



Custodial Institutions Agency
Ministry of Justice and Security

Meeting the Challenges with Qualified Personnel



Summary of this presentation:

- 1. Strategic HRM in organisations**
- 2. The challenges for the Dutch Prison Service**
- 3. Building blocks for qualified personel**



Strategic Human Resources Management

Requirement:

Fundamental recognition within the topmanagement of the importance of the effort and motivation of the prison staff in realising the targets of the organisation





Strategic HRM is:

- **The right person**
- **At the right place**
- **At the right time**
- **For the near future (5 years)**





Strategic HRM is linked to the goals of the organisation.
The goals of the organisation change in time, due to changes in society, public opinion and government policy





Changes in the vision of the organisation on how to achieve it's goals

- Can lead to a redesign of the internal processes
- Can lead to changes in structure and in job descriptions
- Can lead to changes in required qualities (Knowledge, technical skills, competencies, attitudes and motivations) of staff





To maintain staff quality, an organisation needs a coherent and consistent set of methods, techniques and instruments for personnelmanagement, such as:

- Strategic Staff planning
- Insight in the labour market
- The image of the organisation
- Up-to-date job descriptions
- Required level of schooling
- Push and pullfactors of various groups of staff
- Internal training programmes
- Facilitate external training
- Careerplanning
- Support and coaching from management





DJI - The Dutch prison system

- Prisons and Remand houses
- Correctional institutions for juvenile offenders
- Forensic Care (e.g. TBS)
- Special Facilities:
Detention Centres for foreign nationals





Facts and Figures DJI 2017

- Every year **36.250** new detainees are admitted
- On average, there are **10.300** people in detention on every single day
- **7% Women**
- **93% Men**
- **Adult inmates: 106 days**
- **Juvenile offenders: 3,5 months**
- **Patients in forensic care: 7,5 years**
- **Foreign nationals: 43 days**
- **Staff of 13.449, 34% women, 66% men.**





DJI Mission Statement

DJI contributes to public safety by:

- Enforcing custodial sentences and penal measures, and;
- By giving the people entrusted to our care the chance to build up a socially acceptable life





DJI History -1-

- Since 1980: developments towards contributing to reintegration of prisoners back into society.
- Distinguishing prison staff: prison guards and prison officers.
- Prison guards responsible for:
 - Security around and in the prison facility
 - Reception work
 - Intervention at incidents with detainees
- Prison officers responsible for
 - Security in general
 - The prisoners in their unit (logistics (food, medicine), informal talks, motivational interviewing, listening).
 - Mentor to specific prisoners



DJI History -2-

**Since 2007: Impulse in reintegration of detainees back into society.
Bring down the percentage of recidivism (+ 75%)**

5 domains

- **Identity (identity card, city administration)**
 - **Income (debts, salary)**
 - **Housing/family situation**
 - **Work (or schooling/training)**
 - **(Mental) Care**
-
- **The role het prison officers in reintegration is mentoring, coaching, motivating, observing and reporting.**



DJI Developments -1-

Complexity of the problems of prisoners

60 % Addiction (drugs, alcohol, ...)

60 % Mental health problems

35 % Low level of intelligence

80 % unemployed

57 % Depts

**Mostly a cocktail of the
above**





Consequences for the role of prison officers

- **Prisoners have a variety of complex problems.**
- **Prison officers require knowledge of:**
 - **- Mental illnesses en related behaviour,**
 - **- Of effects of (drug-)addiction and related behaviour,**
 - **- Of methods how to motivate prisoners with various problems,**
 - **- Of methods of professional communication,**
 - **- etc....**



MBO model to determine school-levels

Relation school levels and dealing with complexity								
Complexity	Working on routine basis		Use of standard procedures		Combining standard procedures		Creating new procedures	
Educational level								
MBO-2 Level 2								
MBO-3 Level 3								
MBO-4 Level 4								
HBO - Level 5								



Job Qualifications Inventory

Method is copied from the firebrigade

Contains per role:

- Results in this role and the detailed activities that need to be done in order to get these results.
- The knowledge that is needed on the different subjects
- The technical skills (e.g. communication skills), required for getting the results.
- The competencies required for getting the results. The Dutch Civil Service has it's own competency language with 38 competencies)
- The required attitude and motivations

Task	KNOWLEDGE	TECHNICAL SKILLS	ATTITUDE	MOTIVATION
Single fall on member of crew	✓	✓	✓	✓
Advance and retreat	✓	✓	✓	✓
Advance retreat	✓	✓	✓	✓
Advance retreat	✓	✓	✓	✓
Common role	✓	✓	✓	✓
Get	✓	✓	✓	✓
Support team	✓	✓	✓	✓
Overhead hoist	✓	✓	✓	✓
Tether	✓	✓	✓	✓
Tie	✓	✓	✓	✓
Tie or knot into or take position	✓	✓	✓	✓
Tie	✓	✓	✓	✓
Tie	✓	✓	✓	✓
Change rope or rope one person	✓	✓	✓	✓
Programme control or control release	✓	✓	✓	✓
Red fall or rockfall	✓	✓	✓	✓
Shake	✓	✓	✓	✓
Shake and tie	✓	✓	✓	✓
Secure fall	✓	✓	✓	✓
Transfer	✓	✓	✓	✓
Unhindered	✓	✓	✓	✓
Tie - rope handle	✓	✓	✓	✓
Tie - rope handle	✓	✓	✓	✓
Tie - rope handle	✓	✓	✓	✓



European Qualifications Framework - EQF

The European Union has developed a framework in which the different schoollevels of any country within the EU can be compared.

