience that gaining trust is a delicate process.
  + Volunteers learn that personal experiences are possible obstacles for trusting people.
- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.
- Nature of the activity: group-activity, discus, reflect.
- Instructions

Take pen and paper
The volunteers are asked to write down on a piece of paper something they have done in the past that not many people know about. Something that they are ashamed about. Then get them to fold the piece of paper and sit on it.

Move seats
Then get the volunteers to move one seat to their right. Then three seats to their left and so on for a few minutes. Let them believe that the secret must be revealed. But it's not needed to disclose the 'secret'.

Group talk
Process with the group their feelings of anxiety while others were sitting on their piece of paper. Relate it to how clients feel about professionals and volunteers possibly know things about them that they are ashamed about.

Discuss the following questions in the group and write findings on the flipchart
+ Do you trust a client?
+ What is trust about?
+ What do you do to gain/create trust?

Note for trainer
During the discussion, the trainer connects the volunteers' experiences to the following aspects.
+ the fundamental attitude: Empathy, Non-Judgmental, Autonomy
+ be open and honest.
+ that trust is important for the journey you are in together.
+ respect for the client views and experiences
+ trust affects the client's motivation.
+ reliability from both sides. Honour existing commitments



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## 2 Bond 20 m

- Purpose of this activity: to further explore the characteristic of Bond.
- Learning outcomes:
  + Volunteers are aware of the importance of bond for the quality of the relationship.
  + They experience the effect commonality.
  + They see how this enhances the bond.
- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.
- Nature of the activity: in pairs, role play, reflect.
- Instructions

Make pairs
The volunteers are asked to investigate commonalities with each other (a hobby, something from your past, family, etc.). After 10 minutes the volunteers return to the plenary session.

Group talk
In the plenary session the group discusses the effects of experience commonality.
The findings are written down on a flipchart.

Note for trainer.
During the group talk, the trainer links the volunteers' experiences to the following aspects.
+ you feel seen.
+ the other person has the feeling that he has been listened to
+ you had a 'moment' together (experience togetherness)
+ Reciprocity (this means that both also show "something" of themselves).
+ Sometimes bonding is as simple as having something in common, sharing something about yourself.
+Bonding also means respecting, supporting, and encouraging, for example by being a listening ear.

## 3 Direction and Goals & Friction 20 m

- Purpose of this activity: to further explore the aspect Direction and Goals & Friction of the working alliance.
- Learning outcomes:
  + Volunteers are aware of the importance of Direction and Goals & Friction for the quality of the relationship.
- Note for trainer.
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.


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- Nature of the activity: group-activity, discus, reflect.
- Instructions

Group talk
The trainer starts a conversation with the volunteers about the meaning of Direction and goals & Friction and notes keywords on a flipchart.

Note for trainer.
During the group talk, the trainer connects to the following aspects.
*Direction and Goals*
+ How to start the contact between volunteer and client: explain clearly at the start what your role as a volunteer will be.
+ Transparency about your role as a volunteer and how you are accountable to the probation service.
+ Reach agreement on goals and tasks; find a balance between taking over tasks and personal responsibility of the client.
*Friction*
+ Suggestions on how to deal with the friction of clients. Examples are: offer perspective – explain, emphasize options that do exist, alternatives, make small steps, mention results, reward efforts.

Roleplay dialogue
+ The trainers read the dialogue aloud. See attachment 1. The dialogue can also be conducted together with a volunteer.
In this dialogue, a volunteer and a client discuss the client's expectations of the volunteer. This creates friction, which the volunteer manages to counter by adapting to the situation.
+ Ask the group if they have read Direction and Goals & Friction. Work through the dialogue sentence by sentence.


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# Module 3 Communication skills


## Summary

- This module is offered live.
- The module offers theory and related activities about effective communication and attitudes.
- The key aim of the module is that volunteers have a better understanding of the skills involved in effective communication.
- This module (together with module 2: relational skills) equip the volunteer to connect with the probation client.


## Programme

Theory

- Webinar about communication skills 25 m

Activities

- 1 Active listening 15 m
- 2 Ask questions & summarize 30 m
- 3 Repair reflex 45 m
- 4 I-message 15 m
- 5 Just listen poem 5 m

- Total: 135 m



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## Theory (webinar): Conversational skills

- Webinar 20 m
  In the webinar the theoretical the basic principles and techniques of communication are explained.
  Watch the webinar together with the volunteers. If the volunteers watched the webinar beforehand (at home), mention the topics covered. You can use the text below for this.

- Group talk 5 m
  Check with the volunteers whether the theory in the webinar is clear and whether there are any questions.

**Topics covered in the webinar**

The following pages provide descriptions of the topics covered in the webinar. These are for the trainer's informational purposes only.

**Verbal and nonverbal communication**

Verbal communication is the transmitting of information between two people using words. It is important to remember that writing is also a form of verbal communication. Writing uses words too!
Nonverbal Communication is the transmitting of information with wordless cues.
+ Facial expression Skills
+ Paralinguistic – pitch and tone of voice
+ Body Language and posture
+ Proxemics – personal space
+ Eye contact
+ Haptics – touch
+ Appearance and dress
+ Artefacts and objects

**Active listening**

Like other aspects of communication, we tend to listen without conscious awareness of what we are doing. However, our listening skills have a significant impact on the quality of our relationships with our mentees and, in turn, the quality of the relationship.
What you do: show interest, signal encouragement, avoid interruptions and distraction, listen for feelings, observe nonverbal cues, probe, avoid prejudice, use open and closed questions, clarify, nod/smile/eye contact.

**Ask questions**

Open and closed question can be very helpful tools in our communication skills toolkit. They can help:
+ Gain and expand information – to find out about the probation clients world.
+ Expand understanding – to clarify your understanding and show empathy.
+ Encourage self-reflection – to help the clients develop self-awareness/understanding.
+ Encourage participation – questions can help the client feel important and valued.


