

MODULAR TRAINING PROGRAM

FOR SOFT SKILLS
FOR PRIVATE SECURITY



CONTENT

BASIC LEVEL	4
INTRODUCTORY REMARKS	5
 1. COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY Short description of the program Data on the trainers of the subject program— basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials 	8
 Additional materials (information for the trainer) THE HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY Short description of the program Data on the trainers of the subject program—basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials 	12
 Additional materials (information for the trainer) 3. THE PROFESSIONAL STRESS AND THE PRIVATE SECURITY Short description of the program Data on the trainers of the subject program— basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials Additional materials (information for the trainer) 	16



П	ADVANCED LEVEL	20
	INTRODUCTORY REMARKS	21
	 1. COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY Short description of the program Data on the trainers of the subject program— basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials 	24
	 Additional materials (information for the trainer) THE HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY Short description of the program Data on the trainers of the subject program basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials 	29
	 Additional materials (information for the trainer) 3. THE PROFESSIONAL STRESS AND THE PRIVATE SECURITY Short description of the program Data on the trainers of the subject program basic carriers of the training On the objectives of the module and expected results Subjects elaborated within the program Timeframe of the lectures and structure of the program per classes Classes of individual use of the electronic tool Self-evaluation Training materials Additional materials (information for the trainer) 	33
Ш	TRAINING OF TRAINERS INTRODUCTORY REMARKS	37 38
	 1. COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY Short description of the program Target group Data on the trainers of the subject program— basic carriers of the 	42

On the objectives of the module and expected results
 Subjects, timeframe of the lectures and structure of the program

training



per classes

- Structure of the program per classes (lectures)
- Classes of individual use of the electronic tool
- Self-evaluation
- Training materials

2. THE HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY

46

- Short description of the program
- Target group
- Data on the trainers of the subject program basic carriers of the training
- On the objectives of the module and expected results
- Subjects, timeframe of the lectures and structure of the program per classes
- Structure of the program per classes (lectures)
- Classes of individual use of the electronic tool
- Self-evaluation
- Training materials

3. THE PROFESSIONAL STRESS AND THE PRIVATE SECURITY

50

- Short description of the program
- Target group
- Data on the trainers of the subject program basic carriers of the training
- On the objectives of the module and expected results
- Subjects, timeframe of the lectures and structure of the program per classes
- Structure of the program per classes (lectures)
- Classes of individual use of the electronic tool
- Self-evaluation



MODULAR TRAINING PROGRAM

ON SOFT SKILLS FOR PRIVATE SECURITY

BASIC

LEVEL



INTRODUCTORY REMARCS

REGARDING THE MODULAR TRAINING PROGRAM FOR SOFT SKILLS ON BASIC LEVEL, TAKE INTO CONSIDERATION THE FOLLOWING...

The modular training program for soft skills for private security for the basic level is primarily intended for the trainers, given the fact that they are the persons who will deliver, that is, facilitate the learning and mastering of the skills of all who are performing private security activities and all this for the purpose of raising the quality, professionalism and expertise.

The Private security area is extremely complex and involves developing a wide range of knowledge and skills. The security worker has a number of roles, which he often perceives only when he is in a specific environment or event. Thus, for example, there may be a need to be "a police officer", "a lawyer", "a counselor", "a psychologist", "a fireman", "a coordinator" at a given moment.

Of course, one security worker cannot be expected to have a formal education for all these activities, and this is why the need for developing so-called transversal or soft skills is emerging. The security worker is expected to know how to act in certain situations in which he will face a human rights violation or a situation that is a source of stress etc.

The soft skills training program has the ultimate goal of enabling security workers to solve and to be at the level of the task - in any situation.

INSTRUCTIONS FOR TRAINERS FOR THE BASIC LEVEL OF TRAINING

Considering the fact that the participants of the training, that is, the trainees are adults and, moreover, they do not have prior knowledge of any of the areas covered by the training, it is important to apply the following principles for adult training:

- PRINCIPLE OF ACTIVE LEARNING. Although due to the fact that the trainees do not have prior knowledge of the field, it is necessary for the trainer to introduce them into the topic, however avoiding ex cathedra or so-called classical lecture. After introducing the problem as simple as possible, skip to discussions, questions, answers. Trainees should be actively involved in the training.
- PRINCIPLE OF FOCUS ON THE PROBLEM. The focus of the training should be problems related to the particular topic. Specifically, instead of focusing primarily on the content of the topic, let the content be revealed by the learners themselves by learning methods (ways dealing with practical problems.
- PRINCIPLE OF PREVIOUS EXPERIENCE. Recalling previous work experience is the most successful way to link new information and knowledge with the trainees themselves. Only in this way, they will be appropriately accepted.
- PRINCIPLE OF RELEVANCE AND RELATIONSHIP. The training topics need to have a direct link to the profession, that is, the training itself is relevant to the work of the people who follow it. For this purpose, form a homogeneous group in terms of the workplace of the trainees.
- PRINCIPLE OF EMOTIONAL RELATIONSHIP. Events related to good emotions are considered to be longer lasting than those that caused unpleasant emotions. Accordingly, one of the methods for adult learning is precisely in the direction that if during the training, the trainee receives information that gives the answer how to act in a problematic situation in which the person has previously found himself, it will cause a feeling of pleasure of solving the problem (positive emotion), and if the new information causes, for example, fear (negative emotion), such knowledge will not be accepted by the trainee. Therefore, especially when it comes to



- trainees at a basic level, aim to compulsory provide solutions to given problematic situations.
- PRINCIPLE OF INDEPENDENT LEARNING. Adults already have a certain education formed and regardless of the level, they have beliefs that they know how to study, so it is important that the trainer directs the process by including the trainees in the training itself so that the matter can be accepted in an appropriate way. The very way of presenting the issues and the teaching in general should be interesting in order to maintain the attention and attain the goal of learning.

WHAT IS EXPECTED FROM YOU AS A TRAINER, LECTURER, BUT ALSO LEARNING FACILITATOR?

- Create a "climate" for learning at the outset. When working on a basic level, the introduction to the training should show a strong connection and relevance to the profession of the trainee.
- Point out the purpose of the presentation clearly and allow the participants to express their views on the importance of the topic for their work. Let each participant feel like a source of knowledge through sharing his/her own experiences.
- When it comes to basic level training, as a trainer, you should expect a higher proportion of rationalization and less proportion of intellectualization of the participants during the training, i.e. less formal knowledge, in spite of the higher participation with reactions, emotions and beliefs regarding the subject being elaborated.
- Connect the new knowledge and skills (which are covered with the lesson) with the experience of the people who follow the training in order to apply it in the future work. It is also necessary to address all aspects of the problem taking into account all possible outbound solutions.

BEFORE THE TRAINING...

- Meet the target group and note that primary level trainees do not have previous knowledge, so their needs for adequate elaboration of the content of the training are higher.
- Form one or more groups depending on the spatial, technical and other conditions. If the level of training is basic, it is recommended that the group is up to 30 people, so that the trainer can work longer with each participant separately, and he will have the task in a detailed, simple and phased manner to explain the concepts and institutes that will be subject to training.
- Clearly define the objectives of the training for each lesson and each topic separately and determine whether learning should be based on knowledge, skill or attitude. (Types of learning KSAs (Knowledge, Skills, Attitudes)).
 - In the area of communication, given the fact that participants will gain communication skills in different situations, it is considered a Skill-Based Learning.
 - In the field of human rights, given the fact that the participants will acquire new knowledge and intellectual skills, this is considered a Knowledge-Based Learning.
 - In the field of managing professional stress, given the fact that participants will gain new ways of behavior and dealing in stressful situations, this is considered Attitudes - Based Learning.

DURING THE TRAINING...

- Introduce each other to create a climate for work and cooperation.
- At the beginning of the class, show the topic, methods and way of work, as well as the goals that need to be achieved - in a simple way.
- Highlight the objectives to be clear at the very beginning of the lesson (preferably in writing, on a board etc.) and return to them at the end of the lecture to determine by a concrete check whether they have been achieved.
- Use modern and acceptable training techniques that will ensure maximum involvement and attention of persons who follow the training, such as presentations, case analysis, simulations, discussions, role play.
- In basic level training, always start with an oral introduction, then a presentation. Then, switch to active inclusion of the trainees through discussing, playing roles etc.
- Finally, check what is learnt through the so-called real case scenario, where this is applicable.

INSTITUTION THAT CONDUCTS THE TRAINING

Private Security Chamber or other type of private security organization.

CONDITIONS THAT SHOULD BE FULLFILLED BY THE TRAINEES

It is necessary for the candidate to have a Private Security License or completed compulsory private security training in accordance with the national law.

NUMBER OF CLASSES FOR TRAINING

5 classes for each subject

NUMBER OF CLASSES FOR INDEPENDENT USE OF ELECTRONIC TOOL

2 classes (hours) of independent leaning for each subject



1

COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY

SHORT DESCRIPTION OF THE SUBJECT OF THE PROGRAM

Good communication is one of the most important skills we need in order to be successful in life. It's becoming more and more important how we get introduced to the public, explain our views and convince people to come to terms with us. In order to communicate successfully, we need communication skills that help us to form and present our thinking in a way that is understandable and persuasive.

Appropriate communication is also a key tool for the field of private security. Private security workers should be particularly well prepared for specific communication situations because the law allows them to intervene in basic human rights. This makes people even more sensitive to this area and its workers. Situations in which there are two conflicting interests present at the same time are called conflicts, so it is understandable that a private security worker finds himself quickly and often in situations like this. Even more, a private security worker can often find himself in a situation where there are more conflicting interests. Apart from the security officer, who has an interest in performing his work in accordance with the rules, and the interest of the other person is not according to certain rules; the private security officer must also provide a guarantee for implementation of the legal authorizations. Private security workers must also deal with persons under the influence of alcohol, drugs and visitors to events that are in mutual conflict. These situations are very difficult to deal with, because they represent intense conflicts that need to be addressed in a specific way.

