



# Minimum Standards for Leadership and Management Training

EPTA Special Interest Group



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na hÉireann  
Irish Prison Service



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Publication and compilation of this document were made possible with the financial support of the European Union's Justice Programme (2014-2020), as part of the project 'Tackling Gaps in Cross-Border Cooperation for Penitentiary Training Academies', which was coordinated by the NHC. The contents of the report are the responsibility of the authors and represent their views only. The European Commission accepts no responsibility for any use that may be made of the information it contains.

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First published in 2021.  
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Translation by Livewords.

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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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Co-funded by  
the European Union



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## Introduction

The rule of law, in simple terms, means that neither an individual nor the state (or its agents) are above the law. The rule of law is a crucial element of democracy. People cannot take action against another person unless the law permits it. Organisations such as prisons cannot interfere with the liberty of a fellow human being unless the law gives them the authority to do so. This applies even where the action is considered to be in the best interests of society. Ignorance does not justify breaches of the law and as such it is incumbent on the state to ensure that those entrusted with great responsibility are properly trained and equipped to carry out their duties, within not only the literal legal framework, but also according to the spirit of the law. This document sets out the minimum standards recommended for the provision of leadership and management training for prison managers. The Council of Europe 'Guidelines Regarding Recruitment, Selection, Education, Training and Professional Development of Prison and Probation Staff' (Adams & Carr, 2019) (hereinafter referred to as 'the Guidelines'), together with The United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules) (United Nations, 2015) and Recommendation Rec(2006)2-rev of the Committee of Ministers to member states on the European Prison Rules (*revised and amended by the Committee of Ministers on 1 July 2020*) (Committee of Ministers, 2020) form the basis of this framework and, whilst these standards are comprehensive, they should not be considered exhaustive.

*n.d.* There should be frameworks in place to facilitate advanced professional development specifically by developing leadership and management capacities allowing career progression to middle and upper management (Adams & Carr, 2019, p.7-8).

Besides setting organisational and pedagogical standards for penitentiary leadership and management training, sufficient attention should also be paid to the recruitment of potential prison leaders, i.e. the training participants. In essence, recruitment processes should be fair and transparent based on the knowledge, skills, and abilities of the person in line with requirements of the specific position. Selection should be done in a way that eliminates any chance of discrimination based on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a

national minority, property, place of birth or other status (Committee of Ministers, 2020, p.21). Hiring should be a validated gradual system to ensure that the best candidate is appointed to the leadership position. Within the prison system it is advisable to conduct testing of situational judgement, integrity and personal ethics. Selection criteria should be clearly defined.

*84.1* Every prison shall have a director, who shall be adequately qualified for that post by character, administrative ability, suitable professional training and experience (Committee of Ministers, 2020, p.22).

*84.2* Directors shall be appointed on a full-time basis and shall devote their whole time to their official duties (Committee of Ministers, 2020, p.22).

*84.3 The prison authorities shall ensure that every prison is at all times in the full charge of the director, the deputy director or other authorised official (Committee of Ministers, 2020, p.22).*

*74. (1) The prison administration, shall provide for the careful selection of every grade of the personnel, since it is on their integrity, humanity, professional capacity and personal suitability for the work that the proper administration of the institutions depends (United Nations, 2015, p.23). (The Standard Minimum Rules for the Treatment of Prisoners)*

Furthermore, while the following standards related to leadership and management training are, in essence, aimed at the training providers, the broader context should be taken into account. Penitentiary training academies and, for that matter, (future) prison leaders and managers do not operate in a vacuum. National legal instruments, domestic regulations and opportunities to receive relevant training are all needed to support prison leaders and managers to operate successfully within their prison system.



# Organisational standards

## Core induction

The timing of leadership and management training differs from country to country. For some, training takes place prior to appointment to a higher-level position whilst for others it follows after the appointment. For more still, there is little or no training and newly promoted staff are expected to pick up the necessary skills as they go along.

Regardless of any country's practice, it is imperative that the newly appointed manager receives a core induction into their new role immediately on appointment, and preferably beforehand.

