Workshop Staff Training and Development
Netherlands, 10-11 December 2013
Workshop notes

EDUCATION AND TRAINING FOR VALUES DRIVEN WORK - FUTURE CONCEPTS

10th December 2013

Burn Out / Resilience

- Training should be both: goal oriented and oriented on personal well-being;
- Training middle management important to enhance working climate; motivated leaders are important to have motivated staff; training on management skills;
- Introduce de-briefing after incidents as a general procedure for everyone and provide training in how to do the de-briefing;
- Relation between trainings institutes and staff; trainings institutes should answer to the needs of the staff and know what is going on in the workplace;
- Wellbeing of staff on the work floor should be monitored with questionnaires;
- Prison culture is a macho culture, there is little acknowledgement of problems and traumas – mental fitness is important; mental fitness should be included in the training, not as separate training but included as part of other trainings and/or as part of the teambuilding activities;
- Provide for external supervision of staff (psychologists);
- Cooper-robertson.com (i-resilience) website has questionnaire for self-assessment;
- Involve staff in the decision making process to create ownership for the goals and topics of training programmes; involve staff in setting of priorities;
- Sharing information from central office with regional offices; communication possibilities are: monthly meetings / newsletter / intranet / online-platforms;
- Break the feeling of working on the 'automatic pilot' for example through job rotation;
- Give the staff the feeling that they do meaningful work, that they can be proud of their work; positive feedback from their managers;
- Provide the feeling that they have influence;
- Reflective practice: through group meetings with outside supervisors, or through intervision with colleagues;
- Use mixed teams in teambuilding activities (prison staff, treatment staff, volunteers);
- Resilience as part of the competency framework and/or personal development plan;
- Provide for special benefits – wellness, sick leave days.

Selection/Training

- High number of applicants – how to deal with that: interview/role play;
- Extend the selection procedure to follow staff development over a longer period;
- Policy side should determine – what kind of persons would you like to have working in your system: should it be a reflection of the society: man/women, ethnical groups, age, languages: is positive action needed or not;
- Presentation of the profession in the public – important to be positive;

- Inform applicants sufficiently about the work that they can expect; let applicants visit prisons to familiarize themselves with their potential working environment;
- Manage expectations of applicants for their future career development already during the selection procedure – what management level can they achieve in the long run;
- Output of trained staff and needs for staff are not always in compliance;
- Core skills of staffs are preferably already imbedded in the primary bachelor and master educations;
- Future concepts for probation and prisons are no longer oriented on locking people up, but on rehabilitation: impact on the training: qualification level has to be raised for the workers and the management; not only focusing on safety, but also on ethics;
- Work with education path ways – not just a mix of modules, but provide a personal learning plan;
- Provide the possibility of internships for students from universities;
- Candidates have to reflect themselves about their performance as part of the final exam on a video; involve feedback from mentor, trainer and co-worker before hiring;
- Student diary – students write every day what they did and what they learned;
- Check the value / attitude of the applicant towards the sector where they want to work; caring instead of punishment; social but also able to set boundaries;
- Interaction employee client / team presentation: communication skills very important;
- Stimulate volunteers to apply for a job at the prison/probation service as they already know what to expect from the work;
- Communication skills highly important for both sectors – check for example by giving group assignments during application procedure.

E-learning

What is e-learning? There is not one answer to this concept

Why e-learning? Flexible, secure, instantly available, easily updated, contains more styles of information, comfortable for the new generation.

- Way how e-learning should be implemented should be elaborated by a brainstorm session of a team of people youngsters / IT specialists;
- Sharing of information / programmes with countries that have experience; not reinvent the wheel;
- Network with other organizations to develop programs; organizations that gained already experience with e-learning and/or development of e-learning programmes;
- Cooperate with universities in development of e-learning training programmes;
- Conduct a cost/benefit analysis; cost saving suggestions: integrate it with already existing intranet; use safety cameras recordings for e-learning; make use of the cloud system;
- profound preparation is needed before starting with e-learning – infrastructure, contents of the training, manage relations with IT department; build in support in for people that are hesitant in using IT;

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- appropriate contents: training courses for large number of staff; contents do not change quickly;
- Learn teachers only the basic skills how the e-learning programmes have to be used, they do not need to understand the technical backgrounds on how it is functioning;
- Special training rooms with support for starting e-learners;
- What has to be offered as content – it should be interactive to keep people involved; it should contain different levels and has rewards built into it; use of movies / games; by supplementing practical materials value can be added to the e-learning materials;
- go blended: use e-learning in combination with traditional learning – recognizes that learning, topics and the whole learning process are very rich of content and dynamic; traditional learning cannot just be replaced fully by e-learning; e-learning should be part of the solution;
- check out educational licensing – can be cheaper for training academies than buying traditional software.