At the basic level of communication skills training, security workers must compulsorily develop the aforementioned communication skills in situations involving conflicting relationships. Such skills will contribute to the avoidance of situations of application of force, overstepping of authorizations, and raising the level of positive perception of the private security activity.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The training program in the field of communications will be conducted by experts in the field of communicology, psychology or other related fields dealing with this topic in general or dealing with certain issues in the field of communications;
- Experts from practice with in-depth knowledge and experience both in the area of private security and in the field of communications, coming from the private security sector or by non-governmental organizations dealing with communications issues;
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);



Others

ON THE OBJECTIVES OF THE MODULE AND EXPECTED RESULTS

The training will provide trainees with the following skills:

- Recognition of the term interpersonal communication;
- Developing the ability for proper verbal communication;
- Developing ability for non-verbal communication;
- Ability to overcome barriers;
- Recognizing situations when the converser is lying;
- Conflict resolution;
- Recognition and controlled expression of emotions.

People who will be trained at the basic level are expected to act professionally and skillfully with the least possible risk of overstepping their powers through improper communication.

TOPICS THAT WILL BE ELABORATED WITHIN THE PROGRAM

	Title of the topic	Description (content of the topic)
1	Introduction to communication	What is communication? Types of communication; Verbal communication; Communication skills (speaking and active listening); Disruption of the communication process (barriers); The most important rules in communication.
2	Non-verbal communication	First Impressions; Mimics; Gestures; Keeping the body; Tons; Distance or familiarity (personal space)
3	Body language	Elements of behavior; Reading body language; Signs that the interlocutor is lying, etc. Reducing elements that make it difficult to communicate.
4	How to talk, how to listen / understand	One-way and two-way communication and disadvantages of both; How to communicate successfully; Intensive listening techniques (passive and active listening); Paraphrasing; Reflection
5	Emotions and feelings	When and why we experience emotions; Control of emotions in professional communication; Communication positions according to experiencing and expressing emotions.



6	Giving and receiving criticism	How to criticize behavior in order to achieve its change; Criticism Techniques; Why is it useful to criticize and how to accept it?
7	Conflicts	What is a conflict; Types, sources, classification and dynamics of conflict development; Why avoiding conflicts is not good; Conflict management (analysis and transaction)
8	Giving and receiving criticism	Why we solve conflicts in a certain way; Learning about different ways to resolve conflicts.
9	Personal appearance of security workers	

TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER **CLASSES**

	Topics of the lecture	Basic material/ Additional materials	Duration of the class
1 class	Introduction to communication Non-verbal communication Body language	Manual (see relevant chapters) Power point presentation is recommended Analysis of hypothetical situation and role play method	45 min. (10 min.for the first topic, approximately 17 minutes for each of the other two topics)
2 class	1. How to talk, how to listen / understand	Manual (see relevant chapters) Power point presentation is recommended + handouts Role play method Preparation of written act (addressing, letter, report)	45 min.
3 class	Emotions and feelings Giving and receiving criticism	Manual (see relevant chapters) Power point presentation is recommended + working sheets Role play method	45 min. (20 min.approximately for each topic)
4 class	 Conflicts Giving and receiving criticism 	Manual (see relevant chapters) Working sheets are recommended Role play method	45 min. (20 min. approximately for each topic)
5 class	Personal appearance of security workers	Manual (see relevant chapters) Working sheets are recommended, as well as drawings, model photos, recordings	45 min.

^{*} If there is a personal interest, the candidate is encouraged to read the text in the boxes from the soft skills manual, especially taking into consideration the fact that that text does not always cover



information intended for a higher level, but explications and illustrations for easier understanding of the issue elaborated.

CLASSES FOR INDEPENDENT USE OF THE ELECTRONIC TOOL

The use of the electronic tool is recommended to be implemented as an exercise - a demonstration in the class, in order to enable candidates to use it independently; however, it should be kept in mind that the meaning of the electronic tool is to be used in situations outside of the training process - when the security worker self-initiatively wants to find an answer to a particular question regarding his/her work or when faced with a given situation for which a decision is sought.

Therefore, it is recommended for trainers to give the candidates the following directions - orally or printed on paper:

- Open the e-book, particularly the chapters that were the subject of elaboration during the lecture and read the basic text.
- If you have any uncertainties, check the materials that the trainer provided you during the lecture (worksheets, printed presentations, etc.).
- If you have an interest to read more about a particular topic from those that were elaborated in order to clarify or expand the knowledge, read the text in the boxes.
- Check your knowledge! Choose 5 of the questions about the field of communication skills in performing private security and try to answer them. If you can not answer, we advise you to re-read the text for the topic. We encourage you to get in touch and look for additional explanations for situations that are not clear to you from your colleagues, managers or a relevant professional service or from the lecturer, if there is contact information.

It is advisable to spend the classes for individual use of the electronic tool and self-evaluation at the latest 3 days after completing the training of the module and whenever you have a need or an interest!

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

Time required for self-evaluation: 10-15 minutes for 5 questions

TRAINING MATERIALS

- A manual for soft skills development
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

- In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.
- Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees etc.

2

HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY

SHORT DESCRIPTION OF THE PROGRAM

Human rights and freedoms constitute an extensive area that arises from international law, but is also part of every area of human life protected in national legislations. This discipline encompasses a set of norms, first of all, contained in international conventions and agreements that are most often transposed into the positive law of states. This concept is based on globally accepted principles and individual values, such as justice, dignity, equality, peace, order etc.

Within the private security, the service providers often face situations that are directly or indirectly related to issues of protection of human rights and borders through which they must not be violated or challenged. In that sense, private security workers need to have knowledge of a range of relevant rights: the right to life, freedom and security, privacy, peaceful assembly, the rights of vulnerable groups of persons, etc.

Each security worker is expected to have the basic knowledge and ability to recognize the rights and freedoms of the individual who are affected in a particular situation.

At a basic level of training, knowledge should be in scope that the boundary between overstepping the competence given by the law and the permissible treatment in the particular situation to be simply recognized by the security worker.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- Experts from the field of legal science dealing with this topic generally or dealing with certain areas of protection of human rights and freedoms in concrete, specific areas and spheres.
- Experts from practice with in-depth knowledge and experience, both in the field of private security and in the field of human rights, coming from the private security sector or by non-governmental organizations dealing with human rights issues.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);
- Others

ON THE OBJECTIVES OF THE MODULE AND EXPECTED RESULTS

Taking into account the nature of the private security profession and the fact that security workers prevent harmful actions that by nature fulfill the legal beings of certain crimes, it is undoubtedly clear that in each particular situation a separate guaranteed right or freedom of the citizen is violated.

At the basic level of knowledge of human rights, security workers should not be burdened with juridical-philosophical postulates about the concept of human rights and freedoms. On the contrary, they are expected in the specific situations in which they are positioned or will find themselves in the future to recognize the rights of the client, but also the rights of others. Namely, the security officer in the performance of official tasks protects (above all) the rights of the client (right to property, right to life, right to privacy, etc.), but at the same time within the framework of

the defense of the said rights, he can violate the rights and the freedoms of the attacker himself. Of course, the role of an attacker, does not automatically deprive him of his rights (for example, an attack on someone's property does not deprive the attacker of the protection of his right to life).

Therefore, the basic result to be achieved by completing the training under this module at the basic level is the possession of a skill (ability) of the security worker, at a given relevant moment, to recognize where the limit is between the permitted and prohibited treatment in the application of legal authorizations for the protection or assault of a certain right and to recognize which right or freedom is at stake in a particular case.

TOPICS THAT WILL BE ELABORATED WITHIN THE PROGRAM

Subject	Title of the topic	Description (content of the topic)
1	The term and characteristics of human rights	Universality, Inalienability, Absolute character, Indivisibility.
2	Classification of human rights and freedoms	Civil and political rights Economic - social and cultural rights, solidarity rights New generations of rights
3	Right to life	Art. 2 of the ECHR Prohibition of the death penalty Penal and legal protection of life and bodily integrity
4	Freedom from torture and other inhuman and humiliating treatment (Prohibition of torture)	Art. 3 of the ECHR Penal and legal protection against torture
5	Right to freedom and security (security).	Art. 5 of the ECHR Prohibition of deprivation of liberty and exceptions Unlawful deprivation of liberty
6	Right to privacy	Art. 8 of the ECHR The right to a private and family life
7	Rights of children, migrants and refugees	Convention on the Rights of the Child; Juvenile national legislation. Legislation on asylum and temporary protection.
8	Prohibition of discrimination. Protection of vulnerable groups	Categories vulnerable persons; Vulnerable people in different situations; wider rights, higher protection

TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASSES

	Topics of the class	Basic material/ Additional materials	Duration of the class
1 class	The term and characteristics of human rights Classification of human rights and freedoms	Manual (see relevant chapters) Power point presentation is recommended with handouts in order to present the classification and the groups	45 min.(approximately half of the time for each topic)
2 class	Right to life	Manual (see relevant chapters) Power point presentation is recommended Compulsory real case-study	45 min.
3 class	Prohibition of torture Right to freedom and security	Manual (see relevant chapters) Power point presentation is recommended + working sheets with relevant provisions of the criminal legislation Compulsory real case study	45 min (20+25 for both topics respectively)
4 class	Right to privacy	Manual (see relevant chapters) Power point presentation is recommended + working sheets with relevant provisions of the private data legislation, criminal offences and by laws Compulsory real case studies (several)	45 min.
5 class	Rights of children, migrants and refugees Prohibition of discrimination. Protection of vulnerable groups	Manual (see relevant chapters) Distribution of sheets with specific legal acts from the respective country Recommended real case study	45 min. (25-30 min. for topic 1, 15-20 minutes for topic 2)

^{*} If there is a personal interest, the candidate is encouraged to read the text in the boxes from the soft skills manual, especially taking into consideration the fact that that text does not always cover information intended for a higher level, but explications and illustrations for easier understanding of the issue elaborated.

CLASSES FOR INDEPENDENT USE OF THE ELECTRONIC TOOL

The use of the electronic tool is recommended to be implemented as an exercise - a demonstration in the class, in order to enable candidates to use it independently; however, it should be kept in mind that the meaning of the electronic tool is to be used in situations outside of the training process - when the security worker self-initiatively wants to find an answer to a particular question regarding his/her work or when faced with a given situation for which a decision is sought.