Due to the nature of the work and the structural complexity of prison services in general, induction programmes play an essential part in the recruitment/selection process. The complexity derives from the two distinct structures which co-exist within the organisation: a functional, bureaucratic structure on the one hand and a traditional rigid hierarchical operational structure on the other. Whether the employee has been newly recruited or newly promoted, an effective core induction programme is extremely important for both the individual and the organisation. Whilst an effective core induction programme serves many purposes, the following are three important objectives from the perspective of the prison:

- To provide a clear outline of the role that the inductee has been appointed to;
- To articulate the organisation's mission, vision and values and to demonstrate how the employee's role fits within this framework in order to further the goals and objectives of the organisation whilst also emphasising compliance and good governance;
- For new employees to gain a clear understanding of the terms and conditions of their new role and of key policies and legislative responsibilities.

An effective induction programme offers substantial benefits to both the newly appointed/promoted employee and to the organisation. For the individual, it will provide

insight into exactly what is expected from them in their new role, by outlining the parameters within which they are expected to function. It should establish their importance to the organisation and to the achievement of its goals and objectives by demonstrating how their role contributes to the organisation's mission and strategy. It can also help the employee devise a roadmap for their own advancement within the organisation by allowing them to identify pathways for self-improvement and development through continuous professional development. It can instil a sense of value and commitment in the employee from an early stage.

## Needs analysis

The identification of the training needs should be the first step when developing a prison leadership training programme. Despite the existence of good manuals on the key issues to be addressed by prison leadership training, it is important to also consider the specific needs of the target group. This may vary from one country to another, or from one prison to another in a given country. What is the profile of the target group, what are their tasks and responsibilities, and what challenges are they likely to face?

Different methods can be used to conduct a needs analysis: direct observation, questionnaires, consultation with persons in key positions or with specific knowledge, interviews, workshops, assessments, studies of critical incidents, etc. Reports and recommendations as regards National Preventive Mechanisms (NPMs) may also contain interesting advice on issues that should be addressed in the leadership training.

Once the key knowledge, skills and behaviours to be developed through the leadership training have been identified, they should be validated by practitioners and relevant bodies before the training programme is developed on that basis.

The needs analysis is not only important for defining the training content, but should also serve as a basis for organisational decisions. It is not useful to formulate generally applicable recommendations regarding the duration of the training, the number of participants, the place

of implementation, the use of digital learning, etc, within these minimum standards. It is again important to take the specific needs and conditions in your country and/or prison into account when taking the relevant decisions.

### Structure and planning

The design and structure of any training course should be based on a comprehensive needs analysis of the cohort to be trained. This analysis should be based on the knowledge, skills and behaviours which have been identified as core to the management/leadership role to which the participants have been, or will be, appointed to. It should also take into account the different levels of experience which might exist within the group, which could consist of up-and-coming leaders, and/or newly appointed or experienced ones. The training should be put together in a manner that is relevant to all. The desirability of mixing groups is discussed in the Guidelines, in Sections 8.1.(d) & (e) (Adams & Carr, 2019, p.6):

*“(d) Participation in training should be taken into consideration in professional development and in appraisal procedures”.*

*“(e) Training opportunities involving a mix of staff grades and roles should be encouraged to enhance collaboration and mutual understanding of their respective tasks and duties”.*

From this needs analysis exercise, the framework for the training can begin to emerge. This should consist of training modules aligned with the knowledge, skills and behaviours, which have been identified, clearly defined learning objectives and outcomes, the pedagogical methods to be employed and a training timetable.

In terms of the training timetable, there is evidence that a training cycle is more effective than single training events. Therefore, training should ideally be modular, with each module being covered over a minimum of two days. One module provided at intervals of about four or five months is the most effective, since it allows attendees enough time to put what they have learned into practice.

The leadership and management training should form part of the broader in-service education and training schedule. This should include refresher courses on high-priority topics and/or additional training on newly emerging topics. In line with the guidelines, it should be offered with sufficient regularity to enable regular training of all staff as part of a rolling programme in annual cycles (Adams & Carr, 2019, p.6).

### Current developments

Once the leadership programme has been set up on the basis of the needs analysis, it is important not to lose sight of the latest developments. Prison managers must be informed about new recommendations, trends, best practices of other prisons or countries and the leadership training adapted to developments which have an impact on the prison leaders' work.

For this purpose, the training centres can either design a specific continuous training course or they must ensure that such input can be incorporated into the existing training programme.

Alternative means of communication between the training centre and the prison leaders (website, newsletter, shared learning platform, coaching programme, supervision, visits, etc.) may also be helpful in keeping them updated.

