

ANALYSIS OF CURRENT TRAINING SYSTEMS, THE DEVELOPMENT AND USE OF TRAINING NEEDS ANALYSIS AND TRAINING EFFECTIVENESS

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I. CORRECTIONAL¹ OFFICER TRAITS AND SKILLS

The following was compiled by the U.S. Department of Justice, National Institute of Corrections. It is the result of the work of a panel of correctional officers.

The material is included in this paper as a sample of what an individual institution or corrections academy might want to develop for its own officers. It is good to let staff, political leaders, media and the general public understand the importance and complexity of skills of corrections officers.

CORRECTIONAL OFFICER SKILLS COMPETENCY PROFILE OF CORRECTIONAL OFFICER

CORRECTIONAL OFFICER . . . ensures the public safety by providing for the care, custody, control and maintenance of inmates.

DUTIES:

Manage and Communicate with Inmates

- Orient new arrivals on rules, procedures, and general information of facility/unit.
- Enforce rules and regulations.
- Conduct cell inspections (for contraband, obstructions, sanitation, jammed locks, etc.).
- Establish rapport (introduce self, use good body language, listen, etc.).
- Provide verbal and written counseling (i.e. disciplinary behavior, information, confidential).
- Write disciplinary and incident reports.
- Intervene in crises: manage conflicts.
- Use of force continuum (minimum, less-than-lethal, lethal).
- Direct Inmate Movement
- Observe monitor and supervise movement of inmates/inmate property.
- Properly identify and escort inmates individually or in groups.
- Implement schedules for controlled movement of inmates at specified times.
- Restrict movement during scheduled physical counts of inmates.
- Receive/issue inmates passes/appointment slips.
- Implement emergency operating plans.
- Enforce custody/privilege/disciplinary restrictions.
- Receive/recommend inmate request for bed, cell, or unit move.
- Maintain Key, Tool, and Equipment Control
- Inspect keys, equipment, tools, and keepers.
- Report broken/missing keys, equipment, and tools.
- Inventory keys, equipment, and tools at beginning and end of shift.
- Maintain physical control of keys, equipment, and tools.
- Log keys, equipment and tools in the work area.
- Maintain Health, Safety, and Sanitation

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¹“Correction Officer” is the preferred term in many jurisdictions. Other terms used throughout the world include *prison officer, guard, warder, turnkey, and jailor*.

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- Report changes in behavior.
- Search persons, personal property, and units.
- Report security violations.
- Submit health, safety, and sanitation recommendations to appropriate departments.
- Implement proper health procedures for inmates with infectious diseases.
- Implement health/safety memos and posters.
- Develop cleaning schedule.
- Supervise cleaning schedule.
- Ensure proper handling/labeling of hazardous materials.
- Supervise hygiene habits of inmates.
- Communicate with Staff
- Establish positive rapport with other staff.
- Maintain constant communication/vigilance of other staff.
- Operate communication equipment per established guidelines.
- Document incidents, write reports, write recommendations via chain-of-command.
- Brief oncoming staff for next shift.
- Explain unusual procedures to staff.
- Participate in staff meetings.
- Participate in Training
- Participate in mandatory/elective training.
- Read daily log book and other information.
- Review new/updated post orders, administrative regulations and memos.
- Participate in cross-training.
- Review simulate emergency procedures (fire drills).
- Participate in continuing education.
- Seek additional training opportunities.
- Distribute Authorized Items to Inmates
- Order/request authorized items.
- Inventory and distribute authorized items.
- Document the distribution of authorized items.

<p>CORRECTIONAL OFFICER TRAITS & ATTITUDES</p> <p>Professional Dependable Consistent Fair Emotionally stable Empathic Ethical Flexible Punctual Self-motivated Cooperative Sincere Sense of humor Optimistic Perceptive Adaptable/change oriented Neat Compassionate Analytical Positive role model Credible Leader Assertive</p>	<p>KNOWLEDGE & SKILLS</p> <p><i>Knowledge of:</i> Laws of jurisdiction Policies & procedures Force/use of Agency mission/purpose Ethnic differences Equipment/tools Available training Stress management</p> <p><i>Skills in:</i> Written communication Non-verbal communication All equipment/tools Search CPR/First Aid Leadership Public relations Management Interpersonal communication</p>	<p>TOOLS & EQUIPMENT</p> <p>Radios Mechanical restraints (cuffs/waist chains/leg irons/flex-cuffs/soft restraints) Badge Whistle Leather duty belts with accessories Personal alarm devices/TAC alarms Keys Flashlight Electronic control devices (Taser/stun gun) Batons (straight/PR-24/riot baton) Gloves (protective/leather/duty) Uniforms/footwear Helmets (riot/protective) Polycaptor/riot shields Stun shields body armor (vests, etc.) Protective CPR/First Aid masks Weapons: Rifle/shotgun/handgun/.37/.38 mm gas gun Chemical agents: CN/CS/mace</p>
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		Gas masks Dispersal grenade/rubber bullets Generators Light stands Computers Telephone/paging systems Airpacks/SCBA Binoculars Audio/visual aids Equipment for opening/closing cell doors Sallyports, entry gates, corridor grills I.D. cards
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Looked at another way, the following list provides some situations or questions that a correction officer could face in the course of his/her job:

