



Best Practices in Leadership and Management Training

EPTA Special Interest Group



Seirbhís Phríosúin
na hÉireann
Irish Prison Service



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On behalf of EPTA, the NHC coordinates the EU-funded project 'Tackling Gaps in Cross-Border Cooperation for Penitentiary Training Academies' in cooperation with the EPTA Steering Committee. The intention of the project is to create a sustainable, professional and active EPTA network, which is capable of tackling gaps in cross-border cooperation by stimulating participation and exchanges within the wider network. The project got started in 2018 and will be finalised in 2021.

NHC will also coordinate an EU-funded follow-up project, starting in 2021. This project will continue to strengthen the network, contribute to its sustainability and allow for more in-depth sharing of information on the current challenges in the penitentiary field.

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Introduction

Because prisons are instruments of the state and of society, their management confers an obligation on the governor/director and their staff to be accountable to society for all that goes on within the high walls of these institutions. By this, we not only refer to the maintenance of a human-rights focused and just regime for those deprived of their liberty, but also to the guardianship of the public resources which have been made available to the prison administration in order to achieve its mission. Good corporate governance and compliance are essential for the leadership and management of an efficient and ethical prison.

The EPTA project, which is funded by the European Union's Justice Program, aims to create a sustainable, professional and active EPTA network that will tackle gaps in cross-border cooperation by stimulating participation and exchange within the network, which will allow existing and future European members to profit from the results.

Central to this project is the recognition of the critical role professional leadership and management play in the administration of justice in our prisons. Their importance at every level of the system cannot be underestimated. This notion is echoed by Coyle (2009, p. 28), who states:

'Senior prison staff need a more sophisticated form of training [...]. The director of a prison and his or her deputies are key persons in setting the culture and ethos of a prison. They need to be selected with special care for their personal qualities and to be given extensive training.'

Rule 79 of the Mandela rules also states that "The Prison Director should be adequately qualified for his or her task by character, administrative ability, suitable training and experience" (United Nations, 2015, p. 24).

With this in mind this project was initiated to look at how we could contribute to the provision of effective training to senior prison

management. EPTA Special Interest Group 1 was established to complement the practices related to leadership and management in prisons and provide the following:

Output 1:

Comparison and best practices on leadership and management training

Output 2:

Minimum standards for leadership and management training

Output 3:

Leadership and management training handbook

Output 1 underlines the importance of managing prisons in an ethical context which respects the inherent dignity of each human being housed within, the recognition of the role of leadership in respect of new social phenomena in prison systems and the crucial impact of training policies and practices in guaranteeing that high professional standards are upheld in European prisons.

The purpose of the comparison is to contribute to the exchange and overview of good training practices and curriculums for prison managers and high-ranking personnel who work in places of deprivation of liberty.

The broad range of practices outlined in this section are expected to generate comprehensive information and knowledge exchange which may be of assistance to other national prison systems in formulating good practices for inclusion in training interventions for their own managers and leaders.

The comparison demonstrates the complexity

of the topic and the wide range of skills that are required of those directly responsible for prison management.

It will examine training characteristics that, in our opinion, constitute good or even best practices. We will consider the literature with respect to leadership and management training, particularly with regard to criminal justice settings. We will combine the resulting insights with what we have learnt from our comparisons to propose minimum standards for the provision of training within the framework set out in the Council of Europe Guidelines Regarding Recruitment Selection Education training and Professional Development of Prison and Probation Staff (Adams & Carr, 2019).

Definitions

The focus of this project is the cohort of senior prison managers who are responsible for the strategic administration and operation of the prison. In particular, it is aimed at prison governors or directors and their deputies in the senior management team. However, it is also hoped that staff who have been identified as potential future leaders of their organisation will also be able to receive this training.

Prison managers (executive prison managers or prison governors) refers to personnel who have the legitimate authority for decision-making and are directly involved in and responsible for the effective management of the prison, in areas such as accountability, the use of resources (HR and financial resources), law enforcement and the application of the policies and regulations. The governor is responsible for the leadership and effective management of all prison operations and services. As leaders, prison managers must be aware of all relevant human rights standards and norms and how they must be implemented in a custodial setting. Prison managers have a duty to build the capacity of their prison and their staff and to effect any necessary reforms, which will ensure that all prisoners under their care, who have been lawfully imprisoned, are detained in compliance with international human rights instruments and guidance.