In this way all different schooldiplomas can be compared and certified within the EU.

Based on EQF, The Netherlands have developed a more detailed Framework (NLQF) (the levels are, of course, the same)



EQF/NLQF

The different school levels are determined by the following categories

- Context of the activities
- Required knowledge and to what depth
- Skills
 - How knowledge is used
 - Problem solving skills
 - Skills for learning and development
 - Skills for acquiring and using information
 - Communicative skills
- Levels of responsibilities and independence



Prison officer is MBO-4

- **EQF/NLQF identifies 7 levels of education.**
- **By comparing the Job Qualification Inventory of the prison officer with EQF/NLQF it could be established that the professional role of the prison officer requires a diploma at the level of MBO-4**
- **In 3 months time an official diploma will be a requirement for applicants for all 15 specific prison positions in The Netherlands.**



Quality of prison staff - Council of Europe

- **Prison guards:- Level 2**
- **Prison Officers: -Level 4**
- **Specialised staff: Minimum level 6**



Present situation

- 35% of prison staff is 50 years or older.
- (Estimated) that 30% does not have the required diploma.
- Strategic Staff planning: In the coming 4 years we will have 4400 vacancies in the Prison Service

Present Career path:

Middlemanager/Teamleader (HBO, level 6)



Prison officer (MBO-4, level 4)



prison guard (MBO-2, level 2)





Things to be taken into account.....

- Strategic Staff Planning (how many staff, where and when)
- The Labourmarket (availability of potential staff)
- Prison guards will also need the MBO-4 diploma if they want to work as prison officer (Assessments and facilities)
- Scan of diploma's of present prison officers
 - (estimate: 30% of the prison officers do not have an MBO-4 diploma.
 - Great effort will be put into facilitating external schooling offering an MBO-4 diploma and a better position in the labour market



Secondary Education and the Prison Service

We are trying to improve the connection between secondary education and the Prison Service to secure sufficient applicants for the various jobs within the prison service and to get better, more suitable candidates from these schools.

- At present we are in dialogue with individual MBO-2 schools in order to identify specific subjects and methods that can be built in into their programmes
- We're planning to talk to MBO-4 schools on the same subject
- We have contributed to a curriculum for HBO (level 6) with aspects of the role of special prison officers with skills to take care of prisoners with an severe mental handicap. The curriculum forms the basis for all Dutch HBO schools for this line of work.



DJI internal Learning Centre

The Learning Centre of the Dutch Prison Service provides basic training courses for all prison staff.

At the moment we are remodeling basic training courses for prison guards and officers in line with present knowledge on how people learn. (less theory – more learning bij doing and evaluating, E-learning and use of virtual Reality)





Building Blocks -1-



How to achieve quality of prison staff?

1: Strategic Personnel Plan

Analysis of quantitative- and policy developments that determine the near future of the organisation and a prognosis of the effects in the coming 5 years (if possible)



Building blocks 2



2: Up-to-date job descriptions

- Based on tasks and results in the job.
- Including activities how to get these results.
- Activities or critical incidents from which competencies can be derived.
- Special knowledge that is required in the job.
- Diplomas
- Required attitude and motivation



Building blocks 3



3: Insight in the local labour market

- Dutch economy is booming – low number of unemployed
- Demographic – Dutch population is aging – less students
- Mismatch between specialisation and prison vacancies
- Competition with Army, police, probation, and care institutes
- Image of the organisation (working in a prison?)
- What are the push and pull factors of the target group?
- Can the organisation be an attractive employer?



What have we done so far?

- **Cooperation with Army, Police, Customs office. Applicants that don't pass the tests for police officer, soldier or customs officer could be suitable as a prison guard.**
- **Image of the organisation. Make clear what the organisation stands for. Safety of society but also help detainees to return into society and built up a new life. Be proud of your achievements.**
- **What do young people expect from a job? They are more mobile, they expect career steps, learning possibilities.**
- **Finding and binding: onboarding, job evaluations, careerplanning**



Building blocks 4



4. Insight in relevant school programs

- Overview of Level 2 Level 3, Level 4 and Level 6 programs in the areas of security, social work and care.
- Building up lectorates at level 6 education.
- Target is to aim school programs more at working in a prison environment and get students more interested in prison work.
- In the future also more connections with level 4 schools.



Building blocks 5



5. A qualified selection process

- Be clear about what to expect in the job (job demands, selection criteria).
- If an applicant doesn't fit in one job there could be a fit with another job.
- Validated assessment instruments.
- A centralised selection process with professional Selectors (psychologists).



Building blocks 6



6. Job Qualifications inventory
To define knowledge, technical skills, competencies, attitude and motivation
7. Use the European Qualifications Framework to establish the diploma level
8. Basic training programs – Internal learning centre to bridge the gap between general education and the specific qualities that are required in a prison.



Building blocks 7



In support of that:

Trained and motivated middlemanagement to coach staff

Periodical Job evaluations between middlemanager and staff

Facilitation of internal and external study and training



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