THE PROFESSIONAL AND SOCIAL DEVELOPMENT OF PRISON STAFF

1st Edition
This book has been prepared within the framework of Turkish Ministry of European Union, Education and Youth Program, Strategic Partnership project “2015-1-TR01-KA204-022215” entitled Improving the Professional Competence and Increasing the Social Development of Prison Staff. This project has been funded by the Erasmus+ Program of the European Commission. Responsibility for the information and views set out in this publication lies entirely with the authors. Turkish National Agency and European Commission can not be held responsible for any use.
Dear Readers,

This book is among the most important acquisitions of a project that was funded by the European Union and was conducted by eight partners both Turkish and foreign. The primary goal of the book is to have an up-to-date, innovative and application-based source of information that will support professional and social development of prison staff. This thirteen-chapter volume has been prepared by experienced trainers working in Ankara Training Center of Prison and Detention Houses and expert academicians that used the SWOT analysis, Needs Analysis and Quality Catalogue.

Even though the target audience of the book are prison staff and trainers working in Training Center of Prison and Detention Houses, it is believed that the book will also be useful for prison administrators, experts working in the psycho-social unit and university academicians and students in relevant fields of study.

I would like to thank my colleagues who are involved on the project team, primarily Dr. Kerem Kılıçer, Dr. Fatih Yılmaz and Dr. Erdal Şenocak who worked at Gaziosmanpaşa University; as well as all local and foreigner partners, who have contributed to the preparation of this book in all processes leading to publication. Even though this process was tiring, it has been a tremendous pleasure to increase our knowledge and reveal this useful information. We hope that you will feel the same pleasure while reading it.

On behalf of the Project Team
Associate Prof. Dr. Tahsin İlhan
Project Coordinator
# THE PROFESSIONAL AND SOCIAL DEVELOPMENT OF PRISON STAFF

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LEGAL ISSUES

Haydar Yalın*

LEARNING OUTCOMES

On reading this chapter, you will;

- Learn the legal rights of the profession
- Know current legislation regarding profession
- Learn basic rights and liberty of constitution
- Know the importance of respect to human rights
- Have knowledge about UYAP information system

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

The whole law regulating society and determining the sanction of the state is defined as a “justice” as an integral part of our culture and civilization, the concept of law, which is defined as a “morals”[1]

* Trainer, Ankara Training Center of Prison and Detention Houses
No doubt, the applicable law rules for penal institutions are applicable to convicts and detainees except for the existing restrictions about the nature of punishment. Legal rules find response in business life and social life by law. It is one of the main objectives of this course note that all the personnel working in the penitentiary institutions should know the laws of duty area, respect human rights and freedoms and establish the consciousness necessary for effective use of information systems as a requirement of transparent management approach. This section will focus on constitutional concepts in general, the basic elements of human rights, and finally the National Judiciary Network Information System (UYAP).

CONSTITUTION, LAW AND REGULATIONS

Constitution

The Constitution is defined as the basic law, which states the form of government of a state, and which declares the public rights of citizens, showing how legislative, enforcement and judicial powers can be used. In general terms, the constitution sets out basic rules.

These rules will be explained in detail by legislation that will protect the fundamental rights and freedoms and will increase the prosperity of our country and nationality, and will enable individuals to live in peace and security in their personal and social lives and aim to transfer the ideal practices into life.

Legislation is defined as the whole laws, regulations, etc. in force in a country, and the general provisions that find the expression of Constitution are elaborated in line with needs. In this context, the management, operation, etc. of the penitentiary institutions can be explained by legislation and be applied easily.

The legislation guides us in our work and prevents us from making mistakes. Of course, knowing specific provisions regarding the field we have served in the penitentiary institutions, and knowing and applying the rules which is especially related with our penitentiary institution duty is going to offer a comfortable and happy business life to us.

What is the law, regulation, guidelines, circular before giving information about the legislation that should be obeyed by the personnel working in the penitentiary institutions? What are their connections to each other? The answers to these questions will make us aware of learning and importance of our duty.

In general, the law is defined as the set of rules that must be followed and enforced by the legislature of the state, and laws can not contain provisions contrary to the Constitution, which is called the supremacy principle of the Constitution.

The regulation is issued to show how the law is implemented, and it contains more concrete statements. Regulations cannot be contrary to the law.

The guidelines, which are prepared as the official documents and prepared in order to implement the laws and
regulations, cannot be in contradiction with the laws and regulations. The guidelines may issued by relevant ministries.

For the application of laws and guidelines, the circular letters that are put into effect with the signatures of ministers about the subject which is prepared with the purpose of making explanations and giving guidance about more detailed and special topics, and are legal documents that you can produce detailed and problem-focused solutions in your business life.

**Basic Concepts about Execution Law**

**Crime**

Crime, \[^{7}\] according to law terminology, “It is the act in which the state is punished as sanctioning itself in legal order.” According to another definition, “The offense of the rules protected by the law is a crime.” \[^{8}\] According to another definition, a crime is an act unfairly against the law which is carried out by a perpetrator in accordance with the type defined in law.

The common result that emerges from these definitions is the four elements of the crime. These elements are: Pecuniary element, non-pecuniary element, element of lawfulness and an element of contradiction to law.

**Sanction**

Sanction, is the envisaged enforcement against the acts defined as criminal acts in the law. As it is understood from this definition, in order for an act to be a crime, it must be defined as a crime by the code. It is also necessary to indicate what is the sanction of the act declared to be a crime in the same code. For example; In the act of murder, as stated in article 81 of the Turkish Penal Code that this act is a crime, it is stated in the same article what sanction is envisaged for this crime.

According to the Turkish Penal Code No. 5237, the sanctions are divided into two main Headlines: These are: Punishment and security measures.

**Penalties**

The envisaged sanction which is applied to freedom, life, property, honor of a person who committed crime is called punishment \[^{9}\]. The size of the sanction to be fulfilled here will also vary according to the crime itself. For example, the sanction to apply to the person who drives alcohol and the person who kills dozens of people by shooting at the public will be different.

In punishment practice, there is also the object of preventing the repetition of the crime as well as the protection of the rights of the victim and the public.

Sanction of punishment occurs in two ways. The first one is the imprisonment and the second is judicial fine.

**Imprisonments**

Imprisonment is also divided into three as the following:

**Aggravated Life Imprisonment:** Aggravated life imprisonment continues throughout prisoner’s life. It is applied according to the strict security regime stated in the Law and Regulation. (TPC.47)
Life Imprisonment: Life imprisonment continues throughout prisoner’s life. (TPC Article 48) This punishment is also applied according to the execution regime specified in the law and regulation.

Imprisonment: The period of imprisonment cannot be less than one month more than twenty years, unless otherwise stated in the law. (TPC Article 49/1) This punishment is also applied according to the execution regime specified in the law and regulation.

The term of imprisonment is also divided into short-term and long-term imprisonment:

Short Term Imprisonment: A sentence of imprisonment for one year or less is a short term imprisonment. (TPC m.49 / 2)

Long Term Imprisonment: “A sentence of imprisonment for one year to twenty years is long term imprisonment. The upper limit of twenty years in the case of the amount of punishment is foreseen as basic penalty, and the result for the penalty can be more than twenty years. Also, the one-month lower limit is foreseen as basic punishment, and the result can be reduced to less than one month with the reductions.”

Security Measures

Security measures are sanctions that are ruled in proportion to the criminality of the situation and have been directed primarily for the purpose of social defense. [11] The security measures are 53, 54, 55, 56, 57, 58, 59 and 60 of the TCK numbered 5237. The security measures mentioned in these articles are:

- Deprivation of using certain rights,
- Goods and profit confiscation,
- Child safety measures,
- Mental patient-specific safety measures,
- Repeating security precautions,
- Deportation,
- Seven groups were designated as security measures for legal persons.

Execution

Execution means fulfillment. In this respect, execution can be defined as the fulfillment of the penalty and security measures that are granted by the court. Execution law is an independent legal entity that provides guidelines on the execution of finalized decisions on penalties and security measures. In fact, the execution law deals with the fulfillment of the criminal sanctions, and shows its fundamentals, principles and procedures.

In Turkish law, it is seen that not only the imprisonment but also the execution of the judicial fines are examined in execution law and the “Law on the Execution of Punishment and Security Measures” (CGTİHK) numbered 5275. The CGTİHC number 5275 regulates the process from the finalization of the sentence to the acceptance and release of the convict to the penitentiary institution and the taking of execution related and the conditional release decisions during the process. **[12]**

In the process of investigation, prosecution, trial and execution, persons or events are referred to as special expressions. The staff in the penitentiary insti-
tution will be able to show better performance if these legal terms are known. Descriptions of the expressions used in this field are shown below.

In the case of investigation, the person suspected of crime is called "suspect"; From the beginning of the prosecution to the finalization of the judgment, the person under the suspicion of crime is called "accused"; The lawyer, who defends the suspect or the defendant in criminal proceedings is called "defender"; The lawyer who represents the one who is harmed by the crime or who is in charge of the malpractice is called "proxy".

According to the law, the competent authorities, the period that passed from the learning of the suspicion of crime until the acceptance of the indictment is called the "investigation"; the period that starting from the acceptance of the indictment to the finalization of the judgment is called "prosecution"; “Taking statements” means the process of listening to the suspect in relation to the crime investigated by law enforcement officers or the public prosecutor; “Inquiry” is the process by which the suspect or accused is listened by the judge or court in relation to the crime of investigation or prosecution; And the decision of the court which is finalized and executed will be expressed as “verdict”. To be caught in act or immediately after act of a crime is called “red-handed”; Even though there is no partnership between them, it is called “collective crime”, which is committed by three or more people.

**Detention and Consequences**

**Detention:** The detention means, in the presence of one of the conditions set out in the Constitution and in its law, a person with a strong indication of the guilt placed in a prison by the judge’s decision for the purpose of serving as an arbitrary and temporary measure before the judgment. In a nutshell, it is limited by the judge’s decision of the freedom of the defendant who has strong evidence that a crime has been committed. Arrest is not a punishment but a binding measure of freedom.[13]

**Detainee:** The person who is arrested by the court is called a detainee. During the investigation period, the criminal judge makes the decision upon the request of the public prosecutor for the arrest of the suspect. During the prosecution period, decision is made ex officio on the request of the public prosecutor. These claims are absolutely justified and include legal reasons that the application of judicial control will be inadequate.

The maximum period of detention is one year for jobs that do not enter the duty of the heavy penal court. However, this period may be extended for six months by showing the reasons in case of necessity. In the tasks of the heavy penal court, the maximum duration of detention is two years. This period may be prolonged by reason of necessity; the extension period cannot exceed three years in total. The above-mentioned extension decisions are made after the opinion of the public prosecutor, the suspect or the defendant and the defender.

**Provision:** At the end of the investigations and judgments made, it is the decision of the judge to settle the issue of the dispute in essence and end the trial.[14]

**Convict:** At the conclusion of the trial, a person who is sentenced on the basis of the evidence gathered is called convict.[15]

**Convicted by Default:** The detainees who have been convicted at the end of the investigations and judgments
made but whose appeal period has not expired or which have not been approved by the Court of Cassation is appealed are called convicted by default.[16]

**Dangerous convict:** According to the nature of the offense and the way of handling it is considered to be a dangerous convict who is a serious threat to society or who has evidence or serious evidences that it may violate the security and order of the institution. (Regulation on the Execution of Punishment and Security Measures by the Administration of Prisons and Execution Institutions, Article 76) The Administrative and Observation Board decides on the danger of convictions in prisons.

According to Recommendation R (82) 17 of the Committee of Ministers of the Council of Europe, a dangerous convict is a convict, which constitutes a serious danger to society when considering the nature and enforcement of the criminal offense, and evidence of the belief that the penal execution institution may violate its security and order. The extent to which the conviction is dangerous will be determined by the seriousness of the crime committed, the nature of the conduct in prison, the attempt to escape or attempt to escape, and the severity of the conviction shown in the penal execution institution, the fundamental risks to the penitentiary institution or the general community.

**Penal Institution Legislation**

As stated above, criminal enforcement agencies are required to be places where criminalized individuals or individuals' staying places with concrete evidence of their criminal activities, closed to public places, etc. are the institutions most in need for a more detailed account of the legal rules. In this section, the names of the legislations will be explained with brief explanations. It will always be useful to keep the full text of the legislation, including the names here, electronically or in printed form as a bedside book. This information is presented in the table below. You can access from the Legislation Information System belonging to General Directorate of Development and Publication of the Prime Ministry, which is included in the resources recommended in the legislative content in the table, and from the web page of the General Directorate of Prisons and Detention Houses for circulars and directives.

**Table 1:** Penal institutions, list of legislation

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<thead>
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<td>Law on the Establishment and Administration of the Penal Execution Institutions and the Detention Houses Work Centers Institution</td>
<td>4301</td>
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<td>Regulation on the Execution of the Administration and Punishment and Security Measures of the Penal Execution Institutions</td>
<td>2006/10218</td>
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<td>Regulation on the Goods and the Materials to be Possible in the Prison Execution Institutions</td>
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<td>Regulation on Monitoring Boards of Prisons and Detention Houses</td>
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<td>Observation and Classification Centers Regulation</td>
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<td>Implementing Regulation on the Use of Personal Payments for Convicts and Detainees</td>
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<td>Regulation on Separation to Open Penal Execution Institutions</td>
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<td>Regulation on the Visiting of Prisoners and Detainees</td>
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<td>Regulation on Rewarding Convicts and Detainees</td>
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<tr>
<td>Implementing Regulation on Excuses Allowance for the Death or Illness of the Relatives of the Convicts and the Detainees</td>
<td>28691</td>
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<tr>
<td>Ministry of Justice Officer Examination, Appointment and Transfer Regulation</td>
<td>25164</td>
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<tr>
<td>Procurement Regulation of Convicts and Prisoners and Staff of Penal Institutions</td>
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HUMAN RIGHTS

Basic Concepts Related to Human Rights

**Right:** They are legal regulations that are legally sanctioned for human benefit, utility and protection.

**Freedom:** It is the expression of human independence and freeness. As a rule, human beings are free to engage in any activity that is not legally prohibited.

**Equality:** Everyone is equal before the law regardless of language, race, color, sex, political thought, philosophical belief, religion, and sect and so on. Every person who has rights and freedoms regulated under the framework of legal equality has human rights because he is a purely human being. Human rights are gained by birth and have the right to utilize these rights during human life.

**Violation of Right:** As violations of human rights as a rule constitute the issue of private law and criminal law, it is described as a violation of human rights that a person is subjected to violation of rights under the responsibility of the state. And this second case is about the issue of human rights law.

**State Responsibility:** Public personnel or the state are responsible for the protection and non-violation of human rights. There are two different types of state responsibility.

**a) Negative Obligation:** Expresses arbitrary or disproportionate interference with the rights of the individual by the public personnel or the state. In other words, it is called as a violation of the negative obligation that the state or government employees of the state to do what they should not do. For example; not to torture, not to be in bad treatment.
b) Positive Liability: It states that government employees or the State do not take the necessary precautions to protect the rights of the individual or fail to fulfill their responsibilities. In other words, the failure of the state or the public personnel not to do what they should do is called a positive liability violation. For example: not to create the necessary judicial/court infrastructure necessary for the use of the state’s right to a fair trial, not to create ideal working conditions.

Human rights: It is the right that protects the person and its existence in the society in which the person lives because of being only human. In other words; human rights are the whole universal principle and rules aiming to protect human personality and value.

Concept of Fundamental Rights and Human Rights

Fundamental rights are broadly used synonymously with the notion of human rights, but are also used in narrow sense to express the rights recognized at national level (domestic law). We can divide the characteristics of human rights (or fundamental rights) arising from domestic law into two as the superiority and binding of fundamental rights.

a) Superiority of Fundamental Rights: At the constitutional level, like all rules, basic rights also benefit from the principle of constitutional superiority and binding. In this sense, the principle of superiority of fundamental rights requires that other legal rules/norms necessarily comply with these rights. Superiority is a guiding principle for positive law. It expresses the obligation of all the norms to comply with main norm (within the norm hierarchy of the Austrian Constitutional Lawyer Hans Kelsen). In this sense, the principle of the supremacy of fundamental rights means that other legal rules comply with these rights.

b) Binding of Basic Rights: Fundamental rights are the rules that cannot be contrary to other legal acts available in national law and all persons existing in the legal system are obliged to obey because Article 11 of the 1982 Constitution act contains the clause “Constitutional provisions are the fundamental law rules connecting legislative, executive and judicial bodies, administrative authorities and other institutions and persons”. The most general meaning of binding is respect for the concept of “respect for human rights”. The principle of respect for human rights is the duty of all legal entities (real and legal persons) involved in the legal order.

International Law and Human Rights

Human rights especially since the end of the Second World War, has been intensively on the agenda of international law and constitutes the subject of this law branch. Today, the state embraces international instruments (contracts, protocols, treaties, statutes, conditions) relating to basic rights and freedoms adopted by the state legislatures as an integral part of domestic legal systems and states commit to comply with the obligations laid down in documents against other states and international organizations.

Within the framework of the arrangement dated May 7, 2004, Article 90 of the 1982 Constitution includes “International treaties on fundamental rights and freedoms enforced in accordance with the procedure shall be based on the provisions of the international treaty in disputes arising from the fact that the laws contain different provisions on the same subject.” In accordance with this provision, our national judicial mechanisms have imposed an obligation to implement international treaty provisions in the case of a conflict between provision of domestic law and an international ruling on fundamental rights and freedoms.
Human Rights Concept, Formation and Development

Even if people are referred to freedom, security and brotherhood in all religions and philosophical systems, the lives of people under oppression and repression are an ever-present reality. In contrast, the intellectual infrastructure and struggle for human rights has reached its present stage, especially in the last few centuries.

The Philosophy of Enlightenment, which took its place from the Ancient Philosophy on the basis of geographical discoveries, economic developments and industrial revolutions along Europe and the emerging intellectual environment and the emerging new social classes, opposed to all the rules and practices that underpinned humanity as a theory.

a) Human Rights in the UK: British rights documents are documents that aim to protect citizens against the king and other public authorities, do not contain any ideology, and therefore cannot cross the borders of Great Britain. For example, The Magna Carta Libertatum (Great Charter) of 1215 is the first written document of the authority of a king with absolute authority in history. Kings after King John were loyal to Magna Carta, which has also provision of fair trial. Other English rights documents are those that guarantee the rights to the nobility before the king, then to the wealthy of the city, and finally to the public.

b) Human Rights in the United States: American rights documents are essentially regulations that preserve the rights and freedoms of the individual against the possible intervention of the state and third parties. Virginia Declaration of Rights, proclaimed on 12 June 1776 stated that people are born equal, free and independent, and that they cannot be deprived of their rights even if they live in political unity. The American Declaration of Independence, dated July 4, 1776, also stated that people have the right to seek property, freedom and happiness, which cannot be taken by anyone.

c) Human Rights in France: Since no religion, language, or race were mentioned, The Declaration of Human Rights and Citizenship of France, proclaimed in 1789, was the beginning of a contemporary understanding of human rights that could address all times in a universal and contemporary way. Despite its shortness, this 17 point document, which is a non-religious, concrete reflection of the idea of secular enlightenment, is considered as the first contemporary and comprehensive human rights document due to its inclusiveness.

d) Human Rights in Turkey: In the Bilge Kagan Inscription (735), which is among the Orhun Inscriptions that carry the character of the first basic political documents related to Turkish history, it is mentioned that the rulers had the duty of providing the dignity and well-being of the people as an obligation and in this scope they aimed to prevent injustice by establishing justice.

In the Bilge Kagan Inscription (735), which is among the Orhun Inscriptions that carry the character of the first basic political documents related to Turkish history, it is mentioned that the rulers had the duty of providing the dignity and well-being of the people as an obligation and in this scope they aimed to prevent injustice by establishing justice.

In the Turkish communities accepting Islam, the main elements of the social life of the Islamic religion that protects rights developed more which can be expressed as; the practices of sanctity of human life, prohibition of torture and slavery, the protection of the establishment and social order of the justice system, the rights of property, the rights of women and the needy, the prohibition of racial discrimination, equality before the law and religious tolerance and so on. In the Turkish states, which have taken Anatolia as a homeland since the 11th century, we can see that the traditional Turkish customs and values as well as the beliefs and practices of Islam are blended together. Especially in the 13th century, it is
clear that a tradition of state and society existed in the Anatolian geography which raised universal characters such as Yunus Emre, Mevlana, Hacı Bektas-i Veli, Sheikh Edabili, etc. It is also important to emphasize that the basic element underlying the centuries-long dominance of the Ottoman Empire, spreading over three continents, is the “let people live to make state live” mentality. The Republic of Turkey, which was established as a result of the inadequacy of the efforts made during the 19th century in order to attain a structure compatible with the rapidly changing world of the Empire, aims to further develop the understanding of the contemporary state that is respectful of human rights and respectful of democracy and freedom of belief based on the rule of law.

**Development of Human Rights in Generations**

The process of development of human rights, expressed in the 1970s as three successive generations by the United Nations expert Karel Vasak, is attempted to be introduced by adding a fourth generation.

The table below shows examples of the development of human rights in generations.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Depends on freedom and aims to preserve the most fundamental rights.</td>
<td>• It aims at the protection of economic, social and cultural rights.</td>
<td>• It aims to preserve the rights to live and develop in a healthy environment.</td>
<td>• It aims at removing the negative effects of the development of information and technology on human rights.</td>
</tr>
<tr>
<td>• Immunity of the person, security of life and property, etc.</td>
<td>• Work, social security and trade union rights.</td>
<td>• The right to live in a healthy environment, consumer rights, etc</td>
<td>• Punishment of computer criminals, organ trading, human copying etc.</td>
</tr>
</tbody>
</table>

**Right Violations in Enforcement Practices in Line with the Decisions of the ECHR**

**Right to Life of Convict**

The most important of the fundamental rights contained in the European Convention on Human Rights (ECHR) are Article 2 on the Right to Life and Article 3 on the Torture Prohibition. In addition to not infringing the right, article 2 also imposes positive obligations on the protection of the rights by the Contracting States. The obligation of the State to protect the life basically includes three dimensions. 1. The duty of public officials to avoid outlaw killing, 2. Research on suspicious deaths, 3. Duties of taking necessary precautions in cases where the right to life can be avoided.

In the case of Renolde v France, where convict was diagnosed with neurotic and cognitive disorders and committed suicide in prison, court emphasized that given the psychological conditions in which the French prison authorities were unable to provide concrete evidence of the fact that the convict had actually taken the medicines that he were supposed to take under treatment and that the provision of the 45-day cell sentence that they had taken immediately after the first suicide attempt may not only be allowed to participate in visits and other activities but may also have the effect of raising the existing suicidal risk. In this way, the decision of 16 October 2008, ruled a violation of Article 2 of the Convention.

In the following newspaper report, there is an example of Anders Behring Breivik, who killed 77 people, for winning the case against the conditions in the prison.
BREIVIK, KILLER OF 77 PEOPLE, WON HUMAN RIGHTS VIOLATION CASE

Decision of the case about prison conditions which was sued by extreme rightist Anders Behring Breivik, who killed 77 people in Norway, was declared. The court ruled that Breivik was a victim of human rights violations. It was emphasized that the against human dignity and inhuman treatment had no place in democratic societies and that this applies to terrorist or murderer. The Norwegian government will also pay court costs for Breivik, who won the case. Breivik carried the issue of isolation in the prison and the obstruction of communication with the outside world.

Article 3 of the European Convention on Human Rights stipulates that “no one shall be subjected to torture and non-human treatment” and Article 8 of the Convention provides that “the right to communicate with respect for everyone’s private life cannot be restricted.” Norwegian lawyer Thomas Horn said that Norwegian state would have to pay attention to the regulations on the prison conditions, with Breivik winning the case against the state.

In the above case, it is emphasized that the practices in the penal institutions should be given according to the law, not the act done by the convict. Although the crime was big enough to create an indignation in society, as can be seen clearly in this decision, it is possible to reach the result that the basic rights of the other prisoners in the penal execution institution should not be obstructed.

Searches Made in Penal Institutions

Figure 1: Searches
Source: http://www.timeslive.co.za/incoming/2016/10/14/4f4b6288.jpeg/ALTERNATES/crop_630x400/4F4B6288.jpeg

Although there is no direct provision about searches made in penal institutions in ECHR, European Court of Human Rights considers such activities of prison authorities, which have the obligation to protect their rights, especially the right to life of the prisoners present in prisons, to be reasonable in their decisions on complaints made on this matter. For example: Artyomov v Russia
case, Iwanczuk v Poland decisions. However, the mistakes made during the searches can be regarded as a violation of the Convention by the Court.

In Artyomov v Russia’s decision in relation to allegations of excessive use of force during a search carried out in security forces in prison, by considering the inadequacies in the investigation carried out by the competent authorities in Russia, court focused on a) Not taking statements of administrators and officials who are witnesses B) Prosecutor conducting the investigation is based solely on the reports of the administrators and officials involved c) Not taking legal action to bring authorities before the judiciary responsible for mistreatment. Thus, in its judgment of 7 May 2010, the Court held that the inquiry in the respondent country was contrary to Article 3 of the Convention, on the grounds that it was not comprehensive, rigorous, and effective.

Health and Treatment Rights of Convicts and Detainees

Although the Convention does not contain a direct provision on the right to health, the ECHR enhances this right by means of its case-law decisions. Contracting States, which are in the process of placing the convicts in penal institutions that infrastructures and procedures have been pre-established according to the provision of court decisions, shall be obliged to provide adequate health services to prisoners who do not have the right to protect their health as a free person. Failure to provide adequate health care to convicts is examined within the scope of its articles 2 and 3 of ECHR. For example: Romokhov v Russia, Rotaru v Moldova, Ciorap v Moldova, Arutyunyan v Russia cases.

In the Shumkova v Russia judgment, the Court considers the incidents that have arisen after the officers refused medical assistance of the convict they had found in the room at 2.00 am with their ankles cut at night, only to request for a doctor. The intervention of the prison doctor who came to the room within 20-25 minutes after the request of the citation was not enough to keep the convict alive. The court pointed out that when the officers opened the room door, the places were in blood because of excessive bleeding. And it emphasizes that convict, who had fake suicide attempts previously, had no physical competence to counter the intervention of officers because of the current bleeding. For this reason, the Court finds on 12 February 2012 that the authorities have failed to fulfill the obligations under Article 2 concerning the protection of life, which assesses that the enforcement officers must have received a reasonable education in respect of such circumstances.

Communication Right of Convicts and Detainees

The right of convicts to communicate is assessed within the scope of Article 8 of the Convention, which is regulated by the ECHR concerning the Protection of Private Life and Family Life. In its decisions, the Court considers these rights as an area where it can be intensively restricted by the states legitimate aims, but which should not arbitrarily and disproportionately interfere. For example: Uslu v Turkey, Yankov v Bulgaria, Silver and Others v England, USA v Netherlands decisions.

In the case of Uslu v Turkey regarding the withdrawal of the medical report given by the prison physician due to his neurological complaints, showing the institution security and public order, the ECHR, evaluating that the personal information of the patient is within the scope of Article 8 of the
Convention and finding no justification as to how such a personal certificate poses a risk to the public order or to the security of the institution. In this context, the Court ruled on 8 January 2009 that violation of Article 8 since there is not a fair balance between personal interest and public benefit.

CASE STUDY

Legal Issues

A prison guard - correctly and as per regulation - responds negatively to the request of a detainee who wanted to make an outside call. The delinquent had already done it the day before. But the criminal does not. He argues that a “guard” can not afford to deny the phone call because a prisoner can do as many as he wants.

A fight begins, and the prisoner strikes the face of the guard with a strong bang, making him end up in the hospital.

The guard in question was working alone in a department of about 150 detainees with open guarding and dynamic surveillance. In a penitentiary that has an overcrowded 250 units and is located in a territory where organized crime proliferates, despite the prevention and repression activities in the area.

But this way of working with the Director was not genial, the agent was accused of being too inclined to regulation, and not elastic.

Source: https://www.facebook.com/storiepolpen/photos/a.273042026429025.1073741828.273019473097947/443997302666829/?type=3&theater

ASSESSMENT

• What would you behave in front of your superior that is contrary to the protocol being put in place?

• What approach would you have with the detainee?

Right to Meet Attendants of the Convicts and Detainees

Convicted persons and detainees are also considered within the scope of Article 8 of the ECHR on the Protection of Private Life and Family Life, including the right to communicate with their visitors. To illustrate, in the Klamecki v Poland judgment of 3 April 2003, ECHR ruled that family members’ visits to detainees may be restricted in order to prevent crime and disorder, but not reevaluation of the necessity of such restrictions at reasonable intervals by public authorities may result in infringement.

In the judgment of Istvan Gabor Kovacs v Hungary, dated 17 January 2012, which is similar to the same issue. Convict, who had been in prison for two and a half years with the allegation of corruption, was allowed to meet relatives only once a month and with a total of one hour. The Court found that it was contrary to the Convention.
Freedom of Religion and Worship of Convicts and Prisoners

It is also within the scope of Article 9 of the ECHR’s freedom of thought, conscience and religion that convicted and imprisoned persons are allowed to live and worship their religious beliefs in prisons so as not to jeopardize the institutional and security of the institution.

For example, in the case of Jakobsky v Poland of 7 December 2010, ECHR questions the refusal of demand of not to use of meat in his meals of convict who is Buddhist. The court ruled that it was a violation of Article 9 of the Convention by stating that the rejection of the appeal without a special preparation, description or special product would not lead to deterioration in the standards of the food served to the prison administration or to negativity in the prison administration.

Prohibition of Torture

In article 3 of the ECHR, the prohibition of torture, which states that “No one shall be subjected to torture, inhuman or degrading treatment or punishment?” It is the shortest Article of the Convention and is one of the two elements that the ECHR attaches most importance to the protection of the right to live. Therefore, it is not possible for States parties to make drawbacks in these two privileged articles of the Convention, even in war or extraordinary circumstances.

In the Primeniny v Russia judgment, the ECHR assesses the allegations of a young detainee who alleges systematic violence by other detainees in the room. And it refers to the fact that the prison authorities, aware of the incident after the first attack, did not take the safety and relief measures that should be taken in order to protect the complainant from verbal and physical attacks. Having regard to the absence of arrangements for the categorization of prisoners / detainees in the execution system of the State for the prisoners / detainees at risk of exposure to violence, the Court decides on 10 February 2014 that a violation of Article 3 of the Convention is due to the lack of security.

The difference between Inhuman, Degrading Treatment and the torture is the level, the duration, and the elements of the violence. For example, in the Keenan v United Kingdom judgment of 3 April 2001, the court emphasized that the oversight of the convict in the prison had not been effectively carried out because convict has a mental health problem. Such an administrative approach to the prisoner suffering from a mental health problem that received 7 days of cell imprisonment and 28 days of extra punishment when 9 days left to evacuation despite the risk of suicide was considered a violation of the Inhumane, degrading behavior and penal law by the Court.

Prohibition of Forced Labor and Working Right

Article 4 entitled “Prohibition of slavery and forced labor” in the ECHR states that “ordinarily expected work during the punishment or conditional release from detained persons” shall not be considered as forced labor. Convention organs did not find it contrary to the contract to employ the convicts held in prison in their premise decisions. Van Droogenbroeck v Belgium, Twenty-One Detained Persons v Federal Germany, Stummer v Austria Decisions.
Freedom of Expression of Convict

The complaints on this subject are evaluated within the scope of Expression Freedom, which constitutes Article 10 of the Convention by the ECHR. For example, in its decision of Yankov v Bulgaria on December 11, 2003, Court examines the rejection of the demand to give writing of convict about his stay in detention to his lawyer. Even if it appears that some of the expressions used in written texts are an insult to public authorities, the Court essentially considers that manuscripts are written in personal memory or literary style. In this context, the Court rules that the interference with the freedom of expression of the detainee constitutes a breach of the Convention.

Complaint and Appeal Right of the Convict

The complaint and objection of the conviction is considered within the scope of the effective application referred to in Article 13 of the ECHR. Widespread complaints of the convicts regarding the practices or proceedings they faced in prisons caused the Court to establish a comprehensive jurisprudence involving these issues. Accordingly, there must be effective administrative or judicial authorities in the domestic law to which complaints apply. It is also necessary to make preliminary decisions that show that the mechanisms existing in domestic law are effective in the complaints made. For example; Onoufriou v Southern Cyprus, Davydov and others v Ukraine, Bazjakase v Lithuania decisions.

Prohibition of Discrimination

Claims that the prisoners are subjected to discrimination in prisons are being investigated by the Court under Article 14 of the Convention. In the case of the applicant (Kafkaris v. Southern Cyprus) that the president uses the authority for amnesty of the convicts who have been sentenced life imprisonment due to murder but not for the him, and the consideration as the years of retirement for a convict who worked in prison kitchen or in the bakery for 28 years, (Stummer v Austria), the Court found no contradiction to the Convention.

Right to Vote and Stand for Election

This right is protected under Article 3 of the Annex 1 Protocol to the ECHR, titled “Right to Free Elections”. Great Apartment; In the Hirst v United Kingdom judgment of 6 October 2005, the judges ruled that the prisoners continued to exercise substantially all other rights, except freedom, in prison, in the democratic societies, a general prohibition on the right of all prisoners to vote and be elected constituted a breach of the Convention.

Force Usage Conditions in Penal Institutions

ECHR 2nd and 3rd articles, Artyomov v Russia, Mironov v Russia, Premininy v Russia, Gömi v Turkey

Right to Education of Convict

1. Additional Protocol 2. Article, Velvo Velev v Bulgaria

Right to Legal Advice of Convict

ECHR Article 6 Lanz v Austria, Gülmez v Turkey, Marin Kostov v Bulgaria

Right to Ideal Shelter Conditions

Article 3 ECHR, Orchowski v Poland, Mandic and Jovic v Slovenia, and Goginashvili v Georgia
**Permit Right of Convict**

ECHR Article 2 and 6 Boulois v Luxembourg, Mastreomatteo v Italy

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**CASE STUDY**

**Foreign Convict**

The detained L.D. is a citizen of Georgia and knows only Georgian and needs to be fed on diet due to health problems. L.D. Who stays in the same room with the 5 foreign prisoners, he could not tell anybody that he should be fed on diet in spite of all the efforts because there is no Georgian speaking staff in the penal institution. The other detainees in the room also eat L.D’s food, thinking L.D. does not eat food as a protest. L.D. can be fed only with bread and water and he started a hunger strike to explain the problem and soon become ill. L.D. learns that his doctor is Georgian; he tells his doctor his experiences and asks the authorities in the hospital to report his problem.

...  

**ASSESSMENT**

- If the prisoner described in the case is in your institution, what methods would you try to contact him?
- What measures would you like to take to prevent such problems in your institution?

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*Not:* This case study has been created by the author.

As you can see in the example above, it is difficult to predict some situations in advance. Individuals can sometimes try to express their reactions in different ways. Being sympathetic, thinking solution-oriented, trying to communicate with technological opportunities (online dictionary, etc.), and to communicate the problems encountered with the solution proposal to the management will increase our success.

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**TURKISH JUDICIAL NETWORK INFORMATION SYSTEM (UYAP)**

Today, information systems have become an important element in modern people’s personal and social field. This situation is also seen intensely in business life.

The ability of individuals to access information in a shorter period of time, smoothly and in a sustainable way, the questionable and transparent nature of the technology has attracted the attention of public institutions as well, hence almost all public institutions have started to use information technology as an aid to their work.

For this purpose, the Ministry of Justice established the Computer Center Presidency in 1999 in order to carry out planned and systematic studies on the establishment of the automation system initiated in 1998. [17]

As of today, the UYAP system is actively used in all units of the Ministry of Justice and is constantly being renewed in accordance with changing and evolving conditions.
UYAP in Penal Institutions

A large part of the bureaucratic work in prisons is carried out through the UYAP in order to fulfill the decisions given in the courts. For this reason, the UYAP system is the area where the execution and protection officers who work in the penal institutions will benefit the most when they practice their professions.

Access to the UYAP System in the Penal Institutions and Portal

Having basic computer usage knowledge is the primary criterion for using the UYAP system. In order to access the system, an internet infrastructure of Ministry of Justice should exist and access to the UYAP portal page can be achieved by typing “portal.uyap.gov.tr” in the address bar of the web browser page in the computer.

In order to access the portal page, the user must have the Ministry register number and an access password.

Password Request Process

The password request page is opened by pressing the “Password Request Process” button located under the User Links menu on the screen opened by the web page tool mentioned above. The “Password Renewal Requests of the Council of State and Ministry of Justice” on this page and on the “Password Request Form” link in the Ministry of Justice section are clicked. The requested information is filled in and printed out. The form signed by the head of the unit is also sent to the fax number in the same document and a password is requested.

For computer boot password process, password application is also made by using https://sifredegistirme.uyap.gov.tr link on the same page.18
Roles Units and Authorization in UYAP

UYAP can be used with role definitions consisting of the names of services and units serving in the penal institutions and occupational groups serving in these units.

For example, if the director who is the director of the penal institution has a role of “Institution Manager”, the unit that this person is gets role called “Institution Directorate”.

Authorization of personnel who will be authorized to use the UYAP screen in the institution is done by the new institution manager from the staff assignment section.

Convict Admission Bureau

On this screen, data entry and reporting operations are carried out for information on convicts who are admitted to the institution.

The sample menus on the screen are shown in the table below.

Table 3: Convict Admission Bureau Menu Information

<table>
<thead>
<tr>
<th>Incoming</th>
<th>Outgoing</th>
<th>Penal Institution Operations</th>
<th>Reports</th>
<th>BISIS- HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outgoing Document Creation</td>
<td>• File Operations</td>
<td></td>
<td>• Notebooks</td>
<td>• Research and Evaluation Form</td>
</tr>
<tr>
<td>• Search Documents</td>
<td>• Login Process</td>
<td></td>
<td>• Entry Exit Reports</td>
<td>• BISIS Children</td>
</tr>
<tr>
<td></td>
<td>• Logout Process</td>
<td></td>
<td>• Periodic Entry-Exit Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periodic Exit Operations</td>
<td></td>
<td>• Crime / Penalty Information Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periodic Return Operations</td>
<td></td>
<td>• Sorting Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Escrow Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Visit Reports</td>
<td></td>
</tr>
</tbody>
</table>

Execution Bureau

On the screen of the Execution Bureau, all information on the trial and execution process of the convict / imprisonment is entered and reported. The sample menus on the screen are shown in the table below.

Table 4: Execution Bureau Menu Information

<table>
<thead>
<tr>
<th>Incoming</th>
<th>Outgoing</th>
<th>Penal Institution Operations</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outgoing Document Creation</td>
<td>• File Operations</td>
<td></td>
<td>• Notebooks</td>
</tr>
<tr>
<td>• Search Documents</td>
<td>• Court Decisions</td>
<td></td>
<td>• Entry Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Login Process</td>
<td></td>
<td>• Periodic Entry-Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Logout Process</td>
<td></td>
<td>• Crime / Penalty Information Reports</td>
</tr>
<tr>
<td></td>
<td>• Transfer Operations</td>
<td></td>
<td>• Sorting Rules</td>
</tr>
<tr>
<td></td>
<td>• Periodic Exit Operations</td>
<td></td>
<td>• Escrow Reports</td>
</tr>
<tr>
<td></td>
<td>• Penal Institution Follow-up Operations</td>
<td></td>
<td>• Visit Reports</td>
</tr>
<tr>
<td></td>
<td>• Board Decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Definitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Document Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation and Classification Form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shift Execution and Protection Headquarters

In Shift Execution and Protection Headquarters’ screens, the counts of convicts and detainees, appointment of shift personnel, interviews conducted outside the room and activity information are entered and reported. Information on daily life, information on post-evacuation, SEGBIS appoint-
ment display, search minutes, direct placement to ward, event room navigation, event information, observation information, observation and classification form information, can be entered and reported. The sample menus on the screen are shown in the table below.

Table 5: Shift Execution and Protection Headquarters Menu Information

<table>
<thead>
<tr>
<th>Incoming Outgoing Document Operations</th>
<th>Penal Institution Operations</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outgoing Document Creation</td>
<td>• File Operations</td>
<td>• Notebooks</td>
</tr>
<tr>
<td>• Search Documents</td>
<td>• Periodic Exit Operations</td>
<td>• Entry Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Penal Institution Follow-up Operations</td>
<td>• Periodic Entry-Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Shift operations</td>
<td>• Crime / Penalty Information Reports</td>
</tr>
<tr>
<td></td>
<td>• Central Control Officer Operations</td>
<td>• Graphic Reports</td>
</tr>
<tr>
<td></td>
<td>• Observation Classification Form</td>
<td>• Sorting Rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Escrow Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visit Reports</td>
</tr>
</tbody>
</table>

Visiting Admissions Bureau

A screen where all the information of the visitors coming to the institution is recorded and reported. Under the Visits Transactions menu, visit information, visitor’s entry and exit information, convict visitor notification, vital record, family vision visit information operations can be performed.

The sample menus on the screen are shown in the table below.

Table 6: Visiting Admissions Bureau Menu Information

<table>
<thead>
<tr>
<th>Incoming Outgoing Document Operations</th>
<th>Penal Institution Operations</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outgoing Document Creation</td>
<td>• File Operations</td>
<td>• Notebooks</td>
</tr>
<tr>
<td>• Search Documents</td>
<td>• Visiting Processes</td>
<td>• Entry Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Document Operations</td>
<td>• Periodic Entry-Exit Reports</td>
</tr>
<tr>
<td></td>
<td>• Integration Screens</td>
<td>• Crime / Penalty Information Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graphic Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sorting Rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Escrow Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visit Reports</td>
</tr>
</tbody>
</table>

Incoming Documents Bureau

Distribution and planning processes of the official letters coming to the institution are done on the incoming document bureau screens.

In this screen, document scanning system, scanning center document registration, document search operations, number of unit document display, document operation log, outgoing document creation, document presentation are performed.

Daily Escrow Operations

A screen on which the information of the convicts entering into the institution or information about the goods which are brought on the convicts are entered.

In this screen, you can see the information of the deposit of escrow warehouse, the entrance of goods from body search, the exit of escrow warehouse, the list of escrow items, the registration of gifts, the daily goods entry on T/H, Data entries can be made.
Letter Reading Commission

A screen where letters sent to Convicts and Detainees, or letters sent by convicts and detainees, are recorded.

This screen can be used to record letters, prohibited publications, letter reading commission minutes, objectionable letter evaluation decisions, disciplinary committee decisions, and enforcement decisions.\[23\]

Escrow Money and Precious Goods Screens

It is the screen where the data of the information of the precious goods which are found on convicts and the prisoners before entry and the information of the precious goods which are sent to the institution externally and the money which is deposited into the accounts of the convicts and the prisoners is recorded.

On this screen, Information is entered in the subjects such as safe deposit accounts, account information, prize information, valuables information, package information etc.\[24\]

UYAP Help

For more detailed information on the use of screens summarized above, there are UYAP Assistance and Training systems in order to find out what needs to be done and to find solutions during UYAP data entry. In addition, detailed and practical trainings are provided in the training centers of the penal institutions and detention houses. Information about the areas that can be used through the information systems is given below.

Help Desk

You can get help from UYAP in different ways; first one is the link to “Help Desk” on the web page of https://portal.uyap.gov.tr. By crossing from this link to the Ministry of Justice Help desk Communication Information link, UYAP experts who are working in the Computer Center Department will help you to solve your problems. [25]

Help Desk Support

Help Desk Support is a virtual help system where a user can communicate the problems that he/she has encountered through a web interface with an option of adding photos and videos related to the problem and the result can be learned again from the same page. This page is accessible from the “Applications” menu on the portal page addressed above.

The page consists of two menus, “Event Monitoring” and “New Event Request”. Users can easily perform their work when they review the page. [26]

Distance Education

The distance education system, which allows users to work on the screens by themselves, is an interactive educational platform that can work outside of the penal institution as well. Access to the UYAP portal with user password can be made through http://uyapegitim.uyap.gov.tr. The platform runs as a fictionalized animation and trains the user with a simulated real work environment by performing the operations described as if the user is working in a real environment.
UYAP Education Portal

If the user wants to work on virtual screens which are identical to the screen on the defined roll, he/she can develop himself/herself through the web page at uygegl.uyap.gov.tr. These screens are the same as the real screen and the records are kept by the Computer Center. The only difference between the screens of real screens is that the information entered is randomly given information for training purposes created by the user. In particular, the reinforcement of the information learned in the UYAP Distance Learning System is an important training portal before carrying out the anxiety of making mistakes before working on real screens.

Considerations in UYAP Data Entry

Important items that users should pay attention when entering data are listed below.

- Never forget that data entry is a formal process.
- Before making an entry, make sure that you have the information you need to enter on the screen.
- If you have information about non-compulsory fields, be sure to process this information in the system as well.
- While some of the information on the screens can be updated, some cannot be changed. Always update the information changes on the update screen in a timely manner.
- If you find that information has been entered incorrectly, update it if you can, if you cannot update, please tell your supervisor status and contact to the help desk.
- For the information entries, prepare the correspondence with the spelling guide and the dictionary contents of the Turkish Language Institution’s website www.tdk.gov.tr.
- Remember that the responsibility of every incorrectly entry belongs to the person who entered the data.
- Remember, information entered correctly will make it easier for you, your institution, and the Ministry to which you are affiliated. You will have the opportunity to present your work.

CONCLUSION

In this section, the terms of the legal expressions are mentioned in the title of Constitution, laws and regulations, and you are aimed to understand the terms you will often encounter in your business life. In the title of human rights, you have to be aware of the regulations regarding human rights in the world and our country, human rights violations and so on. It is aimed to contribute to a better understanding of the subject with the examples given in the texts. In the UYAP title, it is aimed to create the awareness necessary for the active and accurate data entry of the information system.

In order for the penal institutions to carry out their duties in a correct manner, all personnel involved should be well aware of the enforcement legislation, constitutional rights, and important elements of human rights. If you do not have enough information on these issues, you are beginning to have intentional or unintentional rights violations, and the number of arbitrary practices is also increasing. For this reason, it is necessary for all the personnel working in the penal institutions to follow the developments and to learn the subjects those terms of professional development. In this sense, in-service trainings are also important. Here it is prepared as an aid material for the self-development of the personnel of the penal institution.
REVISION QUESTIONS

1. Below are the generations of development of human rights. Which, provides for the right to work for the individual, the right to social security, trade union rights...?
   A) First generation human rights
   B) Second generation human rights
   C) Third generation human rights
   D) Fourth generation human rights
   E) Fifth generation human rights

2. Which of the following UYAP units has a “penal institution follow-up operations” menu?
   A) Letter Reading Commission
   B) Visiting Admission Bureau
   C) Shift Execution and Protection Headquarters
   D) Convict Admission Bureau
   E) Intervention Team

3. Which of the following is not one of the four elements of the crime?
   A) Pecuniary element
   B) Non pecuniary element
   C) Element of lawfulness
   D) Scientific element
   E) An element of contradiction to law

4. Which of following options, the definition of the “detainee” expression is made?
   A) It is the person who initiated the investigation by the public prosecutor.
   B) It is the person who has strong evidence about the crime being committed and whose freedom is limited by the judge’s decision.
   C) It is the person who received the prison sentence as the result of the trial.
   D) It is the person who has been convicted about him, but the period of appeal has not been completed.
   E) The verdict of conviction is the person who has not yet been approved by the Supreme Court of Appeals.

5. Which of the following options is not one of the five features of natural rights that come from natural law?
   A) Causality
   B) Privateness
   C) Universality
   D) Immunity
   E) Wholeness

ANSWER KEY

1. The correct answer to this question (B) is the second generation human rights. If you have answered this question incorrectly, please re-examine the Headline “Development of Human Rights in Generation.”

2. The correct answer to this question (C) is Shift Execution and Protection Headquarters. If you have answered this question incorrectly, please reconsider the Headline “Roles Units and Authorization in UYAP”.

3. The correct answer to this question (D) is the scientific element. If you have answered this question incorrectly, please re-examine the headline “Basic Concepts on Execution Law”.

4. The correct answer to this question (B) is the expression of a person who has strong evidence that the crime is committed and limits freedom to a judge. If you have answered this question incorrectly, please re-examine the headline “Execution”.

5. The correct answer to this question (A) is causality. If you have answered this question incorrectly, please re-examine the Headline “Development of Human Rights, Basic Concepts”.

REFERENCES


RECOMMENDED RESOURCES

1. You can access the current legislation content from the “legislation type” section at http://www.mevzuat.gov.tr/Default.aspx.
2. http://www.cte.adalet.gov.tr/ you can access the current content from the legislation - national legislation section.
4. Papillon, (1973) Movie
9. 12 Angry Men(1957) Movie
LEARNING OUTCOMES

On reading this chapter, you will;
• Know the concept of ethics,
• Comprehend the ethical situations you may encounter while you profess,
• Comprehend the importance of behaving in accordance with ethical rules,
• Propose solutions, when you are faced with ethical dilemmas,
• Realize the importance of avoiding from conflict of interests,
• Realize the importance of professional and personal experiences of being able to behave according to ethical values

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

We witness many times in our daily lives that the world and the society we live in have started to corrupt morally and it is expressed by various statements: “There is no difference between young and old anymore”, “Nobody knows morals, customs anymore.”, “Shame, modesty perished”, “World is out of joint”, “Morality ends, doomsday comes”, “Nobody is afraid of Allah” …

In communication processes that we are involved in today, we complain about some things we are exposed to in daily life practices such as travel, shopping, utility services, vocational communication, school life, and various daily life practices. Malpractices by government officials, lack of favor and kindness, talking loudly and disturbing neighbors, throwing litter, careless and violator drivers, bribe-taker people, end of working honestly, lack of mutual love and respect, relationships based on self-interest are certain examples that people complain about, frequently. These kinds of expressions are reflected on media, literature and art. When we think about these, we actually understand
that we all miss more honest, innocent and livable world. However, maybe a point that we ignore is the fact that we also make contribution to these situations with or without awareness every day.

We are complaining about moral corruption and degeneracy. To what extent we see ourselves responsible for this problem and try to change ourselves in a positive way? Maybe this is the question that we ask ourselves repeatedly. Maybe we should get rid of being a nonreactive audience and change the world by starting from ourselves. The professional ethics which is the subject of this training points out one of the best places to start a change, perhaps. The business environment that we spend most of our lives; our professional lives, business connections, our own roles communication processes that we are involved in contains a different culture than our behavioral patterns and personal life. Every institution and each profession has its own code of ethics. When we want to conduct the profession that we choose, we accept these without questioning. Thus, both knowledge, skill, and attitude that the profession requires can be used in the most accurate way, and we can do our part by maintaining an efficient and productive work life in order to increase the quality of outputs and services.

Professional ethics guides us regarding making correct decisions on ethical dilemmas, staying away from the conflict of interests, and escaping from it that we may confront in business life. Therefore, in this section, the concepts such as ethics, morality, professional ethics, ethical dilemmas and solutions, the conflict of interests are tried to be defined. Certain ethical dilemmas and the conflict of interests that may be encountered in business life are presented to clarify and reinforce the subject by case studies given from penal institutions.

Basic Concepts on Ethics

Before mentioning the principles of ethical conducts for a profession, it is important to describe the concepts like profession, ethics, morals, ethics-morals relation, value, and public ethics.

The Concept of Morality

In Western languages, morality derives from the word “ethos” meaning character in Greek, “ahlâk” in Turkish which also derives from “hulk” meaning habit and character in Arabic. It is the sum of principles and values that regulate and make sense of the sum of the relations of human beings that occur according to certain norms with other beings, and the actions of the human beings towards their relations. Accordingly, morality is the sum of rules which are accepted in a cultural environment, set forth, and defined values and goals; also, the rules that defines the ways of keeping the values alive and the ways of reaching relevant purposes. Again, morality can be defined as time honored and conformist life style that is designed according to certain kind of beliefs, orders, prohibitions, norms, and values during a certain historical period time of a community. [1]

The Concept of Ethics

Ethics is all moral principles that are fundamental to one’s behavior. In other worlds, ethics is guidelines, principles, and standards that help people to determine “how things should be done.”. At the same time, ethics is a process. During this process, while deciding and applying, one acts according to specific values. On the other hand, ethics is referred as a branch of philosophy that is related with morality. This branch of philosophy explores the values, norms, rules, right-wrong or good-bad, which form the basis of individual and social relations established by people. The goal to be achieved or to be reached through ethical codes of conduct is, generally, to prevent corruption in the state and in the society, and to provide the domination of honesty. Ethics is one of the most important values for the continuation of various professions today.
CHIEF INSPECTOR WAS CAUGHT RED-HANDED WHILE ACCEPTING BRIBE

A labor chief inspector, M.S.A., who works in Ministry of Labor and Social Security was caught red-handed while accepting bribe from an owner of a cleaning company. According to the claim, labor chief inspector, M.S.A., conducted an inspection in a cleaning company on D-100 Highway in Düzce. M.S.A. said to the owner of the cleaning company that “I uncovered your fraud, which will cost you 500 thousand liras” and said that he will prepare a clean report for 35 thousand liras. Owner of the business applied to Düzce Chief Public Prosecutor’s Office. The Provincial Directorate of Security Public Security teams, which took the action with the instruction of Office of the Chief Public Prosecutor, placed a hidden camera in the business owner’s room. Chief inspector M.S.A. came back to Düzce again and was arrested by the police raid while taking money with running numbers from the business owner in an envelope. The M.S.A., which was also taped with a hidden camera while bribing, was sent to the court after police interrogation.


For example; chief inspector in this report should protect the public resources and public goods entrusted to him, shouldn’t he? This bribery operation is an act that stigmatizes the honor of the senior inspector who has been tasked with protecting and supervising public resources by public and the profession of inspector. Undoubtedly, those who make mistakes are individuals, but the most impressed actors are corporate and professional image. Therefore, it is a conscientious and humanitarian duty to protect ethical principles and to pay utmost attention to the ethical issues in order to prevent those who work in penal institutions from repeating the malicious behaviors they have done as role models to the people who come to the penal institutions.

Principles and values which are influenced by certain universal principles about related professions and also by general ethical values of the society that a profession takes place in the areas of politics, administration, judiciary, trade, medicine, education, art, and press come into prominence. Public administration ethics as a profession ethic also refers to the principles and standards required to achieve correct behavior in the management domain.[2]

The Concept of Value

The principles that determine the behavior of individuals and lead individuals and society are preferences. In a broad sense, these preferences emerge based on various variables. These principles are broadly based on various variables, especially historical, cultural, social and economic factors.[3]

If values are not defined, understood, or not adopted and if success ignores the unethical behaviors, then ethical discipline cannot be established. Economic habits – the habits of using excess needs, money that becomes the most important value take effect beyond the economic life and consequently there is a tendency to moral collapse in the society. [4]

Values derive from individual’s thoughts, attitudes, behaviors and works as criteria and they constitute an inseparable part of social integration. They are perceived as relative and compared with others.[4]
**IF I GET A RESULT, THEN I DON’T CARE ABOUT ETHICS**

According to the research carried out Center for Ethical Values among university students, one of the three young people said, “I have no idea” about ethics. 58% of those who declared that they have an idea were not willing to avoid unethical behavior for the sake of their interests.

In Turkey, I took information about a research finding which studies how “Hold a candle to the devil,” “Let sleeping dogs lie” kinds of understandings are dominant.

According to the research carried out Center for Ethical Values among university students, it is found that one of the three young people doesn’t have any idea about ethics. President of EDMER Bülent Şenver, CEO of P&G and Vice President of EDMER Saffet Karpat, and Secretary-General of EDMER Nazım Olcay Kurt talked about the research findings.

Şenver also went to Sakıp Sabancı when he started to work on ethics after establishing an association. After welcoming Şenver warmly, Sakıp Bey said, “You try hard, you have really hard job to do.” The deceased Sabancı seems that he was right.

“For who it is ethic, for who it is not” is an object at issue. It is the one of the most challenged issues for foreign investors, especially. Şenver thought that, over the years, he had to begin with the young people, based on his own experiences in the university. Nowadays, primary purpose of EDMER is to reach young people.

Saffet Karpat says “We want our members to be young people, not executives of big brands.”

Let’s talk about “Ethics in the Eyes of Youth”. The study was conducted over the internet with 400 young people aged 18-24. 31% of young people has no idea about ethics, 45% of them doesn’t know it. 24.8% of them says “morality-merit”. For the question of “What is the biggest ethical problem in Turkey?”, 27% of young people says that it is discrimination. List continues as discrimination, unearned gain, misleading advertisement, corruption, bribe, respectively. We discussed discrimination as the most important ethical problem of young people in Turkey. Young people think they will face discrimination wherever they are. Especially when it comes to hiring acquaintances. Saffet Karpat underlines this by saying that “We, as P&G, are clear on this issue”. You win when you are ethical in every matter. Because you choose the best skilled one. You work with the one who deserve the job. If you are ethical, you become a more competitive company.

According to the research, most ethical institutions in Turkey are universities. Then international companies and the army come. The institutions that young people place in the last place are political parties and the media.

One interesting finding of the research is the following: for the question of “Would you act in an unethical way when you believe that you will reach the end?”, 58% of participants says, “I don’t hesitate”. Briefly, young people do not believe that being ethical is a gain.

EDMER will continue its studies. Additionally, it will start to give a reward called as “Etika”. Bülent Şenver states that they send over 1,000 letters about ethical values to the companies in Turkey. About 50 companies give feedback. It is seemed that there is a long way to go about ethics for both EDMER and Turkey…

Source: [https://www.google.com.tr/search?q=etik+gazete+haberi&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjO2vZTkJHMAhVnK7wKHYjPD_sQ&biw=1366&bih=638#imgrc=eqX3pNlgztKLzIM](https://www.google.com.tr/search?q=etik+gazete+haberi&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjO2vZTkJHMAhVnK7wKHYjPD_sQ&biw=1366&bih=638#imgrc=eqX3pNlgztKLzIM)

Can ethical values be ignored for the sake of interests? Or should it be?

This report responds these questions to a certain extent. According to the newspaper that states the research carried out Center for Ethical Values, while one of the three young people said they have no idea about ethics, 58% of those who declared that they have an idea were not willing to avoid unethical behavior for the sake of their interests. This is an important finding that firstly there is no adequate education in the society in terms of ethics. Forestalling of self-interests despite of universal values is a signal for social corruption and for the need of all told ethics education and of implementation of serious precautions in this issue.

Socialization is the basic process of getting one’s character; character and society are inextricably linked to each other. An individual cannot exist apart from the society and its culture. Society
and its culture can be realized only in character and behaviors of individuals. Personality of human being and the relationships in which he lives determine his spiritual behavior and consciousness. The attitude of a human being towards himself, his opinion and view regarding himself are influenced by the attitudes of others in physical, spiritual and social aspects (especially in childhood). People recognize themselves through others. However, the following mistake should be avoided: Getting one’s character cannot be only explained by “influence of others on himself”. The self-consciousness of man also comes through the interaction with the objective environmental conditions in which he lives.\[^5\]

At this point, the greatest danger that we may encounter is to allow misconducts to grow like snowballs, by saying “now everybody thinks like this”. While fulfilling our duty in penal institutions, we must work in accordance with legal and ethical values, instead of methods used by the majority.

**Moral Education**

The difference in moral development among individuals can be reduced through education, people can be motivated to pass to a higher level according to moral terms. Educating people with de facto rules and principles of morality will prepare the environment for people to recognize higher moral values. There is a relationship between the sense of justice and moral development of the society in which the individual lives and grows up. If people who grow up in an egalitarian society can question and criticize their own system of values, they will be able to restructure them and moral development can be possible.\[^6\]

Constituting rules by establishing a common attitude and behavioral unity among colleagues who carry on the same profession will regulate the behavior of professional members as well as facilitate their convergence with a common professional identity. Similar attitudes and ethical judgements of those who carry out the same profession can be achieved through moral education. Thus, individuals can evaluate them by thinking about moral values.\[^6\]

It would be appropriate to talk about the culture and disciplines of Turkish Ahi culture, since it imparts moral education in the form of professional principles, instead of in the form of formal education provided in schools.

Ahi-order is one of the most important formations of professional ethics and the code of conduct. Regarding its strong organizational structure, its improvement, its development, its adoption by all occupational groups, and reflecting its culture to the society, it has a unique formation. Ahi-order which its influence can be seen even in today is a powerful culture that changes the society and the segments of the society that it prevails, creates its own specific business ethic rules and

Ahi Evran, who was a Debbağ (leather trade) and was adopted Jewish culture, is accepted as founder of Ahi community.

Ahi-order is a culture and its philosophy is an inspiration to tradesmen, craftsmen and people who deal with various mercantile businesses for centuries. It is a comprehensive approach to its

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\[^5\] When we fulfill our duties in the penal institution, we should work by taking legal and ethical values, not the methods applied by majority.

\[^6\] Similar attitudes and moral judgments of those who have the same profession can be achieved through moral education.
own humanitarian values, to the understanding of happy business life and daily life concertedly. In this sense, the aim of Ahi-order is to provide an ethical social order by implementing social justice through establishing pleasant relationships between poor and rich, producer and consumer, labor and capital, people and government.\[7\]

Ahi-order which is expressed as “combination of morals and art” does not only regulate the activities of tradesmen and craftsmen. Also, it aims a peaceful life by establishing pleasant relationships between poor and rich, producer and consumer, labor and capital, people and government, in other words all segments of society and institutions. Therefore Ahi-order is opposed to all kinds of unmoral behaviors such as consuming without producing, excessive consumption, unjust competition, exploitation of powerless, unearned income, and deceiving people.\[8\]

Ahilik, with reference to Turkish-Islamic guild that contains certain merits such as bravery, generosity, patience, tolerance, and honesty, develops an inspection and sanction mechanism towards all Anatolian tradesmen. It is a professional control system in many ways, from determining the appropriate selling price for the goods produced to protecting the consumer against inappropriate goods.

In Ahi-order, the economy was regarded as a tool, and transition of economy from being a tool to being a purpose was not allowed. Therefore, working for wealth, property and profits had never been meaningful on its own. It is essential that people in Ahi-order culture should earn their own bread and stand on their own legs. Ahi-order sees work as worship. For this reason, a meal ticket is considered as a sacred domain. The workplace of Ahi-order is the right way. Reverence is the key to enter this way, respect and honesty are the main motivators, honest earning is the significant principle and is spent in halal places reasonably. Ahi-order does not allow the ways that are forbidden by religion such as asking for more than the real value of the goods, greed for enrichment.\[7\]

There have been some militarily, social and religious consequences of the spread of Ahi-order, as well as professional standardization, economic balance between producer and consumer, and forming a common tradition ethic. One of the most important consequences is the rapid process of Turkization of Anatolia and the spread of Islam.

Ahi-order has a significant influence on the process of Turkization and Islamization. Their established rules force non-Muslim people to become a Muslim or enable Turks to exercise their sovereignty if they want to a part of Ahi-order and to compete with Muslim artisans.\[9\]

Professional Ethics

Professional ethics can be defined as codes of conduct that must be binding in professions directly related with human being, especially. One of the most important aspects of Professional ethics is that, regardless of where they are, it is necessary for individuals working in the same profession to behave in accordance with these codes of conduct. People’s relations lie behind the basis of professional ethics. Profession ethics is the necessity that individuals who are in the same profession should obey during their personal relations.\[10\]

Profession is considered as a social role in sociological sense. The role is briefly defined as the specific behaviors expected and demanded from individuals with the same purpose within a social system. Roles are determined by social norms which are part of culture. Thus, the functions
of individuals within the society are determined by through social roles. The important point in terms of sociology of work is the role behaviors of working people. Sociological research shows that only the knowledge and skills required for a job are not enough to work in a job. It will also need to know the social behaviors, the way of speaking and the roles of propriety that the profession requires.[11]

Business ethics contains work ethics and professional ethics. When work ethics is taken into consideration, the attitudes towards working in a society come to mind. The approach towards profession may differ from society to society and there may be different approaches among various layers of society. While some societies develop a positive attitude towards work, some give importance to enjoyment and rest rather than work. The attitudes of those who are frugal, punctual, hardworking, honest, simple, and self-disciplined in their working life form the basis of professional ethics. Concepts such as work discipline, productivity, quality, and effectiveness are the subjects of professional ethics.[11]

Professions have strong relationships within the society. These special relationships provide some strength and privileges to certain business owners. In addition, society provides additional facilities for some professionals such as educational assistances, libraries, hospitals, and research. The benefits that a profession provides from society and vice versa indicate the existence of the social contract between profession and society. This contract constitutes the moral infrastructure and shows that professional owners have special moral responsibilities to society.[11]

Professional ethics refers to the ideals, behaviors, attitudes which are adopted by people with a profession and which are generally accepted, which the members of that profession endeavor to reach, condemn those who contradict them by means such as condemnation, blaming, isolation, leaving collaboration.[12]

Business ethics refers to the ideals, behaviors, behaviors, etc. that have been adopted by all concerned with a profession and which have been generally accepted and which the members of that profession have endeavored to reach, condemn those who contradict them by means such as condemnation, blaming, leaving to loneliness, And the way of thinking.

One of the common characteristics of all backward societies is the collapse of either moral principles or ideals, hence becoming obsolete and turning into meaningless principles. For such societies to be able to revive and survive, it is necessary to reinterpret moral concepts and restore moral values to desired and expected levels. Following other paths and clinging to the provisions of other societies are not reliable options.[12]

In other words, morality is not an imported product like an object, technology, even science. A society that is open to progress must try to establish its own morality with reference to its own historical, social and cultural values. This provision for public morality is also valid for professional ethics, which is a part of it.[12]

As it is known, bribery, profiteering, producing unqualified goods, maximizing profit for luxury consumption, in business life, fictitious export, smuggling, imitation are the main problems that professional ethics lays emphasis on in business life.[12]

The Influence of Professional Ethics on Business and Professional Life

It is the necessity to obey certain behavioral patterns in the relations of people who carry out the same profession. The following conditions are required for a work to be defined as a profession.
1. A profession meets an inevitable requirement of the society: Social needs such as health, security, and education make these professionals offering these services necessary in every society.

2. The profession is not only for one’s own satisfaction but also for the benefit of others: For example, a doctor carries out his profession not only for financial gain, but also for people’s health. A teacher is proud and happy with the achievements of his students who he prepares for life with his knowledge. A penal institution employee is also happy with former sentenced persons who don’t commit any crime after release and who have legally gained their lives.

3. Profession is based on special knowledge and abilities acquired with a systematic education. For a profession to become a profession, it must be acquired knowledge, skills and attitudes that enable people to perform this profession before starting the profession. Here the profession is seen as an “expert” by society and has full confidence in the person in the service.

The employees of the prison must also acquire the knowledge, skills and attitude that is necessary for the profession through in-service training on the job. Employee should be able to prevent basic security and public order incidents such as escape, fire and rebellion in order to manage the reintegrate processes given to them.


Do you think that could this jailbreak event in the report be possible if necessary precautions have been taken?

Jailbreak events indicate a weakness in taking measures against breakout. Executives in penal execution institutions should give maximum importance to the issue of escape especially since executives and the protection chiefs are obliged to provide “special and general preventive measures” given to them by special law, and all personnel should be trained in this issue.

4. Professions are developed by research and experiment and have their own techniques over time: Professions like people have a knowledge and culture accumulation that results in research and experimentation. This knowledge accumulated through the education leads to the development of professionally specific techniques over time or the discovery of new techniques in the process.

5. Professionals are efforts to gain profits: Members of professions maintain their lives with the legal income they earn money from their profession.

6. Professions have their own principles and ethical values accepted by society; and members of this profession act in accordance with these principles and values.

Professional ethics, principles or codes provide following benefits.[10]
• It motivates individuals to show ethical conduct by the help of colleague pressure.
• It provides consistent and decisive guidance about right or wrong actions despite the characters of individuals,
• It guides how to behave in uncertain situations,
• It controls the autocratic power of directors or bosses,
• It defines the social responsibilities of institutions,
• It serves the interests of profession or institution.

Consequences of appropriate behaviors to ethical values and values of professional ethics:
• Earning respect,
• Trustworthiness,
• Having a good image (appearance),
• Being helped in problem solving,
• Playing preventive role on the decrease in moral collapse during social unsteadiness and malevolent entrepreneurs in terms of society,
• Assisting the implementation of total quality management and strategic plans,
• Ensuring that institutions fulfill their social responsibilities on a regular basis,
• Ensuring that unfair competition is prevented,
• Honoring

Table 1: Consequences of Inappropriate Behaviors to Ethical Values and Values of Professional Ethics

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<tr>
<th>Personal</th>
<th>Institutional</th>
<th>Social</th>
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<tr>
<td>Loss of employment</td>
<td>Loss of face</td>
<td>Institutionalization of corruption</td>
</tr>
<tr>
<td>Loss of face</td>
<td>Service area (customer) loss</td>
<td>Weakening of importance of ethical values</td>
</tr>
<tr>
<td>Isolation from society</td>
<td>Tarnished image (appearance)</td>
<td>The spread of anomic behaviors</td>
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<tr>
<td>Loss of trustworthiness</td>
<td>Weakening of collaboration</td>
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<td>Loss of self-respect</td>
<td>Decreasing effectiveness of teamwork</td>
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<tr>
<td>Weakening of professional and organizational commitment</td>
<td>Weakening of communication in institution</td>
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<tr>
<td>Loss of self-respect</td>
<td>Weakening of organizational commitment</td>
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<tr>
<td>Corruption of relationships with colleagues</td>
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<td>Tarnished personal image (appearance)</td>
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</tbody>
</table>

For example, an execution and protection officer constantly abandoning his duty without any excuse, laying down the work deliberately; these will cause damage to security and public order by disrupting the task assigned to him within the scope of his responsibilities as well as damage to the individual and institutional image, loss of credibility, deterioration of relations with colleagues, loss of respectability.