1. Gay inmate asks for protection — you have only dorms and 5 single punishment cells. Do you move the inmate into a punishment cell or leave him in the general population?
2. Volunteer offers to teach a class and you have no rooms except offices and cells (at capacity). Do you accept the offer or wait until you have more room?
3. Female comes into detention suspected of having a knife and you have no female staff and only 2 of you on duty – how do you search her to find out if she has a knife (and possibly drugs).
4. Inmates refuse to come out of their cells in one cell block. They demand more pay for their work. How do you react?
5. Inmate's mother comes 800 miles and arrives on a day when visiting is not allowed due to prison policy – the next visit is a day later and she must return home today to take care of her grandchildren.
6. Inmate and staff both killed in a fight — what do you do for inmates and what for staff?
7. You find out a female staff member has been talking privately with a male inmate — not sure if there is a relationship. Do you take any action or wait to see if she does something inappropriate with the prisoner.
8. Inmates are allowed to heat tea or coffee in their cells. An inmate throws hot water on a passing officer. Do you take the water heaters away from all inmates to insure officer (and other inmate) safety?
9. Program funds are cut 50% and you lose half your teachers, 2/3 of your activity coordinators, your outreach social worker (person responsible to help inmates with release planning) — what do you do, if anything?
10. You are told to establish a pre-release program. What would you include and who would you have teach it?
11. You are a short term detention facility where accused inmates stay an average of less than a week, though some will be held awaiting trial for as long as a year. Do you have any programs and if so what would you include?
12. Your detention facility is in a rural area with only one small medical clinic. The clinic does not provide service to your inmates (you have between 1 and 5 at a time) or your staff (5). How do you get their help to provide medical services?
13. An inmate might be suicidal. What steps do you take?

14. A national legislator tells you to treat a particular inmate better (or worse) than other inmates. The legislator is head of the legislative prison committee. Do you abide by his wishes?
15. How do you let officer's families, friends and the community know their work is important?
16. What can a warden do to reduce the impact of overcrowding?
17. An inmate is particularly helpful to staff in reporting illegal activities of other inmates. How do you reward him or her?
18. Inmates are allowed food such as eggs, fruit, bread, meat in their cells. How do you make sure it does not get contaminated and make inmates ill?
19. HIV/Aids is a concern in your prison — what steps do you take to keep it from spreading?
20. Your best friend's father is a long-time prison sergeant and you know he is abusing inmates. Do you report him and if so how do you keep from losing a friend and incurring the wrath of fellow officers?

II. TRAINING PROGRAMS

Prison systems are often poorly resourced, staff have generally received little training and are likely to be poorly remunerated compared with police and other uniformed services. Prisoners are drawn from across the nation and increasingly across the world. While the majority are poor and without access to financial and/or community resources, an increasing number are involved in organized crime syndicates and have access to significant financial and other resources. Some have been involved in protracted conflicts for many years and some have been gang members or even child soldiers. Substantial numbers come to prison with mental and emotional disorders. These factors combine to create an increasingly complex and difficult prisoner population in particularly challenging circumstances. It is therefore critical that national staff are afforded extensive training to enable them to develop and manage the challenges which they will confront.

A strategic approach to training should be adopted. The training strategy should take a long-term view of the skills, knowledge and competencies prison staff need. The training philosophy should emphasize that training and development must be an integral part of the management process and that learning is a continuous process. Training should be specifically designed to meet identified performance-related needs, planned and provided by competent trainers in a cost effective manner.

When developing a training strategy, prison components should incorporate processes that facilitate the development of:

- Governmental commitment to provide and maintain training resources on a continuous basis including funding and human resources, and
- Stability in staff appointments for a sufficient time to allow learning to be integrated into the work processes.

A. Developing a National Training Framework

Steps in developing a training framework include but are not limited to:

- Conducting a training needs analysis to define training needs
- Developing curricula and program information based on the training needs analysis
- Developing an evaluation framework to measure learning outcomes
- Developing policy guidelines related to the provision of training including recruitment, mid- and senior-management training, specialist training and donor-sponsored external training, both in and out of country.
- Establishing a "training policy committee" or similar mechanism which is nationally led and consists of prison leadership, staff and trainers.