### Competency-based training

The prison leadership training should be competency-based and focus on the specific knowledge, attitudes and skills expected of a prison leader (see needs analysis). It emphasises how participants perform rather than what information they have learned. In order to achieve this goal, the choice of the applied methods is crucial. An effective training programme is based on participatory learning activities and the following principles:

- Learning is most likely to occur when it is related to the participants' previous experiences;
- Learning is more effective when participants have to think and reach their own conclusions;
- Learning is enhanced by applying the skills and knowledge.



There are a variety of training methods which activate the participants, promote cooperative peer learning and help establish a strong link to the practical experience of the prison leaders:

- Discussions;
- Case studies;
- Role plays which closely mimic real-life situations experienced by prison leaders;
- Work on real projects;
- Analysis of video recordings;
- Presentations by the participants;
- Comparison of practices in the different prisons;
- Simulations.

Ideally, however, the training should not be limited to classroom teaching. Assignments that are carried out before or after lessons help to assimilate what has been learned and to acquire skills in a sustainable way. Furthermore, the current COVID-19 crisis has emphasised the need for adapting (online) training methods in order to minimise the disruption of training programmes.

### Quality of trainers

Principle 2 of the guidelines states that:

*“Staff should have a professional status and adequate training which allows them to have a sound understanding of their duties and the ethical requirements of their work. This will enable them to fulfil their everyday tasks and the overall purpose of the services they belong to” (Adams & Carr, 2019, p.2).*

In order to ensure that this principle is adhered to, those tasked with providing the training should possess the appropriate professional qualifications and considerable personal experience with training and/or operations. Operational experience is particularly essential if the leadership and management training programme will include a coaching and mentoring element. If at all possible, permanent training staff should come from within the organisation. It is important to find people who can constructively challenge and stimulate discussion to improve participants' ability to reflect on themselves as prison leaders, while not being perceived to overtly influence or aim to change participants' minds about a topic. By having organisational knowledge, the skilled trainer can contextualise the interactions.

Notwithstanding the above, it is also important not to ignore the value which can be derived from the input of independent external trainers who have a particular expertise.

A mechanism should be in place to ensure the quality of the trainer's teaching conforms to a high standard.

Wherever possible, aspects of diversity should be taken into account when selecting trainers.

### Training evaluation

The evaluation of the leadership training is important to ensure its quality. Different kinds of evaluations are recommended:

- Formative evaluation of the skills, knowledge and attitudes acquired from the trainers;
- Learning self-assessment;
- Feedback from the participants on the content and the methodology.

At the end of a learning session, an evaluation can be carried out in an informal verbal way. It is also recommended that participants fill out an evaluation form individually after completing a module or course. Such a survey gives participants the opportunity to express their views on the quality of training. It can also be used to encourage their self-reflection: What have I learned? What do I want to put into practice in my professional life?

Valuable information on the outcome of the training is also obtained from longer-term, follow-up evaluations. Conducted several months or years after the training, they point to how the prison leaders use the skills acquired during the training in their professional roles. In this case, it can be interesting not only to question the participants themselves, but also to take into account the viewpoints of their superiors or employees.

The results of these different kinds of evaluations should of course influence the further development of the leadership training.

## Accreditation

The guidelines recommend that wherever possible the training should be accredited according to national frameworks. The accreditation should be carried out or audited by an independent body.

However, prison services should at minimum consider whether accreditation is a feasible and beneficial method of quality assurance for their leadership training.

## Inter-agency training

Inter-agency training is an important element of prison leadership and management training. The work of a prison governor frequently involves collaboration with a wide variety of stakeholders including other criminal justice agencies, educational organisations, emergency services and indeed at times with non-governmental agencies (NGOs), to name a few.

8.1. (f) Training opportunities encouraging inter-agency and cross border cooperation should be promoted (Adams & Carr, 2019, p.6).

Joint training encourages the leader to reflect upon their own practices and to consider how they can draw on the expertise of other agencies in order to work more effectively and to enhance the organisation's role in managing the prison and in supporting offenders in their care. It exposes them to a broad spectrum of thinking and diversity. Benefits can include gaining an understanding of the constraints within which each service works and an appreciation of the working processes which can facilitate enhanced communication between services. It promotes the possibility of taking a holistic approach to the rehabilitation of offenders, through the provision of services in a coordinated manner and facilitates networking with others in order to find alternative ways of addressing an issue. It entails coming together with various solutions and ideas for achieving a common goal.