Importance of Ethics in Public Administration

Public service is fulfilled by the taxes of citizens. Citizens entrust their taxes to public officials in the expectation of low cost and high-quality services. Public officials should, cognizantly, conduct public services effectively, efficiently and honestly. They must adhere to the principles and standards of professional ethics while performing their duties and using discretionary powers. In some cases, legislation and other legal arrangements may be inadequate for the identification of immoral behaviors in an institution. In gray areas where such legal gaps exist, the ethical principles and standards that will assist public officials in resolving the conflicts are at least as important as legislation. The
Ethical Dilemmas

The ethical dilemma is that two or more competing values are in conflict. If one of these conflicting values is preserved, then the other cannot be protected or there is a need to ignore the others to protect one or more of them.

There are many ethical dilemmas that public officials often encounter or may encounter in their daily lives. It is possible to divide them into 4 groups:

1. The first type of dilemma faced by public officials is that none of the options in front of them is fully satisfactory, so that, the least evil one or an option which is better than others is determined.

   Case Study: Tender process has been initiated by the warehouse office for the purchase of stationery and office materials to be used in the prison. However, none of the offers submitted by the applicants, the quality of the materials and the warranty disclaimers are not found satisfactory enough. It is also necessary for the tender to be completed as soon as possible due to the expense of the expenditures within a limited time and the need for emergency supplies. In such a case, to solve the dilemma encountered, companies should choose the best quality material from the companies that recommend the highest quality material. Thus, the most appropriate option will be preferred.

   Evaluation:
   • Do you think that you should not make concessions in purchasing goods and services?
   • How else could it be treated in such a situation?
   • Is it better to do this tender under these circumstances than not to do it at all? Discuss.
   Please write a case study:
   • ______________________________________________________
   • ______________________________________________________
   • ______________________________________________________

2. The second type of dilemma is a situation in which more than one or all options are good on their own and if one is chosen, then the other one should be abandoned. Here the public official should choose between the “best” ones.

   Case Study: It is necessary to make a choice between the prisoners that are suitable for the operation of the tea house in the institution. There is a dilemma between the two candidates. One of the candidates is a university graduate, a professional accountant and a respectful young man who has not received any disciplinary punishment at the institution. The other is a middle-aged prisoner who is a primary school graduate, who owns a tea house operation before coming to the institution and who came to the penal institution for the second time.

   The choice to be made among these candidates is to make the best of the task to be the benchmark in determining the “best” among candidates. In this case, the principles as the knowledge, skills and attitudes to do the job should primarily be determinant. In other words, giving importance to competence and qualification will guide us in the solution of the dilemma.
Evaluation:
• Do you believe that candidates' professional knowledge and skill levels should be preferred over personality traits to a certain extent?
• Discuss the preference given in this case study by considering benefit-cost situations in the public welfare context.

Please write a case study:
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3. The third type of dilemma is to make a possible decision that has different impacts and results on different people and groups. Here, a decision that will please more people must be made.

Case Study: Closing the existing painting, beads, models, etc. studio in the penal institution and opening textile workshop which give priority to technical and art education may lead dilemma. Taking such a decision seems to be beneficial in that it will not please a small number of prisoners benefiting from the hobby workshop but will provide them with occupation that will earn an income in the next few years after the release of many prisoners.

Evaluation:
• Is it always appropriate to think about benefit of usefulness of the majority in making such a decision? Discuss.
• Do you believe that you need a compensation if you think someone is suffering a loss of rights?
• After such a decision, what can be done about the group to be adversely affected by the decision?

Please write a case study:
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4. The final type of dilemma that public officials may face is that they or their relatives are positively or negatively and indirectly or directly affected by the possible consequences of their decision. In such a case, there is a “conflict of interests”. In other words, the public interests of the decision maker conflict with the individual interests of the decision maker in general. It is extremely difficult for anyone to make a decision against their own interests. In such cases, in principle, public officials, who may be affected positively or negatively and or indirectly or directly from the decision, should not participate in the decision-making process.

Case Study: It would be ethically appropriate for a disciplinary committee who does not contain any officer closing with the prisoner to make a final decision on a prisoner about whom a disciplinary inquiry has been conducted. Otherwise the fear of losing objectivity in assessing the situation of the prisoner or the dilemma that can befall in the face of a conflict of interest will affect the decision-making process.
Evaluation:
• If you face with a similar situation, do you think that your affinity with the prisoner will affect your decision?
• What other things can you do to get out with the least harm in the case of such a dilemma than only being in the courts?

Please write a case study:

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(This section is prepared by using the Code of Ethics for Public Officers. Prime Ministry the Council of Ethics for Public Service. January, 4th Press, Ankara, 2014)

Decision Making Process in Ethical Dilemmas

Individuals can make unethical decisions as a result of the ethical dilemmas they experience. The identification of ethical principles that guide them in the decision-making process to avoid individuals from unethical behavior can facilitate the decision-making process of individuals. For this purpose, a test was developed to determine whether conducts conform to ethical principles by the Bentley College Center for Professional Ethics in Boston (Aydın, 2006, 32). A person must answer six questions before deciding on a particular topic (Lambertoone&Minor, 1995, 333 akt: Aydın, 2006):

1. Is this true?
2. Is this fair?
3. If someone gets hurt, who is s/he?
4. Would you feel comfortable if the decision you made took place on the first page of the newspapers?
5. Would you tell your decision to your family, your child, or your relatives?
6. How does it make you feel?

1. Is this true? This question requires a clear evaluation of right and wrong. One approach that should be kept in mind when answering this question is the principle of “act like you want others to treat you”. The correctness of the decision or action taken in the framework of this principle should be discussed.

The question “Is this fair?” is a question that emphasizes the need for reasoning about the fairness of the decisions to be made in certain cases where there is no frame of reference to the law, regulations, instructions, and the decision is depend on the discretion of the employees of the institution in various applications in the penal institutions.

As an example, it will be useful for the staff of the penal institution to constantly ask themselves to “Is this true?” about the basic approaches regarding the behavior, appeal and communication with prisoners. It should not be forgotten that the rules of courtesy are from the rules that must be applied to every part of the society.

2. Is this fair? The answer to this question is hidden in another question, which is called the golden rule. If you were in the same situation and
encountered with such behavior, do you think it is fair? If you cannot say yes to this question, it is necessary to re-examine your behavior or decision.

3. **If someone gets hurt, who is s/he?** This question is a question based on utilitarianism. The other dimension of this question is “Who will win?”. The question that follows is whether this person deserves to lose or not

For example, in a small-scale discussion in a room or complex in the prison, it may be necessary to change one or more rooms of the parties. In such a case, in thinking about decision on who deserves to go to other room or to stay, consideration on the topic will help us to make the right decision.

4. **Would you feel comfortable if the decision you made took place on the first page of the newspapers?** If the answer to this question is “no”, then the question “why?” should be asked immediately. The answer to this question will help to define the problem.

In the case of publishing a behavior in a penal institution or a given decision in newspapers or newscast, thinking procedure by penal institution employees on the reaction that he will face himself lead them make tiny distinctions, reconsideration of their decisions and their attitudes.

5. **Would you tell this to your family, friends or relatives?** In other words, if the actions or behaviors that are thought to be performed are learned by the close environment, it is useful to re-examine the action or behavior if it is felt uncomfortable.

6. **How does it make you feel?** Attention should be paid to the perceptions of what a decision or consequence of behavior might be. Sensitive people can easily feel unpleasant of things. If there is such a doubt, the cause of it should be thought.

Employees of penal institutions should be sensitive in the protection of deposits. They need to be a good observer because they are struggling with low fault-tolerated duties regarding the characteristics of mass they are dealing with. At the same time, they should be able to use their intuition if need be.

Doubt is a prediction that is often drawn from experience and observational results held in prisons. In such cases, the case should be investigated more deeply, searched and then decided.

### The Conflict of Interests

The conflict of interests in public administration, with its most simple definition, is playing a part or undertaking a duty or role in relations between the government and his own sake, his / her relatives or a person, company or organization and it refers to the disagreement between personal interest and public interest. In order to understand the conflict of interests better, case studies related with this issue should be examined. In some cases, these conflicts of interests vary from institution to institution, from person to person.[13]
Avoiding from the Conflict of Interests

The conflict of interests, which is the most important issue of public administration ethics, is regulated in Article 13 of the Regulation. Accordingly, the conflict of interests states the factors that affect state officials and prevent them functioning their duties objectively and impartially and the situation that state official has a personal interest regarding financially or his responsibility by also considering himself, his relatives, his friends, or his personal contacts.

The conflicts of interest arise when the public officer’s actions, decisions or behaviors are to be negatively affected or to be of interest to them, or to those of his or her peers, friends, relatives, friends, or anyone else who may have been able to affect and prevent him acting objectively.

In the case of conflict of interest, the public interest of the decision maker in general conflicts with the individual interests of the decision maker. For this reason, there is a “possibility” that conflict of interest affects the fulfillment of the mission objectively and impartially. Even if the conflict of interest does not affect the task, it can be perceived as if the outsiders are affecting the task.

**Case Study:** An execution and protection officer who brought the prisoner to the hospital under the supervision faced relatives of the prisoner in front of the hospital. The relatives asked for help from the officer to be the prisoner inpatient and to come to the hospital when they wanted, and then they ate at the restaurant opposite the hospital.

The director of the institution who learned the incident called the execution and protection officer in his room the next day, asking the health condition of the prisoner the how the dinner was.

In the case study, relatives of prisoner show him a personal interest to obtain benefits from the officer. In this case, that official can react in two ways:

In the former case, he may be affected by the personal interest provided to him and may appeal his willingness to the doctor regarding the prisoner to be inpatient, and he may ignore the visit of relatives of the prisoner in the hospital, which is illegal.

In the latter case, he is not affected by the personal interest provided to him and fulfills all applications in the legal framework. But even in this case, the third person who knows that he ate with relatives of the prisoner will think he misuses his duty.

**Evaluation:**
- How should be treated in the face of such proposals of prisoner relatives to stay in the ethical frame?
- How would you react in such a situation?
- What should be the limit of the communication with prisoner relatives?
- ____________________________________________
- ____________________________________________
- ____________________________________________

**Case Study:** A technical course will be opened in cooperation with İşkur in the penal institution. There is a lot of application requests for becoming a course participant because they will be paying 20 TL pocket allowance per day during the course. An executive and protection chief officer in charge of security and surveillance services, which assessed the issue from a security point of view, includes a prisoner who is the son of his friend but nobody knows his relationship with the prisoner, and the other members convinced about his suitability for the courses.
**Evaluation:**

- Does this mean that this action is right and good because nobody can learn the truth?
- How would you react if you are in the position of the chief officer and if such a demand comes to you from one of your friends or son himself?
- Would you change your mind if you think that this prisoner is not really appropriate for the course or if you think someone else is better?

Public officials have personal responsibility in the conflict of interest, and as they are often personally aware of the situation in which the conflict of interest may arise, they act with caution in any potential or actual conflict of interest, taking steps to avoid in such situations. As soon as they recognize the conflict of interest, they inform their bosses and keep themselves away from the interests included in the scope of the conflict of interest.

The conflict of interests may emerge in different situations. Below, there are major types of conflict of interests organized by Public Servants Law and Ethical Regulations.

Please write a case study:

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(This section is prepared by using the Code of Ethics for Public Officers. Prime Ministry the Council of Ethics for Public Service. January. 4th Press, Ankara, 2014)

**Relations with Former Public Officials**

Former Public Officials’ Public Service Utilization in a Privileged Position

Former public officials expect a privilege to benefit from public services in acknowledgement of their services for many years. Public officers in-office can grant privileges to former public officials as a matter of “fidelity”. In this case, however, the principles of equality and justice are ignored and normal citizens benefiting from the service are abused. Therefore, public officials should not exclusively give priority to former public officials who want to benefit from public services and should not be treated as privileged.

**Case Study:** Another director who retired from the penal institution goes into the business. The company that he is the partner wants to participate in the tender to sell material to the penal institution. Because of the sealed tender, he asked for help from his former colleagues in order to learn the price given by the other companies and give him the tender even though it is not legal.

**Evaluation:**

- Does the feeling of fidelity make this kind of help pleasant to his former colleagues? Discuss.
- How would you behave if your former colleague asked you for priority or privileged information about visiting a prisoner?

Please write a case study:

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Public Officer Doing Business with His Former Business After Leave of Employment

No contractor, brokerage, representation, expertise, brokerage rights or similar duties or work can be given to people leaving the public duties, directly or indirectly, from the institutions or organizations they have previously served, on the condition that the provisions and durations of the relevant laws are reserved.

Regarding this issue in our country, Law No. 2531 dated 2.10.1981 “Law on the Works that cannot be done by Former Public Officials” can be found.

The relevant article of the law states:

“…former officials who left their employment for whatever reason, they cannot commit directly or indirectly any duty, agency, and representation related with their former duties and their field of activity that they profess last two years before their leave of employment in the institution and organization for three years from the date of their departure from the office.”

Case Study: Mr. Ali, retired executive and protection officer, got a job in a law firm after his retirement. Mr. Ali, Ali Bey has received 20% commission from the newly detained persons, one of which he convinces that they give the procuration the lawyers who work with him. Ali wants information from his former colleagues about the new detainees and wants them to direct detainees about the procuration.

Evaluation:

• Evaluate ethical aspects of this issue which are obviously contrary to the law.
• What would be your reaction if such an offer comes from your former colleagues?

Please write a case study:

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• ________________________________________________________________________
• ________________________________________________________________________

Sideline Working

The work of public officials in a second job outside the public office is detrimental to the division of their performance and loyalty and raises a conflict of interest. The Civil Servants Law regulates the subject as follows:

“According to Turkish Commercial Code, officers shall not engage in activities that are required to be considered as merchants or trades, shall not be employed in commercial and industrial establishments, shall not be commercial representative, commercial agent or partners in open company or active partner in limited partnership (Excluding the duties of the institutions in which they are employed to represent their institutions in their affiliates) ....”

Case Study: A teacher in charge of the penal institution works on a weekly basis in a classroom. Sometimes he talks to the students’ relatives on the phone during office hours, discussing the lesson plans or student situations.

Evaluation:

• Does the teacher who works in the second job in the classroom do not have a job to be regarded as merchant or trader in his mind mean that this situation will be accepted in the frame of ethics? Discuss.
• Evaluate whether the second job that divides his work leads to a conflict of interest from the public good point of view or not.

Please write a case study:
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Use of Duties and Authorities for Self-Interest

Another type of conflict of interests is to gain benefit for himself and his relatives by using the gains of the public officer due to his public service.

**General Principle:** Public officials shall not be able to provide and profit from exercising their duties, using their titles and powers in favor of themselves, their relatives or third persons. They cannot favor or discriminate relatives, spouses, friends and neighborhood, political favoritism or any other reason.

There are various types of taking advantages of, including the use of duties, titles and powers.

**Procurement to Self and/or Kinsmen**

**Case Study 1:** The officer in the visiting reception unit provide non-contact visitation for more than one person in return of payment of his personal electricity bills.

**Case Study 2:** The secretary of the prison unit provides information on legal issues in return of pecuniary advantage.

Please write a case study:
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**Specific Charges for Work**

**Case Study:** Out guard officer who sent the release papers from the courthouse to the institution, such as tips is paid by the relatives of prisoners in the form of bribery, gift etc.

Please write a case study:
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**Mediation**

**Case Study:** A storehouse officer, in the need of items that can be directly provided by purchase, always goes to a single firm which is owned by one of his close relatives.

Please write a case study:
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Favoritism

**Case Study:** Mr. Ahmet, an editor in chief working in a courthouse, made a requested from institution manager to provide a conferment for his nephew.

Please write a case study:
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Clientelism of Service

*Merchandising by Using the Title, Duty, or Authority*

It is forbidden for public agents to sell or distribute books, magazines, cassettes, CDs, and any other items that belong either them or others by using the advantages of their duties, titles, or authorities.

**Case Study:** A sub-manager of a penal institution, who does the arrangements of annual leave and leave of extra work for personnels of the institution, delivered a poetry book that was written by him to all units of the institution, and requested to be informed if anyone would like to buy his book.

Please write a case study:
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*Accepting Donations for Foundations, Associations, Institution or Sports Club*

It is forbidden for public agents to provide donation, financial aid, or any kind of utility to any institution, foundation, association, or sports club.

**Case Study:** In order to get financial support for his fellow-citizen association, an institution manager posted announcements and put donation vouchers in waiting rooms of a penal institution in which the relatives of prisoners spend their time.

Please write a case study:
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*Declaration of Information that is Obtained during the Duty*

Public officials cannot use official or classified information that they obtain during or as a result of their work to get direct or indirect economic, political, or social benefit for themselves, their relatives, or third parties; and they cannot explain such information to any institution, establishment, or person except competent authorities. (Article 14)
**Case Study**

Bekir Bey, who is the general execution and protection officer currently on his shift, has leaked relevant information about the ( ) prisoner that caused indignance throughout the society to the press.

Please write a case study:

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**Using Public Means During the Elections**

Public officers cannot directly or indirectly use or let to be used the means of their connected state institutions during elections campaigns. (Article 14)

**Case Study:** Selim Bey, the director of an open prison, assigned the prisoners to clean and organize the meeting area that was used by the current mayor for the upcoming municipal elections due to his help regarding the building and asphalting of the prison roads.

Please write a case study:

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**Accepting a Gift**

In the tradition of Turkish public administration, although strictly forbidden by the body of current law, it is pretty common for the public officers to get presents from their employers or coworkers. Despite prohibitions, some private persons, firms, or organizations that are under control offer gifts to public officers under the color of special days such as new year days or religious festivals.

Such gifts that are given to or accepted by public officials pave the way of ethical discussions at public opinion, and cause to public corruption, public criticism, increase in the sense of abusive- ness, and the harm of the reliability and reputation of public officers.

Gifts that are seemed to be innocent and harmless in the first instance, most of the time, could affect objectivity, decision and duty of public officers by simply turning into a “booby trap”.

**Case Study:** A few days before the New Year’s Eve, Mr. Hikmet, an accountant officer in penal institution office, received a cargo that later appeared to be a gift box with a shirt, a tie, and a watch in it. As the name of the sender person was unreadable, he could not understand where the cargo came from. During the week of merchandise tender, a firm owner constantly called him and asked about his well-being and how did he like the present. Concerned about the hearing of the event by his supervisors and coworkers, Mr. Hikmet went to the owner’s work place and gave him related information about the tender.

Please write a case study:

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Gifts with the Aim of Gaining Advantage

The person who introduces the gift has an expectation of gaining an advantage, or of getting his service easily and rapidly. In this case, the gift-giver person is providing seem to be legitimized benefits to the public officer who is expected to offer an exclusive service, and by doing so, the person tries to minimize the risks of bribe. He does not clarify his intentions in the first place. Most of the time when the gift is given, there are no connection regarding the service between the public officer and the person who gives the gift. In such occasions, the public officer cannot detect the long-term intentions of the gift-giver person and accepts the gift without any doubt.

Assigning a house or a car, providing combined tickets for the officer’s favorite team, providing a speech in a conference, inviting field trips, covering holiday expenses etc.

Such kind of gifts, beyond their symbolic meaning, carry an aim of taking an advantage for the public officer.

Case Study: The son of an important football club executive goes into a prison by becoming arrested due to committing a crime. The executive sent combined tickets to the director of the prison, and gives the director a sports gear that is signed by a world famous Brazilian football player of the club.

Whether because of good intentions, or of taking an advantage, it is a fundamental principle for the public officers not to accept gifts, and not to be subjected to such gifts in order to prevent profits that arise from their duty.

Public officers, whether directly or indirectly, cannot accept any gifts or provide interests for themselves, their relatives, or third parties from the real or legal entities with which they are connect-ed with a relation of business, service or interest.

Please write a case study:

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Which Gifts Can Be Taken and Which Are Not?

In the regulations, there are exceptions for the rule that forbids the accepting of a gift. One can accept gifts according to the stated conditions below:

• Gifts that are given on the purpose of contribution to the institution, and that do not prevent the public service from running in a proper way for the law, and that are assigned to public service, and that are taken with the condition of being registered to the inventory stock of the institution, or the establishment (except official cars and the gifts that are assigned for a specific service of a public officer)

• Gifts that are classified as book, magazine, article, cassette, calendar, CD, or related content,

• Gifts or prizes that are gained in competitions, campaigns or events that are open to public access,
• Memorial gifts that are taken from conferences, symposiums, forums, panels, dinners, receptions, or similar events that are open to public access
• Symbolic gifts or hand-made products with advertisement purposes, designed for publicity and given to everyone,
• Credits that are taken from financial institutions according to the market conditions.

The stated items below are within the scope of forbidden gifts and cannot be taken
• Scholarships, travel or accommodation grants, tokens, or any kind of gifts that are taken from the ones who have business, service, or interest relations with the official institution,
• The transactions that are unreasonable or unfair regarding the market standards during the purchase, sell, or rent of movable or unmovable items and services.
• Any kind of item, clothes, jewelry or food that are presented by the ones who get benefit from the service,
• Debts or credits that are taken from the ones that have business or service relations with the official institution.

PRACTICES

(F: Within the prohibition, T: Out of the Prohibition)
• Mrs. Sıdıka, a philanthropist lady, granted 20 computers to a penal institution for the usage of the prisoners in the classrooms. The relevant permissions were taken by the related Ministry and the computers were registered to the inventory stock.
• Mr. Selim gave a laptop computer as gift to the director of a prison in which his son stays as a prisoner. The director registered the computer to the inventory stock of the prison and started to use it by himself.
• Mr. Sadık, a businessman, donated 100 books to an institution’s library.
• During a welcoming visit, Mr. İhsan, a new appointed official to a penal institution office, was given a precious handmade carpet by Mr. Sami, owner of a casino.
• During a visitation, an old lady gave a headscarf to an officer of a prison in which her son stays as a prisoner.
• Mr. Burhanettin, a storehouse officer, was given a gift calendar by a firm with which his institution conducts business.
• For his daughter's wedding, Mr. Kemal, an institution manager, rented a wedding saloon for the half of the market price.

What can be done when it is suspected to accept a gift? (Third-Level Headline)

Gifts mean important for the proper conduction of the relations in a society. There is no problem in mutual giving away of gifts for people in general. The problem here is the gifts that are given to public agents because of their public duties.

Therefore, the public official must ask himself the following question while accepting gift:

If I was not a public agent, or if I was not in the position where I am now, would this gift has been given to me?
If the answer is “definitely yes”, the gift can be bought.
If the answer is “no” or “not sure”, the gift should be rejected.

The size or the economic value of an introduced gift is not important. Some public agents may not be interested with gifts that have high economic values, or some other may like gifts that seem insignificant. It should not be forgotten that according to our tradition “a cup of coffee is respectable for 40, and a glass of tea is respectable for 20 years.

**Giving A Gift by Using the Public Funding**

Public officials, cannot introduce gifts by using public funding, they cannot send wreath or floral to any private or legal entity except for the cause of formal ceremonies or festivals, and they cannot give notices for celebrations, announcements, or commemorations that are irrelevant with their service.

**Case Study:** Mevlüt Bey, working in Penal Institution, sent a wreath paid by the institution budget to a newly opened company.

Please write a case study:

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**Exerting Illegal Influence (Unlawful Orders)**

Although clear regulations, (DMK, Article 10 and 11) top managers may demand from the people who work below themselves certain instructions, which are illegal and unethical, in the forms of oral or verbal instructions, orders, or requests. As the public agent thinks he will face certain sanctions such like dismissal, exclusion, or non-promotion in the case of non-fulfilment of such instructions, she or he most of the time perform those instructions. As there would be no evidence or witness within this process, the responsibility of such actions remains on the shoulders of the public agent.

Therefore, the senior managers should not demand unethical or illegal requests from the officials who work below them, and when the officials encounter such a demand, they should not follow the illegal orders of their managers.

**Case Study 1:** The director of Penal Institution, Mr. Ali Haydar, goes to the airport by his official car. As he concerns about missing his plane, he orders his driver to speed up and ignore the red lights if it’s necessary.

**Case Study 2:** There will be a big tender regarding the electronic security hardware in a penal institution. Mr. Tahsin, the accountant of the institution, ordered Mr. İhsan, who is responsible for preparing the technical agreement of tender, to prepare the tender in a way that allows the attainment of a specific firm.

Please write a case study:

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**EXERCISES**

**Exercise 1:** Please evaluate the following case studies within the scope of the conflict of interests.
a) A director calls four of his close officers to help him with the repair work of his home.

b) The officers, who work in the home until nightfall, learn from the child of the manager that sometimes the relatives of convicts and prisoners come home and bring gifts such like the child’s mini-computer.

c) When the work at home is done, the four officers and their manager go out for dinner. The restaurant they go is a joint operated business shared by a retired manager of the institution for which they work, and an old prisoner. They eat here but they do not pay the price.

d) After dinner, they would like to have a quick tour in the city, and to fuel up, they go to a gas station which previously won the fuel tender of their institution. Although they fill the entire tank, they do not pay the price of the fuel.

e) In the tea time, they go to an education and consulting company which is run by the person who is the social service expert, teacher, and psychologist of their institution.

**Exercise 2:** Please state the ethical and unethical behaviors in the case study below, and discuss the individual and institutional results of the unethical behaviors

During a 7-days festival holiday, two execution and protection officers received a statement of health from a private hospital in order not to work during the holiday time in the prison which is open for the special visitations held in the time of festivals. In the end, the chief of the prison called the two officers, insulted them as they put the institution in a tight spot, and threatened them with an administrative investigation. One of the officers requested one of his relatives who is a notable person to help him for getting out of the investigation, while the other officer apologized his superiors and guaranteed not to make the same mistake again.

**Exercise 3:** F.T, a penal institution officer who works in a K1-type closed prison in …………… district, has lost his life in Antakya State Hospital as he was beaten up by the prisoners who decamped from the prison. Out of 6 prisoners were run away after they pounded up F.T, and 5 of them were caught later. While the last jailbreaker is being searched, A.Ç. (36), a penal institution who is suspected regarding the escape of the prisoners, was arrested. (AA, October 21, 2014)

Please evaluate the event above regarding the professional ethic and conflict of interests.

**CONCLUSION**

It is quite important for a public agent who regards his office as a shared duty and does his/her work in a full effort to have general information about common work ethic along with the legislation provisions which s/he belongs.

The moral codes that are shared by the general society are also valid for our professional life, and there are also varying rules and application procedures that are determined for each different profession. Such rules direct the working members of a society with the aim of providing social trust, well-being of their profession, and avoiding potential harms.

As they carry a lot more social sensibility than other public bodies, penal institutions are especially important within the perspective of ethical behavior regarding the applications that are conducted during the practice of execution and, the relations with other institutions. Therefore, it is very important for the directors and officers of penal institutions to stay connected with the professional
ethics and to behave accordingly regarding the prestige, reliability, and equitableness of their institutions and of the state.

As the people are social beings, they tend to be affected from the environment that they live, and from the people who they think as role models. With this regard, personnel of penal institutions should try to create an environment without ethical problems, to decide justly, and to constitute a positive model for prisoners and convicted persons by building a healthy communication. Thus, both they do their legal and moral work, and they face less handicaps regarding the establishment of the order and discipline of their institutions.

REVISION QUESTIONS

1. Which one of the terms below accounts for “the preferential treatment of a public agent for his relatives and intimate connections while providing a service”?  
   A) Conflict of interests  
   B) Intervention  
   C) Mediation  
   D) Clientelism of service  
   E) Objectivity

2. Which one of the statements below cannot be said regarding the usage of judicial discretion?  
   A) As the interests of state are above any other interests, the only determinant of judicial discretion is the interests of state.  
   B) Having discretionary power does not mean having the right of giving arbitrary decisions.  
   C) Public agents, while using judicial discretion, should depend on the principles of justice, equality, and honesty.  
   D) While using judicial discretion, public agents should behave according to common benefit and to the requirement of their service.  
   E) Public agent, while using judicial discretion, cannot aim to put his/her personal or political opinions into practice.

3. Which one of the conditions below results from unethical personal behavior that does not coincide with professional ethics?  
   A) Damaged in-house Communication  
   B) Missing Efficiency of Group Work  
   C) A Good Competition Environment  
   D) Damaged Personal Respect  
   E) Need of Help in Problem Solving

4. Which of the conditions below results from an institutional behavior that is not proper with professional and general ethic values?  
   A) Loss of Employment  
   B) Loss of Self Esteem  
   C) Social Isolation  
   D) Institutionalization of Corruption  
   E) Declination of Institutional Commitment

5. Public services are performed by the taxes of citizens. Citizens ............... their taxes to public officials in the expectation that getting quality and low-cost service.  
   In this sense, public service is a ..........  
   A) Deliver / Consignation  
   B) Consign / Duty  
   C) Consign / Responsibility  
   D) Consign / Consignation  
   E) Grant / Consignation

ANSWER KEY

1. Correct answer of this question is (Option D) “Clientelism of Service”. If your answer was wrong, please revise the section called “The Conflict of Interests and Clientelism of Service”

2. Correct answer of this question is (Option A) “As the interests of state are above any other interests, the only determinant of judicial discretion is the interests of state.” If your answer was wrong, please revise the section called “The Conflict of Interests and Using Judicial Discretion”
3. Correct answer of this question is (Option D) “Damaged Personal Respect”. If your answer was wrong, please revise “The Table for the Results of Improper Behaviors to Professional and General Ethical Values”.

4. Correct answer of this question is (Option E) “Declination of Institutional Commitment”. If your answer was wrong, please revise “The Table for the Results of Improper Behaviors to Professional and General Ethical Values”.

5. Correct answer of this question is (D option) consign / consignation. Please revise the title of “Importance of Ethics in Public Administration” again.

REFERENCES


RECOMMENDED RESOURCES

2. Etik Sokak Röportajı: https://www.youtube.com/watch?v=dEzuCwl1_ug
SAFE AND SECURE ENVIRONMENT

Sabri Hatipoğlu*

LEARNING OUTCOMES

On reading this chapter, you will;
• Be able to describe safety rules and instructions.
• Explain how to prevent physical and psychological violence in the workplace.
• Explain how to use security control devices.
• Know how to share security violations with relevant people and units.
• Be able to list the professional intervention techniques and tactics.
• Know oral warning, persuasion and mediation methods.
• Know which strategies should be used to prevent jailbreak attempts.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

Some problems may accompany when practicing custodial sentence. Restriction on freedom does not mean restriction on all rights. Penal institutions are where custodial sentences take place. Of course it will not be so easy to provide some rights for the individual with custodial sentence. Be-

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cause the prior condition to achieve that is to provide order and safety in the penal institutions. When an individual is restricted on freedom, tendencies to resist sanctions will develop after a while by its very nature. This tendency may manifest itself in the form of a person becoming overwhelmed or in harming someone else.

The implementation of the sentences in the execution period should be foreseeable and should contain the preventive measures. These measures manifest themselves in various forms. The physical structure must be strengthened as a structure that will prevent jailbreak or abduction. On the other hand, the negative psychological effects on the detainees/convicts and the personnel that are housed in the physical structures should be reduced to the minimum level. Security measures by security and surveillance personnel on an individual basis must have a solid structure in terms of the protection and continuity of the rights provided to the convict/detainees.

Finally, understanding of reintroducing the convict/detainee into the society, a sustainable security level and dynamic security which has a preventive effect against possible events must be adopted by personnel. Dynamic security system is one of the most important pieces of modern penal system.

**SECURITY CHECK**

**Security**

In general, security refers to the fact that the legal order is carried out unhindered in the life of society, and that people can live without fear. In other words, it is a state that is “not in danger” and “safe”.

All living creatures need a safe and secure environment protected from threats and attacks in order to survive. What distinguishes human from other creatures is that human can be organized and transform thoughts into actions. People have secured their security throughout the historical process using these skills. In this process, the greatest and most reliable security organization is the state.[1]

The state has created various organizations to ensure the security of the institutions and individuals and also itself. The main ones are; army, gendarmerie and police organizations. These institutions are obliged to ensure the individual and public security of the citizens of the state and the state itself on certain issues. These security organizations have their power, authority and responsibility stated by law.

There are five (5) elements to be secured in penal institutions:

- Personnel Security
- Convict/Detainee Security
- Visitor Security
- Building Security
- Security of Goods
Types of Security in Penal Institutions

**Physical Security**

**Technological Security Elements**
- Closed circuit camera systems
- X-ray device
- Detector door
- Sensor wire
- Electronic gates
- Hand detector
- Entrance/exit control systems
- Eye biometry system
- Hand biometry device
- Lighting systems
- Central control room
- Telephone and hand-held radios
- Central announcement and broadcast system
- Emergency alarm system
- Fire Detectors

![XX-Ray Device and Door Detector](http://www.duyarlikapi.com/wp-content/uploads/2015/12/cezaevi-xray-983654132.jpg)

**Non-Technological Security Elements:**
- Surrounding wall
- Razor wire and barbed wire
- Watch tower
- Guardhouse
- Iron gates
- Portcullis
- Locks
- Clamp
Dynamic Security

It is the transfer of information about the staff, convicts and detainees, which is constantly observed during their activities.

Also dynamic security is:

• Developing positive relations with convicts and detainees,
• Channeling the energy of convicts and detainees into constructive works and activities,
• Providing a just and balanced penal institution administration based on individualized programs for convicts and detainees.

Standard Security

In penal institutions, a number of security measures are carried out on an individual basis to ensure safety precautions and the proper functioning of the order. These applications are generally referred to as standard security procedures. How these are done is determined by laws, statutes, regulations and internal regulations. Safety instructions and standard operating procedures must be prepared in all penal institutions, and local instructions must clearly state who is responsible for which tasks.

Safety precautions include the following:

• Calling the roll at certain hours of the day,
• Eviction and acceptance arrangements to ensure that the right person is being evicted / accepted,
• According to Supervision of mail and telephone conversations and censorship,
• Frisking regularly,
• Regular execution of seizure and shift services,
• Referrals and transfers,
• Rooms are spacious and comfortable,
• Emergency intervention,
• Disciplinary practices,
• Observation and classification,
• Surveillance and inspection etc.

**Censuses:**

Censuses are one of the most important security practices that must be applied routinely and compulsorily in penal institutions. The systematic and proper enforcement of the censuses is extremely important in terms of security of the penitentiary institution. Censuses are important not only for security but also for discipline.

**DISCUSSION**

1) Are censuses carried out only to receive the number of detainees/convicts?
2) Why are censuses important?
3) What should be observed during the census?
4) How can censuses be made more useful?

Censuses are not carried out only to obtain the number of prisoners. Counts have a very important role in terms of security. In addition to counting the number of convicts/detainees, the state of health of convicts/detainees can be checked physically and psychologically in morning and evening censuses applied in institutions. The prisoners who have assault marks on body, appear tired or fatigued, constantly trying to establish eye contact or avoiding eye contact should be observed and the necessary examinations should be made and directed to the relevant units. For example, if a prisoner in a child’s ward does not eat a few days, does not perform self-care, seems to be extremely sluggish and struggling to stand up even during censuses, the prisoner should be guided to the psycho-social service as soon as possible, assuming that the child is showing depressive symptoms. Also, if a convict/detainee has assault marks on his/her body and avoids eye contact, considering the possibility of that the prisoner may be subjected to physical abuse in the near future, the institution’s administration should be informed. As a result, the intelligence information obtained from the censuses should be evaluated and intervened by the institutional administration in due time.

In addition, when taking a census, officers must observe in detail whether there is a physical change in the ward due to jailbreak attempt. While some of the personnel are counting, some should check the room fixtures, ventilation doors, windows and so on.

The staff should ensure participation as much as possible and avoid to discuss with detainees/convicts during the census. In order to take more useful censuses, institutional staff should be more willing and cautious. It is very important for the personnel to be aware of the significance of the census in terms of security and intelligence and to act with this understanding.

**Taking the Census:** In the institutions applied a shift system, the morning and evening censuses are carried out by the head of the corrections officers, the head of the corrections officers of current shift and the corrections officers under the chairmanship of the second director on duty.
Night censuses are carried out by the corrections officers under the chairmanship of the second director on duty, in case of absence, under the chairmanship of the assigned head of the corrections officers.

During the census, corrections officers on duty are also present in front of the ward for security reasons.

Morning, evening and night censuses are carried out by the head of the corrections officers and the corrections officers under the chairmanship of the head of the corrections officers on duty or the assigned head of the corrections officers in the institutions with no director.

The nominal roll and the outcome of the census are compared to check whether anyone is missing and participating officers sign the muster roll with their names.

The officers specified in 22nd paragraph of the Regulation (the corrections officers and the head of them that delivered the shift watch, the corrections officers and the head of them that relieved the shift watch) carry out the census by ascertaining the existence of the prisoners in person. Census is not taken in case of hearing voices from bathroom. The convict in bathroom is expected, census is completed by seeing the convict in person.

In the institutions where quadruple shift service is applied, censuses are carried out three times a day; morning, evening and night. If other than quadruple shift service is applied, censuses are carried out whenever the shifts change.

If deemed appropriate by the administration, counting can be done at any time. In exceptional circumstances, with the request of the highest authority of the institution, and the approval of the chief prosecutor of the republic, the external security officers can participate in the censuses.

Counts are made in rooms or wards, taking the sleeping plans into account.

The application of the census shall be determined by the administration taking into account of the number of the prisoners in the ward or room, and shall be adjusted by internal regulations so as not to jeopardize the security of the institution.

Respect for human dignity is essential during searches and censuses.

Respect for human dignity is essential during searches and censuses.

Considerations in Census:

a) Before the census begins; census takers are gathered, the shift director who delivers the watch shares the important information seen in the watch with the new shift officers.

b) Census duties are distributed between census takers before census begins.

c) Censuses are carried out on-site by the delivering and relieving personnel themselves.

d) Census should be made in a serial manner, not hastily or hectic.

e) Census takers should ascertain that convicts/detainees are healthy and alive.

f) Attention and observation during counting are the most important safety factors. For this reason, the entire ward and ventilation garden should be inspected carefully.

g) Measures should be taken against extraordinary situations such as jailbreak, attack, hostage taking.

h) Census must complete room by room. Unless the census of the ward is complete, the gate of the ward should not open.
i) While some of the personnel are taking the census, the other part should check fixtures, ventilation door, windows, etc.

j) Attention should be paid to changes in the state and movement of convicts and detainees in the room entered for the census.

k) The intelligence information obtained from the censuses should be assessed and intervened before time passes.

l) Censuses shall not induce incitement or conflict between personnel and convicts/detainees.

m) All counted blocks, rooms, aisle, especially kitchens and exit doors, should be closed to other parts of the network doors.

n) At the end of the census, the outcome of census should be compared with the muster roll and the comparison should be checked carefully. If the census records are appropriate, the muster roll must be signed and the shift must be delivered.

**Searches**

In institutions, rooms and its attachments, the body and belongings of convicts/detainees can be searched at any time without notice. It is a legal obligation to conduct a general search once a month for the entire institution. Here is an news from Italy about safe and secure environment.

### CURRENT NEWS

Each month, each unit of detainees must be inspected. So if you’ve been in the cell for at least a month, you know sooner or later. We control everything in their possession: sheets, books, every single thing inside their cell. And the detainees themselves have to undergo the search, opening their nipples or mouth well.

If you do not pay particular attention to hide the drugs that have remedied, it is possible that during the inspection that the drop off. Once I was touched by someone who had a little bit of arousing air. When I asked him to push I noticed something spilled. I insisted to continue, and suddenly it popped out a thing of the size of an almond, covered with plastic card. We both exchanged a look. Then, with a quick move, he picked it up and put it in his mouth. I took it by the neck and I told him, “Spit it, spit it out!” But the prisoner did not seem willing, so I tried to provide myself. At the end of the envelope he slipped out of his mouth, and he is not happy with the gathered and tried to spingerselo back up the ass. I did not believe in my eyes. In the end we resumed it. It was a bribe. He fought and faded like a fool for a tiny morphine pie.

*Source:* https://www.vice.com/it/article/mvmxqx/storie-secondino-prigione

**ASSESSMENT**

- In the event that the prisoner suffers hurt alone in an attempt to protect the drug, and there was no other agent in the control, as he would have shown the real facts?

- If the detainee had had a weapon with him and would have used it against him, which procedure would he have implemented?

In order to provide safety of convicts and detainees, personnel, visitors, institution building and fixtures in penal institutions; searches are done to obtain if there are any piercing, sharp or abrasive
offensive weapons, firearms, narcotics, prohibited documents, signs of jailbreak attempt or criminal evidence if a crime is committed.

The primary purpose of ensuring security and public order in prisons is to prevent crime before it occurs. Searches provide the discipline of penal institutions at the upper level and provide the opportunity to serve convicts and detainees in safe surroundings.

Search Methods
1. Searches made by hand,
2. Searches made by hand detectors,
3. Searches made through the door detector,
4. Searches made with X-Ray device,
5. Body cavity searches made with medical devices.

Search Types

Building Search

General Searches: General searches are definitely made once in a month in the whole building. The participation of all personnel in the institution to the general search is essential. External security officers may also be included if it is necessary.

Partial Searches: Partial searches are the search of rooms and attachments in the event of a notice, in the direction of intelligence information, or in cases of doubt.

There is no time limit in partial searches, the search continues until everything is surely checked. That's why partial searches are more effective than general searches. A search team is gathered before the search. Duties are distributed among the search team that is informed about what and how to look for.

While operating a room or ward search, first, body searches are made on convicts/detainees and then beds, belongings and the room are searched.

Search continues until what is being looked for is found or it is sure that there is nothing to be found.

Considerations During Building Searches:
1. Room, garden, kitchen, spaces, walls, underneath of cabinets and bunk beds and stairs, wall or floor compositions in areas that are not used in institutions, ceilings should be carefully examined whether there are changes in color, track and shape.
2. Toilets, bathrooms, sink basins, tile backs should be cleaned and searched by taking into consideration moving parts and gluing material properties.
3. Back and bottom of portable and unremovable cabinets need to be controlled.
4. Interior of pillows, comforters and blankets should be checked.
5. The internal and external manholes of the waste water in the ventilation garden must be checked; locks and manhole controls must be made to ensure whether there is a mixture of clay and soil in the running water.
6. Installation spaces such as electricity, plumbing, heating etc. must be searched.
7. When a convict/detainee is changing room, the clothing and personal belongings must be delivered after they have been thoroughly searched by passing through the X Ray device.

8. The motor and interior parts of the refrigerators in the rooms must be taken out of the room and controlled in detail by a technician, this application must be made at least every three (3) months in absolute detail and an official report must be made.

9. It is obliged to organize sudden and partial searches on unfixed days and hours including weekends and off-hours, at least two (2) times a month in rooms where prisoners convicted/detained for terrorism or organized crime are hosted, at least once (1) in a month in rooms where prisoners convicted/detained for ordinary crimes are hosted. Also, a report about the search should be made and kept.

10. It is necessary to prevent the possession of the longer laundry rope than the those specified in the internal regulations of the institution and to collect the existing ones.

11. It is necessary to increase the resolution of the security camera systems, to revise the views and positions in coordination with the gendarmerie, to light for night vision or to strengthen night vision cameras.

12. In addition; It is necessary to ensure that the position of the monitoring monitors is positioned so as not to distract the personnel in charge, to integrate the camera systems with other environmental security systems, to check whether the equipment is in compliance with the specifications and standards and to pay attention to the technical knowledge and reliability of the technical staff of the company who performs repair and maintenance.

13. Wire fences with movement sensitive sensors installed around penal institutions should be strengthened as they will not let pass through or be affected by the wind and inclement weather. The reliability of the system must be ensured by checking the system’s operability at regular intervals. It is necessary to integrate the whole system with cameras. If they are integrated, it is necessary to determine whether they are working simultaneously.

14. Likewise, if there are razor wires on fences, their position and strength should be checked as well.

15. Deformed, broken or detached razor wires in penal institutions should be repaired or replaced if necessary.

16. The door locks must be checked, broken ones should be fixed or replaced with new ones. It is necessary to check the lighting systems again, to change their direction and to provide additional lighting poles if necessary.
A shootout took place in a prison outside Barquisimeto in Venezuela after some prisoners resisted a spot check on weapons at the prison, reported. While the Venezuelan government has not yet made any comments on the revolt, Ruy Medina, The Barquisimeto Central Hospital director, said 54 died in the occasion. Penitentiary service minister Iris Varela said the riot broke out when groups of inmates attacked National Guard troops who were attempting to carry out an inspection. The decision of sending troops to the prison was made after the clashes broke out between inmates for 2 days and the authorities would hold off until control had been re-established at the prison to confirm the toll, said Varela.

As in the news shown in Image3, detainees/convicts sometimes oppose the search in penal institutions. One of the main reasons for this is that they may be hiding a substance that is prohibited in the institution, or they may be preparing for a jailbreak attempt. Searches are very important for security and intelligence. Regular searches are also beneficial for the authority of the administration. Detainees/convicts feeling that they are being followed by the institution’s administration will pay more attention to their behavior and in time this will increase their self-control mechanisms. However, in order for the search activities to be really beneficial, it is necessary to conduct it secretly from the convicts/detainees. In other words, convicts/detainees should not be aware of searches and so they shall not be prepared for it. Convicts/detainees can pose a serious risk to the security of the institution if they know or can predict when the search activities will be conducted within the institution. They may also resist and rebel to prevent the search, as in the news.

Source: Star Newspaper, January 27, 2013, Page 11

**Searches of Persons:**

**Things to Take Into Consideration on Searches of Persons:**

1. The search of a person must be carried out by officers of the same sex.
2. The officer who conducts the search should know the importance of it and therefore conduct it regardfully.
3. The officer must be someone who recognizes, perceives, is intelligent, awake, experienced, talented and has knowledge of the profession.
4. The officer must have the sanction initiative and psychology with the directives he/she has given to the person and assistant search team.
5. The officer should be in a relaxing attitude and inform the person about the search process.
6. The search of a detainee/convict should be carried out carefully and meticulously regarding the crime they committed and their condition.
7. The officer must behave humanely but should not enter into friendly or hostile relations.
8. The officer who performs the search shall identify and know the prohibited items and substances in the penal institution.
9. Considering the types of prohibited substances, the officer should know where they are to be kept on the person, among belongings or in the building and therefore conduct the search deliberatively.

**Normal (Staff-Visitor) Search:**

1. Official delegations and private persons who visit in closed and open institutions shall not behave in a manner that put the security of the institution in jeopardy and shall not ask for the change of legal and administrative measures taken for the security of the institution.
2. The goods and materials that can be a threat to the security and the order of the institution or human health, all kinds of communication tools, weapons even with a certificate to carry shall not be brought into the institution. Money, legal instrument and articles shall not be given to prisoners during visits.

3. Regardless of the title and duty, including the institution officers and external security officers, those who enter the institutions must pass through the door detector. The body of the visitor is searched with a metal detector; the belongings are scanned via the X-ray machine or similar security systems. In suspicious situations, visitors are manually searched for.

4. Where these security devices are not available, the search and control are done manually. Only members of parliament, civilian authorities, judges, state’s attorneys and those who listed in this, lawyers, notaries, controllers of penal institutions and detention houses, members and head of prison monitoring board, representatives of institutions or individuals whose authorizations are acknowledged via international contracts, commanding officer of security unit of penal institutions and detention houses, superiors of penal institution director shall not be searched manually unless one is caught red-handed for an indictable offence. In case of alarming the door detector, the one shall not enter the institution, unless he/she agrees to be searched manually.

5. Visiting rooms must be searched before and after the visits.

6. The documents and files declared as defendant’s lawsuit in writing by the attorneys entering the institutions shall not be subjected to the search.

7. All kinds of articles that do not constitute a crime but are prohibited in the institutions shall be kept by the administration during the visit.

8. Convicts and belongings must be searched in separate places by different officers before and after the visit.

9. Respect for human dignity is essential in searches.

10. Delegations and persons who do not comply with the rules in visits are immediately terminated from visiting. Criminal behaviors are reported to the relevant administrative and judicial authorities. The right to visit may be restricted beginning from one month to a maximum of one year by the highest authority of the institution, due to behaviors and requests contrary to the measures taken to protect the security of the institution. Provisions brought by law for lawyers are reserved.

11. Persons who contact personally with detainees and convicts in penal institutions, visitors joining to open visits, personnel, convicts/detainees visited by lawyer or notary are searched firmly with hand detectors and also manually.

**Detailed Search:**

1. Convict/detainee is taken to search area right after the entrance and informed orally about the search.

2. Behaviours and attitudes that derogate from one’s dignity, compromise one’s integrity or are not incompatible with the purpose of the search are not allowed.

3. The search must be conducted in the least annoying way. Efforts based on humane ways of relations are shown with consent.

4. The person in search must empty his/her pockets and take off any jewelry, watch, etc. as nothing is left except clothes.

5. Thick clothes (coats, jackets, etc.) that make the search difficult must be removed to ensure that the convict/detainee is properly searched for.
6. To start the physical search, the hands and arms of the detainee/convict should be parallel to the ground at shoulder level and the legs should spread as wide as shoulder width.
7. Pat-down starts from the convict's/detainee's head to his/her feet with the method called "shower system".
8. The convict/detainee and his/her belongings get carefully searched by hand and also with hand detector in detail.
9. If any substances (narcotics, offensive weapons, etc.) that constitute a criminal element are found during the search, they shall be written in the report. An allegation must be made about the incident.
10. All kinds of precious goods (except wedding rings and watches) found on the convict/detainee shall be delivered to the escrow officer by specifying the type and amount.
11. A copy of the escrow report is given to the convict/detainee, another copy to the escrow officer, and another copy is kept in the convict's/detainee's file. Escrow officer checks the taken materials under the supervision of one of the superior officers, seals them and keeps them in the vault.
12. Items that do not constitute a criminal offense and which are prohibited in the penal institution shall be handed over to the warehouse officer with a copy of the materials and supplies.
13. The printed materials brought together with the convict/detainee shall be sent to the education board with a report.
14. To avoid any disordinance, convicts/detainees are taken one by one.
15. Convicts/detainees are not searched en masse. Searches are conducted one by one, finger and palm prints and pictures of convicts/detainees are taken for identification.
16. Attention must be paid to places where the prohibited materials are to be kept on the body and on the clothing. Such places are searched by hand detector and manually.
17. Body searches of those previously reported or suspected are conducted under the necessary precautions.
18. When there is resistance or disagreement, the search is conducted forcibly.

**Nude (Strip) Searches:**

If there is reasonable evidence that there is a prohibited article hidden on the convict's/detainee's body, or if it is deemed necessary by the superintendent of the institution, the convict's/detainee's naked body or his/her body cavities may be searched according to the following methods.

a) Strip search must be conducted carefully with precautions regarding the principles of the individual's privacy and dignity.

b) Top clothing gets to take off first. Bottom clothing is taken off after the person wears top clothing. All clothing must be searched, too.

c) Strip search should be conducted without touching the convict's/detainee's body as far as possible. In case of reasonable suspicion of having materials in his/her body cavities, first, the convict/detainee is asked to take out the materials by oneself or otherwise, he/she is informed that the action will be performed forcibly. Body cavity search is conducted by the institution's doctor in the penal institution.

d) Strip searches must be completed within the shortest possible time.

e) Body and strip searches are made by security and surveillance officers of the same sex.

f) If there are any medical equipment covering the body such as cast, neck collar, bandage, etc. that can camouflage prohibited materials, those shall not be accepted into the insti-
tution without ensuring that they are safe to keep. They must be dismantled under the supervision of the institution’s doctor in such a way as not to harm the convict’s/detainee’s health.

**Body Cavity Searches:**

Body cavity search is conducted by the penal institution’s doctor.

Body cavity searches are the methods that include examination in mouth, vagina, rectum, etc. It should be conducted with equipment or manually by a medical doctor in order to reveal prohibited materials hidden in the body.

Because these searches can be very sensitive and embarrassing, the search must be made in strict confidence.

If there is reasonable evidence that there is a prohibited article hidden in body cavities, and if it is deemed necessary by the superintendent of the institution, the body cavities may be searched according to the methods specified in the legislation.

Drug addicted detainees/convicts may be referred to the hospital for initial examination and checked by X-ray or ultrasound if there is a strong notice or suspicion of ingesting drugs in the form of capsules orally.

In case of reasonable suspicion of having materials in his/her body cavities, first, the convict/detainee is asked to take out the materials by oneself or otherwise, he/she is informed that the action will be performed forcibly. Body cavity search is conducted by the institution’s doctor in the penal institution.

**Considerations On Searches Of Persons:**

1. Attention should be paid to the convict’s/detainee’s hair because of its convenience to hide prohibited articles in it.
2. Ears (antitragus and endaural), nostrils, mouth, dentures, palate and sublingual area should be examined carefully.
3. The search continues with neck region, then starting from shoulders and armpits towards fingers.
4. Arms should be paid attention because of the possibility of a hidden knife or snap blade knife.
5. After searching arms, the officer must run his/her hands over the shirt of the convict/detainee to examine pockets and belly.
6. Inside of the bra and under the breasts of female convicts/detainees should be thoroughly checked.
7. The officer should use both hands to search between the shoulders and belt while his/her fingertips coming to vertebral bone.
8. The right and left sides of the region between shoulders and belt must be examined separately.
9. Strap and belt must be carefully examined. Perineum and tail end are the most convenient areas to hide prohibited articles because they are the last areas in the body to be searched for moral grounds. If necessary, these parts should be searched with the help of a hand detector, too.
10. After all, the officer should search the legs, one by one, covering the one leg with both hands, from perineum to ankles and then the other leg in the same way.
11. The crotch of the convict/detainee must be also searched carefully.
12. Foot interdigital, footbeds, insoles and heels must be searched properly.
13. The last part of the search is to examine the clothing and belongings. After that, the search is complete.
14. All kinds of valuable goods such as golden rings and precious watches worn by the convict/detainee shall be delivered to the escrow officer by specifying and reporting their type, amount and value.
15. After the search, the convict/detainee must be informed what is found on him/her and which of them is prohibited, and what is not taken with a delivery receipt report.
16. If any substances that constitute a crime to possess or carry are found during the search, an allegation is made with the report in force of laws.

Methods of Sneaking Prohibited Substances Into Penal Institutions:

a) Hiding in hair (especially by making a knot in women)

b) Covering on antitragus, in endaural

c) Putting in nostrils

d) Hiding in mouth (under lips, inside of dentures, sublingual)

e) Holding in armpit

f) Holding in interdigital of hands

g) Keeping under breasts in women

h) Covering in belly button

i) Putting in perineum (in vagina and anus)

j) Hiding in interdigital of feet and under sole

k) Placing inside or under medical materials such as bandage, cast, medical dressing

Figure 3: Examples of Hiding Prohibited Substances on Clothing
Source: Enforcement and Protection Officer Training Course Book, CİKPEM Ankara 2016
Methods of Hiding Prohibited Substances or Articles on Clothing:

a) Hiding in collars of jackets, coats, shirts
b) Putting in the shoulder pads of jackets, coats and cloaks
c) Placing between lining and fabric of jacket, coat, vest and shirts,
d) Putting it into trouser cuffs,
e) Hiding in and under belts,
f) Placing inside of wristwatch, ballpoint pen, cigarette and drug capsules,
g) Placing into specially mounted hollow buttons on the jackets, coats and shirts,
h) Covering inside the tie knot or lining
i) Inserting into insole or inside the heels,
j) Putting it under the soles with the socks,
k) Disguising in the underwear,
l) Putting into bra in women.

Search of Belongings:

Search of Unobjectionable Belongings To Have In Penal Institutions

1. The belongings shall not be listed under prohibited materials,
2. The belongings shall not be similar to the uniforms of law enforcement officers, nor their color.
3. First, the belonging to be searched must be X-rayed, monitored not only in black & white but also in color and if necessary zoomed into suspicious parts.
4. After the item is X-rayed, it should be searched manually. Unless any prohibited material is found, and if the item is appropriate regarding the material notice, it is accepted into the penal institution.
5. Articles that enter and exit the penal institution are canteen goods, supplies delivered to the general budget warehouse, fixtures to be given to detainees/convicts.

6. Received articles should be X-rayed, suspicious packages should be opened and searched manually.

**Search of Belongings in Partial and General Searches in Penal Institution**

1. The belonging should be searched manually or with a hand detector,

2. Beds, pillows, quilt covers, bed sheets and clothes at closets must be searched,

3. Baths, toilets and the floor of the institution, kitchen wares must be checked carefully,

4. Wall-hung paintings and boards must be controlled,

5. Tables, chairs, bunk beds and gaps of closets must be searched.

**Precautions to Prevent Prohibited Materials in Penal Institutions**

1. Radical precautions must be taken with the understanding of surveillance, strong-minded administration and central authority,

2. Electronical security devices must be used relevantly by trained professionals,

3. Sense of trust must be established among penal institution personnel, thoughts of betrayal must be destroyed,

4. Motivating meetings and seminars for penal institution personnel should be organized frequently,

5. Personnel should be trained about prohibited materials and their harm in penal institutions,

6. It must be given due importance to intelligence, personnel must have the opportunity to intervene in appropriately if necessary,

7. Instead of individual acts, teamwork must be emphasized in penal institutions.

8. Laws, statutes and regulations must be fully implemented,

9. Personnel task organization should be well structured,

10. The physical conditions of the penitentiary institution should be enhanced, and measures should be taken in order to prevent prohibited materials,

11. Economic, social and psychological problems of employees should be resolved.
Inmates Complain of Disturbing Strip Searches

Ayhan Sefer Üstün, the head of the Human Rights Commission of Turkish Grand National Assembly, said that there is no allegation that inmates have been mistreated in Aliğa Şakran Prison, however, inmates feel uncomfortable because of strip search in first entrance. “They demand searches not to be disrespectful”, said Üstün.

Source: January 6, 2013, HaberTurk Newspaper, Page 17, Turkey

Searches of persons are extremely important for penal institutions. It is one of the most effective methods to prevent especially prohibited materials in penal institutions. That is why the designated personnel must have technical information about searches of persons. Because the one who is trying to bring prohibited materials in the penal institution can be one of the personnel of the institution as well as convicts/detainees or visitors. For this reason, personnel must be watchful and pay attention to everyone. However, the officer must respect the dignity of the person in the search and must limit the conduct of the search in the frame of this ethical principle. First of all, it is necessary to give verbal information to the person about the search. The officer who is in charge should not behave in a way that is incompatible with the purpose of the search or that will harm the dignity of the person, the officer must conduct the search in the least unsettling way for the person in the search. It is very important to have consent from the person to conduct the search; also good communication skills, ability to establish good human relations in order to accomplish that. Before the search, it must be stated to the person that it is very important for the security of both the institution and the detainee/convicts.

However, if there is reasonable evidence that there is a prohibited article hidden on the convict’s/detainee’s body, and if it is deemed necessary by the superintendent of the institution, the convict’s/detainee’s naked body or his/her body cavities may be searched according to the methods specified in the legislation. This matter is not a subject of individual initiative, the superintendent of the penal institution must definitely be informed about the search.

PREVENTING JAILBREAK ATTEMPTS

A jailbreak (or prison break) is the act of a convict/detainee leaving prison through unofficial or illegal ways.

Purpose of Jailbreak Attempts

a) Purposes of Convicts/Detainees of Terror Crimes;
   • To show to the organization, sympathizers and the public that they are strong and committed,
   • To encourage organizational members,
   • To participate in, conduct or organize terrorist activities,
• To impair and humiliate the image of the government and the administration of the penal institution,
• To spread fear of possible threat to management, personnel and public by escaping.
b) Causes of Ordinary Convicts/Detainees;
• To complete unfinished works, pay or receive debt,
• To worry that the life safety is not secure in the penal institution,
• The desire to move away from the psychological disturbance created by being in the prison.
• If the convict/detainee do not receive money or goods from outside,
• If the convict/detainee feels hostility and revenge,
• If the convict/detainee hankers to live outside freely, they attempt to jailbreak.

Jailbreak Methods

1. Digging a tunnel,
2. Going up to the roof,
3. Cutting the iron bars of windows,
4. Drilling the wall,
5. Switching places during visits,
6. Hiding in something, exiting from doors by taking advantage of personnel neglect
7. Issuing false identification and eviction documents,
8. Deactivating personnel with soporific drugs, prohibited materials or offensive weapons,
9. Sabotaging the penal institution from outside,
10. Creating a chaotic atmosphere and taking advantage of it,
11. With a helicopter, balloon and etc.
12. In disguise of the institution personnel or any government agency
The Jailbreak From Prison Ended On The Roof

Six prisoners who tried to jailbreak from the Buca Penal Institution were caught on the roof. The prisoners made a 20 meter “ladder” from the knitting threads and brush handles provided for handicrafts.

Six prisoners trying to jailbreak from the prison in the Buca district of Izmir were caught on the roof in the gendarmerie circles. According to the information received, H.T., B.C., R.D., R.U.O., B.D., and A.B. who has been sentenced for various crimes such as manslaughter, intentional burglary, theft, made a “rope ladder” of about 20 meters using the knitting yarns and brush handles given to them for various hand works.

Post-Census Plan

After the closure of the ventilation and census, the prisoners who had acted, vented to the courtyards by venting from the toilets with the taps they had vented. From there, the guard gendarmes, who realized the 4 prisoners who came to the roof, fired into the air and prevented prisoners from escaping. One of the prisoners was caught after he broke his leg while jumping from the interior vent and the other before he reached to the roof.

Capture Recorded

The moment when prisoners attempting to jailbreak from the jail were caught by the gendarmerie teams was recorded by mobile phone. The images show that the gendarmerie teams who went up to the roof with the fire escape ladder catch the 4 prisoners who tried to escape. (AA)

Source: March 24, 2017, Günbayu Newspaper, Page 3, Turkey

As seen in the above news, every security weakness that will occur in the penitentiary institutions will have negative consequences such as breakout, rebellion and hostage taking. Particularly in old-fashioned prisons, technological opportunities are limited, so there is more duty to the executive and protection officers in the institution. The important measures to be taken are regular monitoring of detainees/convicts, careful searches and censuses, risk assessment among detainees/convicts in the institution, and especially monitoring of terrorism detainees/convicts. It is no doubt that the personnel working as a team plays an important role to minimize unwanted actions such as breakout in penal institutions.

Indications of Jailbreak Attempts

1. Presence of signs such as soil, stone, concrete and etc. in wards, trash cans or corridors of the institution,
2. Presence of mud or soil on clothes or shoes of the convicts/detainees,
3. Frequent chaotic circumstances created by detainees/convicts,
4. Putting some of the convicts/detainees to guard the door of the ward or the garden, the convicts/detainees watching or threatening the personnel,
5. Distracting the ward personnel, preventing the personnel doing their fundamental duties,
6. Convicts/detainees treating generously to the personnel,
7. Listening to high volume music in wards or organizing noisy activities
8. Demanding tools used in tunneling, such as cables, hoses, leather clothing, bags, light bulbs, ropes and excavation tools or attempt to sneak them into the institution
9. Requesting stairs in the ward, making ropes from unraveled jerseys,
10. Convicts/detainees washing their ward frequently,
11. Help of the convicts/detainees, especially the head of them, to the personnel during the censuses, or taking the censuses in hand,
12. The appearance of joy, excitement and emotionality in the convicts/detainees,
13. An attempt or the case of sneaking hacksaw, sleeping pills, offensive weapons or abundant amount of money into the institution,
14. Attempts to sneak formal uniforms, female clothes, wigs into the institution to disguise,
15. Malingering especially at nights to go to the hospital urgently,
16. Blurred or muddy flow of water from sewers and rugs,
17. The detainees/convicts lingering around places that are not used or are called blind spots,
18. Replacement of the goods (fridge, bunk, table, locker, etc.) in the ward
19. Changes in the hair, beard or mustache of detainees/convicts,
20. Apparently excessive consumption of products such as bread, soap, toothpaste, eggs and etc.
21. Consuming a lot of garlic to suppress the smell of soil coming from the tunnel,
22. Peeling on elbows, knees or callosity on hands of the convicts/detainees,
23. Seeing institution’s doctor with complaint like waist and abdominal pain or neck stiffness,
24. Doing physical exercise to lose weight, especially the head of convicts/detainees,
25. Sleeping at day time unnaturally, especially the head of convicts/detainees,
26. Repeated shipment requests for the same institution
27. Avoiding one to one communication with the personnel

Precautions For Jailbreak Attempts

Some measures should be taken in addition to routinely applied security practices in order to prevent jailbreak attempts in penal institutions. Attention should be paid to the items in the rooms and the number of them in partial and general searches in order to prevent the risk of fire and to provide safety of personnel, convicts/detainees and the institution. These measures include;

1. At least two officers must enter to the room in order to open and close the checkpoint and ventilation doors. The report related to this transaction must be signed by the officers who actually made the census, opened/closed the doors.
2. It is obligatory for all juvenile prisons and the institutions hosting juvenile convicts/detainees to have security cameras in communal areas such as corridors, gymnasium where children come together.

3. In the rooms, it is only permissible to have items in the “Regulations on articles and materials that can be kept in penal institutions”, items that are not in the regulation or more than the specified number of items should be seized.

4. Prisoners serving aggravated life imprisonment may have their daily open-air exercise and sports period for one hour only. It can be extended to maximum six (6) hours only for the convicts that have the necessary qualifications.

5. In any case, the garden doors need to be closed two hours before it gets dark.

6. The belongings of the convicts/detainees must be searched carefully, the goods imported outside must be X-rayed in any case, organizational communication must be prevented, continuous item exchange requests should be considered as suspicious and followed.

7. One plastic washbowl to wash laundry should to be provided for every 7 convicts/detainees in the institution. The convicts/detainees that diagnosed with infectious skin diseases such as psoriasis, fungus, eczema, etc. and had a medical report will be given an additional plastic washbowl.

8. A separate laundry washbowl will be provided to the convicts/detainees with children.

9. A plastic cabinet (nightstand) will be provided so that every convict/detainee will have a drawer section.

10. For cleaning purposes, only two mops must be provided in each room, the mop handle must not be longer than 75 cm, and the new must not be given before the old or broken mop handle is taken. In addition, the rooms will be allowed to have a maximum of 5 buckets in the bathroom and in the sink. The use of packs of food such as soft drinks and yoghurt, such as buckets, for other purposes should not be allowed.

11. No pots and soil should be allowed in the rooms and in the air well. Any material to be used as a pot should be seized.

12. In order to reduce the risk of fire, newspapers which are older than 15 days should not be permitted to be kept in the room. If there are, they should be seized, too.

13. How and where the materials given to the convicts/detainees for hobby activities are used, must be controlled continuously. Sharp objects like craft knife or screwdrivers and painting or binding materials should not be allowed to keep in the rooms.

14. In rooms and attachments of convicts/detainees, thin wire that can be twisted by 10 cm in length (instead of spindle and cork) can be given for use in beading and similar handicraft activities.

15. Attention should be paid to the extraordinary excessive purchases from the institution’s canteen, the frequency of partial searches should be increased in those rooms.

16. For whatever reason, there must be at least two officers when entering a room. Officers should never enter a room alone.

17. Nails and plugs should not be kept on the ventilation walls for whatever reason, except 2 nails to hang washed clothes and volleyball net. If there are pin holes on the wall, they
should be closed. It is also necessary to prevent the accumulation of plastic bags in the rooms.

18. Dumbbells and similar items should not be allowed in the rooms and yard, and such equipment should be provided in the gymnasium.

19. There should not be more sheets or bedclothes than the number of convicts/detainees hosted in the room. New ones should be given after the old one is taken with a report.

20. Especially in foggy, misty, rainy and stormy weather, safety measures against jailbreak attempts should be increased.

21. The personnel in the camera room should be trained professionally.

22. From time to time, the convicts/detainees of organized crimes or terrorism must exchange their rooms with the convicts/detainees of ordinary crimes, so it must be prevented the convicts/detainees of organized crimes or terrorism from staying in the same room for a long time.

DISCUSSION

TA convicted terrorist organization leader has begun to observe the behavior of the personnel since he brought to the penal institution. He realized that there was a lack of communication among the personnel, especially about the shifts. He saw that taking the census during the shift changes was always leading to a debate between the officers, so the officers were taking the census superficially. So he took action to launch his grand plan...

What was the plan of the convict?

1) What are the mistakes that the personnel made during this process?

2) What should be considered during censuses?

3) What should be done to prevent jailbreaks and similar events?

For whatever reason, there must be at least two officers when entering a room. Officers should never enter a room alone.
The Second Jailbreak

Six PKK prisoners in Diyarbakır Prison were jailbroken. It is estimated that the prisoners escaped from the ventilation space with the sheets attached to each other. Earlier, 3 of escapees escaped from Bingöl in 2013.

Noticed at the yesterday’s census, 6 prisoners who are convicted and detained of PKK jailbroken from the closed prison in Diyarbakir province between the provinces of Sanliurfa and Elazig on Sunday morning, according to the report. It was learned that the necessary measures were taken during the census in the prison while the authorities made no official report.

They jailbreaked 3 years ago, too

Authorities did not comment on the 6 PKK fugitives. The identities of the fugitives were shared in various accounts on social media. According to this, 3 of the 6 PKs were found to be Diyar Kaydu, Osman Kılıç and Devrim Kavak among the 18 terrorists who jailbreaked by digging tunnels from Bingol Prison on 25 September 2013. The other 3 terrorists were Ulaş Arslan, Beşir Arcagök and Ramadan Arslan.