B. Training Needs Analysis

A Training Needs Analysis (TNA) should be conducted as a first step in the process of developing a training framework.² The circumstances at the commencement of the process and immediate demands of the situation may result in the initial TNA being very rudimentary and a more comprehensive TNA being undertaken at a later time. TNAs should focus on identifying and solving performance issues. Part of this process includes identifying knowledge and competency gaps and determining whether training is an appropriate remedial response. This determination is a key aspect of a training needs analysis since training when used to address issues which cannot be resolved by a training response is both wasteful of resources and damaging to the credibility and integrity of the broader training program. It is important to note that in the context of a TNA “need” is the gap between “what is” and “what ought to be” rather than a “want” or a “desire.” The learning required, i.e. the skills and knowledge to be learned, competencies needed and attitude change desired, should be clearly specified.

The purpose of a Training Needs Analysis is:

- To determine training relevant to prison staff jobs
- To determine training that will improve performance
- To determine whether training will make a difference
- To distinguish training needs from organizational problems
- To link improved job performance with the organization's goals, and
- To determine what, if any, training has already been given, when and to whom.

A TNA may be conducted as a written survey or audit completed by individual staff. It may be conducted or supplemented by individual interviews or focus groups. National prison staff should be involved in both developing the questionnaires and conducting the analysis.

C. Collect Training Needs Analysis Data³

The process of gaining the data for the TNA can be as simple as asking the employee questions or as sophisticated as questionnaires and surveys. Here are approaches most commonly used to collect data for a TNA.

- **Group Interviews:** Group interviews can save time and are especially good when multiple perspectives are important. However, the interviewer must be a skilled facilitator to bring out all issues. Do not allow the discussion to be dominated by a few or an individual with status or position.
- **Documentation:** Performance records, evaluations, training records and other documentation can be of tremendous value in determining training needs. Be careful that the data collected is accurate and objective. Subjective performance reviews may be of limited value.
- **Performance Tests:** While tests can be difficult to design and often expensive, certain skills can be tested using standardized tests and metrics can be measured to provide quantitative data (multiple choice, fill in the blank etc.) of performance levels.

There is no best method of gathering Training Needs Analysis data. A combination of methods is most often the best approach.

The Training Needs Analysis is a critical activity for the training and development function. A thorough TNA identifies what specific performance areas require training, who will benefit from training and how the training should be designed. Effective TNA maximizes the return on your training investment.

A sample Training Needs Analysis template is attached as Appendix A.

²*Conducting a Training Needs Assessment*, Jeannette Swist, 2001. Explanation of the process can be found at: <http://www.amxi.com/amx_mi30.htm>.

³From SETTEC <www.settec.org>.

D. Initiating a Training Support Program

Initiating a training program in a resource poor environment where there are too few staff to allow lengthy release from duty to attend training, means it is necessary that trainers be creative and innovative in addressing the many challenges of this environment. In environments in which the prison system has collapsed, it is typical that a series of short, basic security and prisoner management programs are developed based on rudimentary training needs analyses. These are then conducted in the early phase prior to a broader training policy and framework being developed. These programs afford the opportunity for development of a body of common knowledge and understanding between the facility prison staff and each other and the national administrative staff. They also serve to identify and develop greater understanding of staff attitudes, knowledge, and approaches to imprisonment and enable the establishment of a common framework which shapes the working relationship between the national prison staff and the staff in individual facilities.

In terms of capacity building, it is preferable to develop management training as a first priority so that senior national prison experts can then contribute in a comprehensive manner to the overall development process. The Training Needs Analysis might indicate compelling reasons as to why a bottom-up approach of training junior staff in the first instance should be adopted. The course chosen should be responsive to the exigencies of the situation and the combined judgment of the senior national prison managers. If a bottom up approach is adopted, effective strategies to facilitate national staff access may include developing short modules that can be delivered within a prison, locking down parts of a prison for short periods to reduce the number of supervisory staff required, and seeking police support for maintenance of external security while short training modules are delivered.

E. Curriculum Development and Program Structure

It is generally accepted that a competency-based training approach is current best practice and as such should be the approach adopted. Curriculum design seeks to address two major training objectives: first, to enable participants to experience in depth learning; and second, to facilitate the development of transferable skills. In depth learning goes beyond short-term rote memorization to enable the assimilation of new knowledge in a way that allows re-application to novel situations.⁴ Strategies to develop transferable skills in areas such as thinking and learning, self-management, communication, group work and information management, are intended to prepare participants for work outside of the training context. A structured mentoring or coaching program (see Annex 2) may support the application of these learnings in the workplace.

