

## CASE STUDY 2 - EXPLORING ROLES AND BOUNDARIES

### 1. Project Plan

This section offers an overview of the lab process.

Activities	Purpose	Time	Involvement
Project Planning	Identified what needed to be tested. Provided understanding about the context. Identified potential participant numbers. Established the roles of each partner Confirmed all meeting dates.	2 x 2 hr meetings	IRISS facilitators x 2 PPPF x 2 HMPP Management
Co-Design Workshop 1	Introduced all partners. Enabled the process and expectations to be discussed. Resolved any questions and/or concerns. Provided additional understanding within this context. Refined what would be tested in the lab. Co-designed the code of conduct.	6 hrs	IRISS facilitators x 2 PPPF x 2 HMPP prison officers x 3 HMPP prisoners x 8
Co-Design Workshop 2	Gave time for reflection on the last meeting. Resolved any further questions and/or concerns. Confirmed what would be tested in the lab. Designed the lab process. Refined the code of conduct.	6 hrs	IRISS facilitators x 2 PPPF x 2 HMPP prison officers x 3 HMPP prisoners x 8
Lab	Tested the code of conduct produced by the group in a safe and controlled	6 hrs	IRISS facilitators x 1

	<p>environment through two experiences.</p> <p>Enabled everyone involved to experience the lab process.</p> <p>Gave time to reflect on and evaluate the lab process.</p>		<p>IRISS evaluators x 2</p> <p>PPPF x 2</p> <p>HMPP prison officers x 3</p> <p>HMPP prisoners x 8</p>
Project Team Reflection	Gave time to reflect on the process and what learning could be taken forward through group discussion.	2.5 hrs	<p>IRISS x 2</p> <p>PPPF x 2</p> <p>HMPP management</p>

## 2. Personas and Scenarios

### Pair 1: Prison Officer and Prisoner

NB: Prison Officer to play himself and not to see the roles or scenarios

### **Prisoner Persona 1**

Name: Shuggy McAlees

Age: 46

Sex: male

Ethnicity: white

Family Arrangements: married two children

Likes: football; amateur dramatics; music; motorcycles; birds; reading; tv

Dislikes: authority, nosey people

Wants: wants to appeal; doesn't believe the length of sentence he received; advice on what he can do whilst in jail.

Needs: to be settled into prison life; needs to get his sentence reduced; feels bitter and alienated towards whole system

Inspirations: God

Goals: appeal

Troubles: anger management issues; tends to spark off at slightest provocation; can be quite huffy and unresponsive

Fears: has heard the horror stories surrounding jails and wants to be reassured that this is not the case

### **Scenario 1**

Shuggy has just been given a 16 year sentence for murder. Shuggy does not believe that he should have been found guilty, claims he was set up. Shuggy is concerned as he feels

he has enemies already within the jail and has heard the horror stories. He is nervous but trying to act hard. Try to hold back with information and let the mentee tease it out. Halfway through the session tell them that you are a drug user who will need help – but only if they have got your trust! Talk about God and views on religion; get the mentor's view as well!

## **Pair 2: Prison Officer and Prisoner**

NB: Prison Officer to play himself and not to see the roles or scenarios

### **Prisoner Persona 2**

Name: Joseph Stalin (aka Joe)

Age: 45

Sex: male

Ethnicity: white

Family Arrangements: single

Likes: arts; classical music; reading

Dislikes: intolerance

Wants: to keep head down and get on with sentence

Needs: support to achieve full potential; lacks self esteem; has been inside most of his adult life; chaotic childhood

Inspirations: his parents

Goals: to better himself

Troubles: gullible and easily led; tends to trust people too easily

Fears: concerned that he may be missing out on opportunities; needs support to get through each day

## **Scenario 2**

Joe needs reassurance that what he is doing is going to help him on the outside. He has developed a mentoring relationship with an officer that has been productive, beneficial and works well for him. However, it has been noticed by other prisoners and he is being tagged as a grass. Adopt a cagey persona – like you are trying to hide something or have something important to ask but are unsure how to do so. Try to tell the officer about the prospect of getting a beating without revealing who is causing the problems.