Ventilation Tunnel?

It was stated that Beşir Arcagök was captured wounded after the clash directed to policemen service vehicle on Diyarbakır-Sivas road, in which 6 policemen were wounded. Officials have yet to comment on the identity of PKK terrorists or how they jailbreaked from the very tightly guarded Diyarbakir Prison. Diyarbakır Governor Huseyin Aksoy and the Chief Public Prosecutor Ramazan Solmaz came to the prison for investigating the incident. The PKK terrorists were either asserted that they were using the ventilation tunnel or getting help from outside. It is thought that the prisoners jailbreaked by connecting the bed linen together and hung it from the wall of 5 meters high and crawled away. It is estimated that the prisoners have chosen rainy weather where the night vision distance is lower.

Source: March 7, 2016, Yeni Yaşyıl Newspaper, Page 12, Turkey

As seen in the above news, escaping is a very important issue for the penal institutions. It is seen that the terrorist convicts in the news had previously been sent to another more secure prison because they had jailbreaked from the last prison, but they also jailbreaked from this institution. This shows us that terrorism convicts and the convicts previously jailbreaked or attempted to jailbreak constitute a significant risk for jailbreak, so that surveillance and security measures must always be at the highest level. Especially during the censuses and searches, as mentioned earlier, all kinds of things that can be used in the jailbreak attempt and physical changes in the ward should be paid close attention. Jailbreak events, unfortunately, will also weaken the institutional authority on the detainees/convicts.

PROFESSIONAL INTERVENTION TECHNIQUES AND TACTICS

Penal institutions are the institutions in which judgments of conviction or detention are fulfilled. The main purpose of the penal system is that the released convicts/detainees become well-adjusted individuals in social life.

In order to achieve this goal, individuals must comply with the rules in the penal institution. From time to time, it is observed that convicts/detainees resist complying with the rules intentionally or unintentionally. Physical intervention may be required as a last resort in the resistance situations.
In this course note, the rules to be observed in the cases requiring physical intervention, the points to be considered and the legal grounds will be explained.

**LEGAL BASIS OF PROFESSIONAL INTERVENTION TECHNICS AND TACTICS**

**Use of Force**

Including non-lethal physical force, the actions taken by authorized officers on duty in order to make persons comply with the given instructions or to break the resistance during the practices related to safety, security and operation or to protect someone against an aggression are called as use of force. The main purpose of use of force is to restrain the resisting or aggressive prisoner by using a reasonable force. A legal basis is required for use of force. Below are the provisions contained in the legislation.

**Turkish Legislation Provisions**

The provisions of the legislation shown in the following table form the basis and the source of the authorization and manners of the use of force by the personnel employed in the penal institutions.

- Code on the Execution of Sentences and Security Measures and Administration of the Prisons
  - Article 22/8
  - Law on the Execution of Sentences and Security Measures
  - Article 50
- Turkish Penal Code
  - Article 25; 81, 86, 94, 125, 256, 295
- Public Personal Law
  - Article 13

**Implementation Steps of Professional Intervention Techniques and Tactics**

Conditions requiring professional intervention can take place in 3 stages. The first is “passive resistances”, the second is “active resistances” and the final one is “the events with high-risk of actual danger”.

An individual’s verbal objection can be defined as passive resistance. If the individual attempts to attack physically after verbal objection or directly, it is defined as active resistance. Finally, the use of sharp or lethal objects during the physical attack is entitled as the events with high-risk of actual danger.

Professional intervention techniques and tactics are gradually applied according to the nature of the events.

**Oral Warning, Persuasion and Compromise Method**

Techniques such as advice, warning and persuasion are called verbal warning. In these methods, which aim to use persuasive methods of personnel against the resistance that the individual has shown, compliance with the following rules may make it easier to achieve.

- The officer should determine the tone of voice according to the person and the situation.
- The words should be short, clear and understandable and shall declare a definite judgment.
• During the conversation, the officer’s posture should support the tone of voice, the officer must show a definite determination.

• Considering that individuals use their right hands and feet more often, the officer should stand at the right side of the person diagonally during the conversation, not in front of the person directly. The possibility that the individual is left-handed should always be considered.

• It should be remembered at the time of the incident that the authority and responsibility are on the officer in charge, and the officer should be aware of his/her legal rights and responsibilities.

• When approaching the person, it should not be forgotten at any time that he/she may be a potential aggressor.

The officer in communication tends to be submissive, aggressive, masked aggressive, behave gentle and strong according to his/her nature. Among these attitudes, being gentle and strong are the most appropriate. Soft gestures can make the individual feel powerful and keep resisting. To behave aggressively can be defined as applying physical intervention without trying to communicate sufficiently. Masked aggressive behavior is the aggressive attitudes shown unnecesarily right after the individual is persuaded. When a gentle and strong attitude is displayed, the individual can clearly see the situation that he will encounter when he does not obey the rules.

Psychological violence in penal institutions is manifested mostly by provocation and insistence. The penal institution personnel should exhibit the following attitudes in order to protect themselves from psychological violence when faced with such difficult behavior:

Suggestions for approaching the agitator:
• It should not be forgotten that such behaviors will not change in a short time and can be sustained persistently. The intention of the person to persist this behavior is to make the other person “let go” one day. He may continue his behavior for a long time. It should be remembered that who outlasts will stand at the end.

• It is best not to do what they expect in order to change this behavior. The personnel should not fall into their “trappings”. To act calmly is the best way. However, if there is a sanction on the behavior he has done, it should be applied. When the sanction is being applied, it is necessary to be calm and tell the reasons for it.

• Even after changing his behavior, he may repeat the same behavior several times just to test. In these cases, there should be no disappointment but methodology should be continued consistently[22].

Suggestions for approaching the constantly threatening convicts/detainees:
• To show the white feather is not the right thing to do as well as to ignore the threats. Because the person who see that his threats are not taken seriously, he may do what he was threatening to do, even he was not going to.

• When threatened, it is appropriate that the person being threatened continues to what he/she is doing and does not respond to the threat. For example, when it is said “I will kill you”, answering like “who do you think you are to kill me?” creates a tension. Instead, it is appropriate to state nonverbally that the threat is heard and to resume on.

• If continued to threaten, it must be told that the behavior done is not correct. If he insists on his behavior, he should be reminded of the rules to be applied in the institution in this case. If the person still insists on the threat, it can be reminded that it is very easy to do what he threatens to do, but it will not bring any result. For example, “You can do what you say. But it will not help your situation and what you want will not be an option after that.”
First of all, what should be remembered is the purpose of this threat. For this reason, before focusing on the threat, the question of what the problem is and what the person wants should be brought to mind and appropriate solutions should be sought.

Physical Intervention Methods

**Nerve Pressure and Control Techniques**

Pressure techniques applied to specific areas of the body so that the individual does not harm himself or the others.

These regions are;
- Collarbone,
- Under-ear soft tissue,
- Back and side of jaw bone,
- Trachea cavity,
- Nose.

If these techniques are used, they should be applied in a reasonable time and the technique should not be continued if the person deactivated.

**Transportation Technique**

*Normal Transportation:* It is the transportation technique that is made by taking the individual’s arm.

*Polite Transport:* It is a transport technique that is made by bending the wrist joint of the resisting person.

*Transport with T Hold:* In case of inadequacy of polite transportation technique, it is the transportation technique which is done by applying pressure to the nerves inside the elbow and by pulling the elbow of the individual to the chest.
Transportation Using Wrist Joints in T Hold: When the resistance of the individual is not broken with T hold, the wrist joint is pulled in while still in T hold.

Reverse Transport: When two officers carrying a restless individual, both officers turn around themselves and carry the person in reverse direction.

Transportation With Handcuffs: If the techniques described above are inadequate, the individual can be handcuffed and deactivated by applying defense techniques and lied face down.

Deactivation Techniques

It is the defensive technique that is applied to the active resistance that the individual shows during transport or in the room. In these techniques, the main purpose is to neutralize the person without harm.

These techniques are described below.

Hugs and Escaping A Hug: Hugs mean an individual holding someone’s wrist, holding him by the collar, choking the neck, locking the neck, hugging the waist from the behind or the front, holding the leg or etc..

In these cases, techniques are used to neutralize the individual by using the body’s sensitive parts (ear, abdominal cavity, etc.) and joints.
Escaping From Physical Attacks: It is the deactivation technique that is used when an officer is punched or kicked by an individual.

In these cases, it refers to the block techniques that the officer uses according to the individual’s actions.

Escaping From Actions That Prevent Personnel Functions: It refers to situations where the officer is unable to perform the duty because the person is clinging to somewhere or lying on the floor.

In these cases, techniques using the joints are employed that allow the person to move away from the place where he or she is holding, or to remove him/her from the floor, as in other situations without harming the individual.

Intervention Methods For The Events With High-risk Of Actual Danger

These are the methods applied by the emergency service team using the safety devices in case of inadequacy of other methods because of the attacks with offensive weapons and tools.

These safety devices may vary according to institutional resources and technological innovations, but for now, nightsticks, steel gloves, hand detectors, flash lamps can be listed. The primary purpose of using these safety devices is to intervene in the event without harming the individual and the personnel.

The following are the main points to note in using these tools in general.

Intervention Steps

Before The Intervention

- The tools should be kept ready for use and in accordance with the size of the user (eg: the protective clothing belonging to each rapid intervention team member should be ready.)
- Power and water should be cut off in the room before the intervention,
• Necessary safety precautions must be taken in the room where the event occurs and corridors around it,
• The personnel to intervene should know exactly the task to be done inside,

**During The Intervention**
• The personnel who are to serve must be in the position of duty (search, shield, transport, etc.)
• Power and water cut-off must be checked,
• Safety equipment must be used properly (closing the helmet, etc.)
• Safety devices must be used as not to cause a permanent damage to the individual during the disarming. (Nightstick strokes should not be performed in places such as head, heart, crotch region, etc.)
• After the suppression of the event, personnel should act according to the rules of law and institutions.

**After The Intervention**
• If there is no damage to the facility, power and water should be restarted,
• The room should be cleaned from broken glass pieces and etc.,
• Reports should be prepared to inform official authorities about the event and formal correspondence process must be initiated.

As a result, it should be kept in mind that the use of professional intervention techniques and tactics is a temporary situation and that no compromise should be made in human rights, legal rules and basic human values while these methods are in use. However, officers must perform maximum efforts to fulfill the orders given by the competent authorities. In case of insufficiency, the necessary support must be asked for from the external security officers, police, firefighters and health units.

CONCLUSION

Ensuring the security of all personnel and convicts/detainees hosted in penal institutions in scientific and effective ways will strengthen the penal system and deliver a safe environment for the convicts/detainees to participate in rehabilitation services. Undoubtedly, education and improvement works are the most important factors of the contemporary penal system. Convicts/detainees participating in the individualized training and improvement works will strive to ensure the safety of themselves and their environment over time, so the concept of “dynamic security” will come to the forefront. Therefore, the security practices in the institutions and the training and improvement activities are in direct proportion. Execution and Protection Officers, who are the main element of security in institutions, will also contribute to dynamic security and improvement process by increasing their knowledge and skills.

REVISION QUESTIONS

1. Which of the following is not an element to be secured in the penal institutions?
   A) Personnel Security
   B) Security of Goods
   C) Visitor Security
   D) Building Security
   E) Financial Security

2. “Especially in recent years, penal institutions where high technology devices are used, are being built in our country.”
   Which of the following security elements are not considered technological elements?
   A) Closed circuit camera systems
   B) Watchkeepers
   C) X-ray Machine
   D) Door Detector
   E) Sensor wire

3. Which of the following is not from the regions where pressure can be applied while nerve pressure and control technique is applied?
   A) Collarbone
   B) Under-ear soft tissue
   C) Back and side of jaw bone
   D) Eye lid
   E) Trachea cavity

4. “It has been discovered that a convict in a penal execution institution has been outside without an authorization several times during the execution of his sentence and after the investigations, it was realized that he has a twin brother.
   Which method did the convict use among the following types of jailbreak?
   A) Tunnel digging
   B) Going to the roof
   C) Exchanging places during visits
   D) To issue false identity and eviction documents
   E) All

5. “When two officers carrying a restless individual, both officers turn around themselves and carry the person in reverse direction.”
   What does the above description refer to?
   A) Normal Transportation
   B) Transportation with 3 people
   C) Transport with T Hold
   D) Reverse Transport
   E) Transport with handcuffs

ANSWER KEY

1. E. If you answered this question incorrectly, read the “Security” section again.
2. B. If you have answered this question incorrectly, read the section on “Types of Security in Penal Institutions”. 
3. D. If you answered this question incorrectly, read the “Nerve Pressure and Control Techniques” again.
4. C. If you answered this question incorrectly, read the “Jailbreak Methods” section again.
5. D. If you answered this question incorrectly, read the “Transport Techniques” again.

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RECOMMENDED RESOURCES
4. POLTAC-2005- EROL ESEN Savunma Taktikleri (PST) Sinir Baskı Teknikleri, Source:
https://youtu.be/nk4mn3Ldklc (Defense Tactics, Nerve Pressure Techniques)

5. Mario Giordano (Producer) and Oliver Hirschbiegel (Director). (2001). The Experiment [Motion Picture], Germany.

6. Frank Darabont (Director) (1995) The Shawshank Redemption [Motion Picture], USA.
LEARNING OUTCOMES

On reading this chapter, you will:
• Know the basic concepts of first aid,
• Know the basic practices of first aid,
• Be able to sort the 1st and 2nd stages of the assessment of the patient / injured person,
• Define basic life support,
• Sort the emergency cases which can be experienced at penal institutions,
• Be able to sort what to do in any emergency case,
• Know the legal foundations of the intervention to be made.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

It is inevitable for us to face illnesses or injuries because of various reasons during our life. We have risks of accidents and illnesses in various periods of our lives in every environment we are in. When we face situations like these, people with first aid training who make the interventions will have a determinative role in sustaining the life, prevention of disabilities and shortening the process of recovery.

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Various accidents happen sometimes at the institutions we work at and a health officer does not exist always at the scene of accident. In cases like this, the first aid practices people will do on themselves or others who are affected by the accident are extremely important.

**STORY**

One day, while delivering books to the wards, I saw that the door of a ward was open and the head official and the emergency service team workers were rushing in a panic. When I came in, there was a young prisoner lying on the ground in the bathroom and there were officials simply standing over him. When I asked what happened, the ward mates said that they got into a panic when no sound came from the bathroom for a long time. When they obtruded and opened the door, they found him lying on the ground and they pressed the button and informed the officials. I immediately took the officials in the bathroom out and I made the prisoner lying on the ground lying on his back, after I controlled if there was anything in his mouth. I gave the position head back and chin up, at that moment he started to breathe with a deep sigh. Soon, the infirmary officials came and took the prisoner to the infirmary. This simple intervention in the corridor I was passing through by chance perhaps will save his life.

In Turkey, there are totally 382 penal institutions from 01/17/2017 and the capacity of these institutions is 202,675 people [1]. There are health personnel at certain hours at some penal institutions and there are no health personnel in some institutions. In this case, first aid interventions to be actualized by the correction officers trained for first aid gains importance.

Another topic as vital as first aid knowledge is the emergency cases which are threat elements for the personnel, arrestees and prisoners and visitors and threat the safety of all these individuals at penal institutions. We can sort these emergency cases as jailbreak, attempts for jailbreak, rebellions, taking hostages, natural disasters, fires and various emergency cases. Having knowledge about these topics will mean preventing possible crises in case these incidents are experienced. Having these knowledge is regarded as very important either for the practice of the profession of the correction officer in the best way or for the image of the penal institutions.

In this chapter, first aid topics such as basic concepts of first aid, assessment of the injured people / patients, basic life support and interventions for the obliterations which may be needed at penal institutions are approached. Moreover, emergency cases which a correction officer should have knowledge about what to do in cases of jailbreak, uprising and taking hostages, natural disasters or fires at penal institutions are approached under many topics.

**GENERAL FIRST AID INFORMATION**

**Basic Concepts**

First aid is the practices without any medicines in case of any accident or situation endangering life, until the help of health officials is provided. It is done in order to save life or to be able to prevent the situation to go worse, at the scene of accident with the existing equipment. The concept of first aid is often confused with the concept of emergency treatment. Emergency treatment is defined as the medical interventions made by doctors and health personnel to the patients at emergency treatment units. Although emergency treatment is the treatment made by people qualified for this subject matter with the necessary equipment, first aid is the life saving intervention made by everyone
First aid is the total of the practices with the existing equipment without using medicines or medical equipment at the scene of accident. It is made in order to save lives or prevent the situation to become worse until the help of health officials is provided, in case of any accidents or situations endangering life.

RESTORED HER FATHER TO LIFE WITH HEART MASSAGE

Hasan Usta (77), father of Nuray Usta living in Konya became ill at his home. A stent was placed in Hasan Usta in 2008 because of vascular occlusion. Nuray Usta, his 39 years old daughter made heart massage to his father whose heart stopped for 10 minutes.

It was determined that Mr. Usta, who was taken to the hospital by an ambulance had a heart attack and revived with the intervention made on time. Mr. Usta recovered with the detailed controls and intervention.

‘SCENES I SAW IN TV SERIES SAVED MY FATHER’S LIFE’

Nuray Usta remarked that she had a panic for a short time when she realized that the heart of his father who fell to the ground holding his heart and chest did not beat and she continued:

“I almost raced against time. My father's breathing stopped. At that moment, heart massage I saw in films came to my mind. I stopped the heart massage I made about 10 minutes when my father started to move his hands. I have never thought a scene I watched in TV series would save my father's life.”

“A HEART MASSAGE MADE IN A BRAVE WAY’’

Prof. Dr. Başar Cander, head of the Turkish Association of Emergency Medicine (ATUNDER) said that: “The patient was restored to life although one of his ribs was broken after a heart massage made in a brave way. The patient would die if the intervention was not made. We see that how important the correct messages about health given in films and TV series are with this intervention practiced effectively."

In this case, it can be said that first aid knowledge has a critical and vital importance for the personnel of the penal institution.

**Basic Practices in First Aid**

The basic practices of first aid are expressed as Protection or Ensuring Safety, Information or Reporting the Accident and Saving (Intervention) (ERS). To remember again, the duty of the first-aider ends when the health officials arrive. What is important is the correctness of the interventions to be actualized for the patient/injured person until the health officials arrive.

**Protection** includes the assessment of the the scene of accident in order to prevent the accident results to become worse. The most important process is to determine the dangers which can occur at the scene of accident and make a safe environment. This stage is quite important because it is very important for making certain arrangements from the moment the accident is faced and preventing the other possible problems during the intervention to be made for the patient/injured person. This topic is approached in details under the headline “Assessment of the Scene of Accident”.

**Information**, the happening/accident should be reported to the necessary aid institutions using telephone or by other people as quickly as possible. In a penal institution, this duty is undertaken by health officials during the hours when the infirmary is open and by a correction officer in other hours. In Turkey, telephone communication is actualized from on 112 emergency telephone number in any situation requiring first aid. There are some aspects to pay attention when calling 112. These are: the person who calls must be calm or a calm person should call, the questions asked by the 112 center should be answered clearly. Who is calling from which number should be told, the name of the patient/injured person should be told and the accident should be defined, the number of the patients/injured people should be reported. If any first aid practice was made, it should be indicated and the telephone should not be put down until the person taking information at the 112 line tells he or she has taken all the information.

**Saving (Intervention)** includes the interventions made by the first-aider for the patients or injured people at the scene of accident. What a first-aider initially should do about the intervention are briefly these: The situation of the patient or the injured person should be evaluated (ABC) and the ones who should be intervened initially should be determined. Fears and worries of the patient or the injured person should be relieved and the people who will help the patient and the injured person should be organized. Necessary interventions should be made by our own personal means for the situation of the patient or the injured person not to become worse. The fractures should be treated at the scene of accident and the patient or the injured person should be kept warm and injured person should not be allowed to see his or her wound. The intervention should be made without moving the patient or the injured person and the patient or the injured person should be referred to the nearest health institution with the most suitable methods. However, the patient or the injured person should not be moved unless there is vital danger.

Scenes of accident are usually environments where people are worried and excited. In this situation, the first-aider should take the accident’s responsibility in a calm and decisive way and make the necessary interventions correctly. For it, a first-aider should have these qualities: he or she should have basic knowledge about human body and protect his or her life safety first. He or she should be calm, confident and practical. He or she should be able to evaluate the existing means, he or she should report the accident immediately and correctly (calling 112), he or she should be able to organize the people around and benefit from them and he or she should have good communication.
skills. He or she should approach the accident using the indicated qualities of a first-aider within the frame of the basic practices of first aid in case of any accident. The first-aider should do his or her duty from the moment he or she sees the incident and should provide his or her safety and the safety of the patient or the injured person and the environment. Then, he or she should do the duty of reporting the accident and inform the health institutions. Lastly, he or she should determine the interventions he or she can do with the duty of saving and actualize the first aid intervention until the health teams arrive. These three basic practices should be actualized successively with this order. The same practices should be actualized with the same order in an incident faced at the penal institution or outside.

Now, let us approach these practices with their details and let us approach the assessment of the scene of accident and the patient and the details of the saving interventions to be actualized.

**ASSESSMENT OF THE SCENE OF ACCIDENT AND THE PATIENT / INJURED PERSON**

**Assessment of the Scene of Accident**

The arrangements to be made at the scene of accident are initially necessary for the first-aider to protect himself or herself from risks. In some news stories, the headline “He died while he was trying to help” is seen. The qualities a first-aider must have are mentioned in the previous topic. One of the most important qualities of a first-aider is his being calm. Also if an accident faced is not approached calmly, it may cause new accidents. Because of this reason, what to do during the assessment of the incident should be known and after assessing the scene of accident, the interventions to be made should be planned. For the “scene of accident”, first aid sources often make exemplifications from traffic accidents and the first-aider who will help the accident victims. Other than this, penal institutions are also institutions where many accidents can be experienced, emergency situations can form and first aid interventions can become necessary. Some situations which may require first aid interventions from accidents which can happen in the traffic during the transfer of the prisoners and arrestees to injuries inside the institution. It is quite important for a correction officer to provide his own safety before actualizing the first aid intervention. Let us think that a prisoner has had a heart attack during a fight after an argument. In this situation, an intervention by a correction officer will not be so possible when the parties of the fight are in the ward yet and the distemper has not calmed. Entering the ward with an adequate number of officials and controlling the parties are the safety measures to be taken first. Then, the patient should be carried to a quieter environment, this environment can be the ventilation room. The infirmary officials should be informed quickly and the patient assessment should be started. If there are no life findings, basic life support should be started. Similar to this example, prison conditions and the safety measures differ in the assessment of the scene of accident. Each incident and penal institution is idiocratic and they should be approached separately. If necessary, emergency case plans to be prepared together with the health unit should be made. When the accidents which can happen in the traffic during the transfer of the prisoners and arrestees to the hospital, courthouse and another institution are considered, the following measures should be taken and the intervention should be planned. The vehicle which has had an accident should be taken out of the road and it should be taken to a safe area if possible, its ignition switch should be closed and its handbrake should be pulled.
• If there is a vehicle with LPG among the vehicles at the scene of accident, the valve of the tube in the boot of the vehicle should be closed,
• The scene of accident should be marked in a way which can be seen well. Warning signs should be placed behind and in front of the accident point in order to prevent a possible danger of accident and triangular reflectors should be used for it,
• Curious people who may make helping the patient / injured person difficult or prevent it should be taken away from the scene of accident,
• No smoking at the scene of accident in order to prevent the risk of a possible explosion or fire,
• If there is gas, necessary measures should be taken to prevent possible poisonings,
• The environment should be ventilated,
• Use of light or calling tools which can form sparkles should not be permitted,
• The patient / injured person should not be moved,
• The patient / injured person should be quickly assessed in terms of life findings (ABC),
• The patient / injured person should be assessed in terms of fractures or bleeding,
• The patient / injured person should be kept warm,
• If the patient / injured person is unconscious, nothing should be given from the mouth,
• Medical help should be asked (112),
• The worries of the patient / injured person should be relieved and the first aiders should be kind and tolerant,
• The patient / injured person should not be permitted to see his or her wound in order to prevent them to get into panic,
• Information about the patient / injured person should be recorded,
• The first-aider should stay at the scene of accident until the help team arrives [2].

LET’S THINK TOGETHER

You took the news that the prison vehicle had an accident during the transfer and you arrived at the scene of accident before the 112 teams. There is a fluent traffic, the prison vehicle has had an accident in the left lane a short time ago and the vehicle is in a situation as bad as not to be able to be pulled on one side of the road. There is no safe area you can leave your vehicle on the right of the road. You will intervene in the people in the vehicle right away, where do you park your vehicle?

*In such a situation, you should park your vehicle in front of that vehicle after passing the vehicle which has had an accident. A vehicle which has had an accident attracts more attention than a stopped vehicle in a fluent traffic, of course warning signs with reflectors should be put in front of the vehicle which has had an accident. Don’t forget, you should first provide your own safety in order to help.

Assessment of the Patient / Injured Person

A first-aider’s knowing the basic concepts about human body and its structure and working makes him or her conscious in the interventions he or she will make as a first aider. There are the systems making the body at the basis of these knowledge; they are the locomotor system, circulatory system, nervous system, respiratory system, excretory system and the digestive system. The locomotor system is the system which enables the body to move and have support and does a protective duty. The locomotor system consists of these structures: bones, joints and muscles. The circulatory
**System** is the system which carries oxygen, nutrients, hormones, immunity elements and similar elements to the body tissues. The circulatory system consists of these structures: heart, blood vessels and blood. The nervous system provides consciousness, understanding, thinking, perceiving, harmony and balance of the movements, respiration and circulation. The nervous system consists of these structures: brain, cerebellum, spinal cord and the spinal bulb. The respiratory system does the duty of giving and taking gas necessary for the body and enables the cells and tissues to take oxygen. The respiratory system consists of these organs: respiratory tracts and lungs. The excretory system does the duties of filtering the blood and keeping the necessary substances in the body and emitting the dangerous substances from the body and it protects the inner balance in the body. The excretory system consists of these organs: urinary tube, urinary bladder, urinary tracts and kidneys. Lastly, the digestive system enables the nutrients taken from the mouth to be ground and digested and distributed to the body by blood circulation. The digestive system consists of these organs: tongue and teeth, alimentary canal, stomach, gall bladder, pancreas and intestines.[2]

Before assessing the patient or the injured person, it is necessary to know the meanings of the life findings. Because the presence or absence of these findings are important for the interventions to be made. Life findings mean the consciousness, respiration, circulation, body temperature and blood pressure of the patient / injured person. Assessment of the patient / injured person, assessment of the seriousness of the illness or injury, determination of the first aid priorities and the determination of the first aid method to be used are quite important for providing a safe intervention.

In the assessment of the consciousness state, initially the consciousness state of the patient / injured person is assessed. A normal person responds to all stimuli directed to him or her. The state of consciousness indicates the severity of the injury. Answers or responses given by the person to all questions or stimuli are used in the consciousness state control. If the person is conscious, he or she answers or responds to all questions or stimuli. If the person is responding only to verbal or noisy stimuli there is 1st degree loss of consciousness. If the person is responding to stimuli with pain there is 2nd degree loss of consciousness. If the person is not reacting to any stimuli there is 3rd degree loss of consciousness.

In the assessment of the state of respiration, the frequency of the patient or the injured person, equality of his or her respiration intervals and the depth of the respiration are regarded. The person’s number of inhaling and exhaling in 1 minute is the frequency of respiration. A healthy adult’s respiratory rate is 12-20, a child’s respiratory rate is 16-22 and a baby’s respiratory rate is 18-24.

In the assessment of the blood pressure, the blood pressure of the patient or the injured person is not checked. However, it is important to know the meaning of blood pressure. It is the pressure made by the heart to the blood vessel wall during the moments of contraction and relaxation. It indicates the heart’s power of pumping the blood. Its normal value is 50/100- 100/140 mm Hg.

In the assessment of the pulse, the pulse of the patient or the injured person is controlled. Feeling the pressure made by pulsation to the artery wall with fingertips is called pulse. Normal pulse is 60-100 in an adult, 100-120 in children and 100-140 in babies. Pulse can be taken from various areas in the human body. They are the carotid artery (on two sides of the adam’s apple), fore arm vein (inner part of the wrist, outer part of the elbow) leg vein (at the center of the foot back) and arm vein (inner part of the arm, outer part of the elbow). When assessing the circulation of the patient or the injured person, pulse is taken from the carotid artery in children and adults and from the arm vein in babies.
In first aid, body temperature should be measured from the armpit. Normal body temperature is 36.5 °C. If it is over the normal value, it is fever, if it is below the normal value it is low temperature. Over 41–42 °C and 34.5 °C means danger. 31 °C and below is deadly.[2]

**First Assessment Stages of the Patient / Injured Person**

Consciousness situation assessment is made with a verbal stimulus or touching the shoulder of the patient or the injured person gently and asking “Are you OK?”. Assessment of the consciousness status is important for the following stages. If the consciousness is not open, the assessment steps called the ABC of first aid should be made quickly. They are the assessment of the openness of the airway (A), assessment of the respiration (B) and the assessment of the circulation (C). According to it, the first assessment stages of the patient or the injured person (ABC) are the following:

**a. Assessment of the openness of the airway:** Especially in people with loss of consciousness, the tongue can escape back and occlude respiration or the respiration can be occluded with vomit or foreign bodies. The airway must be open for the air to reach the lungs. Because of this reason, the patient or the injured person should be laid in a way the axis of head, neck and the body to be straight. In the person whose loss of consciousness is determined, the first aider should look at the inner part of the mouth and if there is a foreign body in the mouth, it should be taken out inserting the index finger into the mouth from one side. Later, one hand is put on the forehead of the patient/ injured person and 2 fingers of the other hands are put on the chin bone and pressed on the forehead. The chin is lifted up and the head is pushed back and the **Head back – Chin up** position seen in Figure 1 is given. Rough movements should be avoided during these operations.

![Figure 1: Head back - chin up position](https://salibahtiyar.tr.gg/%26%304%3BLK-YARDIM.htm)

The head back chin up position is actualized with these steps as it is shown in Figure 1. One hand is placed on the forehead and two fingers of the other hand are placed on the chin bone. They were pressed from the forehead and lifted up from the chin and pushed back. So, the tongue is moved and the airway is opened.

**b. Respiration Assessment:** The first aider should assess the respiration of the patient or the injured person with the Look / Listen / Feel method seen in Image 2 after opening the airway. The first aider turns his head on one side looking at the patient / injured person and approaches his face to the mouth of the patient / injured person. He evaluates if the patient / injured person respirates with the **Look-Listen-Feel** method for 10 seconds. The ribcage’s respiration movement is watched. The first aider bends and listens to the respiration approaching his ear to the mouth of the patient and he or she tries to feel the patient’s breath on his or her cheek. In consequence of listening, if there is not a normal respiration or the respiration is inadequate or irregular, artificial breathing is started.
c. Circulation Assessment: In order to assess the circulatory system, the first aider tries to take pulse with 3 fingers for **5 minutes** from the carotid artery in children and adults and from the arm coronary artery in babies. In consequence of the first assessment, if the patient/injured person is unconscious but there is pulse he or she should be given coma position immediately and the other injured people are assessed.

Coma position is necessary for the patient/injured person to wait in a suitable position until the health teams arrive. Coma position is given this way;

- The first aider should decide if the patient/injured is unconscious with a verbal stimulus or a stimulus with pain (The patient is asked “Are you OK?” gently pressing on his/her shoulders.)
- If the patient/injured person is wearing tight clothes the clothes should be loosened.
- The conditions of the environment should be evaluated and the direction to turn should be decided and the first aider should go to that side and kneel
- The accident victim’s arm on the opposite side should be put on his/her body.
- The accident victim’s arm close to the first aider should be held at the level of the head above the shoulder.
- The accident victim’s leg on the opposite side should be put on his/her leg on the close side.
- The accident victim should be embraced from the opposite shoulder with one hand and from the opposite hip and he/she should be turned towards the first aider.
- The first aider should bend the accident victim’s leg on the top from the knee with a 90 degree angle and should make a support towards the front.
- The first aider should bring his arm above to the front and place it under the accident victim’s cheek.
- The accident victim’s head should be gently bent below
- The side position should be protected until the medical help arrives.
- Respiration and pulse should be controlled with intervals (once in 3-5 minutes) \(^2\).
Second Assessment of the Patient or the Injured Person

After the vital signs of the patient or the injured person are secured with the first examination, the first aider should pass to the second examination stage and examine the patient from head to foot. The second assessment stages are getting information and control from head to foot. In getting information with interview: the first aider introduces himself or herself, learns the patient/injured person’s name and calls the him/her with his/her name. The first aider assures the patient/injured person behaving tolerantly and kindly and relieves the worries of the patient/injured person. Later, the essence and conditions of the accident, the personal resume, the food eaten, the medicines used and existence of an allergy are learned asking the patient. In control from head to foot; the consciousness level, understanding and perceiving faculties, number of respiration, rhythm and depth of respiration, number and severity of pulse and the heat, moisture and colour of the body are controlled [2].

In control from head to foot, firstly the hair, skin with hair, any bruises or injuries on the head and face, fluid or blood coming from the ear or the nose are assessed and the inner part of the mouth is controlled. Later, the neck is assessed and any pain, sensitiveness, swelling and deformity is searched. Until the opposite is proved, probability of neck injuries should not be ignored. Then, the ribcage should be assessed and anything stalled there, open wounds, deformities or bruises, any pain formed with pressing gently or any bleeding are checked. If the widening of the ribcage is normal or not should be searched. The hands should be slithered to the side of the waist and they should be examined and then the thigh bones should be examined to understand if there are any fractures or wounds. Lastly, the arms and the legs should be assessed and the strength, existence of any loss of feelings, pain, swelling, deformity, loss of function and fractures are checked and pulse is tried to be taken from the pulse points. After the second assessment, the intervention method to be used is chosen according to the existing situation.

BASIC LIFE SUPPORT

Basic Life Support is the interventions made without medicines in order to enable oxygen to go to the lungs with artificial respiration and heart to pump blood with heart massage with outer heart...
massage after providing the openness of the airway, for saving life. It is colloquially called heart massage but this is an inadequate expression. Pressure is applied to the heart and artificial respiration is made at the same time. In order to start basic life support, the patient or the injured person should not have respiration, not move and respond to the stimuli and he or she should be unconscious. Stopping of respiration is the body’s deprivation of oxygen because of the stopping of the respiration movements. If artificial respiration is not started immediately, the heart stops after a while. Heart arrest is the lack of throb in an unconscious person. If heart arrest is not intervened as soon as possible, brain damage forms since the tissues' taking oxygen will be disarrayed. In such a situation, in other words in case the respiration and the throb stops, basic life support should be started without losing time. However, it should not be forgotten that basic life support is different in adults, children and babies.

Think of an incident you face at penal institutions which continues with the intervention of the 122 teams and the stages of this incident. These stages are called life saving chain and each stage and conscious and quick interventions in each stage enable the patient / injured person to survive. These stages are shown below.

Respiration should be controlled in all unconscious patients. Because the tongue may slip back or any foreign body can occlude the respiratory passage. First, the first aider looks at the inner part of the mouth, if there is a foreign body, the patient / injured person is given head back chin up position after the foreign body is taken out. If there is a foreign body in the mouth and the position head back chin up is given without controlling it, this time the patient is injured by the first aider because the foreign body is pulled towards the windpipe. It should not be forgotten that the inner part of the mouth is controlled first and then this position is given. Although it is a very simple intervention, it is a life saving step.

**Basic Life Support in Adults**

The following steps should be applied for basic life support in adults:

1. The first aider ensures his / her safety and the safety of the patient / injured person.
2. The patient / injured person is asked “Are you OK?” gently touching on the shoulders, if the patient / injured person is unconscious:
3. Help is asked from the environment aloud or people are asked to call 112;
4. The patient or the injured person is laid back on the ground,
5. The first aider kneels beside the patient or the injured person,
6. Clothes around the neck and chest of the patient or the injured person are opened,
7. Inner part of the mouth of the patient or the injured person is controlled, if there is a foreign body seen, it is taken out,
8. One hand is placed onto the forehead of the patient / injured person and two fingers of the other hand are placed onto his / her chin bone in order to open the airway,
9. The longer edge of the chin bone is pressed from the forehead in a way to be vertical to the ground and the head is lifted from the chin and the head is pulled back; the patient is given head back chin up position,
10. The patient / injured person is controlled to understand if he / she is respirating with the look-listen-feel method for 10 seconds:
   • The ribcage is controlled for respiration movements,
   • The first aider bends over the patient / injured person, while listening to the respiration, the other hand is placed on the chest and the respiration is felt,
11. If the patient / injured person has no respiration,
12. If there is nobody else around and the first aider is alone, he or she calls 112,
13. In order to apply heart press, the first aider finds the upper and lower end of the chest bone and places the palm of one hand on the lower half,
14. The other hand is placed on this hand,
15. Fingers of both hands are clamped to each other,
16. The hands are held without touching the ribcage and twisting the wrists, on the chest bone, vertical to the body,
17. 30 heart presses are applied in a way to enable the chest bone to go down 5 cm (approximately 1/3 of the chest height when looked from one side) and the speed of this operation is set as 100 presses in 1 minute,
18. The head back chin up position is given again and the airway is opened,
19. The nose of the patient / injured person is closed using the thumb and forefinger of the hand put on the forehead,
20. A normal breath is taken, mouth is placed to take the mouth on the patient / injured person in, when the patient / injured person is in the head back chin up position,
21. 2 breaths are given for 1 second each enough for making the chest of the patient or the injured person to move up,
22. The patient or the injured person is made 2 respirations after 30 heart massages, (30;2)
23. Basic life support is continued until the vital reflexes of the patient / injured person come back or medical help arrives [2].
Basic Life Support in Children (1-8 years)

Following steps should be applied respectively for basic life support in children:

1. The first aider ensures his or her own safety and the safety of the child,
2. The first aider touches the shoulders of the child and asks “Are you OK?”, if the child is unconscious:
3. Help is asked from the environment aloud, 112 is asked to call;
4. The child is laid back on a hard surface,
5. The first aider kneels beside the child,
6. Clothes surrounding the neck and chest of the child are opened,
7. Inner part of the mouth is controlled; if there is a foreign body causing the obstruction of the airway, it is taken out,
8. In order to open the airway, one hand is placed on the forehead of the patient / injured person and two fingers of the other hand are placed on the chin bone,
9. The head is pressed from the forehead in a way the longer which the longer edge of the chin bone to be vertical and the head is lifted up from the chin and the head back chin up position is given,
10. The patient / injured person’s respiration is controlled for about 10 seconds with the look-listen-feel method.
   a. The movements of the ribcage are watched,
   b. The first aider bends over the patient / injured person and approaches his / her ear to the mouth of the patient and feels placing the other hand on the chest,
11. If there is no respiration, the nose of the child is closed using the thumb and the forefinger of the hand is put on the forehead,
12. The mouth is placed to take the mouth of the child in when the head is in head back chin up position,
13. 2 breathes are given for 1 second each enough for the child’s chest to go up and time is given for the air to go out,
14. In order to apply heart press, upper and lower ends of the breastbone are found and the plam of one hand is placed on the lower half (if the child looks like an adult, heart press is applied with two hands like the adults),
15. The breastbone is held vertical to the body without touching the ribcage with the fingers or twisting the elbow,

16. 30 heart presses are applied in a way the breastbone to come down 5 cm (about 1/3 of its height when looked from one side), the speed of this operation is set as 100 pressures in 1 minute,

17. The first aider makes the child to have 2 respirations after 30 heart massages (30;2),

18. If the first aider is alone, he or she calls 112 after 5 times repeating the 30;2 chest press,

19. Basic Life Support is continued until the child's vital reflexes come back or medical help arrives. [2]

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**LET'S THINK TOGETHER**

Heart massage and artificial respiration interventions in adults and children between 1-8 years are given in steps above. What attracts your attention or what is different there? Generally, the differences can be summarized this way:

- If there is no respiration in an adult and the heart is stopped, firstly the head back chin up position is given, if the first aider is alone, he or she calls 112.
- As for children, the first aider first makes artificial respiration and makes heart massage 5 tours and then he or she calls 112.
- Basic life support is started with heart press first, then the first aider continues with artificial respiration. Artificial respiration is continued without interruption until the patient's vital reflexes come back or medical help arrives.
- In a child, artificial respiration is made first and then 30 heart presses are made. It is continued without interruption until the patient's vital reflexes come back or medical help arrives.
- 2 heart presses are made in an adult
- Heart press is made with one hand in children

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**Basic Life Support in Babies (0-12 months)**

The stages of the basic life support to be applied in babies are as follows;

1. The first aider ensures his or her own safety and the safety of the baby,
2. The first aider gently pats on the sole of the baby's foot and controls the baby's consciousness; if the baby is unconscious,
3. The first aider asks help from the environment, asks to call 112,
4. The baby is laid back on a hard surface,
5. The first aider takes the position for applying basic life support (kneels if he or she will practice first aid on the ground, stands up if he or she will practice first aid on a table etc.),
6. Clothes surrounding the baby's neck and chest are opened,
7. Inner part of the mouth is controlled with eyes, if there is a foreign body causing airway obstruction, it is taken out,
8. One hand is put on the baby's forehead and two fingers of the other hand are put on his / her chin bone and the head is gently pushed back and bent and the head back chin up position is given,
9. The first aider checks if the baby is breathing with the look-listen-feel method for 10 seconds:
   a. The respiration movements of the ribcage are watched,
b. The first aider bends and approaches his / her ear to the patient’s mouth and while listening to the respiration, the other hand is gently placed on the chest and the respiration is felt,

10. If there is no respiration, the first aider takes a mouthful breath and places the baby’s mouth and nose in his / her mouth,

11. 2 respirations lasting 1 second each enough for making the baby’s chest to move up are given and the first aider waits for the air to go out back,

12. The center of the baby’s chest is determined in order to apply heart press (center of the line between two nipples make the chest center),

13. Middle finger and ring finger of one hand are placed on the chest center,

14. 30 heart presses are applied in a way the chest bone to go down 4 cm (about 1/3 of the chest height when looked from one side) and the speed of this operation is set as 100 pressures in 1 minute,

15. The first aider has the baby to have 2 respirations after 30 heart massages (30;2),

16. If the first aider is alone, he / she calls 112 after repeating the 30;2 chest press 5 times,

17. Basic life support is continued without interruption until the baby’s vital reflexes turn back or the medical help arrives [2].

GENERAL FIRST AID PRACTICES

Airway Obstruction

Airway obstruction is the obstruction of the airway to prevent the passage of the air enough to make respiration. The obstruction may be an exact obstruction or partly obstruction. In partly obstruction, since the person’s airway is open at a definite measure, the person coughs, is able to breathe and speak. In this situation, the patient is encouraged to cough without touching him or her. If there is enough air entry and exit in the person’s airway, the person should be encouraged to cough and watched closely and no other intervention should be made. An accident victim in this situation should be left in the position he or she is in. If there is a distinct foreign body or displaced or loosened false teeth, they are taken out. If the respiration and coughing of the accident victim decrease or get lost and a bruise is found, an intervention should be made immediately.

If the foreign body cannot be seen and the patient’s situation becomes worse, practices necessary to be made in case of an exact obstruction should be started. In an exact obstruction, the person cannot breathe, he or she feels pain, takes his or her hands to his or her neck, he or she cannot speak and the colour of the patient is purple. It may occur while eating something or something kept in the mouth escaping into the winpipe by mistake. In this case, Heimlich Manoeuvre is practiced. Dr. Henry Heimlich first practiced the Heimlich Manoeuvre he discovered in 1974 on a woman whose throat was obstructed with food. Lives of thousands of people were saved with Heimlich Manoeuvre until today.

Think that one of your friends at the table had such an obstruction during lunch at the penal institution. It will not be possible to take your friend to the infirmary. It is not possible to be informed
about the incident and arrive in a few seconds for the health personnel in charge at the infirmary. An intervention you will make at such a moment when seconds are important saves your friend’s life.

**Heimlich Manoeuvre in a Conscious Person**

In cases which the airway is exactly obstructed, if the person is conscious, the first aider stands beside or behind the patient as it is seen in Image 5. The patient may stand up or sit down. The patient is enabled to bend to the front supporting his / her chest with one hand. The first aider hits the patient’s back (between the shoulder bones) 5 times like sweeping with the palm of the other hand. Then, the first aider controls if the obstruction is open or not, if it is open, the operation is stopped. If there is still obstruction, Heimlich Manoeuvre is made. For it, the first aider goes behind the patient and embraces the patient’s body. Thumb of one hand is put on the upper part of the stomach, under the chest bone, as a fist. The fist is surrounded with the other hand. It is pressed back and up strongly. This move is repeated alternately to be 5 times each. If the patient becomes unconscious, he / she is laid back on a hard surface and pulse and respiration are assessed from the carotid artery. Immediately medical help is called (112 is called) and basic life support is applied [2].

**Heimlich Manoeuvre in an Unconscious Person**

In cases which the person with an obstructed airway is unconscious, the patient in laid back, first, the first aider hits on his or her shoulder 5 times. In case the obstruction is not opened, the patient’s head is turned to right on a flat surface. The first aider sits on the legs of the patient like riding a horse. Then, the first aider places the palm of one hand between the belly and the breastbone and puts on the other hand. An oblique pressure is applied from on the belly to the shoulder bones. Pulse and respiration are assessed from the carotid artery. The operation is continued until the foreign body is taken out and medical help is asked (112 is called). This move is continued 5-7 times until the foreign body is taken out or the help arrives. When it is suspected from airway obstruction in cases like this, the first aiders will make Basic Life Support practices. If the air does not go after the rescuer gives breath, it is thought that there is an obstruction. The first aider should control if there is a foreign body in the mouth and takes it out if he or she sees any [2].

![Figure 5: Heimlich Manoeuvre in Conscious People](http://serinletici.com/2016/12/18/heimlich-manevrasinin-mucidi-hayatini-kaybetti/)
Intervention for Exact Obstruction in Babies

If the baby is very young and pressure from the stomach cannot be applied, the practices explained above are made for babies. However, in other situations, the practices made on babies are same with the Heimlich Manoeuvre made on adults. First, the baby is laid oppositely on the first aider’s arm. The baby’s chin is held with the help of the thumb and the other fingers and the baby is held from the neck and bent to the front in facedown position. The head is held in a strained way below the body. The first aider gently pats on the back of the baby between the shoulder bones 5 times. The head is held with hands turned onto thr other arm on the baby’s back. The first aider looks if there are any foreign bodies. If it has not been taken out, the baby is kept on its back with its head under its body. Press is applied 5 times from the lower part of the breastbone to the upper part of the stomach with 2 fingers. The first aider continues until the foreign body is taken out and medical help is called (112 is called).

Basic concepts of first aid and basic first aid skills are told until this chapter. Having these knowledge will enable you to do correct reactions and actualize correct interventions in case of a possible accident or injury you can face in all fields of life. In the following topics, crises such as jail-break, uprising, hostage-taking and natural disasters which can threaten the safety of the prisoners, arrestees, personnel and visitors are approached.

First Aid in Bleeding

Bleeding is flowing out of the vein of blood (into or out of the body) resulting from the deterioration of vascular integrity. The severity of the bleeding is related with the velocity of the bleeding, the flow area of the blood in the body, the amount of bleeding, the physical condition and age of the individual. There are 3 kinds of bleeding according to the flow area of the blood in the body. These are external bleeding referring as bleeding towards the outside of the body from wound, internal bleeding which is not visible due to the bleeding inside of the body, bleedings from body holes such as ear, nose, mouth, anus, reproductive organ.

According to the vessel type, the bleeding can be arterial (arterial), venous (vena) or capillary vessel bleeding. Arterial vessel bleedings flow intermittently in accordance with heartbeats and they are light-colored. In arterial vessel bleedings, blood spew with pressure. Therefore, a lot of blood is lost in a short time. Venous vessel bleedings are dark colored and leaky. Capillary vessel bleeding...
is like small bubbles. In the evaluation of the bleeding, it is very important to monitor the shock symptoms.

The first aid to be rendered in the bleeding varies according to the type of bleeding. In the event of an external bleeding injury, the first-aider must first identify himself and calm the patient. Then, the patient/injured is lied back and the situation of the patient/injured is evaluated (ABC). Call for medical assistance (112) should not be forgotten. After the bleeding or injury is evaluated, a clean cloth is pressed on the bleeding. If bleeding does not stop, pressure is increased with a second cloth, if necessary, pressure is exerted by wrapping with bandage. Then the pressure is exerted to the nearest pressure point of the bleeding area. The place to exert pressure is the area of the upper artery where the bleeding takes place. The various pressure points found in the body are as shown in Image 7: The pressure point of the jugular artery (carotid artery), the pressure point on the neck, the pressure point of the axillary artery on collarbone, the pressure point of the axillary artery on armpit, the pressure point of the axillary artery on upper part of arm, the pressure point of the leg artery on groin, and the pressure point of the leg artery on thigh. After the application of the pressure, the bleeding area is lifted up and the patient/injured is covered, leaving the bleeding area out. Information about the applications made by giving the shock position (such as tourniquet application) is written on the patient/injured. The vital signs of the injured are evaluated at frequent intervals (once in 2-3 minutes) and rapidly delivered to the health facility[2].

Image 7: Body Pressure Points

Source: http://www.ilkyardimkursu.net/kanamalarda_baski_uygulananacak_bolgeler.html

Bleeding is flowing out of the vein of blood (into or out of the body) resulting from the deterioration of vascular integrity.

Foot 

can be caused by severe trauma, stroke, fracture, or gunshot wound. The patient/injured has shock indications. In case of internal bleeding suspicion, primarily medical assistance is requested by evaluating the consciousness of the patient/injured and his ABC (112). Later the feet of the injured are lifted 30 cm above by covering him. The injured is never given food or drink and is not moved (especially if there is fracture). By observing vital signs, he is referred to a hospital [2]. In case of bleeding from the body holes such as nose or ear, different first aid treatments are performed according to the place where the bleeding is seen. In the case of nose bleeding, the patient/injured is first calmed down and his anxieties are eliminated. Then he is seated and his head is slightly bent forward. Vibrissa are squeezed for 5 minutes. The injured is allowed to go to a special-
First Aid in Injuries

The injury is the disruption of the integrity of skin or mucous membrane because of trauma. In the case of an injury, structures such as blood vessels, muscles and nerves can be affected. Due to the deterioration in protective function of skin, the risk of infection increases. There are various types of injuries that can also be seen in prisons. These are cut wounds with sharp objects such as knives, pocket knives, and glass. They are usually simple wounds and their depth is easy to determine. The second is the crush injuries caused by the striking effects of factors such as stone, fist or stick. In such injuries, the wound edges are crushed and there is not much bleeding. However, there is tissue damage and sensitiveness in these injuries. The third is puncture wounds that are caused by long and prong tools. Depth on the surface is dominant and can be deceptive. There is a danger of tetanus in such injuries. Fourth is segmental injuries resulting from a pulling effect on the tissues. All organs associated with the tissue and scalp can be damaged. The fifth is dirty (infected) injuries that are likely to get infected. Such injuries with a high risk of infection are characterized by delayed wounds (more than 6 hours), wounds removed the sutures, etched sided wounds, very dirty and deep wounds, gunshot wounds, wounds caused by bites and sting. The common symptoms of all wounds are pain, bleeding, and separation of the wound edge.

There are various types of injuries in prisons. It can be seen that convicts-prisoners themselves perform different kinds of occasions (psychological problems, acceptance of their wishes), in a similar manner, they fight with other prisoners in the ward, they attack the staff and sometimes they fight with the visitors. In these types of cut injuries, they often use sharp objects such as glass or razor blades. Firstly, executioners and protection officers are exposed to these types of injuries and right medical intervention will reduce the risk of infection. It may be useful to stock gauze bandage which can be used in order to exert pressure on these wounds in first aid cabinets that can be found in certain departments of the institution.

In the case of an injury, firstly the vital signs of the injured are evaluated (ABC). Then the wound site is evaluated (shape, duration, foreign body, bleeding, etc.). If there is bleeding, it is stopped and the wound is covered with a clean cloth (wet cloth). Medical assistance is requested or the injured is taken to the health facility. Additionally, the injured is warned about the tetanus. The points that should not be forgotten in the case of an injury are not to touch foreign objects in the wound, and not to remove foreign objects in the wound if there is a foreign object stuck in the wound.

In the cases of penetrating chest injuries, the object that enters into the chest injures pleura and lung. So, symptoms such as intense pain, difficulty in breathing, cyanosis, blood spitting, open pneumothorax (breathing image on the chest) can be seen. In such injuries, executioner and protective officer who will render first aid control consciousness of the patient/injured first. Then the vital signs of the patient/injured is evaluated (ABC). In order to cover the wound, a cloth covered with
plastic bag, nylon etc. is used. To prevent air from entering the wound and to allow air to escape during breathing, one end of the cloth is left open. If the patient/injured is conscious, he is seated like a semi-sitting position and cannot be fed orally. The vital signs are often checked. Due to the very high shock probability in the open pneumothorax, shock measures should be taken and medical assistance should be sought [2].

In penetrating abdominal injuries, the organs in the abdominal region may be damaged; internal and external bleeding and shocks may occur by extension; and if the abdomen is hard as a wood and the injured person is painful, his/her condition is serious, and the intestines can come out. In the cases of such injuries, the consciousness of the patient/injured is first controlled. Then the vital signs of the patient/injured are checked. Protrusive organs, without trying to make them get into the body, are covered with a large, wet, and clean cloth. If the injured is conscious, the legs are folded over in the supine position, and the injured should be covered in order to prevent heat loss. No food or drink is given through mouth. The vital signs are frequently monitored and medical assistance is requested [2].

In the skull and spinal injuries, the central nervous system in the cranial cavity may be affected regarding the intensity of the strike. In backbone injuries, there can be sudden pressure or separation in the spine. As a result, the nervous system may be affected and some negative consequences may occur. In traffic accidents, 80% of deaths are due to skull and spinal injuries. The symptoms of skull and spinal injuries may be an alteration at the level of consciousness, memory changes or memory loss; pain in the forehead, neck and at the back; tingling or numbness in the hands and fingers; full or partial loss of ability of motion anywhere in the body; deformity in the head or backbone, the case of leaking of cerebrospinal fluid or blood from the nose or the ears; external bleeding in head, neck and at the back; trauma, loss of balance, bruises around the ears and eyes.

However, even if there are no symptoms in the patient; in face and collarbone injuries, in all falling cases, in traffic accidents, all unconscious patient/injured should be assumed as they have head and spine injuries [2]. Before the first aid treatment in the skull and spinal injuries, the vital signs of the injured should be evaluated by controlling his/her consciousness. Immediate medical assistance is requested (112). If he is conscious, he should not be moved, but in the case of any danger he should be dragged in the straight position. During this time, the head-neck-body axis should not be distorted. When assistance comes in, during the placing of the patient to the stretcher, the head-neck-body axis should be unscathed and should not be exposed to concussion during transportation. During the first aid, all the actions and information about the patient should be recorded and reported to the professional team. Such injured people should never be left alone [2].

First Aid in Burns

Burn is the tissue deterioration resulting from any exposure to heat. While burns often happen with hot water or steam, they may also occur because of touching hot solid materials, chemical substances such as acids/alkalis, and electrical currents or radiation. Burns lead to malfunctioning of organs and systems, depending on depth, extent and wound site. Shock may occur due to pain and fluid loss. An infection may occur with germs and toxins found in the own body of the patient. Physical burns consist of heat-induced burns, electric-induced burns, radiation-induced burns, friction-induced burns, frostbite-induced burns. Chemical burns are the burns that caused by acid and alkaline substances. The extent of severity of the burning are determined by factors
such as depth, prevalence, region, risk of infection, age, respiratory damage, and pre-existing diseases\textsuperscript{[2]}.

The burns are ranked according to the damage to the body. First degree burn can be detected through roseola, pain, and edema in the burned area. Such burns heal in about 48 hours. Second degree burn are burns with bubbles filled with water on the skin. Such burns generate pain. They heal when the skin renews itself. Third degree burn are those where all the layers of the skin are affected. Its effect is especially on muscles, nerves and veins. The colors of the wounds caused by third degree burn range from white to black. There is no pain in such burns because the nerves are damaged.

If the person is still on fire before the first aid treatment for burns caused by heat, the panic and running of the person are prevented, and it is ensured that he is covered and rolling on the ground with a blanket. Afterwards, the vital signs (ABC) are checked to see if the breathing passage is affected. The clothes are removed without lifting the skin on the burned area, and the burned area is kept under the tap water for at least 20 minutes (this is not recommended if the burned surface is too big to heat up). In order to prevent the occurrence of edema, items such as rings, bracelets and watches are removed and cut off, if necessary. Hygiene and cleanliness should highly be considered. Blistered places should definitely not be distorted, and materials such as medicines or burn ointments should not be applied on burns. The burned area should be covered with a clean cloth, and the patient should be covered with blankets. Burned areas should not be bandaged. If the burn is extensive, and the healthcare provider is distant, and the patient does not vomit, fluid loss is avoided by orally transferring liquid to patient (the mixture of one liter of water – one tea spoon of carbonate – one tea spoon of salt). Medical assistance is required\textsuperscript{[2]}.

In the cases of electric burns, individual should be calm and tranquil. Electric current must be disconnected before touching the patient/injured. If it is not possible to disconnect the current, the electrical contact should be cut off with an object such as a wooden rod or rope. Then the ABC of the patient/injured should be evaluated. The patient/injured should never be treated with water and the patient/injured should not be moved. The damaged site should be covered with a clean cloth and medical assistance should be requested\textsuperscript{[2]}.

**EMERGENCY CASES (INTERVENTION TO CRISIS)**

Unusual incidents which affect the safety of the institution, prisoners / arrestees, personnel and the visitors negatively in a serious way or cause the risk of affecting it at penal institutions are defined as emergency cases. In emergency cases which may happen at penal institutions, internal and external security officials act together considering the factors such as the incident’s dimension, sphere of influence and the number of the internal security officials. Superior chiefs of the institution are informed about the incident. First, the head official informs the director of the institution and the Chief Public Prosecutor. If the incident has resulted with reconciliation and the incidents go on, firstly the security personnel of the penal institution interferes in using their right to use force. If the dimension of the incident is great, support out of the institution can be demanded. Other external institutions to take support are the units such as the gendarmerie, police station, provincial directorate of health, fire brigade and municipality.\textsuperscript{[5]}
This situation is remarked this way in Regulation, Clause 44/3: “In case the internal security officials are inadequate in incidents about the public order and security such as rebellion, fire, earthquake, collective jailbreak, tunnelling and wall drilling occurring at institutions, on request of the superior chief of the institution, external security officials at closed prisons and law enforcement forces at open institutions and training institutions enter the institution and take the necessary measures interfering the incident.”.[3]

Exercises are made for the emergency cases which can occur at penal institutions such as rebellions, fires etc. The institution’s capacity and physical conditions are evaluated within the knowledge of the Chief Public Prosecutor and exercises are made at least twice a year. The exercises are made according to the plans of state of emergency prepared before.[5]

**Fire Exercise at L Type Closed Penal Institution**

“Fire Exercise” was actualized at our institution on 11/25/2016 in collaboration with the fire brigade team connected to Municipality in order to be prepared for the unusual incidents which can be experienced.

The Chief Public Prosecutor of Penal Institutions Campus, The Penal Institutions Gendarmerie 2nd Protection Troop Commandent, The Institution Manager, 2nd Directors of the Penal Institution, The Administration Officer and an adequate number of head correction officers participated in the exercise. When any emergency case is in question in the institution, fire exercise for the precaution plan for rebellions, jailbreaks, fires, earthquakes etc. was actualized.

Figure 8: Fire Exercise

Chief Public Prosecutor is often informed about the exercises actualized at penal institutions, however, the other security and health units are not informed about the practice’s being an exercise. So, how quick the gendarmarie interferes in cases such as fires, jailbreaks, rebellions etc., how the health teams and the fire brigade interfere and if the prison personnel is able to show the necessary skills at the moment of the incident are evaluated all.

Beside the exercises, the measures to be taken for possible emergency cases are given in the Justice (Shift Duty) textbook of the Turkish Ministry of Education with the following items:

- The prisoners and the arrestees should be placed in the wards or rooms according to their special positions (gender distinction, arrestee-prisoner distinction, crime distinction, health situation, psychological situation, position outside, education level, time of punishment, entities, socio-economical status) by the room selection commission,
- Healthy surveillances should be made and arrestees and prisoners with high risk status should be watched specially,
- Investigation information should be obtained and intervention means should be provided in accordance with the taken information without losing time,
- The personnel’s communication means should be extended,
Meetings, visits and group formations of the arrestees and the prisoners which can disturb the security of the penal institution should not be allowed,

Entrances and exits in the penal institution and the partly and general searches should be made healthily and forbidden belongings should not be allowed to be kept at or brought into the penal institution,

The arrestees and the prisoners should not be given extra money and the money inflow should be prevented,

The arrestees and the prisoners in the penal institution should be classified according to the risk and danger status and they should be pursued and watched according to this status,

The communication and contact of the arrestees and prisoners with each other between the rooms and blocks should be prevented except the initiative of the administration,

Service staff should make interviews about the psychopathic or schizophreniac arrestees and prisoners and the others and they should care about their problems,

The team workers should be given importance and one-to-one communication with the arrestees and prisoners should be avoided,

The circulation of the arrestees and prisoners should be conducted accompanied by the personnel in a controlled way,

The counting of the arrestees and the prisoners should be made healthily,

Furnitures in the rooms or wards should be allowed in accordance with the furniture circular, too many furniture or materials should not be allowed,

Communication techniques and media and the security systems should be used well according to their place and time,

Rights of the arrestees and prisoners should be protected and the execution services should be carried out without any delay,

Doors of the rooms and blocks should be controlled continuously and entrances and exits should be under the custody of the personnel,

The organization and the control of the personnel should be made well and the discipline and award processes should be conducted,

Any discrimination among the arrestees and prisoners because of language, religion, race, sect, crime, sex, nationality, materiality, political and philosophical views, national and social origins, minority groups and similar reasons should not be made.

After these general knowledge, jailbreaks, rebellions and uprisings, hostage-taking, hunger strikes, natural disasters, fires and other emergency cases are approached as headlines.

**Jailbreak and Attempt to Jailbreak**

Escape of the arrestees and the prisoners from the penal institution with the plans and methods they prepare using illegal ways during the execution of the punishment binding freedom. Jailbreaks can be experienced because of various reasons in penal institutions. These reasons can be the inadequacy of the physical methods, incoordination of the internal and external security, regulations' not being able to be practiced exactly, the personnel's neglecting their duty and the inadequacy of the control and custody. They can also be inadequacy of searches, inadequacies of dynamic security applications and investigation and not preventing the jailbreak materials to the penal institution, extreme confidence of the personnel and making concessions to the prisoners because of some reasons. These reasons can also be inadequate awareness in the external security personnel, prisoners with security risk working inside and outside the institution with good conduct decision. They can also be allowing the materials that can be useful for jailbreak (rope, wire, cables, hose etc.) in the ward,
unsafe physical structures such as locks, storm drains, plumbing, wire fence, surrounding wall and ground concrete etc.

The purposes of the arrestees and prisoners who are in prison because of terror crimes for jailbreak is to show their organizations, sympathizers and the public opinion they are decisive, to encourage their organization members, to join, manage or organize some demonstrations outside. They are also to damage the image of the government and the penal institution administration and humiliate them and form an element of threat on the personnel and public opinion by fleeing. The purposes of the ordinary arrestees and prisoners for jailbreak are reasons such as to complete their affairs of receivables and payables outside and to complete their unfinished work. They are also their worries about the life safety at the penal institution and their desire to get away from the psychological illness environment because of being arrested at a penal institution. Their purposes are also money and things not brought to them from outside, having feelings of enmity and revenge and longing for a free life outside.

Things to do in case of jailbreak are these;
• The head officer and the institution administration are informed before any statement or intervention.
• All activities are stopped and the arrestees and prisoners are enabled to go to their rooms.
• General search and counting are made.
• If the jailbreak is certain, the gendarmerie, prosecution office and the general management are informed by the superior director of the institution.
• If it is a jailbreak outside the institution, the institution is informed by the law enforcement officers or the officiated personnel.
• Information about the jailbreak are sent to the Prosecution Office and General Directorate.

Rebellions and Uprisings

They are the violence movements started together by more than one prisoner and arrestees at the prison against the administration taking advantage of negative situations because of bad management, authority gap, inadequate personnel, legal gaps and the insufficiency of the building and the external security. Rebellions and uprisings are the actions started by the arrestees and prisoners. They start these actions not participating in the counting, constructing barricades at the spaces between doors and networks, breaking, burning and damaging the regular fixture of the prison, using the penetrating and cutting tools and explosive substance and materials they have against the personnel.

Things to do in case of rebellions and uprisings are the following;
• The head office and the administration of the institution are immediately informed without any expression or interference.
• The incident is not interfered before the interference team arrives. Petulant behaviour is avoided.
• Materials which can be used as weapons at the environment are taken to a secure area.
• Entrance of the other arrestees and prisoners, visitors and all people to the environment should be prevented and the security of the environment is provided.
• Information is taken about the reason of the rebellion and the authorized people are informed.
• The director of the institution, head official, health team, psychosocial help service and the technicians are enabled to arrive at the area together with the interference team.
Taking the Personnel as the Hostage

It is an action preferred by arrestees and criminals who are terror criminals or formations called mafia at prisons more. It is their forcibly keeping some personnel with constructing barricades at the doors or networks of the wards at the prison. The purpose of taking the personnel as hostage is to guarantee themselves against the interferences from the outside, making the administrators and the personnel accept their demands forcibly using the personnel taken as hostages and having compromises from the prison administration. The arrestees and the prisoners can attempt to take the personnel at the institution as hostages.

The following are what to do in case of taking hostages;

• The head office and the administration of the institution are immediately informed without any statement or interference.
• The incident is not interfered before the interference team arrives. Petulant behaviour is avoided.
• If there are materials which can be used as guns at the environment, they are taken to a secure area.
• Entrance of the other arrestees and prisoners, visitors and all people to the environment should be prevented and the security of the environment is provided.
• Information is taken about the reason of the hostage-taking action.
• The director of the institution, head official, health team, psychosocial help service and the technicians are enabled to arrive at the area together with the interference team.
• Necessary interviews are made by the institution administration and the psychosocial service.
• Necessary reports about the incident are formed.

Hunger Strike

It is a form of action chosen by the arrestees and prisoners who are terror criminals more at prisons. The prisoners in the institution give their petition declaring they are going on a hunger strike to the execution and protection directors in order to be sent to the institution directorate and they start their action.

The following are what to do in case of a hunger strike;

• The administration managers should be informed about the situation of the arrestees and prisoners about their starting the hunger strike or death fast as soon as possible.
• The institution doctor should be informed with the authorization of the administrative director and the arrestees and prisoners should be informed about the results of this action and they should be enabled to be examined.
• The psychosocial service should be informed and the service experts should be enabled to make interviews with the arrestees and prisoners in order to inculcate them to give up this action.
• In case no result is achieved from these interviews, their nutrition should be started by the institution doctor.
• All things that can be done and all measures that can be taken about the situation should be practiced under the advice and management of the institution doctor.
• People who are determined that they are in vital danger or unconscious by the institution doctor despite the measures and work are intervened without regarding their will. If there are no means in the institution, they should be immediately referred to the hospital.

Natural Disasters and Fires

There should be some arrangements at penal institutions for sudden incidents such as natural disasters (flood, earthquake, fire etc.). In order to prevent a fire before it grows, the fire extinguishing equipment should be ready and working. The tubes with chemical contents, fire extinguishing hoses and valves should be working and ready. While the buildings of the penal institutions are being built, how the arrestees and prisoners can be evacuated from their wards and where they can be sent should be considered and building shelters and evacuation corridors in accordance with it are of course important. Moreover, secure shelters should be built in order to dispatch the arrestees and prisoners when their door is opened in cases such as fire or earthquake.

Rapid elimination of the deficiencies seen in the exercises at penal institutions, forming fire extinguishing, rescue and health teams and raising the awareness of the personnel with training and planning how to interfere in natural disasters such as fires before are certainly important. As it is remarked in Clause 34 of the Law About the Execution of the Punishment and Security Measures, doors of the rooms and corridors are always closed in closed penal institutions and they are opened in some cases. In the subclause 34/e of the same law, opening doors in “cases of emergency such as death, earthquake or fire” is resolved.

What to do in case of natural disasters and fires are the following;
• The officer who sees the fire first informs the block officials and makes the incident clear before.
• He should inform the head officer, other superior administrators and the fire extinguishing team about the incident.
• If the size of the fire is big and it has an inclination to spread the institution, the fire alarm should be used
• In cases of natural disasters and fires which can happen at the institution, the duties should be fulfilled in accordance with the intervention plan prepared before.
• If the fire has not been brought under control with the means of the institution, the fire brigade and 112 should be called
• If the building is going to be evacuated, the personnel and the arrestees and prisoners should be evacuated according to the evacuation plan
• The superior administrator of the institution gives information to the Chief Public Prosecutor. The fire should be interfered in accordance with the plan of the “Exercise of State of Emergency” which is prepared at least twice a year with the participation of the public establishments against rebellions, jailbreaks, fire etc. incidents.
• A safe shelter which can serve the purpose should be formed at the institution in order to take all the arrestees and prisoners to a safe area according to the size of the natural disaster.
"The prison rebellion exercise actualized at Burdur Type E Penal Institution coordinated by Chief Public Prosecutor Sadi Doğan without informing the police, gendarmerie, fire brigade and health teams was almost real. Burdur Provincial Gendarmerie Command, Burdur Provincial Security Directorate, Burdur Fire Brigade and Burdur 112 Emergency Teams rapidly reverted to Burdur Type E Penal Institution after the notice. The police and the gendarmerie teams who took security precautions at the environment tried to understand the event. The gendarmerie teams surrounded the prison. The teams who understood that the incident was an exercise, breathed a sigh of relief.