Deputy prison managers (junior prison managers or deputy prison governor) refers to prison staff members who are endowed with the authority (empowered) to lead daily operations in the prison on behalf of the prison manager. They are obliged to support the prison manager

in developing and implementing the mission and vision of the prison establishment taking into account the local circumstances. Deputy prison managers ensure that all staff, across the entire range of positions, are held accountable for preserving a humane regime and decent conditions and that a safe and secure working environment is maintained for prisoners, personnel and all other parties who are present in the prison on a daily basis. They may be responsible for various functions depending on the needs, competencies and requirements associated with the position. In cooperation and under the supervision of the prison manager, they are also involved in preparing and implementing contingency plans and other strategic documents.

European Comparison & Good Practices

In order to compare European practices and present good practices, EPTA Special Interest Group 1 updated information provided by different training centres across Europe on the training for prison managers and leaders. When the Annual Conference of the European Penitentiary Training Network (EPTA) took place in Switzerland in September 2017, the topic of the meeting was leadership training and training of prison and probation managers. Prior to the conference, in order to prepare the platform for discussion about innovative training methodologies, the organiser, the Swiss Prison Staff Training Centre, collected information on the management and leadership training programmes from 16 different European prison and penitentiary academies. Some of the data was updated in 2019 based on a call by the EPTA Special Interest Group 1 members.

We would like to thank all of our colleagues who responded to this call for the collection of data. Unfortunately, some of the information has not been included in this document due to insufficient data on the specified criteria.

Accordingly, the European comparison and good practices are based on a review of EPTA member countries' factsheets supported by an analysis of the literature. These factsheets include information on the target group, content, methodology, duration, frequency, accreditation and innovative aspects of the training.

- Importance of emotions in leadership;
- Emotional intelligence as a general framework for modern management;
- Conflict resolution.

Methodology

A practical and active methodology is used, promoting group dynamics, discussions, role-playing and analysis of real-life situations. During the training, the analysis of real-life situations and cases representing the daily practice of the participants are prioritised in order to maximise the application of the material to the actual work environment.

Duration

Basic module: two-day workshop.
Advanced module: two-day workshop.

Frequency

Several times per year, based on needs.

Accreditation

The management training is not accredited.

Innovation

The pilot programme 'Management Skills Programme for Prison Supervisors' is the first targeted training programme for the middle and upper management levels.

Croatia

Target group

The target group includes governors, deputy governors, head of units (security, treatment, legal affairs etc.) and heads of sections in prisons and penitentiaries.

Content

The training programme covers the following topics:

- Communication skills (verbal, non-verbal, active listening);
- Team work;
- Effective leadership;
- Effective time management;
- Staff motivation;

Finland

Target group

The target group is middle management (senior criminal sanctions officials, deputy governors).

Content

The leadership training consists of six modules:

- 1) Management and the changing role of the leaders/managers;
- 2) Coaching and strategical planning;
- 3) How to cope with challenging situations;
- 4) Finances and personnel management;
- 5) Client work and risk management;
- 6) Good governance/legal issues.

The training focuses on communication skills, interactive abilities, improvement of coaching skills, better understanding of financial issues, good governance, handling of challenging situations, understanding the role of client work, risk management, an understanding of basic mental health issues, and prevention of radicalisation in prisons.

Methodology

The methodology is based on blended learning, including on-site training (six three-day blocks), distance learning, literature-based tasks outside of the on-site training, and study visits to the Police Academy and abroad.

Duration

The training lasts for six months.

Frequency

Annually.

Accreditation

The management training is not accredited.

Innovation

There is a strong focus on coaching, the involvement of the most relevant networks (e.g. police), networking, and peer support.

France

Target group

The target group includes prison governors.

Content

The training, consisting of two parts: 'General' and 'Specific', covers the management of the penal population, human resources management, general management, economic, budgetary and financial management, penal and administrative responsibilities, administrative litigation, the rights and obligations of civil servants and more generally the public law, criminal law and criminal procedure as well as public finances of the state including the regulations relating to public procurement.

