Leadership & Management Training Handbook

European Penitentiary
Training Academies

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Leadership and Management Training Handbook

The European Penitentiary Training Academy (EPTA) Network

The EPTA Network was founded in 2010 by heads of the European Penitentiary Staff Training Academies to create a structure that supports the sharing of training methodologies and content across Europe.

EPTA aims to develop cooperation that enhances the initial and continuous training of correctional staff and helps boost awareness of the correctional staff's work in prison and probation settings.
For more information, please visit www.epta.info.

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The Netherlands Helsinki Committee (NHC)

The NHC is a non-governmental organisation which seeks to promote an international and societal rule of law under which human rights can be fully realised. The NHC sets out to reinforce and support the activities of international and national governmental and non-governmental organisations in conflict prevention, human rights protection, the upholding of the rule of law, and the promotion of democracy across the OSCE area.

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

This handbook is intended to provide a framework with which prison training academies can design leadership and management training programmes. Given the complexity of prison leadership and management and the broad range of skills required of those tasked with this critical responsibility, effective training is essential. The handbook provides a suggested roadmap for the design and provision of such training and highlights the critical elements required to achieve success. It does not propose a ready-made solution for leadership and management training. Its intention is rather to stimulate thinking about common issues and to aid in the design of training suitable for the individual country's environment.

This handbook is divided into seven chapters. **Chapter I: Managing the Project.** This chapter outlines the importance of putting a solid framework in place with which training academies can begin to design and develop leadership and management training programmes. It emphasises the need for sound project management skills and the presence of a strong leader who can articulate a clear vision of the project's goals and the path that should be taken in order to achieve them. It also highlights the importance of linking the training programme to the strategic goals of the organisation. The level of attention to detail in these initial steps will determine whether or not the training programme is successful. The importance of this step cannot be understated.

Chapter II: Accreditation and Structure. This chapter deals with the question of whether or not a training academy should consider providing training courses that are accredited by a certified awarding body. It explores the option of collaborating with external third-level organisations for the purpose of facilitating accreditation. The chapter briefly looks at the benefits of accreditation and the reasons why an academy might take this road. It also looks at the limitations of accreditation and considers the flexibility of the non-accredited approach. Some suggestions are also made as to what should be considered when deciding which route to take.

Chapter III: Conducting a Needs Analysis. The diverse nature of prison systems and training academies has become apparent during the work on this project. This fact emphasises the absolute necessity of performing a comprehensive needs analysis before embarking on any training programme. This is especially true for leadership and management training. This chapter explores the steps involved when conducting an effective needs analysis. It looks at the questions that the organisation must ask itself prior to designing the training. Once these questions have been answered, the analysis of needs can begin. In this chapter suggestions are made regarding the various tools which can be used when carrying out a needs analysis.

Chapter IV: Programme Content. Although the previous chapter highlights the diverse nature of prison systems and academies across Europe, there are some common threads which run through them all. This chapter suggests choosing leadership and management training programme content based upon a number of competency areas which are shared almost universally. The content of the chapter is set out under various headings, which include suggested learning objectives. The learning objectives are then followed by a list of learning outcomes that should be achieved. It is stressed that the objectives and goals outlined in the chapter are intended merely as suggestions that will provide a framework, which each individual organisation can use when considering how to structure its training programmes.

Chapter V: Considering Methodologies for Effective Training. Careful consideration of the various methodologies for providing the training plays a vital role in ensuring its effectiveness. The goal is to keep the participants interested

in the topic, which in turn leads to effective learning. From the organisational perspective, the training method should be cost-effective, whilst also satisfying participant expectations. The training methods chosen should support both theory and practice for better learning. This chapter considers some of the methodologies that can be included in a leadership and management training programme. It includes suggestions for both on- and off-the-job training.

Chapter VI: Programme Design. This chapter builds on Chapters I and V. In Chapter I, we spoke about the importance of effective and efficient management of the training project. Here we look in a bit more detail at the design elements of the programme that the programme manager/team should concern themselves with. Various elements are identified that can be included in the final design of a leadership and management training programme. Chapter V encourages thinking about the methods of the training provision. This chapter briefly looks at content delivery vehicles, such as assignments, case studies etc.

Chapter VII: Quality Assurance and Evaluation. This chapter looks two aspects of the leadership and management training programme: the quality of the course itself and its effectiveness from the participant's perspective. It highlights the importance of ongoing scrutiny of both the training and the trainers to ensure that the programme is designed and provided in line with the organisation's objectives. It also looks at the effectiveness of the training from the participant's perspective. Are the learning outcomes being achieved? Included in this chapter are suggestions for tools which can be used to measure quality and effectiveness.