Burdur Chief Public Prosecutor Sadi Doğan, who explained that the exercise in which all cases of emergency such as rebellion, jailbreak and hostage-taking are assessed was actualized without informing the security and health teams, remarked that all health and security teams in Burdur participated in the exercise. Burdur Chief Public Prosecutor Sadi Doğan, who remarked that the exercise was organized in order to assess the deficiencies and weaknesses, expressed that the exercise was completed in a successful way.


Various Cases of Emergency

It is very difficult to provide the security of the arrestees and prisoners, the personnel and the building in prisons whose physical and architectural structure is not suitable or prisons with ward system. If the internal dominance of the penal institution is in the power of the arrestees and prisoners, cases of emergency can be experienced at that penal institution every moment. A planned working system cannot be formed and there is not a regular working method of the personnel, the superior-subordinate relationship is weak and the orders cannot be carried out. Situations such as the penal institution’s not being administered according to the laws, codes and circulars and malpractice form a basis for the cases of emergency.

These are the various cases of emergency which can be experienced at penal institutions;

a) The arrestees and prisoners’ forming groups and getting unearned income,

b) Fights among the arrestees and prisoners,

c) Murders and injuries,

d) Using or selling drugs at the penal institution,

e) Gambling or running gambling,

f) Starting a fire,

g) Sexual assaults,

h) Attacks against themselves (suicides),

i) Not participating in counting or raising difficulties in counting,

j) Not allowing the searches or raising difficulties in searches,

k) Collective demonstrations of shouting slogans or hanging banners,

l) Questioning, isolating or punishing the arrestees and prisoners in the name of an organization or for benefit

m) Not going to the referrals from the court, hospital, incident detection exercises and from the penal institution to another penal institution and preventing people who want to go,

n) Organizing political activities without permission, organizing ceremonies or making rehearsals wearing uniform clothes are the cases of emergency seen at penal institutions.
CONCLUSION

First aid knowledge is quite important either for the own health of the execution and protection officers working at penal institutions or the health of the arrestees and prisoners. At penal institutions, in case of any accident, injury or illness, the member of profession who faces the patient / injured people is the correction officer. Giving information to the health units and making first aid interventions at the same moment are necessary. The first aider races against time in a case of emergency with one-to-one contact and perhaps a simple first aid intervention you make as a correction officer will save the life of one person. Officers with first aid training in each shift at penal institutions are necessary for the problems not to be experienced.

Jailbreaks, rebellions, hostage-taking and natural disasters are at least as important as accidents and injuries for the penal institutions. Suitable interventions for the personnel to provide the security of the arrestees and prisoners and the visitors are only possible with having knowledge about these topics. A planned intervention prevents disturbance and many malfunctions such as death or jailbreak.

REVISION QUESTIONS

1. Which one of the following is not a life finding?
   A) Consciousness
   B) Respiration
   C) Body Heat
   D) Digestion and Excretion
   E) Circulation

2. What should be done if there is an obstruction in the airway in a conscious baby?
   A) The baby is made drink water
   B) Basic life support is applied
   C) Heimlich manoeuvre is applied
   D) The back is patted 5 times and 5 presses are made on the breastbone
   E) The back is patted

3. Which one of the following is not correct for the cases of emergency which can be experienced at penal institutions?
   A) The doors should be closed for the life safety of the arrestees and the prisoners
   B) The fire extinguishing equipment should be ready and working in order to prevent a possible fire before it grows
   C) Situations such as the penal institution’s not being administered and malpractice form a basis for the cases of emergency
   D) Some preparations should be made for incidents which can happen suddenly
   E) Exercises which can be made at times will provide being quick and exhibiting correct behaviour in cases of emergency
4. In which of the following the external heart massage press made during basic life support (BLS) is given correctly?

<table>
<thead>
<tr>
<th></th>
<th>Adult</th>
<th>Children</th>
<th>Babies</th>
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<tbody>
<tr>
<td>A)</td>
<td>With one hand</td>
<td>With two fingers</td>
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<tr>
<td>B)</td>
<td>With two hands</td>
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<tr>
<td>C)</td>
<td>With two hands</td>
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<tr>
<td>D)</td>
<td>With two hands</td>
<td>With one hand</td>
<td>With two fingers</td>
</tr>
<tr>
<td>E)</td>
<td>With one hand</td>
<td>With one hand</td>
<td>With two fingers</td>
</tr>
</tbody>
</table>

5. Where is the heart press is applied in adults?

A) On the left ribs
B) On the left of the right ribs
C) On the lower half of the breastbone
D) Three fingers over the belly
E) On the breastbone

ANSWER KEY

1. The correct answer of this question is (Option D) digestion and excretion. If your answer is false, please review the topic “Assessment of the Patient / Injured Person”

2. The correct answer of this question is (Option D) Patting the back 5 times and 5 presses on the breastbone. If your answer is false, please review the topic “Exact Obstruction in Babies”

3. The correct answer of this question is Option A. Opening doors in cases of emergency such as earthquake or fire is regulated with regulations. If your answer is false, please review the topic “Natural Disasters and Fires.”

4. The correct answer of this question is (Option D). Pressure is applied with two hands in adults, one hand in children and two fingers in babies. If your answer is false, please review the topic “Basic Life Support”

5. The correct answer of this question is (Option C) lower half of the breastbone. If your answer is false, please review the topic “Basic Life Support.”

REFERENCES

2. CİKPEM Ankara İlkyardım Eğitim Merkezi Ders Kitabı (2016), Ankara: CİKPEM.

RECOMMENDED RESOURCES

4. https://www.youtube.com/watch?v=Hjv5H8Dncu4
5.  https://www.youtube.com/watch?v=cr2xfHtl094
LEARNING OUTCOMES

On reading this chapter, you will;

• Know concepts of personality and identity,
• Distinguish concepts of personality and identity,
• Know development stages of personality,
• Know concept of occupational identity,
• Know development of occupational identity,
• Associate concepts of personality and identity with occupation,
• Know organizational commitment,
• Know factors that affect organizational commitment,
• Evaluate yourself and the institution in terms of organizational commitment.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

The book Sophie's World, written by the Norwegian author Jostein Gaarder in 1991, has been among five favorite books in my life since the day I read it. Rather than the narration or the story of the book, I am impressed by the way the book starts telling the story. One day, Sophie finds a postcard in the mailbox with a note, “Who are you?” and from that point, she finds answers to all unsolved questions in the history of philosophy. Even though it may seem to be a simple question, “who are you” is probably the major question and problem of humanity. Considering this question in

* Inst.Dr., Gaziosmanpaşa University, Pazar Vocational High School
detail; I think that it may not be exaggerated to tell that all good or bad things happening to humanity in the world history rise as answers to this question. Many people avoid asking this question out loud. Indeed, people are not aware that their actions, preferences and even the life is shaped by answers to this question. Individuals ask this question to themselves before every preference in life. They make choices, build their life and sustain it with the help of answers to this question. They also create identities, values and lifestyles for themselves and display behaviors that may lead to wars for the purpose of protecting and spreading all these things with answers to this question.

In this chapter, the concepts of personality and identity, which are the psychological response of the question “who am I”, will be embraced. After defining the concepts of personality and identity, an answer will be sought to the question, “what is the role of our occupation in personality and identity”. In this context, the issues of occupational development and personality development will be explained. Then the concept of organizational commitment/belonging, which is an important part of occupational identity, will be embraced in detail. In some of the following chapter, you will be asked to evaluate yourself by doing little exercises. It is important for you to get involved in these exercises in order to understand the subjects in the chapter better.

PERSONALITY AND IDENTITY

Personality

The concept of personality is the answer to the question, “What kind of person am I?” that can not be asked openly; however it exists inside of an individual and could be answered when asked and is even considered frequently in an unwitting way. The concept of personality might be defined as “presence level of various personality traits of the individual, whole of evaluations about herself or himself or self-perception”[1] Personality is the whole of perceptions, emotions and thoughts that form the basis of
personality and are of particular importance to the individual. It also signifies self-perception and self-conception. How does the individual regard herself or himself? How does the individual value herself or himself? What is the intellectual scheme of the individual? Answers to these questions will present a template regarding how an individual perceives the personality.

So, would you like to concretize your self-perception? If yes, please answer the following questions.

<table>
<thead>
<tr>
<th>Exercise 1</th>
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<tbody>
<tr>
<td>How do I regard myself as a person?</td>
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<th>How do I value myself?</th>
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<tr>
<th>What concepts could define me?</th>
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<th>What are my best aspects?</th>
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<table>
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<tr>
<th>What are my worst aspects?</th>
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Now reread your answers to the questions above and think about your answers for a little while…

How do you feel after thinking about your answers? If the answer contains words like happy, peaceful, successful, we can tell that you have a high self-respect.

According to Rosenberg, personality is the sum of emotions and thoughts addressed by the individual to herself or himself. A healthy personality has a high balance. The concept of self-respect is about the “personality”, which is expressed as “öz” and “benlik” in Turkish.[2] Rosenberg embraces self-respect as an individual’s positive or negative attitude towards herself or himself. The person may consider herself or himself either superior to other people or insufficient due to the
failure of properly achieving the goals. She or he may consider herself or himself an average person in a different way, but may also be pleased with that personality. In other words, an individual’s self-respect may vary according to her or his own position or the position of others. If the individual displays a positive attitude while evaluating herself or himself, then the self-respect is high and if she or he displays a negative attitude, the self-respect is low. The adoption of personality scheme forms the self-respect. Self-respect is a state of liking that emerges by adopting the personality as a result of evaluating the personality. An individual with self-respect will perceive herself or himself as positive and worth being loved. Self-respect brings along self-acceptance and self-confidence. Maslow embraces some traits in individuals who achieve self-realization and thus, self-respect as in the following table. If you wish, you can evaluate yourself within the scope of these traits. In order to do this, you can grade the following statements according to yourself after reading the statements. In the grading table, “0” signifies strongly inappropriate, whereas “3” signifies strongly appropriate. Highness of your score signifies a higher self-realization and thus, a higher self-respect.

### Exercise 2

<table>
<thead>
<tr>
<th>Traits of a Person with Self-Realization</th>
<th>How Appropriate Is It for Me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Perceives the truth properly.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>2 Accepts the truth as it is.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>3 Accepts herself or himself as she or he is.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>4 Accepts other people as they are.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>5 Enjoys life.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>6 Acts independently.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>7 Is creative.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>8 Has a sense of humor. Laughs at herself or himself and life.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>9 Values humanity and takes their problems seriously.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>10 Establishes close relationships.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>11 Is hardworking and takes on responsibility.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>12 Is honest.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>13 Investigates the environment all the time and tries new things.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>14 Is not a defender.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

So, how does the personality that is expressed as an individual's self-perception develop? Following are some information about the stages of personality development.

### Personality Development

Erikson developed a psychosocial theory on personality development consisting of 8 stages. Erikson’s theory on personality development comprises the whole life of an individual. These stages are also considered critical stages. In critical stages; it is required to acquire behaviors related to the stage. Unless these behaviors are acquired, it becomes either difficult or impossible to compensate the stage. Thus, it is important to properly meet the needs of every stage for personality development. Erikson’s personality development stages comprises concepts respectively as; trust, autonomy, initiative, industry, identity, intimacy, generativity and integrity. Every stage contains two opposite traits. In the relevant stage, while meeting the needs properly will lead to the development of positive trait; meeting the needs improperly will lead to the development of negative trait. For instance, while
meeting the needs in the stage of "trust vs. mistrust" will develop a sense of trust; failure of meeting the needs will develop a sense of mistrust.

1) Trust vs. mistrust (ages 0-2)

This stage focuses on commitment and emotional intimacy. The base of the commitment behavior is laid in this stage, which shows a parallelism with Bowlby and Freud's predictions. Commitment is physiological in the first place. The child is unrequitedly fed and protected by her or his mother, which develops the behavior of mother commitment in the child. When the commitment is experienced properly, the child will think that the world is a safe place.

2) Autonomy vs. shame and doubt (ages 2-4)

In this stage, the child is in tendency to behaving independently. However, this independence requires support and approval from the outside. The child desires to act on her or his own. She or he frequently repeats statements like "I can do it myself", "I want to do it myself" in this stage. This behavior is described as “autonomy". In this stage, the child realizes that she or he is an individual apart from the world and draws the line of her or his personality and identity. Parents should allow their children to display autonomous behaviors in this stage. The child should be able to experience the pleasure of acting independently.

3) Initiative vs. guilt (ages 4-6)

In this stage, the child experiences the highest sense of curiosity. She or he tries to explain the meaning of the world with curious questions about everything. The questions should definitely be answered in an explicit way. If the child is not allowed to ask questions, the sense of curiosity will be destroyed, which will also affect the future. Curious and inquiring personality of an adult is associated with this stage.

4) Industry vs. inferiority (ages 7-11)

In this stage, success begins to be experienced. This success is not only school success. It could be in any area. The tasks to be assigned to children should be appropriate for their abilities. The success of children should be encouraged by adults. A child should be evaluated without being compared with other children. Academic self-confidence develops in this stage. The skills of planning and team work also develop in this stage.

5) Identity vs. confusion (ages 11-17)

In this stage, rapid physical changes are experienced due to adolescence. Adolescents may have a difficulty in keeping pace with these changes. Social identity also develops in this stage, along with identity confusion. Individuals should get rid of identity confusion and develop a healthy identity. “Who am I” is among the most common questions. Tangible and understandable answers to this question will give a ground to a healthier next stage. Adolescents desire to be found physically attractive due to their interest in the opposite sex. They also expect other people to regard their

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**Erikson's personality development stages comprises concepts respectively as; trust, autonomy, initiative, industry, identity, intimacy, generativity and integrity.**

Source: https://global.britannica.com/biography/Erik-Erikson
opinions. This stage brings along a rebellion against the authority. The reason for adolescents to quarrel about everything is related with drawing the line of identity.

6) Intimacy vs. isolation (Young adulthood-ages 17-30)

An adolescent that develops identity in the former stage will have to share that identity with others in this stage. Friendship and love are very important in this stage. No benefit is sought in friendships and relationships. Intimate relationships that are established in the business environment are another representation of intimacy.

Considering in terms of stages; it is observed that this stage is experienced by beginner wardens and protection officers. Following chapters will lay emphasis on how organizational commitment develops in organizational belonging. However, one of the psychological bases of this commitment is the stage of intimacy vs. isolation. The stage essentially reveals the power of social relationships. According to the individuals in this stage where proper and satisfying social relationships are established in the business environment; organization shows a contiguity with people with whom an intimacy is established. This intimacy causes the time spent within working hours to have a meaning not only as business, but also a period of time where the need of intimacy is satisfied. In order to do this, some arrangements should be made within the organization. For instance, institutional activities like dinners and occasions will establish an intimacy between workers and increase the functionality of organization dynamics. Contiguity to be established between organization and business friends will pave the way for developing positive feelings towards coworkers, which will also affect the organization and thus, the business.

7) Generativity vs. stagnation (Middle adulthood-ages 30-60)

In this stage, life begins to be questioned profoundly as “who am I”, “what do I contribute to life”. Unless the questions are answered positively, a stagnation will develop. Positive answers will bring along productivity. In this stage, individual seeks the pleasure of having succeeded either professionally or artistically. She or he desires to have led a meaningful life and seeks tangible data for that purpose.

It is more important for wardens and protection officers to experience success in this stage than other stages. In order to do this, it is recommended to allow wardens and protection officers in this stage to work in more productive units and positions, based on their experiences, and consequently develop their personality. However, considering the possibilities of organizations, it is apparent that this chance will not be given to every personnel. At this point, it will be useful to encourage personnel in artistic activities, which reflect productivity in a different way. In this context, it is recommended to organize courses in areas like music, visual arts and literature, support and encourage these courses at Prisons and Detention Homes within the bounds of possibility in order to protect the mental balance of personnel.

8) Integrity vs. despair (ages 60+)

In this stage, life is evaluated. A person at 60s still has many things to do, but she or he may fail in doing these things due to physical collapse. On the other hand, when the person looks back, she or he will say “I am glad that I have lived this way” and will reach a personality integrity as long as she or he accepts all experiences. Unless the experiences are accepted, a despair and fear of death will appear, along with the sense of valuelessness. In this stage of retirement, past experiences are of great importance. The protection of the mental balance in this stage depends on having experienced the previous stages properly. In order to institutionally support this stage and allow individuals to experience it in a healthy way, it is recommended to visit the retired profession members and form platforms where they can share their experiences with profession members. Occasions to be organized by foundations like CİPDER within this framework are of great importance.
We have tried to explain the concept of personality, which is among the answers to the question “who am I”, so far. Personality might be considered an internalized dimension of the answer to this question. Another answer to this question is hidden in socialization and is conceptualized with the word “identity”. The concept of identity is defined as follows.

Identity

While personality is the way an individual perceives herself or himself; identity is defined as a kind of attitude reflected by the individual on the outer world. Personality is the way the individual perceives internal dynamics, whereas identity is the reflection of these dynamics on the outside. As identity is the role played by the individual in social life, different identities might be displayed according to the environment. On the other hand, as personality is a psychological state, it can not be changed with a different alternative. Identity is actually a symbolic expression of a social belonging. Social environments are effective upon identity development and non-social things have no identity. Identity is developed in a social environment rather than by the person. Socialness of identity is the result of human’s state as a social being, which has been an undeniable fact since the first age philosophers.

Theoreticians like Adler also emphasize the importance of socialization in identity development. Considering the fact that human needs to live together with others due to being a social being; it may be suggested that the need for developing an identity basically originates from the weakness of human. Socialization is required for surviving and sustaining life. This socialization causes the person to have an instinct of associating herself or himself with behaviors, values and norms of other people and adopting them for her or his physical and psychological security. The person perceives and analyzes the environment with this tendency and finally internalizes the environmental disciplines more or less. Besides, an identity that is developed with internalization is tried to be protected and reinforced.

In addition to this, identity is the definition of human beings. A being is defined, evaluated and interpreted with identity. Social identity development emphasizes the fact that the phenomenon of identity contains two basic factors. The first of these factors is the individual who acquires the identity and the second one is the society that gives the identity. Thus, identity is a combination of individual and society. In that case, the combination of individual and society creates ‘social identity’. However, every individual in the same society may not define themselves with different identities. So, what do the concepts of identity and differentiation mean? How dependent is a person while developing an identity and how limited are her or his options?

Identity and Differentiation

All identities develop within a network of social relations and need mutual recognitions. Identity should be considered a relation system rather than an “object”. Identity will be sustained only through a new formation that renews itself. Dynamism of a collective action causes the constant development and renewal of identity.
collective action causes the constant development and renewal of identity. “Identity development” signifies a difference that develops on the basis of a hierarchy like male-female, right-wrong, black-white. When we have a concept of ‘other’ defining the exterior of our internal world, the formation of a distinction between “me-other” or “us-them” becomes an important matter. Besides, standardization is not compatible with the nature of collective human beings. Variety is encountered as an essential concept.

In brief, individuals are in tendency to being different, but this tendency is limited. The reason for this tendency to be limited is social order. Endless differentiation of individuals is dangerous for the integrity of social order and thus, social order places a pressure on individuals to be similar. Family and educational institutions teach individuals to be similar and different at the same time. Even though this may seem like a discrepancy, it is because social order needs a limited difference. This condition could be explained with Nazım Hikmet’s verse, “to live like a tree alone and free; like a forest in brotherhood”. In other words, identities that have not only realized themselves but protected their bond with society and sustainability are accepted as intended identities. Individuals who achieve this will also have a self-realization.

As is seen, identity does not develop independently from the social environment and society. In that case, identity is also related with social tasks at some point. Every individual develops social identities with the help of experiences gained as a result of contacting with the social environment. These identities somehow resemble the masks we wear within the social order. We assume different identity structures in different environments like mother's identity, father’s identity, friend’s identity, relative’s identity, ideological identity, class identity, ethnic identity and these identities form us as a whole. One of the most important of these identities is our occupational identity as it affects our personality and identity development. The concept of occupational identity has had a particular importance especially since the development of capitalism after the industrial revolution. There are thousands of occupations in today's society. Each occupation is encountered with their own behavioral patterns and identities. Today's human beings express themselves with their occupations to some extent. For instance, the first question about a groom nominee at ceremonies aimed at asking for the girl's hand in marriage, which are among our cultural elements, is “what is your occupation”. This question is encountered even while looking for a house for rent. The values of other identity have fallen behind the occupational identity due to the effect of capitalism and the economic system. Thus, occupational identity is related with the scheme that is formed in society regarding the people who perform that occupation.

Another important concept regarding identity is the group identity. Group identity is essentially an extension of the need for belonging. Psychology theoreticians like Abraham Maslow, Alfred Adler and Eric Fromm try to explain the need for belonging with different concepts. They all agree that human beings need socialization at some point. This need originates from the fact that human beings are aware of their helplessness against nature, which separates them from other creatures. This condition drives human beings to get together with others. This togetherness, on the other hand, brings along certain responsibilities. When these responsibilities are internalized, they form the basis of identity. Concerning this subject, Durkheim suggests the concept of social integration. According to social integration, the social integrity is formed by the presence of beliefs and behavioral patterns being essentially shared, interaction between group members and partnership of objectives. Collective identity that provides social integration causes the collectivization of memory and presentation of common behaviors in the course of time. In other words, a person who accepts a group as an identity will internalize the behavioral patterns and values of that group and transform it into her or his own identity. For instance, a person who adopts the "Muslim" identity will be in tendency to acting according to the requirements of that identity.

An important expression of identity is occupation. Considering the fact that occupations are chosen mainly according to the marks obtained from central exams in our country; it might be
thought that it takes some time to develop occupational identity. Besides, when an occupation is chosen, the person becomes committed to the rules of that occupation. Wardens may choose this occupation due to reasons like job guarantee and state guarantee. However, they need to obey the rules of wardenship once they are involved in the occupation. The sooner the occupational identity is adopted the better. This is required for a successful process. You must have similar experiences and observations as wardens. For instance, a “prisoner” had probably had an important job or been financially powerful before the sentence. However, she or he has the “prisoner” identity at the prison, unlike the outside. Her or his failure of accepting this condition will put both her or him and you in an awkward position. It is known that prisons in countries like the USA oblige prisoners to wear uniforms in order that they adopt their “prisoner” identities. In conclusion; if there is an identity, it is required to fulfill the necessities of that identity. Wardenship also has an occupational identity, as well as distinctive behavioral and value patterns. Now I will ask you to evaluate yourself within the scope of your occupational identity. For that purpose, please answer the questions in “Exercise 3”.

**Exercise 3**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How much do you adapt to your occupation that you have chosen and spend 8 hours a day?</td>
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<tr>
<td>What does the value and behavior system of this occupation mean to you?</td>
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<tr>
<td>If your answers to two questions above were different, how would your life be?</td>
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</table>

Positive answers to the questions above signify that you have an advanced occupational identity. For instance, if you have adapted yourself to the occupation, it means that you have accepted the identity of that occupation. The coherence between the value and behavior system of the occupation and your personality also signifies that there is a coherence between your personality and your occupational identity.

**Occupational Identity**

As is expressed above, every occupation needs to adopt an identity. Adoption of occupational identity also leads to displaying behaviors needed by that occupation with an internal motivation. In other words, it helps us reveal the responsibilities of the occupation. The concepts of occupational identity and occupational ethics are closely related. At this point, it is recommended to remember the concepts of ethics and professional ethics. You can find more information about the concept of professional ethics in the “Professional Ethics”. 
Occupation and Personality Traits

Every occupation needs certain qualifications. Studies on this subject examine societies that are based on agricultural economics. For instance; Ottoman children who would work in top management and be trained in the Enderun School were selected after certain stages. Military units like janissaries and raiders also selected their members according to certain traits. However, these studies were limited due to the limited number of occupations and class differences in society during the period of agricultural economics. Together with the industrial revolution, guiding right people towards right occupations started to gain importance due to reasons like distinctiveness of social classes and great increase in the number of occupations. The first systematic studies intended for establishing a relationship between occupations and individuals were started in the United States of America. Answers were sought to three different questions within the scope of these studies: “recognizing the individual”, “examining occupations” and “establishing a connection between the personal qualifications of individuals and qualities required by occupations”.

**Recognizing the individual.**
1. Needs, emotions, attitudes, values, interests and abilities of the individual.
2. Physical traits, gender, physical structure, seeing and hearing condition of the individual.
3. Emotions, values, family relations of the individual, expectations and pressures of her or his circle of friends, social level of the family, other close people.
4. Economic condition of the family, general economic condition of the environment or the nation, automation and technical developments, the effects of these developments on the need of society for labor force.

**Examining occupations**
Occupations can be introduced under five topics as follows.
1. Subject and sphere of influence
2. Abilities and interests it requires
3. Training
4. Working conditions
5. Employment opportunities and income
6. Opportunities of entering the occupation, finding a job and receiving a different training.

**Establishing a connection between the personal qualifications of individuals and qualities required by occupations.**
1. Process of establishing a connection between the personal qualifications of individuals and qualities required by occupations and thus, presenting convenient occupations for individuals, making a direct choice and decision.
2. It should always be remembered to give individuals the right and responsibility of making a choice and decision.

These three basic structures are of central importance in terms of establishing a relationship between occupation and personality. In addition to this, there are theories that embrace the relationship between personality and occupation in terms of development. A part of these theories is given below.

**Occupational Identity Development**

**Occupational development process from the aspect of Isaacson:** Isaacson’s occupational development process consists of 5 stages:
1. Awakening and Awareness: In this stage, the child begins developing a consciousness of occupation. It comprises the preschool period and the primary school period. The child realizes that people have different engagements in this stage. She or he begins seeing and understanding the presence of various occupations. During the final years of primary school, the child begins realizing the differences and similarities between herself or himself and other people, in terms of interests, abilities, objectives and motivations.

2. Exploring and Recognizing the Occupations: This stage comprises the secondary school years; 12-15 years of age. In this stage, the child begins having more information about common aspects and different qualities of individuals and occupations, as well as exploring and understanding new aspects. In a sense, the stage of exploring, examining and investigating the occupations lasts a lifetime for most of us.

3. Decision Making: In this stage which comprises 15-18 years of age; the individual begins evaluating information based on perceptions about herself or himself and occupations. She or he starts matching herself or himself with occupations and forming ideals about the future. These ideals and thoughts may be temporary in the beginning, but the young individual makes her or his occupational decision based on a more explicit and basic planning.

4. Preparation: In this stage which comprises 18-23 years of age; the individual begins preparing to the occupation with the field or school being chosen or the activities conducted. She or he gets ready to develop occupational skills, form accumulation of knowledge, develop occupational attitudes in that field and practice. She or he also begins looking for a job in that occupational field and may extend the period of preparation.

5. Job Placement: In this stage, the individual begins working in the business world. She or he carries the knowledge and skills into effect. As well as practicing the occupation, she or he sustains the occupational development.

Super’s Personality Theory: Super suggests that the choice of occupation is an expression of personality design with an occupational term. “Personality theory” or “Role theory” is also considered a developmental approach to the choice of occupation. According to Super, personality design is how a person sees herself or himself. Personality design is developed when the person’s direct perceptions about herself or himself form a significant wholeness with each other. However, this formation is generally realized by playing a role, either with imaginary or real life activities, and being in a certain condition and a certain function.

Personality affects the choice of occupation because choice of occupation is actually a life point where the individual desires to express her or his own design in a very explicit way. In other words, the individual explicitly says, “I am this or that kind of person” while expressing the choice of occupation. The individual plays various roles throughout her or his life; tries her or his abilities in business and game activities; evaluates her or his success; evaluates the evaluations of other people; realizes that she or he does some things very well and feels satisfaction. As these experiences accumulate, the individual begins seeing herself or himself as more successful in this or that area and consequently makes a judgment about herself or himself. She or he combines various pictures about herself or himself as time passes by and forms a very consistent personality design.

The objective of the individual is to protect the personality design. She or he shapes all her or his behaviors according to this personality design and chooses occupational behaviors that are consistent with the personality design. The personality design is formed and transformed into a choice of occupation throughout a developmental process. According to Super, this process is separated into the following stages:

1. Growth (until 14 years of age)
2. Investigation (15-24 years of age)
3. Settlement (25-44 years of age)
4. Protection (45-64 years of age)
5. Collapse (65 years of age and older)

**Tiedeman and O'Hara’s Identity Theory:** O’Hara and Tiedeman consider occupational development an identity development. According to these theoreticians, personality is self-evaluation rather than self-perception. The formation of that concept of personality lasts a lifetime. As the individual deals with various problems during both training and working life, personality and occupational identity affect one another. Personality changes when the individual switches from one position to another. The process choosing an occupation is the development process of occupational identity and personality is the center of this identity.

**Holland’s Personality Theory:** Holland’s theory is grounded on the relationship between the dynamic of personality and the environment where occupations are conducted or activities required by occupations. According to Holland, choice of occupation is the reflection of personality and the expression of adaptation method adopted by the individual in her or his relationship with the environment in an area of occupational activity.

Holland suggests that various occupations in the business world constitute six types of occupational environments from the aspect of their activities. Six types of personality patterns are described for each of them. These personality patterns reflect the adaptation style of an individual to the environment. Personality types that are convenient for these six types of occupational environments are as follows.

1. **Realistic Types:** These people are generally agile, aggressive, successful in works that require muscle activity and motor coordination, masculine, physically strong, simple and natural. Typical occupation members of this group include farmers, physical education teachers, police officers, forest guards, pilots and sailors. It may be suggested that realistic types will be more successful in wardenship.

2. **Investigative Types:** People in this group prefer thinking to doing and using mental powers to physical powers. They are meek, modest and independent people who have a higher motive of success, flexible thoughts and dislike community life. Their occupational interest is “Scientific”. Biologists, judges, vets, chemists and engineers are involved in this group.

3. **Social Types:** They like gathering together with other people, as well as helping, convincing and managing them. They make an endeavour to understand people and their feelings. Social workers, psychological counselors, public relations personnel and teachers are involved in this personality type. Their occupational interest is “Social Service”.

4. **Traditional Types:** People in this group are rule-bound, enthusiastic about organisation-order and they like giving-receiving orders and seek status and power. Accountants, office-bank clerks and secretaries are involved in this type. Their occupational interest is “Accounting” and “Office Work”.

5. **Entrepreneur Types:** These extroverted people want to convince and manage others. They are always in relation with people. Brokers, politicians and attorneys are involved in this type.

6. **Artistic Types:** They are creative people with a high imagination. Musicians, painters, writers, in short artists are involved in this group. Their occupational interests are “Fine Arts” and “Music”. Please examine the following image of parachute star, which shows personality types, fields of interest and slogans.
If you want to evaluate yourself according to personality types, you can analyze yourself using the link in the references. All these theories are in tendency to explaining the psychological nature of occupations. Different factors also play a role in the choice of occupation. They initially include biological factors. Physical traits, gender, physical structure, seeing and hearing condition of an individual are considered important factors in the choice of occupation. On the other hand, sociological factors include emotions, values, family relations, expectations and pressures of circle of friends, social level of the family and other close people. Another factor that plays an important role in the choice of occupation is economic factor. Economic condition of the family, general economic condition of the environment or the nation, automation and technical developments, the effects of these developments on the need of society for labor force are considered among economic factors. Sometimes factors regarding politics and opportunity may also play a role in the choice of occupation. While opportunities of entering the occupation, finding a job and receiving a different training are embraced within the scope of political factors; natural disasters, unexpected events that affect works and workplaces, wars and civil wars are evaluated within the scope of factors regarding opportunity.

We have so far embraced issues like personality, identity, occupational identity and occupational development. Another important factor that will provide occupational success and job satisfaction is commitment to the organization where the occupation is carried out. It is qualified as organizational commitment. Thus, it is required to understand the concept of organizational commitment better.
Organizational commitment is closely associated with the concept of job satisfaction. In business life, commitment is considered a basic motivation source for a person to display a behavior. The concept of organizational commitment, on the other hand, might be expressed as the person’s internalization of organization and desire of remaining in that organization and adapting to its objectives and demands. Examining the definitions of organizational commitment in general; it is seen that organizational commitment aims to adopt the objectives and targets of an organization, make self-sacrifices for the organization, identify with it and continue as a member of it.

The definitions reveal that every organization will want to increase the organizational commitment of their employees. Individuals with organizational commitment increase not only their job satisfaction, but also their working performance, which signifies the importance of organizational commitment. An employee with organizational commitment will adopt the workplace as a second family instead of considering it a means that leads to the atm. This condition increases not only the success in the operation of the organization, but also the life quality of employees. There are different organizational commitment models in the relevant literature and especially the model of Allen and Meyer reveals the organizational commitment levels of the personnel and is considered a guide in determining the behaviors to be brought in the personnel. Allen and Meyer’s model embraces organizational commitment as three types. They are; emotional commitment, continuation commitment and normative commitment. All three commitment types are affected by personality traits. In addition to this, while emotional commitment is affected by both personality traits and work experience; continuation commitment is affected by alternative facilities and normative commitment by socialization. All three commitment types affect subjects like intention of quitting the job, business behaviors and employee’s welfare. The following figure shows Allen and Mayer’s model and explains each commitment type in detail.
Allen and Mayer’s Organizational Commitment Model

Factors That Affect Emotional Commitment
- Personality Traits
- Work Experiences

Factors That Affect Continuation Commitment
- Personality Traits
- Alternatives

Factors That Affect Normative Commitment
- Personality Traits
- Socialization

Emotional Commitment

Intention of Cease of Employment and Labor Turnover

Continuation Commitment

Job Behaviors:
- Absenteeism
- Organizational Citizenship Behavior

Normative Commitment

Health and Welfare of Employees

Source: İnce ve Gül, 2005

Three topics mentioned in Allen and Meyer’s model can be summarized as follows.

Emotional Commitment basically signifies the bond between the values of organization and an employee. The employee desires to remain a part of the organization owing to this bond. Emotional commitment focuses on an individual’s emotional commitment to the organization. Individual with emotional commitment will have a tendency to voluntarily remaining within the organization. Every organization demands loyal employees who are indeed committed to the organization. Employees with emotional commitment enjoy their job, display positive attitudes towards their job and they never abstain from taking new responsibilities. They display additional efforts when necessary.

Continuation Commitment is examined in two subjects as; the number or amount of investments and the absence of options perceived by individuals. People who work in this commitment type that is defined by Becker (1960) as ‘cheeseparing commitment’ prefer remaining in the organization[7]. Age, duration of organizational service, satisfaction with wage owing to promotion opportunities, desire of leaving the organization and business cycle are related with cheeseparing commitment rather than emotional commitment. This evaluation suggests that older employees who work for a longer time will make greater investments and thus, display a higher organizational commitment. Employees provide satisfaction from promotion opportunities and their wages[7]. Even if a person has emotional organizational commitment, she or he will also naturally desire to meet the need of respect, which is involved in Maslow’s hierarchy of needs. Continuation commitment is essentially encountered as an important means of meeting this need. This condition reveals the necessity for presenting different options to wardens in order that they will get promotion. In the present state, a warden with bachelor’s degree may become a chief warden (chief guardian) if she or he succeeds in exams after completing the three-year period of service. She or he may also become a ministerial officer if she or he succeeds in exams after completing the five-year period of service. After becoming a ministerial officer, she or he may promote to the 2nd or 1st degree warden if she or he succeeds in exams.

Normative Commitment is defined as an obligation felt by an employee to remain in the organization. In other words, as long as the individual believes in the trueness of her or his job, she or he will remain in the organization[8]. In short, if the individual remains in the organization due to feeling obliged and believing in the trueness of that act, it shows that the employee shows a normative commitment to the organization. This commitment is mainly a moral commitment. Wardens are called as guardians in the colloquial language. Even though this word evokes a negative mean-
ing, it actually means something different. The word is derived from the Italian and French verb "guardare or garder", which means "to protect, watch, keep guard". Wardens in Turkey represent the bureaucracies of security and justice. In an occupation containing both of these different concepts, normative commitment is expected to be stronger. However, it is primarily required to accurately express the concept and its structure in order to do this. Examining the French origin of the word warden; it essentially means "guard of hell". In all cultures, guards of hell are described as figures that prevent demons and evil spirits in hell from spoliating the earth. Wardens also play an important role in bringing order into social life. They complete the police and forensic institutions.

So, how should the organizational commitment be shaped? What is the way of increasing a warden’s organizational commitment? At this point, it will be useful to embrace the factors that affect organizational commitment. However, let’s evaluate ourselves using the following exercise according to Allen and Mayer’s model before embracing the factors that affect organizational commitment.

<table>
<thead>
<tr>
<th>Exercise 4</th>
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</thead>
<tbody>
<tr>
<td>Would you take additional responsibilities at your organization?.</td>
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<tr>
<td>What kind of work have you conducted for progressing in this occupation?</td>
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<tr>
<td>How much do you think that work matters?</td>
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If you take additional responsibilities at your organization, it means that you have emotional commitment. If you consider progressing in the occupation and have worked for that purpose, it means that you have continuation commitment. If your job matters to you, it means that you have normative commitment.

**Factors Affecting Organizational Commitment**

Organizational commitment is an important issue for the power of organizations. Many organizations primarily aim to increase organizational commitment. Thus, understanding the nature of organizational commitment and the factors that affect organizational commitment plays an important role in shaping human resources strategies. In order to understand the issue of organizational commitment better and build relevant policies more properly; it is required to know the factors that affect organizational commitment. Knowing the factors that affect organizational commitment will guide us in preparing relevant policies. Factors that affect organizational commitment are examined in three parts as follows.
**Table 1: Factors That Affect Organizational Commitment**

<table>
<thead>
<tr>
<th>Personal Factors</th>
<th>Organizational Factors</th>
<th>Non-Organizational Factors</th>
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<tbody>
<tr>
<td>Occupational expectations</td>
<td>Quality and importance of job</td>
<td>New employment opportunities</td>
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<td>Psychological agreement</td>
<td>Management</td>
<td>Professionalism</td>
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<tr>
<td>Personal features</td>
<td>Wage level</td>
<td>Unemployment rate</td>
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<td>Organizational culture</td>
<td>Socio-economic condition of the country</td>
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<td>Organizational justice</td>
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<td>Organizational rewards</td>
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<td>Team work</td>
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<td></td>
<td>Role uncertainty</td>
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<td></td>
<td>Career</td>
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<td></td>
<td>Job satisfaction</td>
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*Source: Bülbül (2007)*

**Personal Factors**

Personal factors are separated into three topics as; occupational expectations, psychological agreement and personal features.

**Occupational Expectations:** Working is essentially a way of meeting physiological and psychological needs. Thus, individuals will display organizational commitment as long as their occupations meet their needs. Commitment depends on the parallelism between the expectations of individuals and qualities of organization. Individuals who do not precisely know the expectations of organization especially at the start of employment will have a difficulty in keeping up with that adaptation afterwards. Considering the unemployment rates and the socio-economic reality in our country in general; it may be suggested that physiological and security needs are the primary needs in getting into a job. Examining various forum sites like memurlar.net; we can say that the most important dynamics in choosing this occupation are job guarantee and a fixed monthly income. Following are some notable comments.

"The cat that can not reach for meat calls it filthy. Times have changed, gentlemen. When you find a government job, you can not dislike it on the excuse that it is stressful. You become a police officer and complain about lack of holiday, sleep, family life. You become an engineer and complain about lack of holiday, sleep, family life. You become a doctor and complain about patients and hospital smell. Even if you find a desk-bound job, you complain about sitting all day and having no action in your life. It is hard to be pleased but it is also wrong to dispraise jobs. Thus, I think you should not complain about wardenship. When you become unemployed or try to live on minimum wage, you will face the real stress."

"Don't let these information misguide you. There are always rumors about resignations, but for some reason we never hear them. Don't let such information confuse you. Become a civil servant and earn halal money in these times."
“I would like to add something. Would you prefer doing all work for a minimum wage of 850 TL a month or only the tasks specified in the regulations for 2000+ TL :) We need to compare these while talking about the difficulties of the job.”

“The fellow says there are many resignations, but I have not seen one yet. There was only a person who took the Public Personnel Selection Examination when he was a contract labor and passed the examination and became a civil servant. I think the fellow wants to decrease the opponents:)

In addition to this, individuals who meet their physiological and security needs embark on a quest for metaneeds. Taking all this into consideration; it is required to inform wardens about entity and career options in the occupation at the start.

**Psychological Agreement:** There are two types of agreements between employees and the organization: labor agreement and psychological agreement. Labor agreement is a written agreement that is formed between employees and the organization for the purpose of establishing issues like rights, responsibilities and liabilities. On the other hand, psychological agreement is an unwritten set of rules that always need to be obeyed by managers, employees and other individuals in organizations and relate to behaviors that are expected from them\(^{[10]}\). Psychological agreement should balance the expectations of employees and the organization. Unless this balance is provided, organizational commitment will not be succeeded. Bureaucracies of security and justice attach importance to discipline and may occasionally display that discipline more than necessary by their nature, which means that employees do not have a fair psychological agreement. This condition pushes employees towards looking for a new job from time to time.

**Personal Features:** The effect of personal features like age, gender, education, marital status and seniority varies according to the requirements of the occupation. In addition to this, as is explained in the occupational identity; there is a direct relationship between occupation and personality.

**Organizational Factors**

Organizational factors that affect organizational commitment include variables like; quality and importance of job, management style, participation in the decision-making process, working groups, organizational culture, role uncertainty, skill level of subordinates, focusing on work, task identity and organizational rewards. You have made comments only about yourself in exercises so far. Now you are asked to evaluate your organization in the following exercises.

**Quality and Importance of Job:** Quality and importance of job is an important factor that affects organizational commitment. Importance of job is expressed as “the effect of job on the lives of individuals in the organization or in the external environment”. Some features of job like its difficulty, potential of motivating and responsibility directly affect organizational commitment. In this context, job enrichment is also embraced as a factor related with job. Job enrichment is the act of giving authorization and responsibility to employees for conducting planning, organization and inspection in their work. The increase of such authorization and responsibility may also increase the commitment of employees\(^{[11]}\).
Job rotation could also be used as a temporary suggestion in increasing the organizational commitment of employees. It is also recommended to assign predetermined tasks to employees according to their organizational and personal needs in order to allow them to diversify their experiences and develop their skills. Decrease of productivity might be prevented by avoiding the distress and psychological fatigue caused by routine in employees. Job rotation could increase the potential of organization employees, provide a personal satisfaction and contribute to the improvement of organizational commitment[10]. In this context, wardens will have a higher organizational commitment when they work in different units and organize their previous knowledge and experiences in such a way that it will contribute to them in their new units. However, it is not correct to make a rotation only for rotational purposes at this point. It is important to also consider the needs of the organization and employees. We now ask you to evaluate your organization under the topic of quality and importance of job.

Exercise 5
Quality and importance of job in my organization

Management and Leadership

A good leader should guide people correctly and evaluate the human resource properly. Organizational commitment is closely related with the leader’s power of motivating the people. Excessively controlling and oppressive attitudes of management towards employees will prevent employees from expressing themselves and generating innovative ideas. Accordingly, it may be suggested that the attitudes of the Prisons and Detention Houses management also determine the commitment of employees.

Manager’s sensitivity to the needs of employees is also closely related with organizational commitment. However, employees may develop organizational commitment in any way. In addition to this, if manager is sensitive to the needs of employees, employees will feel indebted and grateful to the manager and will indirectly develop organizational commitment. At this point, it is important for a Prisons and Detention Houses manager to establish a bond with the organization personnel. The best cultural reflection of this situation is that it is important for the manager to display the required flexibility to the personnel in case of negative life events like a disease and death to the extent permitted by the regulations and individually stand by the personnel in tough times. Manager’s support in positive life events (like a wedding and success in an exam) will also strengthen the organizational belonging. We now ask you to evaluate your organization under the topic of Management and Leadership in My Organization.

Exercise 6
Management and Leadership in My Organization

Wage Level: Wage is among indicators of status acquired in social life. A low wage level will cause employees to look for different jobs. Similarly, employees need to feel justice between their work and their wages. At this point, it is required to provide satisfying personal rights and wages
to wardens. We now ask you to evaluate your organization under the topic of Wage Level in My Organization.

**Exercise 7**

Wage Level in My Organization

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**Surveillance**

Surveillance is related with management and leadership. Oppressive managers who prevent their subordinates from making decisions also prevent their subordinates from taking responsibility. This condition is observed when subordinates are in tendency to ignoring a crisis instead of taking responsibility. Subordinates generally consider the behaviors of managers responsible in such conditions. Even though actions are taken within the scope of certain procedures in case of crisis in Prisons and Detention Houses; sometimes it is required to take initiative. Whether wardens will take responsibility and take action in such conditions depends on surveillance quality of management. We now ask you to evaluate your organization under the topic of Surveillance in My Organization.

**Exercise 8**

Surveillance in My Organization

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**Organizational Culture:** Organizational culture contains structures like behaviors, beliefs, values and habits of an organization. In other words, it is the way an organization operates. Organizational commitment plays an important role in the development of organizational culture. Adopted organizational cultures also affect organizational commitment. “State decency”, which is used culturally in the Turkish government bureaucracy, is encountered as an important statement. Organizational culture may somehow be explained as a state decency in Prisons and Detention Houses, which are an extension of security and justice units. Government, on the other hand, is considered an important concept in the Turkish collective consciousness. Thus, it may be suggested that behavioral patterns that are developed within the scope of “state decency” in the management and operation of Prisons and Detention Houses will develop a sense of belonging in the personnel that wear uniforms. We now ask you to evaluate your organization under the topic of Organizational Culture in My Organization.

**Exercise 9**

Organizational Culture in My Organization

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Organizational Justice: Organizational justice is related with how employees perceive the applications and decisions of decision makers in organizations. It is a process where employees evaluate administrative decisions like distribution of tasks, wage level, authorization, distribution of rewards and obeying the shift. Organizational justice will affect not only the organizational commitment, but also the reliance in organization managers. For instance; when employees who do the same job, have similar backgrounds and talents earn different wages, this will develop a judgement in the employee with lower wage that the organization is not fair.

Consideration of variables like social environment and worldview instead of competence in terms of promotions will also cause the development of a belief that organizational justice is weak. This condition will negatively affect the organizational commitment of employees. Thus, it is required to prioritize the qualifications and skills of personnel in subjects like promotions and rewards. A system where factors like educational background, experience, success and record of wardens are taken into consideration for the sake of their promotion and proper operation of that system will support the sense of institutional justice. In addition to this, other wardens seeing their fellow workers who are promoted due to meeting certain criteria will be more devoted to their work with the help of indirect consolidation and motivation. We now ask you to evaluate your organization under the topic of Organizational Justice.

Exercise 10
Organizational Justice in My Organization

Organizational Rewards: According to behaviorism that is among important theories of psychology, individuals are born as a blank slate. The reactions they receive concerning their actions throughout their lives cause individuals to develop and learn certain behavioral patterns. In other words, the rewarded behaviors are learned and internalized in the course of time. This condition is expressed as consolidation. In addition to this, according to the social cognitive theory, there is usually no need to directly reward a behavior so that an individual will acquire it. When individuals see their friends being rewarded, they become indirectly consolidated and motivated for intended behaviors. Considering organizationally; rewards are given to employees who successfully fulfill the requirements of their work as an appreciation. Fair distribution of rewards is also an important factor. Distribution of rewards based on different variables instead of work performance will decrease the sense of justice and organizational commitment in employees. According to the regulation on Rewarding the Personnel Working in the Department of Corrections and Detention Houses dated 28/05/1981; “This reward might be given to those who do greater work than others, increase the production, performance and revenue at least 50% compared to the previous year and decrease the expenses by means of their personal efforts and enterprises based on superior and technical information, put their life in danger to prevent a general damage, disaster and danger or provide a general benefit, lose their organs during or due to a task, forewarn and prevent incidents like fire, sabotage, ravage and murder, catch fugitives and prevent breakout attempts, report those who dig a tunnel or drill a wall or try to escape from the building by any means on time, seize destructive, explosive and noxious tools like dynamites and bombs or inflammable materials like gunpowder, firearms and bullets, narcotic drugs, sharp objects and find such objects while checking the stuff brought into the Department of Corrections and Detention Houses with great effort, work, attention and sensitivity in accordance with a search technic in remarkable places and shapes”. Examining the regulation; two different subjects could be discussed. Firstly, there is a fair and righteous reward system in the regulation by dint of using tangible statements. Secondly, rewards require a great
effort. It is recommended to extend rewards being given in the reward mechanism under different
topics and make them more reachable. For instance, topic like project studies of personnel, their
participation in in-service training activities, organization’s image and introduction, contributions to
public relations could be added to the regulation.

Team Work

Teams unite around a common purpose by exceeding the strict and unnecessary limitations of
a hierarchical organization structure. Team work allows employees to make efficient plans, apprehend
innovations quickly, increase their motivation, develop a sense of sharing, work in a qualified
and efficient way and it consequently increases their job satisfaction and organizational commit-
ment. As long as common decisions are made in a team, the members will have higher levels of
organizational commitment.\textsuperscript{[12]}

If employees are active in the decision mechanism, it will be perceived as an indicator that the
management values them, which will increase organizational commitment. For instance, even in the
Turkish Armed Forces that is known as the most disciplined organization, opinions of even the lowly
enlisted personnel are taken in the plans that are made before the stage of operation in such a way
that it will not violate the dimension of confidentiality. Prisons and Detention Houses have a similar
hierarchical system. Originated from the Turkish Custom; this application of the Turkish Armed For-
ces is based on historical experience and accumulation of knowledge. The application has been used
in organizational structure studies in recent years. Team work will not only provide organizational
commitment, but also lead to making realistic decisions. Taking the opinions of a warden about a
decision on the responsibility area will not only include that warden in the team work, but also lead
to making more valid decisions by using her or his experiences. We now ask you to evaluate your
organization under the topic of Team Work in My Organization.

Exercise 12

Team Work in My Organization

Role Uncertainty and Conflict

Role uncertainty occurs when employees lack knowledge required for displaying the intended
performance in a task that they are given in the workplace. Role conflict, on the other hand, is
encountered when employees face opposing demands and expectations in the workplace.

Two components concerning the job stress of employees include role uncertainty and role conflict. Role uncertainty occurs when employees lack knowledge required for displaying the intended performance in a task that they are
given in the workplace. Role conflict, on the other hand, is encountered when employees face opposing demands and expectations in the workplace. When employees meet a demand in such a condition, they fail or have a difficulty in meeting at least one of the other demands. Role uncertainty emerges as a result of failing to properly informing the employees about the limitations of expectations about the role\textsuperscript{[13]}. Prisons and Detention Houses are among the rooted institutions of the Republic of Turkey. These structures have settled in-house dynamics and organizational culture. Responsibilities and job contents of organization employees are clearly propounded by regulations.
and laws. Thus, roles and tasks within the organization are shaped and propounded by a historical accumulation. Employees, on the other hand, will be exposed to sanctions unless they obey these regulations and laws. We now ask you to evaluate your organization under the topic of Role Uncertainty and Conflict in My Organization.

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<th>Exercise 13</th>
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<td>Role Uncertainty and Conflict in My Organization</td>
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**Non-Organizational Factors**

As well as personal and organizational factors; non-organizational factors also affect organizational commitment. We will embrace professionalism and opportunities of finding a new job, which are among non-organizational factors, under this topic.

**Professionalism**

Professionalism means accepting the value system of an occupation and identifying with the occupation. Professionals are defined as “individuals who establish their own rules and believe in their validity, have a social responsibility, act independently and generally unite under the roof of various formations in their areas”[11]. Individuals who professionalize in any occupation are committed to their occupational identity more in the course of time. Professionalized individuals are committed to their job. Professionalism is somehow related with experience and it gives confidence to employees. However, that confidence is related with the occupation where a person gets professionalized. Tendency to choosing different occupations is not usually encountered in professionals. For instance, thoughts like “what do I do after this age”, “I know this job very well, I can’t learn a new job after this age” will affect organizational commitment as they will decrease tendency to choosing different occupations.

**Opportunities of Finding a New Job**

Opportunities of finding a new job will decrease the tolerance of organization employees towards problems encountered in the organization. However, this is not a positive condition for the organization. Individuals with opportunities of finding a new job are qualitatively superior in general. Thus, it is required to allow employees who are especially rich in qualification, to use organizational opportunities more in order that they have organizational commitment.

**Economic Condition and Unemployment Rate of the Country**

According to the TUIK (Turkish Statistical Institute), the number of unemployed individuals aged 15 and older increased 668 thousand compared to the previous year and reached 3 million 872 thousand people in December, 2016 across Turkey. Unemployment rate also reached 12,7% with an increase of 1,9 points. In the same period; non-agricultural unemployment rate was estimated as 14,9% with an increase of 2,2 points. Unemployment rate reached 24% with an increase of 4,8 points in the young population (15-24 years of age) and 12,9% with an increase of 1,9 points in the age group of 15-64. On the other hand, there was no parallel increase in the employment rate. The number of people who were employed increased 221 thousand compared to the previous year and reached 26 million 669 thousand and the employment rate regressed to 45,1% with a decrease of 0,3 point in December, 2016. The data of 2016 are given in the following table.
As is seen, unemployment in our country gradually increases. However, employment does not increase at the same rate. This condition obstructs recently employed individuals to start a new job. High unemployment rate increases the organizational commitment of employed individuals.

CONCLUSION

Personality and identity are inseparable parts of the perception established by individuals in their occupation. As identity is a social mask, it is directly related with occupation. On the other hand, personality is the way individuals perceive themselves. In this context, the coherence between occupational identity and self-perception is an important indicator of job satisfaction. This condition is also effective for wardens. The coherence between your occupational identity and self-perception is important for your job satisfaction. At this point, you primarily need to question the coherence between your personality and occupational identity. Wardenship is an important part of the bureaucracies of security and justice in general. Security and justice are encountered as the most important factors that order the society. As is mentioned in organizational commitment; quality and importance of job should be evaluated within this scope. Additionally, attitudes of occupation members are considered an important factor in establishing the social perception of an occupation. You, wardens are primarily responsible for the establishment of the perception of “wardenship”. Because occupational identity is essentially a perception. This perception, on the other hand, is revealed by your communication with society. The attention you pay to occupational ethics will settle in social perception in the course of time. You should remember that the attitudes you display in your social relations and social environments represent not only yourself, but also other wardens. You represent not only your occupation in particular, but also the government. However, your efforts alone will be effective on settling the occupational identity to a certain extent. For that purpose, it is important especially for the Ministry of Justice to conduct studies on public relations, such as public service announcements.

In addition to all this, the development of occupational identity will also affect your organizational belonging. By this way, you will be happier and more productive in your organization. Nevertheless, not all the responsibility is yours at this point. As is mentioned in the organizational commitment; your organization also has certain responsibilities in this matter. It is required to fulfill factors like institutional justice, management and reward mechanism properly. However, you should
remember that the change will always start in you. Hope that you will have a successful and happy life with your occupation…

REVISION QUESTIONS

1. Which one of the following concepts is related with individual’s answer to the question, “What kind of person am I”?
   A) Life
   B) Occupation
   C) Personality
   D) Humor
   E) Fate

2. “……….. might be defined as an individual’s attitude towards the outer world.” Which one of the following completes the statement above?
   A) Identity
   B) Occupation
   C) Personality
   D) Humor
   E) Fate

3. Which one of the following is embraced among personal factors that affect organizational commitment?
   A) Management
   B) Wage Level
   C) Organizational Culture
   D) Psychological Agreement
   E) Organizational Justice

4. Which one of the following theorists emphasizes the importance of “personality” in occupational development?
   A) Holland
   B) Ginzberg
   C) Roe
   D) Adler
   E) Super

5. In this period, life begins to be questioned deeply. This questioning involves questions like “who am I” and “what do I contribute to life”. Unless the questions are answered positively, a stagnation will begin. Positive answers will bring along productivity. Individual enjoys her or his occupational or artistic achievements in this period. She or he wishes to have led a meaningful life and seeks tangible data in this matter. Which one of the following is the aforementioned life period?
   A) Initiative vs. guilt
   B) Industry vs. inferiority
   C) Identity vs. confusion
   D) Intimacy vs. isolation
   E) Generativity vs. stagnation

ANSWER KEY

1. c) Personality: An individual’s answer to the question, “what kind of person am I” reveals her or his personality. If you have given wrong answer to this question, please reread the chapter of “Personality”.

2. e) Generativity vs. stagnation: An individual in this period is in tendency to questioning the life. This questioning involves questions like “who am I” and “what do I contribute to life”. If you have given wrong answer to this question, please reread the chapter of “Personality Development”.

3. d) Psychological agreement: Psychological agreement is one of the personal factors that affects organizational commitment. If you have given wrong answer to this question, please reread the chapter of “Organizational Commitment”.

4. e) Super: Super is a theoretician who emphasizes the importance of personality in occupational development. If you have given wrong answer to this question, please reread the chapter of “Occupational and Personality Development”.
5. a) Identity: It resembles the masks an individual wears in social life. It expresses the social aspect of individuals. If you have given wrong answer to this question, please reread the chapter of “Identity”.

REFERENCES


RECOMMENDED RESOURCES

5. 3 idiots. Rajkumar Hirani.
6. https://www.analitist.com
LEARNING OUTCOMES

On reading this chapter you will;
- Explains what basic human values are.
- Defines the basic rights and liberties of the people involved.
- Explains the importance of the concept of value in human relations.
- Approaches the people involved with universal values.
- Evaluates how to help with the needs of the people involved (colleagues, prisoners/convicts etc.).
- Explains the effect on psychological health of paying close attention to the people involved.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

The greatest and bloodiest wars in history were made in the name of freedom. Freedom comes first among the indispensable values for humans. Still, it should be taken into consideration that there is a possibility that every free person has the potential to commit crime and that one day they might be a prisoner or a convict.

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There can be many ways that can cause people to get arrested or convicted. An economic problem, a family issue, an embarrassing crime and many more reasons that can be added. Detention or conviction however is a sanction or decision to restrict the freedom of man. But the fact that a person is a prisoner or convicted does not change the fact that he is a “human”. Even if he/she is imprisoned or convicted, the person he/she is a “human”, a precious being, and like any other person, he/she has the right to expect treatment based on fundamental values such as respect, tolerance and courtesy. Besides, there are national and international legal regulations for the rights of prisoners and convicts.

VALUES AND PROPERTIES AS A CONCEPT

Values take on the task of controlling and supervising an individual’s behavior, preventing actions that are not welcomed by society.

Values are ethical principles and rules that influence the individual’s thinking, decision making, choice and behavior. Values take on the task of controlling and supervising an individual’s behavior, preventing actions that are not welcomed by society. Through the values that an individual possesses, he/she makes his/her own internal control before external control systems such as law and norm. In other words the phrase “to put a police into everyone’s heart”, commonly used in everyday life, means the self-audit of the individuals through “values”.

It is hard to make a universal definition of value as an abstract concept. In spite of this, there are many definitions made about the concept of value. In some of these definitions, emphasis is placed on the social aspect of the concept of value, the individual aspect of some, and the economic aspect of others. Some of the definitions of the concept of value are:

Value; Principles, rules or standards that are desired or valued. Values are good and desirable things, motivate and direct human behaviors, and are criterias that affect decision making. Values are cognitive principles that guide and lead choices in human life. Value; Belief that a certain behavior or something is or can’t be preferrable.

The meaning of the concept of value and the principles it contains can vary according to societies, time, demographic characteristics. Thus, it is hard to make a value definition that covers all societies. Values are universal, but at the conceptual level, the meaning of each value can vary from society to society and culture to culture. For example, for someone living in Turkey, kissing the hand when meeting with the elderly family members is a behavior of “respect”, while “respect” for someone living in Germany may not lead to the same behavior.

As there are many different definitions in the descriptions made about the concept of value, there are also different theories and classifications about values. While some theories and classifications emphasize the individual aspects of values, some emphasize the social or economic aspects. The most accepted approaches and the value categories they defend in value classifications are shown in the table below.
<table>
<thead>
<tr>
<th>Table 1: Value Classifications</th>
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<tr>
<td><strong>Milton Rokeach</strong></td>
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<td>• Purpose values</td>
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<td>• Power</td>
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<td>• Hedonism</td>
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<td>• Introduction</td>
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<td>• Kindness</td>
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<td>• Compliance</td>
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**Human Values**

The basic feature that distinguishes the human as a biological being from the others is the ability to think. Basic personality traits like character, temperament and value are basic features that allow people to break down in their own asset group. These are qualities that elevate the person, bring them to their purpose of creation and ensure continuity.

Values are on of the most basic features that are exclusive to humans, make them human and distinguish them from other beings. Values enable people to respect self and fulfill oneself. There is a mutual interaction and relationship between values and people. Values sustain people and people sustain values.[13]

Human values are values that are accepted, agreed upon and valued by all. Such as love, respect, tolerance, kindness, helpfulness and responsibility. These values are important and common values for all societies.

Human values multiply the good aspects of life such as honesty, tolerance, goodness and mercy. All of these lead to a harmonious life: human values are life’s pillars.[14] Not only do human values increase the culture level and help the socializing of the society, they also determine the individual’s life orientation and personality traits.[9]

The importance of human values for the individual and society is that values act as a means of social control over individual and social life. Human values constitute the spirit and foundation of our...
communication, cooperation, sharing and other behaviors we have with many people and groups, such as family members and colleagues. A life built on values is more helpful for the individual and society and sections giving services by profession. Below are the human values “respect, tolerance, courtesy and benevolence” explained, which are thought as the most guiding principles in the work and behavior of the wardens.

**Respect**

Respect is described as “A special emotion that comes from giving high value to someone, a thought, an action or an achievement” [1]. Through respect, one understands that others have the same rights as himself/herself, and behaves honestly, kindly and thoughtfully with others. [14]. The value of respect is very important in social life and harmony. Relationship and communication built around respect is healthier and more permanent.

Wardens, should by showing respect to the physical and emotional traits, beliefs, legal rights and cultural characteristics of colleagues and prisoners/convicts build a communication and relationship around the value of “respect”. A communication built around respect will bring positive results for both sides.

For example Mr. Yiğit (an imaginary character), when communicating with the prisoners and convicts he serves, he takes into consideration that the religious choices, cultural characteristics, physical traits and emotional reactions are different from each other and treats them by respecting these differences. Prisoners and convicts who see this attitude of Mr. Yiğit take a more positive attitude towards and communicate easier with him.

**Tolerance**

Tolerance is described as “State of accepting everything with understanding, condoning as much as possible, allowance, toleration” [1]. Tolerance value has two dimensions; being tolerative towards oneself and being tolerative towards one’s environment. Tolerance value is linked to Love value. Because people are more tolerant and lenient towards someone they love.

Behaviors recommended around the value of tolerance are;

- Be tolerant to yourself,
- Accept your mistakes,
- Looking for solutions to mistakes,
- Accept the results when mistaken about something,
- Be tolerant to others,
- Accepting the different traits of other people (physical, cultural, etc.),
- Understanding the feelings of others (happy, sad, angry, etc.),
- Accept that everyone can make mistakes.

**Courtesy**

Courtesy is described as “To treat others with respect and grace, politeness, elegance” [1]. Courtesy is very important in everyday life because it is a necessary value in relationships and communication between people.
Some behaviors suggested around the value of courtesy are:
• Being polite when criticizing others or explaining your thoughts,
• Being polite when communicating with prisoners and convicts.
• Being polite when interacting with colleagues.
• Using words of kindness when talking.

**Benevolence**

Benevolence is described as “Providing the one in need without expecting anything in return, voluntarily with material or moral support”\[16\]

Behaviors suggested around benevolence are:
• Be sensitive to your environment,
• Realising when someone is in a state of need,
• Suggesting and helping people around you,
• Indicating the suggestion for help verbally or by body language,
• When in need of help asking the one’s around you,
• Behaviors that make you thank when helped.

**Relationship Between Value and Behavior**

Values are moral principles that can not be seen, but what makes them visible are behaviors. The demonstration of values or expression are done through behaviors. Values take on the task of controlling and supervising an individual’s behavior, preventing actions that are not welcomed by society. Through the values that an individual possesses, he/she makes his/her own internal control before external control systems such as law and norm.

Values tell us how we should behave and how to act and be in the ultimate sense by guiding our actions, our judgments, our immediate goals to higher objectives \[10\]. Values are the means by which individuals shape their behaviors that they possess and will acquire in the future, determine the standard of personal behavior and direct the person to ideal behavior. \[11\].

Values take on a very important role in ensuring the continuity and order of society. The values an individual possesses influence all his behaviors. Values serve like a social control mechanism in society. The individual puts forth his preferences and behaviors on the basis of the values he has. While values prevent the individual’s negative behaviors, they also encourage the individual with good and right behaviors. The relationship between value and behavior is schematized below.

![Figure 1. Relationship Between Value and Behaviour](image-url)
WARDENS SHOULD APPROACH AND ACT IN ACCORDANCE WITH HUMAN VALUES SUCH AS HUMAN DIGNITY, JUSTICE, EQUALITY, TOLERANCE, LOVE, RESPECT, BENEVOLENCE, RESPONSIBILITY AND COURTESY BOTH AGAINST THE PRISONERS AND THE CONVICTS OR AGAINST THE EMPLOYEES OF THE PRISON.

CARE AND SENSIBILITY IN APPROACHING THE PRISONER AND CONVICTS

All members of a profession have a number of responsibilities against the mass they serve. Just as teachers have responsibilities to their students and doctors to their patients. Wardens also have responsibilities to the people they serve and must act in accordance with these responsibilities when serving. The services provided for prisoners and convicts are no less valuable or simpler than other public services. In the end “human” is in the center of all public services and some universal rights that all humans have. The attitude and approach taken against prisoners and convicts should be in accordance with universal values such as human dignity, justice, equality, respect, tolerance and necessary care and sensibility should be shown.

Being a prisoner or convict brings, to the individual, many hardships with it. Labeling, exclusion, loneliness, change of life standards and it getting difficult are only a few of them. Thus a prisoner or convict brought to prison comes here having lost many privileges he had in his previous life. The necessary care and sensibility the guardians and wardens show to their jobs ensures that the produced public service is more qualified and prisoners and convicts have an easier time adapting to this new environment.

Care, which is a very important concept in the relationships between people, is described as this in the Turkish Language Institution’s dictionary; “Striving to make something as good as possible, painstaking, carefulness, accuracy” The notion of sensibility is described as “Susceptibility” in the same dictionary [1]. It is expected that all profession groups will take into account the concepts of care and sensibility while producing services and establish their relationships on the basis of these concepts.

The penalties for criminal acts committed by people are given by the government, laws and legislations. Therefore, negative attitude or behavior against a person who has been sentenced to prison means that the person is punished for a second time.

The fact that a person is imprisoned or convicted does not remove the fact that he is a human being, and like any free person, prisoners and convicts are also people who should be treated/approached with care and sensibility. The penalties for criminal acts committed by people are given by the government, laws and legislations. Therefore, negative attitude or behavior against a person who has been sentenced to prison means that the person is punished for a second time.

Prisons are often found in the media because of the lack of care and sensibility to prisoners and convicts in many parts of the world, or due to some wrong practices. One of the main reasons
for this is, the prison officials not showing the necessary care and sensibility when communicating or serving the prisoners and convicts. This is an important issue for many countries. As a consequence, countries can face sanctions by international institutions such as the European Court of Human Rights. Some news examples about this are shared below.

The Problems pointed out have to do with “excessive use of force and abuse of detainees and prisoners by the police and prison guards, unhealthy conditions, overcrowding in prisons and violence against women and children,” the report says

The US State Department’s annual report on human rights, released on Friday, says that there is excessive use of force in Portuguese prisons and that they are overcrowded and offer unhealthy conditions.

“The biggest human rights problems [in Portugal] include excessive use of force and abuse of detainees and prisoners by police and prison guards, unhealthy conditions and overcrowding in prisons and violence against women and children,” the report summarizes.

The document indicates, for example, that in 2015 were made 717 complaints about mistreatment and abuse by police and prison guards and that in the same year prisons were operating at 110 per cent of their capacity.

The report concludes, however, that “the government investigated accused and punished the responsible for human rights abuses.”


The conditions of the prisons, leave, sometimes, to a wrong conduct of the prison guards. This wrong conduct goes, sometimes, against Human rights and values.

ASSESSMENT

• What is your opinion related to this behavior? Thanking in account the legal rights and the existing human values of prisoners and convicts?