The 'General' training content covers:

- Navigating your professional environment: basic knowledge and sharing expertise, measuring the challenges of prison policy;
- Communicating in professional situations: developing one's communication style, organising internal and external communication, using communication tools, practising a foreign language;
- Ensuring the management of the people: implementing rehabilitation, probation and reoffending prevention policies and identifying, developing and evaluating partnerships;
- Ensuring the safety and security of the establishment and the people: identifying regulatory and safety aspects, organising security features, managing a crisis situation, administering security policy;
- Managing services and resources: managing human resources and social relations, ensuring financial, budgetary and management control and implementing relational and team management and strategic management;

The content of the 'Specific' management training is a combination of theoretical methodology and practical exercises aimed at quickly getting prison governors up to speed when they first take up their post. At the end of the initial training, the trainees are assigned to an operational role, the vast majority of which serve as director of detention in a prison establishment. They then join a management team made up of a prison governor, a deputy prison governor and, depending on the size of the structure, several other governors who

are in charge of different sectors. The prison governors are managed by an office of the directorate of the prison administration, and the gradually take on other responsibilities according to their wishes and the skills they have developed:

- Role and missions (six hours): identifying one's conceptions of the profession, identifying the roles and missions of the prison governor;
- Seminar 1: relational and team management (24 hours); relational management, identifying the fundamental principles of operational management, conducting meetings;
- Seminar 2: communication, conducting interviews (12 hours): communicating in a professional situation, mastering the key interviews of the management role;
- Project management and change management (21 hours): leading a project, conducting a labelling project, driving change;
- Managing conflicts and negotiating in management (12 hours): the negotiation process, achieving a goal, evaluating the results of negotiations;
- Managing human resources and social relations (25 hours): managing human resources, identifying the disciplinary procedure for staff, understanding the challenges of social dialogue, analysing and optimising the organisation of services, managing occupational risks.

Methodology

About 20 to 40 trainees are promoted. The training methodology includes: theoretical information, practical simulations, synthesis from feedback and exchanges, reflexive input, inductive approach and interactive exchange. The 'Specific' training for prison governors includes management-related courses. The duration of the training prior to permanent employment is fixed at two years. During the first year, training takes place at the academy, alternating with internships at relevant organisations determined by the academy (e.g., prisons or probation services, central administrations and/or interregional directorates of prison services and other French or foreign public institutions or private organisations). During the second year, the trainee becomes an intern and is pre-assigned to a penitentiary establishment.

Duration

The training lasts for two years.

Frequency

One promotion per year.

Accreditation

Depends on the training.

Innovation

Innovative elements include the development of a relational management course in an equine centre (cohesion exercise with trail orienteering) and simulation exercises on conducting interviews with a trainer playing the role of an agent in a predefined scenario, after which a debriefing is carried out.

Ireland

Target group

The Irish Prison Service is currently putting a formal structure in place to support the leadership and management training for all levels of management throughout the organisation. The implementation of this structure is at an early stage with a bespoke training course being offered during the initial steps for assistant chief officers (the first-line managers) and a 'Health & Safety/Risk Management Induction Training' for more senior managers. During the subsequent steps short induction training packages will be created for each management level. The Irish Prison Service has also begun assembling a 'Prisons Management & Administrative Support Team' which will be headed by a senior manager and will have overall responsibility for the design and composition of a structured management and leadership professional development programme for all managers.

Content

The short training programmes currently on offer are provided on an unstructured basis. The topics covered in these training programmes include the following:

- Fire Safety & Infection Control for Managers;
- Conducting a Prison Disciplinary Hearing;
- Best Practice in Investigations;
- Staff Discipline;
- Prisoner Complaints;
- Management Seminars and Workshops;

- Incentive Regimes;
- Integrated Sentence Management;
- Mental Health Awareness;
- Absence Management;
- Probation;
- Time & Attendance System;
- Finance;
- Health & Safety Investigations;
- Human Rights;
- Critical Incident Management.

Methodology

The leadership training is based on: values, ethical decision-making, authenticity, engagement with staff, critical analysis, influencing, developing change management, external perspective, resilience and emotional intelligence.

Duration

Assistant Chief Officer Induction Training:
15 Participants, 10 days
Health & Safety/Risk Management:
20 Participants, 11 days

Frequency

The training takes place on a regular basis. Training is provided for each newly promoted manager and refresher training is given regularly in certain areas.

Accreditation

The management training is not accredited. However, the Recruit Prison Officer training is accredited by external third level partner Waterford Institute of Technology.

Innovation

The Irish Prison Service provides a number of innovative training courses. The Service has engaged in cross-border collaboration with the Northern Ireland Prison Service in various projects including a Critical Incident Management (CIM) training course which focused on the soft skills of CIM such as decision-making, critical thinking, business continuity management, safe scenario testing, decision testing and Critical Incident Stress Management (CISM) preparedness.