Managing the Project

The training and development of prison leaders and managers is crucial to achieving the organisation's stated goals or mission. Prison leaders and managers must be equipped with the proper knowledge, skills and behaviours in order to ensure that the prison operates according to high ethical standards which protect the human rights of all those living and working within its walls whilst also keeping those who have been deprived of their liberty by the courts in safe and secure custody. Effective training programmes make an important contribution to the achievement of such goals.

Whether your organisation is creating a new leadership and management training programme or reviewing and amending your current offering, sound coordination and planning are a key requirement for effective implementation of a training programme. Furthermore, any intended training programme must align with the overall organisational strategy and its overarching goals.

A competent project lead is required in order to achieve the above. Whoever is chosen to lead, must have expertise in learning and development. Experience and competence in project management are also extremely useful. Leadership and management training programmes will consume human and physical resources provided from public funds and competent guardianship is needed in order to ensure prudent usage. A competent project lead will bring structure to the development characterised by what Hamza (MSB, 2012) refers to as the 4C's of process design;

- **Clarity** – the purpose of the training, target group, aims and objectives, learning outcomes, process plan, responsibilities of team members, testing, evaluation, etc.;
- **Capacity** – ensuring the right team is assembled and the project is adequately resourced in terms of finance, expertise and materials;
- **Consistency** – maintaining the quality of the design process through a consistent approach, sticking to the agreed plan from beginning to end. Ensuring there is a succession plan/handover to new team members;
- **Commitment** – success or failure of the project will depend on the commitment of all

stakeholders. Strong communication plays a key role in this as it is required in order to build confidence in the project and the project team.

The project lead and their team should take complete ownership of the programme, from the coordination of the pre-training planning and the assignment of responsibilities to the performance of a comprehensive needs analysis. This will enable the development of the programme design, which will facilitate broad consideration of the following;
- Learning outcomes;
- Module content;
- Course structure and duration;
- Methodologies and pedagogies;
- Availability of internal expertise and/or external input;
- Available resources;
- Additional resources required.

The results of the design phase of the project will provide a roadmap for the development and provision of the leadership and management training programme. This will involve work on the finer detail of the programme such as the development of the curriculum and lesson plans, taking adult learning principles and learning styles into consideration. The lesson plans must be evaluated to ensure that they are properly aligned with the intended learning objectives. The project lead should ensure that this phase also includes a method to evaluate the ongoing effectiveness of the programme in achieving the intended learning outcomes.

Once developed, the project lead will retain overall responsibility for the provision of the training programme, ensuring that resources are available and appropriately deployed. It is critical to the credibility and success of the leadership and management training programme that the project team carries out evaluations both during the programme and after it has ended.

Accreditation and Structure

The process of accreditation in an education setting involves an external quality review by an appropriate and approved body, such as an appointed regulatory authority on education. The purpose of this accreditation procedure is to examine the programmes and activities offered by a college or university for quality assurance and improvement purposes. This is done to assess the educational institution based on pre-determined evaluation criteria in order to ensure that these standards are met, and the institution and/or its programme meets the minimum standards in various areas including its faculty, curriculum, and participant services. In effect, an accreditation process is the primary method by which colleges, universities and, in our case, training academies and their programmes can assure all stakeholders, including participants, of quality, as a result of having achieved a measurable and recognised endorsement of their commitment to the standard of teaching and content.

Whilst the process of gaining a recognised accreditation from an approved regulatory body can be seen to be a lengthy and rigorous journey, the benefits and importance of the achieving this standard of recognition include greater validity of the institutions programme offering, acceptability of a credit transfer system (for example the European Credit Transfer and Accumulation System (ECTS) (EAC, 2018)[1]), and potential access to increased governmental funding mechanisms. It may also contribute to an increased drive toward a culture of institutional self-improvement.

Whilst the benefits of accreditation are recognised, other alternatives should be considered as well. Accredited courses tend to be contained within a rigid structure, which may not provide flexibility to easily make changes to content or outcomes. With this in mind, the existence and provision of non-accredited courses that have been not connected to or validated by an external accreditation or professional body also have their place. These courses or programmes generally are of shorter duration and focus on equipping the participant with specific knowledge and skillsets. One of the key benefits of offering a non-accredited course is the flexibility (referred to above) that this type of course provides when possible changes to the course curriculum or learning outcomes are

desired. A non-accredited course is not defined by a rigorous set of validated and accredited learning outcomes and so the content can be adjusted to reflect new and relevant curriculum and the needs of the particular training academy in view of the environment within which it exists. Furthermore, the entry criteria for non-accredited courses may be less strict than that of an accredited programme.