Imprisonment is a punishment method that separates prison life from the outer life with a sharp line, keeping prisoners and convicts away from their families and social life during their sentence, leaving deep, social, economic and psychological traces. Prisons are institutions where prisoners and convicts are sometimes exposed to inhuman treatment [2]. As seen in the above example, as a result of careless and adverse human rights applications our country suffers material punishments and sanctions, by also shown in the foreign press as a country where prisoners constantly get tortured and ill-treated. By assuring that the prison staff are more sensitive when doing their jobs and showing the necessary care and sensibility will be an important step towards ensuring that these negative news and financial penalties are eliminated.
In a case filed against our country in the European Court of Human Rights, a homosexual prisoner is held in cell detention for a total period of 8 months after complaining about the intimidating and offensive behavior of other prisoners. The Court considers that the applicant’s sentencing conditions lead to the feeling that he or she has been subjected to mental and physical distress and human dignity and that this constitutes to “inhuman or degrading treatment” and violates Article 3. The Court further found out that the application of the cell transfer did not aim to protect the applicant, and that the applicant was referred to this practice because of his sexual orientation.[5]

As stated in the above news, the approach and attitude displayed against prisoners and convicts, as it is clear from the statement of “inhuman or degrading treatment” in the decision of the European Court of Human Rights, must first be in accordance with human dignity. Imprisonment and conviction is not a state that restricts from being human and human rights. Therefore, the “care and sensibility” principle should not be compromised when producing services.

Prisoners and convicts still get to keep all their human rights outside the rights they lost by giving up their freedom. The fact that they are human is more important and sacred than the fact that they are sentenced. In the state of disregarding or ignoring this fact, problems against human rights and international legislation arise now and again. Below is an example to show the importance of this.[3]

In 1994, Christopher Edwards, who was diagnosed with schizophrenia, was arrested on charges of molesting women and taken to prison, being put to the same cell as a young man who had been involved in acts of violence and assault. On the night of November 29th, at around 1:00 am, the prison staff found Christopher Edwards dead in his cell. It was understood that he had been murdered by being pressed on and kicked by the other prisoner, and the prisoner in question was found guilty of murder. Thereupon Christopher Edwards’ family filed a lawsuit in the European Court of Human Rights. In its decision, the Court found neglect in Christopher Edwards’ death and indicated that his right to life was violated.[5]

The fact that prisons are institutions that reform rather than punish should not be forgotten. Violence, insult, ill-treatment, abuse, torture, etc. are negative acts that worsen the psychological state in which prisoners and convicts are in and should be avoided.

Prisoners and convicts in prison can from time to time exhibit behaviors that show aggression and violence or a breach in rules. This is often related to the psychological state they are in. Therefore, destructive and violent reactions in such cases should be avoided. The fact that prisons are institutions that reform rather than punish should not be forgotten. Violence, insult, ill-treatment, abuse, torture, etc. are negative acts that worsen the psychological state in which prisoners and convicts are in and should be avoided. Below is an example to this.
The European Court of Human Rights came to the conclusion that the conditions in which a prisoner was detained for two months in a prison in Greece, were violative to Article 3 of the European Convention on Human Rights, which prohibits inhuman and degrading treatment. The case was opened by Donald Peers, who was detained in Korydallos Prison in Greece after his arrest in 1994. The court considered that the prisoner spent most of his day in a hot, unventilated, windowless cell, almost never leaving his bed due to the conditions. In addition, Mr. Peers had to use the toilet in front of another prisoner and be present when his cellmate was using it. The court ruled that these conditions had harmed Mr Peers’ respect and led him to be scarred and perhaps filled with a strong sense of pain and inferiority that would break his physical and mental resistance.[3]

As a result, along with being prisoners or convicts, the common and most important characteristics of the jailed is them being “human”. Therefore, the relationship or communication established with the prisoners and the convicts should be established on the basis of care and sensibility, and the prison staff should produce services keeping these concepts in mind.

Care and sensibility should be taken into account not only with prisoners and convicts, but also in relationships with colleagues at work and other people in society. Wardens have a number of responsibilities to the prisoners and convicts, as well as to their colleagues. Respecting the differences of people in the working environment, being careful to fulfill the duties and being sensitive when communicating will increase job satisfaction and the quality of the work produced. Therefore, when the service provided in penal institutions is carried out on the basis of care and sensibility, this will ensure that all individuals (employees / prisoners and convicts) within the institution and institution as a whole are positively affected.

LEGAL RIGHTS OF PRISONERS AND CONVICTS

The prisoners and convicts have several rights set and guaranteed by law[15]. In this respect, union in practice is aimed and prisoners and convicts are to be treated equally and fairly with the same standards. In this section, various rights of the prisoners and convicts are approached in articles and some example applications to these rights are presented.

- Reward
- Right to See the Lawyer and Notary
- Participation in Culture and Art Activities
- Freedom of Expression
- Use of Library
- Benefit from Periodical or Non-Periodical Publications
- Lodging and Sheltering of the Convict
- Clothing of the Convict
- Lodging of the Children in Need of Care of the Convict
- Convicts Right to Use the Phone
- Convicts Right to Use the Radio, Television Broadcasts and Internet
- Convicts Right to Receive and Send Letters, Fax and Telegrams
- Convicts Right to Receive Gifts Send from Outside
• Freedom of Religion and Conscience
• Convicts Examination and Treatment Requests
• Nutrition of the Convict
• Determining of Therapy Programs
• Education Programs
• Utilization from Schooling
• Examination and Treatment of the Convict
• Right to Refuse the Food and Drinks Given to the Convict
• Use of Gym, Libraries and Courses
• Help Finding a Job with the Convict
• States for Going Outside the Closed Prison
• Permissions
• Compassionate Leave
• Special Permission
• Job Searching Permission

In recent years, with the change in approach to jails and prisoners/convicts, there has been a significant improvement in the structure and service understanding of jails. Prisons have become centers where not only the liberty of the prisoners is limited, but also places where prisoners acquire professions, produce goods and services for various service branches, and perform social works. This is important both in terms of the psychological and social state of the convicts as well as in the way that prisons will also at the same time become places of reform. Because the prisoners acquire professions, gain profits and feel the negative effects of being in prison less with these practices. Presented below are some news about such practices and projects.

### Teaching Handcrafts through Courses

Batman Public Prosecutor’s Office, the Batman M Type Closed Prison Execution Agency Directorate and the Turkish Youth Council organized a project titled “You Are a Contribution to Prisoners and Prosecutors” by opening a handcrafts’ exhibition made by the prisoners in the Batman Park Shopping Center. Stating that they were planning for a long time for such a project, Chief Prosecutor expressed that they were trying to teach handcrafts and certain professions to the convicts with the courses they have organized.\(^{[17]}\)

### Bookworm Prisoners of Söke Closed Prison Were Rewarded

Convicts and prisoners who read the most books in three months in Söke Closed Prison were awarded. In the ceremony held with the participation of Söke Chief Public Prosecutor Gürmen İlhanoğlu, Public Prosecutor İrfan İrmak, Director of the Penal Institution Authority Gürsoy Bilaloğlu and staff, Söke Chief Public Prosecutor Gürmen İlhanoğlu said; “I would like you to know that education-training activities are important for the development of society, reading books is the most important source of education and knowledge, and that we will help as much as we can to encourage reading. Our goal is to give you the information you want to learn. The important thing in education is to be willing. In order to meet this demand, education in accordance with your interests and abilities will be given.”\(^{[18]}\)
Prisoners’ Handcraft Exhibition

Samsun Penal Institutions and Samsun Supervised Liberty Directorate organized the “Together to the Spring Days” exhibition. The handcrafted products made by the prisoners were put on display at the Cumhuriyet Square. At the opening of the ceremony Samsun Deputy Chief Public Prosector said “The change in our country, especially in the sense of criminal enforcement in recent years, has in a way transformed penitentiary institutions into educational institutions. Training, rehabilitation, sports activities, business-vocational courses and cultural activities are carried out in cooperation with the public institutions and NGOs within the period of completion of the sentence of the prisoners and convicts in prisons. With the activities carried out in prisons, the importance of reintegrating convicts and prisoners back to society is getting more and more important every day.”

Football Hall and Library Opened in Silivri Prison

The Governor of Istanbul made the opening of the football field and the newly created library in the Silivri Open Prison campus. The Governor said, ”When we look at what is done here today, it does not serve a great deal materially but it is important in what it means. It is also a very important activity in terms of changing a view. I care about this side of the business. I would like to thank everyone who contributed.” Bakirköy Chief Public Prosecutor Selami Hatipoğlu stated that with the people they hold and the way they operate prisons did not have a positive impact on people, adding “In recent years, parallel to the rapid change in our country, it has been observed that particularly open sections of penal institutions have been converted from a punishing into an educational place, and rather than punishing gives jobs.”

The protection and avail of the rights of prisoners and convicts is a legal obligation. When the exercise of these rights is restricted, prison staff and, as a whole, countries can face sanctions and penalties of international organizations. Therefore, the use of the rights of any prisoner and convict should not be prevented, but on the contrary the necessary care and sensitivity should be shown.

As can be seen in the examples given in this section, prisons can be transformed from institutions that restrict, delimit, or alienate to institutions that produce, reform and socialize. Thus, the heavy burden of being imprisoned and convicted is partially alleviated. In addition to having a job, prisoners and convicts earn an income and enjoy the happiness of producing. From these examples, many projects in different fields, manufacturing and social service activities can be carried out, so that good examples can be produced further.

CONCLUSION

The decision of detention and sentencing is a decision to restrict the freedom of the individual. This doesn’t change the fact that the individual is a “human”. Thus, prisoners or convicts have some basic rights like other people, and it is important that they are protected/used. Negative attitudes towards prisoners and convicts in prisons can be transformed into a secondary punishment for these people who were excluded from society, alienated or suffered severe trauma. Today, the prisons of today’s changing world are now functioning as a reform, rehabilitation and skill building center. Prisons have traditionally been transformed from centers of imprisonment to centers that give rise to knowledge and skills, produce and ameliorate.
The “values” we have are very influential on our choices and behaviors in our lives. “Values” are what keep us different, sensitive and useful. “Values” guide us in our relationships with other people, in our professions’ performance, in our roles in social life, and in many other activities. “Value” provides an opportunity for the individual to perform his or her own internal control mechanisms, i.e. self-supervision, before the external control mechanisms (law, norm, tradition, culture, etc.). For this reason, people who suffice in terms of “value” are more honest when performing their duties, behave more gently and sensitively when communicating with people. Having “values” makes the individual a better employee, a better parent, a better citizen and a better person.

There are some fundamental rights that individuals who are imprisoned and convicted have. These rights are ensured by national and international legal texts. Protecting the basic rights held by the prisoners and convicts is only possible with the care and sensitivity of the prison staff. Knowing the rights of prisoners and convicts allows the wardens to both perform their duties better and prevent them from encountering any legal sanctions. It is therefore important that both prison governing and prisoners and convicts are acted on in accordance with these fundamental rights and legal limits.

**REVISION QUESTIONS**

1. Described as ..... is trying to do something as good as you can. Which one below is for the blank?
   A) Caution
   B) Perfectionism
   C) Care
   D) Merit
   E) Discipline

2. Which one of the following is not something prisoners and convicts face?
   A) Labeling
   B) Ostracism
   C) Loneliness
   D) Change of life standards
   E) Malnourishment

3. Good and desirable things are the criteria that motivate and direct human behavior and affect decision-making processes. Which one of the below is described?
   A) Attitude
   B) Skill
   C) Behavior
   D) Value
   E) Personality

4. Values function like a social control tool in society. What property of value is explained in this statement?
   A) Regulation of Relationships between humans
   B) Bringing of prohibition and restrictions
   C) Ensuring discipline on society
   D) Increase of social skills
   E) Development of ones’ sense of self

5. Which of the following is not one of the fundamental rights prisoners and convicts have?
   A) Freedom of religion and conscience
   B) Right to travel
   C) Benefiting from education
   D) Use of Library
   E) Freedom of expression
ANSWER KEY

1. C) If you have given the wrong answer, re-examine the heading “care and sensibility”!
2. E) If you have given the wrong answer, re-examine the heading “care and sensibility”!
3. D) If you have given the wrong answer, re-examine the heading “value as a concept”!
4. A) If you have given the wrong answer, re-examine the heading “relationship between value and behavior”!
5. B) If you have given the wrong answer, re-examine the heading “legal rights of prisoners and convicts”!

REFERENCES


RECOMENDED RESOURCES

6. Yeşil Yol (Green Mile). The task of Paul Edgecomb (Tom Hanks), who is a guardian in a prison, is to take the death row prisoners from the cells on a one mile green path up to the death chamber where the electric chair is located. Edgecomb transported countless death row prisoners through this path over the years. But no one affected him as much as John Coffey (Michael Clarke Duncan). Coffey, who is pretty big person, has been sentenced to death for killing 2 little girls. Contrary to his eerie appearance, Coffey is very emotional and has complex inner world, with some supernatural powers. As Edgecomb gets closer to him, he will start to believe that miracles can happen in unexpected places.
7. Kelebek (Papillon) Papillon, convicted although innocent, and his friend banker Dega, whom he met on the convoy ship, were sent to French Guyana. This is a prison impossible to escape. Prisoners are working and trying to live under very bad conditions. Papillon begins to think about escaping from the first day. Papillon is a masterpiece dedicated to freedom. It’s taken from a real life story.
8. Guguk Kuşu (One Flew Over the Cuckoo’s Nest). It’s about the time where a prisoner (Jack Nicholson) got transferred to a mental hospital with fewer security measures by acting like a mentally ill patient. During this period, the prisoner is doing both escape plans and establishing a different dialogue with other patients in the mental hospital. He is also having major problems with the head nurse Mildred (Louise Fletcher), who thinks that he is being a bad example because he is acting his own way in the therapies and his fondness for freedom.
CAREER AND MANAGEMENT

Sema Polatçı

People are happy when they contribute to something that is bigger than themselves. — Cynthia Fisher

LEARNING OUTCOMES

On reading this chapter you will;

• You will learn about the concept of career,
• You will be able to explain the concepts of career planning and career development
• You will learn about the career stages and problems and you will be able to analyze your problem and find solutions
• You will learn about features of a good career goal and you will be able to set your own career goal
• You will be able to create a personal vision
• You will be able to contribute to your personal development through lifelong learning and innovative ideas

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

Career management is an important process both from the individual and organizational perspectives. There are two different types of career management to examine. The first type is called...
“individual career management” which individuals can set and manage their own career goals. The second type is called “organizational career management” which managers set career goals for the employees and plan their career paths. This book focuses on individual career management.

In this chapter, the concept of career will be defined and the concept of individual career management will be explained. Under the title of individual career management, the subjects of career phases, career choices, factors that influence the career choices, possible problems we may face with during our careers, career patterns and sustainability have examined.

Afterwards, the subject of goal setting has examined as it is one of the most significant factors for success. In addition, features of a good career goal are defined, ways for setting a proper goal and creating an individual vision have explained.

Finally, the concept of lifelong learning that needs to be a philosophy of life has explained. The study also explains the opportunities for prison guards to make a contribution to their own lives and other people’s lives.

CONCEPT OF CAREER AND SCOPE

Before explaining how individual careers are managed, the term “career” should be defined and its scope should be clarified. Therefore, in the Career and Management chapter, the theoretical definitions of career have given.

We use the word “career” in our daily lives frequently, however, most of us have never thought about what it actually means. We can say that our careers start with the question of “what do you want to be when you grow up?”, then we choose our fields in high school and later our departments in the university. After the university graduation, we start to work, sometimes voluntarily sometimes compulsorily, and our careers shape in this direction for rest of our lives.

Career is a set of experiences which individual gain over the course of working life.

The concept of career cannot be limited with choice of profession or getting a job, yet it can be expressed as the way that an individual follows during his or her working life. Moreover, the concept of career is not just about work and work-related experiences of an individual but it is also about pre-professional preferences, spare time activities and the social roles that an individual has. Therefore, the concept of career can be defined as follows: Career is making a progress in a chosen profession and earning more money as a result of this progress, taking more responsibility, and earning respect and reputation by this means.[1] In other words, career is a set of experiences which individual gain over the course of working life.[2]

Career is not a concept that belongs only to a general manager or a governor; a hairdresser, a security guard or a welder also has a career. Therefore, the main point is to decide on the “right job” and endeavor to make this job better. Having a career is a long and narrow path and requires a constant improvement and progress. The quote below explains the situation in the best possible way.

INDIVIDUAL CAREER MANAGEMENT

Individual career management is a comprehensive and multi-step process. In general, it possible to argue that individual career management is a two-stage process. The first stage is called “career planning” and the second is “career development”.

"individual career management” which individuals can set and manage their own career goals. The second type is called “organizational career management” which managers set career goals for the employees and plan their career paths. This book focuses on individual career management.

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CASE STUDY

Career Management

The social transformations that Portuguese society has undergone over the years, have required a different justice system. This difference is justified by the need to adapt to crime and social conditions existing in each moment. In the Portuguese legal framework is highlighted and understood the importance of the role of Prison Guards, in fulfilling the function of the prison. However, the exercise of professional Prison Guard is admittedly very lonely. The performance of oversight the prisoner, as well as the establishment of relations with them, requires a skill set, whose opportunity to develop them, not always exist. The lack of strategies of formal training of these professionals, understood as moments of reflection and skills development on the “being” Prison Guard “forces” them to develop them informally, allowing them to manage their work.

In this investigation, I wanted to give space and time for understanding the experiences of these professionals, seeking to understand its role in building the identity of each one. Each Prison Guard has lived his career differently, so the representations and meanings that built to the same context have been manifestly different and even divergent.

Testimonies:

“These are principles and values that people have, that they should apply in the day-to-day life. It’s those things that are given to us, these values, so that we can preserve them, so that we practice them with the prisoners on a daily basis and these are things that remain and today, as I often say, this is learned in school. There are those basic notions that are learned in school and that all life will be part of our career, whatever the position or function we have, for these are principles that be always applied” (PG: 3).

“Because deep down it’s all a mixture, we cannot dissociate, I’m going to be in charge and I’m going to incarnate the guard and I cease to exist. There may be some who do this, but I find it odd. So, we have to be us, not us, without being us. We have to be the guard, but not being us, but at the same time we cannot stop being us, we always mix up a lot of our being in the character of the guard” (PG: 8).

“The prison guard profession, forced me to conditions with very specific characteristics, allowed me to shield my defenses a little more, but thanks to God I was able to preserve my sensibility as a human being” (GR: 2).


ASSESSMENT

• Do you consider that the individual perspectives can be an obstacle in the Prison Guard Career? Or in the other way around, an Add Value?

• Is the Long life training a strategy to fortify your skills as professional? Can they be an answer for your career and personal development?

• As the testimonies say, a Prison guard can’t leave their “me” outside, when go to work. What do you thing about this issue?
Career planning includes personal evaluation on individual’s knowledge and skills, setting a goal for business life by considering the environmental factors and making an effort to achieve this goal. Benefits of career planning can be listed as follow:[1]

- Provides better job opportunities
- Provides guidance
- Increase employee loyalty
- Contributes to personal development
- Provides motivation

Career development is the series of activities or the on-going/lifelong process of developing one’s career. Career development is a long process and essential for happiness and satisfaction in business life.

Career Stages

Human beings have phases in life and pass turning points which has different characteristics. From career planning perspective, there are five different stages.

**Career Exploration:** This stage starts with graduation from university and continues until getting the first job. In this period, knowing ourselves, positive or negative experiences and our role models have a crucial importance.

**Establishment:** This stage includes the search for work and our first job, settling down and being accepted by the colleagues. This stage usually covers the periods between the ages 20 and 35.

**Mid-Career:** In this phase, one is expected to have moved beyond apprenticeship to worker-status and turn into a professional from a student. This stage usually covers the period between ages 36 and 50 and it is the period that individual assume success, prestige and independence. In this period, the importance of security and physiological need decrease and the status of the individual is consolidated. In this stage, individuals demand greater responsibilities and independence in the workplace.

**Late career:** For those who continue to grow through the mid-career stage aims to maintain their current status. This stage covers the ages between 50 and 65. This is the period that the individual starts looking forward to retirement.

Retirement: This stage is marked by decelerating from employment, and individual’s expectations about work decrease and new roles with a view to retirement are searched. This period describes the period after the age 65. For some retirement period implies resting yet for others it gives rise to depression and desperation.

Career Choice

There are various factors that have an impact upon career decisions. The most prominent factors are specified below:[3]

1. Social Background: Social background is one of the most important factors that have an impact on the individual’s career choice. Many studies demonstrate that there is an association between parents’ professions and children’s imaginary jobs. There are even sayings among people as “Farmers children grow up to be farmers, officers children grow up to be officers.”

2. Personality Development: Another important factor affects career choice is the personal features. Researcher have put special emphasis on personal features and analyze them as it was expected that people made their career choices based on their personal features. Accordingly, Holland developed the theory of career choice which takes personality as a fundamental step towards career well-being and job satisfaction. According to the theory, personality types are not only determinants for career choice but also an important guide for creating harmony between the career choice and personality type.

3. Development of Values: While individuals develop some thoughts about the career they want to have, they also develop some values about the different possibilities that this career brings. In the development of these personal values, the behaviors of the family elders and the teachers and the effects of the society are important determinants.

Personality Theory of Career Choice

There has been a lot of research on the relationship between personality traits and career choice. Among the studies on the subject, the most common and realistic model was developed by Holland. Today Holland’s Personality Theory of Career Choice is being used to measure the likelihood of being successful in a vocational training or a job and the model gives more successful results than many other models of personality career relationship. You can find more information about the Holland’s Personality Theory of Career Choice in the “Professional Identity” chapter of this book.

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The most important factors affecting individual career choices are social background, personality development and the development of values.
As individuals have similar tendencies, there is a greater harmony between them. While adjoining tendencies are in full harmony (for example: realistic and social, artistic and conventional), opposite tendencies (realistic and social, artistic and traditional) are incompatible. In addition, according to this theory, career achievements of the individuals depend on the harmony between their personalities and career choices.\[5\]

You can also determine your personality type by completing the questionnaire in Appendix 1.

**Career Problems**

People confront with many problems during their working life. Some of these problems stem from the individual’s career-related issues. Some major career issues are listed below:

- Gender related problems (gender discrimination)
- Dual career partners (working husband and wife)
- Moonlight problem (working in two different jobs)
- Double career (having more than one professions)
- Early career problems (not knowing what to do and how to do it)
- Career flattening (not having a chance for promotion)
- Loss of ability and skills (non-adaptation)
- End of career issues (problems related to retirement)
- Falling out of favor (Losing a job or position)
- Dismissal (unemployment)
- Stress and burnout (problems related to personal life)
- Blocking (not fulfilling career expectations),

You may be experiencing some of these problems in your working life as many employees do. In this case, the most important thing is to know is that such problems are not insolvable and many
people experience something similar during their careers. It is possible to solve such kind of career related problems with determination and effort.

Career Choice Patterns and Sustainability

Career patterns are defined as work and career behaviors that an individual has shown throughout his/her working life\textsuperscript{[6]} Individuals take a different decision and implement them in their working lives as they do in every period of their lives. Decisions may differ from entering a job to working in the same job until retirement, changing a job, working in short-time jobs, or advancing in the job in a short period of time. As there is a continuous change of knowledge, skills and expectations throughout the working lives of individuals, the changes in their career choices are well received. In general, it is possible to explain the work behavior of individuals with four different career patterns:\textsuperscript{[7,8]}

**Stable Career Pattern:** It is the career pattern of those who get a job after graduating from university and perform the same profession for a lifetime. These people may change their workplace yet continue to do the same job. This type includes careers include civil engineer, x-ray technician, prison guard.

**Traditional Career Pattern:** This pattern points out to a structure in which the hierarchical steps that individuals can reach during their working life are predetermined. Traditional career pattern was a frequently used and accepted approach in the past, yet nowadays new approaches have emerged as there is a mentality change.

**Unlimited Career Pattern:** It refers to a career orientation that does not have the characteristics of an organizational career. In the unlimited career pattern, as a new career approach, the individual is not dependent on one organization in terms of career. In other words, he or she can change lot of jobs during working life.

**Versatile Career Pattern:** In this career path, individuals go from one work trial to another, and they do not work long enough to be committed to a job. Individuals with a lot of work experience cannot promote as they do not work enough to specialize in specific fields. Individuals who prefer this career pattern focus on happiness that defined as a symbol of success in psychological terms, instead of succeeding through money, promotion, and power.\textsuperscript{[9]}

*He who has done his best for his own time has lived for all times.*

F. Schiller

Another concept that is closely related to career patterns is “sustainability”. The perspective on the concept of sustainability in business life has changed from the past to present. In the past, the concept of “continuity” was dominating instead of the concept of sustainability which is being used today. In the past, “continuity in the same profession” or “continuity in the same institution” was the basis of business life. Both employers and employees attached high importance to maintaining continuity and employers had a negative
impression of those who changed a lot of jobs. On the other hand, individuals focused on developing a lifelong commitment to a workplace that they start their career.[7,10]

Nowadays, it can be observed that the level of continuity have decreased and accordingly the quitting rates have increased. Individuals are more courageous about changing their jobs for their self-interest. Changing a job would be very beneficial both for the individual and the organization as long as individuals are aware of their skills, personal features and aim to gain more experience for improving their career. On the other hand, it is challenging for individuals to maintain a stable career path in an organization unless they do not follow the rules and improve themselves. In this process, some of the employees are unable to adapt and shift to other professions or businesses, and only the strongest and the best ones are rapidly advancing towards professionalism by adopting the conditions.[7, 11]

In the following newspaper reports, unlike the traditional career patterns, examples of how prison guards are choosing different paths for their careers.

**IDRIS KOC PUBLISHED THE BOOK**

Idris Koç, who started his career in Muğla E-Type Closed Prison as a teacher shared his new book “Procedure Precede Principle” with the readers. This is a reference book that will guide our institutional relationships in the framework of etiquette, courtesy and protocol rules. Idris Koç had started his career in the Fethiye penitentiary institution as execution and protection officer on 26 June 2003. In 2006, he works as a teacher in Muğla Açık Penal Execution Institution.

Source: duyarakipi.com • 27 March 2017
PRISON GUARD WROTE A NOVEL

Yasin Duman, a 29-year-old prison guard in charge of Antalya L-Type Closed Prison, wrote a novel and published his book ‘And Then I Reborn’.

Yasin Duman – who works as a prison guard for 6 years – tells a story about a morgue officer who has schizophrenia from a psychological perspective. Duman says that in the beginning he was regarded as mentally ill and some psychiatrists considered him as an underground writer and some as a translator of a new life.

Duman mentioned that there is no connection between the prison he works and the book he wrote. However, he adds that there might be an impact of the psychological situation in the prison. Duman also said that the prisoners come from very different backgrounds and have very different stories that might be sad or funny and ironic, and the book might have been influenced by them. The writer says that he wanted to use his knowledge that he obtained through living, travelling and reading by writing a book.

Yasin Duman stated that there will be online shopping opportunities besides the bookstores. Duman added that “The books tells a story about a life that is fantasized. We tend to lie and hide things from each other. If you cannot express your feeling and thoughts through this book. I shared everything with the writer that I am ashamed of and I want them to face what they are ashamed of as well. In the book, I talk about a man who is unborn and schizophrenic. This man has neither a body nor a soul, and I am talking about the reality of such kind of a man. Duman added that the also designed the cover of his book.

Source: Hürriyet • Mustafa Kozak/Antalya • 5 March 2017

SETTING TARGET

Setting a goal is the first step to achieving success. However, this is not always something that should be written on a piece of paper. The goal should be written in our dreams, not on a piece of paper. Everyone knows famous actor Jim Carrey. He is very a successful and well-loved actor who has won many best actor and best actor for comedy awards for his successful performances. The actor, who has many box office record-breaking movies, is still 45 years old and has a great fortune. When he is asked about how to achieve this success, how he answers is really impressive. Setting a goal for his life and career is maker what makes him Jim Carrey today.

CASE STUDY

JIM CARREY and HIS TARGET

Actor Jim Carrey wrote a note and hide it in his pocket until the day he would never need it again.

It was written in the note: EARN ONE MILLION DOLLARS.

Goal setting will enable you to have a long-term perspective, as well as the motivation you need to reach your goal. It will generate additional benefits by helping you to determine how you should use your resources and spend your time.
The person who makes a success of living is the one who sees his goal steadily and aims for it unswervingly.

Demille

Goal setting is crucial for achieving the future we dream of. However, from the outset, the targets must have certain characteristics so that they can provide us complete and clear direction. The characteristics of a good goal can be described and listed as follows.

Features of a good target:

**It should be clear:** You should know exactly what you want. Your goal should be detailed and understandable as possible just a good writer's description or a good painter's drawing with every detail of a small shovel or a shadow of a stone in a landscape. You should identify what you want to do, where you want to do, and with whom you want to do it.

**It should be measurable:** You cannot manage what you cannot measure. In order to understand if you can reach your target, even the simplest target must have measurable criteria. “I will make time for myself” or “I will live healthier” are not measurable targets. Instead of setting targets like this, there should be more simple and measurable goals such as “I will take a rest for an hour every day and watch a movie” or “I will walk 2 kilometers a day”. Therefore, when the target you set is measurable, this criterion is the evidence of success that you have attained.

**It should be achievable:** What do you have to do to reach your goal, are you able to achieve these goals with the existing opportunities? If it is a successful goal, you can achieve it if you want. If your goal is to be a good vocal artist and you do not have the innate talent for it, the time, money and energy you will spend to achieve this aim would not satisfy you.

**It should be realistic:** The difference between the goal and the imagination is that the goal has a background and achievable. You should set realistic goals so that when you achieve these goals you can enjoy the success you attained.

**There should be a time constraint:** If your goal does not have a time limit, it will take longer for you to make an effort to reach your target and it will not be easy to motivate yourself to take an action. Goals such as “losing 6 pounds in 3 months”, “reading one book in each week” and “planting a tree every year” will keep your attention alive and the time limit will motivate you.

Therefore we should set targets which are clear, measurable, achievable, realistic and time limited.

You can use the study form below as a guideline to set good targets.[15]
## GOAL SETTING AND PLANNING FORM

Identify your goal and write it in the space below.

<table>
<thead>
<tr>
<th>Your goal….</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it clear?</td>
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<tr>
<td>Is it measurable?</td>
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<td>Is it achievable?</td>
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<tr>
<td>Is it realistic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it time limited?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have given a negative response to any of the criteria listed above, review your goal and write your new target in capital letters in the space below.

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### Personal Vision

Vision is where enterprises and companies want to see themselves in the future. Every business has to have a vision in order to survive, to cope with the challenging competition, and to develop. Vision, which is a vital concept for businesses, can also be applied to individuals.

Acquire yourself a vision. Thanks to this vision, you will have a focus that will guide your whole life. Think of everything you will be proud of in your career if you can achieve and do not limit yourself when you do this. You cannot be an athlete at the age of 80, but there are other dreams and aims which you can achieve[^16].

Divide your vision into smaller targets, and consider these small targets as the milestones of life you want to live. However, when setting these goals, you should not overlook some of the characteristics that the goals should have (see the topic “Characteristics of a Good Target”).

What do you want to achieve when you are 70 years old? Where and how would you like to see yourself? You should be in a place and situation that you would not say “I wish I had done it or if I had lived like this”[^17]. For this purpose, we should determine our personal vision as soon as possible and draw in our minds the image that we want to achieve in the future. Because our personal vision enables us to visualize our tomorrow from now on. This visualization gives us our personal goals.

[^16]: [16]
[^17]: [17]
For a moment, think about your own funeral. All of your loved ones, your friends, your relatives have gathered to fulfil their final duties. Family members, friends, relatives will leave the cemetery after the burial process is completed. Then they will talk about you plaintively about what kind of a wife, what kind of a friend, what kind of employee, how kind of a son, what kind of father you were and they will consider how your passing will affect them.

What do you want them to say after you?
What kind of characteristic do you them to mention?
What achievements do you want them to talk about?
What kind of an impact do you want to have on your loved ones lives?

The Clichés in Our Minds

While setting our targets, we need to be free from the limitations which we created ourselves and created by our environment. These limits are the stereotypes in our minds. People often act according to the patterns that are in their minds instead of thinking through it as it is easier to think in that way is easier than reaching the results by evaluating the events and the individuals that they interact with. This situation gives rise to categorizing people by using the patterns and stereotypes instead of reaching a conclusion by thinking on it.

An advertising campaign was offered to a company that produces large monitors for Apple computers. There offer also includes a new name is also a new name for the company and for the monitor: Brain tattoo. The customer was fascinated. He liked the strategy, the creative aspect of the advertisement, the text and even the advertiser's shoes.

After the presentation of the advertisement, the advertiser thought that he had got the job and started to wait for good news. But the good news did not come. The job was taken by the rival advertising agency. At the end, the advertisers decided to call Apple and asked them why they chose another agency even though their presentation was admired. Apple answered:

“It was, it was the most strategic and most creative.”

“Then why we were not chosen for the project?”

“The only reason for our decision is that your company is owned by a lawyer. Lawyers cannot be creative.”

When we first meet a new person, we first ask them “What do you do for a living?” as a result of our stereotypes. The answer they give helps us to categorize that individual shape the conversation.

• An accountant? Strict.
• A lawyer? Arrogant.
Due to the stereotypes in our minds, we ignore the fact that each individual is unique.

**CASE STUDY**

A PHOTO AND OUR CLICHES

An experiment was conducted on Harvard students to answer the question, “Are the stereotypes in our brain which actually affects our perception towards individuals?”

In the experiment, students were divided into two groups. The first group was shown a picture of a “statistic professor” and the second group was shown a “psychology professor”. The students in the first group, who comment on the picture of the statistic professor indicated that they found the person in the picture as “cold, distant and tense”. On the other hand, the second group stated that they found the psychology professor “warm and interested in students”. However, both of the pictures belong to the same person.

As an inevitable fact, the clichés are in our minds as well as in the minds of other people. For a healthy and strong communication, the first obstacle that you need to overcome is the stereotypes that other people may have about us. “How can we manage the stereotypes of others’ that are about us,” or “How do you pack yourself against the stereotypes about you?”

Regardless of the purpose of the interaction with others, you should first ask yourselves the questions listed below:

“What do they know about me?”

“What kind of an impression they will gain through this information?”

“Does my appearance consolidate the stereotypes in their heads?”

If so, you need to pack yourselves in order to eliminate these stereotypes. There are different categories that people create in their minds and if you stimulate those categories, they instantly include you in a category as a result of their prejudices. Think about the images that come to your mind when you hear the words artist, doctor, model or painter. Now try to categorize the words below by creating an image:

- A painter in a suit,
- An engineer with tattoos
- A hostess in jeans.

As you may also realize, it is not very easy to categorize those in our minds as we need to change our perspectives.

So the professional stereotypes in our mind are closely related to our clothing style. We can change the way we dress so that we can destroy the clichés about ourselves. This case demonstrates that occupational stereotypes are closely related to our style and if we change our style we can also eliminate the stereotypes that people might have.
LIFELONG LEARNING

The concepts of education and learning have a fundamental importance for human life as continue throughout the life. Lifelong learning can be defined as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective”[19]. From this perspective, it is possible to argue that the learning process starts with birth and continues until death.

Today, change takes place much faster than in the past. For this reason, education has become much more important nowadays in order to adapt to the current change. The definition of education, which has evolved over time and has turned into a lifelong, continuous process from a time limited activity. In present-day conditions, individuals should gain skills that would teach them to learn how to learn.

The hopes of the educated are better than the wealth of the ignorant.

Demokritos

In 1972, the International Commission on the Development of Education published a report which regards lifelong learning as a process that lasts a lifetime, both in its duration and in its diversity. The report stated that education prepares people for a society that does not exist yet. 1972 UNESCO Commission suggestions are listed below:[20]

- The concept of education limited in time (to ‘school age’) and confined in space (‘to school buildings’) must be superseded.
- School education must be regarded as not the end but the fundamental component of total education activity, which includes both institutionalized and out of school education.
- Educational activities must be more flexible.
- Briefly, education must conceived of as an existential continuum as long as life.

Every situation, experience and condition that we go through during our lives should be regarded as a part of education and as a lesson. This understanding also applies to the education given in prisons. The education given in prisons has three main objectives[20]:

1. To increase the quality of life in the prison
2. To provide prisoners skills such as professional knowledge, perception, social attitudes, self-control and occupational skills to improve their post-prison life
3. To provide opportunities to maintain lifelong learning, improve employment conditions and to guide individuals to shape their future.

The first objective can be seen as a necessity for a quality life in a prison. The second objective requires a wide range of educational activities to enhance individual’s opportunities in life and to ensure social cohesion. And finally, the last objective includes information, skills and activities aimed at lifelong learning[20]. To achieve these objectives, there is a need for an effective and continues training and education process in prisons.
“Life is like riding a bicycle: you don’t fall off unless you stop pedaling.”

Claude Pepper

Lifelong learning has a great importance for prisoners and detainees in prisons. On the other hand, it also has a critical role for the prison guards who are in direct contact with prisoners and detainees in these institutions. For this reason, the concept of life-long learning includes social, cultural, psychological and moral education of individuals who continue their lives in prisons. Providing lifelong learning opportunities in prisons would prevent exclusion of prisoners from the society, raise the quality of their lives, and help them to acquire professional knowledge, skills, attitudes and self-control skills to improve their lives after their sentence. Acquiring a profession in the prison will increase employment opportunities, ensure that individuals have economic freedom and can live in harmony with the society when they complete their sentences. On the other hand, the ability to control their behaviors and increased self-esteem will prevent re-criminalization of prisoners.[20]. Prison guards have fundamental importance in order to achieve these objectives and to provide benefits both for prisoners and for society.

First of all, prison guards are required to achieve personal development through lifelong learning as they need to be happier, more peaceful and peaceful individuals to do their duty. To be beneficial to the society, individuals should be beneficial for themselves at first. The following article explains how prison guards can be useful to the society they live in and to the prisoners they interact with.

WHERE TO START?

When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.

But, it too, seemed immovable.

As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.

And now as I lie on my deathbed, I suddenly realize: If I had only changed myself first, then by example I would have changed my family.

From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed the world.

The above words are said to be written on the tomb of an Anglican Bishop in the crypts of Westminster Abbey in London, England.

Education has a function beyond preparing individuals for the future and for their profession that enable them to earn their lives. Our world opens wide horizons and increases the number of people that we can communicate. We can find more common grounds with people as long as we educate ourselves about different subjects. For this reason, we should never stop reading, listening and learning.[14]
The work you do is like a garden waiting to be planted. If you do your work in the garden carefully, you will earn a high profit, and if you do not pay attention, you will not get a product. There are such farmers that they earn a lot of income by working hard even on the unproductive soil. There are also farmers who cannot earn anything from their land even it is productive and at the end, they sell their lands. If you love your job and become friends with it, success will come naturally.[21]

## CASE STUDY

**WHAT TO DO?**

A young man asks an experienced consultant:

- In the last 10 years, I had twenty seven different jobs, what do you advise me to do now?

The answer is simple:

- Try to learn how to do your last job by flinging yourself into it.

---

**Innovativeness**

The small changes you will make in your life might help you to turn into a happier and more successful individual. Even trying to make changes will give you strength. No one can have the exact goals, life and circumstances that you have. However, you can always find people that you can see as a role model who had similar experiences in life. You may be inspired by people you know in person or know from the public who is from your country or from another country.

Do you want to climb the ladder and to rise in your business? Here are some important questions you should ask yourself:[16]

- Do you know anyone who has a similar experience and got a position similar to yours?
- Do you know this person well enough to ask about his/her experiences?
- Could you ask that person to mentor you?
- If this person is someone you do not know in person, is it possible to gather information about him or her and acquire the skills and training that he/she possesses?

What kind of resources will you need to realize your goal? Think of the person who is your role model. What kind of resources that person use achieve your ideal position? Are you able to reach these resources or do you already have them?

"Change is a door that can only be opened from the inside"

Neil

Indeed, it is important that we know which direction to follow. But more importantly, we need to know who we are, where we can be happy, and whether we have the power to walk on that path. By being aware of this, we can adapt ourselves to the changing circumstances change easily. Change is an important part of life and manifests itself nowadays more than before. Being flexible and ready for change enables you to control the situation. Therefore, instead of resisting change, set new goals for your life as soon as possible[16]. There are many people who feel uncomfortable with the idea of change breaking out of the routine is risky. Therefore we insist on what we used to. There is a saying that explains the situation: “Longest way round is the nearest way home”.

The routes we know bring the routines and the routines bring stability and monotony. After a while, we lose the awareness and we do the work automatically just as riding a bike or knitting. This situation prevents us to work harder and to get very excited when we achieve something important related to our jobs. In short, we are robotized. But when we are in search of change, and when we keep our minds alive, we can see that we work more enthusiastically and happily, and at the end, we can get better results.

For innovation and change our goals (as mentioned above) must be fully defined.

MOVIE SUGGESTION

THE GREEN MILE (1999)

The Green Mile is a 1999 American fantasy crime drama film written and directed by Frank Darabount and adapted from the 1996 Stephen King's novel, The Green Mile. The movie was nominated in the Academy Awards for the Best Picture, Best Actor in a Supporting Role, Best Writing, and Screenplay Based on a Material Previously Produced or Published.[24]

Tom Hanks who portrays a prison guard in the movie is loved by the audience with his strong and positive personality. He helps miracles to happen through his friendship with a prisoner who waits for his death sentence to be executed.

MOVIE SUGGESTION

ALICE IN WONDERLAND

Alice in Wonderland is a 2010 American fantasy adventure film directed by Tim Burton from a screenplay written by Linda Woolverton. The story is based on Lewis Carroll's Alice's Adventures in Wonderland and its sequel, Through the Looking-Glass and What Alice Found There, are two of the most famous nineteenth-century (1871) children's fantasy novels.[22]

There is a famous scene in the movie. When Alice fell down the rabbit hole, she sees two paths and can't decide which way to follow. Then she sees a rabbit and ask him where to go:

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Rabbit.

“I don’t much care where—” said Alice.

“Then it doesn’t matter which way you go,” said the Rabbit.
WAYS TO BE HAPPY IN LIFE[23]

Stress, work, love, marriage, materialism are making people more unhappy day by day. But there is a solution. Here there are some ways to be happy...

Time is changing ... In the context of globalization and increasing competition, everyone is trying to do something in their own way and to be happy. As times are changing, people try to change as well and try to fit their lives and working styles to the new system. Here are some suggestions to achieve happiness while struggling in this process:

Motivation is the key to success

The key to understanding one’s personal motivation is the activities, people, places and the environment that energize the individual. For example, team work and an invention are the keys to the motivation for a system analyst. However, that person feels that his patron and colleagues, or the environment, is resistant to changes, the analyst changes his career in every three or four years and feels more energetic and enthusiastic about each new job.

You must work hard for success

Creating a small difference requires preparation and hard work. A genius can be described as a talented person doing homework. Bill Gates set up a computer before achieving his success. Michael Jordan was a very hard-working athlete in high school before becoming a very famous basketball player. Both of these people are very wealthy, but they devote themselves to their jobs, and are still willing to work harder than ever and they never give up because of their failures. They knew that they could overcome the struggles by learning from them.

Passion is a factor in success, but passion alone is not enough. Dreams that are not taken seriously, frustrations, or a sense of failure in the way to achieve success even it is deserved are the obstacle to success. It is good to earn money without investing time or money for that, but as an expert says walking on the water is not learned in a day because there is a learning curve which can be described as a journey, and the lessons learned on this path are the main elements of achieving the price. Getting small prizes and little amounts of earnings every day will be more accurate than targeting big prizes. Small earnings bring big rewards in its wake.

Imagine and follow your dreams

Missions are the values or dreams of the way to perfection. When the facts that make the ones on the top different in the business life are investigated, it is possible to see that their success was all about going in the direction of their dreams and believing in them.

Appreciate yourself and your skills

“Multiple Intelligence” and research conducted on various intelligence has made it easier to understand the human potential. Linguistic (language), music, muscle, emotional, personal relationships, instinctual intelligence issues were examined versus traditional and analytical skills of society. When the individual is able to understand himself/herself and the talents he/she has broadens the potential career vision he/she has. For example, a musician who writes lyrics can improve his/her music career by playing an instrument. Another example; a good customer representative who likes to use a computer and have a talent for it may decide to receive education to be a software engineer to improve himself / herself and to find a better job. Most talented people do not use all their abilities, but they can make a major contribution to their career path when they decide to reveal them.
Manage yourself

There is no direct relationship between intelligence and success. You may not be very clever, but if you manage yourself well, you can be very successful; this process will also include developing a good relation between your feelings and behaviors. For example, a woman in her 50s worked hard to get an award designed for male engineers for the first time in the world.

Take measurable risks

For example, when you are cross the road, you look at both sides of the road so that cars do not hit you, or you do not eat or eat any food from anyone as there is a risk of poisoning, or we hear about families that try to protect their children from danger. All these rules teach us to be cautious in the case of danger. You have to be willing to take some risks to make a good career in this competitive world.

However, it is necessary to distinguish fantasy from real danger. The key to success is to know the concept of risk tolerance, and to be able to calculate potential losses by considering the worst case scenario. Not trying to take risks because of the risk of failure is also another kind of risk. Archimedes believed that there are two objects which are necessary to move the world and he said that “Give me a place to stand on, and I will move the Earth.”. In this case, where you stand is your personality and your support is a combination of your personality, your talents and interests. In other words, what is your support is a court, a laboratory, a classroom, a stage, or a where you want to take your step. These are the places where you can show your talent and leadership.

Değerlendirme Soruları

1. Think on what can you do to improve your life quality
2. Think on the questions and decide on which one is related to your situation

Source: Hürriyet • 27 November 2007

CONCLUSION

Most of the people spend a major part of their adult life at work. Since our childhood, our families, teachers, the exams and the books try to prepare us for a good job. The most productive years of our lives correspond to the period between the ages 20 and 50 which also includes the years that we spend for working. The concept of career, which defines the experiences of an individual related to work, have an impact on many aspects of our lives such as our status in the society, on our social and family life and on our children. Therefore the concept of career has a great importance in people’s lives.

As the concept of career is very important for individuals, its management also becomes more of an issue. Regardless of what kind of a job we do, a successful career management has a positive impact upon individuals’ lives and upon their psychology. Therefore in this chapter, the concept of career management has been examined in detail and the clues that might help the readers to take firm steps towards a successful career.

The subject of career management has been examined in the scope of daily life by focusing on prison guards by providing theoretical information and quotations. As every job, having a career as a prison guard has positive and negative aspects. The most important point is to regarding the
jobs not as an obligation to earn money but as a duty which we do by heart with the vision of helping ourselves and others. We will see that we can enjoy our jobs and the working life more if we focus on the positive aspects of it instead of the negative ones.

“If a man is called to be a street sweeper, he should sweep streets even as a Michelangelo painted, or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, ‘Here lived a great street sweeper who did his job well’.” Martin Luther King

REVISION QUESTIONS

1. Which of the following order of career stages have been given in the correct order?
   A) Career exploration, mid-career, establishment, late career, retirement
   B) Career exploration, mid-career, establishment, retirement, late career
   C) Establishment, career exploration, mid-career, late career, retirement
   D) Establishment, career exploration, mid-career, retirement, late career

2. Which of the following types listed below is not included in Holland’s Career Choice Theory?
   A) Honest
   B) Investigative
   C) Social
   D) Artistic
   E) Traditional

3. Which one of the following choices is not a feature of a good target?
   A) Clarity
   B) Measurability
   C) Approachability
   D) Be written
   E) Reality

4. Which of the following choices is the name of all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective?
   A) Career Management
   B) Setting a Target
   C) Developing a Vision
   D) Innovativeness
   E) Lifelong Learning

5. Which of the following is the name of person’s experience gained during work life?
   A) Duty
   B) Authority
   C) Talent
   D) Career
   E) Career Management

ANSWER KEY

1. The answer to the second question career exploration, establishment, mid-career, late career, retirement (option b). If you have answered incorrectly, review the Career Stages section.

2. The answer to the third question is the honest type (option a). If you have answered incorrectly, please review the Personality Theory of Career Choice section.
3. The answer to the fourth question is being written (option d). If you’ve answered incorrectly, please review the Setting the Target section.

4. The answer to the fifth question is lifelong learning (option e). If you have answered incorrectly, please review the Life Long Learning section.

5. The answer to the first question is career (option d). If you have answered incorrectly, please review the Career Concept and its Scope section.

REFERENCES

**RECOMMENDED RESOURCES**


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**APPENDIX 1: Personality Type with the Holland Code Survey**

Circle the number of all items below that are appealing to you:

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. Cooking</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Fixing cars</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Carpentry</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Planting and growing crops</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Fixing electrical appliances</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Working outside</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Working with machines, animals and appliances</td>
<td>5</td>
<td>4</td>
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<td>8. Using a chemistry set</td>
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<td>4</td>
<td>3</td>
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<td>9. Writing scientific articles and novels</td>
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<td>4</td>
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<td>10. Doing a research</td>
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<td>4</td>
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<td>11. Solving math problems</td>
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<td>4</td>
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<td>12. Working in a lab</td>
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<td>4</td>
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<td>13. Working on a Scientific Story</td>
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<td>14. Engaging in Intellectual and Analytic Activities</td>
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<td>4</td>
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<td>15. Performing (dancing, singing or art)</td>
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<td>16. Playing in a band</td>
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<td>17. Writing and reading novels and plays</td>
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<td>18. Designing clothes, jewelry or furniture</td>
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<td>19. Going to concerts or the theater</td>
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<td>23. Teaching</td>
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<td>Using office tools</td>
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</table>

**Evaluation of the Questionnaire**

In the table below, the numbers of each personality type are given separately. You need to sum up the points you have given in these numbers, and to divide them to the number of questions, to get your average score in that personality type (Example: 2. If you have marked 4th, 3rd, 5th, 3rd and 7th, 5 + 3 + 4 = 16 and your average score on the realistic type will be 16/4 = 4). If your average score is higher than the six-person type, your personality type is blurred.

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<tr>
<th>Personality Type</th>
<th>Total Score</th>
<th>Average Score</th>
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<td>Realistic</td>
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<td>/4=</td>
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<tr>
<td>Investigative</td>
<td>8,9,10,11,12,13,14,28</td>
<td>/8=</td>
</tr>
<tr>
<td>Artistic</td>
<td>16,17,18,19,20,21</td>
<td>/6=</td>
</tr>
<tr>
<td>Social</td>
<td>22,23,24,25,26,27</td>
<td>/6=</td>
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<tr>
<td>Enterprising</td>
<td>29,30,31,32,33,34,35</td>
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<tr>
<td>Traditional</td>
<td>36,37,38,39,40,41,42</td>
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LEARNING OUTCOMES

On reading this chapter, you will;

• Know concepts of task, task definition and sense of task,
• Be able to explain authority and responsibility concepts,
• Realize contribution of knowing your task, authority and responsibilities on work discipline,
• Know concepts of plan and planned working,
• Be able to explain contribution of planned working on labor productivity,
• Realize importance of planned working while performing your profession,
• Comprehend position of time among other scarce sources, and
• Realize how you can manage your time effectively in your daily life and profession in accordance with different approaches

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

Either public or private sector, each institution expects its employees to fulfill their tasks within a certain discipline. This expectation is termed as work discipline. Work discipline may be explained...
as fulfillment of tasks undertaken by a profession member in a planned manner and on time within sense of task, with knowledge of their authorities and responsibilities. Employees with work discipline perform undertaken tasks completely and on time, help their colleagues and serve as a model, seek for improving themselves, and consequently fulfill their works in a better way.

Subject of work discipline is important for each profession member. A doctor, teacher, hairdresser or cleaning employee should be stated to have work discipline due to their profession. As a profession employee, guardians are also expected to work with a similar approach within a certain discipline, because such a discipline will enable guardians to perform their works more effectively, and increase their satisfaction from their works as skilled employees. Thusly, work discipline may be stated as a concept having positive outcomes in terms of organization and employees thereof.

There are some questions to be answered at this point. One of these questions is what work discipline means in terms of guardians. Another important question is how such a work discipline may be earned by guardians. In this section, in order to answer these questions, sub-concepts believed to be important components of the concept of work discipline are handled. Around these concepts, a framework has been drawn regarding to what kind of work discipline should be adopted by guardians.

**SENSE OF TASK, AUTHORITY AND RESPONSIBILITY**

In order to have a good work discipline, one should firstly be aware of borders of his/her task area and know task definition within these borders. It is required that guardians should know borders of their authority in relation to task definition, and responsibilities in relation to their authority as well, and act accordingly.

**Sense of task**

Sense of task expresses both the whole work undertaken to be fulfilled, and work pieces to be fulfilled in order to perform said task. For example, it is a task for a teacher to run education activities and to lecture in class being within education activities. On consideration in terms of a guardian, provision of security for arrestees or prisoners during their transport from a place to another place within penal institution is a task as a whole, while enabling passage from various control points during this task may also be expressed as a task as well.

Sense of task states that an employee knows the meaning of the undertaken task, how to do the same, know the borders and similar subjects relating to his/her task, and act accordingly. Definition of work or task should be clarified in order that guardians can perform their tasks effectively within sense of task.

Task definition is defined as a written document exhibiting what the task is, its purpose, activities, authority and responsibilities, its relation with other tasks, working conditions and promotion conditions of employees. Definition of tasks for a work both provides information to an employee about basic standards and forms a support to avoid assignment of other tasks other than his/her task to an employee by another employee. From this aspect, task definition protects both institutions and employees. In various regulations explaining task definitions of employees, after ranking what an employee should generally do, “and performing other tasks assigned by his/her superior” phrase is added as the last item. This implementation is actually defunctionalize aforementioned positive
aspect of task definition in terms of employees. Thusly, task definitions are rendered to have a function in favor of institutions.

Definition of tasks for a work both provides information to an employee about basic standards and forms a support to avoid assignment of other tasks other than his/her task to an employee by another employee.

In our day, penal institutions are exposed to a rapid conversion in a number of areas, and maintain their improvements every day. However, absence of work and task definitions formed in relation to all services conducted in institutions such that employees in these institutions are enabled to keep up with these changes, and absence of application regulations relating thereto has been a subject of criticism until recently. In addition to present task definitions made so far, important steps have been taken regarding to making detailed task definitions for guardians with “Project of Improving Professional Competence of Prison Employees and Enhancing Their Social Developments” within the scope of this book, and detailed products have been revealed.

Task definitions is required in some professions (such as for work of an employee making quality control in a textile company), while it may not be as critically important as for works comprising full-range responsibilities. Works conducted by a guardian in the institution he/she works exhibit huge diversity. Tasks of a guardian are explained in Code Relating to Management of Prisoners and Execution of Punishment and Security Measures numbered 26131, published in Official Gazette in 2016. Accordingly, “A guardian is responsible for provision of security, order and discipline of the institution, follow-up and control of prisoners’ acts within the institution and keeping the institution clean and enabling acting of prisoners in compatible with internal regulations, and for fulfilling tasks assigned by manager and secondary manager or, in case of their absence, administrative officer and chief guardian”. In detail, these tasks may be ranked as follows:

- Searching arrestees and prisoners and securing valuable items,
- Keeping records of arrestees and prisoners,
- Leading arrestees and prisoners to their wards and locking ward doors,
- Checking wards regularly, supervising working arrestees,
- Observing and detecting whether doors, windows and garden doors are closed properly and whether there is any escaping attempts,
- Making required aids in supplying vital needs of arrestees and prisoners, taking them to infirmary, taking them to visits, preparing them for court, supplying canteen needs and making them meet managers,
- Taking inventory of arrestees and prisoners at least three times a day,
- Intervening in any trouble that may occur in prisons instantly, thusly preventing it to get bigger and enabling maintenance of tranquility,
- Performing partial and general search within the prison and preventing entrance of items prohibited to keep and enter,
- Taking full responsibility of a clerk in non-heavy penal centers (such as an accident prison), and taking full responsibility for conveyance and management as a whole in prisoners without administrative officer,
- Being responsible for cleaning of the prison.
On examination of tasks of a guardian ranked above, it is seen that tasks comprise a wide range of works from cleaning of prison or jail to security, execution and management. It is of benefit to note that it is hard to specialize in a profession incorporating such a range of task areas. On the other hand, it should not be forgotten that standards for each profession should be determined and task definitions should be made.

A proper task definition should include components such as task's name, its purpose, what it exactly means, how it is to be done, by whom it is to be done, what instruments should be used. For example, let's handle task of searching arrestees and prisoners. Searching may form name of the task. Purpose of this task may be of higher importance. Searching may serve for protection of both arrestee and prisoner himself/herself and other arrestees and prisoners and prison personnel as well. Guardians conducting this task may utilize some instruments such as X-ray devices and detectors. In a proper task definition, steps of performing this task should be explained. Moreover, special conditions to be careful about will increase quality in performing this task. Ethics of the task should not be disregarded as it is an application performed on individuals. Searching should not be performed such that it offends and insults the individual.

It is also of importance that task definitions prepared with consideration of these details are explained to employees, and employees are enabled to raise awareness and are persuaded about why said task is performed in that manner, because only an employee believing in benefit of performing a task properly in accordance with task definition can act with sense of task. For example, an arrestee or a prisoner subjected to an insulting application during searching may exhibit resistance or reaction to the application. Such a situation will cause redundant conflicts and time loss. However, an individual understanding that the application is a procedure and professionally planned process will provide contribution, let alone exhibiting resistance.

Importance of task definition varies depending on tasks to be performed. Some works does not accept any faults. For example, a cook may overpour salt for a meal. The result to be encountered here may be dissatisfaction from the meal, not consuming the same, and not selling the same in case it is a profit making company. However, overdose of a medication of a patient by a doctor cannot be accepted. The situation to arise in case an anesthesiologist cannot adjust the dose of a matter to be used for anaesthetizing a patient preparing for surgery may raise vital outcomes. Some works conducted by guardians do not accept faults such as the second example. A tiny, cutting, penetrating object's going unnoticed may cause heavy outcomes. Thus, it may be considered that very detailed and functionally prepared task definitions are far more important in particularly critically important units.

It may be stated that one of the components required for acting with sense of task is making right relation of undertaken task with the work conducted by institution as a whole. For example, let's handle tasks relating to supplying vital needs of arrestees and prisoners. One of purposes of penal institutions is that arrestees and prisoners are re-educated to become individuals to be able to live harmoniously with society. In such a re-education process, it is important that an individual feels that he/she is cared as a human being. It may be considered that an individual believing to be valued during supply of his/her vital needs will learn things about conforming to rights of other individuals. Thusly, it is a higher possibility for a guardian capable of making such a connection between his/her task and the whole work to act with sense of task.

Working with sense of task will also produce positive results in terms of psychological conditions of guardians. It may be expected that an employee who knows his/her task in detail and believes in its importance and performs the same within sense of task will be more contented with his/her profession and have satisfaction. Every person desires to work, produce and reveal something.
This desire is a basic human need. However, in order that a person feels that he/she produces, serves for a purpose, has a function in execution of an institution, his/her profession should mean something to him/her. One of the most important factors to raise this meaning within one’s mind is sense of task.

It may also be considered that guardians working with sense of task experience less stress. Guardians mostly work directly with arrestees and prisoners. Working conditions are heavy. Closed environment, disconnection from outer world, shift working and similar working conditions are inevitable to cause stress. In these heavy conditions, questioning meaning of the profession and being unaware of the task may make employee vulnerable to stress.

Another danger experienced by guardians is burnout. Threats of prisoners, events of violence, prisoner requests, attempts to deceive guardians in a number of ways, additionally problems experienced with other employees and managers and constantly being in a closed environment among high security measures are among problems most commonly complained by guardians. Moreover, more stress sources such as shift working, inability to utilize burnout law, length of work hours, personnel insufficiency, obligation to work in public holidays, low salary, notorious society image, situation of being judged legally in case of a negligence or fault, being responsible for individuals who do not conform to 24 hours society norms and are prone to resorting to psychological and physical violence, etc. may cause guardians to experience burnout syndrome and cause their family lives to be affected negatively as well.[6] Possession of sense of task by employees may prevent burnout based on stress and intense stress to be experienced under all these heavy working conditions.

Acting with sense of task may function to foresee and prevent problems that may arise. This situation may be exemplified with the following report.[7]

**PRISONER SETS FIRE IN PENAL INSTITUTION!**

Prisoner K.B. in Penal Institution was allegedly set fire in his single room when antidepressant he requested was not given. Fire was extinguished without expanding, and injured prisoner and a guardian affected by smoke were hospitalized.

K.B. convicted of “intentional homicide” in prison in Çilimli District was allegedly ignited sheets in the single room he stayed around 01:00 am when antidepressant he wanted from prison doctor was not given. Fire was intervened with fire extinguishers by prison employees, while fire department was notified. With intervention of teams of Çilimli District Fire Authority, fire was extinguished without expanding. Prisoner K.B. with burns on his skin and a guardian affected by some during intervention were hospitalized to Düzce Atatürk Public Hospital. Physical conditions of the prisoner and the guardian were reported to be fine.

Source: Milliyet / 16 February 2017, Tezcan SOLMAZ / DÜZCE, (DHA)

Working with sense of task will also produce positive results in terms of psychological conditions of guardians. It may be expected that an employee who knows his/her task in detail and believes in its importance and performs the same within sense of task will be more contented with his/her profession and have satisfaction.
For example, in this event of the report, could guardian take a preventive measure before it happened? Possibly, abnormal behaviors, status and attitudes of the prisoner drew some attention. Ability to receive such a combustible material into the prison by the prisoner may be regarded as a neglect of duty. In addition, a thought regarding to worsening status of the prisoner and possibility of hurting himself and someone else could be noticed by effectively observing guardians. Maybe, a worry to make such an observation which can be suggested to be beyond defined task area can only be felt by a guardian having sense of task.

Consequently, it may be said that guardians who know what his/her task is, what it means, how it is done, with which equipment it is done and how this equipment is used, for how long should the task be done, the relationship between performed task and operation of the institution and who believe in importance of the task performed act within sense of task. This awareness will contribute both to the guardian and to the institution.

A case study was given below for the purpose of objectifying the subject of sense of task in terms of a guardian. As known, one task of guardians is to maintain freedom limitations of arrestees and prisoners, while it is at the same time to encourage and protect their rights and responsibilities. The following case study was fictionalized around this subject.

CASE STUDY

Chief Officer Ali Rıza

Ali Rıza was a guardian who was his late fourties, a bit taller than normal, thin but had a tight body and a hard character. When I met Ali Rıza from Sivas, I was only twenty four years old. I just came into Office. I knew that I had a lot to learn from him and other colleagues, and I especially observed Ali Rıza. Ali Rıza was very hard, uncompromising and ruthless against prisoners. He always said that prisoners were burdens for state and community, and that we should make life hard for them as long as they stayed here for their reeducation.

He separated me from other officers. He thought I was open to learning. Sometimes he called for me and said, “Look!”, “Do you see the one over there? This is the fourth time he is in prison. They do not learn, they understand of another language, I know what they want…” I used to listen, and think of what I could learn from my supervisor, and used to give him understanding looks and nod my head up and down.

The one ending this relationship was Ali Rıza again. He was a supervisor assigned in in-service trainings that we attended. What he said was completely different from Ali Rıza. He was talking about Human Rights, contemporary punishment applications formed after hundreds of years of experiences. Most importantly, he was saying that we could be samples for prisoners for becoming individuals fitting into social life with our behaviors towards prisoners, which I had never thought before.

ASSESSMENT

• Do you sometimes think like Ali Rıza? Explain.
• Do you think that Ali Rıza is a guardian acting with sense of task? Why?
• Do you have a memory of awareness about your task like the young guardian in the case study? Share.
• How would personal life and professional life of the young guardian in the study be changed if he did not known Ali Rıza in the in-service training? Discuss.
Undoubtedly, being a guardian is a profession performed under very hard conditions and a number of guardians sometimes think like Ali Rıza in the case study fictionalized by the author. However, it should be stated that this thought conflicts with sense of task. Here is an example from Portugal describing the current tasks of prison guards.

**CURRENT NEWS**

The Director General of Prison Services has called on the 400 new guards, who began a nine-month training course, on the need to use “brain not muscle” in their future relationship with inmates.

We have to use the brain, not the muscle,” said Celso Manata at the opening ceremony of the 400-plus new prison guards (320 men and 80 women), which was chaired by the Assistant Secretary of State and Justice Helena Mesquita Ribeiro.

Celso Manata revealed that during the course the new guards will receive “knowledge and skills” that will enable them to better deal with inmates, learning psychology and other methods of avoiding conflict.

The nine-month course, four of which in real working context in various prisons, combines lessons in the execution of sentences, human rights, security, prison behavior, social reintegration and health, among others.

“For a long time, the prison guard function is not just about opening and closing doors and about security and vigilance,” Celso Manata said, noting that “in the past, problems were solved by the muscle,” but “now it’s the brain.”

The director of the Prison Services stressed that it does not intend to conceal situations in which it is “necessary to use force and coercive means to impose order and discipline, but recalled that “security must be guaranteed by the civic example” of the prison guards themselves”.


**ASSESSMENT**

- What is your opinion related to the Portuguese Director of the Prison Services statements?
- The work of the prison guards is not just “open and closing doors”. What skills do you consider more important, to develop your tasks with sense of Discipline.
- Discuss about the general contents of the Portuguese course, taking in account that this profession need to have an individual plan and management of the work, beside the orientations of the superiors.

**Authority**

In all organizations, employees should know their authorities to have a good work discipline, because thusly people know borders about what they can do and what they cannot do. Situation of an employee who does not know his authority may be resembled to a user who does not know features of a technological instrument. The instrument may not be used as a number of features are not known, or a person to use the instrument may risk himself/herself or the instrument. Similarly, an
employee who does not know his/her authorities may not be aware of tasks that he/she is entitled to do or not to do, or may act beyond legislation by performing or making someone perform something, although it is not his/her right.

Concept of authority may be expressed as a right to order or force to obedience. Authority, with the briefest expression, may be defined as doing or making someone do a task. Authority is given to a person legally or with documents. Authority owner may use his/her authority as desired within legal borders. The subject of the source of authority, in other words where an individual takes the right to make someone do something from is based on different sources in management literature, however source of authority in bureaucratic organizations is mainly legal regulations. The request for making someone do a task is expressed in laws, codes, regulations, instructions, notifications and similar legal texts in the related field. Penal institutions are also bureaucratic organizations, and source of authority in these organizations is mainly legal texts.

Now that main source of authority is explained as legal regulations, it may be stated that a guardian should know about the related legislation in order that he/she can comprehend authorities of a guardian. This legislation may be directly related to tasks of guardians, and may be a legislation indirectly related to them. A guardian knowing legislation relating to his/her own task is not expected to have confusion about authorities of a guardian.

On the other hand, all conditions and all sample situations required for ideally fulfilling a task may not be incorporated into the related legislation. In many circumstances, legislation and authorities of an employee should be interpreted. In such circumstances, employees may require to take initiative. Taking initiative may be pleased and rewarded by management in case of results in favor of the institution. However, a negative outcome may commonly return to the employee negatively. For example, let’s handle example of hero chief guardian saving 6 children prisoners in a fire in E Type Closed Penal Institution by endangering himself. As known, hero chief guardian rapidly evacuated children locking themselves into the bathroom in a ward under intense smoke by endangering his life. Details of the incident were expressed in the newspaper as follows.
‘RIOT’ FIRE IN CHILD WARD!

Fire broke out in child ward of E Type Open and Closed Penal Institution.

Allegedly, a number of prisoner and arrestee children who want to change their ward set fire by piling beds behind the door and sheltered into the bathroom in order to draw attention of the prison management.

3 People With Severe Medical Condition

Shift supervisor Penal Institution Chief Guardian noticing blow-out and intense smoke due to fire went to the ward of the children. Hardly entering into the ward with piled beds behind the door, Chief Guardian saved and evacuated children who locked themselves into the bathroom with other prison employees. In the fire, 6 child prisoner and 5 guardians including Chief Guardian were poisoned by smoke. After first intervention of health officers in the prison, conditions of 3 prisoner children out of hospitalized 11 people were reported to be severe.

Source: Milliyet • 20 January 2017, ADANA, (DHA)

It is hard to find information about exactly what to do in such circumstances and borders of what can be done within instruction. An instruction would never give responsibility for risking one’s own life or authority to risk others’ lives. However, as in this example, in situations where an employee takes initiative and which results positively, discussions on conformity to instruction authority area and responsibility are not raised. However, it should not be forgotten that negatively resulted initiative-taking interventions may be welcomed differently.

In some works, employees are encouraged to interpret their authorities and take initiatives, in some other works it is harshly recommended that regulations relating to task should be strictly obeyed, let alone exceeding authority. For example, tasks of management require interpretation of authorities. Because managers are in decision-making position and it is hard for someone who has to make decisions all the time to be within pre-determined written borders. As an example to the second situation, situation of a personnel working in ÖSYM examination may be given. There are highly strictly prepared instructions in these examinations, and instruction clearly state “do not take initiative”. For example, it is forbidden in these examinations for students to go to toilet. An officer cannot say “I believe this kid is not malevolent, I am sending him to the toilet”. On consideration of tasks of guardians, examples that can be ranked under both situations may be produced, because sometimes guardians can undertake tasks that require various decisions like management, and sometimes perform works with very harsh conditions. For example, discrimination for a prisoner believed to have good intention about security measures should not be a field in which authorities can be interpreted.

Another important concept to be handled under title of authority is concept of authority seizure. Authority seizure is the dispossession of management right possessed by a manager by subordinates or equivalents by force or trick. A guardian well aware of the borders of his authorities will not let his authority to be seized in a manager position, or will seize authorities of his colleagues or managers as an employee willingly or unwillingly.