As part of the strategy to develop national training capacity, national staff identified as having the potential to become effective trainers, should be involved in the development of the training curriculum since it is the process of developing a curriculum which is as important as knowledge about program content. It also ensures that the curriculum is culturally appropriate. Organizations such as the International Corrections and Prisons Association (ICPA)⁵ have access to training materials from multiple jurisdictions and, as a result, access to a wide range of program content applicable in a variety of environments. Reviewing training programs and lesson plans assists national staff, developing the necessary content knowledge. Guidelines for curricula development include:

- Development should be undertaken by professional prisons training personnel in conjunction with national staff
- Curricula should be based on existing international standards and norms
- Curricula content should reflect the realities of the host-country prison system
- Curricula should be tailored to the educational and literacy levels of the trainees
- Curricula should be designed keeping in mind participatory methodologies and techniques to be used in training delivery
- Training programs should be translated into the relevant local languages to maximize the training program's effectiveness
- Partnership with a local training center *e.g.* police academy, may be a viable option

⁴Entwhistle, N.J. (1988) *Styles of Learning and Teaching: An Integrated Outline of Educational Psychology*. David Fulton: London.

⁵International Corrections and Prisons Association Staff Training Website can be accessed at: <www.icpa-training.com>.

- Curricula should be developed with the expectation that ongoing modification of the program will be necessary
- A *Train the Trainer* course(s) should be part of any program curricula
- Training design should be reviewed regularly and be informed by feedback from national staff, facility prison staff, NGOs supporting the prison system and other donors and intergovernmental organizations in a position to comment on training outcomes

F. On-the-Job Training

Participants of most prison training programs will generally benefit from on-the-job training since no training program can completely prepare a person for all aspects of a job. Classroom work and skills practice should be supplemented with support from senior national staff and facility mentoring/coaching staff. On-the-job training should be specific rather than general. On-the-job training enables:

- Supported implementation and follow-up of classroom training at the workplace
- Ongoing assessment or evaluation of classroom training and an opportunity for immediate remedial training if required. (Formal assessment and remedial action should be recorded for use in evaluating the curriculum and training design)
- Another training option when classroom training is not an option e.g. learning would be less effective or facilities and transport are not available
- Increased ownership and accountability at the operational level

Out-of-Country Study Tours

Prison managers may benefit from a structured and focused study visit of other prison systems. Pre-visit preparation should take into consideration:

- Comparability of the donor country prison system
- Linguistic compatibility
- Planning to ensure that the elements of the visit are relevant to the counterpart's work role
- Appropriate staff selection to ensure that the objectives of the visit are directly relevant to participants' roles
- Briefings that clarify the structure and content of the visit, donor expectations, national authorities' expectations, any reporting or other requirements upon return
- Learning expectations by providers and recipients including development of an action plan
- Funding and logistics arrangements, and
- Any ongoing support commitments between the respective countries after the study visits

It should be noted that unstructured and unfocused study tours to jurisdictions in which the resourcing and circumstances are not in any way commensurate with that of the host-country or its cultural values, can be counterproductive. It is also necessary to balance the loss of in-country learning time with potential gain.

G. Evaluation and Review Mechanisms

Implementing a multi-level training evaluation and review program for prison staff training has many benefits including:

- Provision of data about the effectiveness of training at several levels so that the overall question about the effectiveness of training can be better addressed
- Data about training effectiveness is based on rigorous evaluation designs
- Curriculum developers and trainers being provided with data focused on specific areas of training allowing for targeted revision of material and methods of delivery

Aspects of training that may be evaluated include:

- Training methods, the learning environment, program content, training aids, facilities, schedules, and competency of instructors
- Appropriateness for target audience

The effectiveness of the training delivered can be evaluated through class participation and testing. An

evaluation of the participant's performance at the work site should be ongoing.

H. Developing a National Training Capacity

When commencing the development of a prison support training program, prison components are often confronted with lack of national training institutions and training unit personnel and insufficient national staff to safely provide twenty-four-hour coverage of each prison. In these circumstances national authorities may be reluctant to identify national staff who can form the nucleus of a national training capacity. As a result, the conclusion may be drawn that current national staff are both unavailable for training or to develop a national training capacity.

Heads of prison components should take up the issue of developing national training capacity with the relevant minister and head of department from the outset because of the importance of the training legacy to the longer-term development of the national prison system. Management may also encourage the national government to give priority to the development of national training capacity.

Prison management and training staff should attempt to identify potential training personnel either from within the current staff or from among new recruits. The opportunity can then be afforded to potential trainers for their direct involvement in all aspects of the development of training policy and framework, curriculum development, and delivery. Those selected should be afforded a *train the trainers* course of instruction. Topic areas for such a course may include:

Principles of adult learning

- Identifying the adult learning cycle
- Discovering how adults learn including the impact of culture
- Understanding preferred learning styles
- Creating an environment that motivates and enables adults to learn
- Applying the learning cycle to all aspects of training design and delivery

Designing training courses

- Conducting training needs analyses
- Developing lesson plans
- Developing measurable, observable, outcome-oriented training objectives

Training strategies and techniques

- Selecting appropriate training media and materials
- Opening and closing activities
- Accommodating participants' preferred learning styles
- Maximizing retention of training programme content
- Using interactive and participatory methodologies (group discussions, role playing, etc.)