The decision by a training academy/college to pursue accreditation is a significant one that is based on many factors including the types of programmes proposed, the learners' profiles, and the strategic goals of the institution as well as available financial resources. Furthermore, from an educational landscape perspective, there are many challenges in areas such as the changing role of the educator, the diversity of the learners' profiles and the impact of technology on teaching methods. All of these factors must be taken into consideration when deciding whether or not to seek accreditation.

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1 European Credit Transfer and Accumulation System (ECTS) is a standard means for comparing academic credits, i.e., the "volume of learning based on the defined learning outcomes and their associated workload" for higher education across the European Union and other collaborating European countries.

Conducting a Needs Analysis

Leadership training based on a needs-driven analysis has a greater effect on both learning and on the results of operations.

You should take the time to do a needs analysis to identify stakeholder goals before designing the leadership training. Furthermore, linking training to relevant results is done by:

- Identifying what type of professionals the training is designed for;
- Assessing the training and development needs of the prison leaders;
- Defining the *current* level of competence and performance of the target group;
- Defining the *desirable* level of competence and performance of the target group;
- Identifying the knowledge gap between the current and desirable level of competence and performance.

The training department will also have to consider how the organisation describes the work content and responsibilities associated with the prison leader position.

According to Hamza (MSB, 2012), determining the participants' needs will include the following key tasks:

- Drawing from your past experience with similar groups;
- Gathering information from informal discussions between professionals in the network;
- Conducting surveys;
- Holding discussions with focus groups;
- Working with an advisory panel;
- Observing participants;
- Interviewing participants;
- Learning about critical incidents;
- Determining what emerging data should be considered.

Programme Content

Good Prison Management in a Human Rights Context

Above all else, prison management should operate in an ethical framework. In this module, prison managers/leaders learn about how international human rights standards and norms are directly related to good prison management and to the humane treatment of prisoners. The construct of this module must also have due regard to the national requirements and legal systems of the country in which the relevant training programme is being provided.

The objectives of this module are:
- To understand the relevant human rights standards in the context of prisons;
- To reflect on the purpose of imprisonment and the role of prison managers/leaders in promoting and protecting human rights in a sensitive manner in their daily work;
- To encourage the development of skills and competencies necessary for transforming knowledge into practical behaviour and the appropriate attitude;
- To become familiar with sources of human rights standards relating to prisons and their relevance to effective prison management.

Learning outcomes:
- Prison managers/leaders are familiar with basic human rights instruments in the context of prisons;
- Prison managers/leaders are aware of how to communicate and apply international human rights standards and norms to every aspect of prison management and leadership;
- Prison managers/leaders are aware of the relevance and importance of international human rights standards and norms to effective prison management and the common good;
- Prison managers/leaders are aware of how to drive home the importance of international human rights standards and norms to prison staff.

Effective Leadership/Understanding Leadership

Prison services need to be effective and must have strong leaders. Therefore, there is a need to possess a variety of leadership competencies in order to achieve effective leadership. The three perspectives of effective leadership are interdependent and there are several leader competencies from each perspective that are necessary for effective leadership in the prison service.

Effective leadership is also about communicating effectively and this module therefore focuses on connecting leadership and communication. The central role of communication in leadership has motivated the design of a communicative leadership based on knowledge of the functions, conditions and capabilities of communication. Prison leaders are expected to be able to shape, build and develop organisational cultures and learning organisations. They are furthermore expected to coordinate actions, organise and establish good relationships. They must make legitimate decisions and motivate other people to act in certain ways over others.

The objectives of this module are:
- To provide insight into and context for the leadership process and the leadership role based on leadership theories and motivation theories;
- To increase knowledge of the leadership process and the leadership role based on theory in the areas of group dynamics, group development and effective groups;
- To contribute to the development of effective management of a prison service;
- To reflect on how different factors associated with individuals, groups and organisations constitute conditions, or obstacles, for effective leadership;
- To clarify how leadership and group behaviour are affected by context, with an emphasis on the situational factors, including culture, pressure, change, stress, etc.;
- To explore central theories in the field of group behaviour and be able to apply these in the analysis of factors of importance for group performance;
- To clarify how communication and leadership are interrelated;

- To increase the ability to act as a communicative leader in everyday life;
- To strengthen prisons managers'/leaders' professionalism and ambition to develop an understanding of and skills in the area of communicative leadership.