Consequently, for having a sense of task, it is required to know one’s authorities very well, to be aware of situations to interpret and not to interpret one’s authorities, and to make a good discrimination about one’s own authorities and authorities of others. In order for all these, it may be said that guardians should know about legal regulations, which are the source for authorities relating to their working area very well.
Responsibility

Responsibility in terms of management is defined as obligation to fulfill one’s tasks.\[1\] All employees are entitled to fulfill tasks defined within his/her task area by regulation, and to obey related principles and rules. This situation of being responsible is imposed sanction with the same legislation, and employees who do not fulfill their responsibility are faced with various punishments. Responsibilities of guardians are defined in the related legislation, and legal sanctions to be faced in case of unfulfillment of responsibilities are again incorporated into the legislation.

Responsibility can be divided as material and moral responsibility. Material responsibility states legal responsibility, while moral responsibility should mainly be handled morally.\[1\] In the paragraph above, responsibility is mainly handled in a material way. However, as referred in previous portions of this section at times, all processes to enable perfect management of an institution cannot be recorded. Moral responsibility steps in all a variety of fields which legislation leaves blank. Calling for a patient who does not visit the doctor for a long time and reminding that his/her coming for check is important by a doctor may be regarded as a moral responsibility. Taking action by a guardian in order to solve a problem of a prisoner to make the prisoner a better person may similarly be regarded within the scope of moral responsibility. There is no clearly defined task in this example. However, the guardian regards solving an existing problem as an ethic responsibility. There is a case in the following report that may be associated with moral responsibility.\[9\]

**TERRIBLE INCIDENT: HE SWALLOWED A RAZOR BLADE IN FRONT OF EVERYONE!**

32 years old prisoner G. M., convicted of injury in M Type Closed Prison swallowed a razor blade in his cell in front of Prison Manager A. Y. and guardians. There were images recorded into the camera by prison officers.

G.M. convicted for approximately 1.5 years for two separate injury crimes was involved in a fight within the ward in the last March. G. M. in solitary confinement reacted by shouting “No one listens to me, to whom will I explain my problem? Allegedly, two days later he told Prison 2th Manager C. A coming to listen his problem that he was wronged, and if this situation would not be fixed, he would harm himself with a razor blade he possessed. Prison 1th Manager A. Y, informed by Akdemir, allegedly took two guardians with Robocop outfit and a camera with him and went to the cell of the prisoner.

According to the images, the prisoner G. M seeing guardians with Robocop outfit put the razor blade in his hands to this mouth. Meanwhile, two guardians held him from his arms and subdued him, and Manager A. Y. requested him to leave the razor blade. G. M stated that he was wronged and he would swallow the razor blade and he swallowed the razor blade after reaction of A. Y.

After this incident, the camera reflected the words of G. M. “Is the camera on record, it will be revealed that we are right, wont it?” Dear district attorney, there is injustice here. There is wrongdoing against prisoners”.

Source: \(\text{Hürriyet} \cdot 9 \text{ June 2016, Ali Ekber ŞEN / MERSİN, (DHA)}\)

It is understood from the incident that prison employees and managers try to show an interest on the prisoner with a moral responsibility, not a material responsibility. Although a negative result
was obtained in the incident, the fact that employees and managers took action for listening to the problem of the prisoner may be shown as a positive example in terms of responsibility.

Concepts of being responsible and taking responsibility are different. Although differentiation between these two concepts shows similarity with the differentiation between material and moral responsibility, there are some different aspects. Being responsible is again an obligation to do a work for the sake of a legally undertaken task. Taking responsibility means undertaking extra tasks and going beyond legal responsibilities or fulfilling a task with superior features as a result of having a personality prone to taking more initiatives independent of ethical questioning. For example, a guardian who does not regard security measures in a passage point adequate and proposing solutions for this problem may be considered to take responsibility.

Another concept to be handled about responsibility is behavior of avoiding responsibility. Avoiding responsibility should be handled differently from inability to fulfill responsibilities. Avoiding responsibility is mainly about performing with minimum of what can be done, and fulfilling a task in an unqualified way by showing or making up reasons from legislation. Frequency of occurrence of such behaviors is high in particularly public officers. Employees commonly avoid responsibility by making excuses for works to be done, claiming that said work is not entitled to them, and postponing fulfillment of work. Sometimes the energy spent for not doing a work by employees is more than the energy required to fulfill the work.

Lastly, it should be highlighted that there should be a balance among authorities discussed in a previous title with responsibilities of workers. This principle is termed as authority-responsibility balance in management literature. Absence of responsibility and presence of authority can cause reckless behaviors without any worry to account. Absence of authority and presence of responsibility will chain a person, and one will not fulfill his/her responsibilities as he/she has no right to do or make someone do the work. Ideally, an employee should be made as much responsible as his authority on said work.

A case study was presented below in order to exemplify concept of moral responsibility.

**CASE STUDY**

**Being Aware**

It has been almost six months since my arrival here. I have been working in prisons for a long time, but for the first time I work with prisoners with such intimacy. I have been watching them for long, that is my task. But after a while, I started to think that there may be aspects of what I do beyond observing absolute tranquility, because I notice details while watching. I should look for public order, but I see their past, their families, their children, their hearts instead... Sometimes I feel uncomfortable about what I see, because I realize unpleasant stuff. I see pains, rebellions against fate. Sometimes it is exhausting to see so many things, but I also like it. They respect and trust me more as I can see more than what is seen. There is no discussion or conflict in my area, even if there is, they all turn to me. I act more carefully in order not to disappoint them.

Seeing that there is a lot I can do for them makes me more happy. I love my profession more than years ago. When people on the outside says "Your job is very mysterious, what do you do there?", I smile and say many things".

**ASSESSMENT**

- Assess the situation of the guardian in the case study in terms of material and moral responsibility.
- Discuss the contribution of a responsibility approach like the one in the case study with the significance of the task.
It is seen that guardian in the case study fictionalized by the author goes far beyond material responsibility understanding, and he feels morally responsible as well. Undoubtedly, a guardian with such a responsibility understanding will find deeper meanings in his/her profession, because an officer undertakes responsibility with conscience beyond responsibilities loaded by legislation.

PLANNED WORKING

Plan is defined in Turkish Language Society (TLS) dictionary as “the order assigned to be conformed for fulfillment of a task, a product”.[10] In other words, plan means making designs in subjects such as when, how, with what and with whom questions of a task in order to guarantee fulfillment of a task in desired quality and quantity, and recording last version of this design.

Planned working means making prior designs about a task as defined above while fulfilling tasks undertaken by an employee, and acting accordingly. Time of fulfillment, type of fulfillment, equipment or tools to be used, people to cooperate with and similar subjects are among subjects to be considered before fulfillment of a work by an employee who wants a planned work.

We can observe in almost all service areas that quality of tasks performed by individuals working plannedly is differentiated from others. For example, let’s handle mover companies. We can see that institutionalized ones work in a profoundly planned way. It is determined the day of moving, starting time of moving and approximate ending time of moving days before. Mover team has all equipment with them. For example, they do not return to their offices to pick up a screwdriver or a drill. It is predetermined who will disassemble/assemble washing machine, dishwashing machine and furniture. It draws attention in such an order that there is a plan and it is designed carefully. On the other hand, we see repairmen who are called to home and should return to their vehicles or shops two or three times just to make a tiny work and they return with the missing pieces or tools. Unplannedness is seen here.

Habit of planned working provides benefit to employee and institution in many ways. These benefits can be ranked as follows:

- Employee working plannedly has a good knowledge on the task by realizing details of the task.
- Planned working enables saving of time.
- A work produced with planned working is more qualified.
- Although planning is a hard process, it reveals its products in medium and long term.
- Employees working plannedly are more preferred to work with managers.
- Employees working plannedly are considered being proper candidates for superior tasks.

As in all works, it may be said that planned working of guardians is important. Pre-consideration of tasks and making various designs by guardians will increase quality of work to be fulfilled. Of course, habit of planned working may not be a feature to be earned all of a sudden. An employee will see what is deficient in his/her works, and in what ways he/she should develop himself/herself, and
can make decisions to be able to work more effectively about his/her work. For example, although guardians are regarded in class of general management services, an important portion of their tasks are regarded as guarding services. An employee in a guarding task is expected to be in a physically good position and to have skills to be able to defend himself/herself in possible danger situations. It may be said that a guardian who needs taking education about self-defense plans to make his/her work in a more qualified way in the future. A report exemplifying this situation is presented below.\[11\]

Educator personnel working in penal institutions in Turkey were provided with close defense education in Denizli.

“"We would like to fulfill our tasks with success"”
Ümraniye T Type Prison Chief Guardian S. A. stated that they gained self-esteem with the education, and they shared it with their friends in the institution, and stated that “"We learned neutralization without harming a person or ourselves in case of a negativity, and intervention on place, how to protect ourselves, and how to fight with close defense moves. I believe this education contributed us in many ways"”.


As seen in the report above, guardians participate into some educations to make their work in a better way. Guardians may develop themselves with the educations planned by the institution as seen in the example, and also they may plan their own development processes. Undertaking such a responsibility may also be seen as an important component of disciplined working.

EFFECTIVE TIME MANAGEMENT

Time is one of the most important sources that we have. One of the scarce sources such as money, energy, food, clean water sources and the like is time. Undoubtedly, all these sources are important in that they are all scarce sources. However, time is different from these in some aspects, and is highlighted with these aspects. These features differentiating time from other scarce sources can be ranked as follows:

- Time cannot be accumulated,
- Time cannot be lent,
- Time cannot be sold or bought,
- Time is only used.

It is thusly required to know the importance of time and to use it effectively. Effective use of time in both daily life and in professional life will make a person more successful. Professional life and daily life cannot be separated from each other. Individuals mostly carry their daily life habits in their professional lives as well. Hence, with reference to acceptance of direct relationship of effective
In some cases, we cannot decline friend invites although we have work to do, make long phone calls, get stuck with a program on TV or spend a lot of time on internet. One of ways of take precaution against time traps that we can encounter in daily life can be shown as warrior approach.

Time management in professional life with personal time management, personal time management subject will be handled in this section and it will be discussed how situations here are carried into professional life.

A number of approaches are ranked in order to manage time effectively in the related literature. Although all these approaches highlight certain thoughts about managing time effectively, consequently all of them focus on the same mutual purpose. Various time management approaches are ranked in the literature. In this section, approach of recovering oneself, warrior approach, target approach and ABC approach from the most commonly accepted approaches are handled, which are ranked in studies of Covey\[12\] and are thought to be of benefit for guardians.

**Approach of Recovering Oneself**

According to this approach, reason of many situations that cause loss of time is disorder in our lives. An untidy room, documents unconsciously piled on the ground, disorderly cabinets... We mostly spend so much time within all untidiness to find out something we are looking for. For example, warranty of an appliance we use at home, telephone or internet contract or a receipt to be submitted on request. While it is not a problem for individuals having the habit of being orderly to find something out, it can be profoundly complicated for the opposite.

In professional life, legislation of the institution we work for sets some rules to be orderly in general. It is predetermined how to file a document and how to label and store the same. However, there are obviously some areas that are not included by the legislation. An employee working with work discipline in such subjects should be orderly and should prevent redundant time losses.

Guardians can also use time effectively using this approach. For example, a printed document required to be filled for fulfilling a task can be prepared in adequate numbers in advance and can be kept for use. Or information known to be requested by a supervisor can be prepared and can be transmitted immediately on request. It is highly possible to see in public institutions that a very simple information request is postponed to afternoon, a day later or a week later. Consequently, being orderly in professional life facilitates our works, saves us time and speeds up the execution within the institution.

**Warrior Approach**

Sometimes it is required to isolate ourselves from situations and environments that cause us time loss in order to protect our time. In some cases, we cannot decline friend invites although we have work to do, make long phone calls, get stuck with a program on TV or spend a lot of time on internet. One of ways of take precaution against time traps that we can encounter in daily life can be shown as warrior approach. According to this approach, we should take precaution against events, situations and people that can take our time if we have works to finish. For example, ringing off a phone
by a student who should finish his/her homework in order to prevent his/her friends’ calls to invite for meeting may be shown as an example for warrior approach. Suspending social media accounts which cause time loss by a postgraduate student with little time to write a thesis may be shown as an example for warrior approach.

Warrior approach may also be used in professional life. For example, a visitor coming to working office from time to time may prevent works of employees by staying long. In order to prevent this, we should make the visitor realize how much time we can spend with them with our behaviors, or verbally explain the same when necessary. Similarly, we may have to answer phones coming from our relatives during office hours. Sometimes conversations can get longer such that it bothers us as well. In such situations, telling the caller that we will call them in a more appropriate time may be an example for warrior approach.

As known, guardians are kept away from situations that cause time loss such as mobile phone and internet. However, conversations with colleagues, breakfasts, breaks for eating-drinking may be prolonged, and an individual both participates into such environments, and also feels guilty conscience, or postpones works to be done. According to warrior approach, a guardian should notice such time traps, act to solve the problem and manage his/her time well.

**Target Approach**

A person should what he/she wants, in other words one should have targets, in order to be successful by managing his/her time effectively. Targets to be determined for short, medium and long terms will motivate us for working within a discipline. From this aspect, time becomes more meaningful for people with targets.

Our determined targets may be related to fulfilling our work better, finding a better job, enhancing our life standards, being healthier, making career, being a good parent, increasing our educational level and similar purposes. According to target approach, these determined targets will motivate us for using our time to reach these targets. For example, it is understood from an officer who wants to be successful in a promotion examination that he/she put a starting target for himself/herself in his/her profession. This officer wanting to be successful in the examination uses time spent for activities such as surfing on internet and social media, watching television etc. for looking into legislation and solving test questions instead. Moreover, he/she would use time spent with friend conservations and in various social environments for preparation for examination instead. The way to give up all these social environments is to stay on abovementioned career target.

According to target approach, it is very easy to control whether we use the time properly or not. This control can be performed with two simple questions: What are your short, medium and long term targets? Does the works you spend time on approach you to your targets? For example, performing defense sports and taking interest on other sports to stay fit by a guardian who has determined himself/herself the target of being so successful in his work will lead him/her to the desired target, and time is used properly here.

A case study relating to target approach is presented below. Please answer assessment questions, and check whether you use your time in accordance with your targets.
CASE STUDY

Five Years Later?

In a doctorate lecture, our instructor asked us a question: “Where do you see yourselves five years from now?” We were surprised, because we were not that planned. Five years from now, in what city we will be, what job we will be doing, how much we will be earning, what brand of car we will be using, what our marital status will be, will we have children or not, and many such questions. Here, I see this on combination of target approach in time management with question of our instructor: If you have targets, the works you do and time become more meaningful and you start to use time properly.

ASSESSMENT

• What will be you position five years from now, describe based on examples above.
• How do you spend your time in a normal day, write as a list. Consider which of these leads you to your targets that you describe in the previous question.

As seen in the case study fictionalized by the author, targets about the future are not clear for most of us. Thus, works we spend time on are distant from being target oriented. If your answer for the second question is affirmative (if what you do in your daily life leads you to your targets), it means you are on the right way.

ABC Approach

ABC approach relates to deciding what is important or valuable, and determining one’s priorities accordingly and using one’s time in this direction. According to ABC approach, an individual should concentrate his/her works on primarily important works.

We see that we are dragged within daily rush when we leave ourselves into routine flow of life. We pay bills, leave children to school, make shopping, go to work, take the car in for service and repeat many such things. This routine repeats itself constantly. Many of us keep saying that we cannot find time for making sports, hobbies, education, career and many valuable things within this daily routine. However, according to ABC approach, this is an illusion. The only thing to do is to decide what is important for us, and do them first. This does not mean that we ignore the others. The others will be kept being done as done every day. So, how can we make daily works and cannot find time for important works, but when we do important works first, we can find time for daily works as well? Here comes the illusion. Famous example of ABC approach explaining this illusion can be found in the following case study.[13]
A professor entered into class, after a brief look at chosen students of the world standing in front of him, he said “Today, we will make an exam combined with an experiment about time management”. He walked towards the stand, and took out a great jar from beneath the stand. He took a dozen of fist-sized stones from behind, under the stand, and started to place the stone into the jar with utmost care. After making sure that the jar would not take any other stones, he turned towards the students and asked “Is this jar full?” Students all answered “It is full!”. Professor said “Is it?”, and he leaned under the stand and took out a bucket of stone chips. He poured the stone chips from the mouth of the jar down slowly. Then he shook the jar and enabled placement of stone chips among the stones. Then he turned towards the students one more time and asked “Is this jar full?” One student said “I think it is not!”

“Right” said the professor, and he leaned under the stand and took out a bucket of sand and he slowly poured sand until sand pieces are penetrated among stones and stone chips. He turned towards the students again, and asked “Is this jar full?” The whole classroom shouted “No!” “Good!” said the professor, and he leaned under the stand and took out a pitcher of water and poured the water down until the jar is full. Then he turned towards the students and asked “What is the purpose of this experiment?” A clever student immediately said “No matter how full our time looks, we certainly have more time that we can spare!”

“No!” said the professor, “The point of this experiment is that if you do not place the bigger stones at the beginning, you can never place them after the little ones”. While the students were looking at each other with surprise, the professor continued: “What are the bigger stones in your lives? Your children, your spouse, loved ones, friends, education, dreams, health, creating a work, being useful to others, teaching them something! Your bigger stones may be one, a few or all of these. Tonight, consider your bigger stones before going to sleep and decide well. Know that if you do not place the bigger stones into the jar first, you can never place them again. Then you can never be of use to yourself, to the institution you work, or to your country…”

**ASSESSMENT**

- Consider whether you determine the bigger stones in your life.
- If your answer to the first question is negative or does not satisfy you, determine your bigger stones and plan your time accordingly.

As seen in the case study, it is required for an individual who want to use his/her time effectively to decide what is important in his/her life. An individual having made a decision about this subject will spend time for what is important in his/her personal life and professional life, and can fulfill other works in his/her spare time. Otherwise, it is a simple matter to get drowned within routine flow of daily life, and get mixed with crowds claiming that they cannot find time for important works.

**CONCLUSION**

It may be said that acquisition of a number of skills and development of some attitudes are required for having a good work discipline. A guardian who wants to have a good work discipline should primarily have sense of task. What does task definition include and what are not within task definition? What are their authorities and responsibilities? A guardian who has such awareness about his/her work may be claimed to fulfill his/her work more effectively.
One of the most important indications of the work discipline is planned working. Planned working requires being through a thinking period for questions of what, when, with whom, with which tools, for how much time and with what quality, and making a design accordingly. This thinking and designing process enables anticipation of troubles that may arise, and taking precautions for these troubles. Hence, it is thought that a guardian with work discipline should acquire the habit of planned working.

Another important component of working within a discipline is effective time management. A guardian managing his/her time effectively should organize his/her works, protect time by avoiding time traps at times requiring fulfillment of a work, determine targets relating to his/her work and spare his/her time for these and be aware of his/her priorities and should not ignore his/her priorities within daily routine.

Consequently, fulfillment of works within work discipline by guardians will bring a number of positive outcomes in terms of themselves and their institutions. Guardians working with such an understanding will both have increase of professional life quality, and their institution will be more qualified.

**REVISION QUESTIONS**

1. What is the written document exhibiting what task is, its purpose, activities, authority and responsibilities, its relation with other tasks, working conditions and promotion conditions of employees?
   A) Authority document
   B) Task document
   C) Task definition
   D) Authority definition
   E) Responsibility definition

2. Which is the concept referred as the right to do or make someone do something by an employee?
   A) Authority
   B) Responsibility
   C) Task
   D) Task area
   E) Authority exceeding

3. Which of the following concepts can explain a guardian’s taking care of a problem of an arrestee or a prisoner although it is not stated in his task definition?
   A) Authority exceeding
   B) Authority use
   C) Material responsibility
   D) Moral responsibility
   E) Authority seizure

4. Which of the following is not among superiorities of planned working?
   A) Employees working plannedly notice details of the work and know better.
   B) Planned working can cause time losses.
   C) A work produced with planned working becomes more qualified.
   D) Planning reveals its products in medium and long term despite being a troublesome work.
   E) Employees working plannedly are more preferred to work with managers.

5. If a guardian asked how he can find time for going to the gym answers the question as “It is very important for me to be fit and healthy by making sports, I do the important things first, and the remaining works later”, which of the following time management approaches does he act upon?
   A) Approach of recovering oneself
   B) Warrior approach
   C) Target approach
   D) Magical tool approach
   E) ABC approach
ANSWER KEY

1. Answer for the first question is (C choice) task definition. If you answered the question wrong, please review the headline of sense of task.

2. Answer for the second question is (B choice) authority. If you answered the question wrong, please review the headline of authority.

3. Answer for the third question is (D choice) moral responsibility. If you answered the question wrong, please review the headline of responsibility.

4. Answer for the fourth question is (B choice) that planned working may cause time losses. If you answered the question wrong, please review the headline of planned working.

5. Answer for the fourth question is (E choice) ABC approach. If you answered the question wrong, please review the headline of effective time management.

REFERENCES


RECOMMENDED RESOURCES

LEARNING OUTCOMES

On reading this chapter, you will;
• Learn about psychological resilience
• Be able to define the concept of stress
• Learn about the stress factors that may be encountered during the working life
• Explain the ways of coping with stress
• Define the negative feelings you may experience during working life
• Be able to explain the ways of coping with psychological problems
• Learn about the risk factors related to psychological resilience
• Define the protective factors related to psychological resilience
• List the characteristics of an individual who has high levels of psychological resilience
• Explain how to improve psychological resilience

SCHEMATIC REPRESENTATION OF THE CHAPTER

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INTRODUCTION

A person is a social being who is in interaction with other people lives in a social structure. There are many positive aspects of socialization and living together yet it may bring about certain problems. Stress, loss, hindrance, aging, natural disasters, and death are parts of the individual’s life. It is often not possible to prevent or control such stressful experiences. At this point, the most important thing trying to maintain the positive attitude towards the negative events and live well instead of ignoring them. Each individual has a different response to given to stressful situations, changing living conditions and differentiated environmental expectations. Just to clarify, some people cope with compelling circumstances such as negative life events and stressful factors successfully, yet some may experience emotional, physical and cognitive destruction.[1] Here a question arises:

Why some people can cope with the compelling circumstances and important changes successfully while some cannot handle the same situation effectively?

Psychological Resilience, which is the subject of this chapter, can also be defined as the ability to successfully overcome and manage life tasks in the face of stressful situations or highly adverse conditions.[2] Psychological resilience is meant to be able to continue in his / her life despite the stressful situation rather than doing well in the daily life. In the literature concepts such as “self-recovery power” or “irresistibility” are also used instead of the concept of psychological resilience.


In the picture presented above, a sunflower is seen alone and in an unsuitable. If you look at the photo from the psychological resilience perspective, you can realize that the flower fits into the...
concept of psychological resilience as it lives in an inappropriate and risky situation. In the literature, it is stated that individuals with high psychological resilience cope with problems effectively. However, it shouldn't be understood from this statement that these individuals never experience emotions such as anger, pain, sorrow or fear. Such kind of feelings are also experienced by psychosocially resilient individuals yet they are able to manage these situations in the best possible way. In addition, resilient individuals do not allow these emotions to control their lives and continue to live by accepting these feelings. [3] Read the following article from the scope of “psychological resilience”, which was taken from Hürriyet newspaper, dated 2 January 2017, titled “Bloody Rebellion in Prison: 60 Dead”.

60 people were killed in a prison riot in the Amazonas province of Brazil, which began on January 1st. The dozens of prisoners who took advantage of the fire escaped. Sergio Fontes, the director of the prisons in the Amazonas province, described the incident that originated from a bloody conflict among rival drug gangs, as “the largest prison massacre in the state’s history”. After 17 hours of riot, security forces have managed to save 12 prison guards who have been kidnapped. The French AFP correspondent, who entered the Anisio Jobim Prison after the riot, said that he saw dozens of corpses burnt and shattered. In the first hours of the rebellion, the prisoners had thrown out the heads of the six men they had killed outside the. There are 600 thousand prisoners in Brazilian prisons. This makes the country with the largest number of prisoners in the world. In another clash between members of two rival drug gangs in a prison in Boa Vista, north of Brazil, 10 people have been killed.[24]

• Do you think that this is a stressful situation?
• What may prison guards feel in the face such kind of a situation?

It would be unrealistic to expect that the prison guards who confronted with such kind of a dreadful situation would feel nothing. As a result, we cannot be judged independently of our feelings as a human being whatever our work is. It is not appropriate to ignore or suppress the emotions that emerge as the result of important events that affect the individual’s life. The concept of psychological resilience emphasize the ability to cope effectively with these emotions. In addition, non-continuous stress makes us stronger against stressful circumstances that we may face in the future [1]. There are many expressions and sayings about this concept.
The underlying reason for the attention that the concept of psychological resilience is the problems and distress people experience nowadays. Today, increased communication and transportation opportunities have given rise to unemployment, violence and immigration-related problems alongside many positive improvements. It is important for individuals to adapt to the changing living conditions in order to lead a happy and healthy life. For this reason, the need and importance of psychological resilience, which has an important place in the lives of the individuals, will continue to increase. Because individuals with high psychological resilience are the ones who can use the resources, their positive features and skills in the best possible way. The most important point is that the individual has a positive view of himself/herself, that he/she is aware of his strengths and weaknesses, and that he/she can struggle to achieve his/her aims by making realistic plans. On the contrary, who has low psychological resilience may experience a total psychological destruction as a result of stressful circumstances. Although the concept of psychological resilience is often used for individuals who have significant problems, it can be adapted to anybody as it is not possible to predict when and how people will experience a distressing life event. Psychological resilience does not only play a protective role for the individual against stressful conditions but at the same time, it has an impact of the well-being of the individual throughout the life.

It is emphasized that there are many variables that might affect the skills related to the psychological resilience that is important for the individual’s life, and these skills are learnable. The skills might be provided for the individuals through services such as psycho-education and psychological counselling in adulthood. There are many improved training programs conducted in different countries, particularly in the US related to psychological resilience. Among these programs, the most known one is the Penn Resilience Program (PRP), which was developed by Martin Seligman who is the co-founder of the most well-known positive psychology approach. In addition, positive outcomes have been achieved in these studies and studies are now being carried out to increase psychological resilience in an increasing manner. In general psychological resilience describes an individual’s state of mind; being flexible, being strong in the face of difficult circumstances and getting well after such kind of a situation. In order to decide if an individual is psychologically resilient, this person should face a threatening situation and should be able to comply with the new situation. It is necessary to evaluate the surrounding and the individual qualities of people in order to determine why the reactions they give to stressful situations differ; in other words why some individuals are more fragile than others.

Positive individual characteristics and resources, protective factors and processes related to them play a role in individuals’ level of psychological resilience. In this section; the subjects of Psychological, Protective Factors, Risk Factors, Positive Outcomes, Improvement of Psychological Resilience and Results are explained respectively.

WHAT IS PSYCHOLOGICAL RESILIENCE?

In the introduction, it was mentioned what is psychological resilience, and under this title, the main notions in the scope of psychological resilience will be explained in order to understand the concept. Psychological resilience is one of the most important concepts of positive psychology. The positive psychology approach was created by Martin Seligman is a psychological approach that aims to focus on the individual’s strengths rather than focusing on the individual’s deficiencies or problems.
In other words, the positive psychology approach aims to solve the problems before they emerge by strengthening the positive features of the individual and to help individual get through the difficult situation if it exists. Psychological resilience is one of the important domains of positive psychology approach and a positive feature when it comes to mental health. For this reason, psychological resilience is frequently studied within the concept of positive psychology approach which aims to strengthen the positive features of individuals [5, 6, 10, 11].

The key point in the emergence of psychological resilience is the existence of traumatic experiences such as loss of one’s worth, illness, divorce, economic problems/poverty, natural disasters. Because if an individual is psychologically resilient it may emerge when he/she encounters a difficult situation. Psychological resilience is the ability of the individual to adapt compelling difficulties.

*Good timber does not grow with ease; the stronger the wind, the stronger the trees.*

John Willard Marriott

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Source: [http://www.ozdevis.net/category/resimli-ozlu-sozler/page/29/][19]

The fact that many researchers from different parts of the world study on the subject of psychological resilience prove the importance of it.[2,3,5,10]

In order for psychological resilience to emerge, the individual must face a situation involving risk or difficulty. In other words, psychological resilience is to achieve success as a result of a challenging situation. If the individual is able to confront and adapt to the difficult situation and overcome it, it is possible to say that the individual has a high psychological resilience level. Therefore, the risk factor plays a key role in defining psychological resilience.

In addition to theoretical explanations, it would be more useful to explain the psychological resilience through a concrete example. Please consider the current concept of psychological resilience published on the aHaber.com.tr news site on March 20, 2017.
He Has 2 University Degrees and Now He is Studying for the Third One.

Reşit Artan (37), the father of two, graduated from high school and had two university degrees with the help of the prison guard he met in the prison.

Reşit Artan (37), the father of two, graduated from high school and had two university degrees. After getting out of the prison he has started his own business and studying in three different departments in two different universities. The father of two got a prison sentence in 2005 as he committed a crime in Istanbul and sent to Silivri Prison. He was transferred to Muş Prison and with the help of the guard he met there changed his life. Firstly, he has finished high school, which he dropped out, and then he started to study in the Laborant Veterinary Health Department through open education. He has completed 2 years of education by focusing on learning intensely. Artan did not make a pause and he entered the university exams again after he was transferred to the open prison and gained a right to study in the Department of Gardening and Agriculture in the Bursa Uludağ University. The Department of Plant Protection followed it. Artan opened a coffee/restaurant during his probation now provided job opportunities for three university students. Now he is studying in the Departments of Plant Protection and Public Relations in Bingöl University and sociology in Atatürk University and emphasizes the importance of education.

“The Prison was a Blessing for Me”

Artan stated that he had to sign everyday as a part of the probation regulations. He stated that

“I have completed the high school and two universities while I was in prison. I am studying in three different departments of two different universities at the moment. After I was released from the prison, I started a business in order to support me economically and support my education. The prison could be a punishment for some, but it was a blessing to me because I was a person who did not know how to talk to my family. “Education allowed me to understand my children very well.” He said that education changed his world view and he added that he could improve social relations. Artan also mentioned that education is a must and has the power to enable people to enrich their environment and society. Finally, he said that education enables people to think comprehensively and mature.”


- Do you think that Reşit Artan is a psychologically resilient individual? Why?
- What could be the protective and risk factors for Reşit Artan.

As emphasized in the definition of psychological resilience, this feature makes the individual stronger against the adversities and ensures that the individual can recover more quickly. In addition, psychological resilience is a protective function. The ability of individuals to survive in difficult conditions and to reduce the effects of environmental risk factors can be explained by the concept of protective factors. Protective factors may include individual protective features and environmental protective factors, or situations arising from the interaction of these two dimensions. In this section, individual and environmental protection factors are discussed under a separate heading. It is significant to know about the individual and environmental protective factors when describing psycho-individuals with high psychological resilience are the ones who do not give up despite the challenging circumstances, like Reşit Artan.
logical resilience in order to explain why some individuals exposed to risky life events can adapt more easily than others and become successful in life.\[7\]

The researchers Stewart, Reid and Mangham (1997), determined the common points about the psychological resilience based on the researches conducted on the psychological resilience, the definitions and the explanations:

- Psychological resilience arises as a result of mutual communication between the individual and the environment.
- Psychological resilience is a balance between stress and the ability of coping with stress.
- The risk factors that arise as a result of the stressful life events that may occur in the individual’s life and the protective factors that reduce the effects of these risk factors contribute to the development of psychological resilience.
- Psychological resilience is a dynamic concept. Because the type and severity of stressful life events are constantly changing.
- Psychological resilience has developmental characteristic. Overcoming stressful experiences strengthens the individual’s psychological resilience.
- Psychological resilience plays an important role in transitions in the individual’s life.

As it can be understood from these explanations, the concept of psychological resilience is used to express a positive result that arises as a result of a negative life event that creates unexpected distress.\[7\]

As a result, psychological resilience can be described as a condition in which the individual encounters a stress-producing condition that creates difficulty for him or herself and can continue to live in a healthy way despite these difficulties. It is also emphasized in the literature that the level of psychological resilience may change over time \[3\]. Psychological resilience can be strengthened by individual and environmental protective factors. It is emphasized that protective factors, risk factors and positive cohesion that arises as a result of this process are important in explaining the psychological resilience \[11\]. In this section stress, risk factors, preventive factors, and positive outcomes which are emphasized to understand and explain the psychological resilience are explained with examples.

**PSYCHOLOGICAL RESILIENCE AND STRESS FACTORS**

The main subject of this section is not ‘stress’, but it is referred in terms of the emergence of psychological resilience \[6\]. For this reason, the concept of stress and stress-producing factors are briefly mentioned. One of the most important problems of today is ‘stresses and the impact of stress upon the individual. Stress causes serious inconveniences on the individual. In addition, in some cases, the individual is overwhelmed by the disturbing, oppressive situation which arises as a result of stress. The reasons and effects of stress are different for each individual and by the help of the researches the concept of stress is tried to be explained and new methods are developed with the aim of protecting individuals from the negative consequences of stressful experiences. Stress is the response to an action or situation which cause physical or psychological constraints on an individual \[20\]. Stress can be defined as a state of physical, cognitive, psychological, and behavioral disturbances resulting from an emotional and physical strain of the individual in general terms.\[22\]
Many research studies have been conducted on the concept of stress and on the issue of overcoming the stress [20, 21, 22]. In the daily life, stress may arise because of different causes and may lead to low efficiency of the individual, difficulty in focusing on the work, and behaviors that disturb the desire for work. As a result, stress is seen as an actor that negatively affects an individual’s life and as a problem to be solved. [20]

Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Stress reveals itself physically, emotionally, and mentally. As a symptom of physical stress we can name; a headache, fatigue, stomach aches (ulcers, etc.), sleep problems, muscle pain, and so on. For emotional stress reactions we can name; tension, anxiety, anger, restlessness, and fear. Finally, stress is the mental reaction and examples can be; excessive self-criticism, forgetfulness, difficulty in learning and distractibility. In working life, stress can also be experienced due to different reasons. So what can be the reasons of stress in the workplace? Some of the stress sources related to working life mentioned in the literature are listed below:

- Excessive workload,
- Job loss fear,
- Physical space and environmental conditions,
- The presence of the risk or danger,
- Evaluation and promotion mechanisms,
- Uncertainty in the roles,
- Superior-subordinate relationship,
- Responsibility,
- Codetermination[20]
A list of sources of stress that may be related to work life is given, in this context prison guards can be assessed within the group of high-risk occupations. Therefore, there is a high probability that the prison guards will face a number of problems. These sources of stress are mentioned in the literature.

- The threats imposed on prison guards and their families by prisoners,
- The incidents of violence in prisons,
- Inappropriate requests of prisoners,
- Efforts of prisoners to mislead prison guards,
- Problems arise between employees and managers,
- Working in shifts,
- Working in official holidays,
- The possibility of being on trial in the case of a negligence or error,
- Overworking
- Staff inadequacy,
- Being responsible for individuals who are not able to adapt to the norms of society and who are likely to apply psychological and physical violence
- To be in a closed environment with constantly high security measures,
- Perception of the society towards the profession (the negative image of the profession) are some of the most common problems that prison guards have experienced in recent years.

The article given below is taken from the Portuguese news. I want you to read the article and to think about stress sources. We will answer the discussion questions later.

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**A Service Prison Car in Duty**

IC19 rode was the stage, this Wednesday, of an attempt to intercept a van (from a prison), with 3 inmates.

As Sic Television reported, the PSP is investigating this episode of huge tension, that occurred about 2 p.m, in IC19 in the direccion Sintra/ Lisboa. A van was hunted by a BMW, when was taking 3 inmates to the Justice Campus, in Lisbon. The both occupants pointed guns to the van, but they didn’t fire any shot.

The car that was involved in the car chase scene was already found, abandoned in Mem Martins (Sintra district), but until the moment it is not possible to know if the occupants were already identified


- Do you think the prison guards were able to deal with this stressful situation?
- What risk factors do you think are related to this situation?

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Such kind of job-related problems and many different sources of stress can lead to burnout of prison guards and as a consequence, their families and private lives are also affected negatively. Therefore prison guards should have high psychological resilience.
How Can We Reduce Stress?

In order to reduce stress, it is necessary to know the situations that cause tension in individual and professional life. But identifying stress sources alone will not be sufficient. Every individual should develop different defense mechanisms appropriate to their personality traits. While these coping mechanisms are different for each individual, it is emphasized that some common principles help the individual to reduce stress.[23]

- To find different solutions,
- To choose compatible coping mechanisms,
- Not to give up,
- Not to be afraid of changing the ineffective methods,
- To reward yourself when you are successful,
- To advance slowly,
- To create realistic expectations in relationships,
- To set realistic goals,
- To learn how to say no,
- To find new occupations and interests,
- To make positive friendships,
- To have a self-esteem,
- To exercise regularly,
- To have a healthy and nutritious dietary habits,
- To have new interest areas,
- To make time for having a good time[23]

Since stress coping is an issue in itself, it is briefly mentioned in this part. Stress plays an important role in the emergence of psychological resilience. In order to obtain more information on the concept of stress, the resources can be examined. It is emphasized in the literature that individuals with high psychological resilience can cope more effectively with stressful situations [1, 2, 5]. Since the main subject of this section is psychological resilience, the subject of how to improve it is explained in the following section.

Study Question:
- What can be done to reduce stress?
- What are you doing when you are in a stressful situation?

Study Question:
- What are the sources of stress related to your job?
ment of positive psychology. In this section, risk factors that play an effective role in the emergence of psychological resilience will be mentioned.

Risk factors are all kinds of effects that can compromise an individual’s ability to compromise his or her life.

The concept of risk is also used to describe groups considered to be as in danger or at risk. For example, prison guards can be defined as a risk group because of the challenging work they do. The stress factors related to prison guards which are explained above can also be seen as risk factors. Another example for risk groups can be children with divorced parents and children who live in orphanages and child protection institutions. The key point is that the risk groups are expected to experience difficulties and hardships more than others as there are more factors which make their lives compelling. Risk factors can be defined as effects that would increase the likelihood of an adverse event occurring which may pose a hazard for the individual [4]. Possible adverse events, losses, and disasters are seen as risk factors in terms of psychological resilience [7]. Life events such as domestic violence, poverty, health problems, disabilities, loss of a parent can be considered as risk factors.

The reason why the concept of risk plays such an important role in the conceptual framework of psychological resilience is the link between psychological resilience and risk factors. According to Masten and Reed (2002), psychological resilience can only be defined when the individual experience some kind of risk or difficulty. In the case that there are no risk or difficulty in the individual’s life, definitions such as adequate, compatible, or normal can be used, but not resilience [4]. Different risk factors related to psychological resilience have been studied. Some of the risk factors in the literature are listed below:

- Premature birth
- Challenging living conditions
- Overworking
- Work environment
- Chronic diseases,
- Health problems of parents
- Vocation related problems (Soldier, police, prison guards etc.),
- Divorce of parents,
- Loss of a parent (Death),
- Early motherhood (Teenage pregnancy),
- Economic problems and poverty,
- Child neglect and abuse,
- Wars,
- Natural Disasters,
- Social violence,
- Unemployment [11]

Life also includes the risky situations and psychological resilience is very important in such kind of situations to make the individual’s life easier.

Individuals face very different situations in life. Therefore, it will not be difficult to add to the risk factors given above. In this section, risk factors are grouped under three headings as “individual risk factors”, “family related risk factors” and “environmental-social risk factors” in accordance with the relevant literature.
Individual Risk Factors

Individual risk factors are used to express risky situations that are related to the individual, as the term implies. Every definition of an individual risk factor which is related to a specific individual has its own limitations. Examples of individual risk factors include low self-esteem, anxiety, anger management issues, low conflict resolution skills, lack of coping mechanisms, low self-control, psychological problems, health problems, disabilities and alienating from social valued [4, 11]. Below is the news on the website of Haberturk.com published on 03 October 2016 titled “The prisoners had a fight: 4 guards 9, injured.” I want you to read this text by considering the individual risk factors related to prison guards.

In T-type prison, there was a fight between the prisoners charged with terror crimes. Four prison guards and five prisoners were injured trying to break up the fight. The wounded prisoners in the Manisa Hospital were taken into custody. The fight took place in the Manisa T-Type Prison located in the Şehzadeler district of Çınarlıkuyu, between the prisoners who were detained by terror crimes due to an unknown reason.

The prison guards intervened to the fight and as a result of the incident 4 prison guards and 5 detainees were injured. The wounded prisoners were taken to the Manisa State Hospital under intensive security measures. The prison guards has an outpatient treatment at the hospital and discharged. The treatment of wounded prisoners continues. The prosecution office launched a comprehensive investigation.


• What may be the risk factor related to the situation of the prison guards in this case?

Family Related Risk Factors

The family, which is an important variable in the individual’s life, can function both positively and negatively. In addition, the absence of a family member can also cause disadvantages situations. One of the risk factors used in explaining the concept of psychological resilience is family-related risk factors. Any situation that may adversely affect the development of the individual such as illnesses parents or children may have, divorce, having a single parent, loss of a parent or a child, domestic violence and domestic abuse can be given as an example of family related risk factors,[11] Healthy family relations hepl individuals in life. On the other hand, unhealthy family relations may pose a risk for the individual’s personal development.

Environmental-Social Risk Factors

The individual’s feelings and thoughts are not influenced only by himself/herself and his/her family; environmental factors also play an important role besides the family and personal characteristics and they may have both positive and negative impacts.

The features of the environment in which the individual lives in may create a risk for the individual in some cases and become determinative in the individual’s later life. Risk factors that are thought to influence psychological resilience are also frequently studied in the literature. Migration, low socioeconomic level, unemployment, natural disasters, social violence and wrong friend choices
may be given as environmental risk factors that are not related to the individual and to the family, may negatively affect individual’s personal development [4, 11].

Considering prison guards, the length of working hours, the image of the profession in the society, the working environment, and the stressful situations guards experience as a part of the job can be assessed as environmental risk factors. There are many examples of environmental risk factors and it cannot always be said that they always lead to failure. Read the following article considering the environmental risk factors, “Fighting among Prisoners in Çankırı Prison” published in Milliyet on 15 October 2014.

There was a fight between two wards in E Type Closed Prison. Authorities stated that a fight broke out between the two prisoners while they were distributing drugs in the evening. Indicating that there is no information about the cause of the raid authorities, said that the necessary measures were taken in prison. They stated that there is no clear information about the number of the wounded, “wounded prisoners were taken to ambulances State Hospital,” they said.

On the other hand, the execution guard officers were also imprisoned on the events. Relatives in charge of guards inside the prison came to the front of the institution. The investigation is ongoing.


• When you think of your profession, what are the environmental risk factors in this article?
• What are the relevant risk factors for your occupation?

PSYCHOLOGICAL RESILIENCE AND PROTECTIVE FACTORS

In order to understand psychological resilience, the protective factors must be known as well as the risk factors. Protective factors play a critical role in the framework of psychological resilience. Why do some of the individuals experience similar risk conditions do not get overwhelmed as others? At this point protective factors, which include all variables that help to reduce the adverse effects of being at risk come to the forefront [7]. Even though protective factors and risk factors are seen as opposite concepts, in order to understand psychological resilience, both concepts need to be well defined. Protective factors contribute to psychological resilience and at the same time reduce stress on the individual. Protective factors can be defined as the factors which support psychological resilience in the case of situations that disturb individual’s coherence.

Source: https://sarahmbrown1.files.wordpress.com/2016/02/hands-598145_640.jpg [8]
It is also emphasized in the literature that protective factors play a preventive role before a negative event occurs, and a protective function when an adverse event occurs [7]. Protective factors can be collected under two headings: internal and external.

**Internal Protective Factors**

The internal factors refer to the protective factors which the individual has them naturally. In other words, an individual with a high psychological resilience naturally has the protective factors. The protective factors can be collected under two headings: biological and psychological.

**Biological Protective Factors**

Biological factors refer to the factors which are related to the health status in general. In most of the cases, it is not possible to intervene to these factors.

• The good overall health status of the individual is considered to be a biological protective factor. Because physically healthy individuals will be more durable. These individuals have a high energy.

• The genetic predisposition is influential in many aspects, as well as in terms of psychological resilience. Psychologically resilient individuals have fewer chronic or hereditary diseases in their family history.

• Character or temperament have an impact upon psychological resilience as well as affecting other behaviors or personal features. Temperament can be defined as character traits that an individual inherited. For example, an individual who has a calmer temperament may be better able to cope with stressful situations.

• According to sex, behaviors of individuals and expectations of different sexes of society are also different. Gender variations should be considered when the expectations of the society and the behaviors of the society are differentiated according to the gender of the individual. Therefore, gender variable should be taken into consideration when assessing psychological resilience.[7,11]

**Psychological Protective Factors**

Human behavior is influenced by both biological and psychological characteristics. Therefore, psychological resilience is also influenced by psychological characteristics of the individual. Psychological protective factors include the cognitive, emotional and personal characteristics of the individual.

• Cognitive competence is considered as an important variable when explaining psychological resilience. It is emphasized in the literature that psychologically resilient individuals have higher academic achievement levels [7]. Individuals with high psychological resilience are thought to have acted by using their cognitive processes extensively. They are thus assumed to be able to protect themselves without facing with negative situations. For this purpose, it is thought that improving the problem-solving skills may increase the psychological resilience.
Personality traits are somewhat from temperament which is a part of the biological characteristics. Unlike temperament, personality traits can alter through the lifetime. Therefore personality traits are explained under the title of psychological protective factors.

Self-esteem, self-awareness, internal control, hope, and motivation are associated with psychological resilience \[3, 4, 7, 11\]. For this purpose, it may be useful for the individual to participate psycho-education, psychological counselling and in-service training or read related publications to understand his/her personal traits better.

**External Protective Factors**

External protective factors include relationships with the family members, the surrounding and the others beyond the control of the individual.

- Family, which plays an important role in the every step of individual’s life, comes to the mind in the first place. For this reason, while trying to explain the behavior of the individual, family and family relationships are frequently used. Paternal attitudes and the individual’s intra-family relationship are determinative to explain other behaviors of the individual \[13\]. Understanding and supportive parental attitudes that respect differences are also considered as a protective factor for psychological resilience \[7\]. However, parents are not the only members of the family as there are siblings and grandparents who take part in the family. Psychological resilience is a developmental process. So we should not forget that we can play a protective role as a father, a mother, a son, a brother or as a spouse for our family members.

- It is thought that positive and supportive relationships established with the individuals who take place in the life of the individual such as friends, family friends, relatives and teachers outside the family also increase the psychological resilience.

- The characteristics and possibilities of the environment in which the individual lives and his or her environment-related relationships will also be effective in the development of the psychological resilience as well as in the individual developmental characteristics of the individual. Organizations such as schools, social organizations, youth organizations which the individual can reach will play an important role in the development of psychological resilience.

In brief, internal and external protective factors include situations that arise from the interaction of the entire individual and environmental characteristics that are important to the development of the individual. What is important in this context is that how much these protective factors reduce the risk factors and how they can be improved. For this purpose, being aware of these factors will be helpful in receiving support when necessary.

**PSYCHOLOGICAL RESILIENCE AND POSITIVE OUTCOMES**

While studying on psychological resilience, it is not sufficient to explain only risk and protective factors, but it is also necessary to determine the positive outcomes which the individual obtain, such as...
competency/sufficiency in academic and social areas [7]. The reason for giving great importance to positive outcomes in the definition of psychological resilience is the fact that the concept of psychological resilience is explained through positive outcomes. Therefore, while explaining the concept of psychological resilience, protective factors, risk factors and positive outcomes should be considered together. The risk and protective factors are different for each individual. For this reason, the impact of a risky situation or a catastrophe will not be the same for every individual as the protective and risk factors are different [4]. In Figure 1 below, the concept of psychological resilience explained by using risk factors, protective factors and positive outcomes.

![Figure 1: Psychological Resilience](image)

Positive outcomes refer to the situation that an individual who is at risk and who have been exposed to a difficulty is able to continue his/her personal development process effectively and comply with the conditions in a healthy way. In the definition of positive outcomes, different criteria may be used as the social and academic success of the individual or not detecting negative conditions such as adjustment problems, substance use and psychopathology may not be seen [4]. When the theoretical framework of psychological resilience is examined, the positive outcomes are listed as follows:

- Fulfilling age-appropriate development tasks,
- Adequate level of positive social relations,
- Avoidance of drug use and criminal behavior,
- The absence of psychopathology, i.e. psychological health,
- Happiness,
- Continuing to work,
- Participation in age-appropriate sports activities,
- Having balanced emotions,
- Positive social activities next to the work life,
- Acceptance from the social environment
- To comply with social norms,
• Self-acceptance and compliance,
• Life satisfaction,
• Well-being[4]

More examples can be added to this list. Psychological resilience is regarded as a new subject and being studied intensively by the researchers. More information will be added on the positive outcomes as a result of the research studies.

CHARACTERISTICS OF INDIVIDUALS WITH HIGH PSYCHOLOGICAL RESILIENCE

People are faced with compelling situations that create stress throughout their lives and they try to maintain their adaptation to the new conditions. Some features that people have in this adaptation process facilitate their adaptation efforts. As it is known, the individual has both innate characteristics and the characteristics he/she acquired later. Psychological resilience is also one of the main features that facilitates individual coherence. It is influenced by the innate characteristics but in fact, emerges at risk situations and can be improved later with supportive programs.[1,4,10] In this section, the features that are thought to be related to psychological resilience are explained. It should not be forgotten that these features consist of both the innate and the later acquired characteristics. Since studies on psychological resilience are still in development stage, it should be considered that new studies may have revealed the relationship between different characteristics and psychological resilience. The studies conducted in this area are more recent than the other subjects of psychology.

Each individual has different abilities, family relationships, surroundings, interests and strengths and weaknesses, and these differences are characteristic of that particular individual. There are different characteristics, such as forgiveness, hope, self-esteem, life satisfaction and optimism, which are thought to be related to the concept of psychological resilience.

The most important point is whether or not these traits are helping to overcome the difficulty that the individual has experienced. In fact, that trait is found in every individual, and what is important is the level of it. Indeed, when any feature is described or defined, its nothingness is not included because personality traits are not measurable things like age, weight or length. For example, if we take the concept of hope, as an illustration, the scores obtained from the measurement instruments are used to describe the individual as having high or low hope level. Individuals with high psychological resilience are assumed to have sufficient level of these traits which allow them to overcome the difficult situations[7]. Some of the features that are thought to be related to psychological resilience in the literature are listed below.

Stability is an important feature associated with psychological resilience. The concept of stability refers to being determined and persevering with the tasks which are fundamental to achieve success in life. In the framework of coping with stress, the concept of stability was also mentioned. It was stated that individuals with a high level of psychological resilience generally stand out against stressful conditions and do not give up. On the contrary, they try to recover themselves and use such kind of compelling situations and life events in favor of themselves. (The story of Reşit Artan, mentioned in the previous chapters illustrates the trait clearly.) Being determined and not giving up easily find a place in many different cultures. In addition, many of the mythological literature includes the story about the bird known as ‘Phoenix’ which is believed that the bird was burned and reborn from its ashes according to the legend. There is even a saying based on the story of the Phoenix,
‘be born out of the ashes’ which is used to describe people who have high psychological resilience and overcome the hardships.

Phoenix

Individuals who have high psychological resilience are regarded as they differ in terms of their social, academic and emotional characteristics compared to other individuals experiencing similar difficulties. Individuals with high psychological resilience are expected to be successful in social relationships and able to communicate effectively. In addition, the adaptive skills of these individuals are higher than those with low psychological resilience. Individuals with high psychological resilience have higher levels of self-esteem, self-respect, self-acceptance, and emotional control [2, 14]. It is an undeniable fact that the prison guards have a job which may create more stressful situations than most of the other jobs. The examples given above are also included very stressful situations that would not be faced with individuals from other occupational groups. In order to succeed in such a stressful job, the ability to control the emotions has a primary importance.

Finally, it is known that individuals with high psychological resilience have high motivation to achieve success and they have better planning skills. In sum, psychological resilience is a desirable feature consist of emotional, cognitive aspects, and social characteristics which makes it easier to overcome stressful situations. Some features that individuals have are affecting their psychological resilience levels. Let’s take a look at how the psychological resilience required for the individual’s adjustment and success can be gained.

IMPROVING PSYCHOLOGICAL RESILIENCE

Psychological resilience is a feature which we can improve. We should not give up when we face a difficulty and try to find different solutions.

Throughout the chapter, we have discussed what psychological resilience is, how it functions, what protective and risk factors are related to psychological resilience and the characteristics of a psychologically resilient individual. Today, increasing use of substances, child neglect and abuse, violence, bullying, migration, earthquakes and floods and dif-
Different kinds of adverse events are unfortunately part of our lives. In particular, prison guards face a variety of occupational hardships besides these difficulties. Psychological resilience is a feature that facilitates the life of the individual in the case that the individual confronts a challenging situation. It is emphasized in the literature that the individuals who have high psychological resilience adapt to their living conditions and also the psychological resilience can be improved through different kinds of programs. [1, 6, 10, 14] If psychological resilience is so important and can be improved, then what kind of studies can be done on this subject? The answer to this question has been sought under this heading.

Research on the development of psychological resilience in Turkey has begun to increase and gain importance in recent years yet is still not at the sufficient level [4]. For this reason, most of the resources on how to improve psychological resilience are of foreign origin. Henderson and Millstein (1996), researchers who work the subject of psychological resilience, have developed a model named give "6 strategy models" with the purpose of increasing the psychological resilience levels of individuals [10]. There are 6 titles in this model.

1. Increase Bonding
2. Set clear and consistent boundaries
3. Teach “life skills.”
4. Provide caring and support,
5. Set and communicate high expectations,
6. Provide opportunities for meaningful participation.[10]

This model is similar to models for developed for social skills, but it is designed in a way that is appropriate to the nature of psychological resilience. The researchers also named this model as “The Resilience Wheel” and explained it in a way. Let's first look at how the model is represented. (See Figure 2)

![Figure 2. Henderson ve Millstein’s (1996) “The Resilience Wheel”](image-url)
This model is designed for two purposes: “reduction of risk” and “improvement of psychological resilience”. Risk reduction is designed in the three-stage form: Increase Bonding, set clear and consistent boundaries, teach “life skills.” The stage of increasing psychological resilience is also designed in a three-stage way: Provide caring and support, set and communicate high expectations, provide opportunities for meaningful participation.

**Psychological resilience is improved in two-stage form: “Reduction of risk” and “improvement of psychological resilience”**

**Risk Reduction Phase**

The risk is a part of life. For this reason, many studies have been conducted on this subject. When the literature is reviewed, three key strategies are proposed to contribute to the development of individuals.[10]

1. **Strategy to Increase Bonding:** Bonding is a concept that is studied in the context of developmental psychology and helps to understand the behavior of the individual. This strategy, which is the first step of the six strategy models, aims to increase communication among people. It is important for people to be accepted by others in the community they live in. It is important to feel accepted, to feel valued and make meaningful contributions in order to be motivated. Bonding and acceptance are not only concepts that are important in adolescence or in childhood but are important for the individuals at all ages in[10]. For this purpose, establishing a working environment with protective and positive relationships will increase the involvement of prisoners in their work. Providing opportunities and an environment for prison guards which enables them to have a positive time in their workplace will also reduce their occupational burnout.

Even if it would not look exactly like the picture above, the arrangement of the working environment will increase the connection to the work place. It not only improves physical conditions but also establishes positive relationships among colleagues at the same time.

2. Set clear and consistent boundaries: This strategy involves identifying the anticipated behaviors from prison guards and adopting appropriate policies and rules to ensure these kind of behaviors. When establishing an institution or its policies, the parties must come together and discuss in order to set the rules together. Participation is important in terms of making the individual feel valuable. The more prison guards participate in the formation of the rules that will affect their lives, the easier it will be for these rules to be viable. For this purpose, show boards which demonstrate the rules can be prepared in institutions or informative activities can be held.

3. Teach “life skills.”: An individual is a whole that has different features. Therefore, the development of the individual should also be considered as a whole composed of different parts. This stage emphasizes the efforts which aim to develop the skills of the individual on assertiveness, conflict resolution, social skills, coping with stress, communication and decision making. The acquisition of life skills will help both to regulate and improve relationships and to cope with the difficulties encountered. As it has been mentioned in this section, prison guards have very challenging work tasks. For this reason, psycho-education programs or in-service training programs can be organized for the development of life skills such as coping with stress and conflict resolution.

The Stage of Improving Psychological Resilience

The first three steps in the six strategy model included studies to reduce risk factors. In the second stage, the ways to improve psychological resilience are stated. If the literature is reviewed, the concept of psychological resilience is explained under three headings: Provide caring and support, set and communicate high expectations, provide opportunities for meaningful participation.[10]

4. Provide Caring and Support: The first stage in the development of psychological resilience is providing interest and support. In this strategy, there is a provision of unconditional positive respect and encouragement towards the individual take place. It is not possible to achieve everything aimed in life alone. As it is known, humans are social beings and interact with others through their lives. In the cases that the individual cannot achieve his/her aims alone, receiving support will help the individual to overcome the difficulties. The first group of people that the individual may receive help from is the family yet support may be received also from outside. Friends, neighbors, teachers, relatives or even a pet can be a source of support [10]. Since prison guards work intensively, psychological support can be provided by the staff, such as an institutional psychologist or psychological counselor, who can support them.

5. Set and Communicate High Expectations: Creating a high expectations first evokes a negative connotation in mind, but the goal of creating high expectations is different than the general usage. With this strategy, it is actually aimed to improve the sense and the belief of “I can do it” in the individual. In addition, by creating expectations, the individual’s efforts and dreams will be guided by a certain aim [10]. In the case of the prison guards, an opportunity of promotion may be provided as a result of the achievements made by the employee, or financial incentives may be offered. The target to be set must be high, but the goals must be realistic.

In other words, these targets should be created to convince the individual that he or she is able to succeed, and to motivate them to achieve the goals. For this purpose, it can be benefitted from methods as such as rewarding the employees, arranging activities that guards can take responsibility or organizing personal development seminars.
6. Provide opportunities for meaningful participation: Opportunities must be provided so that the individual can do a certain job or fulfill a task. This strategy includes offering individual opportunities for problem-solving, decision making, goal setting, planning and for helping. Prisons and the institutions incorporate thousands of employees. While the structures of such kind of institutions are planning, the opinions of the prison guards can be considered and participation of the workers can also be ensured. In addition, it is also necessary to provide opportunities for their professional and personal development. When the structure of the prisons are planned, there should be opportunities for staff to develop their personalities from the social and cultural perspectives.

CONCLUSION

In this chapter, it is aimed to provide comprehensive information about the psychological resilience as one of the concepts in positive psychological which have an important place in the psychosocial development of the individual. Psychological resilience also stands for the situation of being elastic, being durable and not being fragile. The research studies conducted in Turkey, not only the concept of psychological resilience but also the concepts such as persistency, the power of self-recovery and psychological endurance are used. Psychological resilience is preferred because it is more widely accepted in the field.

Psychological resilience can be defined as an internal and external adjustment that the individual which is shown as a response to a stressful situations such as risk, difficulty, disaster and loss. There are two important points to be mentioned in order to prove the existence of psychological stability. Firstly there must be a risky situation, such as loss, natural catastrophe, which disturbs the coherence and makes life difficult for the individual. Secondly, despite these difficult conditions, the individual should be able to rebalance his or her life. Protective factors, risk factors, and positive outcomes that emerge at the end of the procedure are thought to be important in elucidating the concept of psychological resilience. Moreover, psychological resilience is seen as a dynamic process with the interaction of risk factors, protective factors and positive outcomes. In this section, protective factors, risk factors and positive outcomes are explained in detail.

Risk factors that are important in the development of psychological resilience can be named as; Low social support, violence, drug use, adverse childhood experiences, and life events that negatively affect the individual. The protective factors involved in the definition of psychological resilience are; Self-esteem, hope, optimism, self-efficacy, internal control focus, and positive family relationships. Finally, the effect of positive outcomes is emphasized in the structure and existence of psychological resilience. Positive outcomes have many positive consequences such as academic success, social skills and acceptance by peers. Moreover, psychological resilience can be defined as a concept used to express coherence resulting from the interaction of protective factors and positive outcomes against risky situations and adverse conditions.

Individuals are exposed to compelling conditions at every stage of their life. For this reason, it is seen as a useful approach to identify and reduce the risk factors that threaten the individual’s development of the individual and compliance of their coherence. It is not possible to completely eliminate the risks, but if the effects of these risks can be reduced, it may contribute to the success of the individuals despite the difficulties they may confront. For this reason, the concept of psychological resilience has been studied in recent years intensively. Numerous variables related to the concept of psychological resilience have been studied and reviewed in the last thirty years.

In the recent period, the tendency in examining the concept of psychological resilience goes beyond determining the characteristics of highly psychologically stable individuals in difficult living conditions, towards the examination of the question of how psychological resilience can be improved. In addition, researchers studying on the subject of psychological resilience try to develop and implement a range of psycho-educational programs designed to reduce the potential
consequences of existing risks. This section presents the current situation regarding psychological stability. At the end of the chapter, the six strategy model was presented.

REVISION QUESTIONS

1. Which of the following defines the concept of psychological resilience?
   A) Having psychological strength
   B) Being more successful academically, or having better cognitive skills in comparison to peers
   C) Being able to cope with stressful conditions and continue to live in coherence after experiencing an adverse event.
   D) Having stable academic, social and emotional personal status.
   E) Being accepted by the family and the social environment.

2. Which of the following presents the three main points of the concept of psychological resilience?
   A) Risk Factors – Stress – Coping with Stress
   B) Resilience – Being Mentally Strong – Protective Factors
   C) Protective Factors – Stress – Success
   D) Risk Factors – Protective Factors – Positive Outcomes
   E) Risk Factors – Coherence – Success

3. Which of the following is the difference between the individual who has a high psychological resilience level and the individual who is coherent?
   A) Coherency Levels
   B) Existence of a Risk Factor
   C) Socio-Economic Level
   D) Academic Success
   E) Social Skills

4. Which of the following cannot be regarded as a stress source?
   A) Job loss fear
   B) Work overload
   C) Inadequacy of physical space
   D) The legal constraints of the profession
   E) Marital Status

5. Which of the following options can be defined as a feature that separates psychologically resilient individuals from highly coherent individuals?
   A) Fulfilling the tasks despite of the risky conditions and stressful situations
   B) Being sensitive
   C) Having high socio-economic level
   D) Academic success
   E) Social coherence

ANSWER KEY

1. C If you answer wrong, review the section “What is psychological resilience?”
2. D If you answer wrong, review the section “Psychological Resilience and Positive Outcomes”
3. B If you answer wrong review the section “Characteristics of Individual with High Psychological Resilience”
4. E If you answer wrong, review the section “Stress Factors”
5. A If you answer wrong, review the section “Characteristics of Individual with High Psychological Resilience”

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RELATIONSHIP MANAGEMENT

Kubilay Özyer*

“Every morning when you take the road say hi to the clouds. To stones, to birds, to horses, to grass, say hi to people. Say hi to what you see. Then take your mirror out give yourself a hi. Don’t leave your memory to the others you are in this world, too! Split your friendship to the entity, let some cover you, too”

Üstün Dökmen

LEARNING OUTCOMES

On reading this chapter, you will;

• Know what the concept of relationship is,
• Define the types of relationships,
• Explain how personal and relational boundaries will be preserved,
• Understand people’s need to establish relationships,
• Be able to understand how relationships between people can be managed,
• Understand how we can affect the people we are involved with and how we can convince them,
• Be able to understand possible conflicts in the workplace
• Understand how we can solve conflicts in our working life without harming ourselves, person we are facing and our workplace.

SCHEMATIC REPRESENTATION OF THE CHAPTER

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INTRODUCTION

Mankind is the most social entity on earth. As the level of maintaining the social entity, there is a possibility of living a better, more beautiful and happier life. The ability to live this life is possible thanks to the relationships that have been established.

The main focal point of a healthy relationship is communication. The more transparent, clear, direct and successful the communication is, the more healthy the relationship will be. So, we should understand the communication better. We must be able to transfer our argument properly in a communication and persuade it as necessary.

Although we have been able to establish a healthy communication in every sense, sometimes we encounter other people in our workplaces, and we can experience conflicts with them. Considering the stress factors caused by the conditions of the prisons, it is possible that more conflicts are experienced. For this reason, knowing what a conflict is, what kinds of conflicts there are and most importantly, how to manage it is of great importance for a healthy work life.

In this section, firstly the relationship will be defined and relationship management will be tried to be explained, then communication and verbal persuasion will be discussed. In the following, the issue of conflict will be explained in detail and the necessary things to be done in order to be understood and, of course, to be managed after being understood will be revealed.

RELATIONSHIP

Relationship is the connection, contact, bond or interest between two things. If there is a connection between these two things, then it can be said that the relationship is established, too.

The Turkish Language Association has defined the dictionary in two ways. Accordingly, the relationship is defined as a) the mutual connection, contact, bond or interest between two things b) contact or connection between two things. As it can be easily understood from the definition, the relationship is basically the contact between the two people. However, the content of this contact is very important. This contact should manifest itself in the form of reciprocity and be influenced by both sides. In addition to transferring knowledge, the contact itself carries many psychological or cognitive features such as love, compassion, loyalty. This is the only possible way for people who are in a good relationship to feel more valuable and meaningful, and this may be the way to benefit from this relationship.

The human being, a social entity, can make meaningful lives in direction of the relationships established. However, by this way, the love and respect for the self and the people who are in relationship with him/her will increase. The need for people to establish relationships is actually the basis of our social life. If people could not relate to each other, then it would never have been possible to talk about the existence of a regular social life.[1]

The institutions where people work are also social systems. Just as relationships form the basis of social life, the relationships that the people in institutions they work establish with each other determine the basis of the social life in the institutions. The healthy relationships to be established within the institution will contribute both psychologically and physically to both sides of the people. The sides of the relationship will feel more enthusiasm for life, they will enjoy each other and life, if
they have a healthy relationship. This situation can have a positive effect on their physical health, too.

In a relation, both sides have an influence on the other side of the relationship, and what is meant by relationship management is precisely the way that people interact with each other and manage them. A good model application is given below. Give 5 points to each question that you answered in the application and calculate your total score. According to the resulting score, you can evaluate yourself as the result of the application.\[1\]

<table>
<thead>
<tr>
<th>LET’S KNOW OURSELVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills related to human relationships are extremely important in terms of your progress in your career, even if they are not as easily identified or assessed as technical skills. How much effort you make to improve positive human relationships, your colleagues and superiors will be less likely to misinterpret your goals and will support you.</td>
</tr>
<tr>
<td>Below are some points to note about human relations. Just mark what you do every day. This study will show how important it is to be good in human relationships.</td>
</tr>
<tr>
<td>Which of the following are you constantly doing?</td>
</tr>
<tr>
<td>• I behave everyone in accordance with honesty and moral values.</td>
</tr>
<tr>
<td>• Even when I work with negative people, I act positively and do not disrupt my work.</td>
</tr>
<tr>
<td>• I send positive signs in verbal or other forms to all human relationships, including talking over the phone.</td>
</tr>
<tr>
<td>• I refuse to participate in any activity that may be harmful to another person.</td>
</tr>
<tr>
<td>• I establish and maintain open and healthy business relationships with everyone in the workplace. No one is superior to others for me.</td>
</tr>
<tr>
<td>• I behave and respect everyone equally regardless of ethnic or socio-economic differences.</td>
</tr>
<tr>
<td>• Sexual preferences of my colleagues do not affect my work relations with them.</td>
</tr>
<tr>
<td>• I present the opportunity to fix this situation with someone who has a broken relationship with me.</td>
</tr>
<tr>
<td>• I can maintain a strong relationship with my superior without excluding my colleagues.</td>
</tr>
<tr>
<td>• While contributing to the productivity of my colleagues, I also work on the average of myself.</td>
</tr>
<tr>
<td>• I do not initiate or listen to rumors that could harm people.</td>
</tr>
<tr>
<td>• I take care of my work and come to work on time.</td>
</tr>
<tr>
<td>• I can maximize my own productivity without excluding my colleagues who can not work efficiently enough.</td>
</tr>
<tr>
<td>• I accept my mistakes or wrong decisions without hiding them.</td>
</tr>
<tr>
<td>• I do not allow small misunderstandings to grow into problems.</td>
</tr>
<tr>
<td>• I am a very good listener.</td>
</tr>
<tr>
<td>• I keep the balance between home and work experience that will not harm both.</td>
</tr>
<tr>
<td>• I look for other people’s good aspects and find them.</td>
</tr>
<tr>
<td>• I distinguish my personal relationships from my business relationships well.</td>
</tr>
<tr>
<td>• I only say good things for those who are not ready in the community we have.</td>
</tr>
<tr>
<td><strong>SCORING</strong></td>
</tr>
<tr>
<td>Give 5 points for each answer you mark. 70 or more points are very good in terms of human relationships that you care about; a score of less than 50 indicates that you may need to repeat your practice.[2]</td>
</tr>
</tbody>
</table>
Each relationship naturally has two sides. The relationship will be built upon the mutual needs and desires of these two sides. In relation, both sides have the power to influence the emotions, thoughts and behaviors of one another. Both sides of the relationship must be aware of that they are mutually dependent on each other and act accordingly. Because a healthy relationship is an ongoing relationship. In such a relationship both sides should be as sensitive as possible to the wishes and needs of one another and understand that the other side must meet its needs by obtaining some related results. Otherwise, the relationship will be in the control of one side, on the one hand side of the wishes and needs, and it is not logical to expect that such a relationship will be healthy and long lasting. Managing such a relationship would be almost impossible. Hence, the first rule of proper management of relationship is to establish relationships that are as healthy as possible.

