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STAFF RECRUITMENT, TRAINING AND DEVELOPMENT IN THE
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Recommendations for implementing training in practice
Danish experiences

1. Analyze prison officers need for training

Analyze what experienced / new prison officers need to learn, what learning methods are appropriate and how learning and transfer to everyday life should happen.

The analysis distinguishes between different types of institutions and the following factors:

- Age
- Learning styles
- Usability of computers / e-learning
- Literacy
- Work situation

2. Involve leaders - also top executives

Leaders should be involved in training for officers and education must be rooted in the senior executives, who should also have a share in following up on whether the officers can see a purpose of the training. It could be considered using a cascade model, where top executives first pass the course (possibly in a shortened version) and conduct talks with their intermediaries before sending them to a course - etc.

3. The value of training

Being able to use the learned in work should be a success criterion for training of experienced prison officers.

This does not mean that the subjects of training must necessarily be chosen from this, but that the form and content of training should aim at making it useful in everyday life and translating it into the work in prisons. This means that theories must be demonstrated in everyday situations, while theories, concepts and models in itself should not be stressed.

4. Select, prepare and support teachers

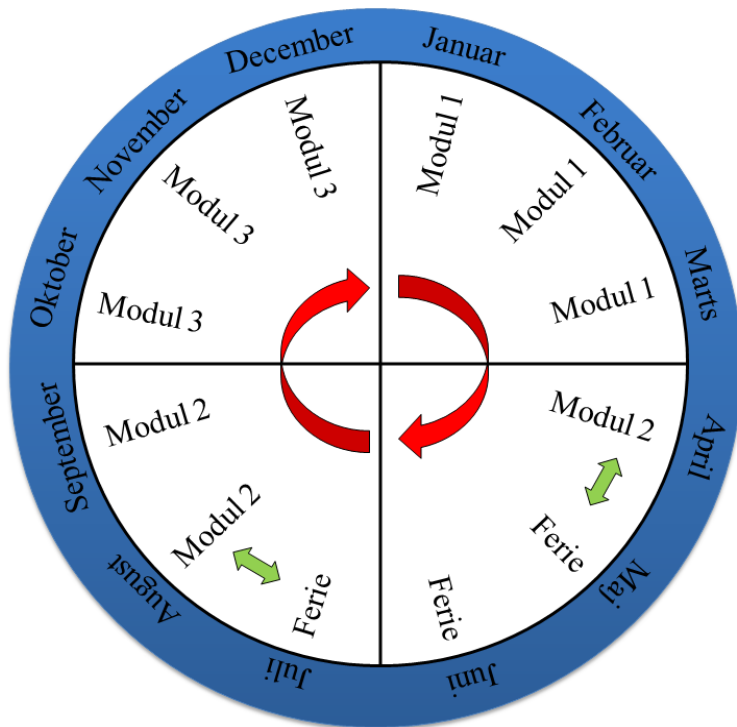
Choosing a teacher is crucial to successful training. A teacher must be listening and acknowledging, authentic, able to set limits in a constructive way, able to shape training according to the wishes of the group while making progress, could manage a group and have solid academic knowledge.

In addition, teachers must be thoroughly prepared before meeting experienced officers. It is essential that the officers find that the teacher has a basic insight into their jobs and in the prison world. Experience from other institutions, such as psychiatry, may be an advantage, but it is crucial that the teacher is aware of the differences between these institutions and does not take hasty comparisons or conclusions. In the case of longer teaching courses, consideration should be given to supervising teachers.

5. Evaluate and take advantage of past experiences, such as continuous training in conflict management, use of power and self-defense

Continuous training: 3 training sessions a year. Employees must train as often as possible to maintain the level of functioning.

Physical exercise in limited time for the sake of injury risk - it is important that the training takes place in short training modules.



The model illustrates the general annual activity rate.

The training is in 3 modules over a year.

Each module has duration of 4 hours and 20 minutes.

The model ensures optimal use of the 13-hour annual teaching and training, where the repetition principle for the development of professional skills and understanding is paramount.

The model optimizes time for teaching and training and creates a better prerequisite for constructive handling of dynamic security, as well as practical handling of situations involving use of power and / or self-defense. The aim of increased focus on dynamic security and verbal conflict management is especially for preventive work and for preventing the escalating of situations.

A module lasts 4 hours and 20 minutes and is taught and trained in: use of power, self-defense and conflict understanding.

1.5 hours of physical exercise, 1.5 hours of scenario training and 1 hour of conflict understanding and verbal conflict management.

All modules are structured according to the same overall plan.

The training is based on a repetition principle, which in general is necessary in the training of physical skills. Maintenance of skills requires this continuous amount of workouts, as the forgetfulness of bodily skills is high if training is not continuous and often enough.

The forgetfulness in relation to physical skills is increased by age and poor training.