Learning outcomes:
- Prison managers/leaders are aware that effective leadership is based on three perspectives: effective leadership as a trait, relationship and process;
- Prison managers/leaders are aware that the perspectives of effective leadership are interdependent and that there are several leader competencies from each perspective that are necessary for effective leadership;
- Prison managers/leaders are aware that effective communication management is a key leadership skill;
- Prison managers/leaders are aware of the principles of effective leadership communication.

Management and Accountability
This module focuses on how to introduce and establish responsible and results-oriented prison management based on ethics and integrity. Basic components of effective management processes and tools to promote accountability in the context of prisons should form an integral part of the training module.

The objectives of this module are:
- To understand the definition of accountability in the context of prisons and what it means to prison managers/leaders;
- To understand the complexity of aspects and attributes of prison management and leadership;
- To understand the basic elements of effective prison management and leadership;
- To discuss how to introduce sustainable accountability mechanisms that reflect the prison dynamics;
- To understand the importance of performance management and evaluation for staff accountability, ethics and integrity;
- To enhance compliance with international and national monitoring mechanisms.

Learning outcomes:
- A better understanding of the definition of accountability in the context of prison management and leadership;
- Prison managers/leaders are aware of the elements that constitute effective prison management and leadership;
- Prison managers/leaders have greater insight into how to foster integrity based on performance management and evaluation of staff;
- Prison managers/leaders are able to establish internal mechanisms for efficient networking and collaboration with international and national monitoring mechanisms.

Professional Ethics and Behaviour
This module will focus on personal leadership; how do we lead based on a given situation, person and assignment? During the block, training participants will work on themselves, reflecting on what it means to be a leader in the public sector today, considering the demands for both formal leadership structures and fundamental values-led leadership.

The training will provide the participants with an overarching introduction to the elements of ethical leadership, before taking a more in-depth look at the following subthemes: authenticity, change, structure and sustainability in personal leadership.

The objectives of this module are:
- To develop personal leadership;
- To provide training participants with knowledge, skills and behaviours relevant to leadership and ethics in a public authority;
- To understand what patterns of behaviour the actions of prison managers/leaders and others are led by;
- To reflect on how to create robustness and stamina when leading an organisation towards and through change.

Learning outcomes:
- Prison managers/leaders are aware of what it means for a leader to have an internal ethical compass, to be values-led and aware while at the same time exercising sustainable leadership despite various kinds of stress;
- Prisons managers/leaders are aware of what ethical and transformational leadership means in practice;
- Prison managers/leaders are familiar with what it means to lead oneself;
- Prison managers/leaders are aware of what it means to find and shape their own leadership skills and shoulder the burden of leadership based on the assignment, the person and the context.

Legal Framework, Policies and Regulations

This module explores the importance of the legal and policy framework that should guide the management and operation of prisons.

The objectives of this module are:
- To demonstrate understanding of the national legislative framework and the specific regulations concerning the local penal and prison system;
- To understand the importance of the legal framework and regulations for legitimate and effective prison management and decision-making;
- To understand the basic principles of prison policies and regulations and their implementation.

Learning outcomes:
- Prison managers/leaders understand and are familiar with the national legislative framework and the specific regulations;
- Prison managers/leaders are aware of the importance of the legal framework and regulations to the decision-making process;
- Prison managers/leaders are aware of how to introduce, in sustainable manner, the basic principles, policies and regulations in the context of prisons.

Management of Human Resources (HR)

This module is focuses on the organisation and its employee relationships, as well as the specific elements of employer policies. In order to adopt a holistic approach to relationships, the organisation and HR issues, the training will also focus on discussing corporate culture and how this impacts these areas.

The objectives of this module are:
- To increase knowledge of the organisations and their corporate culture;
- To deepen discussions about the role of the manager and/or employee in a public authority;
- To increase knowledge of internal systems and procedures.

Learning outcomes:
- Prison managers/leaders are aware of group/team dynamics, the developmental phases of groups/teams and how are they linked to various levels of productivity and efficiency;
- Prison managers/leaders are aware of what action a leader can take to help the group move through the developmental phases;

- Prison managers/leaders are aware of the HR processes;
- Prison managers/leaders are aware of how employer policy is shaped by the public authority.