The Netherlands

Target group

Potential leaders: anyone who is not yet a leader but who has the ambition and potential to become one.

Beginning leaders: all leaders who have at least six months and a maximum of two years of experience as a leader.

Experienced leaders: all leaders who have at least two years of experience in a leadership role.

Content

Different topics are covered depending on the target groups:

- **Potential leaders:** assessment development as a leader, communication strategies, active leadership, integral leadership, operational effectiveness, professional focus;
- **Beginning leaders:** development and leadership, effective communication, directing and coaching style as regards behavioural issues, directing and coaching based on results, professional focus;
- **Experienced leaders:** development of vision of leadership connected to bigger goals, integral directing style, managing and coaching a team, craftsmanship in leadership, focus on all the topics covered in the course and development of implementation strategies.

Methodology

Coaching in the institution.

Duration

Potential leaders:

Six modules x five blocks (evening and overnight included);

Beginning leaders:

Five modules x five blocks (evening and overnight included);

Experienced leaders:

Five modules x five blocks (evening and overnight included).

Frequency

One block per month, six months in total. A block consists of two full days and one evening (five half days) with an overnight stay.

Accreditation

The management training is not accredited.

Innovation

Coaching on the job and focus on soft skills.

Norway

Target group

The target group includes prison managers, assistant prison managers, probation managers, assistant probation managers, senior officers, workshop managers and managers for service setup.

Content

The three main topics covered in the programme are:

- 1) Leadership based on the value-platform of the Correctional Services;
- 2) The understanding of the different roles of the leader;
- 3) Relational leadership/situational leadership;

Training the leaders in communication skills and helping them develop their ability to support and challenge their employees is a key focus of the programme. During the last part of the programme, regulations relating to personnel management in the state are also covered over the course of a day and a half.

Methodology

The leadership training programme consists of three basic courses, each lasting two days. In addition, individual courses aimed at the operation of a department are also offered:

- Basic understanding of state financial management (one day);
- Regulations relating to personnel management in the state (two days);
- Conflict management and leadership (three days);
- Risk management (three days).

Duration

The training is provided during six days over a period of three to four months.

Frequency

The training courses are offered on a regular basis. Training is provided annually.

Accreditation

The management training is not accredited. However, the University College of Norwegian Correctional Service has a separate department called the Department of Further Education which offers further training to meet the Correctional Service's needs for capacity building in different fields.

Innovation

The innovative aspects of the training include mixed groups of participants, understanding the different roles of the leader, relational/situational leadership.

Slovakia

Target group

Heads of prisons and their deputies, heads of departments and their deputies at headquarters.

Content

The training programme covers the following managerial competencies:

- Personal maturity: basic, intermediate and advanced levels;
- Leadership: basic, intermediate and advanced levels;

Management and Organisation: basic, intermediate and advanced levels.

Methodology

Management training: interactive training, role-plays, group work, questionnaires, discussions, trainer's presentation.

Self-development training: feedback from colleague(s), feedback from subordinates, on-line courses, support from HR.

Training based on results of self-assessment and assessment of managerial competencies: more behaviour related than topic related.

Duration

Management training lasts three to five days.

Frequency

Management training: twice a year.

Self-development: continuous.

Accreditation

Neither the management training nor the self-development training is accredited.

Innovation

Pilot programme from April 2020 onwards.

Sweden

Target group

Potential programme

Joint leadership potential programme for operational staff and headquarters/administrative staff.

Compulsory leadership training

Joint leadership training for operational leaders working as assistant governors and administrative leaders working as group leaders.

Compulsory leadership training

Joint leadership training for operational leaders working as governors and administrative leaders working as heads of sections.

Content

The potential programme and the two leadership training programmes have the same starting point: the special and unique managerial assignments in state and other public-sector organisations, with a particular emphasis on the managerial role in a politically-controlled organisation, strategies for and effects of governance and control, and managing organisational changes in order to develop management and leadership.

The potential programme follows thematic blocks, each of which addresses one of the main themes of the course: the role of the civil servant and management in the Prison and Probation Service; governance, control and finance; management and employeeship and personal leadership. Researchers/teachers from Uppsala University in cooperation with leaders from the Swedish Prison Probation Service are responsible for the training. The programme starts with a week of shadowing an assistant governor who functions as a mentor during the programme. During the summer, the participant works as an assistant governor. The potential programme differs from the two other programmes in that it does not include an examination.