Platform skills

- Developing and employing effective public speaking skills
- Projecting confidence and enthusiasm
- Overcoming common problems of new instructors
- Developing your own natural style through practice
- Managing instruction time effectively

Evaluating learning

- Understanding evaluation
- Developing and/or adapting evaluation tools
- Using evaluation outcomes and feedback to improve future training

I. Training Infrastructure and Facilities

Where a dedicated prison training facility is not available it may be necessary to:

- Negotiate access to another department or agency training facility
- Undertake training within a working prison

- Establish a *mobile training team* which attends prison facilities, or
- Access existing classrooms in the local community.

As a medium- to long-term solution, donors may respond positively to project proposals for the establishment of a dedicated prison training facility, equipment and materials.

III. CONCLUDING THOUGHTS

Unfortunately, many jurisdictions consider training — especially its cost in staff time and financial resources — as an “extra” expense whose purposes can be met in other ways. Thus, new officers without training are put to work under the “watchful eye” of more experienced staff. New prison procedures and laws are not passed on to staff in a coordinated manner, and their impact on the treatment of inmates and facility security are left to chance. An example of experience-only learning: A cat who jumps on a hot stove will never do so again. However, that same cat will also never jump on a cold stove.

Sometimes, when training does occur in an organized manner, the individuals providing the training are selected because of their practical experience and their ability as teachers is not verified. They bring their good and their bad habits with them — to pass on to others.

The prisons of today and those who serve as inmates change constantly due to new political, technological, cultural and economic realities. The job of the correction officer is more complicated than ever before and continues to grow in complexity. It is true that experience, without formal training, can help a person grow into an effective officer — over time. However, it is also true that learning only from experience does not provide full competencies and often can enhance bad habits.

Formal training before beginning work is necessary to protect the inmates, staff and public. Continuous training to hone skills and learn new ones is essential in the changing world of working with individuals who often come to prison due to personal problems and inadequacies. New technologies such as ever smaller and more powerful mobile phones, drones, use of material that evades the detection of metal detectors create security risks. The large number of mentally ill inmates brings new challenges into the prison. Increased oversight by national and international human rights organizations puts the prison staff under scrutiny similar to that inmates face from prison security staff.

Skills once needed by correctional staff are no longer valid as prison design and procedures change — but are often kept in a training regime. The need to constantly review what is being taught and how it is taught is critical to the operation of an efficient and effective prison system.

Aristotle reminded us that, “Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”⁶

⁶ Aristotle's *Nicomachean Ethics*, 350 B.C.

APPENDIX A: SAMPLE TRAINING NEEDS ANALYSIS TEMPLATE (Liberia)

Liberia Prisons Department

Correctional Officer: Training Needs Analysis Form

Name: Rank:

Date of Birth:

Prisons Experience (In years):

Positions held within the Prisons Department (Correctional Officer, Supervisor):

1:

2:

List other experience: (Positions held outside the Prisons Department)

Organization	Years Service	Duties

Education Level:

If previously serving in the Prisons Department list training received:

1:

2:

3:

4:

List training you believe you need or should receive:

1:

2:

3:

4:

Sign:

Date:

This table is to be completed by each person. Honest answers are required to enable a training programme to be developed. Tick the box which best describes your knowledge, experience and confidence with each subject.

Subject	Very Good	Good	Average	Need Help
Admitting a prisoner to the institution				
Communicable Disease Awareness				
Discharging a prisoner				
Emergency Procedures				
Escorts: External				
Escorts: Internal				
Firearms Procedures				
First Aid				
Handcuffs				

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Human Rights, minimum standards.				
Liberia Legislation				
Prison Routine				
Prisoner Property				
Prisoner Supervision				
Report writing				
Searching: Body Search				
Searching: Cell and Area				
Security: General				
Structure of the Prisons Department				
The Court System				
Visit Procedures				
Warrants				

APPENDIX B: SAMPLE COACHING/MENTORING LESSON PLAN

COACHING/MENTORING

No training program can adequately prepare a person for everything they will find when they actually begin the job. Class work, skills practice are excellent and necessary, but must be supplemented with help from senior staff. One of the worst things that can happen to a new officer is for an experienced staff to tell him or her, as they begin their job, "Forget what you heard in training, just listen to me." Often senior staff has, for a variety of reasons, forgotten some of what they learned or become sloppy in the application. Thus, in order to get the proper benefit of experienced staff and in order to make experienced staff feel a part of the training program, formal coaching training should be given to them. What follows is a lesson plan on coaching for experienced staff who will be paired with new personnel.