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- Open Questions

Encourage discussion and provide an opportunity for clients to use their own thoughts, feelings, and ideas. However, they require more time for the answer to be formulated and given and they can put pressure on the client to express something they are uncomfortable or unwilling to share.
An open question starts with a question word: Who, What, Where, When How.

- Closed Questions

Can be reassuring at the beginning of the relationship when a client is anxious, and they can get the conversation going. They also elicit information quickly and can offer options. However, if overused they can limit the exploration of feelings, and ideas, close down conversation and suggest ideas and thoughts the client does not own.
Closed questions can be answered with yes or no.

**Affirmations/ Compliments**

Affirmations are used to compliment the person's view or efforts – and express appreciation and understanding of both difficulties and strengths in coping with problems. Affirmations promote self-confidence and efficacy. Affirmations can also help us acknowledge the difficulties the client has experienced. We can emphasize past experiences that demonstrate strength and success to prevent discouragement. We validate the client's experience and feelings and reinforce open exploration of a client's problem. When sincere, affirmations build trust and bond.

**Summarize (check, reflect)**

Summaries help you maintain the common thread and remember everything well. Summaries provide structure to a conversation. Summarize in your own words. By summarizing, you check whether you have understood the message correctly and various elements from the conversation are linked together.
If it turns out that you have not understood the other person correctly, you give the other person the opportunity to supplement or correct.

**I-message**

How can you communicate as effectively as possible so you can convey a message in such a way that the other person does not feel hurt and that your relationship is not damaged. This can be done by so-called **I-**messages. With an **I-**message you better convey what you want to achieve and focus less on the obstacle you experience.

A '**you**' message points to the other person and has the risk that the other person will deny or become defensive. In both cases it distracts from what you want to achieve.
A you message says: you are doing something wrong. An I-message says: I would like to see things differently. An I-message invites your conversation partner to understand your side of the matter.

An I message consist out of three steps:
- The behaviour of the other
- Your own feelings
- The consequences the behaviour has on you.

For example:



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Marie, I would like to tell you something.
I feel uncomfortable when you just enter my room without knocking,
because I suddenly get scared when I'm doing something.

## Activities to process the theory

### 1 Active listening 15 m

- Purpose of the activity: to further explore Active Listening.
- Learning outcomes:
  + Volunteers are aware of how communication is processed personally.
  + Volunteers experience the difficulty of listening accurately.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.
- Nature of the activity: group-activity, listen, pen and paper activity.

- Instructions

<u>The trainer reads a short text.</u>
It was Monday morning, and I woke at 5 past 8, my alarm had gone off at 7:30 I got out of bed and walked into the kitchen. I looked out the window over the kitchen sink and it was raining. I saw a man with a blue umbrella standing on the far-left hand corner of the street under a streetlamp. He was talking to a woman in a green dress. I put on two slices of toast. When I looked out the window again the man was gone, and the woman moved to the opposite side of the road and was standing at the bus stop. I left the house 15 minutes later to catch the 9:30 train.

<u>Volunteers write down</u>
Give volunteers a few minutes to write down the story as they remember it.

<u>Read again</u>
Read the story again, stopping at relevant points to ask if they have recorded the information correctly.

<u>Group talk</u>
Use the question below to generate participation and discussion.
+ How much did you get right the first time?
+ Did you add in things that were not there?
+ Did you change details around?
+ Are there details that everyone remembered correctly? Why is this?
+ Are you surprised at how hard/easy it was for you to listen accurately?

Note for trainer
What we hear is filtered through our own experiences, values, expectations, and knowledge. Many things get in the way of listening accurately and we don't always receive the message the sender intended us to hear. This may be because we are not paying attention or because we filter what we hear through our own experiences, values, expectations, and knowledge.

### 2 Ask questions & summarise 30 m



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- Purpose of the activity: to further explore *open questions*.
- Learning outcome:
  + Volunteers practice open questions and making summaries.
  + They experience how difficult it can be to ask open questions
  + They experience the difficulty of not making own interpretations.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.

- Nature of the activity: groups of three, role play, practice skills.

- Instructions

Make groups of three
The volunteers question each other in a conversation. Each volunteer gets a different role: volunteer, client, or observer.

Divide the group into groups of three (volunteer, client, observer).
+ The volunteer asks a question about job, family, hobby.
+ The volunteer asks as many open questions as possible and makes a summary. An open question starts with a question word: Who, What, Where, When How.
+ The client is invited only answers to open questions.
+ With a closed question, the client answers with yes or no.
+ The observer follows the conversation and writes down the open and closed questions and summaries.
+ Roles are changed 3 times. Each round 4 minutes.
+The observer gives feedback after each round.

Group talk
Use the questions below to generate participation and discussion.
+ How did you get on the first time?
+ Did you ask closed questions instead of open?
+ Did the conversation stopped because you were thinking about the questions?
+ Did you summarize the things that were said, or did you make an own interpretation?
+ Are there details that everyone remembered correctly? Why is this?
+ Are you surprised at how hard/easy it was for you to listen accurately?

### 3 Repair reflex 45 m

- Purpose of this activity: volunteers experience the repair reflex and become motivated to approach conversations differently.
- Learning outcomes:
  + Volunteers experience the difficulty of holding back on responding by correcting, advising, and convincing.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.


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- Nature of the activity. Part of the activity is a group-activity: discussion, reflect. Part in pairs: role play, practice skills.