Another area of high importance in inter-agency training is in preparedness for dealing with critical incidents. Prisons are by nature dangerous environments, not only due to the potential for violence, which can, and does occur within. The concentrated nature of the

population also increases the likelihood of fire, flooding, electrical outages and mass casualties as a result of illegal drug use. Planning for such scenarios requires strong inter-agency cooperation, which does not occur spontaneously and must be prepared for. This aspect of inter-agency training is critical for the prison manager. Joint training in incident command through scenario testing helps the prison managers develop critical faculties of emotional intelligence, critical thinking and decision-making.

Cross-border training is encouraged wherever possible. However, such training clearly has its limitations in terms of practicality. If it is not possible then the standards developed internationally should be applied comprehensively and full advantage should be taken of the assistance offered by the Council of Europe, the European Union, Confederation of European Probation (CEP), European Organisation of Prison and Correctional Services (EuroPris) and European Penitentiary Training Academies (EPTA). Materials produced by these organisations should be promoted and utilised to the fullest extent possible.

# Standards with regard to training content

## Understanding Leadership

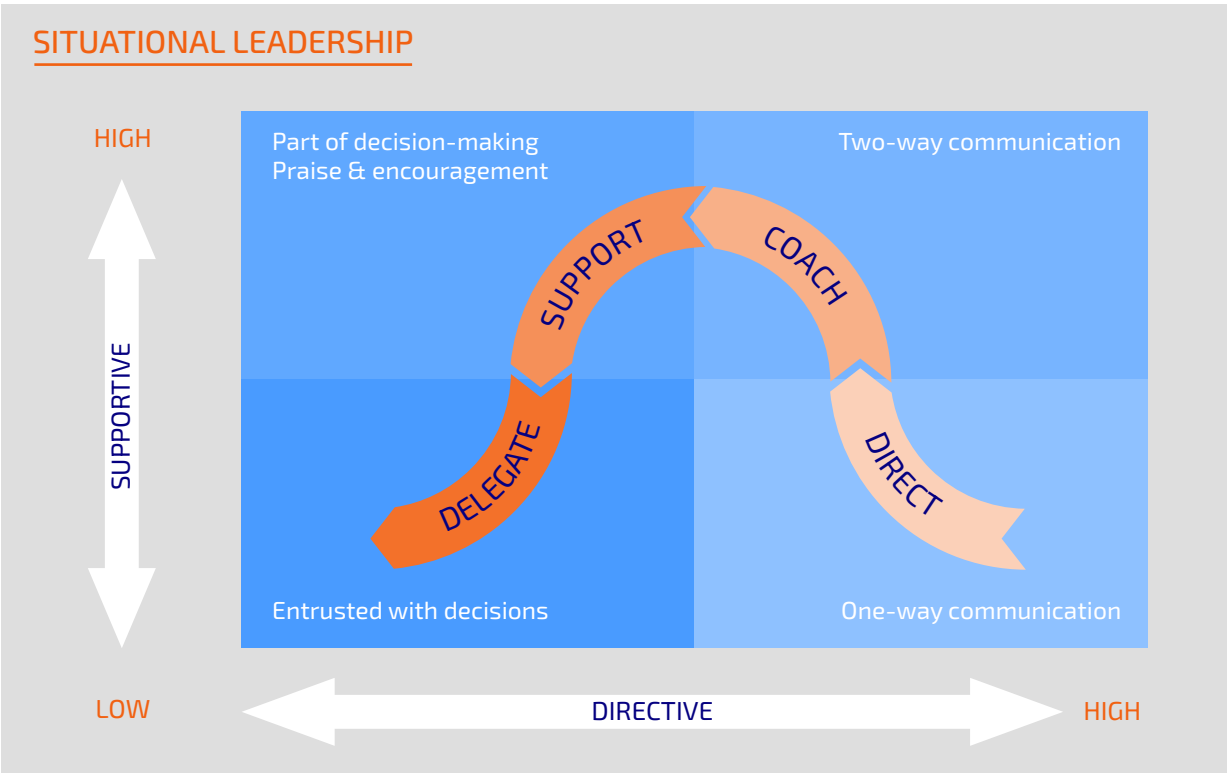
The structural complexity of prison leadership/management was referred to previously. This complexity derives from the many areas of responsibility that comprise the role of the prison leader/manager. Each of these areas requires strong leadership. Prisons with the most humane atmosphere, which demonstrate a strong compliance and governance culture, which are safe and secure, are likely to be those with the most informed leadership.