Therefore, it is recommended for trainers to give the candidates the following directions - orally or printed on paper:



- Open the e-book, particularly, the chapters that were the subject of elaboration during the lecture and read the basic text.
- If you have any uncertainties, check the materials that the trainer provided you during the lecture (worksheets, printed presentations, etc.).
- If you have an interest to read more about a particular topic from those that were elaborated in order to clarify or expand the knowledge, read the text in the boxes.
- Check your knowledge! Choose 5 of the questions about the field of human rights and freedoms and private security and try to answer them. If you cannot answer, we advise you to re-read the text for the topic. We encourage you to get in touch and look for additional explanations for situations that are not clear to you from your colleagues, managers or a relevant professional service or from the lecturer, if there is contact information.
- It is advisable to spend the classes for individual use of the electronic tool and selfevaluation at the latest 3 days after completing the training of the module and whenever you have a need or an interest!

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

Time required for self-evaluation: 10-15 minutes for 5 questions

TRAINING MATERIALS

- A manual for soft skills development
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

- In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.
- Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees, and so on.



3

PROFESSIONAL STRESS AND PRIVATE SECURITY

SHORT DECRIPTION OF THE PROGRAM

A program whose subject is dedicated to the issue of professional stress aims to enable employees in the private security sector to recognize and effectively manage stress.

The presence and the negative consequences of professional stress on employees in the private security sector are well known and often explored throughout the literature, and the data and statistical indicators are worrying. It is thought that every 4th employee suffers from stress at the workplace, and according to certain studies 70% to 80% of all doctor visits are related or more specifically are a consequence of stress. Professional stress does not concern only an individual level, but its consequences are "fatal" for organizations in terms of ineffective hours spent, sick leave, absence and dismissal.

The most common factors that lead to stress, especially in the workplace are: excessive workload, insignificant tasks, too many working hours and low wages, irregular breaks, irrational requests, obscure responsibilities and expectations, conflict behavior, multiple supervisors, reduced autonomy or participation in decision-making, inefficient communication skills, etc. Knowing the sources of professional stress, people are stepping towards the creation of conditions for its prevention. On the other hand, ignoring the risk factors contributes to the increase in the number of employees who are facing professional stress, and the consequences and damages occur on an individual, family, but also at a company level.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The program for professional stress training will be conducted by experts in the field of psychology, clinical psychology, psychotherapy or other compatible scientific field, dealing with this topic in general or dealing with certain concrete, specific areas and spheres.
- Experts from practice with in-depth knowledge and experience both in the field of private security and in the field of psychology, coming from the private security sector or by nongovernmental organizations dealing with issues of professional stress.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);
- Others.

ON THE OBJECTIVES OF THE MODULE AND EXPECTED RESULTS

Basic level training will provide security workers with the development of the following skills:

- Understand the nature of stress;
- To recognize the stages of stress;
- To recognize when they are under stress and when experiencing professional stress;
- To recognize the stress and consequences of stress among colleagues;
- To acquire skills for dealing with professional stress proactively;
- To learn specific relaxation and control exercises and emotional reactions;



- To learn to control the reactions and to "choose" how they will respond to a particular stressful situation;
- To live healthier, more relaxed and more fulfilled, i.e. to protect themselves from the consequences of chronic stress.

TOPICS THAT WILL BE ELABORATED WITHIN THE PROGRAM

Subject	Title of the topic	Description (content of the topic)
1	Stress: prejudice, stereotypes and beliefs about and regarding stress.	Comfort zone; Beliefs / Prejudices and stereotypes about and around stress; Personal change - insight into stress and the need for change - confronting resistance to change
2	The nature of stress	What is stress? Good and bad stress; Stress and thought process; Stress and professional efficiency; How to make visible changes in thinking and acting?
3	Professional stress.	Sources of professional stress; Simulative or blocking stress; Consequences of stress - by person and by organization
4	Recognizing professional stress	Signs and symptoms of professional stress; Attack, escape or "paralysis"? Awareness of professional stress; Your starting point
5	Cognitive / Thought Change Strategies	Managing your own mental state; Body - thought connection / brain reactions; Creation and / or selection of positive thought; Thought / purpose / activity - a jigsaw that works
6	Lifestyle / nutrition, physical activity, relaxation	Lifestyle and stress; With physical activity in the fight against stress; Exercises for rapid relaxation - breathing; Decision-making process and strategies for proactive stress management
7	Stress in private security workers	Characteristics of a private security profession significant for professional stress; Feeling of reliability v.s. private security; The most common sources of stress among private security workers



TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER **CLASSES**

	Topics of the lecture	Basic material/ Additional materials	Duration of the class
1 class	Stress: prejudice, stereotypes and beliefs about and regarding stress.	Manual (see relevant chapter). Oral elaboration and discussion.	45 min.
2 class	The nature of stress	Manual (see relevant chapters) Power point presentation is recommended Discussion	45 min.
3 class	 Professional stress. Recognizing professional stress 	Manual (see relevant chapters) Power point presentation is recommended Analysis of hypothetical case	45 min. (25 min.for first μ 20 min. for second topic)
4 class	 Cognitive / Thought Change Strategies Lifestyle / nutrition, physical activity, relaxation 	Manual (see relevant chapters) Power point presentation is recommended Discussion	45 min (25 min.for first μ 20 min. for second topic)
5 class	Stress in private security workers	Manual (see relevant chapters) Power point presentation is recommended Analysis of real case scenarios (from professional experience)	45 min.

^{*} If there is a personal interest, the candidate is encouraged to read the text in the boxes from the soft skills manual, especially taking into consideration the fact that that text does not always cover information intended for a higher level, but explications and illustrations for easier understanding of the issue elaborated.

CLASSES FOR INDEPENDENT USE OF THE ELECTRONIC TOOL

The use of the electronic tool is recommended to be implemented as an exercise - a demonstration in the class, in order to enable candidates to use it independently; however, it should be kept in mind that the meaning of the electronic tool is to be used in situations outside of the training process- when the security worker self-initiatively wants to find an answer to a particular question regarding his/her work or when faced with a given situation for which a decision is sought.

Therefore, it is recommended for trainers to give the candidates the following directions - orally or printed on paper:

- Open the e-book, particularly, the chapters that were the subject of elaboration during the lecture and read the basic text.
- If you have any uncertainties, check the materials that the trainer provided you during the lecture (worksheets, printed presentations, etc.).
- If you have an interest to read more about a particular topic from those that were elaborated in order to clarify or expand the knowledge, read the text in the boxes.
- Check your knowledge! Choose 5 of the questions about the field of professional stress and the private security and try to answer them. If you cannot answer, we advise you to re-read



the text for the topic. We encourage you to get in touch and look for additional explanations for situations that are not clear to you from your colleagues, managers or a relevant professional service or from the lecturer, if there is contact information.

It is advisable to spend the classes for individual use of the electronic tool and self-evaluation at the latest 3 days after completing the training of the module and whenever you have a need or an interest!

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it. Time required for self-evaluation: 10-15 minutes for 5 questions.

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

- In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.
- Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees, and so on.

MODULAR TRAINING PROGRAM

FOR SOFT SKILLS
FOR PRIVATE SECURITY

ADVANCED LEVEL

INTRODUCTORY REMARCS

REGARDING THE MODULAR TRAINING PROGRAM FOR SOFT SKILLS ON BASIC LEVEL, TAKE INTO CONSIDERATION THE FOLLOWING...

This Modular Training Program for soft skills for private security – advanced level is primarily intended for trainers who as trainees will have people who already have basic knowledge in the areas that are part of the soft skills program. These are usually managers of security agencies or any person who is hierarchically above the security worker. Of course, raising knowledge at an advanced level as a desire, ambition or need should not be excluded of the security workers themselves.

As many times emphasized, private security as an extremely complex one involves overcoming a wide range of knowledge and skills. The security worker can be found in different situations and have a number of roles for which he may not be ready, so managers have a key task in directing these people to act in a direction that will mean staying in the legally permitted zone or restructure the agency in order to act most professionally in stressful and conflict situations. Hence, the need for developing transversal or soft skills is present at all levels. The security worker, as well as his supervisor, is expected to know how to act in certain situations in which they will face a human rights violation or a situation that is a source of stress and similar.

Therefore, this program aims to enable trainees not only to solve every task and situation in the field of private security, but at the same time to direct, advice and point persons directly working on the field. The advanced level of training assumes knowledge of issues in a wider context (for example, in the field of human rights not only to recognize what right or freedom is at stake, but also to know what are the standards for its protection in international documents...or to know not only the forms of professional stress, but also its sources and ways of initiation, etc.)

INSTRUCTIONS FOR TRAINERS ON ADVANCED LEVEL

Trainees of this training are also adults (as well as trainees at the basic level), and even though they already have previous knowledge in the areas that are subject to soft skills training, for them should be also applied the basic adult learning principles:

- PRINCIPLE OF ACTIVE LEARNING. Given the fact that trainees on advanced level have basic knowledge in the relevant fields, the trainer can open the class with an interactive check of such knowledge through a conversation instead of a classic introduction. The ex-cathedra lecture should be avoided, and after the interactive introduction recourse to the planned content that involves more complex aspects through discussions, questions, answers.
- PRINCIPLE OF FOCUS ON THE PROBLEM. Although the training covers the wider and more complex context of each topic, the focus of the training should still be on the issues related to the topic, including the problems of managing in situations of vertical transfer of knowledge and guidance (from manager to security worker). The lecture should also include new information, but also ways and possible solutions to deal with practical problems.
- PRINCIPLE OF PREVIOUS EXPERIENCE. The new information and knowledge should be related to the experiences that the candidates had previously had in practice. The trainer is obliged to show the connection between the matter that is taught with previous experiences and knowledge in the respective field. At an advanced level, sharing experiences is qualitatively different from that of a basic level.
- PRINCIPLE OF RELEVANCE AND CONNECTION. The relevance of higher level learning by using comparative methods for etiological and phenomenological clarification of the various aspects of a particular topic is reflected in the fact that trainees of such training are usually hierarchically superior to the basic level trainees, so it is necessary to understand the challenges of private security activity. The material that is taught must have a direct link to

the profession, a strict connection of the content, activities and results is required, and the wide range of knowledge is in function of correct anticipation of future problems that would arise in the work and methods for their solving.