The training for assistant governors/group leaders and governors/heads of sections also includes five thematic blocks, each of which addresses one of the main themes mentioned above. The content and levels of the lectures, literature and examinations are adjusted for the two levels of leadership. Each block conforms to the same pedagogical structure. The block begins with an introductory seminar in which researchers/teachers from Uppsala University introduce

the general principles of the theme. On Day 2, the theme is examined in more depth through a general lecture followed by a seminar emphasising dialogue. Lecturers also participate in the seminar to provide further perspectives on the discussions. The block concludes with a morning session devoted to internal processes and structures associated with the main theme of the block. Internal expertise from the Prison and Probation Service is involved at this stage in order to bridge any gaps between theory, practice and reflection. The afternoon session is devoted to tying up the block and introducing the written assignment that follows each block. The purpose of the written assignment is to function both as a bridge between blocks and to provide scope for more in-depth reflection between meetings. Written assignments also form the basis of examination.

Blocks 4 and 5 differ somewhat from the first three blocks in terms of the structure described above. Block 4 – Personal Leadership – commences as above but continues with workshops in which participants explore and discuss their own personal leadership styles. Block 5 includes an examination and therefore has a somewhat different structure focused on summarising and looking forward.

Methodology

The course consists largely of lectures, seminars and exercises. Each block includes elements of all three activities, although to varying degrees. All teaching rests on three general cornerstones:

- 1) Academic and scientific – the point of departure is scientifically-supported knowledge and proven experience;
- 2) Close proximity to operations – learning and training are based on the course participants' work environments, realities and contexts;
- 3) Inspirational teaching – among other things, encompassing pedagogical variation and a process-oriented approach.

Duration

Potential programme

Four seminars (three days each).

Assistant governors

Five seminars (three days each).

Governors

Five seminars (two days each, spread over six months).

Frequency

The courses are structured so that each block ends with a written assignment that serves as a bridge to the next block. This means that each

block and theme is based on participation in the previous block(s). Any absence can be made up by completing supplementary assignments in consultation with the examiner/course director.

Accreditation

The Basic Management course for both leadership levels is worth 7.5 HE credits. The examination is sat on an ongoing basis through the submission of and reporting on assignments in accordance with the course syllabus.

Participation in seminars is compulsory and forms part of the examination. During Block 5, all course participants work on a learning report based on the individual assignment and the knowledge acquired during the course. The learning report forms part of the examination.

Innovation

Mixed groups operational/HQ, four weeks' training for potential leaders and one week of shadowing an assistant governor, three-year plan for potential leaders (continue training after seminars). Leader-to-leader seminars in the potential programme and in the course for assistant governors/group leaders.

- Staff and team development;
- Health management;
- Staff deployment;
- Performance reviews;
- Conflict management;
- Methodology peer consulting;
- Human rights;
- Disciplinary procedures and sanctions;
- Requests and complaints;
- Dynamic security;
- Security concepts;
- Detention facility management;
- Crisis management;
- Risk orientation;
- Execution planning;
- Interdisciplinary work;
- Inmates' reports;
- Prisoners' work: production and resocialisation;

The training consists of four modules:

- 1) Basic principles, management tasks and instruments in the correctional system (3 weeks);
- 2) Managing prison staff (two weeks plus internship);
- 3) Ensuring security and order (two weeks);
- 4) Organising the detention (two weeks).

Methodology

The training methodology is based on a blended learning approach. This includes discussions, sharing of experiences, role plays, case studies, group exercises, analyses, an internship in another prison and peer consulting. The training is highly interactive and practice oriented.

Duration & frequency

Nine weeks of training plus a one-week internship over two years (one-week blocks). The training starts every two years, with one French- and one German-speaking class.

Accreditation

After passing the advanced federal professional examination, the prison leaders earn the title: Prison Management Expert, Advanced Federal Diploma of Higher Education.

Innovation

The strong connection between training and practice offered by the blended learning approach, including internships, peer consulting, reflecting on the link between real-life experiences and training topics before, during and after each module, as well as the proofs of competences, can be considered innovative.

Switzerland

Target group

Middle management or anyone who manages staff in a prison or penitentiary (ranging from the team leader to the prison governor). There is no specific training for prison governors only.