Management of Financial Resources

The management of financial resources is one of the main challenges facing a prison manager or leader. This module focuses on financial management and budgeting for managers in the public sector. Prison leaders will benefit from having an understanding of finance and the module covers financial terminology and key financial statements but also how to develop and monitor budgets that will facilitate the organisation's objectives.

The objectives of this module are:
- To demonstrate an understanding of the overall role and the importance of the public sector financial management cycle;
- To understand the budgeting principles and financial management in the prison service;
- To be able to manage limited financial resources with the aim of ensuring economy and efficiency in the provision of the results required to achieve the desired outcome;
- To understand how prison managers/leaders can mobilise financial resources from different donors and additional funds.

Learning outcomes:
- Prison managers/leaders understand public sector planning and budgeting, budget monitoring and budgetary control;
- Prison managers/leaders understand the importance of planning, goal-setting, and alignment of financial resources;
- Prison managers/leaders understand their own managerial role in the management as regards objectives, measuring quality and performance and the implications of increasing demands for observing these parameters.

Management of Dynamic Security

This module focuses on the concept of dynamic security and its contribution to a holistic view of security within the prison. This forms the basis of every prison leader's work in ensuring the safety in the prison. The prison leader is responsible for creating the conditions required for employees to interact with every prisoner in a safe and respectful way while knowledge and technology are dimensioned in line with the situations that may arise in the daily work.

The objectives of this module are:
- To increase knowledge of the prison leaders' responsibility in creating the conditions and providing support required to ensure both short- and long-term safety at work;
- To deepen discussions about the fact that the individual employee and the prison leaders play the most important roles in ensuring the safety and that everyone is responsible for paying attention to and reporting deviations, threats and risks.

Learning outcomes:
- Prison managers/leaders understand that the concept of dynamic security must serve as a guide to ensuring safety, with knowledge transfer, further training and competence development among employees forming the basis;
- Prison managers/leaders understand their responsibility for creating the conditions required for dynamic security at work, ensuring that managers and employees at all levels and roles have a high safety awareness.

Management of Prison Conditions
This module focuses on managing physical facilities efficiently and effectively, in compliance with human rights standards and good practices. These standards demand that prison facilities provide adequate living space, fresh air, and natural light and ensure an overall safe and healthy climate.

The objectives of this module are:
- To learn how to better use the available physical facilities and space in order to prevent prison overcrowding and the resulting challenges;
- To understand how human prison conditions facilitate and support the correctional process, prisoner's rehabilitation and reformation;
- To increase the awareness of modern practices in the architectural and conceptual design of prison facilities, including the use of ICT.

Learning outcomes:
- Prison managers/leaders understand how to efficiently use the available physical space and how to improve the conditions;
- Prison managers/leaders have a better understanding of the ethical and correctional context of the provision of appropriate and humane prison conditions;
- Prison managers/leaders have a knowledge of the potential of new conceptual prison designs and ICTs.

Facilitating the Social Reintegration of Offenders
This module focuses on the prison leader's responsibility for developing and executing the strategies for reintegration and on the importance of the prison leader raising awareness of the issues of reintegration of criminal offenders within society. It also deals with the interdependence of the prison regime, and the welfare, reintegration and rehabilitation programmes, which have a major impact on the integration of former offenders into society.

The objectives of this module are:
- To increase knowledge of best practice in integration strategy;
- To increase knowledge of the Risk-Need-Responsibility approach;
- To increase knowledge of different institutional programmes to prepare offenders for reintegration and the impact these programs have on recidivism.

Learning outcomes:
- Prison managers/leaders understand best practice in reducing offender recidivism through rehabilitation and reintegration assistance;
- Prison managers/leaders understand that the transition of an offender is most likely to be successful when communities, NGOs and the government maintain collaborative relationships in the provision of tools and assistance in the reintegration process;
- Prison managers/leaders are aware of the risk-need balance, between the security principle of the penitentiary and the need principle of prisoners.

CHAPTER V:
Considering Methodologies for Effective Training

Firstly, it is important to underscore the need for good overall conditions of leadership training. For prison leaders to experience positive results from their training, it is important to ensure there is an atmosphere of trust, respect and security within small training groups. It is essential for the success of the training that attendees feel comfortable sharing both good and bad experiences, and that they feel that they can learn from each other.

That is why, whenever possible, a special facility should be made available for training, as it will best meet their training needs. This will allow participants to be outside of their everyday work environment and to focus on learning, acquiring skills and sharing experiences from different prisons. At minimum, the training should be held in an appropriate environment where minimal disruption or distraction can occur.