## **Pair 3: Prisoner and Prisoner**

NB: One prisoner to play himself and not to see the roles or scenarios

### **Prisoner Persona 3**

Name: Colin McConnel

Age: 23

Sex: male

Ethnicity: white

Family Arrangements: youngest of five brothers, all done time

Likes: fast cars; shoplifting; messing about; jokes; not taking life seriously enough; painting and drawing

Dislikes: bores and old people

Wants: to get back out to see his girlfriend

Needs: alcohol

Inspirations: none

Goals: none

Troubles: has a drink problem but doesn't realise this is at the root of his troubles

Fears: none

### **Scenario 3**

Colin is a young lad who likes a drink. Most of his sentences have been centred on trouble he has got into whilst drinking. The mentoring process was to allow Colin to explore any purposeful activities he could undertake whilst serving his sentence. This has been noted by a few older hands who want him to store some hooch in return for a bevvvy. Colin is looking for advice from his mentor on what he should be doing...

### **Pair 4: Prison Officer and Prisoner**

NB: Prison officer to play himself and not to see the roles or scenarios

### **Prisoner Persona 4**

Name: Harold Priestly

Age: 57

Sex: male

Ethnicity: white

Family Arrangements: grandfather; father and uncle to many

Likes: dancing; music; telling stories; jokes

Dislikes: cars; smokers

Wants: to be a good mentor and help others

Needs: reassurance that what he is doing is correct; unsure about the impact he has on younger people

Inspirations: none

Goals: to stay off the drink

Troubles: recovering alcoholic

Fears: going back onto the drink; serving 2<sup>nd</sup> year of a 4 year sentence for robbery

### **Scenario 3**

Harold has been mentored by a PO for a short time. He really likes the young man as he reminds him of himself at a younger age. Doesn't want to get himself into trouble or to grass on anyone...

### **Group 1: 3 x Prisoners**

NB: One prisoner to play himself and not to see the roles or scenarios

### **Prisoner Persona 5**

Name: Kenny Malcolm

Age: 32

Sex: male

Ethnicity: white

Family Arrangements: only child

Likes: cars; women; gambling

Dislikes: snobby bastards

Wants: to finish sentence and not come back

Needs: to get out of gambling culture – will bet on two flies walking up a wall

Inspirations: none

Goals: to become a professional gambler on the European poker circuit

Troubles: gambling addiction; petty crime to pay for his addiction; number of short sentences for shoplifting, reset etc;; currently doing 4 years for drug offences – intent to supply

Fears: paranoid about being targeted by former colleagues; doesn't trust anyone

### **Scenario 5**

Kenny has approached Eddie (playing himself) for mentoring help. Eddie has brought Brian along with him as Brian is training to be a mentor. Kenny is having relationship problems. He finds it difficult to open up to talk about his problems and doesn't trust people right away. He finds that he likes trainee Brian and engages more with him than mentor Eddie (playing himself).

### **Prisoner Persona 6**

Name: Brian Sweeney

Age: 48

Sex: male

Ethnicity: white

Family Arrangements: married, two daughters, one son

Likes: football; tv nature shows; animals; zoos

Dislikes: meat eaters

Wants: to become a mentor and is interested in the process

Needs: to stop butting in with inappropriate comments

Inspirations: none

Goals: to become a mentor and help others



Troubles: doing five years for threatening to blow up animal experiment lab; sent bullets through post to two doctors; regarded as a bit of an eccentric...