- Instructions

Introduce the repair reflex (5 minutes)
The repair reflex is based on the belief that we 'must help' based on our expertise. We feel responsible for solving the problems of the people we are talking to. We may not say it out loud, but deep down there is often that sense of responsibility. And that sometimes leads to us correcting, advising, and convincing too quickly. With the best intentions, but with an adverse effect. The other person will only defend himself. The first step towards an understanding conversation is to recognize this repair reflex

Imagine… You would like to live a healthier life. You already know what this requires, but you find it difficult. Cycling to work is healthy, but also poses practical problems. And unhealthy food and drinks are so tasty and also so fun. You decide to ask a coach to help you. Imagine that you had the first conversation with this coach, and after five minutes this coach said the following to you. "It is important that you really take steps now. Your health will continue to deteriorate. From tomorrow you really have to cycle to work. And from now on it is best to go shopping at a time when you are not hungry and then no longer buy tasty things." How do you experience that?

Part A of the activity (10 minutes)
Ask the group the following question: when you talk to friends, family or clients and that person has a problem. Who has ever responded like this?
Show the group the list below on a flipchart.
+ Dissolve
+ Convince
+ Judgements
+ Confront
+ Analyse
+ Teaching
+ Moralize
+ Half listening
Everyone recognizes something and some people recognize everything, let the group give examples of reactions. Discuss.

Part B of the activity (20 minutes)

Now form pairs (A and B) and explain that they are going to have two short conversations in the same roles. Person A contributes a personal story. Person B responds to the story.
Person B receives the handout in Attachment 2
After the first round, the volunteers return and there is a short debrief. Then the same pairs do round 2.

Round 1: (this is the way they shouldn't do it)
Person A talks about an ambivalence: the conflict you feel when you want something and at the same time you don't. For example: quit smoking, eating less sweets, exercising more. A habit that he/she should change.
Person B uses the handout of the conversation (the conversation focusses on the list above)
Afterwards, everyone rates the effectiveness of this conversation on a scale from 0 – 10.

Round 2: (This is the way they should do it)
The pairs have the same conversation again in the same roles.


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Person B this time does not try to motivate or change the other person, but tries to find out the other person's motives from a curious investigative attitude
Person B asks open questions and occasionally give a short summary to check whether you understand the other person well.
Afterwards, everyone rates the effectiveness of this conversation on a scale from 0 – 10.

Part C of the activity (10 minutes)

Debrief in the group.
Briefly exchange the differences volunteers have experienced.
Whose grade went up?
Ask persons A: which conversation was more motivating? Why?
Ask persons B: which conversation took more energy? Why?

Note for trainer
The trainer askes the group how difficult it was not to analyse and teach and persuade the other person.
Everyone recognizes something and some people recognize everything, let the group give examples of reactions. Discuss.
To prevent this reflex its necessary to listen, ask questions, and reflect on what you hear, not what you think because of own experiences.

## 4 I-message 15 min.

- Purpose of the activity: to further explore *I messages*.
- Learning outcomes:
  + Volunteers experience how to give an I message.
  + They are aware that with the I message better conveys what you want to achieve and focuses less on the obstacle you experience.
- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.
- Nature of the activity: work in pairs, reflection afterwards
- Instructions

Explain
If you have been irritated about something, you are quickly tempted to tell the other person what he is not doing right, with the result that friction quickly arises. The trick is to experience how differently the conversation can turn if you reason from within yourself and keep the problem to yourself.

Explain how to give an I message with these 3 simple steps:

+ Start your message with I.
Always start with yourself instead of referring to the other. This way you make it clear that you have something you want to share with the other person.
+ Say what you feel.
For example: "I feel uncomfortable when you just enter my room without knocking." This way the other person will know what your feelings are. Remember that you are only saying something about his or her behaviour. Not about his or her person!
+ Make a suggestion that the other person can do.


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Tell him how he can do things differently. For example, "I would appreciate it if you knocked."
+ Example
Marie, I would like to tell you something.
I feel uncomfortable when you just enter my room without knocking,
because I suddenly get scared when I'm doing something.
I would appreciate it if you knocked first.

Make pairs
Volunteers practice this technique in pairs. They take a difficult situation from their own experience and give an I message to the person in front of you. Considering the three steps. Then switch turns.

5 Just listen poem 5 m

- Purpose of the activity: emphasize the main theme of this module (the power of listening)
- Learning outcome:
  + volunteers are aware that just listening is difficult.
- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.
- Instructions

Show the "just listen poem" on the screen (attachment 3)
Let volunteers take the time to read it as a closing piece.

Note for the trainer.
We always feel the need to speak, give advice or share similar experiences. The power of the poem is that it shows how important it is that just listening is enough.
The poem speaks to itself, no need to further reflect on this. Just emphasize the power of listening.


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# Module 4 Observe and interpret

Summary

- The module offers theory and related activities about observing and interpreting behaviour.
- The main aim of the module is to raise awareness about biases. Volunteers know difference between facts and prejudices.
- This module (together with module 5: problem-solving ability) equip the volunteer to support and activate the probation client.

Programme

Theory

- Webinar about objectivity and subjectivity 20 m

Activities

- 1 Biases 15 m
- 2 Objectivity 20 m

Total: 55 m



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## Theory (webinar): Objectivity and subjectivity

- Webinar 15 m
  The webinar will address the following topics:
  Gain information (observation, interpretation, describe behaviour)
  Objectivity (opinions, motifs, influences
  Subjectivity (personal biases, emotions, false beliefs)
  Watch the webinar together with the volunteers. If the volunteers watched the webinar beforehand (at home), mention the topics covered. You can use the text below for this.

- Group talk 5 m
  Check with the volunteers whether the theory in the webinar is clear and whether there are any questions.

**Topics covered in the webinar**

The following pages provide descriptions of the topics covered in the webinar. These are for the trainer's informational purposes only.

**Gaining information**

As a volunteer you work closely together with the probation client. The volunteer gains insight into the client's well-being, attitude, and behaviour.