It will be focused on how to build a healthy relationship in this section and, of course, how this relationship can be managed in a good way to make it long-lasting.

**RELATIONAL AND PERSONAL BOUNDARIES**

It becomes especially important that the professional boundaries between the employees of the military, law enforcement agency and penal institutions, where the superior-subordinate relationship and hierarchy dominate, are clear.

Limits are rules used to define the physical and psychological distance between individuals and to regulate closeness, distance, hierarchy and roles [3]. These rules are important not only in the relationships of one’s with social environment, but also in their professional relationships. It is especially important that the professional boundaries between the employees of the military, law enforcement agency and penal institutions, where the superior-subordinate relationship and hierarchy dominate, are clear.

One relation is usually said to have three different boundaries. These are [5]:

- **Distinct boundaries:** These types of boundaries are generally considered normal. Because these boundaries allow one person to maintain his or her identity, but at the same time to establish a healthy relationship with other individuals. These boundaries may vary from person to person. While some people may allow others to be very emotionally close to one another, others will keep themselves emotionally away from those who will be in the relationship by keeping the borders wide. It may be possible for workers in prisons to put such borders between themselves, but it seems quite difficult with prisoners. Of course, being difficult should not mean that it is impossible. For example, the behavior of a correction officer in favor of both his/her colleague and the prisoner calling Mr./Mrs. instead of brother/sister is an appropriate behavior to distinct boundaries.

- **Uncertain and Interwoven Boundaries:** In such cases, the boundaries are rather uncertain, ambiguous. Because of this uncertainty, the boundaries of the relationship of individuals may become interwoven with one another. It is seen that people with these boundaries have a more dependent personality, that the refusing/rejecting skills are low, and that they do not have obvious rules relatively in their relations. Interwoven boundaries can be seen more often in overprotective families and more collective/communitarian societies.
READING PART
Sometimes I look at the past;
I always love selfish people who can not success to be “we”.
When I needed the most, I was left alone, or I was always surrounded by snakes.
Nevertheless, my Lord has given power.
I have never left myself for no one, I have gone away.
These people, who have found the right to upset me, I have always seen the same sign when I look back every time.
Actually, nobody was guilty, I have let all of them.

EVALUATION
• In the poem above, what kind of boundaries do you think the person has? Why?
• What are the consequences of our relationships when we do not define our personal boundaries?
• What kind of potential risks there are when the boundaries are not clear in a relationship?

• Strict Boundaries and Relational Disconnection: Exposure of very strict boundaries in a relationship may cause difficulties in terms of continuity of that relationship, perhaps leading to the end of the relationship. The individuals in the relationship put very sharp boundaries to keep others away from them, which of course will damage the relationship. Connection officers may have to impose strict boundaries on the prisoners as a necessary in their work. However, when placing these boundaries, it may be beneficial for both sides to leave at a certain level, paying attention not to break the relationship. Also, if the correction officers put strict boundaries with their colleagues, the relationship could become mechanistic. In this case, the characteristics of people, which are very important in relation such as understanding, empathy, and support, can remain on the backplane. Generally, people who are too fond of independence or damaged in relationships may be able to determine their limits more sharply to protect themselves.

VERBAL PERSUASION
The first rule of convincing people is to have a healthy communication with them. Communication is one of the most precious things people have. Good communication is also the first and most important step of a healthy relationship at the same time.

Communication is a process that allows two or more people to exchange information, feelings, etc. between them.

Communication can be realized in two forms, verbal or non-verbal communication. Non-verbal communication is our communication with the body language, gestures and facial expressions. Generally, we use this communication method quite a lot. Verbal communication, on the other hand, is the communication we communicate with words. The advantage of verbal communication is that we have the ability to tell the other side what we want in a much simpler, clearer and more accurate manner. Usually we will also have a higher chance of convincing us with these methods[6]

In institutions like prisons, it can become even more important that people can communicate with each other and have a healthy relationship with them. Because both prisoners and correction
officers are usually in a closed environment and under very strict supervision. In such a case, a healthy relationship established with good communication would be in the interest of both sides. At the same time, thanks to good communication, correction officers will be able to easily transfer what they want to the other side and the chances of persuasion will rise. At this point, it will be a good idea to focus a little more on how people can improve their communication and how they can persuade the other person.[6]

**Persuasion and Persuasion Techniques**

There are quite different definitions of what persuasion is. However, in general, we can define persuasion as a deliberate manipulation of feelings, thoughts and actions in order to reach the aims we have already identified before. Therefore, the main point is the act of changing an attitude towards an individual, thought or being.[7]

We use a lot of different persuasion techniques, either aware or not, in our business or daily life. It may be useful to present these techniques collectively before explaining them with the help of individual subheadings.[7]

- Foot in the door technique
- Door in the face technique
- Low-ball technique
- That’s not all technique
- Yes-yes technique
- Don’t ask if-ask which technique
- Ask question with a question
- Planting technique
- Getting a IOU technique

“Foot in the door” technique, which was perhaps the most researched and examined technique in terms of the effects, was acquired into the literature by Freedman and Fraser. In this technique, which is one of the successive request techniques, there is a tiny request before the resource target, which does not force the one being requested, and is likely to be accepted. Then, step by step, it progresses to be in bigger requests.

In the “Door in the face” technique, which is also known as the “reject first, then accept” technique, or “slamming of a door” technique, it is first made a big request, then a small one as it can be understood from the name.

In the “Low-ball technique”, the target is presented with an acceptable proposal first, and then the proposal is enlarged step by step to the point until the answer is yes. For example, when a car is desired to be sold, the customer is drawn to the gallery first, giving the car a low and attractive price; Then the difference in engine volume, model, hardware and accessories is gradually added, selling the car with a price that the customer never thought about at first.

In the “That’s not all” technique, the goal is to make a reduction, or to make it more attractive, without specifying whether or not the request is accepted by the target. As an example to this technique, the salesperson who says “If you buy these products, I will give you a 10% discount and I will also give you this bag as a present” can be given.
In the “Yes-Yes” technique, questions that are likely to be given a yes answer to the target are asked and the original request (such as selling the product, requesting a vote for the candidate, or asking for help in any subject) is asked in the end.

In “Don’t ask if-ask which” technique, the target is not asked whether he/she needs any product or whether he/she wants to make a choice about any topic, he/she is offered direct options and is expected to choose one of them, in other sense, by being presented with a fait accompli.

In “Ask question with a question” technique, the persuasion process does not always work as the target of the source. Sometimes, the source person or people who are choked up are in need to save time. The technique of asking question with a question is commissioned at this stage.

The “Planting” technique, which is frequently used in advertisements, is aimed at placing in target’s mind by addressing at least one of the five senses. In food advertisements, for example, the aim is achieved with emphasis such as “very hot soup”, “very red tomatoes”, “crispy potatoes”.

“Getting a IOU technique” technique: A shop assistant trying to find the best perfume that works best for our skin by giving us several minutes of effort. A salesperson who tries to find the best model of pants that fits us well, by searching all the models one by one. Why do they tire themselves that much? Underneath this behavior, there is a skill, a persuasion technique, which is most likely achieved through experience.

In “Throw a ball” technique, the target is offered very attractive conditions. Offering a fairly low price for a product with favorable payment terms can be given as an example.

CONFLICT AND MANAGEMENT

Throughout their lives, people have had to face a lot of conflicts both in their private lives and in the institutions they work with. So that, in most cases people have not even noticed them. So, we must first be able to realize that we are living a conflict, and if we are in a conflict, we should focus on how to solve it[8].

Conflict is a very different concept defined by many people. In fact, the essence of the concept is quite simple. Conflict can be described as the tension, disagreement, or nonconformity experienced when sharing a set of resources between two or more people or between groups.[9]

Conflict is often understood as a negative situation, but at the same time inevitable as it is the nature of communication. At this point, in order to be able to maintain the basic duty relationship, it is obliged to manage it successfully even when it is confronted with a healthy negative relationship. It can be safely said that in the prison institutions there can be many conflicts between the correction officers and between the correction officers and the prisoners at different levels. Indeed, by managing these conflicts as they should, both the institution, the officer and the prisoner must be able to get out of this business without being harmed.[10]

In today’s world, very different people are working in the institutions. These people have different values, different political opinions, different perceptions and attitudes. Therefore, these differences may potentially lead to incompatibilities and possibly conflicts among people. The conflict that
arises in an institution basically indicates the opposition between people or groups. Thus, conflict means dissenting opinion or opposition between persons or groups. People need to be dependent on each other or the same source in order to be able to enter in a conflict. Therefore, they must first be in a relationship. So a healthy relationship management can also prevent conflicts at the same time. On the other hand, resolving conflicts could help establish a healthy relationship[11].

There are a number of different opinions that, conflicts that are antagonized in institutions are not always bad, in some cases, some things can be gained by both the institution and the conflicting sides. We can collect them in 3 groups:

In the first group lies a view that is called the traditional approach. People who have this view argue that the conflict is a bad thing. People who advocate this view describe conflict with some negative words such as harmful and destructive. From this point of view, one of the most important tasks of the administrators in the institutions is to eliminate the emerging conflicts or prepare the environment so that conflicts do not occur.

In the second group, there is a point of view that can be described as approach of human relations, people in this group argue that whatever is done, the conflict can not be prevented and it has also positive effects on people and institutions. People advocating this view naturally accept the conflict within every institution. According to them, conflict is inevitable if there are humans in any place. So, there is no point in trying to prevent it. They even think that up to a certain level, there may be some positive effects on the performance of people and institutions. However, they have not thought it was something that could be managed.

Finally, there is a perspective that is called as interactive approach, the main difference of this approach is that it sees the conflict as an event that can be managed. Those who have this point of view argue that if there is no natural conflict in view, it is necessary to reveal the conflict to a certain level, but that it must be managed effectively.

Conflict and Institution Performance

We can conclude that there are two kinds of conflicts when we deal with the institutional conflict in terms of the interactive conflict mentioned above. These are functional and nonfunctional conflicts[12].

The distinction between the two is actually quite simple. Functional conflict is the kind of conflict that contributes to and enhances the performance of institutions and individuals. What kind of benefit can be gained from the conflicts is precisely the question here. Functional conflict is not an advanced conflict, but usually a conflict that does not involve any physical or destructive movement, which focuses on the different thinking of the individuals. In such conflicts, people can get different opinions, new ideas and can develop themselves in this way. It would not be wrong to define this conflict type as constructive conflict. Because with such a constructive conflict, people will be able to establish better relationships and improve them more since they will be able to understand each other better. The tension of people who understand each other will decrease and the possibility of working together will increase.[13]

Nonfunctional conflicts are conflicts that do not work, that is, they are not beneficial to both the institution and the people, in addition, they are damaging. In such conflict situations, both individuals and institutions will have difficulty in reaching their goals. Nonfunctional conflicts can be seen as an unhealthy, destructive mismatch between two people or groups. Therefore, such a conflict is a seri-
ous obstacle for people to establish relationships. The emergence of such a devastating conflict in institutions like prisons will affect both the institution, the employees and the prisoners in a negative way. In such conflicts, people do not focus on the problem but rather focus on the other person, which will not have positive results. Thus, the energy of both sides of the conflict will be wasted and the sides will make loss. Nonfunctional conflicts often start with an emotional approach without thinking, and they can often lose much more than gains they can get when they have a healthy relationship with people.

Well, after all these explanations, how it will be recognized if a conflict is good or bad? For this, the problem must be revealed first so that it is possible to produce the necessary solutions afterwards. In order to be able to understand the type of the conflict, answering the following example questions or similar questions can make things easier.

- Are the sides of the conflict approaching the case with a hostile view?
- Are the results of the conflict negative for the institution?
- Are the results of the conflict negative for people or groups who are sides of the conflict?
- Are the gains of the conflicting person or groups less than the losses of this conflict?
- Is the energy used by the people for conflict being taken from the energy they need to use to achieve their both personal and institutional goals?

According to the answers to the questions above, it will be easier to reveal the type of the conflict. It is the most important step taken for the solution of being able to reveal the conflict. It should be thought as going to the hospital. The first and most important step of the doctor’s treatment is to be able to diagnose right. Otherwise, everything he/she does will be wasted and the patient will be harmed. If the answers to the questions above are predominantly yes, then the conflict is a non-functional kind of conflict that damages both the person and the institution.[15]

**Conflict Process**

The conflict mentioned between individuals or between groups in institutions is not an event that occurs suddenly. It is a process that consists of a set of stages, steps and matures for a certain period of time. Although the conflict process has been handled differently in many places, we can generally refer to it as a situation consisting of 4 basic stages. These stages are:

1. Potential disagreement stage
2. Knowing and personalizing the conflict
3. Appearance of the behavior
4. The results of the conflict

All these steps have been summarized briefly as follows and each one has been explained one by one to make it better understood.
Conflicts can arise from people or from the instruction being worked at

Individual Behaviors During Conflict:
- Competition
- Cooperation
- Compromise
- Avoidance
- Adoption

1. Stage: Potential Disagreement

At this stage, no conflicts between people or groups have yet emerged. However, conflict is inevitable because of the existence of a number of reasons. Certainly, it can not be said that there will be a conflict certainly because of these reasons, however, the condition is potentially ready and conflict can manifest itself at any moment. A closer look at the causes of potential conflicts will reveal that they can be handled and examined under two main categories. One of them is caused by the people or by differences between the people, and the other main reason is the institution itself or its applications. It will be in place to look closely at these[16,17].

Personal Differences: People have such a different potential from each other that they have different personality traits that are almost as different as the number of people in the world. Differences among people can be considered to consist mainly of people’s personalities, values they have, moral point of views, abilities, goals, emotions and thoughts, and communication barriers between them[18].

Personality is a general features that people have from birth and shape with environmental factors. When every person starts to work in an institution, He/she will naturally carry the personality. It will not be wrong to mention quite different personalities in prison institutions, since not only employees but prisoners are also mentioned. How normal and easy it is for people with similar personality to easily communicate and get in contact with each other, the chances of a conflict between people with different personality are much higher and normal. Some personality types are more likely to have a conflict, while some personality types are less likely to have a conflict. For example, individuals who are open to communication and are egalitarian may have fewer conflicts, while those with the dominant character are more likely to experience conflict[19].
Values and moral view are also personal differences that could be the another cause of conflict. Because people can have different values and ethics. Every person can also tend to think that their own values are more accurate or more valuable than the values of others. Such a situation would easily increase the likelihood of conflict between people. Individuals who think that others must comply with their own values and moral viewpoints, and who force others to do so, can easily reveal the conflict. That is why each person should think that the values and moral point of view of others are also correct and respect them as much as they think that their own values and the moral point of view are correct.[20]

Talents include a range of skills that people bring from birth. Each person has different talents or skills than the other. In some cases, these talent differences would cause conflicts among people. Every person can not easily do what the other does, it may be lacking in ability or experience, it should be given time and emphasized[21].

Objective differences are another important factor that can cause conflict in institutions. Because the objectives and reasons for the presence of each correction officer, as well as of the prisoners, are different from the others. People can need other people to realize their goals and can compete with them. This situation can easily lead to a conflict between those people[22].

Emotions can arise in institutions as another reason for conflict. When people come to their institutions, they may be in different emotions and moods. They can bring their external problems to the workplace, which can cause them to enter into a conflict. Especially prisons have a fairly favorable atmosphere for conflicts arising from emotions. Staying in a place that is closed for a long time can also change the mood of the correction officers, not only the prisoners, it can make them tense. It is natural that in such a situation conflicts will be unavoidable[23].

Communication barriers are another potential source of conflict. As already mentioned, the basis of a healthy relationship is a healthy, open and direct communication. The more open and clear the communication is, the lower the potential for conflict occurs. For this reason, both the institution and people at the institution should strive to create a good communication environment[24].

Factors Originated from Institution: The potential factors that unleashed the conflict are not just originated by people, in addition, there are also many factors that originate from the institution. It is more likely that such factors will arise in institutions that work under difficult psychological conditions, such as prisons. This applies both to correction officers and prisoners. It is possible to list the causes of conflict originating from the institution as institution size, specialization level, mutual dependence, resource cohesion, authority and status differences, institution structure and objective differences[25].

The size of the institution can be a cause of serious conflict. As the working institution grows, more people will be included. When this institution is a prison, both the number of employees and the number of prisoners will increase. The increase of different departments within the institution will increase the probability of a conflict between groups, the increase in the number of employees and prisoners will increase the probability of conflict between people. Because communication channels will start to become very different in large institutions, relations will also run under more difficult conditions. For all these reasons, expansion of the institution means increase of the possibility of conflict[26].
The level of specialization refers to how well professionals have become experts in their own business. If employees become too much expert on their own area, they start to break away from the others and their work and focus only on their own business, which leads to more conflicts. That is why people should be allowed to do something with others to do something and achieve it[27].

Mutual dependence is another potential cause of conflict. If people are working in interdependent jobs, they start to need others to accomplish both their and the institution’s objectives and succeed. If everything is working fine, things will not be a problem, but it will be the opposite if something goes wrong, people will start to blame each other, and the conflict will also manifest itself[28].

Resource cohesion refers to the common use of institutional resources to enable people in the institution to fulfill their duties and achieve their goals. If the resources in the institution are shared by employees, there is a possibility of further conflicts because employees want to get more out of these resources. Likewise, resources at each institution are limited and everyone would try to benefit more from these limited resources. This situation may cause people and groups in the corporation to compete to obtain resources, thus causing conflict between them[29].

Authority associations are an indication of who is giving orders among the employees. In every institution some people tell what they should do to others. This creates the content of authority relationships. Since prisoners are also involved in the work in prisons, this authority will become even more complex. There may be a conflict between them as a result of situations in which the employees have ordered to each other and to the prisoners or stated what they should do. The best way to prevent such conflicts is to increase communication between employees and prisoners and encourage group work as much as possible[30].


Traditional annual football tournament held every year among the shift personnel of Silivri Numbered 5 Close Prison was organized this year, too. Cups reached the owners in Traditional Football Tournament organized to integrate the personnel of the institution and establish better friendships, to save the staff of prisons who has difficult working conditions from a little bit of work stress. 6 teams participated in the tournament, as a result of contested matches as “the corps” team won the cup. This organization is very important in order to get away for prison officers who work in
a busy working life from business life. The winners of such tournaments are friendships. The one who won at the tournament in Silivri Numbered 5 was also friendship.

The difference in objectives can be cited as another important cause of conflict. Even if this issue is not given the necessary attention, it can easily become a source of serious conflict. Likewise, in an institution, the institution has its own aims and each of its employees has own aims. When this institution is a prison, also prisoners and their own purposes naturally comes to the point. Objective of the institution, each of the correction officers’ own objectives and the objectives of the prisoners who are obliged to be there. There will be a chance of conflict because each one is different from the other. In this case, it is best to ensure that each side has knowledge of the other’s aims and that each side understands and tries to achieve the objective of the others while realizing his/her own objective.\[31\]

2. Stage: Knowing and Personalization

At this stage, all necessary things have emerged in order for the conflict to be realized. It is now necessary for the sides of the conflict to understand, to know and to personalize the potential disputes in the middle. Since these potential causes have been perceived by those who are sides to the conflict, the disagreements have been considered beyond potential and revealed. In such a situation, both sides begin to feel a sense of anger and anxiety, which means that the conflict process is beginning to accelerate.

3. Stage: Appearance of Conflict Behavior

Now the conflict has begun to evolve into reality. At this stage, people or groups have begun to notice the conflict. Individuals will have to make a decision about the conflict. What behavior will they exhibit? Will they prefer to compete with the other side? Or are they going to cooperate and reconcile? Or are they going to avoid the conflict without seeing it? Everyone will have to take into account one of these decisions and determine a course of action for it.

4. The Results of The Conflict

At this stage the conflict is over and the results are beginning to emerge. As already mentioned, these results may be harmful to people, groups and institutions and may even be beneficial. It is possible to summarize all beneficial or harmful behaviors that may arise with conflict as it is shown in the following table.

<table>
<thead>
<tr>
<th>Possible Harmful Results</th>
<th>Possible Beneficial Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using necessary energy for work</td>
<td>• Leading to new ideas</td>
</tr>
<tr>
<td>• Threatening psychological health</td>
<td>• Encouraging creativity</td>
</tr>
<tr>
<td>• Wasting resources</td>
<td>• Encouraging change</td>
</tr>
<tr>
<td>• Creating a negative climate</td>
<td>• Organizational energy development</td>
</tr>
<tr>
<td>• Destruction of group affiliation</td>
<td>• Assisting individuals and organizations to establish identity</td>
</tr>
<tr>
<td>• Increase hostility and aggressive behavior</td>
<td>• Serving as a security value pointing to problems</td>
</tr>
</tbody>
</table>
Conflict Solution Methods

When people face conflict, the ways to deal with and solve it are quite different. While some prefer to compete and increase conflict, others prefer to cooperate and work together. This situation is generally summarized as follows.[31]

As can be understood from Figure 3, conflict solution methods have two basic emphases. One of them is assertiveness and the other is cooperation. The dimension of assertiveness shows that people ignore the other side and try to pass on their own wishes rather than others’ wishes. The dimension of cooperation is exactly the opposite of this. By working together, he/she will do something in common and try for other side to make him/her gain. When both dimensions are considered together, a total of five different methods of conflict solution emerges. These are competition, cooperation, reconcilement, avoidance and emollition. Now, it would be useful to take a closer look at them.

**Competition:** Competition in conflicts arises when one side tries to obtain only its own interests and desires. In such a case, it does not matter if the other side is harmed, as long as one side is winning. The main fact that is in the minds of the sides of the conflict is the belief that one side is obliged to win and the other side is obliged to lose. They can not even bring the opposite to mind. The competitors in the case of competition are assertive, so that conflict becomes important and a game that should not be lost. The sides are ready to do everything not to lose, and they can even use power if it is necessary for winning.

**Cooperation:** In order to be able to cooperate, firstly the people or groups in conflict must be in communication. While the conflicting sides try to get their wishes and profits, they do not get out the other side from their minds and they want them to gain as much as possible. This solution is not an easy solution, of course, however, those who are prone to cooperation do not want other ways to be tried without trying this solution. Naturally, the main way to cooperate and make both sides profit from this work is to be open, clear and honest with the other side.

**Reconcilement:** There is a situation in which one side wins and the other loses in competition, both sides win in cooperation, while in reconcilement, both sides have to make some sacrifice and find a middle way. The basic idea here is that if everyone is willing to resist their own wishes and needs, everyone in the conflict will lose. Therefore, everybody has to take a step back and find a middle way. Open and reliable communication is very important in reconcilement as it is in cooperation. If everyone is open and honest towards each other, it may be easy to find a middle way. Both sides lose some in the settlement, and besides, they can win something.

**Avoidance:** Avoidance in conflicts can occur when a person sees conflicts unnecessary, destructive or harmful. People who encounter such a situation usually ignore the conflict, remain silent
or try to close it. It is the most logical way for them to behave as if the conflict has never been or will be. Likewise, people who believe in it do not struggle for their own interests nor for the interests of others, and they expect it to happen spontaneously, leaving everything to be.

**Emollition:** Emollition is a different form of cooperation and reconcilement. In the case of emollition, one of the sides of the conflict can hold the demands and needs of the other side even before their wishes when necessary. He/she may sacrifice him/herself and allow the other side’s requests to be fulfilled more. The main reason for doing this might be that he/she really cares about the other side or believes that his/her own losses are not so important. Here is an example from Romania about conflict solution.

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**CURRENT NEWS**

**Investigation at the C. Penitentiary, after the detainees battled with ranks and knives**

On Wednesday night, several detainees beat like in movies, with ranks and knives, although theoretically they were in a guarded prison. Six scandalous prisoners needed medical attention.

The problems would have begun on Tuesday, when more detainees under the maximum security regime were transported from the P. County Court to the C. penitentiary, in the same van with other men, preventively arrested. At some point, on the road, there would have been a conflict between the two sides. But it became oh higher proportions on Wednesday.

In the courtyard, some prisoners jumped a wire fence and attacked three prisoners in the open regime who had luggage in their hands because they were moved to another section.

12 detainees involved in the fight arrived at the prison hospital. The doctor in the prison decided that six of them needed surgery and sent them to the military hospital in the closest town.

On Wednesday night, a commission from the National Penitentiary Administration arrived at the respective penitentiary to find out what had happened.

Beyond the penitentiary fight, another very serious problem is that detainees have mobile phones and coordinate illegal businesses behind bars. Only last year, over 11,000 devices were discovered in prisons in Romania. Sometimes even state employees sell the phones to the detainees they should guard. A device with internet access costs 1,000 euros.

*Source: ProTV News, 12 September 2012*

**ASSESSMENT**

- What are, in your opinion, the main steps in solving this conflict?
- Is this a functional conflict or Not? Come up with arguments in sustaining your answer?

If these conflicts are not managed properly or if they are not solved, all sides of the conflict will have to lose. So, it is necessary to know how to solve conflict or manage it correctly. Cooperation and communication are of vital importance. In order to liquidate this mafia, the management of the penitentiaries could resort to the simplest and cheapest means: the jamming of communications.
Conflict Management and Communication

There are many different people working in institutions. Therefore, a number of conflicts may arise if these differences are not taken into consideration. The most important thing that can be used to understand the differences between people and to solve them without causing any conflict is communication.[32]

Communication can be useful in many ways in addressing and resolving conflicts, but it is vital at two points. One of them is to prevent conflicts, and the other is to resolve conflicts that have emerged. Likewise, if the communication in an institution can be achieved in an open, clear and honest way, the relations in that institution will be healthy and thus potential conflicts are prevented before they arise. On the other hand, if the emergence of conflicts can not be prevented, communication can help to eliminate existing conflicts without causing much harm, and without being more destructive. In all cases, communication is a vital function.[33]

CONCLUSION

In this section, it have been tried to summarize how to establish and manage relationships, how to communicate as a basic necessity for these relationships, and how conflicts between people can be managed.

Being a correction officer is a work that can be fulfilled in difficult circumstances and really requires psychological endurance. The people who are practicing this profession being able to implement the issues expressed in this section in their lives will be more successful in their working places and happier in their personal lives.

First of all, the most important thing to know is that communication is on the basis of everything. Communication is at the base of everything, in the relationships and in social life. The basic rule that should not be forgotten is that the indispensable condition for a healthy relationship is the successful communication. The answer to the question of how to establish a successful communication is very simple; Be open, clear and honest. It is that simple. Only then, there will be future relations and management of those relationships.

Communication is of vital importance in the case of correction officers. Because the correction officers who work under difficult conditions and the prisoners with limited freedom are able to solve it with clear and correct communication when they have any difficulties. Otherwise, there may be a number of conflicts between employees and between employees and prisoners. The conflicts do not have to be physical, they are often psychological. If these conflicts are not managed properly or if they are not solved, all sides of the conflict will have to lose. So, it is necessary to know how to solve conflict or manage it correctly.
REVISION QUESTIONS

1. What is the contact, connection or interest between two people called?
   A) Relationship
   B) Conflict
   C) Competition
   D) Reconcilement
   E) Any of them

2. Which of the following is the word that describes the physical or psychological distance or closeness of the people in the relationship?
   A) Communication
   B) Relational boundaries
   C) Conflict
   D) Reconcilement
   E) Competition

3. Which of the following is not one of the ways to improve communication?
   A) Using a simple, clear and understandable language.
   B) Being a participant and an active listener at the same time.
   C) Uploading as much and extreme information as possible to the message.
   D) Using feedback effectively.
   E) Communicating in a supportive way to improve relationships.

4. Which of the following is not a “personal difference” from the causes of potential conflict?
   A) Personality
   B) Values and moral point of view
   C) Talent
   D) Size of institution
   E) Purpose differences

5. Which of the following is a conflict strategy aimed at ensuring that both sides win in the conflict?
   A) Competition
   B) Emollition
   C) Avoidance
   D) Reconcilement
   E) Cooperation

ANSWER KEY

1. The answer is A. If you have not answered correctly, please re-examine the “relationship” section at the beginning of the chapter.

2. The answer is B. If you have not answered correctly, please re-examine the “relational and personal boundaries” section.

3. The answer is C. If you have not answered correctly, please re-examine the “verbal persuasion” section.

4. The answer is D. If you have not answered correctly, please re-examine the “potential disagreement” section.

5. The answer is E. If you have not answered correctly, please re-examine the conflict solution methods section.
REFERENCES


RECOMMENDED RESOURCES

6. Darabont, F. (Director), (1999). The Green Mile, [Film], Warner Bros, USA.
LEARNING OUTCOMES

On reading this chapter, you will;
- Know what problem and problem solving concepts are
- Notice the source of problems
- Learn the effective problem solving strategies
- Be able to describe the steps of problem solving
- Be aware of the problem during problem solving and recognize the importance of defining it
- Be aware that problems may be more than one solution path
- Learn how to choose the appropriate method to solve the problem
- Know the importance of decision making on the solution of the problem
- Know your professional competencies and responsibilities in problem solving.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

We are faced with many problems in every area of our daily life and in every moment both in the family, social or business environment, from the day of people to the present day. We give different reaction to each problem and we try different ways to solve them. The reactions we give to the
problems and the solutions we find sometimes bring the problem to a temporary or sometimes permanent solution, but sometimes it doesn’t.

Many people try to solve the problem by trying the first solution which comes to their mind first when they meet any problem. These solutions are sometimes temporary solutions. In this case, the problem is constantly repeated and always comes out. For example, an execution guard who works in an open prison will go to a doctor and try to solve the problem by taking medication when he/she has the flu. Thus, they will find a solution by saying “if you get the flu, you go to the doctor and get the medicine and be done”. When you are sick, going to a doctor and taking medication will not go beyond being a temporary solution.

Some people think about the cause of the problem they are facing and try to remove it. For example, the same guard thinks the answer to the question “Why do I get the flu?” And when he reaches the answer “I do not wear a coat in cold weather, because I wear thin tops, etc.” and then he reaches the solution “I should wear something more suitable for weather next time”. The solution that these people find is a more permanent solution than the previous one. Some people observe the reasoning of the problem they are confronted with and try to change this approach, which is determined to be wrong. For example, when the same execution guard asks the question “Why am I dressed thinly?” and reach to answer “Because we are young. We don’t, We are old soil, nothing happens to us”, he would realize that the generalization he did is wrong. He tries to change the generalization that he has done and reaches the conclusion that “young, old should wear suitable clothes according to weather”, reducing the number and frequency of influenza as much as possible.

Apart from the example given above, we face various problems in the social environment we live in. Most people tend to react harshly in solving the problem met. These people try to solve the problem by using power with the people who are having problems or falling into conflict. These people go to the other side to shout, call and even threaten to impose their solution proposals. These people may seem in the wrong because of this attitude, even if they are right. Again, some people tend to react very softly to the problems they face, so they do not blow up the problem and step backward to avoid an unpleasant outcome, give up easily and give up their solution proposals. Some people tend to show a primitive attitude towards the problems they are experiencing and try to find a fair way to solve the problem.[1]

From this point of view, the book contains information and examples of how a person should react when meeting any problem, how he or she should address probing, and what type of problem-solving skills can be used or developed to permanently solve the problem.
PROTESTS IN THE PENITENTIARY SYSTEM IN ROMANIA

Currently, there are 27,000 inmates in Romania. Since August 1, 2017, protests have been triggered by penitentiary syndicates. In addition to wage inequalities, penitentiary employees claim the lack of staff and the high amount of overtime that those left within the system have to do.

Whatever measures that involve benefits for detainees would be enforced, the only real solution for improving the poor conditions in prisons – regarding labor and detention - is the implementation of an investment plan in penitentiary institutions.

The government reduced the penitentiary budget by 127 million RON in 2017, and a further reduction of 57 million RON will follow.

In the last 2 years, 1 in 6 people have left the penitentiary system, only 61% of the jobs required for the proper functioning of the penitentiaries are occupied and over 700,000 additional hours are recorded.

For more than 8 years, penitentiary payrolls and organigrams have not been modified to accommodate the existing operational needs. The Minister of Justice is required to supplement these payrolls up to 20,041 positions according to the penitentiary activities standards for each sector (guarding, supervision, escort, escort, transfer, education, psychosocial, medical, economic, administrative, etc.). A normative act requiring an increase of up to 15% for penitentiary staff is also required


ASSESSMENT

• In your opinion what should do each of the two parties – the Minister of Justice and the Penitentiary Syndicates, in order to solve this crisis situation?

• Does this crisis affect dramatically the life in prison (of both the prisoners and the prison staffs)? Come up with arguments in sustaining your answer.

A permanent and real communication among all stakeholders is needed in order to properly manage generalized work conflicts, but sometimes this is not enough: structural problems require specific attention on behalf of authorities in charge. Both protesters and authorities should create a space for honest and transparent dialogue, by taking into accounts not only rights and legislative framework but also the existing context, at different level.

Problem and Problem Solving Concepts

A problem is a concept expressing complicated, distressed and undesirable situations which voluntarily in every field of life and every moment of life. Problem is the unresolved issue which too is investigated, considered, and discussed. In other words, the problem is situations where the person is physically or mentally disturbed and may have multiple solutions.

Every kind of difficulty that can be met in life and every problem include a problem-solving pro-
Problem-solving means to overcome that problem. It is to decide what needs to be done to correct miscommunications and resolve disputes. Problem-solving consists of a series of efforts to remove the difficulties met in achieving a purpose and requires using the advantages of methods related to creativity and as well as knowledge.

Problem-solving skills are a fundamental skill acquired in all areas of life and are an inseparable part of growth. Humankind meeting problems and initiating solutions begin from childhood. In the first years of a person’s life, he often has problems with the elimination of his or her vital needs, but in the following years this problem takes on complex social, emotional and social problems.

This skill is gained by the help of the family and the environment before school years, and it gets a certain systematic together with the school experience and lasts a lifetime. The environment in which children gain the first problem-solving skills is the family environment. Children begin to acquire these skills by after the behavior of family members about their problems and the solutions they put into practice. For this reason, the first reaction of family members to a problem they face is a harsh and aggressive solution, it is likely to the child have similar attitude and reaction to the problems. The problem-solving skills of the child develop after the study starts and continue to develop throughout the learning period. As a result, it is expected that people who have completed their studies and have taken up their professional lives should use this problem-solving skills to solve the problems they meet.

As a matter of fact, studies show that people who perceive themselves as problem-solving are more active and have more positive self-perception. In this context, it is crucial for a healthy society to develop the skills that people use to solve the problems they face.

When the situation is different from the desired situation, the problem situation occurs and the problem-solving process starts. Here, after a situation is perceived as a problem, it is called the problem-solving process to select the proper one from the many possible options to make the desired purpose and to use it to solve the problem.

Main Causes of the Problem

There may be many reasons for the problems we are comparing. One of them is a resource shortage. Money, goods, and time are important when it comes to resource shortages. For example, if a family has a limited income, this income will lead to various problems in meeting the demands of the family members.

The other is unmet psychological needs. These demands can be expressed as power, belonging, freedom and enjoyment. Persons can seek to be strong by acquiring physical, political, monetary or information skills to meet their needs. A person may experience problems when there is any obstacle to obtaining power or when there is any event that causes him to feel powerless.
When it is considered to belong to the person, the need for people to build and develop relationships based on love, especially against conflicts, is a challenge. To meet their needs, they want to belong to social groups. Every initiative to weaken the relations of the groups that the person feels belongs to. Being free means having various options and making choices. Persons want to feel their inherent traits. Problems arise when these freedoms are restricted. Having fun is a necessity and we want to enjoy and be happy about every activity we do. Any initiative that interferes with this need may result in problem.[1,27]

Another source of problems is the differences in values, priorities, and principles. The most difficult problems to solve are the ones caused by value differences. For example, there can be a serious disagreement about how a family's monetary resources will be wasted[1], between a husband who thinks that life should be enjoyed fullest in every occasion and who arranges his life according to this principle and a wife who thinks that children should be given the priority to having a bright future. Apart from these, a new and unexpected situation, uncertainty, conflict of wishes, inability of skills causes problems.[12,27]

**Problem Solving Process**

We have mentioned above that people meet problems in many ways, big or small, almost every day. Persons attempting to solve these problems have tried different ways and some have succeeded while others have failed. The difference between the successful and the unsuccessful in problem-solving is that the perspectives of the problem and problem-solving skills are different. People who meet any problem often try to solve the problem by trying the first solution that comes to mind. But our often untried first solutions put us in trouble because it is very unlikely to give the results we expected for the unexpected solutions. It is important to remember that there may be many alternative ways to solve the problem and that the first solution that comes to mind is probably not suitable for solving that problem point. For this reason, the problem-solving process can be likened to a chess game in some aspects. In the game of chess, we play in our minds the actions we will take to draw a king and win the game, and the counter moves that can come from the other side. If we cannot figure out the results of the moves we made, we lose the game. We cannot think that there are many alternative solution ways to solve the problems we meet and we need to know the results of the road we have chosen to solve the problem. In other words, the person should be able to see the steps that will help them to reach him or her and visualize all the steps that will take place from the very beginning to the very end. In this case, what the person needs to do is to be able to think about alternative ways of solving the problem that is met and to be able to choose the best from these solutions.

The problem-solving processes that people use to deal with the problems are basically three. The first is the meeting with the problem. The person makes assessments about the difficulty or difficulty of the problem he or she is experiencing in this process, and it has its own reactions to the solution. The second is the attempt to solve the problem. Persons seek solutions to solve the problem they have experienced in this process. These solutions can lead to her success or failure. The third is the situation in which the problem disappears and the person solves the problem using proper strategies in this process.[13]

There are three important points to be aware of in solving the problem. These;
1. It is extremely important for the person to perceive accurately the problem they are facing. The each needs to perceive the problem correctly to solve the problem. If the problem is not perceived correctly, the solution will be wrong and the problem will remain unsolved.\textsuperscript{[14]}

2. The person must have the ability to analyze the strategy used to solve the problem met. The person must check every step he takes to solve the problem and analyze the errors in that step. At this point, the person should be able to use the information he uses to solve a problem that he/she has before met to solve different problems.\textsuperscript{[14]}

3. The attitude of the person about the problem situation they are facing. This demeanor is reserved. The first of these is not interested in probing. Persons tend to struggle to solve the problem they are facing. The second is self-efficacy, which is about whether the person sees himself adequately at the point of solving the problem he or she is facing. Cause if the person sees himself as competent in solving that problem, he or she will attempt. The third is the style of attribution. Attempts include references to what a person cannot succeed in solving a problem he or she is facing. If the person refers to solving the problem, his motivation will increase and he will attempt to solve it. However, if the person refers to the difficulty he or she cannot solve, he will make no attempt to solve the problem and the problem will become impossible to solve.\textsuperscript{[14]}

**Problem Solving Strategies**

It is the most preferred Social Problem Solving Model with many models developed to solve the met problems. In this model, the problem-solving approach is divided into problem orientation and problem-solving skills.\textsuperscript{[15]}

**Problem Orientation**

The attitudes and behaviors that people face when facing a problem are very important for solving the problem. The probing orientation that forms the general attitude of the person towards probing includes the person noticing the problem, questioning the causes of the problem and anticipations. This is influenced by the person’s experience and the solutions he/she has developed for the problems he/she is facing.\textsuperscript{[16]} According to this model, the probing orientation is divided into two. These are called positive problem orientation and negative problem orientation.

**Positive problem orientation:** Showing a problem-maker’s attitude demonstrates a positive approach to the problem that the individuals have encountered. People with this orientation rely on their knowledge, skills and abilities to solve the problem they encounter and believe they can solve it. Such people have high self-efficacy and self-confidence.\textsuperscript{[17]}

**Negative problem orientation:** These types of people exhibit an unimpeded viewpoint that is unlikely to meet in the problem they do not rely on their knowledge, skills and abilities at the point of solving the problem. These people believe that problem solving self-efficacy is low and that the problem is very difficult, never resolvable. In addition, these people tend to be easily disappointed in the face of a small failure.\textsuperscript{[17,18,19,20]}

**Probing Solving Skills**

At this point, three types of problem solving styles that individuals can have are antagonistic. These;
**Avoiding problem solving style:** This group is a nonfunctional problem-solving style and the problems met are irrelevant and ignorant. These people tend to postpone problems more often. They exhibit passive behavior for solving the problem. Instead of confronting the problems they face, they choose to avoid. They do not take responsibility for solving the problem and expect the problem to be resolved by it or by others. [12,20]

**Impulsive-careless problem solving style:** This group is a non-functional problem-solving style that has the tendency to apply haste, carelessness, and anxiety in the solution of the problems met and to implement the first solution to their minds. There are very few solutions to solve the problem. They collect very little information about the solution of the problem and try to solve the problem by using the information they get. In other words, they act without thinking about what the outcome of the road they choose will be in solving the problem. For this reason, they are confronted with exact and uneven results, and the same problems come back later. [12,20]

**Rational problem solving style:** It is a functional problem-solving style and it possesses the necessary knowledge, skills, and ability at the point of determining, implementing and evaluating the strategy that the solution will reach. The skills they have to solve the problem; identifying the problem, generating all possible solution options, choosing the best solution choice, and applying and evaluating the choice of the selected solution. [12,20]

Within this scope:

- Problem identification; Individuals try to understand and explain the problem by gathering concrete facts about the problem.
- Producing alternative solutions; Individuals focus on problem solving purposes and try to find many possible solutions.
- Decision-making attempts to choose the most effective solution by considering the series of different solutions.
- Implementing and evaluating the solution; in this step, people carefully apply the solution and evaluate the result of the selected solution.

People who have a problem-solving style in the social problem-solving model are people who are positively oriented towards the problem. These people are easier to solve the problems they have compared to those who have impulsive-careless and avoiding problem-solving styles that are negative towards the problems. Moreover, the rates of these people meeting the same problems are very low. [12,20]
LETS PUT THE WORD ‘GUARD’ BEHIND

I’m really embarrassed. I told my brothers in prison “I will write as soon as possible!” When they ask this favor from me by saying “Please do not be afraid of our problems,” for months. I am in great embarrassment because I have not been able to write to this day, even though I have said it, that I have not kept my promise. For that reason, first, I would like to start by apologizing for this late delay from my hundreds of brothers of prison officers who are asking for my support by sending a message to my office and my page on Facebook.

Now, let’s face it. In other words, the problems of the employees of the Penal and Execution Institutions. These brothers are very afflicted beloved readers. Of course, my intention is to draw the attention of your valuable public by reflecting the troubles they have experienced because of my brothers’ professions as accurately as possible. However, I think what I want to write, I try to explain how to work as much as they are in the insides, and vagaries experienced difficulties to tell. For that reason, I want to share with you the following letter that my friend, who is an employee of a private organization, has posted my side. Please read.

...............  

“We have made a great effort to tell our story until today, but we have no idea what the troubles we are experiencing are unfortunately we do not know what we are doing ... We know that most of the wicked society is the ‘guardian’, despised by the institution. We are public officials who are always described as bad, corrupt, cold-faced; we are the ones who prevent drug traffickers who are punished for selling drugs to children in elementary school age away from society and selling drugs again.

We are waiters who try to prevent minor offenders from any form of sexual harassment or rape from blackening the lives of other innocent children! In a nutshell ... We have to look at the existence and the unity of this country, who steals or seizes the rights, goods, freedoms, accumulations of any or all of you, or anyone in your circle, of the process of new murders of criminals who murder their father. Those who are trying to divide this country, perhaps on the eve of marriage, perhaps watching a mother holding a child’s hand, blowing up the bomb. Furthermore, we are professionals who have to leave all personal feelings on hand and make it all in order to pass the prison sentences that the courts give to these people in a healthy way!

You know that our children are afraid to tell their parents or mothers are prison staff in their schools. Because when they say they are often faced with a humiliation of ‘guardian child’. There is also scientific evidence for this. In a study conducted by high school youth, “which profession do you prefer?” Did you know that more than 80 percent pointed to the ‘guardian’?

...............  

All you have to do is help us to announce our voice by taking all these problems we have experienced in your corner. If not at all, gather up, be a means of notifying us of the message “We feel like humiliated in every guard’s call!”

Source: SABAH • Sevilay Yükselir • 22.04.2011

Progress of Problem Solving

When examining the ways of solving problems, it seems that there is not a single way to solve all problems effectively. However, even if the steps of the problem-solving process are partly different in various studies, it can be said that these phases are consistent with each other. In general, there are seven steps in the rational problem-solving style in the Social Problem Solving Model. [6,21,22,23,24,25,26] These can be listed as follows;

1. Acknowledgment of the problem
2. Identify the problem
3. Creating alternatives for the solution
4. Evaluating alternative solutions
5. Decision making (Selecting the proper solution)
6. Apply the solution
7. Assessing the effectiveness of the solution

In the following section, the problem-solving steps have been tried to be explained through an example.

**STATE OF THE PROBLEM**

The behavior of people in the social environment against the guardians has become very disturbing, as guardians have often been shown to be cold-faced, malevolent, cruel, and even corrupt in movies and series in most broadcast organs. So, what kind of a route should we follow to restore this evil image?

**Step 1: Acknowledgement of the problem:** Acknowledgment of the problem is that the person perceives a problem that already exists and disturbs him about a specific topic. The awareness of the problem is the basis for all steps of the solution. The best way to develop this skill is to learn to use our thoughts, feelings, and behaviors as a guide for the existence of the problem. In this context, we need to obtain various indicators from our thoughts, feelings, and behaviors. These indicators can be explained as follows.\[^{[27]}\]

- **a) Thought indicators** are indicators in our minds about what we want when our wants, desires, expectations are not met. Regarding the problem met, we can obtain these indicators with simple questions such as “What do I want? What are my anticipations from my side?”\[^{[27]}\]

- **b) Emotional indicators** are the reactions we have shown before from thought and behavioral indicators. As for the problem, it can be confronted in many ways, such as anger, tension, sadness, unhappiness, fear, feeling bad. However, in order for emotions to show the existence of the problem, the feelings should be more intense (very angry, very scared, very sad, etc). It is also necessary to experience feelings often, long-lasting, and in an unrelated situation (sadness or anger in a birthday party or a wedding day, etc).\[^{[27]}\]

- **c) Behavioral indicators** are to exhibit behavior that we have not shown before as a result of the problem.\[^{[27]}\] For example, behavioral indicators of a problem we are experiencing with our friends can be increasing the tone of voice against my friends, not greeting them, preferring not to be in the same environment, always going to another table while eating at the same table and eating there.
Table 1. Indicators to help us to understand the problem

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Emotive indicators  | The anger, fear, tension, sadness, unhappiness, feeling bad, etc. that we have experienced over events | • I am upset that I have been cast as a bad character in the series and movies.  
• I am deeply saddened by the outlook on the social environment influenced by these series. |
| Thought Indicators  | Our thoughts about the problem in our minds                                 | • It is unfair to us that we are shown as bad characters in movies and series.  
• I do not want to create a bad image.                                                                 |
| Behavioral Indicators | Changes in behaviors resulting from encountered problem                    | • I grumble when I come across series that display bad characters on TV and because I get extremely angry, I am being hard on the people in my family unnecessarily.  
• I do not greet the people whose perspective is changing and distant because I work at prison.  
• I raise my voice to friends who are trying to make fun my job as a guardian. |

**Step 2: Identify the problem:** The second important step in the problem-solving process is defining the problem. Identification of the problem is to reveal all the details of the problem’s specific conditions. The individual who realizes the emotional, intellectual, and behavioral indicators of his problem is now ready to put the problem to the table in a concrete way. This step is very important because it makes it much easier to resolve a good definition of the problem. If the problem is misidentified then it will go wrong in the next steps and it will probably not be able to solve the problem. This can be likened to correct treatment of the patient with the correct diagnosis of the doctor. If the doctor cannot correctly determine the cause of the illness (problem), he will treat the illness (problem) with the wrong treatment and the illness (problem) will not pass.

This step is very important because it makes it much easier to resolve a good definition of the problem. If the problem is misidentified then it will go wrong in the next steps and it will probably not be able to solve the problem.

The process of identification of the problem requires time and mental effort. For this reason, people often show impatience in this process, and this impatience may cause the problem-solving process to become ineffective as it will cause the problem to be incompletely understood. There are several ways for good identification of the problem. These are the most common ones:

a) **In order to define the problem objectively,** the usual way is to find answers to the 5W questions. Here are the questions to ask: “Who are the parties to the problem? What is the problem? Why is/was this problem emerging? Where is/was this problem seen? When did the problem come out?”[6,27]

b) **While determining the demands of the parties of the problem,** both their own and the requests of the other party to whom we have problems should be considered. At this point, the person should determine their basic wishes. Determining the requests is a complicated process. Cause it is likely to face conflicting demands in this process. When the demands are determined, the person should give the answer to the question “What do I want to solve this problem?” Determining the other party’s wishes is almost impossible and can only be estimated from various indicators. To determine this, the past and present attitudes and behaviors of the other party towards the problem should be well observed and questions such as “Why is this behavior leading to a controversial problem? What might he want? I wonder what I would want if I were in his place?” should be answered.[6,27]
c) While formulating the expression of ‘how’ about the problem and evaluating it, people should center the main purpose. The goal for the question should be stated in a complete and simple manner. At this point, the person should find the answer to the question “How can I solve this problem?” When evaluating how to solve it, they should consider what the purpose is, what is the positive way to solve the problem, whether the purpose is legal and moral, and whether the knowledge and skill to perform it is sufficient.[6,27]

Table 2. Problem definition process and used methods

<table>
<thead>
<tr>
<th>Actions to be taken</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Objective Definition of the Problem | Who, what, why, when, and where questions about the problem should be defined objectively. | • Who are the sides in the problem?: My social cycle that is under the influence of the media about guard officers.  
• What is the problem?: The problem is that the prison staff in the series and movies is shown as bad people in the series and movies.  
• Where is the source of the problem?: Movies and series in the media are the sources of the problem.  
• Where did the problem take place?: In the prison scenes in the movie and series. |
| Demands related to the problem | The demands of the both sides should be determined regarding the problem. | I am suffering a lot in my social circle because of the wrong perception in the media. Therefore;  
• I want the prison staff to be shown as honest and compassionate people in movies and series.  
• I want to change the negative image of the guardians in people in my social circle and want them to understand that this profession is a respected profession.  
• Series and movie producers may write a scenario as they think that rebelling against the problems they meet in the prison increases ratings. For this reason, it is possible to think they aim to increase the ratings. |
| Forming a statement oriented towards the ‘how’ questions. | The statement about how to solve the problem met must be specified. At this point, it is taken into account what the purpose is, whether the purpose has legal and moral issues and whether the knowledge and skill to carry out this purpose are sufficient. | How can I remove the wrong image of the society against the prison staff because of the series and movies on the media?  
• It is enough for me to work in this institution to achieve this goal because my experience shows that the institution and its employees are not wrongdoers.  
• My goal is not to turn any situation into a negative but to make a negative situation/image into a positive one.  
• There is no legal or moral issue at eliminating this negative image.  
• I have enough knowledge and skills to change this image. |
Step 3: Create alternatives for the solution: Once the problem has been thoroughly identified, the alternative step for the solution is the step to be considered. Considering that the first solution that comes to mind is usually not a good way, there should be as many solution proposals as possible in this process. It is very difficult to put forth alternative ways to solve the problem. Three methods are generally suggested to help the person to think about alternative solutions. These are brainstorming, altering the reference circumference, and adapting solutions from similar problems.\[6,27\]

a) Brainstorming: Brainstorming is a social technique that can be used to generate and develop ideas. It is one of the most frequently used and most effective strategies at the producing alternative solutions. Many ideas in the brainstorming are gained by great energy and mental exercise. The aim of this application is to produce as many different ideas as possible.

Affecting each other by the members of a group is a factor that causes an increase in the number of thoughts and therefore it is necessary for the members to sit in such a way that they can see and hear each other easily. The “U” sitting position is the appropriate sitting position. \[2,6,26\]. Brainstorming can be used in many processes such as identifying the problem, analyzing the causes of the problem, finding solutions and choosing between alternatives.\[6,27\] Brainstorming technique has important points to pay attention. These are;

- The members of the group should respect all ideas. Ideas expressed outside of conventional ones are welcome, absolutely unqualified, and not ridiculed. Cause it is not the content of the ideas that are raised in this technique, but a number of them.
- There should not be a time limit. Time pressure in brainstorming with time constraints can prevent good ideas from appearing.
- Feedback should not be given to the ideas raised and these ideas should not be discussed and evaluated by the group members. Discussion and evaluation should be done at the end of the process.
- Members must not be interrupted by the others while they express their opinions and ideas.
- Brainstorming must be done in a fun and democratic environment. Only with this way, it is possible to allow anyone to easily express the idea they want.
- It should not be forgotten that everyone who participated in the brainstorming is equal in this technique regardless of their positions, titles, and tasks.

As can be seen, brainstorming technique, which is the definite rules to follow, has also a process like followings;\[6,26\]

Source: https://www.linkedin.com/pulse/why-problem-representation-so-important-solving-minam-bogler
- All members must attend the meeting and the above-mentioned rules should be reminded to the group members.

- After the subject/problem is identified and everyone can see it, it should be given 5-10 minutes of thinking time, and after the time has passed, all members should be given the right to speak in turn.

- The group member who has any idea about the subject/problem should only express one idea and should indicate his/her other ideas when his/her turn comes back.

- If you do not have any idea about the problem, you should put the order to the other group member by saying "pass".

- After a few laps of ideas goes in this way, after the ideas are taken in turn, when the number of group members who say 'pass' increases, the process is ended by giving the right to speak voluntarily, not in order. But no thought or idea should be skipped.

- All ideas should be written in a way that group members can see. Each idea must be written exactly as it is expressed without comment.

- When the sufficient number of ideas emerges, they are reviewed by members and it is decided whether the same/similar ideas can be combined or not.

- After the ideas are sorted in this way, they are passed to the first round. In this case, everyone can vote on the request. That is, group members have unlimited voting rights.

- In that case, no opinion is voted against.

- After the first round of voting is over, the group members are asked to set a lower vote limit, and votes cast under this limit are eliminated.

- Then the second round is taken for the remaining ideas. In this case, each group member has only one vote.

- After voting is over, the most voted idea or ideas are identified and used to solve the subject/problem.

The most common mistakes made in the brainstorming technique are; person dominance of managers, lack of democratic environment, time loss, inferior discussions, non-serious meeting process, judgment of ideas, deviation to different topics, etc.\[2]\.

b) Changing the reference circle: This is a technique that helps the person facing the problem determine how the problem is seen from the other viewpoints. In other words, it can be said that the person gets the ideas of the more experienced people to solve the problem. The person who is experiencing the problem can produce alternative ways of solving the problem by taking the answer of the question "What would he (my mother, father, teacher, retired friend etc.) do in my place?"\[27]\.

c) Adapting solutions from a similar problem: Another way to create an alternative in the problem-solving process is to adapt this problem to a solution path that has been used and successfully solved another problem. Here, the person creates alternatives to solve the problem using previous experiences.\[27\]
### Table 3. Alternative ways to solve the problem and methods used

<table>
<thead>
<tr>
<th>Methods</th>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Brainstorming**              | Creating different solution proposals by brainstorming with the colleagues, household members or individuals about the met problem. | • I can complain to BIMER about movies and series that constitute false images in society against prison staff.  
• I can complain to the RTÜK about movies and series that constitute a false image in society against prison staff.  
• I can develop a mutual statement problem-solving promote and explain the work we do and correct the misconception.  
• I can distance myself with my social circle, which shows a negative attitude towards the work we do.  
• I can isolate myself. |
| **Changing the reference environment** | Taking the opinions of experienced people in our environment, (business environment, family environment, friend environment, etc.) | Example: Utilizing the experience of a retired prison employee;  
• I can mail to people who write the scripts of movies and series that create a negative image of prison staff. I would like to express to the screenwriters that the prisoners in the prison are not in conflict with the prison staff, but with the other prisoners, and in this process the prison staff is at the side of the truth, and they can increase their ratings by also using these facts. |
| **Adapting the ways used before to solve a problem to solve this problem** | Solutions that are effective in different problems (For example, public service ads have been published and gave effective results to change the perception of smoking when smoking is perceived as ingenuity in society). | • We can shoot a variety of public service ads to change the false image of the society against the prison staff because of the series and movies on the media. We can get support from the authorities for their publication on national channels. |

**Step 4: Evaluate created alternative solution paths:** It is the step where the alternative ways to solve the problem are evaluated. Alternative solutions; How to solve the problem, how to fulfill the requests on both sides, whether the ways to solve the problem are legal and ethical problems, and the ways to solve the problem are evaluated according to the individual's knowledge and skill. Let us briefly explain these.[27]

a) **Evaluation of the expression: 'How':** It is the process in which what is desired is clearly...
expressed in the alternative solution ways and the satisfaction level of the individual is evaluated.

b) Fulfillment of demands: The individual must consider not only his/her demands also the demands of other parties of problem. This step is the process in which alternative ways of solution are assessing the satisfaction of both sides experiencing problems.

c) Having legal and moral issues: In the problem-solving process, people can sometimes think of illegal or socially unacceptable ways. These remedies may be coarse and impolite. This step is the process in which the way to solve the problem is evaluated whether it has legal or ethical issues.

d) Knowledge and skill suitability: When creating alternative solutions, the potential of the person should be considered. Cause if the solution path is more than the knowledge, skills, and abilities of the person, the failure of the problem will be met. The opposite situation should also have been avoided. In other words, if the solution is well below the potential of the person, this time the person will not be able to fully manifest his potential and use it. This step is the process to assess the person whether he/she has enough knowledge and skills to solve the problem.

Table 4. Evaluate alternative solutions for problem solving

<table>
<thead>
<tr>
<th>Method</th>
<th>Evaluation of the 'how' expression</th>
<th>Demand fulfillment</th>
<th>Having legal and ethical issues</th>
<th>Knowledge and skill suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can complain to BIMER about the movies and series that constitute the wrong image in the society against the prison staff.</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>I can complain to RTUK about movies and series that constitute a false image in society against prison staff.</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>I can develop a mutual statement in order to promote and explain the work that we do, and correct the misconception.</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>I can distance myself from my social the social circle, which shows a negative attitude towards the work we do.</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>I can isolate myself.</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>I can mail to people who write the scripts of movies and series that create a negative image of prison staff. I would like to express to the screenwriters that the prisoners in the prison are not in conflict with the prison staff, but with the other prisoners, and in this process the prison staff are at the side of the truth, and they can increase their ratings by also using these facts</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>We can shoot a variety of public service ads to change the false image of the society against the prison staff because of the series and movies on the media. We can get support from the authorities for their publication on national channels.</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>-</td>
</tr>
</tbody>
</table>
Step 5: Decision making (Selecting the appropriate solution): After the problem is identified and possible solutions are produced and evaluated, the order is the choice of the most appropriate solution. Decision making is the process of determining the best among the proposed solutions for the solution of the problem. For this reason, decision making is the most difficult phase of the problem-solving process, and the decision to make at this stage is crucial and can affect the entire problem-solving process.

For this reason, decision making is the most difficult phase of the problem-solving process, and the decision to make at this stage is crucial and can affect the entire problem-solving process.

In this context, it is applied in the solution of the problem by choosing the solution path which provides every four criteria as a result of the evaluations made in the previous step. The solution that cannot even meet any of these four criteria must be eliminated. However, sometimes the multiple solution paths that provide these four conditions may look very good. At this point, if it is not possible to make a decision, the person can choose to work with the most satisfying option for solving the problem, or all paths can be put into practice at the same time.[27]

Source: [http://www.statutorynuisancesolutions.co.uk/our-services/problem-resolution/](http://www.statutorynuisancesolutions.co.uk/our-services/problem-resolution/)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Evaluation of the ‘how’ expression</th>
<th>Demand fulfillment</th>
<th>Having legal and ethical problem</th>
<th>Knowledge and skill suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can develop a mutual statement in order to promote and explain the work we do, and correct the misconception.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I can mail to people who write the scripts of movies and series that create a negative image of prison staff. I would like to express to the screenwriters that the prisoners in the prison are not in conflict with the prison staff, but with the other prisoners, and in this process the prison staff are at the side of the truth, and they can increase their ratings by also using these facts.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Step 6: Implement the solution: This phase is the phase in which the solution that is deemed most appropriate to solve the problem is applied. Once the individual chooses the best solution for the problem he or she is facing, he uses it to remove the problem. If the individual can visualize the application process in his mind, he can predict the mistakes he can make.[2]

Table 6. Applying the selected solutions for the problem solution

<table>
<thead>
<tr>
<th>Examples</th>
<th>Actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can develop a mutual statement in order to promote and explain the work we do, and correct the misconception.</td>
<td>• First, having a meeting with our colleagues and administrators.</td>
</tr>
<tr>
<td></td>
<td>• Discussing how we can remove the negative perceptions in our profession by using a mutual statement.</td>
</tr>
<tr>
<td></td>
<td>• Creating a mutual text by specifying the statements that will end the arguments about the circumstances that create negative image while getting everybody’s opinion.</td>
</tr>
<tr>
<td></td>
<td>• Distributing this text so that the text is understood well by family members. Thus increasing the ability of the family members (spouse, children, etc.) to change the negative reactions they encounter.</td>
</tr>
<tr>
<td></td>
<td>• Using this mutual statement against the negative attitudes in the social environment to ensure that this profession has the respect it deserves.</td>
</tr>
</tbody>
</table>

| I can mail to people who write the scripts of movies and series that create a negative image of prison staff. I would like to express to the screenwriters that the prisoners in the prison are not in conflict with the prison staff, but with the other prisoners, and in this process the prison staff are at the side of the truth, and they can increase their ratings by also using these facts. | • First, having a meeting with our colleagues and administrators. |
|                                                                                                                                  | • In the meeting, identifying the scenes which offend prison staff and create a negative image in society |
|                                                                                                                                  | • Determine what kinds of mistakes were made in these scenes and what should happen. |
|                                                                                                                                  | • Expressing the discomfort and suggestions of the prison staff by accessing email addresses of this screenwriters or social media accounts such as twitter and facebook. |

Step 7: Evaluate the impact of the solution: This stage is the stage in which the success of the selected solution path is assessed for the problem met. At this stage, the person observes the effectiveness of the selected solution path in solving the problem. In this context, the person should check how much of the problem that the selected solution path has solved. According to the result of this evaluation, either terminate the problem-solving process or if the problem-solving fails, try to find the reasons of failure and restart the process at the appropriate place.[24] The choice of solution is returned to the stage.[2]

According to the result of this evaluation, either terminate the problem-solving process or if the problem-solving fails, try to find the reasons of failure and restart the process at the appropriate place.
Table 7. Evaluate the effect of solution path for problem solving

<table>
<thead>
<tr>
<th>Examples/ Recommendations</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can develop a mutual statement in order to promote and explain the work we do, and correct the misconception.</td>
<td></td>
</tr>
<tr>
<td>• First, having a meeting with our colleagues and administrators.</td>
<td>• The results of the actions are observed.</td>
</tr>
<tr>
<td>• Discussing how we can remove the negative perceptions in our profession by using a mutual statement.</td>
<td>• If the actions do not yield effective results in the solution of the problem, they will go to the decision making stage.</td>
</tr>
<tr>
<td>• Creating a mutual text by specifying the statements that will end the arguments about the circumstances that create negative image while getting everybody’s opinion.</td>
<td>• Review the other solution options determined at this stage and apply the most appropriate option/options.</td>
</tr>
<tr>
<td>• Distributing this text so that the text is understood well by family members. Thus increasing the ability of the family members (spouse, children, etc.) to change the negative reactions they encounter.</td>
<td>• Other operations are maintained in the same way.</td>
</tr>
<tr>
<td>• Using this mutual statement against the negative attitudes in the social environment to ensure that this profession has the respect it deserves</td>
<td></td>
</tr>
<tr>
<td>I can mail to people who write the scripts of movies and series that create a negative image of prison staff. I would like to express to the screenwriters that the prisoners in the prison are not in conflict with the prison staff, but with the other prisoners, and in this process the prison staff are at the side of the truth, and they can increase their ratings by also using these facts.</td>
<td></td>
</tr>
<tr>
<td>• First, having a meeting with our colleagues and administrators.</td>
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<tr>
<td>• In the meeting, identifying the scenes which offend prison staff and create a negative image in society</td>
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<td>• Determine what kinds of mistakes were made in these scenes and what should happen.</td>
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<tr>
<td>• Expressing the discomfort and suggestions of the prison staff by accessing email addresses of this screenwriters or social media accounts such as twitter and facebook.</td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

We face many problems in every aspect of our lives. We give different responses to each other and we try different ways to solve them. These solutions are sometimes successful and sometimes ineffective. Here in this section, we have presented various pieces of information about how to approach these problems and how to solve them.

The meeting of human beings with the problems and initiatives of the solution begins from childhood years. In the first years of a person’s life, he/she often has problems with the fulfillment of his/her life-sustaining needs, but in the coming years, this problem takes more complicated social and emotional form. This skill is gained by the help of the family and the environment before school years, and it gets a certain systematic together with the school experience and lasts a lifetime.

In this section, an example of how to solve a problem using the most preferred Social Problem Solving Model is presented, even if there are many models developed for problem-solving. In this context, it seems that we should first look at problem positively and use rational problem-solving style to solve the problem. If we approach the problems in this way, the problems we solve the problem easier and healthier, and the rate of meeting the same problems is also considerably reduced.
In the solution of the problem, the problem must first be acknowledged. The acknowledgment of the problem forms the basis of all the steps of the solution. Then the problem needs to be identified. At this point, it is important to elaborate all the details of the problem's specific circumstances. Then we need to create alternatives for the solution. Considering that the first solution that comes to mind is often not a good way, there should be as many solution proposals as possible. The next step is to evaluate the alternative solutions. As a result of this evaluation, decision-making process comes. Decision making is the process of determining the best among the proposed solutions for the solution of the problem. For this reason, it is the most difficult stage of the process. The decision made in this step is extremely crucial and can affect the entire problem-solving process. Once the appropriate solution is decided, the process of implementing the solution and evaluating the effect of the solution follow each other. The selected solution path should be checked to see how much of the problem has been solved. According to the result of this evaluation, either the problem-solving process is terminated or if the problem solving is unsuccessful, the causes of failure are examined and the process is restarted from the appropriate step.

**REVISION QUESTIONS**

1. Which of the following is the right environment to acquire the necessary skills to solve the problems in a systematic way?
   A) Family environment
   B) Friend environment
   C) School environment
   D) Business environment
   E) Relative environment

2. Which of the following are the most difficult problems to solve?
   A) Problems arising from value differences
   B) Problems arising from financial impossibilities
   C) Problems stemming from freedom restrictions
   D) Problems caused by power loss
   E) Problems due to the need to feel belonging

3. Which of the following are the characteristics of the individual who exhibits a positive orientation towards problem?
   A) They think the problem is difficult
   B) Easily disappointed
   C) The cause of the problem is placed on someone else
   D) Self-confidence is high in problem-solving skills
   E) They ignore the problem

4. Which of the following is the characteristic of individuals who has avoiding problem solving style?
   A) Use the first solution that comes to their minds to solve the problem
   B) Tend to delay problems more
   C) There are very few solutions to solve the problem
   D) They have knowledge, skills and ability to solve the problem
   E) They act hastily and carelessly in solving the problem

5. At what step of the problem-solving process is the process of “formulate and evaluate the how expression about problem”?
   A) Getting to the problem
   B) Identifying the problem
   C) Creating alternatives for the solution
   D) Decision making (Selecting the appropriate solution)
   E) Implementing the solution
ANSWER KEY

1. C If you have given the wrong answer, go over the section of the problem and problem solving concepts
2. A If you gave the wrong answer, go over the section of the causes of the problem
3. D If you gave the wrong answer, go over the section of the problem orientation
4. B If you answered wrong, go over the section of the problem-solving skills
5. B If you gave the wrong answer, go over the section of the identifying the problem

REFERENCES


RECOMMENDED RESOURCES

1. Davranışsal Karar verme / Okan Yaşar. Detay Yayınıcılık
LEARNING OUTCOMES

On reading this chapter, you will;

• Define the concept of communication and its basic elements;
• Explain how to use verbal communication skills effectively;
• Realize the importance of body language in the communication process;
• Recognize body language of people whom you communicate with;
• Learn how to listen actively;
• Understand the importance of empathy;
• Explain how to empathize with others to understand them better;
• Give examples regarding why conflicts occur in the communication process; and
• Explain the importance of effective communication in resolution of interpersonal conflicts.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

Penal institutions are public buildings which host individuals who are arrested or given liberty binding punishment, and where special measures are taken for internal and external security. The main duty of employees in these institutions is to ensure that arrested and convicted individuals serve their sentences and are reintroduced to the society [1]. The main purpose of punishments and security measures are to ensure general and specific preclusion, to enhance elements which prevent the
convict from committing crimes again, to protect the society against crimes, to encourage the convict to re-socialize and adopt a productive, responsible lifestyle with respect to social rules and order.[2]

There are different types of penal institutions such as closed penal institutions, high security penal institutions, closed penal institutions for women, closed youth penal institutions, juvenile penal institutions, observation and classification centers, open penal institutions, and juvenile educational centers. These penal institutions host individuals from different age groups, socio-cultural backgrounds, with different life experiences and life stories, who were convicted due to various crimes. According to the 2017 data from the Ministry of Justice, penal institutions in Turkey employ 52,551 personnel in total. 37,031 of these employees are correction officers. These numbers clearly show that correction officers are the employees with whom convicts in penal institutions encounter and interact. Moreover, duties of correction officers within the scope of ensuring security and discipline include counting, escorting convicts when they are taken to and from the court, hospital, and infirmary, assisting convicts to visitation, attending to various needs of convicts, distributing medications and letters, and assisting and observing convicts during training activities. The duties listed above results in interaction between correction officers and convicts 24 hours a day and leads to a relationship which requires constant communication.[3] For this reason, it is vitally important for correction officers to improve their communication skills, determine communication barriers which they encounter, empathize with both convicts and colleagues, and engage in effective interpersonal communication so that they can perform their duties in a healthier manner. In this context, this section provides information about communication and elements of communication, discusses points to take into consideration with regard to gaining effective listening, empathy, body language, verbal communication, and written expression skills, and finally addresses factors which prevents effective communication and the importance of effective communication in conflict resolution.