With regard to the training room, a U-shaped lay-out is recommended for leadership and management training, as it is a more personal setup than the classroom style, for example. In this setup, all trainees are seated around the same table, so it is easy to get close to all of them. The U-shape is a bit like a round table that is adapted to a training situation. A set of small round tables, allowing four to six prison leaders to sit around them is a good alternative. This is especially useful if there is a lot of switching between plenary and group work.

Combination of Various Methods of Provision
There are a variety of training methods, each with its own advantages and disadvantages. In designing a course, a mix of a few methods provides variety, helps avoid monotony and boredom and energises participants. Whatever methodology or tools are used or provided to participants, at the leadership level of the target group, training should be aimed at facilitating transformational development and provided in a way that is driven by the participants themselves. Participants should switch from a response-based, task-oriented, fixed mind-set to a growth mind-set and to being entrepreneurial, innovative, and able to see possibilities where others do not. Therefore, it is important to allow space for participant-led

content that may be different each time, as an extension of one or more of the abovementioned core themes, so that participants take ownership of and lead their own development. They should work with practical issues or problems that everyone is interested in resolving.

Training methods need to be carefully selected to match the purpose and learning outcomes of each session. Characteristics of the target group also need to be considered. These include participants' cultural background, experience, education, location, motivation, job demands, etc. It is also crucial to match adult learning needs with appropriate methods as adult learning follows certain principles (Knowles et al., 2005) and designing training courses and materials for adults is radically different than for any other group.

It is also important to recognise that people learn differently and that there are several learning styles, such as abstract learning, observing others learning, learning from exercises, and learning through visual means. Training courses that recognise different types of learners and cater to their needs are much more successful in achieving their objectives than the ones that try to force all participants to conform to a single rigid mode of learning.

Furthermore, it is important to match modes of learning with appropriate methods (see VARK Model (Palkmets, 2014) Neuro-Linguistic Programming (NLP) model - people have a "preferred" sense among the five senses – in most cases visual, auditory (the traditional lecture: listening to the professor and reading a book) or kinaesthetic (learning by doing, feeling and trying things out).

In general, interactive methods for leadership training are preferred by most and ultimately prove to be the most affective. Prison leaders often need pragmatic, outcome-focused training that clearly describes how knowledge and skills can be applied to real-life situations.

Methods therefore need to reflect an orientation towards action and review, with interactive exercises and practical case-based discussions to bring theory into context.

Different training methods should be considered in leadership and management training.

Informational training methods are used to teach facts and figures and for bringing about a change in attitude. These involve one-way communication between the trainer and the trainee and the transfer of information without too much deliberation. New policies, programmes and codes of conduct are communicated using informational training methods.

Lectures, audio visuals, self-directed learning (SDL) methods, face-to-face teaching, panels, presentations, programmed instruction (PI) and independent study are examples of informational training methods.

Experiential training methods are used to develop behavioural skills and physical abilities. Role playing, games or realistic workplace simulation exercises illustrate different conditions that leaders could face and that require different approaches to change leadership. Equipment simulations, on-the-job training (OJT), behaviour modelling, case studies and case analysis, critical incidents, demonstrations and computer-based training are some of the experiential learning methods that can be used in a leadership and management training session.

Experiential learning is also referred to as 'learning by doing' and the training involves two-way interaction, as opposed to the informational training methods that are more one-sided. Here, the main focus is not just the mere transfer of facts and figures but the development of skills on the part of the participants, which may or not be the case in informational training.

On-the-job training methods are crucial to making the transition to leadership and include opportunities to lead and to make mistakes. Examples of those methods are secondment in another organisations, internships (international or national) and fellowships. Essentially, these facilitate real conversations with colleagues about subjects that matter in order to share experiences and/or discuss (moral) questions. Other relevant methods include, coaching/mentoring, a mentor or buddy system, and intervision (or peer coaching).

Attitudinal training methods include task groups, use of video, filming simulations, analysis of video recordings, videos of prisoners describing various issues and comparison of practices in the different prisons, etc.

Other training methods to be considered in leadership and management training include online materials that support learning in the workplace. These are useful tools for consolidating a leader's practical experience. Forums (e.g. online learning chat rooms) for leaders to share their ideas or challenges may also be useful in that regard. Homework can be given at the end of a training module, with a review of participants' experience when doing the homework forming a part of subsequent modules. The objective of homework is for attendees to compare their own leadership styles with others, learn from others, find best practices and draw inspiration from others' experiences.