Quality assurance:

- tends to be boring and is rather done automatically: necessary to personalize it;
- questionnaires remain important to understand how content came across; also use informal exchange of experiences; use open questions next to multiple choice;
- interviews with stakeholders should be added – prisoners, clients, professionals – judges, prosecutors; check how they experience the functioning of the staff after the training;
- follow-up trainings are needed to assure a good learning process; check if the trainee uses the competences that they learned in the training; trainers check also functioning of trainees at their workplace;
- learning output of training modules, skills and knowledge - all should be measured before and after the training;
- encourage staff and trainers to generate their own feedback through questionnaires and interviews;
- use incentives to check if something works; appraisals;
- engage in impact studies to gain a better insight in results;
- important to realize that many variables influence the functioning of a person and the impact of a training;
- managers performance reviews: important to see how well the training worked for the person; develop questionnaires for managers to check development of the staff;
- try to collect also facts and numbers to measure the performance after the training;
- use students that are working with older staff to collect feedback; ask the trainees to evaluate each other's performance;
- create a good learning experience – good surroundings, good food, teambuilding – not only the content counts: try to stimulate the fun of learning;
- set learning goals and expectation management for the outcome of the training: involve persons previously trained staff , use best practices of previous education; define knowledge goals ahead of the training;

- make clear to the participants that their evaluation will have an influence on the content of the training programmes; present outcomes to the trainers and trainees;
- STREAM project develops a questionnaire for getting feedback from clients.

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Motivation

- In order to stimulate learning you have to create an environment in which it is ok to admit shortcomings;
- Reverse monitoring: bottom up evaluation;
- Give staff the opportunity to choose their own topic for learning; People should learn what they want to learn; Motivation to engage persons in training: ownership of their training program; set clear milestones, so they know where they are moving;
- Tools to help organize feedback: anonymous staff questionnaire Romania;
- Repeat the importance of feedback; learn how to give good feedback;
- Feedback skills are important: ' feedforward' rather than feedback;
- Use personalized e-mails rather than generic ones to attract and inform people;
- Walk and talk in the working area instead of having discussions in a meeting rooms;
- Manager is a role model for the learning culture – but is not responsible for solving all problems – the team is responsible;
- Prepare the managers for taking their role in changing the organizational culture;
- Organizational culture should be facilitating and stimulating lifelong learning top down; learning is normative – is part of the organizational culture that it has to be done all the time;
- Set a goal for the staff and work with personal development plans; Introduce career development rather than learning development;
- Job rotation can be stimulating;
- Initial education – make the students understand what their position is in the life of a prisoner; make clear that it is a complex profession;
- Invest in your staff – how can behavior of the inmates be changed if the behavior of the staff is not changed;
- Competition between persons or between teams/organization can stimulate;
- How to keep people motivated: personalize exercises rather than use generic ones;
- Make study Programmes attractive, interactive, changing regulary; monitor your own progress during the learning; if people are asked to give a presentation after the training will keep them more focused;
- Role models are important as mentors; to do the job the role models need to be motivated, comfortable, experienced;
- Leadership has the responsibility to protect staff from outside pressure.

Feedback session

Resilience:
Autonomy/ownership
Leadership: trust, delegating
Sense of belonging/protection
Sense of pride
Variation

Selection & training
Training as selection tool
Expectation/performance management
Personalized (training path/reflection/ ownership)
Front-line informed
High entry level and higher professional level
Values driven (organization)
Competence profile (including values)

E-learning
What: new didactic approach: low entry level/new generation; mix with real time
Why: autonomy / ownership; management; information
How: networking, templates/licensing, staff motivation, interactive

Quality assurance
Ownership (trainer and user): expectation management; content and fun
Front line and user informed
Track in-, through- and output / outcomes

Motivation
Ownership/protection: team effort
User informed feedback
Variation
High entry level

Key concepts
Leadership – Expectation management – ownership – informed design / delivery

Continued work:

1. Bilateral cooperation;
2. Broad European networking;
3. Expert groups to prepare key concepts for the next workshop with in-depth preparations such as the diary; concentrate on one topic;
4. Collect concrete examples;
5. Use Yammer for connecting experts: use it for the expert group;
6. Funding possibilities for the network/consortium;
7. Inform us about who wants to be part of the expert group.