The need for positive leadership exists in every facet of the prison environment. Prison systems, being hierarchical organisations, tend to result in all of those working in them looking to the person at the top for guidance in terms of the expected attitude, behaviour and manner of working. All managers, regardless of level, have subordinates who report to them and their effectiveness as leaders is to some degree dependent on the extent to which their

leadership style mobilises the energy of these subordinates toward the goals of the organisation. Leaders must have confidence in their own leadership ability.

Key to enhancing this confidence is understanding what leadership means. Does one style fit all situations? Are there different types of leadership? What does it actually mean to be a leader?

All leadership and management training courses should include a module on the theoretical aspects of leadership, which should explore the different models and schools of leadership in order to allow the participants to reflect on their own practices and styles. One example, which is set out below is the Situational Leadership model:



This model is designed to allow participants to explore their own leadership style in a variety of different scenarios. It demonstrates the importance of adaptability in leadership.

Inclusion of this Situational Leadership model is not to be taken as a recommendation. It is merely intended as an example and there are many other theories/models, e.g. Authentic Leadership and Transformational Leadership, that would be just as effective for encouraging debate and self-reflection.

It is really important to understand what leadership is, and what it does, given that it is required to be demonstrated in such important areas such as human rights observance and promotion, communication, performance management, change management and crisis management just to name a few.

Understanding leadership is of critical importance to those who bear responsibility for the deprivation of another human being's liberty in compliance with the law.

### **A focus on human rights**

Prisons play an essential role in society. A prison system which is based on international standards and positive local legislation is a good system, one which is grounded in a deep respect for the rule of law and human rights (McGuckin, 2017).

In order for a prison system to be managed in a fair and humane manner, prison leaders and managers must fulfil their duty of ensuring that all prisoners under their responsibility are treated lawfully, with dignity and in accordance with their human rights.

The idea that the training of prison managers should integrate a focus on human rights as an essential part of their preparedness as decision-makers and effective leaders should be a fundamental consideration.

Training for prison staff shall include international and regional human rights instruments and standards, developed in the framework of the United Nations and the Council of Europe in order to ensure that prisons are managed to consistently high standards that are in line with international, regional and national human rights instruments (Adams & Carr, 2019).

The learning points of the training could relate to areas such as:

- International norms and standards related to the management and treatment of people in prisons;
- The roles and responsibilities of prison leaders and managers with regard to ensuring the rights of prisoners in the context of security, safety and good order in prisons are upheld;
- The ability to anticipate potential challenges in the application of norms and standards in prisons;
- Communication and cooperation with relevant national and international human rights organisations, such as the National Preventive Mechanisms (NPMs), European Committee for the Prevention of Torture or Degrading Treatment of Punishment (CPT), Subcommittee on Prevention of Torture and non-governmental organisations;
- Staff awareness and motivation to apply human rights principles in their work with prisoners.

Prison leaders and managers should be aware of international human rights instruments and standards, such as:

- The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment;
- Convention on the Rights of the Child (UN);
- The Convention for the Protection of Human Rights and Fundamental Freedoms;
- The United Nations Standard Minimum Rules for the Treatment of Prisoners (the Nelson Mandela Rules);
- United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (the Bangkok Rules);
- Basic Principles for the Treatment of Prisoners (UN);
- Recommendation Rec(2006)2-rev of the Committee of Ministers to member states on the European Prison Rules.

Other recommended documents:

- Rec. CM/Rec(98)7 concerning the ethical and organisational aspects of health care in prison;
- Recommendation CM/Rec (2012)5 of the Committee of Ministers to member states on the European Code of Ethics for Prison Staff.
- Recommendation CM/Rec(2018)5 of the Committee of Ministers to member states concerning children with imprisoned parents;

- Guidelines regarding recruitment, selection, education, training and professional development of prison and probation staff (CoE);
- The European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT) Standards;
- Handbook for prison leaders. A basic training tool and curriculum for prison managers based on international standards and norms (UNODC);
- The Manual on effective Investigation and Documentation of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (UN Istanbul Protocol).