- PRINCIPLE OF INDIVIDUAL LEARNING. Adults have already developed a learning methodology, especially when it is relevant (gaining of previous knowledge in the respective field). It is therefore important that the trainer directs the process through the involvement of trainees in the training itself so that the matter can be accepted in an appropriate way.
- PRINCIPLE OF EMOTIONAL CONNECTION. The way of presenting the topic and teaching in general should be interesting for the adult trainee, and the spectrum of different solutions offered should cause a sense of satisfaction from the learned, otherwise the attention and the goal of learning will not be retained.

THE TRAINER AS LECTURER, BUT ALSO FACILITATIOR OF LEARNING

- The trainer should always create an initial learning environment, and in advanced level training, the most appropriate way is by emphasizing the fact that students already have knowledge of the field. The ability to present them briefly at the very beginning rather than a classic introduction can have an extremely stimulating effect on the trainees themselves.
- The trainer should emphasize the purpose of the presentation and allow participants to discuss their views on the importance of the topic of their work, especially since they already have knowledge and experience in the field.
- The trainer should be set up as a flexible source: as a lecturer, as an advisor and as an expert with experience in the relevant field, that is, it can address all aspects of the problem taking into account all options and arguments.
- The trainer should look at each participant as a source of experience and knowledge
- At an advanced level, the trainer can expect an equal level of rationalization and intellectualization, and even a higher level of intellectualization by the participants during the training, more precisely dominating participation with knowledge, and less the participation of trainees with reactions, emotions and beliefs.
- The new acquired knowledge and skills must be linked to the experiences of the people who are following the training, but also with the anticipated future situations

BEFORE THE TRAINING...

- Meet the target group and their needs and note that when it comes to advanced level, there is a need for a more academic approach than for basic level.
- Form one or more groups depending on the spatial, technical and other conditions, as well as depending on the level of training from the appropriate module. Note that for training at any higher level, it is necessary for the group to be able to work with each participant separately in order to share the pre-learnt as an experience. Trainees on advanced level training can be a valuable source of knowledge.
- Be aware in advance as specific as possible with the level of knowledge of the field that the participants of the training have.
- Clearly define the objectives of the training for each lesson and each topic separately and determine whether learning should be based on knowledge, skill or attitude. (Types of learning KSAs (Knowledge, Skills, Attitudes)).
 - In the area of communication, given the fact that participants will gain communication skills in different situations, it is considered a Skill-Based Learning.

- In the field of human rights, given the fact that the participants will acquire new knowledge and intellectual skills, this is considered a Knowledge-Based Learning.
- In the field of managing professional stress, given the fact that participants will gain new ways of behavior and dealing in stressful situations, this is considered Attitudes Based Learning.

DURING THE TRAINING...

- Make an introduction of you and all the participants.
- At the beginning of the class, clearly describe the methodology, the subject that will be studied at the lesson, and the goals to be achieved (at the end of the class, make sure that they are achieved).
- Then create conditions for reminding the audience of the basic definitions, elements, etc. for the issues that are being elaborated (which is considered previously acquired knowledge) Objectives, if possible, should be clearly pointed to the board - return to them at the end of the class to determine by a specific check whether they have been achieved.
- Use modern and acceptable training techniques that will provide maximum attention to the people who follow the training, such as presentations, case analysis, simulations, and discussions. Note that additional information presented at an advanced level is more complex, so choosing the most appropriate method is crucial.
- Analysis of the so-called real case scenarios and hypothetic cases (analysis of specific cases from practice and hypothetical situations) is required.

INSTITUTION THAT CONDUCTS THE TRAINING

Private Security Chamber or other type of private security organization.

CONDITIONS THAT SHOULD BE FULLFILLED BY THE TRAINEES

It is necessary for the candidate to have a Private Security License or completed compulsory private security training in accordance with the national law, as well as completed basic level for soft skills training for private security.

NUMBER OF CLASSES FOR TRAINING

10 classes for each subject

NUMBER OF CLASSES FOR INDEPENDENT USE OF ELECTRONIC TOOL

2 classes (hours) of independent leaning for each subject

1 COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY

SHORT DESCRIPTION OF THE SUBJECT OF THE PROGRAM

Appropriate communication is also a key tool for the field of private security. Private security workers should be particularly well prepared for specific communication situations because the law allows them to intervene in basic human rights that elevate the degree of sensitivity on a higher level.

Private security workers can often find themselves in a situation where there are not only two, but more conflicting interests. However, the heads of units and managers face biggest challenge because despite the communication with the clients, they have the task to manage also the communications within the agency, between the colleagues and employees on horizontal and vertical level. Apart from the interest of the other person is not according to certain rules; the private security officer must also provide a guarantee for implementation of the legal authorizations. Private security workers must also deal with persons under the influence of alcohol, drugs and visitors to events that are in mutual conflict.

These situations are very difficult to deal with, because they represent intense conflicts that need to be addressed in a specific way and in the development of these skills of the providers of this service, the managing persons with their knowledge (information and skills) on an advanced (higher level) have crucial role.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The training program in the field of communications will be conducted by experts in the field
 of communicology, psychology or other related fields dealing with this topic in general or
 dealing with certain issues in the field of communications;
- Experts from practice with in-depth knowledge and experience both in the area of private security and in the field of communications, coming from the private security sector or by non-governmental organizations dealing with communications issues;
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);
- Others.

ON THE OBJECTIVES OF THE MODULE AND EXPECTED RESULTS

The training aims to provide individuals with the following skills at a higher level so that they can (as profile of managers) instruct them to use the stated skills to people with lower (basic) knowledge:

- Development of interpersonal communication,
- Verbal and non-verbal communication;
- Reasons for barriers in communication and overcoming them;
- Recognizing situations of dishonest communication;
- Recognition and practice of various communication styles;
- Working with difficult workers and problematic clients;
- Conflict resolution, etc.

The manager's profile or another higher-level hierarchical person who is finishing advanced level training is expected to acquire the skills to properly manage situations in which workers will need help and guidance to provide the most appropriate way of communicating with disruptive persons, but also the ability to create a climate of optimal harmony in communications within the security agency itself or other legal entity, department, etc.

TOPICS, TIMEFRAME OF THE CLASSES AND STRUCTURE OF THE PROGRAM **PER LESSONS**

Note: Each lesson is of duration of 45 minutes

	Title of the topic	Description (content of the topic)	Basic material/additional materials
1 class	Introduction to communication	What is communication? Types of communication; Verbal communication; Communication skills (speaking and active listening); Disruption of the communication process (barriers); The most important rules in communication.	Manual (see the relevant chapters). It is recommended to use a ppt presentation Analysis of the hypothetical situation and method of role playing
2 Class	Non-verbal communication	First Impressions; Mimics; Gestures; Keeping the body; Tons; Distance or familiarity (personal space)	Manual (see the relevant chapters). It is recommended to use a ppt presentation Analysis of the hypothetical situation and method of role playing
3 class	Body language	Elements of behavior; Reading body language; Signs that the interlocutor is lying, does not tell the truth and does not intend to perform the task or act upon the order; Reduce elements that make it difficult to communicate	Manual (see the relevant chapters). It is recommended to use a ppt presentation Analysis of the hypothetical situation and method of role playing

4 class	How to talk, how to listen / understand	One-way and two- way communication and disadvantages of both; How to communicate successfully; Intensive listening techniques (passive and active listening); Paraphrasing; Reflection	Manual (see the relevant chapters) It is recommended to use ppt presentation + handouts Method of role playing
5 class	Professional communication	Types of communication attitudes; Appropriate and inadequate communication attitudes; Establishing an intrusive (self-confident) way of communication	Manual (see the relevant chapters) It is recommended to use ppt presentation + handouts Method of role playing Drafting a written act (letter, addressing)
6 class	Emotions and feelings	When and why we experience emotions; Control of emotions in professional communication; Communication positions according to experiencing and expressing emotions.	Manual (see the relevant chapters) It is recommended to use ppt presentation + handouts Method of role playing
7 class	Giving and receiving criticism	How to criticize behavior in order to achieve its change; Criticism Techniques; Why is it useful to criticize and how to accept it?	Manual (see the relevant chapters). It is recommended to use ppt presentation + worksheets Method of role playing
8 class	Conflicts	What is a conflict; Types, sources, division and dynamics of conflict development; Why avoiding conflicts is not good; Conflict management (analysis and transaction)	Manual (see the relevant chapters) It is recommended to use worksheets (and possibly ppt) Method of role playing
9 class	Strategies for resolving conflicts	Why we solve conflicts in a certain way; Learning about	Manual (see the relevant chapters) It is recommended to use worksheets (and possibly ppt) Method of role playing



		different ways to resolve conflicts.	
10 class	 1. Communication with difficult customers. Communication with difficult workers 2. Communication Styles 3. Personal appearance of security workers 	Who is a difficult client / employee; Types of difficult customers / workers; Handling difficult clients / workers; Assessing the circumstances in which the style of communication is / is not appropriate; Identify your own style of communication	Manual (see the relevant chapters) It is recommended to use worksheets Method of role-playing For the third theme - model photos * given the fact that 3 topics are covered, for the last one is enough to dedicate 10 mins.)

CLASSES FOR INDIVIDUAL USE OF ELECTRONIC TOOL

It is assumed that candidates who have completed a basic level of training are familiar with the way of using the electronic tool.

However, because of the possibility that the candidates acquired the knowledge from the respective field in another way, it is recommended that the use of the electronic tool be carried out as an exercise - demonstration on a part of one of the classes, in order to enable the candidates to use it independently.

Given that the meaning of an electronic tool is to use it in situations out of the training - when a security worker self-initiatively wants to find an answer to a particular question about his work or when faced with a given situation for which he or she seeks a solution, the trainers are encouraged to provide guidance to the candidates (printed on paper) that are listed as text in the basic level program (see: basic level program, same subheading - title).

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

Time required for self-evaluation: 10 minutes for at least 5 questions

TRAINING MATERIALS

- A manual for soft skills development
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

• In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.



 Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees etc.

2

HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY

SHORT DESRIPTION OF THE PROGRAM

Human rights and freedoms constitute an extensive area that arises from international law, but is also part of every area of human life protected in national legislations. This discipline encompasses a set of norms, first of all, contained in international conventions and agreements that are most often transposed into the positive law of states. This concept is based on globally accepted principles and individual values, such as justice, dignity, equality, peace, order etc.