Inter-agency and cross-border training
Training opportunities promoting inter-agency and cross-border cooperation should also be encouraged.

Considering the importance of learning from other disciplines and jurisdictions, inter-agency and cross border cooperation in this area should be facilitated. In order to enhance effective working within and between different prison services, joint working, co-location arrangements and secondments of staff for training or working purposes should be encouraged.

Where appropriate, opportunities for joint prison and probation staff training should be offered and for training together with staff from other criminal justice agencies in order to encourage inter-agency and interdisciplinary work. It is about joining forces in the use of various solutions and ideas to achieve a common goal.

Programme Design

The results of a needs assessment should inform the programme design components and will also help to determine who will be needed as content experts for the training, and how long a course should last.

Programme design components are as follows (MSB, 2012):

1) Learning outcomes: what will participants be able to do as a result of completing the training?
2) Training materials: what materials need to be developed and what will the materials include?
3) Trainers and content experts: who will facilitate the training and act as content experts to review materials?
4) Training methods: what methods will be used so that participants meet the learning objectives and learn the content most effectively?
5) Logistics: where and when will the training take place? Who will be invited and how will they be notified? Will a per diem be paid to participants?

The leadership training design concerns the planning and structuring of a course to achieve specific goals. The course design process includes identifying appropriate goals, choosing content that is consistent with the goals, selecting ways to achieve the goals and assessing the participants' learning in relation to the goals. Training methods should activate the participants, promote cooperative peer learning and help to establish a strong link to the practical experience of the prison leaders. The development of training content rests on three cornerstones:

• Scientifically-supported knowledge and proven experience;
• Close proximity to operations: learning and training based on the course participants' work environments, realities and contexts;
• Inspirational teaching: among other things, encompassing pedagogical variation and a process-oriented approach.

The training director
The training director will participate in all elements of the training and is tasked with both highlighting and maintaining the common thread that runs through the training and supporting the process of translating and grounding theories, models and perspectives in the participants' everyday realities and duties.

Experiential case studies
Case studies drawn directly from the participants' current roles and responsibilities will address issues of relevance and establish the links between best practice and the participants' actual responsibilities. Case learning is practical and easy to implement in the training.

Individual assignments
An individual assignment will serve as a common thread throughout the training and will be designed in consultation with each participant's manager prior to course commencement. Individual assignments are defined based on criteria set by the training director and deal with a current operational issue that the training participant and their manager need to resolve or investigate. The aim is to continuously return to this assignment throughout the course, thus making all elements of the course relevant to the everyday work of the individual training participant. Individual assignments will also form the basis for the learning report to be presented during the closing seminar.

Learning groups
Learning groups are an effective means for participants to discuss and address management challenges and issues during the training. After the training, the learning groups will offer participants the opportunity to build an internal network of managers to support the

continued development of individuals in their managerial and leadership roles.

Facilitate progression through training

Structure the training 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 absences can be made up by completing supplementary assignments in consultation with the course director.

Facilitate continued training during the closing seminar

Summarise the training and its implications for the participants' future managerial roles and allow them to reflect on all elements during the final block of the training. The final block includes a summary of the training, as well as a look to the future and at how the participants can take their new knowledge and skills into their roles as managers and leaders. The block will commence with a concluding seminar to bring together the content of the previous blocks by focusing on the various aspects of management in public administration. During subsequent discussions, the central question will be how all of the previously discussed and studied elements affect the participants as managers and how each individual can work with this in their own various ways. In this way, a bridge will be constructed between previous blocks and the subsequent workshops in which training participants will work on their learning report, which will then be presented during the closing seminar.

In the closing seminar, participants will be split into groups of five together with an invited guest (each participant's manager) and will present and discuss the content. This will give training participants the opportunity to present what they have learnt during the training, and the implications for the future.

Use of digital platforms for learning support

Learning support should be made available throughout the training in the form of a digital platform providing information, study help and guidance. This digital learning support platform also allows course participants to exchange material and information with one another. The training director can use the support platform to communicate with participants between meetings.

Quality Assurance and Evaluation

The evaluation of leadership training takes place in order to determine the effectiveness and efficiency, performance, sustainability and relevance of the programme in the context of the established objectives. Evaluation is the quality assurance component of the performance-based training model. It concerns the general goal of the training programme and its purpose. It deals with the so-called long-term impact.

Evaluation is a continuous process throughout each phase of the training. The process allows trainers to determine how they need to adapt their training plans and methods so that a training session or programme will be most effective for prison leaders' needs. The time interval in which it is conducted will vary.