Gaining information through conversation and observing behaviour, connections are made and conclusions drawn. There is interpretation. It is important to actually describe what the behaviour is and to be influenced as little as possible by subjective experiences. Observation is conscious observation. You observe actions, but also attitude, behaviour, interactions, or events. Observation must be done as objectively as possible. You should think that behaviour should be described as concretely as possible, allowing as little personal experience as possible to influence that perception.

Research shows that many decisions or judgments are made unconsciously. Biases arise because unconscious association, emotions or situational factors colour the judgment. Over the years, many biases in decision-making have been described based on research into human decision-making behaviour. Examples include:

**Subjectivity bias**

Subjectivity is the opposite of objectivity. Subjectivity bias refers to the personal biases or prejudices that individuals have that can influence their perception, interpretation, and evaluation of information.

There are many types of biases that colour the way you observe. Two types of biases are for example:

- Anchoring effect

This means that you tend to rely on initial values or meaning that you just heard before. For example, you are linked to a new client as a volunteer. Beforehand, the coordinator who connects you says to you: 'This is a very complicated client. The probation officer has a lot of difficulty getting in touch with him.' It may be that your view and judgment of this client shapes you and you enter the first conversation in a completely different way than if you did not have that information.



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- Conformation bias

When we have an initial idea about a correct conclusion or decision or a cause for a problem, we tend to cling to that first impression. We mainly look for information that confirms that first image, while we ignore or disregard information that refutes that image and do not actively take it into account in our judgment.

For example: you are talking to a client to clarify what is going on. What often happens is that during the conversation you already have an idea of what the problems are and the possible solutions. If you are not careful, you forget to see whether there are other problems in the client's life. The risk is that you work on a solution that does not fit the client's situation.

There are many more types, for example:

*Framing effect:* Being influenced by the way information is presented to us, rather than just the information itself.
*Emotional contagion bias*: Being influenced by the emotions of those around us.
*Stereotyping bias*: Making assumptions about people based on stereotypes rather than individual characteristics.

**Objectivity**

Objectivity is based on facts, rather than on opinions, influences, and motifs. It is therefore important that you monitor the objectivity of your work and be aware of your biases to avoid subjectivity. You can promote objectivity by taking the following into account:

- Consultation with others

To remain as objective as possible, you can consider consulting with third parties. This way you can test your thoughts again in consultation with your coordinator or any other volunteers. The advantage of this is that you consider different perspectives and views on the problem and that others can also be critical of possible thinking errors you make. With the help of feedback from others, you can prevent any blind spots that influence your perception and actions. You can also coordinate with the client, of course. Is what he just said correct or should it be placed in a different context.

- Social and personal factors

Social and personal factors that can lead to problems are:
+ Judicial
+ Housing
+ Education and work
+ Financial situation
+ Relationships
+ Health

You may be inclined to look first at the problems that are most prominent. Although it seems obvious to tackle these first, it is important not to lose sight of other issues. This can be done by working with social / personal factors.

Depending on your interests, education, and experience, you will have more or less interest in a particular social/personal factor. For example: if psychology interests you, you will be more likely to pay attention to mental health. Social/personal factors helps you to consciously look at other issues. This gives you a complete picture of the client and ensures that you do not overlook any important matters.

Working with social/personal factors is looking from a broad perspective. This way you not only look at the client's problems, but also at his possibilities. You also look at the client's overall functioning and the relationship between them.



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Making a report after every conversation contributes to objectivity. A structured report, for example, consists of a format in which the different areas are discussed. When completing the report, you review the conversation in your head so that you can filter out the irrelevant information and retain the important factors that are relevant to the client. Good reporting helps you to look at the client more objectively, so that you can better substantiate any subsequent steps.

- Knowledge of specific groups and problems

In interpreting information that you gain it can be helpful to have knowledge about specific problems (for example addiction or psychiatric problems) or knowledge of specific offender groups (for example young adult clients). This general knowledge helps you to make good judgments and create a more balanced and objective view of the client.



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## Activities to process the theory

### 1 Biases 15 m

- Purpose of the activity: to further explore biases.
- Learning outcomes:
  + Volunteers are able to recognize bias.
  + Volunteers recognize ways to avoid bias

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.

- Nature of the activity: group-activity, listen, reflect.

- Instruction:

Read these sentences aloud
*A father and his child are in a car accident. The father dies on the spot, and the child is taken to the emergency room with serious injuries. There, the surgeon says, "I can't treat this patient because I'm too involved. This is my child."*

*Question for the volunteers: how to explain the situation?*
The volunteers likely assume the surgeon is male. This raises the question of how this is possible, since the father died in the accident. Perhaps there was a stepfather, or is this a gay couple, and is that the explanation for the two fathers?

*Answer to the question*
The surgeon is the child's mother.

Group talk
Start a conversation about bias. Use the outcome of the small exercise as an illustration. You will see that the volunteers at first don't consider that a surgeon can be a woman, because traditionally we assume a surgeon is male. Of course, everyone will say that a surgeon can also be a woman. But somewhere deep inside us, "surgeon" and "woman" don't automatically go together. We unconsciously assume that a surgeon is probably a man. This illustrates the concept of bias.
Have volunteers ever caught themselves being prejudiced? In their personal lives or during their volunteer work?

### 2 Objectivity 20 m

- Purpose of the activity: to further explore *objectivity.*
- Learning outcomes
  + Volunteers know how to distinct facts from interpretations and opinions.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.

- Nature of the activity: individual, pen and paper activity.