Within the private security, the service providers often face situations that are directly or indirectly related to issues of protection of human rights and borders through which they must not be hurt or challenged. In that sense, private security workers need to have knowledge of a range of relevant rights: the right to life, freedom and security, privacy, peaceful assembly, the rights of vulnerable groups of persons, etc.

On advanced level, it is expected that the candidates have knowledge even on the standards established in the practice of the European Court of Human Rights as well as on international legal base for protection of relevant rights and freedoms.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- Experts from the field of legal science dealing with this topic generally or dealing with certain areas of protection of human rights and freedoms in concrete, specific areas and spheres.
- Experts from practice with in-depth knowledge and experience, both in the field of private security and in the field of human rights, coming from the private security sector or by non-governmental organizations dealing with human rights issues.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);
- Others.

ON THE OBJECTIVES OF THE MODULE AND THE EXPECTED RESULTS

Taking into account the nature of the private security activity and the fact that security workers prevent harmful actions that by nature fulfill the legal beings of certain crimes, it is undoubtedly clear that in each particular situation a separate guaranteed right or freedom of the citizen is violated.

At an advanced level of knowledge of human rights, candidates are expected, besides the basic skills for recognizing the rights and freedoms of the subjects on both sides, to have a higher level of knowledge about the meaning and characteristics of certain right and freedom, as well as the implications that arise from their violations.

A person with an advanced level of knowledge of the human rights area knows the limits of legal action, the legal acts that regulate the specific situations and human rights in the legislation of their own state, and also has knowledge of the basic international standards and sources of freedoms and rights.



Such a person is, as a rule, a person who is hierarchically higher in the security agency, that is, the profile of a manager or head of unit, for example. It is expected (with its wider scope of knowledge) to assist workers in providing easier handling of cases that would cause doubts how to proceed in the field itself.

Henceforth, the basic result to be achieved by completing the training within this module at an advanced level is the possession of a skill to recognize even the subtle differences in the possible options for acting in a given situation, one of which would be considered allowed to act and the other, for example, prohibited - illegal, and would lead to criminal responsibility of the security officer himself, and even the agency, provided liability is also foreseen for the legal entity in the specific case.

Therefore, among the objectives for this level of training, are also determined:

- Getting knowledge about the national and international standards for human freedoms and rights stipulated in the international instruments for their protection (declarations, conventions, etc.);
- Ability to recognize a situation or person that enjoys special protection or repertoire of specialized rights, especially for vulnerable groups;
- Knowledge of the limits for the use of force, the rejection of attacks and in general the undertaking of actions within the scope of the competencies, through which the action loses its legitimacy and becomes illegal because it constitutes a violation of individual or collective rights
- Knowledge of the basic standards established by the European Court of Human Rights on their scope and protection of the relevant rights and freedoms.

TOPICS, TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

Note: Each lesson is of duration of 45 minutes

	Title of the topic	Description (content of the topic)	Basic material/additional materials
1 class	The term and characteristics of human rights	Universality, Inalienability, Absolute character, Indivisibility.	Manual (see the relevant chapter) A short ppt presentation with handouts is recommended to display the definitions and characteristics
2 class	Classification of human rights and freedoms	Civil and political rights Economic - social and cultural rights, solidarity rights New generations of rights	Manual (see the relevant chapter) A short ppt presentation with handouts is recommended for displaying classifications and groups
3 class	Right to life	Art. 2 of the ECHR Prohibition of the death penalty Penal and legal protection of life and bodily integrity	Manual (see the relevant chapter) It is recommended to use ppt presentation + worksheets with provisions of the criminal legislation Compulsory conduct of case analysis
4 class	Prohibition of torture	Art. 3 of the ECHR Penal and legal	Manual (see the relevant chapter) It is recommended to use ppt

		protection against torture	presentation + handouts Compulsory conduct of case analysis
5 class	Right to freedom and security (security).	Art. 5 of the ECHR Prohibition of deprivation of liberty and exceptions Unlawful deprivation of liberty	Manual (see the relevant chapter) It is recommended to use a ppt presentation + worksheets with provisions of the criminal legislation (material and procedural) Case study is recommended
6 class	Right to privacy	Art. 8 of the ECHR The right to a private and family life	Manual (see the relevant chapter) It is recommended to use a ppt presentation + worksheets with provisions of the criminal legislation (material and procedural), the legislation for the protection of personal data and by-laws Compulsory conduct of case analysis
7 class	Rights of children, migrants and refugees	Convention on the Rights of the Child; Juvenile national legislation. Legislation on asylum and temporary protection.	Manual (see the relevant chapter) It is recommended to distribute sheets that will specify the specific legal acts regulating this matter in the country. With regard to the rights of the child, the relevant provisions of the juvenile justice legislation Case study is recommended
8 class	Prohibition of discrimination. Protection of vulnerable groups	Categories vulnerable persons; Vulnerable people in different situations; wider rights, higher protection	Manual (see the relevant chapter) It is recommended to distribute sheets that will specify the specific legal acts regulating this matter in the country It is recommended for the analysis of a particular case
9 class	Right to peaceful assembly. Freedom of association	Art. 11 of the ECHR Exemptions from freedom of association and peaceful assembly	Manual (see the relevant chapter) It is recommended to distribute materials with points regarding the decisions related to the legislation for public gatherings
10 class	Right to judicial protection (fair trial, trial within a reasonable time)	Art. 6 of the ECHR Art. 13 of the ECHR The concept of judicial protection of human rights	Manual (see the relevant chapter) Brief - presentation for the purpose of listing the complex of rights covered by this area (in particular, Article 6 ECHR) Case study is recommended

CLASSES FOR INDIVIDUAL USE OF ELECTRONIC TOOL

It is assumed that candidates who have completed a basic level of training are familiar with the way of using the electronic tool.

However, because of the possibility that the candidates acquired the knowledge from the respective field in another way, it is recommended that the use of the electronic tool be carried out as an exercise - demonstration on a part of one of the classes, in order to enable the candidates to use it independently.

Given that the meaning of an electronic tool is to use it in situations out of the training when a security worker self-initiatively wants to find an answer to a particular question about his work or when faced with a given situation for which he or she seeks a solution, the trainers are encouraged to provide guidance to the candidates (printed on paper) that are listed as text in the basic level program (see: basic level program, same subheading - title).

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

Time required for self-evaluation: 10 minutes for at least 5 questions

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

- In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.
- Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees etc.
- Considering the fact that it is an advanced level audience, please list the sources of relevant rights and freedoms, the relevant legislation of your country, as well as the standards established by the European Court of Human Rights in the working materials.

3

PROFESSIONAL STRESS AND THE PRIVATE SECURITY

SHORT DECRIPTION OF THE PROGRAM

This program aims to enable the heads of unit, managers as well as employees in the private security sector to recognize and effectively manage stress and the organizations to train intern subjects that will keep and share their knowledge.

The presence and the negative consequences of professional stress on employees in the private security sector are well known and often explored throughout the literature, and the data and statistical indicators are worrying. It is thought that every 4th employee suffers from stress at the workplace, and according to certain studies 70% to 80% of all doctor visits are related or more specifically are a consequence of stress. Professional stress does not concern only an individual level, but its consequences are "fatal" for organizations in terms of ineffective hours spent, sick leave, absence and dismissal.

The most common factors that lead to stress, especially in the workplace are: excessive workload, insignificant tasks, too many working hours and low wages, irregular breaks, irrational requests, obscure responsibilities and expectations, conflict behavior, multiple supervisors, reduced autonomy or participation in decision-making, inefficient communication skills, etc. Knowing the sources of professional stress, people are stepping towards the creation of conditions for its prevention. On the other hand, ignoring the risk factors contributes to the increase in the number of employees who are facing professional stress and the consequences and damages that occur on at a company level are immeasurable.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The program for professional stress training will be conducted by experts in the field of psychology, clinical psychology, psychotherapy or other compatible scientific field, dealing with this topic in general or dealing with certain concrete, specific areas and spheres.
- Experts from practice with in-depth knowledge and experience both in the field of private security and in the field of psychology, coming from the private security sector or by nongovernmental organizations dealing with issues of professional stress.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);
- Others.

ON THE OBJECTIVES OF THE MODULE AND EXPECTED RESULTS

Participants in advanced training will develop the following skills:

- To recognize the presence of professional stress in the company where they work;
- To anticipate potential sources of professional stress at company level;
- Manage changes and stresses according to the capacities and needs of employees;
- Create a stimulating, not a stressful working atmosphere;



- To learn organizational strategies for managing professional stress among employees;
- To influence the reduction of the consequences of professional stress on the company.

TOPICS, TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

Note: Each lesson is of duration of 45 minutes

	Title of the topic	Description (content of the topic)	Basic material/additional materials
1 class	Stress: prejudice, stereotypes and beliefs about and regarding stress.	Comfort zone; Beliefs / Prejudices and stereotypes about and around stress; Personal change - insight into stress and the need for change - confronting resistance to change	Manual (see the relevant chapters) Oral elaboration and discussion
2 class	The nature of stress	What is stress? Good and bad stress; Stress and thought process; Stress and professional efficiency; How to make visible changes in thinking and acting?	Manual (see the relevant chapters) It is recommended to use a ppt presentation Discussion
3 class	Professional stress.	Sources of professional stress; Stimulative or blocking stress; Consequences of stress - by person and by organization	Manual (see the relevant chapters) It is recommended to use a ppt presentation Analysis of the hypothetical situation
4 class	Recognizing professional stress	Signs and symptoms of professional stress; Attack, escape or "paralysis"? Awareness of professional stress; Your starting point	Manual (see the relevant chapters) It is recommended to use a ppt presentation Discussion
5 class	Cognitive / Thought Change Strategies	Managing your own mental state; Body - thought connection / brain reactions; Creation and / or selection of positive thought; Thought / purpose / activity - a jigsaw that works	Manual (see the relevant chapters) It is recommended to use a ppt presentation Role play, Discussion
6 class	Lifestyle / nutrition, physical activity, relaxation	Lifestyle and stress With physical activity in the fight against stress; Exercises for rapid relaxation - breathing; Decision-making process and strategies for proactive stress management	Manual (see the relevant chapters) It is recommended to use a ppt presentation Discussion

7 class	Stress in private security workers	Characteristics of a private security profession significant for professional stress; Feeling of reliability v.s. private security; The most common sources of stress among private security workers	Manual (see the relevant chapters) It is recommended to use a ppt presentation Case Studies (use professional experiences)
8 class	Leadership and stress	Managerial stress - prevention, recognition and management; Individual strategies for stress management; Overcoming stress in a private and professional life; Signs and symptoms of professional stress among employees in private security	Manual (see the relevant chapters) It is recommended to use a ppt presentation Case study analysis (use professional experiences on the situations where your employees are - if you are a manager, or hypothetical situations)
9 class	Organizational strategies of stress management	Human resource Management; Control of organizational sources of stress; Communication / motivation / job satisfaction in the function of prevention of professional stress	Manual (see the relevant chapters) It is recommended to use a ppt presentation Case study analysis (use professional experiences on the situations where your employees found themselvesif you are a manager, or hypothetical situations)
10 class	"A learning organization"	Company culture - principles; implementation and management; Decision-making and election process; Company's willingness to change - anticipated resistance and resolution strategies	Manual (see the relevant chapters) It is recommended to use a ppt presentation Discussion

CLASSES FOR INDIVIDUAL USE OF ELECTRONIC TOOL

It is assumed that candidates who have completed a basic level of training are familiar with the way of using the electronic tool.