However, it is not sufficient for those responsible for prisons to be aware of and to refer to these international instruments and standards. There should be a clear understanding of the importance of applying the tools in real working situations as a part of the 'correctional' process. Treating prisoners fairly and humanely and demonstrating respect for their rights will impact the process of change of persons deprived of their liberty in a prosocial manner.

Prison staff will respect, follow and apply human rights principles in their daily routine work, drawing inspiration from the good examples set by their leaders and managers.

### Understanding the (political) context and role of the civil servant

*7.1 Prisons shall be the responsibility of public authorities separate from military, police or criminal investigation services (Committee of Ministers, 2020).*

In most jurisdictions, prison work is a public service. Prisons are run by the civil power with the objective of improving public safety.

Prison employees are part of public administration and work for the benefit and on behalf of the society. Their actions and behaviour should be guided by core values and shared principles that underpin the organisation's mission, such as:

- Rule of law;
- Integrity;
- Professionalism;
- Respect;
- Trust.

Sometimes, there may be confusion about the expectations placed on the civil servants and the access to resources and opportunities that enables them to meet those expectations.

Prison leaders/managers should be supported by national governments in their efforts to highlight and justify the importance of prison work to the general public and stakeholders.

They should be provided with complementary training on national and international standards, norms and practices relating to the administration of criminal justice, and in particular to prisons, that can provide the prison managers and leaders with an important value-based framework to guide the prison system and to inspire reforms.

The learning points of the training could relate to areas such as:

- 1) Assessment of the situation and needs;
- 2) Identification and articulation of challenges and issues they encounter;
- 3) Concepts and best practices for implementing necessary reforms;
- 4) Issues in relation to the planning process and implementation of reforms;
- 5) Strategic human resources management.

### Professional ethics and values

*72.1 Prisons shall be managed within an ethical context which recognises the obligation to treat all prisoners with humanity and with respect for the inherent dignity of the human person (Committee of Ministers, 2020, p.20).*

*72.2 Staff shall manifest a clear sense of purpose of the prison system. Management shall provide leadership on how the purpose shall best be achieved (Committee of Ministers, 2020, p.20).*

Prison management needs to operate within an ethical framework. Professional ethics should be the key principle and play an integral part in management and leadership training. Prison leaders and managers are expected to be sensitive to ethical issues and adopt a systematic approach to resolving these issues. Leaders and managers must have a

sense of personal and professional integrity in line with their Code of Ethics. Prison leaders and managers must never lose sight of these imperatives.

In order to be able to build and maintain an ethical organisation, ongoing training should be provided to support their efforts and equip them to be prepared to tackle challenges and new phenomena. This is the basis for placing prison management, above all else, within an ethical framework. The training should clearly define which behaviour is acceptable and which is not, the complexity of moral and ethical principles should be discussed in order to ensure the creation of a safe and positive prison environment.

*The Prison Service shall ensure that staff are taught the common European principles and guidelines for the overall objectives, performance and accountability of prison staff to safeguard security and the rights of individuals in democratic societies governed by the rule of law. The training shall contain specific reference to professional codes of ethics applicable to prison staff such as the European Code of Ethics for Prison Staff (CM/Rec(2012)5) (Committee of Ministers, 2012).*

The training should focus on:

- Rules, regulations and legal instruments;
- Accountability;
- Integrity;
- Respect for and the protection of human dignity;
- Care and assistance;
- Fairness and non-discrimination;
- Co-operation;
- Confidentiality and data protection.

The learning points of the training could relate to areas such as:

- An understanding of an ethical approach to decision-making;
- The role of a code of ethics in a work environment;
- The identification and solving of ethical problems;

- Dealing with unprofessional and unethical behaviour;
- Effective communication.

Prison leaders and managers should demonstrate personal integrity and ethics in order to create a positive organisational culture. They should be role models in the working environment and inspire their staff and colleagues to share the mission, vision and values of the organisation. If leaders do not show integrity and abide by professional ethical standards in their actions and decisions, others cannot be expected to do so, either. Staff and prisoners will look to prison management to set an example and to set the tone of the institution.