Lesson Title: Coaching Skills

Method of Instruction: Lecture, discussion, demonstration, structured role play

Time Frame: 2 Hours

Performance Objectives: At the end of this session with-out the aid of instructional materials, the participants will:

1. Define the term or concept of coaching, relevant to the relationship
2. Describe the techniques of conducting a coaching interview according to guidelines developed by Morey Stettner
3. Describe the purpose of demonstrations.
4. Identify six basic steps in structuring the process of developing and conducting demonstrations according to
5. Conduct a coaching interview, according to the coaching interview checklist.

DISCUSSION GUIDE:

Pair the group off --the entire lesson is conducted as a combination of open discussion and role playing

INTRODUCTION

In approximately two weeks, a probationary correction officer will be assigned to work with you. Let's consider that first meeting. Each of you have been paired off with a partner. For the next 6 minutes, I want you to meet each other.

- 1) greet each other as if you are meeting for the very first time
- 2) one person interviews the other for the first 3 minutes. You will then switch interview should be personal; get to know your partner, ie: special interests, special talents; family; etc.
- 3) each of you will then present (introduce) your partner to the group.

DISCUSSION GUIDE:

Ask the group the following

- How did you feel when you were being introduced to the group?
- Do you feel that your interviewer has a good grasp of you?
- Do you feel that, based on your interview, you have a good grasp of your partner?
- What dynamics are involved during a first meeting? What are examples of some of the things that you do? What is the first overall picture that you pay attention to?
- What is the non-verbal communication?
 - a) clothing b) posture c) overall hygiene
- What about the handshake? ie. limp vs. firm; partial vs. full
- What about eye-contact? ie. direct, indirect, not at all.
- Other considerations
 - a) posture, b) space (positioning), c) listening (active/non-active), d) language (slang vs. standard)

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As you can see from this brief exercise, there are numerous interactive cues that impact a first meeting (first impression). These are just a few considerations for you to bear in mind, as you meet the probationary officer assigned to you for the first time.

Several times during this training program, experienced officer, such as yourselves, have been referred to as coaches. What is coaching?

It is: Assisting, training someone on "how to improve", "how to do".

In order to this effectively, what kind of relationship will the coach need to have with the probationary correctional officer? (ie. respectful, accepting; positive, etc.). Remember, your goal is to coach individuals through positive people management. Dealing effectively with the probationary officer means helping them to strive for excellence. This can be achieved through a positive tone in all interactions, particularly when related to job appraisals and corrections for improvement. During this session, we are going to look at descriptions of techniques for making the coaching process a success for both you and the probationary officer.

In the Field of Management, often times analogies are drawn between how a supervisor treats his/her staff and now he/she would treat his/her car. For example: What do you do when you notice something unusual with your car? Do you get it checked out immediately or ignore it until something definite happens; fix the problem immediately before it gets expensive, or wait and see how long it will last; get a new car.

Some supervisors see something wrong, but they ignore it. At some point this "A minor" problem becomes worse. There are other supervisors that will move-in on the problem when it is first observed. This type of supervisor will always provide on-going training and guidance to avoid problems.

Oftentimes, something may appear as minor, but it really isn't because it is fundamental to an overall process.

DISCUSSION GUIDE:

Ask the class to provide examples

An example is timely tours: an officer may decide to do a tour of his/her area later or miss one. This is dangerous because it can create a lackadaisical attitude and result in the officer missing the opportunity to prevent a serious incident or suicide. Hence, alert and active coaching is critical.

Let's look at some recommended coaching techniques.

- 1) Define the problem
- 2) Analyze the causes
- 3) Decide on corrective action
- 4) Think through (rehearse) your approach
- 5) Initiate the coaching session

STEPS & CONSIDERATIONS IN CONDUCTING THE COACHING SESSION:

1. PREPARE -
 - a) check your observation to ensure clear communication -BE SURE ABOUT YOUR OBSERVATION.
 - b) Make certain that it is well timed. Feedback after delay will cause for the problem to be attributed to lack of motivation or ability, rather than the actual observed behavior.
 - c) Think (rehearse) what you are going to say and how - Think about the last big mistake you made and how you felt.
2. SET TONE
Let the probationary officer know immediately that the purpose of the conference is to work out a way to improve future performance and not to criticize negatively.
3. GET FACTS ON THE TABLE:
 - a) Be specific, rather than general
 - b) Be descriptive, rather than evaluative
 - c) Direct observations toward the behavior not perception

d) Offer corrections to improve performance, not to blame or demeanor.