Content

As the management training in Switzerland is aimed at a broad target group, it also covers a wide range of topics:

- Management in the specific context of the prison system;
- Management tasks and tools;
- Leadership role;
- Communication (oral and written);
- Personal working methods;
- Project management;
- Change management;
- Budget and investments;
- Process and quality management;
- Public relations;
- Labour legislation;
- Recruitment and induction of new staff;

Conclusion

We observed different models and perspectives regarding good practices in leadership training. Key areas were identified in these organisations as consisting of good practices and we presented them in a step-by-step manner that hopefully encourages reflection in relation to the implementation of leadership training.

The good practices reviewed are formal development programmes which often combine two or more of the good practices. The different countries find ways to integrate various techniques of leadership training and effective leadership training appears to be a function of the interdependence of various practices.

In conclusion, we identify the following key areas: design and implementation of a training system, accredited training and collaboration with the academy, selection of target groups, integrated programs including both management and leadership training, selection of methodology, implementation in a pilot programme and the existence of a potential leader programme.

Design and implementation of a training system

Good practice countries choose to combine formal training and action learning. Another good practice is to complement the traditional training with an opportunity to put the newly-acquired knowledge into practice in a real-life environment, through rotation or shadowing. We also found that traditional theory-based course lectures are being replaced by interactive learning and it is obvious that the good practice countries are implementing a learning system that facilitates the development of opportunities, relationships and feedback systems.

- *For further consideration: the advantages of involving the senior management in the implementation of the leadership training in order to add credibility.*

Accredited training and collaboration with the academy

We found that some good practice countries chose to offer accredited training. There are benefits to having in-house training accredited. Regarding collaboration with a university, we found that it is good practice to use a combination of internal and external resources for the programme content. The combination of internal and external resources provides participants with the opportunity to compare and contrast the practical approach with the methods presented by the academy.

- *For further consideration: the advantages of collaborating with the academy when starting an in-house leadership training programme.*

Selection of target group

We have found that good practice countries do not necessarily select the same level, position or type of employee as the target group. Some focus only on higher-level management positions some focus on both low- and high-level positions.

- *For further consideration: the challenge of ensuring the organisation's leadership criteria/leadership philosophy is like a common thread that runs through all the training courses at all levels.*

Integrated programme which include both management and leadership training

Good practice countries have chosen to offer training, which focuses on both good leadership and management skills. This includes personal leadership based on a given situation, person and assignment and management skills like planning, organising, leading and coordination.

- *For further consideration: in developing leadership training, it is established based on a needs analysis which specific mix of management and leadership training is needed. A training need is an individual, team or organisational level requirement for skills or abilities in the area of management and leadership.*

Selection of methodology and content

Good practice countries have chosen to provide training based on the concept of blended learning, which consists of lectures, seminars and exercises. We also found examples of interactive learning and practice-orientated learning. Collaboration with the academy contributes to an academic and scientific approach, close proximity to operations and inspirational teaching with a process-orientated method.

- *For further consideration: based on the results of a needs assessment, five training design components will be outlined which the curriculum developers must consider; the learning outcome, training materials, trainers and content experts, training methods and logistics.*

Implementation in a pilot programme

We have observed that good practice countries use a pilot programme to ensure successful implementation of leadership training. The pilot enables them to gain valuable insights through evaluation during and after the programme. A pilot programme can successfully be used in the initial stages of putting together the leadership training.

- *For further consideration: when developing a pilot programme, you should consider getting senior management involved in order to embed the leadership development in the organisational culture, structure and systems. To achieve shared accountability and true acceptance of the programme, the senior management can be involved in developing the curriculum and in the selection of the target group and in the provision of part of the programme. The leader-to-leader concept where senior leaders share their experiences with leaders in training can be applied during workshops.*

Potential programme

Good practice countries consider the potential programs as a means of developing internal leadership talent among staff employed in another capacity. The programmes ensure a flow of new competent leaders who possess the core skills and the capability to advance to a critical position or a higher level of responsibility.

- *For further consideration: examine the possibility of combining customised leadership programmes for high-potential employees for specific roles in the succession planning and one which is open to all employees*

Abbreviations

CIM	Critical incident management
CISM	Critical incident stress management
EPTA	European Penitentiary Training Academy Network
EU	European Union
EuroPris	European Organisation of Prison and Correctional Services
HR	Human Resources
HQ	Headquarters
NHC	Netherlands Helsinki Committee
OSCE	Organization for Security and Co-operation in Europe
SIG	Special interest group
UN	United Nations

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