However, because of the possibility that the candidates acquired the knowledge from the respective field in another way, it is recommended that the use of the electronic tool be carried out as an exercise - demonstration on a part of one of the classes, in order to enable the candidates to use it independently.

Given that the meaning of an electronic tool is to use it in situations out of the training when a security worker self-initiatively wants to find an answer to a particular question about his work or when faced with a given situation for which he or she seeks a solution, the trainers are encouraged to provide guidance to the candidates (printed on paper) that are listed as text in the basic level program (see: basic level program, same subheading - title).

SELF-EVALUATION

According to the curriculum for soft (transversal) skills for private security employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In view of the above, it is recommended that the candidates for training at the basic level from this module perform the self-examination of the acquired knowledge within the self-learning classes.

Another alternative is for lecturers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

Time required for self-evaluation: 10 minutes for at least 5 questions

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)

ADDITIONAL MATERIALS (refers to the trainer)

- In accordance with the above guidelines, prepare ppt presentations, worksheets with appropriate descriptions of hypothetical situations for analysis, etc.
- Use model teaching materials prepared for this module. Complement and model according to the specifics in the area of your country, city, profile of trainees etc.
- Considering the fact that it is an advanced level audience, please list the sources of relevant rights and freedoms, the relevant legislation of your country, as well as the standards established by the European Court of Human Rights in the working materials.

MODULAR TRAINING PROGRAM

ON SOFT SKILSS
OR PRIVATE SECURITY

TRAINING OF TRAINERS

INTRODUCTORY REMARCS

REGARDING THE SOFT SKILLS TRAINING, TAKE INTO CONSIDERATION THE FOLLOWING...

The training of trainers program for soft skills in private security is aimed at the methodological and pedagogical empowerment of people who will hand over the matter and will elaborate the ways of acquiring skills in three key areas (communications, human rights and stress) of trainees at two levels of training - basic and advanced.

As many researches, curricula and strategic documents have emphasized in many occasions, the private security is an extremely complex area and therefore it is necessary to master a wide range of knowledge and skills by the providers of this service. The security worker in practice will find himself in countless roles: "policeman", "lawyer", "counselor", "psychologist", "fireman", coordinator " Of course, one security worker cannot be expect to complete a formal education for all these activities, and this is where the need of so-called transversal or soft skills arises from. The security worker, as well as his supervisor, is expected to know how to act in certain situations in which they will face a human rights violation or a situation that is a source of stress and the like.

It is the training of trainers program that will provide quality training, discussions and analysis to train adequately the security workers and managers in agencies to be always at the level of their tasks. More precisely, such knowledge and skills, both for security workers and their superiors, should be transferred and appropriately elaborated, exactly by the trainers.

Therefore, this program will focus on the techniques, methods and principles that are most appropriate for adult training, given the criterion - the age of future learners.

The participants of this *sui generis* training should be persons who have already mastered the skills, that is, the knowledge from the relevant field at a high level, as well as have some experience with transferring knowledge. Possession of skills in teaching and training within this program will be adequately upgraded and modeled - adapted for the needs of training in the private security business.

INSTRUCTIONS FOR TRAINERS OF FUTURE TRAINERS

Given the fact that the trainees (at all levels, even in the training of trainers), that is, the persons trained are adults, it is important to take into account the methods of training so-called adult learning methods through the application of appropriate principles. Apply these principles in the training of trainers, especially because it is also a matter of developing a specific skill - the ability to be a teacher, an instructor, a trainer.

- PRINCIPLE OF ACTIVE LEARNING. Such a principle means that ex-cathedra should be avoided, that is, classical lecture and listening, and resort to discussions, questions, answers, and searches of the planned content.
- PRINCIPLE OF FOCUS ON THE PROBLEM. Given that it is a soft skills development program, the focus should not be placed primarily on the content of the topic, but on the issues related to the topic. The lecture should not only be "feeding" the trainees with new information, but a time to learn in ways and possible solutions to deal with practical problems.
- PRINCIPLE OF PREVIOUS EXPERIENCE. The new information and knowledge should be related to the experiences that the candidates had previously had in practice. The trainer is obliged to show the connection between the matter that is taught with previous experiences and knowledge in the respective field.

- PRINCIPLE OF RELEVANCE. The teaching material must have points of contact with the profession, that is, it is relevant to the work of the persons who follow the training.
- PRINCIPLE OF EMOTIONAL CONNECTION. According to many experts, in order to accept certain information and to remember it in the long run, it is necessary for teaching to be associated with a certain emotion, which as a rule should be positive. For example, if information gives the answer how to deal with a problematic situation in which a person has previously found himself out, it will cause a feeling of joy and satisfaction from solving the problem, and if the new information causes fear, for example, such knowledge will not be accepted by the listener.

The way of presenting the matter and teaching in general should be interesting for the adult trainee otherwise the attention and the goal of learning will not be retained.

- PRINCIPLE OF INDEPENDENT LEARNING. Adults are confident that they know how to learn, so it is important that the trainer directs that process by including trainees in the course itself so that the matter can be accepted in an appropriate way.
- PRINCIPLE OF CONNECTION. In adult education, teaching requires strict connection of content, activities and results in order to accept it.

THE TRAINER AS LECTURER AS WELL AS FACILITATOR OF THE LEARNING

Future soft skills trainers are crucial to develop a good methodology for teaching adult learners in accordance with the principles elaborated in the previous section. During the entire training of trainers, regardless of the area and the topic for which they will develop a methodology, emphasize the need to constantly take into account the needs listed below. Also note that you as a future trainer should follow the same guidelines for your trainees!

- The trainer should create an initial learning environment.
- He should clearly indicate the purpose of the presentation and allow the participants to express their views on the importance of the topic of their work each separately.
- The trainer should be set up as a flexible source: as a lecturer, as an advisor and as an expert with experience in the relevant field, that is, it can address all aspects of the problem taking into account all options and arguments.
- The trainer of each participant should view him as a source of experience and knowledge.
- The trainer should accept the appropriate proportion of rationalization and intellectualization by the participants during the training, that is, appropriately reflect on their participation in the knowledge, as well as their participation in reactions, emotions and beliefs regarding the topic under study.
- The trainer should link the new knowledge and skills that are covered with the lesson with the previous experience of the persons who follow the training in order to apply it in the future work.

BEFORE THE TRAINING...

- Get to know the group of trainees. Taking into account that these trainees have mastered the matter in the relevant field at an advanced level, it is advisable to learn about their experiences in teaching and / or training.
- Form one or more groups depending on the spatial, technical and other conditions, as well as depending on their previous experience. Trainees who already have extensive experience in holding trainings can be a special group, as opposed to the group of persons with less experience in transferring knowledge and / or skills. Bear in mind that it is necessary for a group of people who do not have enough experience with lectures to be as small as possible so that trainer can work longer with each participant separately. Namely, people who are

already lecturers in their professional life do not need to learn general techniques and methods for training and teaching, but rather they should be directed towards the specificities related to the area and private security in general. In contrast, people who do not have this experience should be familiar with the ways of preparing presentations and working materials, choosing the most appropriate method, the way of presenting the material, etc.

- Be aware in advance as specific as possible with the level of knowledge of the field that the participants of the training have (although it is assumed that they have advanced level of knowledge).
- Clearly define the objectives of the training for each lesson and each topic separately and determine whether learning should be based on knowledge, skill or attitude. (Types of learning KSAs (Knowledge, Skills, Attitudes)).
 - In the area of communication, given the fact that participants will gain communication skills in different situations, it is considered a Skill-Based Learning.
 - In the field of human rights, given the fact that the participants will acquire new knowledge and intellectual skills, this is considered a Knowledge-Based Learning.
 - In the field of managing professional stress, given the fact that participants will gain new ways of behavior and dealing in stressful situations, this is considered Attitudes Based Learning.

DURING THE TRAINIG...

- Introduce each other to create a climate for work and cooperation.
- At the beginning of the class, clearly outline the purpose of this program and the fact that the emphasis will be put on the methodology of transferring knowledge and skills.
- Describe the specific goals clearly, if possible, and return to them at the end of the class to determine by a concrete check whether they have been achieved.
- Use modern and acceptable training techniques that will ensure maximum involvement and attention of people who follow the training, such as presentations, case analysis, simulations, and discussions. Through this, you will give an example to future trainers how to carry out their own teaching and training.
- Include all techniques, from presentation (for theoretical elaborations) to discussion and role play (for active participation).

INSTITUTION THAT CONDUCTS THE TRAINING

Private Security Chamber or other type of private security organization.

CONDITIONS THAT SHOULD BE FULLFILLED BY THE TRAINEES

It is necessary for the candidate to have a Private Security License or completed compulsory private security training in accordance with the national law.

The Training of Trainers Candidates it is necessary to have completed basic and advanced level of soft skills training for private security.