4. MAINTAIN PARTNERSHIP TRAINING

- a) Encourage PROBATIONARY OFFICER to evaluate his/her performance. You should share your past performance -"no one is perfect"
- b) Defuse negative emotions - respond to skills. Always try to focus on positive attitudes. Listen carefully but get the probationary officer refocused on the skills.
- c) Many probationary officers will criticize themselves; Summarize by reviewing when things go wrong. Try to minimize self-criticism and get on with improving the performance.

IMPLEMENTING TRAINING (THE CORRECTIVE ACTION)

Coaching is about helping an individual to improve his/her performance. a job performance is demonstrated by the application of specific knowledge, skills, abilities, and attitudes to the duties and responsibilities of a specific job.

Earlier in this session we established that coaching is the act of helping someone to improve -- "How to do". The primary manner in which we achieve this is through demonstrations. All of us have seen demonstrations in one form or another. The thing to keep in mind when using demonstrations is that they can serve as a very powerful instructional technique that can help to promote learning and long term retention.

What are the purposes of demonstrations

DISCUSSION GUIDE:

Have the class give ideas

THE PURPOSES _ DEMONSTRATIONS

1. Show a procedure
2. Show how to perform an act ~ (psychomotor skill)
3. Show the results
4. Show the consequences of failure to perform properly
5. Uses more than one sense (vision and hearing)
6. provides an opportunity to learn by doing

Remember that retention is a primary concern.

The following are steps to help structure the process of developing and conducting demonstrations and improve the likelihood that they will be effective.

1. Know what behaviors, skills, techniques, or results are to be demonstrated.
2. Identify the material, supplies, or equipment needed.
3. Try the demonstration out in advance to be sure that it does what you want it to.
4. Tell the probationary officer. what you are going to do; prepare them to observe critically.
5. Show the probationary officer how to do it, discuss the subskills involved in the task simultaneously.
6. Maximize the learning. Have the probationary officer practice the procedures, skills, or techniques and evaluate their performance (give feedback immediately).

In order to go from paramilitary to human services - the development must take a different role of instruction. The instructor must not be an authoritarian, but more of a facilitator of the learning experience.

Carl Rogers in his book A Freedom To Learn, emphasizes the establishment of a good relationship between teacher and learner as primary to the learning process. The facilitator's role has five basic characteristics, these are:

1. Effective Listening
2. Genuineness
3. Understanding/Empathizing
4. Respect
5. interpersonal Communication

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These characteristics must be developed in all instructors who are working with adults.

1. Effective Listening - when listening to your probationary employee you must listen carefully, accurately, and sensitively. Any individual who speaks is worthwhile, worth understanding, consequently he/she is worthwhile for having expressed something.
2. Genuineness - "Managing Feelings" When we talk about "managing feelings" we are referring to the ownership of one's feelings.

Such concepts as:

- a. Self (Who Am I)
- b. Self-Determination
- c. Commitment
- d. Inner-direction
- e. Self-Acceptance
- f. Self-Esteem.
- g. Self-Confidence

If you have each of the concepts above the you will have a better attitude towards yourself and if you have a good attitude towards self, you will have a greater attitude towards others. You as the facilitator will be able to:

- a. Decrease in authoritarianism.
- b. Have a greater acceptance to others.
3. Understanding - listen to the meaning and the feelings the probationary officer is experiencing. It is to these meanings and feelings that you will respond to.
4. Respect - you want the probationary officer to be safe, you want him/her to feel, from the beginning of the interaction, that if he/she risks saying something personal, absurd, or cynical, there will be at least one person who respects him/her enough to hear him/her clearly and listen to that statement as expression of himself/herself.

The facilitator must be well aware that one cannot make the experience safe from pain from the rest of the environment. However, the facilitator would like to make the individual feel that whatever happens he is available and supportive.

To Summarize On Criticism - keep in mind that recipients prefer feedback that is specific and is delivered promptly. Those of you who give feedback that is general and is delivered only after a delay often fall into another, more serious trap: You attribute poor performance to internal causes (such as lack of motivation or ability), rather than observable behavior.

III. APPLICATION

At this point I'm going to give you an opportunity to practice the steps and techniques in conducting a coaching interview.

DISCUSSION GUIDE:

Have the students count off from 1 to 5. Have all of the 1's form a group, the 2's another group, etc. Designate an area for each group to cluster.

I'm now going to distribute to you 5 Coaching Interview Checklists, together with a background scenario about a probationary correction officer. You are to review the information and have a small group discussion on the case before you. Decide what behavior is of specific concern and how the coaching interview should be approached. Once you have accomplished this task, chose one person from your group who will conduct the interview with the probationary correctional officer. Someone from a group other than your own, will play the role of the probationary officer.