### **Strategic staffing**

*Strategic staffing is having the right people with the right skills in the right place at the right time.*

Strategic staffing should be seen as a very important and critical competency for the prison leader. Strategic staffing is the process for defining and addressing the staffing implications of strategic and operational plans and results in having the right people with the right skills in the right place at the right time. Prison leaders are responsible for managing the staff and carrying out strategic and operational plans; they lead the work of defining staffing requirements and strategies and should involve the HR department early on in strategic and operational planning. The prison leader is supported by the HR department in working on the strategic staffing to identify the critical short-term human resource issues but also in order to meet future long-term needs. The prison leader leads the development and implementation of staffing plans and is responsible for the workforce planning whereby human resource planning is integrated with the strategic plan. The HR department provides support by accepting input from the prison management and facilitating and leading the planning sessions.

### **Staff development**

The prison management plays an important role in the staff development process, in the recruiting process and the development and retention of high-potential employees. There are two ways of managing staff development: including only employees demonstrating the most potential, or including all employees in the process. The HR department can provide support and a training programme but it is ultimately the management, in the daily interactions, that



ensures the potential employee's success. The development and coaching of the employee take place in his or her daily interactions with the manager. The prison governor plays a key role in supporting his or her assistant governors in taking responsibility for the potential leaders in securing future prison management positions. The HR department can provide support through the performance management system, career planning and talent programmes and by heading the development of the succession planning systems to enable the identification of available talent as needed.

### **Equality/diversity**

Article 14 of the European convention on Human Rights (European Court of Human Rights, 2010, p.13) and the European Prison Rules, Rule 13 (Committee of Ministers, 2006, p.8) stress that there should be no discrimination on the grounds of sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status. Account shall be taken of the diversity and of the distinct individual needs of prisoners. The Prison Service should ensure that its policies and procedures are compliant with these rules and prison staff should receive training to give meaningful effect to these rules in day-to-day practice.

Prison systems are a 'meeting point' where people from different cultures, backgrounds, religions, beliefs, education and value systems are brought together. This is true for both prisoners and staff. The good order and effective operation of the prison depends upon people being able to get along with each other with as little conflict as possible. It is important for prison leaders/managers to be able to understand the diverse characteristics that might cause conflict among the prisoners and that might prevent the staff treating prisoners who are different from themselves in a manner that is unfair or discriminatory.

As the responsible party, prison leaders/managers in particular should be trained to understand, promote and ensure non-discriminatory treatment of staff and inmates. The training of prison leaders should therefore give 'special attention to the needs and special circumstances of prisoners who may be particularly vulnerable as a result of their age, gender, mental health, ethnic background or any other characteristics' (Atabay, 2009). In practice, prison leaders should be equipped to

monitor discrimination within the institution, actively reinforce a policy of non-discrimination, apply principles of equity and diversity in staff recruitment and take the specific backgrounds and context of different groups of prisoners into account when selecting, designing and implementing social reintegration programmes.

Furthermore, the training content should reflect the diversity of the staff and prisoner population.

The learning points of the training could relate to areas such as:

- International standards and norms;
- Effective communication with the culturally diverse prison community to avoid/prevent related supervision problems;
- Appropriate responses to inappropriate behaviour;
- Factors that can lead to prejudice and conflicts.

Prison leadership/management plays a vital role in the facilitation and recognition of equality and diversity in the employment relationship, in the treatment of prisoners and in building a humane environment.

## Conclusion

Prison leadership calls for a range of highly developed competencies underpinned by core values, professional commitment, and an ability to motivate and inspire. It should be recognised that good prison management is complex and dynamic. It is a continuous process and comprehensive and relevant training should be provided to support leaders in identifying the changes that are required in their own environment and to reflect on the challenges. There is no 'gold standard'; leadership and management training differs from country to country. A set of minimum training standards will encourage the prison authorities to ensure the prison's management and leadership is based on knowledge, humane treatment and integrity.

## Abbreviations

<b>CEP</b>	Confederation of European Probation
<b>CoE</b>	Council of Europe
<b>CPT</b>	Committee for the Prevention of Torture
<b>EPTA</b>	European Penitentiary Training Academy Network
<b>EU</b>	European Union
<b>EuroPris</b>	European Organisation of Prison and Correctional Services
<b>NHC</b>	Netherlands Helsinki Committee
<b>NPMs</b>	National Preventive Mechanisms
<b>OSCE</b>	Organization for Security and Co-operation in Europe
<b>SIG</b>	Special interest group
<b>UN</b>	United Nations
<b>UNODC</b>	United Nations Office on Drugs and Crime

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