WHAT IS COMMUNICATION?

The fact that man is a social creature requires him to communicate with others to maintain his existence. Defined as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior”[4] in the dictionary, the concept of communication has many definitions made by researchers from different fields. It seems that these definitions agree on the common notion of “a psycho-social process in which at least two individuals share information, emotions, thoughts, and experience through various means.”[5]

Studies on communication in the literature focus on three basic aspects of communication:

• Communication requires the presence of others. Communication depends on the need for understanding each other.
• Communication requires a sharing process carried out in order to create a common meaning between the source and the receiver of the message.

• Communication is a symbolic process. Communicative symbols include gestures, facial expressions, sounds, letters, numbers, and words.[6]

As mentioned above, communication between individuals does not occur only through exchanging verbal expressions/words. Individuals constantly convey various meanings through speaking, remaining silent, looking, or the way they sit or stand[7]. According to Doğan Cüceloğlu, the communication process begins at the moment when two individuals become aware of each other: From the moment two individuals become aware of each other, everything they say, they do not say, they do, they do not, every facial expression, stance, sound, or look has a meaning[8]. Individuals try to convey their messages related to their thoughts and feelings through these various ways mentioned above. It is important to learn about the communication process, the elements of the communication process and the characteristics of these elements in order to convey messages in an accurate manner, in other words, to engage in effective communication. The communication process and its elements are explained in detail with examples below.

**Communication Process and The Elements of Communication**

There are six different elements in the basic communication process: source, message, channel, receiver, feedback, and noise. Figure 1 shows the elements of the communication process. In order to ensure effective communication, it is important to know the characteristics of these elements.

![Figure 1. Communication Process and Its Elements](image)

1. **Source**

   The first element of the communication process is the source. In all communication types, there is always a source which desires to convey a message to the receiver. The source may be an individual, or a group, institution, or organization. The communication process begins as soon as the source conveys the message. The source must possess the following characteristics for an effective communication[9]:

   **The source must be knowledgeable**: The source must have knowledge about the message to be conveyed. The source cannot encode and convey the message without knowledge. The content of the message affects the way it is encoded and the behavior expected from the receiver.
The source must have knowledge about the behavior caused by the message, why the message is created, and effects of the codes of the message. In addition, the source’s having knowledge affect the sustainability of communication. Having sufficient knowledge, the source can provide the information requested by the receiver. Otherwise, the source cannot go beyond being a mere transmitter.

**The source must have knowledge about encoding:** The source must know how to encode the message sent to the receiver, and what words and signs mean. Incorrectly or insufficiently encoded messages will not be effective and may cause undesired responses.

**The source must act in line with its status and role:** The source must act in accordance with its circumstances and its message must be in line with its status and role. If the source sends a message which does not fit its status and role, the message will either not be processed by the receiver or result in a negative interaction.

**The source must known:** For effective communication, the receiver wants to know the source. The receiver interprets the message according to characteristics of the source. The better and the more positively the source is known by the receiver, the more effective the communication is. Messages sent by an unknown or a negatively known source do not lead to positive effects on the receiver.

For example, correction officers work with convicts from different cultures and with different life experiences. We can say that convicts in penal facilities for different crimes have different personalities and different psychological states depending on their punishment and the time they are sentenced to serve. When the correction officer starts the communication process as the source, he must encode the message according to the cultural background and psychological state of the convict and be careful about how the message will be perceived by the convict as the receiver. The message must be clear and comprehensible. The correction officer must aspire to introduce himself to convicts in line with his role and responsibilities to engage in healthy communication in his relations with convicts.

2. Message

The message is a signal or combination of signals which serve as stimulus for the receiver. With its most simple definition, communication is the receiver’s perceiving the message. The message is defined as the encoded form of emotion, sensation, or information and a concrete product consisting of verbal, visual, or auditory symbols generated by the source which desires to express an emotion or idea.

In other words, the message is the data sent by the source to the receiver. The message is “heard” if it is verbal, “read” if it is written, “seen” and “felt” if it is a gesture.

Messages heard, read, seen, and felt may convey the desired meaning on their own, or can be used together to constitute the actual meaning desired to be conveyed. For example, a manager who says “Good morning!” frowningly to a correction officer who is late to work expresses something more than a greeting. Communication cannot occur if the receiver is not familiar with the symbols used by the source.[9]
For example, correction officers constantly convey verbal and visual messages to convicts while performing their duties such as escorting convicts to the infirmary, assisting convicts to visitations, and daily counting. It is very important for healthy communication that these messages are clear and understandable, and do not include insulting and derogatory sub-messages.

3. Channel

The channel in the communication process is the medium, method, and technique used by the source to convey the message to the receiver. The channel is about how the message is presented to the receiver. There is always a channel mediating the message from the source to the receiver. In other words, the channel is the link between the resource and the receiver. There must always be a way for the message to be received by the receiver. This way varies depending on the characteristics of the communication process. While the channel may be a television channel, a newspaper, or a computer, as well as our senses such as sight, hearing, or touch.

Moreover, clothes and word choices may be classified as channel as well.[11]

4. Encoding and Decoding

Encoding may be defined as turning information, thoughts, and emotions into a message which is ready to be conveyed and which can be understood by the receiver. In the communication process, the individual must turn codes consisting of words made up of letters into messages in order to express an idea, an emotion, or information. The individual must express the message in an appropriate manner so that it can be perceived by the receiver[12]. Language is the most widely known encoding system. Additionally, codes include some agreed-upon signs (e.g. traffic signs, mathematical symbols, etc.), certain gestures, and facial expressions. The most basic characteristic of a code is the consensus between the
source and the receiver. This is possible in the same culture or similar cultures. For example, a common gesture in the Turkish culture may not be a code for a person from a different culture. The same message may be conveyed via different codes in different cultures[5]. It is important for prevention of misunderstandings that correction officers have good knowledge of socio-cultural characteristics of convicts so that they can convey the correct message.

**Encoding** is the process by which the receiver solves the code of the message which is in the form of sound or writing. For this reason, speakers or writers are referred to as encoders, whereas readers are referred to as decoders.

In a communication environment or conversation, the individual engaging in communication with another individual is both the encoder and the decoder. The individual conveys his message by turning his emotions or thoughts into sound signals, in other words, by encoding them, and tries to understand the message conveyed by the other individual by encoding them.[13]

5. Receiver

In the communication process, the receiver is the one who receives the message conveyed through various channels, and expected to interpret the message, respond to the message, and/or make sense of the message[7]. One of the most important factors affecting the receiver’s ability to decode, make sense of and respond to the message is the source’s shaping the message considering the characteristics of the receiver[14].

Correction officers work with women, men, children, youth, and elderly from different socio-cultural backgrounds and with different life experiences and life stories. It is important for healthy communication that correction officers have good knowledge of characteristics of convicts, in other words, know the receiver well.

6. Feedback

In the communication process, the receiver encodes the message conveyed by the source and assigns a meaning to these codes. Then, the receiver assumes the role of source and prepares a message and conveys it to the source, which is now in the role of receiver. This is referred to as feedback[15]. Feedback may be related to how the receiver interprets
the message conveyed by the source, and may also involve a question, comment, objection or acknowledgment.

7. Noise

Everything that prevents the message from the source to be correctly and fully understood by the receiver is referred to as noise. Noise may arise from the receiver, the source or the channel used to convey the message, as well as another source preventing the source from conveying the message to the receiver. These barriers may be physical noise such as another source of sound or too much distance between the source and the receiver, or may arise from deficiencies of the receiver (e.g. hearing impairments or visual impairments which prevent the receiver from understanding motions, gestures, and facial expressions) or neuro-physical noise. In addition to these noise types which are relatively easy to identify and control in terms of both their sources and results, it is also possible to mention another type of noise which is much more difficult to identify and eliminate: Psychological noise. The source of psychological noise is the psychological world of the individual. The receiver perceives, interprets, and draws an inference from the message according to his psychological circumstances. Emotions, attitudes, values, past experiences, and requirements play a significant role in this process. These factors may allow the receiver to understand the message correctly and fully. However, the same factors may distort the message and cause the receiver to misunderstand it[5].

It may be suggested that psychological noise is the most common type of noise which correction officers encounter in the communication process with convicts. In their communication with convicts, correction officers must keep in mind that these individuals are deprived of their freedom, away from their family and friends, which leads to loneliness and other negative effects on the human psychology. With this in mind, correction officers must communicate with convicts in a tolerant and empathetic manner.

BASIC COMMUNICATION SKILLS

Basic communication skills may be listed as “listening”, “empathy” and “effective use of body language”. You can find explanations and examples for these skills which you can employ to engage in healthier communication.

1. Listening

Effective communication depends on both listening and speaking. There are two types of listening: active listening and passive listening. Passive listening is the easiest type of listening. It makes use of attentive silence and minimum response. It allows others to express their opinions freely. Silence or a single-word response (e.g. “Wow!”, “Why?”, or “Really?”) may be sufficient for mutual interaction. A non-verbal response (smiling, eye contact, or nodding) may sometimes be more appropriate.[16]
Passive listening may be effective in some cases. However, there is no doubt that active listening is more effective in most cases. Active listening involves the following:[17]

- **Effective Listening:** It is not enough for active listening to stand there with your mouth closed. We can make the other person feel that we are actually listening and trying to understand by using paraphrasing from time to time: “So you felt…”, “Do you mean…?” It is important for correction officers to use paraphrasing when they communicate with convicts so that they will feel that they are understood.

**A good use of paraphrasing will have five significant outcomes:**

- People will surely appreciate the feeling of being heard.
- Paraphrasing prevents communication mistakes. Misassumptions, misunderstandings, and misinterpretations are corrected without delay.
- Paraphrasing keeps temper in check and weathers the storm.
- Paraphrasing helps you remember what was said previously.
- When you use paraphrasing, there is a lower risk of barriers such as comparing, judging, repeating, quarreling, changing the subject, or losing focus. By paraphrasing, you will also be able to understand the message conveyed by the other person by asking questions when necessary.

- **Listening by Empathizing:** Listening by empathizing has only one rule: To know that everybody is simply trying to maintain their lives with each and every action. What we must realize in order to empathize with others is that every bad, unthoughtful, wrong, or violent action is a strategy to minimize pain and hold on to life. Correction officers may try to answer the following questions to empathize with convicts or other individuals with whom they communicate:
  - What requirement causes this person to be angry, upset, guilty, etc?
  - What danger is this person experiencing?
  - What does this person want?

- **Listening with Openness:** In effective communication, listening requires that you listen to the other person without any prejudices. If you think that the person is “a criminal” or “a fool, a slob, a know-it-all”, you are already closed to new information which you will receive at the end of the listening process. Judgmental listening causes following problems:
• If your ideas are proven to be wrong, you will be the last to know.
• You cannot develop mentally, and see everything from your own perspective only.
• You eliminate people who have valuable information to offer in other areas, and cannot learn their ideas.
• You turn away from people, quarrel with them, and do not listen to them.
• You miss out on important information.

• **Mindful Listening:** Mindful listening has two components. The first is to listen to someone without judging and caring only about how the communication fits to known facts, and the second is to listen and observe whether the message conveyed is appropriate. For example, let’s think about a convict in the penal institution explaining how much he regrets the murder that he committed, and how it was an accident with a cheerful voice, a grin on his face, his hands behind his back in a relaxed manner. It is possible in this case to understand the message that the source wants to send from his voice, facial expression, and stance, rather than the words that he uses.

In order to be a complete listener:
• Make good eye contact.
Slightly lean forward.
Support the speaker by nodding or paraphrasing.
Clarify the subject by asking questions.
Avoid distraction efficiently.
Try to understand what is being said even if you are upset or disappointed.

The following poem by Charles C. Finn may be shown as a good example as it explains the importance of truly knowing the other person in the process of communication.

PLEASE HEAR WHAT I’M NOT SAYING!

Don’t be fooled by me.
Don’t be fooled by the face I wear
for I wear a mask, a thousand masks,
masks that I’m afraid to take off,
and none of them is me.

Pretending is an art that’s second nature with me,
but don’t be fooled,
for God’s sake don’t be fooled.
I give you the impression that I’m secure,
that all is sunny and unruffled with me, within as well as
without,
that confidence is my name and coolness my game,
that the water’s calm and I’m in command
and that I need no one,
but don’t believe me.
My surface may seem smooth but my surface is my mask,
ever-varying and ever-concealing.
Beneath lies no complacence.
Beneath lies confusion, and fear, and aloneness.
But I hide this. I don’t want anybody to know it.
I panic at the thought of my weakness exposed.
That’s why I frantically create a mask to hide behind,
a nonchalant sophisticated facade,
to help me pretend,
to shield me from the glance that knows.

But such a glance is precisely my salvation, my only hope,
and I know it.
That is, if it’s followed by acceptance,
if it’s followed by love.
It’s the only thing that can liberate me from myself,
from my own self-built prison walls,
from the barriers I so painstakingly erect.
It’s the only thing that will assure me
of what I can’t assure myself,
that I’m really worth something.
But I don’t tell you this. I don’t dare to, I’m afraid to.
I am afraid your glance will not be followed by acceptance,
will not be followed by love.
I’m afraid you’ll think less of me,
that you’ll laugh, and your laugh would kill me.
I’m afraid that deep-down I’m nothing
and that you will see this and reject me.

So I play my game, my desperate pretending game,
with a facade of assurance without
and a trembling child within.
So begins the glittering but empty parade of masks,
and my life becomes a front.
I idly chatter to you in the suave tones of surface talk.
I tell you everything that’s really nothing,
and nothing of what’s everything,
of what’s crying within me.
So when I’m going through my routine
do not be fooled by what I’m saying.
Please listen carefully and try to hear what I’m not saying,
what I’d like to be able to say,
what for survival I need to say,
but what I can’t say.

I don’t like hiding.
I don’t like playing superficial phony games.
I want to stop playing them.
I want to be genuine and spontaneous and me
but you’ve got to help me.
You’ve got to hold out your hand
even when that’s the last thing I seem to want.
Only you can wipe away from my eyes
the blank stare of the breathing dead.
Only you can call me into aliveness.
Each time you’re kind, and gentle, and encouraging,
each time you try to understand because you really
care,
my heart begins to grow wings--
very small wings,
very feeble wings,
but wings!

With your power to touch me into feeling
you can breathe life into me.
I want you to know that.
I want you to know how important you are to me,
how you can be a creator--an honest-to-God
creator--
of the person that is me
if you choose to.
You alone can break down the wall behind which I
tremble,
you alone can remove my mask,
you alone can release me from my shadow-world
of panic,
from my lonely prison,
if you choose to.
Please choose to.

Do not pass me by.
It will not be easy for you.
A long conviction of worthlessness builds strong
walls.
The nearer you approach to me the blinder I may
strike back.
It’s irrational, but despite what the books say about
man
often I am irrational.
I fight against the very thing I cry out for.
But I am told that love is stronger than strong walls
and in this lies my hope.
Please try to beat down those walls
with firm hands but with gentle hands
for a child is very sensitive.

Who am I, you may wonder?
I am someone you know very well.
For I am every man you meet
and I am every woman you meet.

Charles C. Finn
Empathy

People feel understood and esteemed when someone empathizes with them. To be understood and esteemed by others calms us and makes us feel good. Empathy is not only beneficial for the person with whom we empathize. It is also important for the person who empathizes as well. For example, individuals who have improved empathy skills and high empathetic tendencies, and therefore help others, are observed to be more likely to be loved in their circle[18]. Moreover, empathetic individuals have a considerable role in creating positive communication environments. Keeping in mind feelings of loneliness, stress, and unhappiness experienced by convicts due to not being able to communicate with their family and friends, correction officers must be aware of their humane expectations such as being understood, accepted, and validated, in other words, empathize with convicts. Here is an example from Romania about the importance of empathy.

CURRENT NEWS

My Story...

“I did not feel like I was protected, I started stealing since very young, I was not home by my family. Restrictions were imposed on me; in fact, all my life is subject to restrictions, as you can see. About my sister ... I know she’s gone to Belgium, I do not remember much, I was not very close. With family, I was a happy family, but I was crazier and I didn’t get along. We have had many conflicts, since being 14 years I’ve started beatings, scandals etc. The saddest period, 31 Nov. 2007, my boy died, he committed suicide. That was a real blow to me. Discipline: they were closely monitoring me. The social class did not interest me. The biggest trouble I came in: I raped a minor, I have been here for 9 years and 7 months, I still have 2 years. The most significant event: marriage with the first wife, the birth of the boy and now I’ve married the second time in the penitentiary. I’ve known her for 7 months and 2 months ago we’ve got it. The first day here was terrible, I did not know how to go, how to run, I felt that my life was over for me. At first I did not think I could resist, but with time I got used to it. Here I feel nothing. It changed me for the better, I abandoned drugs. About me I learned to be stronger. A day passes very hard in the room, playing back or out at the “walk”. I feel like a dog that’s taken out when the master wants it. The most important lesson of life was that I got here, lost my family and my only child. I want to forget this place and the rape that marked me. I will go over this moment that I do not have anywhere, as we have always done. I will not be tempted to make the same mistakes. I regret what happened, I’m sorry. How would I describe myself? Quiet. Reconciled with myself. I do not know if society will reject me, I do not know if I will need it. I do not know how it will be when I go out on the street ... My vision of death: I think the soul is immortal, it is another world without a physical body where there is no suffering, I would change that day that brought me here. I would only change the years ... The future for now is here ... “.

Source: http://psyvolution.ro/povestea-vietii-modalitate-de-cunoastere-a-detinutilor-recidivisti/

ASSESSMENT

• Keeping in mind feelings of loneliness, stress, and unhappiness experienced by convicts due to not being able to communicate with their family and friends, officers must be aware of their humane expectations such as being understood, accepted, and validated, in other words, empathize with convicts. In which moments would you empathise with this convict?

• Consider all the steps of empathising. Is empathising different from one convict to another?
Living in a monotonous environment, daily for 17 hours, the lack of an intimate space, and the eternal discussion with the same colleagues and on the same topics, can lead to frequent psychic falls, degraded self-image and the pathological adaptations that many inmates face.

To empathize with the detainee, even if not scientifically, is sufficient to achieve optimal behavior towards him. Although empathy is found in varying degrees to different people, the professional experience of the penitentiary framework plays a major role in optimizing it.

Üstün Dökmen summarizes how to empathize in interpersonal communication step by step:[18]

1. **What do other think and feel about your problem:** In this step, the individual trying to empathize makes certain generalizations, may refer to philosophical ideas or proverbs, expresses what the society feels in general about the problem and criticizes the person explaining his problem from the eyes of the society. For example, the individual says, “You do this, but have you considered how others may react?”

2. **Criticism:** The listener criticizes and judges the person explaining his problem from his own perspective. For example, the listener says, “In my opinion, it would be more appropriate if you did this.”

3. **Giving advice:** The listener gives advice to the other person and tells him what to do. For example, the listener says, “You can do this about this issue.”

4. **Diagnosis:** The listener makes a diagnosis for the problem or the person explaining his problem. For example, the listener says, “This situation is caused by social oppression.” or “You worry too much about this issue.”

5. **I have that, too:** The listener mentions that he has the same problem. He says, “I have the same problem”, and starts talking about his own problem.

6. **My feelings:** The listener expresses his feelings about the subject with words or behaviors. For example, the listener says, “I’m sorry” or “I’m happy”.

7. **Support:** The listener expresses that he understands and supports the other person without repeating his words. For example, the listener says, “I understand you.”

8. **Addressing the problem:** The listener addresses the problem which is explained to him and asks questions about the problem. For example, the listener says, “So, what are planning to do about this issue?”

9. **Repeating:** The listener summarizes the message (the problem) that is conveyed to him, sometimes using the words of the sender. By doing so, he reflects the message to the source and observes superficials feelings of the source and add this observation to the message. For example, the listener says, “Do you mean this about the subject?”

10. **Understanding deep emotions:** In this step, the individual who is trying to empathize considers himself in the other person’s shoes and realizes all feelings and thoughts expressed by the other person explicitly or implicitly and mentions the situation. For example, the listener says, “When I listen to what you are saying, I see that you are deeply disappointed by this situation.”

Regarding ten steps given above, we can say that the first type of empathy has the lowest quality, whereas the last type of empathy has the highest quality. However, when we examine carefully, only the last four steps involve a real sense of empathy. We can consider the first six steps as a preparation process for actual empathetic responses. In the first six steps, the listener may or may
not maintain the communication without causing conflicts. For example, when the listener attempts to criticize or give advice to the person who is sharing a problem, it may lead to interpersonal conflicts. For this reason, it is possible to say that correction officers must improve their empathy skills to avoid possible conflicts and engage in successful communication.

Effective Use of Body Language

Charlie Chaplin, who famously said “If I speak, only English speakers will understand me, but everyone can understand a silent movie, and the world is more than just Britain and the United States”, is an actor who gained worldwide fame through his effective use of body language in silent movies.

As we all know, face and body reflects the message quite well. Even moments of silence usually contain many messages. Facial expressions, gestures, and tone of voice may sometimes tell much more than words.[19]

According to the results of numerous studies conducted by social-psychologists throughout the years, the effect of words in face-to-face interactions is 10%, while tone of voice has an effect of 30%, and body language has an effect of 60%.[20]

WORDS- 10
TONE OF VOICE- 30
BODY LANGUAGE- 60

Figure 2. The effect rate in face-to-face interactions (%)
To achieve the most basic priority in successful communication, which is an accurate understanding of the message, we must know how to read the body language of the other person and be aware of what messages our body conveys during the communication process. We should not ignore that our body language is actually more important than our words. We must have the necessary knowledge and skills about correct use of body language. Factors such as tone of voice and fluency of speech, stance, facial expressions, distance, and body contact are important to accurately and successfully understand the message that the other person means to convey. We must know which non-verbal cues to look for to engage in effective communication. These clues are as follows:\[13\]:

- Physical movements: Body position, gestures, etc.
- Facial expressions: Smiling, frowning, arched eyebrows, curled lips, etc.
- Voice-related behaviors: Tone and pitch of voice, raised or lowered voice, voice bursts, pauses, emphases, silences, fluency of speech, etc.
- Observable anatomical responses: Fast breathing, becoming red in the face or neck, getting pale, widened pupils, etc.
- Physical properties: Physical appearance, height, weight, skin tone, etc.
- General appearance: Clothing, cleanliness, etc.

When observing the body language, the body is examined in two parts as gestures and facial expressions. Messages conveyed via the forehead, eyes, mouth, and lips are referred to as facial expressions, whereas messages conveyed via the head, hands, arms, fingers, feet, or entire body are referred to as gestures. Gestures and facial expressions sometimes may be performed intentionally or occur unintentionally. However, all unintentional gestures and facial expressions have subconscious causes and purposes.\[23\]

### CASE STUDY

**ACTIONS SPEAK LOUDER THAN WORDS**

A memorable example of how body language can sometimes be more truthful than verbal language involved the rape of a young woman on the Parker Indian Reservation in Arizona. A suspect in the case was brought in for questioning. His words sounded convincing and his story was plausible. He claimed he hadn’t seen the victim and while out in a field had gone down a row of cotton, turned left, and then walked straight to his house. While my colleagues jotted down notes about what they were hearing, I kept my eyes on the suspect and saw that as he told the story about turning left and going home, his hand gestured to his right, which was exactly the direction that led to the rape scene. If I hadn’t been watching him, I wouldn’t have caught the discrepancy between his verbal (“I went left”) and nonverbal (hand gesturing to the right) behavior. But once I saw it I suspected he was lying. I waited a while and then confronted him again, and in the end he confessed to the crime.


The book titled “What Every BODY is Saying”\[22\] written by a retired FBI agent specializing in non-verbal behaviors contains the excerpt given above, which shows the importance of the ability to observe and analyze body language through a real-life FBI case. As seen in the excerpt, the most basic body movements which we use to encode a message conveyed to the other person and/or make sense of the message that the other person desires to convey include body position and gestures.
In the communication process, it is very useful to know what non-verbal messages mean. To understand emotions and thoughts of the person easily and change the course of the communication when necessary is only possible through knowledge about body language. The following are some of many benefits of knowledge about and effective use of body language:

- We can easily express ourselves using body language.
- We have increased self-confidence.
- Our speech gains integrity and yields good results.
- We can understand the inner world of the other person.
- We find the opportunity to understand feelings of others and help them.

Body language is universal. What we mean by universality here is that body language is used by all humans across the globe. We also can say that, when it comes to intercultural communication, it is not enough to know the language of the other person, we must also have knowledge about their non-verbal communication paths. It is very important to read meanings and intentions behind words. In non-verbal communication, the same facial expression, head and eye movements, and hand signs may have different meanings in different cultures.

Sections below address some basic gestures and facial expressions and explain what they mean within the scope of body language.

**Facial Expressions**

A large number of studies conducted with different cultures in the world have shown that six primary facial expressions of emotion, namely anger, surprise, sadness, fear, joy, and disgust, are common in all cultures, and some of these facial expressions are innate.

The “let’s test ourselves” section includes six different facial expressions of the same person: “anger”, “surprise”, “sadness”, “fear”, “joy”, and “disgust”. Write the emotion conveyed by each facial expression in boxes below. Compare your answers to the key given at the end of the section. How many expressions did you get correctly?

The fact that you correctly get facial expressions of this person whom you have not known before goes to show that you can easily understand the message that he conveys through body language.
Eyes and Gaze

Eyes are the organs which contribute to our perception of the outer world the most. 84% of the data received from the outer world is perceived with eyes, 10% with ears, and 6% with other sensory organs. Also, eyes are undoubtedly the organs which stand out the most on human face. Making eye contact or turning your eyes away while listening to someone may mean different things. Eye contact increases the effectiveness of communication.

As your eyes start to close, it means that you are becoming less interested in the information conveyed by the other person. For example, people with semi-closed, sleepy eyes in a conference or seminar have decreased interest in the subject. On the other hand, it is understood that the listener has increased interest in the subject as his eyes open. Opening your eyes widely shows that you are very interested in the subject. If you open your eyes widely (not to the degree that it becomes scary) while talking with someone gives the image of “I’m very interested in what you have to say”. This allows you to communicate with the person with more ease.

It is possible to mention different types of gaze, which convey different messages depending on the region where you direct your gaze on the other person’s face. Gaze types, which we frequently use in our professional and social lives, may be listed as shown in Figure 3: “Power gaze”, “social gaze”, “intimate gaze”, and “shutting out with eyes”.

![Figure 3. Gaze Types](image)


- **Power Gaze**

  Imagine a triangle on the other person’s forehead while talking about business or a subject that requires formality. If you direct your gaze to this area, you create a serious atmosphere and the person you communicate with understand that you are serious. Keeping your gaze from dropping below the level of the other person’s eyes will allow you to maintain your seriousness and control the interaction.

- **Social Gaze**

  When your gaze drops below the level of the other person’s eyes, you create a social atmosphere. Social gaze occurs when you look in a triangular area on the other person’s face between the eyes and the mouth. Individuals look in this triangle especially during social encounters, while communicating with their friends.
• **Intimate Gaze:** This gaze, which we may also refer to as the flirtatious gaze, is across the eyes and below the chin to lower parts of the person’s body. In close encounters, it is the triangular area between the eyes and the chest and for distant gazing it is from the eyes to the groin or below. Men and women use this gaze to show interest in each other and those who are interested will return the gaze.

• **Shutting Out with Eyes:** One of the most annoying types of people whom we encounter in the communication process is those who use the shutting out with eyes move. This is an unconscious attempt by the person’s brain to block you from their sight because they have become bored or disinterested or feel they are superior to you. A normal, relaxed blinking rate is six to eight blinks per minute. eyes shut for two to three seconds or longer to wipe you from sight and remain closed as the person momentarily removes you from his mind. Superior types may also tilt their head back to give you a “long look”, commonly known as “looking down one’s nose”.

**Head Movements:** Head movements are part of our body language and used in the communication process by many different cultures around the world to approve or reject something. Rocking the head up and down means “I agree” in North America, whereas a single upward head movement means “I agree” and a single downward head movement means “I disagree” in Middle East and Turkey. In the Japanese culture, head nodding usually means “Yes, I hear you.”[24]

In effective communication, frequently rocking your head up and down while the other person is talking will allow him to feel that you listen to and understand him. The important point here is not whether you agree with the person, but give the feeling of being understood[25].

**Gestures:** Hands are among the most frequently used organs to express something by humans. In the communication process, we determine the style, rhythm, and accord of the speech using our hands. We sometimes express what we mean to tell with a single gesture. The main role of hands while speaking is to emphasize important points of the speech. Opening your hands shows that you are ready to communicate with the world, and closing your hands expresses your reluctance to do so[23]. Messages associated with some basic gestures, which apply to the Turkish culture as well, can be seen in Figure 4.

<table>
<thead>
<tr>
<th>Gesture</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Thumb Up]</td>
<td>Conveys the message “Everything is fine”, “Okay”, “Good job”. It is used for approval.</td>
</tr>
<tr>
<td>![Thumb Down]</td>
<td>Conveys the message “Bad idea”, “No”. It means that you do not agree with what the other person is saying.</td>
</tr>
<tr>
<td>![Hand Palms Down]</td>
<td>Gives a message of honesty, truthfulness, and submission. Open palms gives the impression that you are honest.</td>
</tr>
<tr>
<td>![Hand Palms Up]</td>
<td>Gives a message of dominance and authority. It shows that you are trying to dominate the other person.</td>
</tr>
<tr>
<td>![Index Finger]</td>
<td>This is used to intimidate, warn, or accuse the other person.</td>
</tr>
</tbody>
</table>

*Figure 4. Basic Gestures and Their Messages*

*Source:* [https://tr.linkedin.com/pulse/beden-dili-ellerin-verdi%C4%9F%C5%9F-mesajlar-meltem-demirta%C5%9F](https://tr.linkedin.com/pulse/beden-dili-ellerin-verdi%C4%9F%C5%9F-mesajlar-meltem-demirta%C5%9F)
While trying to understand non-verbal behavior, we tend to notice the face and hands more often. However, signs related to other emotions such as comfort, discomfort, trust, and distrust are conveyed through arms[22]. In other words, it is possible the observe the trust that we feel for the other person or the feeling of comfort that we get and the trust that the other person feels for us or the feeling of comfort that the person gets from arm movements.

We fold our arms tightly under our chest when we feel sad, afraid, abused, or concerned. This is actually a sign that we are trying to protect ourselves. Also, it is a non-aggressive position which we assume when we get into an argument to protect ourselves instinctively. Opening your arms may be interpreted as an aggressive behavior and trigger a fight[22].

Open arms usually means that we are open to communication with the other person and comfortable enough to not feel the need for defense. Supporting open arms with palms looking forward gives a message of honesty and openness to communication.

While arms may express openness in the communication process, closed arms may be used a barrier to communication. Using your arms as a barrier in front of your body conveys the message that you are closed to communication. Also, wrapping your arms around yourself shows that you feel stressed and uncomfortable[29]. Figure 5 shows some arm movements and what message they convey to the other person in the communication process.

1. Conveys the message “I’m closed to communication with you, I’m in defense”.
2. Conveys the message “I’m honest with you”.
3. Conveys the message “I’m open to your ideas about the subject”.
4. Conveys the message “I’m closed to your ideas about the subject”.
5. Conveys the message “I’m stressed and concerned”.

Figure 5. Kol Hareketleri ve İlettiği Mesajlar<
Messages conveyed by sitting positions shown in Figure 6 are as follows:

1. This sitting position reflects comfort. There is no negativity associated with this position. However, if you fold your arms in this sitting position, it reflects concern and unease.

2. This sitting position reflects self-confidence. It conveys the message that you feel superior than the other person.

3. This position reflects an attitude against the other person. It conveys the message that you are challenging the other person.

4. This position reflects anxiety and distress. Feet are in the call position and the torso is not upright. This position is assumed when the person is stressed and concerned.

5. This position shows that the person is anxious and wants to leave. In this position, you convey the message that you do not have time to listen to the other person or want to end the conversation.

COMMUNICATION BARRIERS AND EFFECTIVE COMMUNICATION IN CONFLICT RESOLUTION

There are a large number and variety of barriers to effective and healthy interpersonal communication. As addressed in detail under the “Communication Process and Elements of Communication” section, these barriers may arise from the source’s insufficient knowledge about the receiver, the message’s not being clear enough, lack of fitness between the channel and the message, and the source’s encoding the message without sufficient knowledge about the receiver’s personal and psychological circumstances or ignoring these circumstances in the communication process.

Having knowledge about psychological and social barriers of individuals participating in the communication process will allow for more effective and healthy communication. These social and psychological barriers may arise from:

- Stereotypes and prejudices,
- Differences in opinions and beliefs,
- Differences in perception and selective perception,
- Negative attitudes against the person, the subject, or participants of the communication process,
- Socio-cultural differences between individuals, and
- Differences in educational levels of individuals participating in the communication process.
For example, if a correction officer holds the opinion that the convict is a criminal and a sinner who should be punished whenever the opportunity presents itself, he will maintain a negative attitude toward the convict throughout the communication process and reflect this communication barriers arising from stereotypes and prejudices in the communication process and his behaviors.

Differences in perception may be mentioned as one of the most important factors which causes conflicts in the communication process since behaviors of individuals are closely related with how they perceive and interpret environmental influences. Identifying differences in perception which cause the conflict and whether the message conveyed by the source and the message received by the receiver have differences may allow for a successful resolution of interpersonal conflicts. A common interpretation and perception of the message by both the source and the receiver is possible by learning about each other’s characteristics, values, life experiences, and cultures.

As we know, man is a social being and communicates with many different fellow men in many different environments. In the communication process that goes on throughout life, there may sometimes be conflicts between people. Conflict is an unavoidable part of human life and relations. Throughout their lives, people have conflicts at home, in the workplace, on the street, or at the school. Interpersonal conflicts are situations of disagreement which occur when different purposes, needs, interests, values, and perceptions of people encounter. Cognitive and social characteristics of the individual are important for both identifying and resolving interpersonal conflicts, as well as their communication styles and problem-solving styles.

In interpersonal conflicts, communication barriers which prevent healthy communication essentially arise from differences between the source and the receiver. These communication barriers may be listed as follows:

- People do not realize their need for communication,
- People do not understand what communication is and why it is important,
- People do not know how to communicate and effective communication methods,
- People do not possess necessary skills and abilities for communication.

While different strategies may be used to resolve different interpersonal conflicts, it is important that both parties are willing to cooperate to resolve the conflict, especially in case of communication conflicts. There are certain behaviors which individuals must pay attention to, firstly in themselves. Some behavior styles which we may use to resolve conflicts may be listed as follows.

- Make sure you give and receive feedback. Show the person that you are trying to understand him.
- Be honest and open.
- Do not draw conclusions, identify factors related to the conflict.
- Do not generalize, focus on the subject and its characteristics.
- Use pronouns (e.g. “I”) when expressing your emotions and thoughts.
- Do not let your body language contradict your words.
- Focus only on things that you can change.

Source: http://www.nisandanismanlik.com/hizmet/cift-danismanligi
CONCLUSION

Due to their roles in penal institutions, correction officers constantly communicate with convicts, and considering their working conditions, they constantly communicate and interact with their colleagues as well. In environments and institutions where interpersonal interactions are on a high level, it is important to have effective communication skills to engage in effective communication and solve communication problems. This is only possible by having sufficient knowledge about elements of communication and gaining awareness regarding communication skills. We can say that having effective communication skills will allow you to better express yourself to individuals whom you interact with in both your private and professional life and understand their messages and requirements more easily. Therefore, your quality of life will improve as the quality of your communication with others improves.

Also, we can say that it is very important for correction officers to consider the state of convicts, in other words, develop empathy skills since they communicate with convicts from different educational and cultural backgrounds, genders, and age groups who have different life experiences and psychological worlds due to the deprivation and isolation which they go through depending on the crime which they committed and the length of their service time. Improving your basic communication skills, namely listening, empathy, and body language skills as mentioned in previous sections, will allow you to have a healthier and more efficient private and professional life by enabling you to engage in healthier and more effective communication with individuals in your circle, your colleagues, and convicts, whom you interact with the most due to the nature of your job.

REVISION QUESTIONS

1. Which of the following is a characteristic that causes the source to fail in communication?
   A) Reliability  
   B) Empathy     
   C) Being respected  
   D) Self-righteousness  
   E) Being loved  

2. Which of the following is not part of effective interpersonal communication?
   A) Speaking with the other person in a kind and gentle manner  
   B) Making eye contact with the other person  
   C) Judging the other person based on his past behavior  
   D) Being aware of non-verbal messages of students  
   E) Being aware of non-verbal messages that you convey to the other person

3. In the communication process, the medium through which the ...(1)... is conveyed by the ...(2)... to the ...(3)... is referred to as the ...(4)....
   How should we fill the blanks above?
4. Which of the following cannot be considered as a conflict resolution strategy in interpersonal communication?
   A) Supporting words with body language
   B) Making an effort to understand the other person
   C) Identifying the reasons behind the conflict
   D) Making generalizations
   E) Being honest and open

5. Which of the following takes the effect of the message to the highest level in the communication process?
   A) Words
   B) Body language
   C) Tone of voice
   D) Speaking speed
   E) Clothing

ANSWER KEY

1. The correct answer is self-righteousness (Option D). The source’s being knowledgeable, acting in line with its status and role, and possessing the encoding ability are desired properties. Also, the source’s recognition is also important in terms of effective communication. If you answered this question incorrectly, please review the “Communication Process and Elements of Communication” section.

2. The correct answer is looking at the triangular area between the forehead and eyes (Option A). This gaze referred to as the power gaze creates the impression that you are serious about the subject. If you answered this question incorrectly, please review the “Effective Use of Body Language” section.

3. The correct answer is 1. Message 2. Source 3. Receiver 4. Channel (Option E). In the communication process, the way used by the source to convey the message to the receiver is referred to as the channel. If you answered this question incorrectly, please review the “Communication Process and Elements of Communication” section.

4. The correct answer is generalizing (Option D). Rather than generalizing, focusing on the subject and its characteristics is an effective conflict resolution strategy. If you answered this question incorrectly, please review the “Barriers to Communication and Effective Communication in Conflict Resolution” section.

5. The correct answer is the body language (Option B). Body language affects the communication process by 60%. If you answered this question incorrectly, please review the “Effective Use of Body Language” section.

ANSWER KEY FOR “LET’S TEST OURSELVES”

REFERENCES


RECOMMENDED RESOURCES

LEARNING OUTCOMES

On reading this chapter, you will;
• Describes what healthy life is.
• Discusses the effect of job satisfaction on efficient work.
• Explains the factors that affect social participation.
• Defines media literacy, and
• Gives examples of what can be done to adapt to post-retirement life.

SCHEMATIC REPRESENTATION OF THE CHAPTER

INTRODUCTION

In the process of globalization, the number of people participating in business life is increasing rapidly with the provision of quality of life and changing consumption habits. The economic hardship of living conditions often forces the individual to look for a job and incorporate him/her into working life. This increases the number of people who are looking for a job and who are involved in working life every day.

The individual has to do more than one job together daily in his/her life. These jobs should be done within the timeframe when not sleeping. When the individual is awake, the most time-consuming part of his/her activity is the professional job that he/she has. This is why the issues such as job satisfaction, health protection, social participation, economic power and etc., in short, life skills are very important.
The World Health Organization (WHO), which is a worldwide organization that researches, identifies and reveals workers’ health and working conditions, defines the occupational health as “to maximize the physical, mental and social well-being of employees in all kinds of jobs, to prevent the deterioration of employees caused by working conditions, to protect employees from the risk factors which are contrary to health, to place every employee at the right place in working environment in accordance with his/her physical and psychological conditions, and to preserve him/her there”.[1]

According to this definition of the World Health Organization, it turns out that the most important obligation of an institution to its employees is to develop and improve the conditions that it has. The development of conditions also affects employee’s healthy life, social participation and even compliance with post-retirement life.

Healthy Life

One of the occupational groups at high risk is the employees of the department of corrections. Threats or violence incidents directed at correction officers, convicted/imprisoned wills, attempts to mislead executive correction officers in various ways, in addition to these, problems experienced between employees and with managers, and being in constantly closed environments with high security measures are some of the most frequent problems that correction officers encounter.[2]

In addition to these troubles, many more stress sources such as shift work, the failure to take advantage of worn-out law, length of working hours, staff insufficiency, obligation to work on public holidays, low salary, bad images in society, legal trial in case of any negligence and mistake lead correction officers to experience exhaustion and their family life to also be affected negatively.[2]

There is an example of a possible situation that may arise due to such troubles below.

THE GUARDIAN’S INSANITY

Correction officer E. E. employed in F-Type Prison had a hysteria attack in service vehicle.

Yesterday, there were horrified minutes on the shuttle vehicle carrying employees in Prison. Correction officer E. E. has shot 3 colleagues with alleged personal hostility among them. While three guards died at the scene, wife of one of the dead ones who was in the shuttle, was seriously wounded. The attacker was caught shortly afterwards. The Ministry of Justice initiated a judicial and administrative investigation into the incident.

Source: Vatan Gazetesi • 22 January 2013

Due to the physical and psychological characteristics of department of corrections, the correction officers have a high level of risk of exhaustion.

Being healthy is a priority of human happiness. Health is often perceived as a self-existing condition. However, it is a phenomenon that should be tried for the sake of being healthy. Many of the precautions that need to be taken for a healthy life are small and easy efforts that we need to practice in our daily lives. Implementation of some basic rules that regulate daily life, wherever it may be, facilitates health protection and life that we share with other individuals. Some of these rules can be listed as healthy nutrition, regular life,
avoiding smoking, alcohol, stimulants and drugs, using correct and appropriate methods to cope with problems.

Stress that can not be coped with effectively and prolonged at work seems to be associated with decreased job satisfaction and exhaustion. Exhaustion is also considered as the last step in the stress process. Increase in the time spent with people that are being faced, increase in the number of people served, establishing face-to-face relationships, and the serious problems of the people being serviced increase the level of exhaustion. In this context, when working conditions are taken into account, correction officers who are forced to work 24 hours a day are at high risk of exhaustion in most prisons because of the fact that the institution has the number of convicts/prisoners far above the physical capacity.

Due to the physical and psychological characteristics of prisons, the correction officers are at a high level of risk of exhaustion. It seems important to determine the level of job satisfaction and exhaustion of the correction officers in order to make the correction officers work on positive conditions in terms of occupational health, to make more efficient rehabilitation works by improving the positive work attitudes and behaviors in penal institutions and to improve the security of the penal institutions.

As can be seen, physical and mental working conditions must be regulated for a healthy life of the correction officers, and at the same time, working conditions must be improved for a regular life span. At the same time, we must be careful about our health to be able to live a quality life as an individual. It is important to stay away as far as possible from smoking, alcohol and stress, to exercise regularly, to walk, to swim or run every day is important for us to live a healthier life.

**CASE STUDY**

**Story of Müslüm**

I have been a prison officer for about 8 years. I always wanted to work in a job I’ll be happy. I have never thought of being a correction officer. I would be a math teacher. I chose this job when I could not be assigned. I found it hard to be unemployed for a long time. When I dreamed of working with a student in a school, I found myself working in a penal institution full of convicts and prisoners from various crimes. In the first years I was still excited, it was work. But my working conditions have begun to create loads on me day by day. The threats of the convicts, the pressure of the administrators made me very unhappy. I hardly woke up in the mornings and was not smiling on my way to work. I was behaving badly to the prisoners and my colleagues while on duty. I felt like they were criminals for everything, I felt anger to them. Even this mood was reflected in the life at home.

My childhood friend Ramadan, who knows this process closely, convinced me that in this case I can not live a healthy life and that I should get expert help. I’ve started to feel better after I’ve been receiving expert help for a while. I am happier and more enthusiastic now at work. This situation has also improved my family and social life.

* The story is fictionalized by the author.

**Question 1. What might be the reasons that push Müslüm towards an unhealthy life?**

**Answer 1.** Müslüm’s working conditions getting heavier and beginning to create burdens, having a mood that can not remove the threats of convicts/prisoners, the pressure of the administrators.
Question 2. How did Müslüm overcome this problem?

Answer 2. With his childhood friend Ramazan thinking that he can not live a healthy life in this situation and convincing himself to get expert help.

DISCUSSION

• Have you ever felt like Müslüm in your work life?
• How did you solve the problem when you feel like Müslüm?
• What do you do to live a healthy life?

Job Satisfaction

Job satisfaction generally means being happy with the characteristics of the job or being pleased with the job. Job satisfaction is an satisfactory situation that occurs when an individual’s job carries and fills important characteristics to him/her. The employee that feels satisfaction from his/her job reflects this satisfaction to the business and develops a positive attitude towards the business. Job satisfaction, together with increasing the happiness of the employee, also causes the employee to commit to work and work efficiently. Otherwise, when there is no job satisfaction, intention to leave the work increases, and organizational commitment weakens, alienation, stress, mental and physical discomfort and inefficiency increase.⁴

One of the most important conditions for us to carry out a business in this age is to be able to organize human resources and work with highly satisfied staff⁵. Given this situation, it is expected that today’s managers will be able to make the necessary efforts to provide and increase the job satisfaction of the employees. First of all, it is necessary for administrators to get rid of their prejudices that employees are a mere production factor and to consider that employees have social aspects and that they work also for their social and psychological expectations and needs in addition to economic expectations to ensure job satisfaction.⁶

Many factors can determine job satisfaction in the working environment, such as business environment, payments, managers, opportunities for promotion, and relationships with employees and managers.⁴ The first organizational factor that is strongly related to job satisfaction is the payment. In a study that was conducted to compare job satisfaction levels of the employees in public and private education institutions found that there was a significant difference in job satisfaction levels between teachers working in public schools and those in private education institutions. It was found that one of the factors that caused this difference was the payment.⁷

Very different factors have to be taken into consideration for job satisfaction and they have to be quelled. However, as shown in the researches conducted, it is seen that the most important factor for job satisfaction is payment. For this reason, it is important for the job satisfaction to be provided that the payments are sufficient to provide human life.
CASE STUDY

I.B. has been working in O. Penitentiary since 1983 because she wanted to work in an environment defined by order and discipline, values that have been passed on to her by her family. She was 20 years old at the time. The family and the parents supported her, they knew what she wanted, they trusted her decisions and respected them. Obviously, the impact of the job was different from her expectations, the contact with the closed environment, with those behind bars, especially imprisoned women, marked her deeply. There were times when she wondered if her place was there. She entered a totally different world, a parallel society, to which she had to adapt quickly and to develop her ability to have a fair answer to any new situation. The first working day was terrible. The impression was strong: on the one hand, it was that curiosity about the prisoners for their actions, and on the other hand, she was impressed by the difficulty of her colleagues’ work, whom she appreciated for their ability to resist, for proven firmness and courage, qualities.

There is a high negative charge at work, people deprived of their liberty are facing major problems, mainly related to their legal and family circumstances. Still, many fragile situations are settled: the children found in the protective system with their parents imprisoned, are helped to meet their parents, detainees who have extremely weak relationships with families because of the lack of resources, are being intermediated their relationship, with the help of foundations and collaborative nongovernmental organizations.

Source: http://www.bihon.ro/interviu-e-viata-la-penitenciarul-oradea/1133013

ASSESSMENT

• How would you appreciate the job satisfaction of the person described in this case study?
• What would be the unbearable and stressful situations, in your opinion, encountered by this officer in her work in the prison?

Social Participation

One of the most important goals of education in democratic and modern societies is to raise individuals who value themselves, to the people around them and to the nature, and the people who have confidence in contributing to society as part of the world and the society they live in. This growth situation is life-long. In order to provide individuals with such awareness and to make them individuals who have contributed to society, the concept of social life functioning throughout their lives is necessary, starting from the first years of school age. Individuals should be interested in social events, be aware of problems, act on their own and in the interest of others when necessary. The interests and needs of the individual are the factors that affect the socio-economic status of the community they live in, and social participation. The individual must be sensitive to community and environmental problems and be willing to participate in the process of resolution.
in the process of resolution. In this sense, it is very important for correction officers to improve social participation skills and to ensure social participation. Social participation includes participation in voluntary service activities, either independently or as a member of a group, where they actively work on their own or in harmony with others.

**Participation in Educational, Social, Sports and Entertainment Activities by Correction Officers:** Correction officers should make time for participating in social, educational, sports, entertainment activities and they can participate. It should not be forgotten that social activities will improve the communication skills of the individual. Administrators may observe and encourage Correction Officers for such activities. Work should be given to the Correction Officers in certain time periods to ensure their social involvement. Correction Officers should be encouraged to organize social, educational, sports, entertaining events. Participation in group work: Correction Officers can be encouraged to work with the group, solve problems together, and take responsibility. The group may choose a president as the spokesman for the group. A person can also be assigned to write down their ideas and decisions. Correction Officers can learn to act more collaboratively in group work.

**Participation in Volunteer Work:** Correction Officers can be encouraged to work in voluntary organizations and government agencies in community service program at their leisure time.

Social participation is very important for the individual to understand himself, to take place in society and to feel himself valuable in society. For this reason, efforts should be made to ensure social participation. It is important to read books, magazines, newspapers etc. in order to be sensitive and aware to the environment, the country and the world, and to the problems that occur in here and to be able to develop responsibility. At the same time, it should be spent time and participated to the social, educational, sports, entertaining activities. Social activities enhance both individual communication skills and strengthen social participation.

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**CASE STUDY**

**Choir**

Jasmine is a officer who goes to work in a routine and monotonous way of doing the same job for 12 years. One day, however, she got news of a folk music chorus, which will be formed with the correction officers by Deniz, who come to the institution with a new appointment. Later, Jasmine joined this choir to bring a color to her monotonous life. During the chorus work, Jasmine’s life has got a different meaning now that she enjoys group time in rehearsals and has pleasant conversations with her choir friends in the breaks. After the rehearsals, the happiness of participating in this choir took all the work stress and monotony with the concert they had in a work activity of municipality. Now Jasmine has opened a new page for her life.

* The story is fictionalized by the author.

**Question 1. Which event ended Yasemin’s monotonous life?**

**Answer 1.** Jasmine’s monotonous life ends when Deniz constitutes a folk music choir with the correction officers and when she decides to join the choir to bring a color to her monotonous life.

**Question 2. What makes Yasemin’s life more meaningful?**
**Answer 2.** Participation in the folk music choir, having a great time and talking with the choir friends during the rehearsals.

**DISCUSSION**
- Have you ever had an activity in which you provided social participation?
- What do you think about social participation activities?

**Media Literacy**

From the 20th century to the present day, especially after the Industrial Revolution and especially during the period of intense development and change, all systems are in various initiatives to make their ideas effective and dominant. These initiatives are diversified, and one of them is media literacy defined as the way to receive and evaluate media messages such as television, newspapers, internet etc.

Instead of accepting media literacy as information that is presented in the media, it tries to improve its ability to interpret and think critically, to choose appropriate programs by filtering and to see the backdrop of national and international problems. The intense and rapid effects of the media on the communities through different tools and channels require the education of the conscious media literate individuals. According to the studies done, the aim is to establish a media consciousness that provides individual to understand media messages by media literacy and to grow individuals who can analyze media culture by a critical view. When media literacy is taken into account, it is based on the idea that individuals should have a critical set of skills to be conscious of media use. Critical thinking is a form of thinking that involves skills that basically require interrogation. When the literature is examined, it is seen that there are many common features between the two concepts. When media literacy’s aim is taken into account, it is based on the idea that individuals should have a critical set of skills to be conscious on media use. Critical thinking is a form of thinking that involves skills that basically require interrogation. When the literature is examined, it is seen that there are many common features between the two concepts.

Source: [https://www.google.com.tr/search?q=medya+okuryazar%C4%B1+%C4%9F%C4%B1+pdf&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjvreeeC5elSAhUjLZoXHfmmCpMQ_AUIIBgB&biw=1920&bih=950#imgrc=e7cNXwwUv3_EgM](https://www.google.com.tr/search?q=medya+okuryazar%C4%B1+%C4%9F%C4%B1+pdf&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjvreeeC5elSAhUjLZoXHfmmCpMQ_AUIIBgB&biw=1920&bih=950#imgrc=e7cNXwwUv3_EgM)

Computers, internet, mobile phones, game consoles, handheld databank recorders (ipod) that are part of everyday life, in other words all digital technologies are gathering under the new media title. The basic features of the new media separated from the traditional media (newspapers, radio, television, cinema) are that they have interactive and multi-media style and that they transfer many
information at the same time and that they provide different communication dimensions to take place at the same time. In addition to the opportunities provided by the media, the increasing diversity of the media and the power of these diversities to influence people at all ages have revealed the concept of media literacy.[9]

According to Potter, who likened media literacy to a thermometer, every individual occupies a place on the grades of thermometry. This is due to the importance of the ability to use the right media tool for accurate messaging for individuals facing visually enriched information environments. This view can be regarded as a basic indicator of media literacy’s aim of creating a conscious public opinion about media messages. In other words, with media literacy, “it is aimed to raise the awareness of individuals in the face of media messages that are coded in different forms, from advertising on television, music on CD to writings on newspaper, slogan on a shirt,” because different individuals take the same messages in different ways.[9]

The acquisition of media literacy is important for every individual. The way to get rid of misleading of media and reach more accurate information is through media literacy. For this reason, it can make a good example of media literacy for the individual to keep track of newspapers, radio, television, program and news services in various views and perceptions without having to depend on one newspaper, one radio, one television or one news service.

Adaptation to Retirement

Retirement is the end of job compulsorily or voluntarily of a person when he/she reaches a certain age. Although, retirement is the end of business life, it is also the beginning of a new era at the same time. The fact that the individual prepares him/herself for the retirement period is determinative of his/her retirement process. Depending on how and where the individual prepares him/herself, what his/her personal goals are, and how a plan is made, the retirement is a period of drifting or joyful life.
Individuals have to prepare and plan their retirement time according to their own circumstances and goals. When he/she retires, he/she will be able to take care of these plans and goals, so the adaptation process will be healthier.

When retired, it may well have been planned to build a new personal business that will use its experiences and equipment. Sharing these plans with families in pre-retirement period will prevent surprises and confusion in the next period. It is important to put personal goals after retirement. It is important to conduct activities that involve voluntary organizations, requests, hobbies, trips, budgetary activities that can not be carried out while working.[8]

The retirement process is actually a social situation, not a personal one. Moreover, we live in a country with different retirement status. There are retirement due to disability, retired people that continue to work for a new job, continuation of working for economic reasons while retirement is required. When retirement lives continue with a new working life, working retirees are a bit different if they continue to work with economic inadequacy or desire to do the job they want. Being in the working life is perceived as productivity in terms of social view and self-esteem view. However, it is extremely important that the working conditions of retired individuals in this situation are not heavy, and that rest periods are long.[10]

We can explain the negativities that may be experienced during the retirement period as follows. If a retired individual sees him/herself as useless in this period, and defines it in this way, he/she experiences social, emotional, behavioral and cognitive difficulties. We can list the troubles that will be experienced as follows.

From social perspective; There are no institutional or special programs in our society in which the adaptation and experience of the retirement system can be shared. There is no cooperation between the institutions regarding the accumulation, experience and productivity in active working life and actively returning to social life.

From emotional perspective; If retirement planning and preparation is not done, it can trigger the feelings such as anxiety, frustration, anxiety about loneliness, anger.

From behavioral perspective; It can lead to problems such as sleep problems, eating disorders, tense and reactive attitudes, and alcohol use.

From cognitive perspective; Attitudes such as indecision, insecurity, difficulty in focusing, denial, reluctance may be encountered.

There are also personal factors that make it difficult for the individual to adjust to retirement. Knowing and handling these factors will facilitate adjustment during retirement.

Social network change; It is an important risk for retirees who have vacancies and old age obsessions, or who use their work as the meaning, power and social network of their life. These are the points that will affect your life enthusiasm and even cause depression as it makes it difficult for you to adapt to your retirement life.

Perspective; Perceiving retirement as a transition to old age is also an important factor. Retirement is the beginning of a new era in which the active working life is over. It means for some to
set up a business or to do a short additional business, and for some to spend time on dreams and hobbies they postponed.

**Family approach;** Reaction of other individuals in the family to some plans made by the retiree can make adaptation to be difficult. It is important that the retired person’s choices are respected, they are approached with understanding, they are understood by developing empathy.

**Spiritual tension;** Symptoms such as lack of energy, insomnia, nervousness, sensitivity, autism and unhappiness in retirement may be a sign of a significant psychiatric disorder such as depression. The recognition and treatment of such conditions is also important in terms of suicide risk.

There are important things that need to be done both from the social point of view and from the individual point of view in order to adapt to post-retirement life. If we take these briefly;

**From the social perspective;** Post-retirement problems are a situation that needs to be supported from a social point of view although individual efforts are made. It would be a valuable contribution for the state, professional organizations, trade unions to organize harmonization work in this regard.

Psychiatric support should be provided for the development of anxiety, depression, and panic attacks. Depression and mental problems experienced during this period should be paid attention, since these conditions considered as the basis for the development of medical diseases such as Alzheimer.

Special trips and activities, hobby gardens, sharing groups organized by the municipalities will also be useful.

**From an individual perspective;** Not only negative processes but positive processes can cause tension that we are not accustomed to in our lives. It is useful to give time to yourself, to try and enjoy the activities. It is important to devote time to appropriate requests in their own cultures, and to devote time to friendships and family relations. Fulfilling to the earth and the sea longing, being open to new information and trips is relaxing. It is valuable to find and multiply the thoughts that begin with “good to” in the face of every thought that begins with “I wish”. Being willing to any condition that will increase joy of life. Adding arrangements which are not possible before, such as music and hiking in the morning. Meeting with groups to participate in social activities. Reading books and solving puzzles in terms of having mental exercise. Participating in activities such as fine arts, folkloric activities, written literature. Calling friends who could not be seen before due to lack of time. Spending pleasant time with family and friends by creating attentive meals. Attention to nutrition and water consumption. Taking care of rest periods, not to avoid getting tired too much, but to relax due the amount of tiredness. Creating conditions in nature, to go to parks and gardens. To benefit from the sun. To receive professional medical and psychological support for problems such as health problems and aging.[10]

Perhaps the first thing to do in order to adapt to post-retirement life is to plan post-retirement life before retiring. If post-retirement life is planned before retirement, that is to say, what is to be done, and how to live, adaptation to retirement and post-retirement life are further increased. The feeling of emptiness that usually occurs in retired individuals who do not plan post retirement, is less in individuals who plan post retirement life and the individual does not feel lonely and useless, and the sense of self is not harmed.
CASE STUDY

Retirement of Mr. Hüseyin

Mr. Hüseyin is a citizen who has given his 30 years to his profession. He decided to retire after 30 years of active life. In the early days of his retirement he began to spend some time with his neighbors and his family without being stuck in a certain period of time and enjoying the retirement days. Mr. Hüseyin had to determine the plans he wanted to make due to his retirement salary to overcome his life according to this budget. As the days progressed, Mr. Hüseyin started not to enjoy as in the first days of retirement. Mr. Hüseyin has transformed into a man who started to spend his daily life with limited opportunities, tried to get accustomed to a life outside the routine he was accustomed to, and generally spent his days with boredom. After waking up in the morning, the space he had after breakfast and the necessity of spending time with fewer people began to push him into unhappiness.

In this process, he heard the courses organized by the public education centers. He was very happy to hear the wooden painting course he wanted to do for years but he could not spend any time on it. He decided to register to this course with a few retired friends in the neighborhood. The hobby that Mr. Hüseyin had on the given days of the week were making him very happy. As he presented his paintings to his friends, he began to be happier with his work.

* The story is fictionalized by the author.

Question 1. What might be the reason that constitutes a gap in the life of Mr. Hüseyin in the story and drives him to misery?

Answer 1. Mr. Hüseyin’s beginning to spend his daily life with limited possibilities, trying to get used to a life outside of his routine has created a gap in his life. Also, in the morning when he wakes up, the necessity of spending time with less people and the space he lived because he did not go to work after breakfast made him unhappy.

Question 2. What did Mr. Hüseyin do to overcome the sense of emptiness and unhappiness?

Answer 2. He has heard the courses organized by the public education centers and decided to participate in those courses. He has been registered with several retired friends in the neighborhood for the wooden painting course he wanted to do for years but could not spend any time on it. The hobby that Mr. Hüseyin had on the given days of the week were making him very happy. As he presented his paintings to his friends, he began to be happier with his work.

DISCUSSION

- Are you afraid of adapting to life after retirement?
- Do you know the hobby courses organized in your area?
- If you spend time with a hobby like Mr. Hüseyin after retirement, will it be easier to adapt life after retirement?
**CASE STUDY**

**Mrs. Zeynep’s Restaurant**

Mrs. Zeynep is a person who is sensitive to herself and her environment and she has begun to plan her retirement while she has a considerable time in her retirement. Mrs. Zeynep, who closely observed the complaints and experiences of the people who have retired, has decided to plan a life after retirement without being in such a situation and without living such problems. She first decided on what date she would retire and began to think about what she could do for retirement until that time. After a long thinking period, she decided to attend a cookery course. Even though she was confident in cooking, she registered to course thinking that it will not be bad to have training. After retirement, opening a small restaurant for home cooking, making some money and making a job that she liked were able to make Mrs. Zeynep happy.

*The story is fictionalized by the author.*

**Question 1.** What might have been the reason why Mrs. Zeynep wanted to plan life after retirement?

**Answer 1.** Mrs. Zeynep, who closely observes the complaints and experiences of the people who have retired from her environment, has decided to plan post-retirement life without being in such a situation and without living such problems.

**Question 2:** What kind of training did Mrs. Zeynep have for her post-retirement plan?

**Answer 2.** After a long thinking period, she decided to go to the cookery course.

**DISCUSSION**

- Do you find it meaningful to plan for adaptation to life after retirement without retirement?
- What would you do if you were planning?
For laughing :) 

CASE STUDY 

Retirement 

An American businessman went to Mexico for business travel. In his spare time he visited a charming coastal town. As he wandered through the harbor, he saw a boat full of fish and a delightful fisherman in it. He called fisherman: 

– Hello fisherman, your boat is full of fish, how much time did it take to catch this much fish? 

The fisherman replied: 

– I held it in an hour or two. 

Businessman wondered: 

– Why did not you try a bit more and catch more? 

Fisherman shrugged, answered: 

– This much is enough for us, we do not need more. 

The businessman was surprised at the abstinent approach of the fisherman, wondered: 

– What are you doing during the rest of the day, how are you spending the whole day? 

Fisherman, told a day of him: 

– In the morning, I go sailing, I catch fish as much as I need. Then play with my kids, spend time with them. I make some siesta with my wife. In the evenings we play guitars with amigos, drink wine and have fun until midnight. I do not understand how the day goes by, Mr.. 

The businessman is confident of himself: 

– Look, if you wanted to, I would help you. You should spend more time on fishing. You can fish more with a big boat. You can buy other boats with the income you get. In a short time you will have a fishing group. As you catch many fish, you can sell the fish directly to the processing facilities, not the intermediary. You can even set up your own fish processing facility later on. With my help, you can be a leader in the fishing industry. 

The fisherman curiously asked: 

– How many years does it take to do these things? 

Business man: 

– It will take 15-20 years presumably, but it’s better then, you can open your company to the public, you can sell your stocks to good money, you can get rich quickly and earn millions. 

The fisherman is excited: 

– I can earn millions, huh, then what do I do with this money? 

The businessman told his dream: 

– Then you can retire and move to a cute fishing town. After that, you can now go fishing for pleasure. You can play with your kids, your grandkids. You can have as much siesta as you like with your wife. You can drink wine with your friends in the evenings and have fun and laugh and enjoy until midnight. Don’t you think it’s perfect? 

When the fisherman listens to this businessman, he thinks he is more wealthy than him. 

Is the wealthy one, the one with a lot of money and works continually during life, or the one lives a life like a wealthy person? 

Source: http://www.hayatakarken.com/balikci-hikayesi.html
CONCLUSION

Being healthy also makes you happy. However, health is not a situation that instinctively exists or instinctively occurs. The individual must make an effort to be healthy. However, we can have a healthy life by small and easy efforts to do in our everyday life. Implementation of some basic rules that regulate daily life consciously, wherever it may be, facilitates life that we share with other individuals and protects health. The most important of these rules can be listed as cleaning, healthy nutrition, physical and mental work, regular life, avoiding things like cigarettes and alcohol, using proper and appropriate methods to cope with problems.

Job satisfaction, in addition to increasing employee happiness, leads the employee to commit to work and work efficiently. Today, one of the most important conditions for doing and carrying out a job is possible if the job is carried out with high job satisfaction. When we consider this situation, it is expected that today’s managers will show the effort to provide and increase the job satisfaction of the employees.

The interests and needs of the individual, the socio-economic status of the community they live in are the factors that affect social participation. The individual must be sensitive to community and environmental problems and be willing to participate in the process of resolution. In this sense, it is very important that the individual develops social participation skills and ensures social participation. Social participation includes participation in voluntary service activities, either independently or as a member of a group, where they actively work on their own or in harmony with others. The individual should devote time and participate in social, educational, sports, entertaining activities. It should not be forgotten that social activities will improve the communication skills of the individual. Correction Officers should be encouraged for such activities for their social participation. For example, in certain time periods, works to provide Correction Officers the social participation should be given. Correction Officers should be encouraged to organize social, educational, sports, entertainment-related events.

Computers, internet, mobile phones, game consoles, Ipods, that are part of everyday life, in other words all digital technologies are gathering under the new media title. The basic features of the new media separated from the traditional media (newspapers, radio, television, cinema) are that they have interactive and multi-media style and that they transfer many information at the same time and that they provide different communication dimensions to take place at the same time. In addition to the opportunities provided by the media, the increasing diversity of the media and the power of these diversities to influence people at all ages have made the concept of media literacy more important. The way to get rid of misleading of media and reach more accurate information is through media literacy. For this reason, it can make a good example of media literacy for the individual to keep track of newspapers, radio, television, program and news services in various views and perceptions without having to depend on one newspaper, one radio, one television or one news service.

The concept of retirement can be defined as the termination of work life compulsorily or voluntary after people reach a certain age. Although, retirement is the end of business life, it is also the beginning of a new era at the same time. The fact that the individual prepares him/herself for the retirement period is determinative of his/her retirement process. Depending on how and where the individual prepares him/herself, what his/her personal goals are, and how a plan is made, the retirement is a period of drifting or joyful life. the first thing to do in order to adapt to post-retirement life is to plan post-retirement life before retiring. If post-retirement life is planned before retirement, that is to say, what is to be done, and how to live, adaptation to retirement and post-retirement life becomes easier.
REVISION QUESTIONS

1. Which of the following can be done for “preparing for post-retirement life while continuing to work”?
   A) Focusing more on job
   B) Working in institutions which are based on voluntariness
   C) Reading books and doing mental exercises
   D) Participating in activities such as fine arts and written literature
   E) Establishing targets for post retirement

2. “The situation that occurs when job properties of an individual carry and fill the qualities that are important to him/her is called ................. .”
   Which of the following should be placed in the gap above?
   A) Occupational ethics
   B) Occupational law
   C) Job motivation
   D) Labor contract
   E) Job satisfaction

3. Which of the following is not one of the factors affecting “social participation”?
   A) Interest
   B) Socio-economic situation
   C) Need
   D) Level of knowledge
   E) None of them

4. “Instead of accepting information that is presented in the media as it is, the concept of trying to improve ability to interpret and think critically, to choose appropriate programs by filtering and to see the backdrop of national and international problems is called .........”
   Which of the following should be placed in the gap above?
   A) First literacy
   B) Media literacy
   C) Newspaper literacy
   D) Knowledge literacy
   E) Technology literacy

5. “To raise the physical, mental and social well-being of all employees who work for all kind of jobs at the highest level; preventing deterioration in the health of employees due to work conditions; to protect employees from risk factors contrary to health; to place and maintain every employee at his / her work place in accordance with his / her physical and psychological conditions”
   Which of the following term does the above definition express?
   A) Motivation
   B) Occupational health
   C) Occupational ethics
   D) Job satisfaction
   E) Media literacy

ANSWER KEYS

1. E  If you have given the wrong answer, re-check the “healthy life” headline!
2. E  If you have given the wrong answer, re-check the “job satisfaction” headline!
3. B  If you have given the wrong answer, re-check the “media literacy” headline!
4. D  If you have given the wrong answer, re-check the “social participation” headline!
5. B  If you have given the wrong answer, re-check the “introduction” headline!

REFERENCES


RECOMMENDED RESOURCES

1. Frank Darabont and David Valdes (Producer), Frank Darabont (Director), (1999) The Green Mile [Movie], USA: Warner Bros
2. Taff Pictures (Producer), Çağan İrmak (Director), (2015) Nadide Hayat [Movie], Turkey: Taff Pictures