INSTRUCTOR'S NOTE: Each group has a different probationary officer case. You will have 15 minutes for this exercise. Now, while each of the coaching interviews are taking place, I want everyone else to use the checklist to assess each of the sessions. Each of you have 5 checklists, one for each scenario. At the end get group feedback

CONCLUSION

As the coach, your primary goal is to help the probationary correctional officer strive for excellence. It can best be done by setting a positive tone in all interactions with workers. When performance problems or questions arise, you need to examine the situation closely, first by describing the problem and deciding if it is important. Then the causes of the deficiency are analyzed and corrective action chosen. Once a course of action has been determined, it needs to be implemented and followed up. Finally, you have to evaluate whether the problem has been solved.

NOTE: One corrective action that improves job performance is coaching. Coaching provides a positive approach for both the experienced officer (the Coach) and new person (the probationary officer) to analyze a problem and work to eliminate it. Coaching also builds from the employee's strengths and minimizes blame.

EVALUATION

You have had an opportunity to practice some of the coaching techniques and considerations presented in this session as well as to assess that performance. Now I will ask you to complete a brief quiz.

COACHING SKILLS QUIZ

INSTRUCTIONS: Read each item carefully and circle the letter of the answer that best completes the statement.

1. Coaching is best defined as:
 - a) Keeping someone in check.
 - b) Guiding someone to stay out of trouble.
 - c) Training someone to improve.
 - d) Supervising someone.
2. The first thing that you as a coach should do in preparing for a coaching interview is to:
 - a) Check your observation to ensure clear communications.
 - b) Rehearse what you are going to say.
 - c) Make sure it is a positive observation.
 - d) Minimize self-criticism.
3. In the coaching process, "set the tone" means:
 - a) Speak loudly.
 - b) Speak softly and deliberately.
 - c) Be stern.
 - d) Let the probationary officer know immediately that the purpose of the conference is to work out a way to improve.
4. In order to get the facts on the table, the Coach should-
 - a) Be specific, firm, and evaluative.
 - b) Immediately talk to the captain about the problem.
 - c) Be specific; descriptive; discuss the behavior; and offer corrections to improve.
 - d) Ignore his/her observations and wait for the Coach to initiate the discussion.
5. To maintain Partnership in Training, the Coach should:
 - a) Constantly remind the probationary officer that the Coach is the experienced senior over him or her.
 - b) Threatened the probationary officer with going to the captain.
 - c) Keep the probationary officer dependent on the more experienced, senior officer
 - d) Encourage the probationary officer to evaluate his/her performance, diffuse negative emotions, and minimize the probationary officer's self-criticism.
6. The purpose of demonstrations is to:
 - a) Show how to perform an act, show the consequences of failure to perform, and provide an opportunity to learn by doing.
 - b) Make the probationary officer look bad.

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- c) Show how easy a task actually is.
 - d) To impress the Housing Area Captain.
7. In preparing for a demonstration, the Coach should:
- a) Inform the captain of his/her intentions.
 - b) Make sure that no one is around, besides the probationary officer
 - c) Know what is going to be demonstrated; identify materials needed; and try the demonstration out in advance.
 - d) Minimize the learning.
8. In conducting a demonstration, the Coach should:
- a) Tell the probationary officer what he is going to do.
 - b) Use inmates to make his/her point more clear.
 - c) Catch the probationary officer by surprise.
 - d) Conduct demonstration away from the facility.
9. To maximize the learning means:
- a) Give the probationary officer a lot of work.
 - b) Give the probationary officer an opportunity to practice the procedures, skills, or techniques and give him/her immediate feedback.
 - c) Give the probationary officer high praise.
 - d) Award the probationary officer for doing the right thing.
10. When conducting the coaching interview, the Coach should:
- a) Speak to the probationary officer in private.
 - b) Be harsh.
 - c) Share criticism only.
 - d) Immediately report the outcome to the captain.

PEER COACHING SKILLS CHECKLIST
FACILITY TRAINING OFFICER PROGRAM

INSTRUCTIONS: Please check the box that best represents your observations.

- 1. NOT OBSERVED
 - 2. FAIR
 - 3. GOOD
 - 4. EXCELLENT
-
- 1. Set Tone
 - 2. Get Facts On Table:
 - a) Be Specific
 - b) Be Descriptive
 - c) Observations Directed To Behavior
 - d) Corrections To Improve
 - 3. Maintain Partnership In Training:
 - a) Encourage Evaluation
 - b) Diffuse Negative
 - c) Minimize Self-Criticism

INSTRUCTOR'S NOTES: The instructor should develop the five background scenarios about a probationary correction officer to distribute for the exercise. Make each on fairly simple, but consistent with the various types of people who apply for corrections jobs in your area