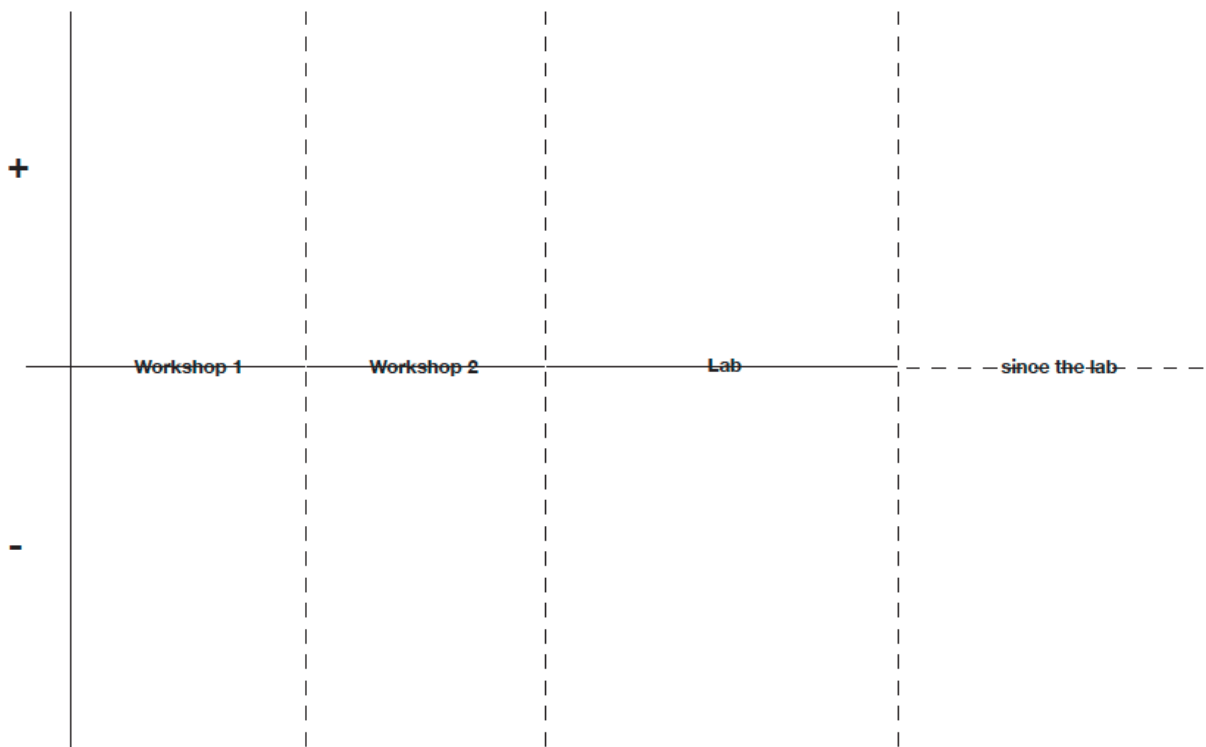
Fears: none

### Scenario 6

Brian is training to be a mentor. He has been paired up with Eddie (playing himself) to observe how it is done. However, despite being warned not to put in his opinions, Brian often finds it difficult not to comment...and invariably the comment is not relevant to the discussion being had...

## 3. Experience Map

Experience map



## 4. Feedback Questions

## Small Group Evaluation

1. Get your group to talk through each stage of the project detailed on their experience map, and what they learnt at each stage.

*(NB. spend more time talking about the lab part of the project than the other parts)*

2. Get your group to talk about how they felt at each stage in the project detailed on their experience map, and why they felt this way.

*(NB. spend more time talking about the lab part of the project than the other parts)*

2a. Did the lab test their boundaries?

2b. Did the lab test their roles?

2c. How did they cope when their boundaries and roles were tested?

3. Ask your group to discuss their experience of working together alongside prison officers/prisoners

4. Ask how the way of working experienced during the lab compares to ways they have worked in practice

*(Prompts: time, level playing field between people, open questions, building a relationship of trust, working in pairs)*

5. Discuss if the lab prompted anyone in your group to think differently about boundaries and roles

## Large Group Evaluation

Everyone to come back together as a large group.

1. Discuss how the group thinks we can take the lab process and make it possible in practice

*(Prompts: time, reflective space, training, working with other practitioners e.g. communication and relationships between prisoners and prison officers)*

2. What does the group think about doing a lab in the prison with people who have had no experience of what the lab is about (i.e. mentoring). What do the group think that experience would be like for people?

3. Discuss what the group would now need to develop to know where to signpost

mentees correctly

## 5. Difference between a lab and a workshop

Whilst workshops are extremely useful learning environments, unlike a lab they do not allow you to test a change in context and experience the risks associated with this change.

A number of other key differences are listed below:

<b>Labs</b>	<b>Workshops</b>
Takes place in situ	Can take place anywhere
Involves the people with experience of working and living with in the context being explored	Can involve anyone
Designed around a contextual issue	Designed around themes
Are designed to test something	Are designed to learn something
Focus on experiential learning	Focus on cognitive understanding
There is no 'one' facilitator	Are facilitated
The group decides what is being tested	The facilitator usually decides what you do

Need to be designed to accommodate context, cultures, knowledge, and experiences of participants	Can be repeated with little or no changes
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