It is recommended that the training of trainers' candidates have experience in knowledge and skills transmission. The training is mainly directed to the methodological directions of lecturing and studying of the topics in each of the areas and modules.

NUMBER OF CLASSES FOR TRAINING

10 classes for each subject

NUMBER OF CLASSES FOR INDEPENDENT USE OF ELECTRONIC TOOL

2 classes (hours) of independent leaning for each subject

1

COMMUNICATION SKILLS IN PERFORMING PRIVATE SECURITY

SHORT DESCRIPTION OF THE PROGRAM

The Training of Trainers Program in communications represents a specialized training for persons that in future will hold training in the respective area themselves.

The future trainers should be trained to create methodology and develop skills on passing knowledge to trainees with different levels of knowledge in the respective area.

Good communication is one of the most important skills we need in order to be successful in life. It's becoming more and more important to get introduced to the public, explain our views and convince people to come to terms with us. In order to communicate successfully, we need communication skills that help us to form and present our thinking in a way that is understandable and persuasive.

Appropriate communication is also a key tool for the field of private security. Private security workers should be particularly well prepared for specific communication situations because the law allows them to intervene in basic human rights. This makes people even more sensitive. Conflict is a situation in which there are two opposing interests present at the same time, so it is understandable that a private security worker finds himself quickly and often in a situation like this. Even more, a private security worker can often find himself in a situation where there are more conflicting interests. Apart from the security officer, who has an interest in performing his work in accordance with the rules, and the interest of the other person is not according to certain rules; the private security officer must also provide a guarantee for the application of the legal authorizations. Private security workers must also deal with persons under the influence of alcohol, drugs and visitors to events that are in mutual conflict. These situations are very difficult to deal with, because they represent intense conflicts that need to be addressed in a specific way.

TARGET GROUP

The candidates for this training are persons employed in the agencies for providing a managerial position that already have completed basic and advanced level of training for soft skills for private security, with special knowledge in the field of communications, as well as persons who have acquired such knowledge in another way (completed appropriate higher education, etc.), and who in the future will themselves be trainers of a particular module.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The program for training of trainers in the field of communications will be conducted by experts in the field of communicology, psychology or other related fields dealing with this topic in general or dealing with certain issues in the field of communications;
- Practical practitioners with in-depth knowledge and experience both in the area of private security and in the field of communications coming from the private security sector or by non-governmental organizations dealing with communications issues;
- Trained lecturers or other experts engaged by the training organization (or similar relevant institution);



Other.

OBJECTIVE OF THE MODULE - EXPECTED RESULT

The training will provide individuals with the skills to train workers to provide the following topics and skills through an appropriate methodology:

- Recognition of the term interpersonal communication,
- Verbal communication;
- Nonverbal communication;
- Barriers;
- Recognizing situations when the interlocutor is lying;
- Recognition and practice of various communication styles;
- Working with troubled workers and problematic clients;
- Conflict resolution;
- Recognition and controlled expression of emotions.

This module and level of training has a specific goal - training of people with high level of knowledge in the field to be lecturers and facilitators in the process of developing skills in the providers of the private security activity, i.e. training of future trainers who will disseminate their knowledge and they will be able to develop skills among listeners at different levels of training and knowledge.

TOPICS, TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

Starting points

The trainer should have the highest level of knowledge about the topic that is the subject of instruction.

The training has a dominantly methodological-pedagogical dimension.

Check out the latest trends/data/solutions related to each of the topics in the days prior to training!

Make sure you read the instructions for trainers given in the introductory part of the training program.

Each lesson is of duration of 45 minutes.

	Title of the topic	Description (sub-topics)	Basic material/ Methodology
1 class	Introduction to communication	What is communication? Types of communication; Verbal communication; Communication skills (speaking and active listening); Disruption of the communication process (barriers); The most important rules in communication.	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Specifics of the presentation for basic versus advanced level
2 class	Non-verbal communication	First Impressions; Mimics; Gestures;	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation



		Keeping the body; Tons; Distance or familiarity (personal space)	analysis and a role play Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
3 class	Body language	Elements of behavior; Reading body language; Signs that the interlocutor is lying, etc. Reducing elements that make it difficult to communicate.	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
4 class	How to talk, how to listen / understand	One-way and two-way communication and disadvantages of both; How to communicate successfully; Intensive listening techniques (passive and active listening); Paraphrasing; Reflection	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
5 class	Professional communication	Types of communication attitudes; Appropriate and inadequate communication attitudes; Establishing an intrusive (self-confident) way of communication	Manual. Prepare ppt (power point presentation) Prepare a role play Preparation of a written act Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
6 class	Emotions and feelings	When and why we experience emotions; Control of emotions in professional communication; Communication positions according to experiencing and expressing emotions.	Manual. Prepare ppt (power point presentation) Prepare a role play and a discussion Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
7 class	Giving and receiving criticism	How to criticize behavior in order to achieve its change; Criticism Techniques; Why is it useful to criticize and how to accept it?	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
8 class	Conflicts	What is a conflict; Types, sources, division and dynamics of	Manual. Prepare ppt (power point presentation)



		conflict development; Why avoiding conflicts is not good; Conflict management (analysis and transaction)	and working sheets Prepare a role play Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
9 class	Strategies for resolving conflicts	Why we solve conflicts in a certain way; Learning about different ways to resolve conflicts.	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Open discussion and sharing professional experience Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level
10 class	1. Communication with difficult customers. Communication with difficult workers 2. Communication Styles 3. Personal appearance of security workers	Who is a difficult client / employee; Types of difficult customers / workers; Handling difficult clients / workers; Assessing the circumstances in which the style of communication is / is not appropriate; Identify your own style of communication	Manual. Prepare ppt (power point presentation) Prepare for hypothetical situation analysis and a role play Discussion and sharing professional experience For the third topic – model photos Specifics of the presentation for basic versus advanced level Specifics of the working materials for basic versus advanced level

CLASSES FOR INDIVIDUAL USE OF THE ELECTRONIC TOOL

Future trainers will use the electronic tool solely as a starting source of information and will be trained to use it to indicate to trainees that in future will be trainers for the ways of its own use.

SELF-EVALUATION

The self-evaluation for this level of the module is specific and can be done during a part of the class (as much as the content of the elaborated issue and time allow it) in such a way that each trainee will prepare short working materials on one of the given topics and conduct a simulation in the class - lecture (in duration of ten minutes). Such simulations can be carried out at the end of most of the classes.

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)
- Literature and other material with methodological pedagogical content etc.



HUMAN RIGHTS AND FREEDOMS AND THE PRIVATE SECURITY

SHORT DESCRIPTION OF THE PROGRAM

The Training of Trainers Program in the area of human rights represents a specialized training for persons that in future will hold training in the respective area themselves.

Human rights and freedoms are an area that is today studied as an independent scientific discipline derived from the international human rights law. The modern concept of human freedoms and rights is based on globally accepted principles, social goals and individual values. Such are, for example: justice, peace, dignity, equality, freedom, etc.

It encompasses a set of norms, above all, contained in international conventions and agreements that are most often transposed in the national legislations of the states.

Within the private security service, providers often face situations that are directly or indirectly related to issues of protection of human rights and limits over which they must not be violated or challenged, which would constitute forms of abuse and criminal offenses.

The future trainers should be trained to create methodology and develop skills on passing knowledge to trainees with different levels of knowledge in the respective area.

TARGET GROUP

The candidates for this training are persons employed in the agencies for private security that have a managerial position who have already completed a basic and advanced level of training for soft skills for private security, with special knowledge in the field of human rights and freedoms, as well as persons that such knowledge have acquired in another way (completed appropriate higher education, etc.), and who in the future will themselves be trainers of a particular module.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

The training of trainers for the human rights area will be carried out by:

- Experts from the field of legal science dealing with this topic generally or dealing with certain areas of protection of human rights and freedoms in specific, certain areas and fields.
- Experts from practice with in-depth knowledge and experience, both in the field of private security and in the field of human rights, coming from the private security sector or by nongovernmental organizations dealing with human rights issues.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);

The lecturers of the training of trainers should compulsory have prior experience in conducting trainings and lectures!

OBJECTIVE OF THE MODULE - EXPECTED RESULT

This module and level of training has a specific goal - training of people with high level of knowledge in the field, to be lecturers and facilitators in the process of developing skills in the providers of the private security service, i.e. training of future trainers who will disseminate their knowledge and they will be able to develop skills among trainees at different levels of training and knowledge.

TOPICS, TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

Starting points

The trainer should have the highest level of knowledge about the topic that is the subject of instruction.

The training has a dominantly methodological-pedagogical dimension.

Check out the latest trends/data/solutions related to each of the topics in the days prior to training!

Make sure you read the instructions for trainers given in the introductory part of the training program.

Each lesson is of duration of 45 minutes.