It is conducted as an independent analysis of the environment, goals, results, activities and invested funds, in order to draw conclusions that can be used as a basis for future decisions. With regard to the phases of the evaluation cycle, the following evaluations can be distinguished:
- Ex-ante evaluation before the implementation of the training programme (needs assessment, needs identified);
- Ongoing evaluation or interim evaluation or mid-term evaluation during the implementation of the programme (for example at the end of each day);
- Ex-post evaluation after the implementation of the programme (how prison leaders use their new skills and information in their daily work).

Prison leaders' (trainees') and instructors' (trainers') feedback is gathered to identify the strengths and weaknesses of the programme. The review completed during and after implementation should be included in the evaluation process. This feedback can be gathered using checklists, numerical rating scales, questionnaires, and interviews.

A checklist format is used to observe a process or assess a programme in order to judge whether the actions or results meet the predetermined standards. The use of a **numerical rating scale** helps control the subjectivity of the evaluator and ensures more precise assessment than a simple pass/fail or satisfactory/unsatisfactory scale. **A questionnaire** is used to elicit opinions from prison leaders, obtain information, and collect feedback about the management and leadership training environment. Questionnaires can also be completed in **an interview**. If interviews are used, they should be held in a quiet, controlled environment that is free of noise or disruption and the relevant responses should be recorded.

To evaluate the effectiveness of the training, it is recommended to use different types of questions: **performance questions** are aimed at descriptions of actual experiences, activities, or actions and corresponding performance that should have been observable. **Opinion questions** can help identify the causes of problems and point to possible solutions and **knowledge questions** assess what information the prison leader has acquired. The assumption is that certain facts are prerequisites for effective performance.

The evaluation process can be carried out in a formal or informal way. At the **end of each session**, evaluation could be informal and verbal and take place in a plenary session. This can also be done in a more structured way with participants splitting up into small working groups and formulating key learnings or feedback for the trainers. The evaluation at the **end of course** needs to take place in a far more structured manner. Achieving the aim of the evaluation takes time.

The following is a list of the types of evaluation that could take place in leadership and management training courses (MSB, 2012):

- Daily evaluation form;
- Training evaluation form: skills, attitude, comfort;
- Training evaluation and learning self-assessment;
- Post-training summary evaluation;
- Training observation instrument;
- Expert observer rating tool;
- Group activity observation form;
- Evaluation using focus groups: topic guide;
- Trainer attributes: competencies self-assessment;
- Instructional design & materials evaluation form.

Conclusion

It is essential the training and development of prison leaders and managers is tailored to participants such that it equips them with the relevant knowledge, skills and competences to be able to achieve the goals and mission of the organisation.

This will require a competent project lead who will retain overall responsibility for the provision of the training programme, ensuring that the necessary resources are available and appropriately deployed. Another key element is the accreditation process by which the training academies and their programmes can assure quality and measurable and recognised endorsement of their commitment. To achieve better results and have a more positive impact on the learning process, leadership training should be based on a needs-driven analysis. The results of a needs analysis should inform the programme design components, relevant training experts and the length of the training course.

The programme content should be linked with the results and should respect the national context. The structure of the training programme reflects the organisational needs and stakeholder expectations and encourages prison leadership based on high ethical standards and protection of human rights.

The evaluation of leadership training plays a key role in determining the effectiveness (efficiency), performance, sustainability and relevance of the programme in its long-term context. Evaluation is the quality assurance component of the recommended performance-based training model.

Prisons play an essential role in society. They are crucial to human and public security. That is why agreement of a set of training principles in line with ethical values is essential for fair, humane, and effective prison leadership and management. This handbook provides guidance for relevant training institutions to support prison leaders/managers in identifying and reflecting on the challenges and dynamics associated with their own environment. The handbook does not propose ready-made solutions. Rather, it focuses on building and strengthening core competences and skills. By providing prison leaders/managers with new tools, it will facilitate them in building confidence in their own leadership abilities and gaining a fresh outlook on how they can succeed in their mission and capacity-building efforts.

Abbreviations

EPTA	European Penitentiary Training Academy Network
EU	European Union
EuroPris	European Organisation of Prison and Correctional Services
NHC	Netherlands Helsinki Committee
NLP	Neuro-Linguistic Programming
OJT	On-the-job training
OSCE	Organization for Security and Co-operation in Europe
PI	Programmed Instruction
SDL	Self-Directed Learning
SIG	Special interest group
UN	United Nations

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