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- Instructions

Provide document (See attachment 4)
Provide the volunteer with the text below
It's a report from a probation officer who had a first conversation with his client.
Ask the volunteers to highlight the facts and the interpretations of the probation officer

Note for trainer
Red = subjective
Groen = objective

***Brian is a 44 man from Amsterdam, convicted of domestic violence. He is married to Lisa. The two of them have 2 kids together.***
***Brian is a man that is covered with tattoos, short, trimmed hair and wears jeans and trainers. He really looks like a criminal. He gives me a firm, aggressive handshake, and mumbles when he says his name. During the whole conversation he looks very aggressive and avoids eye-contact while he is talking to me.***

***In my opinion his relationship with his wife has been problematic from the start. She nags all the time when he is not willing to help her with household chores. One day he hit her because she stood aggressively in front of him. So, self-defence in his opinion.***

***During trial the judge had a bad day and punished him harder than others. He was sentenced to two years' probation and has to follow a training for domestic violence.***

***During his probation period Brian needs to follow the training which he will never complete I assume. I know this type of people. They will only participate because the judge obliged them to. Obviously, he will tell the trainers what they want to hear so he'll get a certificate. I wander if he is able to succeed the training, because I think he is easily distracted and has difficulties concentrating.***
***He told me he left school when he was 20. He finished with a diploma and had one job in construction. I would consider him a difficult man and wonder how the two years of probation will go.***

Group talk
Make a short round in the group for the results. Make the connection with the theory.

Note for trainer
Discuss with the group how easy it is to paint a coloured picture of someone. Observation must be done as objectively as possible. You should think that behaviour should be described as concretely as possible, allowing as little personal experience as possible to influence that perception.


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# Module 5: Problem solving

## Summary

- This module is offered live.
- The module offers theory and related activities about identifying client needs and problem-solving skills.
- The key aim of the module is to practice (communication) skills with the focus on problem solving. Volunteers analyse client needs and have a solution orientated attitude.
- This module (together with module 4: Observe and interpret) equip the volunteer to support and activate the probation client.

## Programme

Theory

- Client needs 15 m
- Protective and Risk Factors

Activities

- 1 Personal/social factors 50 m
- 2 Competence questions 10 m
  Total 70 m



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## Theory (webinar): Client needs

- Webinar 10 m
  The webinar will address the following topics: the purpose of personal/social factors and explanation of each factor.
  Watch the webinar together with the volunteers. If the volunteers watched the webinar beforehand (at home), mention the topics covered. You can use the text below for this.

- Group talk 5 m
  Check with the volunteers whether the theory in the webinar is clear and whether there are any questions.

**Topics covered in the webinar**

The following pages provide descriptions of the topics covered in the webinar. These are for the trainer's informational purposes only.

**Client needs**

- Why work with personal & social factors?

Stability in personal & social factors is important for the wellbeing of clients. Problems often occur in multiple areas of life. Personal & social factors provide insight into what problems are present, what the needs are and how the problems are related to each other. Personal & social factors are a helpful tool to identify client needs and conversation topics.

- What are personal & social factors

The webinar introduces the personal & social factors, provides a short explanation with each area, and gives examples of the problems that can occur. The areas are:
+ Judicial
+ Housing
+ Education and work
+ Financial situation
+ Relationships
+ Health

This can also be done differently. It is also possible to split up some areas of life. For example, Education & Work. Or health can be divided into mental and physical wellbeing. Sometimes addiction is a separate area.

- Protective and Risk Factors

The presence of risk factors increases the chance of problems developing.

Protective factors contribute to a solid foundation and can provide resistance to risks and problems. For resocialization, it is therefore very important to limit risk factors as much as possible and promote protective factors.

Protective factor are: participation in organized leisure activities, good relationships at work, satisfaction with finances, satisfaction with health, having goals in life and assessing that those goals are achievable, self-control, work, finances, motivation, attitude towards



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authority, medication, network, intelligence, impulse control, external influences, agreement on rules and conditions, having a stable home situation, later age at the start of criminal behaviour and less pro-criminal thinking.

**Personal & social factors in focus**

*1 Judicial*
Everything related to offending behaviour, the judicial process and probation measure.
Topics:
Offending behaviour: circumstances of the committed crime, attitude towards the crime, feelings of guilt and shame.
The judicial process: how does it work, where in the process is the client.
The probation measure: the measure and the conditions, attitude towards the measure.

*2 Finances*
Everything related to financial matters such as income and handling money.
Topics:
Income: ways of income, stability.
Financial problems: ways of handling money, the impact of financial problems on other life areas (housing, relationships, criminal behaviour, motivation).

*3 Housing*
Everything that has to do with housing and the living environment.
Topics:
Housing stability: does the client has permanent or temporary accommodation. Does he or she often moves.
Supported living: inpatient or outpatient residential care.
Living environment: living in an area with many social problems or crime, social control, and support.

*4 Social relationships*
Everything that has to do with relationships. Relationships with partners, family, friends, and acquaintances.
Topics:
The composition of the social network: partners, children, friends.
Quality of the network: sources of support within this network, prosocial and antisocial behaviour, close bonds, childhood experiences, violence in relationships, attitudes towards crime.
Consequences of criminal behaviour for relationships. Emotions and concerns.

*5 Work & Education*
Everything related to education and work.
Topics:
Employment: stability (temporary or permanent work), working hours, employment history, attitude toward work.
Other daytime activities: leisure activities, volunteer work.
Education: education history, attitude towards education.

*6 Health*
Everything related to mental and physical well-being.
Topics:
Insight into one's own health situation, dealing with illness, health consequences for functioning, actions taken, assistance and care.
The use of alcohol and drugs.


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## Activities to process the theory

### 1 Personal & social factors 50 m

- Purpose of this activity: to further explore personal & social factors.
- Learning outcomes:
  + Volunteers become aware of issues in the client's life.
  + They practice with analysing and prioritising personal and social factors.
  + Volunteers experience how these factors are interrelated.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.

- Nature of the activity: in pairs, read a case, analyse, pen and paper activity.

- Instructions:

The activity consists of four parts:

Part A (5 minutes)

*Provide document*
The volunteers are presented with a case (attachment 5). In this case the client situation is described based on personal & social factor.