	Title of the topic	Description (sub-topics)	Basic material/ Methodology
1 class	The term and characteristics of human rights	Universality, Inalienability, Absolute character, Indivisibility.	Manual. A review of scientific definitions and explanations of the characteristics. Comparative method. Preparation of an appropriate means of displaying the focal points of the topic (presentation). Specifics of the ppt for basic versus advanced level
2 class	Classification of human rights and freedoms	Civil and political rights Economic - social and cultural rights, solidarity rights New generations of rights	Manual. View definitions and classifications according to different criteria. Preparation of an appropriate means of displaying the focal points of the topic (presentation). Due to the large number of categories and classifications, appropriate additional material are the so-called handouts Specifics of the working materials for basic versus advanced level
3 class	Right to life	Art. 2 of the ECHR Prohibition of the death penalty Penal and legal protection of life and bodily integrity	Manual. A review of the concept of the protection of the right to life under the ECHR, the national legislation and the situations in which it may not be considered a criminal offense. Preparation of an appropriate means of displaying the focal points of the topic (presentation). Preparation of worksheets showing the provision of Article 2 of the ECHR and the relevant provisions of the criminal legislation of the state Specifics of the working materials for basic versus advanced level
4 class	Prohibition of torture	Art. 3 of the ECHR Penal and legal	Manual. Clearly determining the terms torture, inhuman

		protection against torture	treatment / punishment, degrading treatment Preparation of written materials for analysis of three different cases in order to determine the boundaries between the stated treatments / presentations (presentation, handouts) Provisions of national (penal) legislation. Specifics of the working materials for basic versus advanced level
5 class	Right to freedom and security (security). Freedom of movement	Art. 5 of the ECHR Prohibition of deprivation of liberty and exceptions Unlawful deprivation of liberty	Manual. Determination of the concept of freedom and security (physical freedom + feeling of security), the concept of deprivation of liberty and the exceptions of the law. Defining freedom of movement (range, place of living) Preparation of presentation, handouts, worksheets with members of the ECHR and the provisions of the national criminal legislation Specifics of the working materials for basic versus advanced level
6 class	Right to privacy	Art. 8 of the ECHR The right to a private and family life	Manual. Describing the complex concept of privacy (art. 8 of the ECHR, national legislation on personal data, obligation to keep a secret, protection of personal data, incriminations for home protection, communications). Determining the boundaries for protection of security and privacy. Liability for violation of rights in the field of privacy. It is recommended to use ppt presentation + worksheets with selected provisions of the aforementioned legal acts and bylaws
7 class	Rights of children, migrants and refugees	Convention on the Rights of the Child; Juvenile national legislation. Legislation on asylum and temporary protection.	Manual. An overview of the higher level of child protection and special guarantees for protection against unlawful deprivation of liberty and the use of force. Indicate the standards for the rights of refugees and migrants and the concepts of asylum and temporary protection. Distribution of written materials with the provisions of international documents and national legislation. Provisions of by-laws. Specifics of the working materials for basic versus advanced level
8 class	Prohibition of discrimination. Protection of vulnerable groups	Categories vulnerable persons; Vulnerable people in different situations; wider rights, higher protection	Manual. Defining the term of discrimination. Determination of the term and categories of vulnerable groups. Preparation of ppt and an overview of the legal provisions and by-laws on the special retention of vulnerable groups in the process of performing private security. Specifics of the working materials for basic versus advanced level
9 class	Right to peaceful assembly. Freedom of association	Art. 11 of the ECHR Exemptions from freedom of	Manual. Determining the right to peaceful and public gatherings vis a vis the association (collectivity, associations, etc.) Distribution of materials related to public gatherings



		association and peaceful assembly	legislation Specifics of the working materials for basic versus advanced level
10 class	Right to judicial protection (fair trial, trial within a reasonable time)	Art. 6 of the ECHR Art. 13 of the ECHR The concept of judicial protection of human rights	Manual. A review of the complex of judicial rights (access to a court, trial within reasonable time trial, a fair trial, etc.) Determining the relevance of the private security activity (rights in the case of obtaining the status of a defendant, etc.) Preparation of a PP presentation (especially for Article 6 ECHR and provisions of national legislation)

CLASSES FOR INDIVIDUAL USE OF THE ELECTRONIC TOOLS

Future trainers will use the electronic tool solely as a starting source of information and will be trained to use it to indicate to trainees that in future will be trainers for the ways of its own use.

SELF-EVALUATION

The self-evaluation for this level of the module is specific and can be done during a part of the class (as much as the content of the elaborated issue and time allow it) in such a way that each trainee will prepare short working materials on one of the given topics and conduct a simulation in the class - lecture (in duration of ten minutes). Such simulations can be carried out at the end of most of the classes.

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)
- Literature and other material with methodological pedagogical content etc.

3

PROFESSIONAL STRESS AND PRIVATE SECIRUTY

SHORT DESCRIPTION OF THE PROGRAM

The Training of Trainers Program in stress management represents a specialized training for persons that in future will hold training in the respective area themselves.

The future trainers should be trained to create methodology and develop skills on passing knowledge to trainees with different levels of knowledge in the respective area.

A program whose subject is dedicated to the issue of professional stress aims to enable employees in the private security sector to recognize and effectively manage stress.

The presence and the negative consequences of professional stress on employees in the private security sector are well known and often explored throughout the literature, and the data and statistical indicators are worrying. It is thought that every 4th employee suffers from stress at the workplace, and according to certain studies 70% to 80% of all doctor visits are related or more specifically are a consequence of stress. Professional stress does not concern only an individual level, but its consequences are "fatal" for organizations in terms of ineffective hours spent, sick leave, absence and dismissal.

The most common factors that lead to stress, especially in the workplace are: excessive workload, insignificant tasks, too many working hours and low wages, irregular breaks, irrational requests, obscure responsibilities and expectations, conflict behavior, multiple supervisors, reduced autonomy or participation in decision-making, inefficient communication skills, etc. Knowing the sources of professional stress, people are stepping towards the creation of conditions for its prevention. On the other hand, ignoring the risk factors contributes to the increase in the number of employees who are facing professional stress, and the consequences and damages occur on an individual, family, but also at a company level.

TARGET GROUP

The candidates for this training are persons employed in the agencies for providing a managerial position that have already completed basic and advanced level of training for soft skills for private security, with special knowledge in the field of psychology, stress management, etc., as well as persons who they have gained such knowledge in another way (completed appropriate higher education, etc.), and who in the future will themselves be trainers of a particular module.

DATA FOR THE LECTURERS OF THE PROGRAM – BASIC PERFORMERS OF THE TRAINING

- The program for professional stress training will be conducted by experts in the field of psychology, clinical psychology, psychotherapy or other compatible scientific field, dealing with this topic in general or dealing with certain concrete, specific areas and spheres.
- Experts from practice with in-depth knowledge and experience both in the field of private security and in the field of psychology, coming from the private security sector or by nongovernmental organizations dealing with issues of professional stress.
- Trained lecturers or other experts engaged by the organization implementing the training (or similar relevant institution);



Others.

OBJECTIVE OF THE MODULE - EXPECTED RESULT

Participants in training for trainers will develop the following skills:

- Skills for the methods and rules for conducting adult training;
- Skills in presenting and organizing group work for educational purposes;
- Sensibility to adapt and manage their approach as an educator of the requirements of the group they work with;
- They will be trained for proactive action and interventions of stress management in group work.

TOPICS, TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

Starting points

The trainer should have the highest level of knowledge about the topic that is the subject of instruction.

The training has a dominantly methodological-pedagogical dimension.

Check out the latest trends/data/solutions related to each of the topics in the days prior to training!

Make sure you read the instructions for trainers given in the introductory part of the training program.

Each lesson is of duration of 45 minutes.

	Title of the topic	Description (sub-topics)	Basic material/ Methodology
1 class	Stress: prejudice, stereotypes and beliefs about and regarding stress.	Comfort zone; Beliefs / Prejudices and stereotypes about and around stress; Personal change - insight into stress and the need for change - confronting resistance to change	Manual. Prepare ppt Oral elaboration and discussion Specifics of the working materials for basic versus advanced level
2 class	The nature of stress	What is stress? Good and bad stress; Stress and thought process; Stress and professional efficiency; How to make visible changes in thinking and acting?	Manual. Prepare ppt Oral elaboration and discussion Specifics of the working materials for basic versus advanced level
3 class	Professional stress.	Sources of professional stress; Stimulative or blocking stress; Consequences of stress - by person and by organization	Manual. Prepare ppt Analysis of the hypothetical

			situation Specifics of the working materials for basic versus advanced level
4 class	Recognizing professional stress	Signs and symptoms of professional stress; Attack, escape or "paralysis"? Awareness of professional stress; Your starting point	Manual.Prepare ppt Discussion and comparison of experiences Specifics of the working materials for basic versus advanced level
5 class	Cognitive / Thought Change Strategies	Managing your own mental state; Body - thought connection / brain reactions; Creation and / or selection of positive thought; Thought / purpose / activity - a jigsaw that works	Manual. Prepare ppt Discussion and comparing experiences, playing roles Specifics of the working materials for basic versus advanced level
6 class	Lifestyle / nutrition, physical activity, relaxation	Стил на живот и стрес; With physical activity in the fight against stress; Exercises for rapid relaxation - breathing; Decision-making process and strategies for proactive stress management	Manual. Prepare ppt. Discussion Specifics of the working materials for basic versus advanced level
7 class	Stress in private security workers	Characteristics of a private security profession significant for professional stress; Feeling of reliability v.s. private security; The most common sources of stress among private security workers	Manual. Prepare ppt. Analysis of situations and professional experiences. Specifics of the working materials for basic versus advanced level
8 class	Leadership and stress	Managerial stress - prevention, recognition and management; Individual strategies for stress management; Overcoming stress in a private and professional life; Signs and symptoms of professional stress among employees in private security	Manual. Prepare ppt Professional experience in the organization and giving directions for handling workers for security in stressful situations Specifics of the working materials for basic versus advanced level
9 class	Organizational strategies of stress management	Human resource Management; Control of organizational sources of stress; Communication / motivation / job satisfaction in the function of prevention of professional stress	Manual. Prepare ppt Professional experience in managerial work. Specifics of the working materials for basic versus advanced level
10 class	"A learning organization" How to get a successful presentation? How to be a successful trainer?	Initial introduction; "Story" and why it is important; How is the "controlling" the group in the direction of achieving the goals; Cycle of attention among participants Evaluation of success Confidence and proactive behavior; First model, then trainer; Priority of alternatives and acceptance of diversity; Activities that help for personal rest and relaxation.	Manual. Prepare ppt Discussion of methodological - pedagogical issues Specifics of the working materials for basic versus advanced level



CLASSES FOR INDIVIDUAL USE OF THE ELECTRONIC TOOLS

Future trainers will use the electronic tool solely as a starting source of information and will be trained to use it to indicate to trainees that in future will be trainers for the ways of its own use.

SELF-EVALUATION

The self-evaluation for this level of the module is specific and can be done during a part of the class (as much as the content of the elaborated issue and time allow it) in such a way that each trainee will prepare short working materials on one of the given topics and conduct a simulation in the class - lecture (in duration of ten minutes). Such simulations can be carried out at the end of most of the classes.

TRAINING MATERIALS

- A manual for acquiring soft skills
- E-book (electronic version of the manual)
- Literature and other material with methodological pedagogical content etc.











http://desing.nho.no/

http://www.zrsv.si/

http://www.obezbeduvanje.org.mk/

http://www.arisonline.ro/

http://hcz.hr/



http://www.na.org.mk/