Part B (15 minutes)

*The group is divided in pairs.*
The pairs identify the personal & social factors presented in the case.
Protective factors contribute to a solid foundation and can provide resistance to risks and problems. For resocialization, it is therefore very important to limit risk factors as much as possible and promote protective factors. On the map they draw a red line between the circle and Bob in the middle.
Also they identify risk-factor. These are characteristics or circumstances that increase the likelihood of a negative outcome. On the map they draw a green line between the circle and Bob in the middle.

Part C (15 minutes)

*The pairs weigh the areas.*
Personal & social factors with opportunities and possibilities suitable for volunteer intervention get a plus (+).
Personal/social factors that are harmful, not easy to improve and more suitable for a professional intervention get a minus (-).

Part D (15 minutes)

*Group talk*
The trainer creates one map using the findings of the volunteers. During this the trainer connects the findings to the following aspects: prominent and less prominent areas, the different perspectives of the pairs, which areas to focus on now and which later etc.

### 2 Competence questions 10 m

- Purpose of this activity: to further explore *competences.*



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- Learning outcomes:
  + Volunteers learn how to invite clients to tell their success stories.

- Note for trainer
  + Mention the purpose of this activity.
  + Ask the volunteers about their personal experience with the topic being covered.

- Nature of the activity: in pairs, roleplay, practice skills.

- Instructions

Make pairs
One person has the role of volunteer, the other of client.

Volunteer asks the client how he or she tackled a problem in the past. The volunteer asks questions about competences and skills. These questions usually start with 'how':
+ How did you do that?
+ How did you perform?
+ How do you manage to persevere?
+ How did you manage to deliver this good performance?
+What skills/competencies do you already possess that can help you?

Note for trainer
Make the volunteers aware that clients are often very inclined to focus on what is not going well in life. It is important that clients also focus on previous successes. These give hope and confidence to continue.


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# Attachments that go with the activities



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## Attachment 1: dialogue for activity 3. Module 2

**The probation client is paired with a volunteer. They're meeting for the first time and getting acquainted. The client wonders what the volunteer can do for them.**

**Client:** "Can you make sure I have to report to the probation service less often..."

→ Friction (the client has expectations that fall outside the volunteer's role)

**Volunteer:** "I'm not in charge of your probation process; I'm not in charge of the rules you have to follow."

→ Direction and goals (clearly indicate what doesn't fall within the role)

**Volunteer:** "My role as a volunteer is to support you... to work together to determine what you need to keep your appointments... with administrative tasks... to be a listening ear."

→ Direction and goal (focusing on what the collaboration is about, explanation of what is part of the role)

**Client:** "Yes, but I actually expected you to be able to take over things from me… I have plenty of friends that can listen to me."

→ Friction (resistance; a negative reaction to the direction and goals)

**Volunteer:** "You actually expected something different… obligations take energy."

→ Going along/acknowledging (dealing with friction without letting go of the direction and goals)

**Client:** "And honestly… if you can't change all that, then I wonder why I should even spend time on this…"

→ Friction (doubt about the purpose of the collaboration)

**Volunteer:** "I understand that it feels frustrating… my role is focused on support… maintaining an overview… making progress step by step."

→ Direction and goals (defining roles, emphasizing shared goals: overview, planning, progress)

**Client:** "Yes, but that just feels slow. I just want it to be done."

→ Friction (dissatisfaction with the pace and process)

**Volunteer:** "I understand that completely… I can't solve everything at once… we need to work together to find ways that work for you… make a plan."

→ Direction and goals (clearly indicating what isn't possible, making a plan together to reduce friction)



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## Attachment 2: Handout for activity 1 Repair Reflex. Module 3.

**Round 1 Instruction conversation 1**
This exercise is intended to experience what it is like to have a conversation in a directing manner.
You talk to someone who wants to change something in their life.

- You start the conversation by asking what he/she wants to change. For example: quit smoking, eating less sweets, exercising more. A habit that he/she should change.
- What would you like to change in your life right now?
- Then tell the other person how important it is to continue this change.
- Provide a list of reasons why the other person needs to change.
- Emphasize the importance of the change to the other person.
- Tell the other person how to do it.
- Assure the other person that he/she can do it.
- Encourage the other person to actually do it.

Afterwards, everyone rates the effectiveness of this conversation on a scale from 0 – 10.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 3 | 5 | 6 | 7 | 8 | 9 | 10 |

Not effective Very effective

**Round 2: Instructional conversation 2**

Just like in the previous exercise, you talk to someone who wants to change something in their life.
The conversation is intended to let the other person tell what he/she wants to change, to put forward the reasons for change, to let him/herself tell how to approach things. So above all you listen, ask open questions, and occasionally give a short summary to check whether you understand the other person well.

- When you now look at what your life looks like. What would you like to change?
- How important is this change to you?
- What are the three most important reasons for change?
- What are you dreading?
- How could you approach it?
- If you succeed, what does this mean for you?
- Now that we've talked about it, what are you going to do first?

Afterwards, everyone rates the effectiveness of this conversation on a scale from 0 – 10.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 3 | 5 | 6 | 7 | 8 | 9 | 10 |

Not effective Very effective



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## Attachment 3: Handout for activity 5 Just listen Poem. Module 3.

**Just listen**

When I ask you to listen to me
and you start giving me advice,
You have not done what I asked.

When I ask you to listen to me
and you begin to tell me why
I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me
and you feel you have to do something
to solve my problem,
you have failed me,
strange as that may seem.

Listen! All I ask is that you listen.
Don't talk or do – just hear me…

And I can do for myself; I am not helpless.
Maybe discouraged and faltering,
but not helpless.

When you do something for me that I can and need to do for myself,
you contribute to my fear and
Inadequacy.

But when you accept as a simple fact



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That I feel what I feel,

No matter how irrational,

Then I can stop trying to convince

You and get about this business

Of understanding what's behind

This irrational feeling.

And when that's clear, the answers are obvious and I don't need advice.

Irrational feelings make sense when

we understand what's behind them.

So please listen, and just hear me.

And if you want to talk, wait a minute

for your turn– and I will listen to you.



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## Attachment 4: Handout for activity 2 Objectivity. Module 4

Brian is a 44 man from Amsterdam, convicted of domestic violence. He is married to Lisa. The two of them have 2 kids together.
Brian is a man that is covered with tattoos, short, trimmed hair and wears jeans and trainers. He really looks like a criminal. He gives me a firm, aggressive handshake, and mumbles when he says his name. During the whole conversation he looks very aggressive and avoids eye-contact while he is talking to me.

In my opinion his relationship with his wife has been problematic from the start. She nags all the time when he is not willing to help her with household chores. One day he hit her because she stood aggressively in front of him. So, self-defence in his opinion.

During trial the judge had a bad day and punished him harder than others. He was sentenced to two years' probation and has to follow a training for domestic violence.

During his probation period Brian needs to follow the training which he will never complete I assume. I know this type of people. They will only participate because the judge obliged them to. Obviously, he will tell the trainers what they want to hear so he'll get a certificate. I wander if he is able to succeed the training, because I think he is easily distracted and has difficulties concentrating.
He told me he left school when he was 20. He finished with a diploma and had one job in construction. I would consider him a difficult man and wonder how the two years of probation will go.


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## Attachment 5: Handout for activity 1 Personal & Social factors. Module 5

**The Case of Bob**

**Bob is a 37-year-old man who has been in detention in the Netherlands.**

**Judicial judgment and sentence**

Bob spent almost a year in pretrial detention. That brought a lot of insecurity. In the end he was convicted to a 10-year sentence. Bob didn't expect that. The shock was great, but Bob managed to accept it. Bob says he had no other choice and saw this as the only solution to his problems. After his conviction, Bob contacted his lawyer and prison staff to explore the options for a conditional release.

The criminal records shows that Bob was previous convicted. He was found guilty of possession of hard drug twice.

Bob has a difficult relationship with some of the guards. One guard always torments him. He recently has a new cellmate with whom he is not getting along. The cellmate makes a lot of mess and takes Bob's things without asking. It led to a serious argument between Bob and his cellmate. Bob wants to be transferred to another prison because of the bad relationship with the guards and the argument with his cellmate.

**Housing**

Prior to the current detention, he lived with his wife and their three children in their own home.

**Education and work**

Bob attended secondary school and left with a diploma. He then worked in construction. Bob's wife has always focused on the children and therefore did not work. She has a diploma focused on healthcare.

**Finances**

Bob really likes nice things and when he had a job, he could afford it. When he received benefits, his income fell, and he could no longer afford these items. He got into debt, stopped paying his bills, stopped opening his mail and the debts mounted.

He also borrowed money from friends. He hoped to pay off his debts in one go by selling drugs. Unfortunately, this led to the arrest.

A friend supports him financially in detention. He sometimes puts some money in his prison account so that Bob can do some extra shopping at the prison store.

**Social network**

Bob married ten years ago and within that relationship three children were born, ages nine, seven and three. His wife knew nothing about his debts and the plan to sell drugs.

Bob's parents are elderly and have recently moved to a new house. His parents are very disappointed in Bob. They can't imagine that Bob put his wife and children in such a difficult position. They have distanced themselves from Bob for a while and had no contact with him during his detention. Through his wife they hear how Bob was doing. His children love grandma and grandpa, and his wife feels supported by them. They regularly look after the children.

Bob has several friends that he knew from the past and who have a good influence on him. They work and have a family and lead a "normal" life. Through the gym, Bob also has



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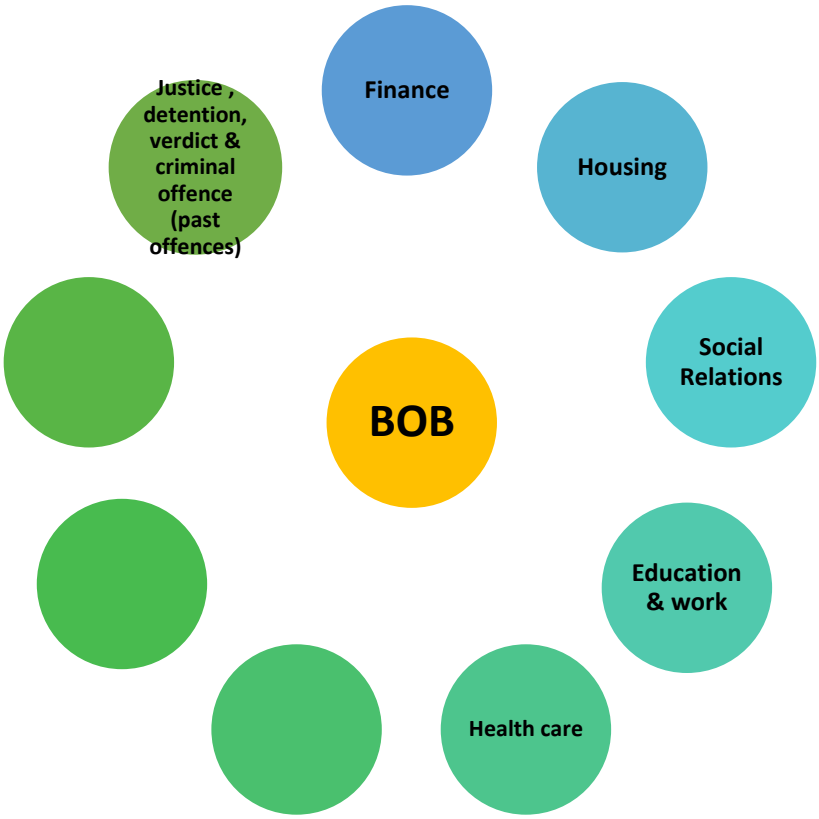
several friends who are involved in criminal activity and use drugs. They lent him money when he needed it and so he turned to the drug offense to pay off the debt they owed. Bob felt cornered, saw no way out and agreed to the request.

**Health**

Bob sometimes uses drugs himself; he says it is purely for recreation. Using drugs makes him feel invincible and he can take on the world. Bob has no further physical or psychological complaints.

**Conditional Release**

Bob spent a few years in prison, but has recently been released with a conditional release with supervision. The probation officer and Bob get along just fine and are focused on getting Bob back on track. The probation officer asked the volunteer for some extra help. The task of the volunteer is to help Bob get an overview of all the debts and see if they can find a way to make a payment arrangement with his creditors. In all the conversations they have together, they also speak a lot about what kind of jobs Bob likes and are suitable for him. They often play roleplays to practice a job interview.






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# Competency Framework for volunteers in probation

The competency framework consists of a set of knowledge and skills, combined with qualities, and attitudes a volunteer should have. This forms the basis for the expected conduct that enables volunteers to carry out the voluntary work at a certain level within the domain of the probation service.

There are differences within European probation practices regarding the approach of the probation service, roles & tasks of the volunteers and the way volunteers and probation cooperate. Despite these differences, several standard competences can be identified for volunteers in probation work.

The competency Framework below consists of three clusters that are divided into eleven competences. Main points of interests are mentioned for each competency.

## Cluster 1 Attitude and qualities: how should the volunteer position himself?

Throughout the recruitment and selection process of volunteers it's important to keep in mind the competences mentioned in this cluster. During the process, the probation service should make an assessment as to what extent these competences are present in the potential volunteer.

The competences in this cluster exist of attitudes and qualities which are not trainable. They already should be part of the of character and attitude of the potential volunteer. Therefore, these competences are not part of the training programme. Although of course one can observe in the training if these attitudes and qualities are present. Thus, the probation service might consider using the training program as a part of the selection process

The competences are:

1.1 Reliability

- The volunteer acts in line with generally accepted beliefs, norms, and values.
  Points of interest: ethics, standard of conduct, power relations, act consistently (do what you say & say what you do).
- Adheres to the organization's policies and procedures.
  Point of interest: security, confidentiality, privacy, incidents, integrity.

1.2 Collaboration

- The volunteer contributes to an agreed result.
  Points of interest: consultation about tasks, transfer of information.
- Maintains good working relationships.
  Key topics: coordination, an eye for the well-being of others, collegiality.
- Supervises own work.
  Points of interest: systematic work, time management.



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1.3 Reflective skills

- The volunteer evaluates their own behaviour and views.
  Points of interest: learning by doing, learning from one's own experiences, adapting.
- Is accountable for his own actions.
  Points of interest: receiving and giving feedback, adjust behaviour after receiving feedback.

1.4 Emotional stability

- The volunteer acts surely and calmly.
  Points of interest: dealing with setbacks, disappointment, or counter-play.

## Cluster 2 Knowledge: what should the volunteer know?

To volunteer in probation volunteers needs to know some basics about the professional field and the body of knowledge on which probation work is based.
More importantly volunteers need to have knowledge about their role: expectations and responsibilities, the position of the volunteer in the organisation and the relationship with the client and probation officer. The training programme addresses the competences in this cluster through several short e-learning modules and webinars.

The competences are:

2.1 Knowledge of the professional field

- The volunteer knows the probation service.
  Points of interest: core tasks, goals, mission, vision.
- Is aware of the criminal justice system.
  Points of interest: key cooperation partners, place of the probation service in the justice system.
- Has knowledge of the criminal justice process.
  Points of interest: criminal justice procedures.

2.2 Knowledge of theories and methodologies

- The volunteer is familiar with the basic principles of probation work.
  Points of interest: principles of criminology, behavioural change, risk-assessment.
- Is familiar with clients of the probation service and their problems.
  Points of interest: common problems and issues, target groups.

2.3 Knowledge of the volunteer role

- The volunteer knows what is expected.
  Points of interest: tasks, dos and don’ts, pro-social modelling.
- The volunteer knows their place in the service.
  Points of interest: accountability, collaboration with the probation officer.



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## Cluster 3 Skills: how should the volunteer act?

Volunteers in probation need a set of skills in order to make a connection with the probation client (communication and relational skills) and to identify and address issues in an effective way (relational and observational skills).
The training program addresses these competences in this cluster in a face-to-face training. Most of these skills need a hands-on approach, with plenty of opportunities to practice the skills in interaction with volunteers.

The competences are:

3.1 Relational skills

- The volunteer enters a relationship with others.
  Points of interest: fundamental attitudes, empathy, non-judgemental, autonomy, reciprocity. The working alliance; direction, trust, bond, friction.

3.2 Communication skills

- The volunteer has conversational skills that can convey empathy and support dialogue.
  Point of interest: conversation skills, verbal and nonverbal communication, active listening, summarize, open and closed questions.
- Has writing and digital skills.[2]
  Points of interest: reporting, working with a computer.

3.3 Observation

- The volunteer identifies problems.
  Points of interest: interpretation, objectivity, subjectivity, personal biases, emotions, and false beliefs.

3.4 Problem-solving ability

- The volunteer recognizes problems and has the skills to deal with them.
  Points of interest: life areas, clients in their context, the repair reflex, solution orientated questioning.

[2] The training program doesn't address writing and digital skills. During the recruiting and selection process an assessment if the potential volunteer possesses these skills sufficiently should be made.



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