

Aligning the goals of detention and rehabilitation with recruitment, retention and professional development strategies in European prisons

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In June 2020, the Erasmus+ Corrections Careers project conducted an online survey, aimed at prison officers, to see how professional development in prisons supports modern prison culture and recruitment and retention. This article presents a review of relevant literature, and then details why and how an online survey was developed to validate the findings. We present an analysis of the 749 responses from 5+ countries, to draw out significant differences between how prison staff responded in the participating countries. We conclude by indicating where positive and negative survey response correlations support the literature review findings, and indicate possible areas for future research.

European country, prison officers are now, to a greater or lesser extent, involved in a range of rehabilitative measures, from dynamic security to occupying prisoners in purposeful activity, to helping them acknowledge and address their offending behaviour, and preparing them for release. A literature review was undertaken to see how far professional development in prisons is succeeding in supporting modern, rehabilitative prison culture with the recruitment and retention of front-line, uniformed prison staff (hereafter: prison officers)¹ in a human service role. Partners identified gaps in the current literature,² and as practitioners in the field, wanted to validate these findings with their staff and colleagues. We therefore developed an online survey directed at prison staff to gather their perceptions about what we could do to better support their careers in prison whilst increasing the focus on rehabilitation.

Introduction

Recruiting and retaining the human service role within reformed corrections

A prison officer's working routine and training are still deeply entrenched around traditional custodial duties. Over the last two decades, however, their role has become pivotal to ongoing prison reform: in every

Overview of current practice and challenges in prison career guidance

The dichotomy between existing training and professional development and the human service role within reformed corrections appears repeatedly in literature collected by European partners.^{3,4} Some prison

1. The authors acknowledge the over-simplification of the term 'prison officer' to cover the diverse functions of uniformed prison staff in different countries, for the purpose of this article.
2. 12 organisations from eight European Member States: CPIP (Coordinator) (RO), Timisoara Penitentiary (RO), SNPP - The National Trade Union of Prison Policemen (RO), ICPA - International Corrections and Prisons Association (BE), Turkish General Directorate of Prisons and Detention Houses (TR), Bremen Ministry of Justice and Constitution (DE), BETI Baltic Institute of Technology (LT), DGRSP Portuguese Prison and Rehabilitation Service (PT), IPS Innovative Prison Systems (PT), CEIPES – International Centre for the Promotion of Education and Development (IT), BrainLog (DE) and York Associates (UK)
3. In *From Jailor to Correctional Officer: social (re)configuration of a profession* (2014), Ana Pereira Roseira, aims to explore the following questions: What continuities exist (in Portugal) between the now extinct profession of jailor (carcereiro) and the contemporary Prison Officer (guarda prisional)? Similarly, the question of 'what are we here for?' is drawn out in interviews with prison officers in England and Wales published in the *Wings of Learning* report (2006).
4. From 2019-2020, partners collected 52 items of Partners returned 52 items they considered to meet the protocols of *Corrections Careers* research guidelines, across five main disciplines of legislation and public policy, vocational educational training (VET), criminal justice (incl. grey literature), human resources and lifelong learning research.

officers feel at times underused, that their function in the prison community is frequently reduced to 'turnkey' security duties, while their own perceptions of their duties and responsibilities is many and varied, frequently challenging and often demanding. Research attributes this to a broad number of changes, but from their practice, partners particularly note an increase in the number of prisoners with mental health disorders and addictions,^{5,6} new groups of people in prison and types of offences (such as extremism). Many officers want to do more but felt constrained by the demands of the job and a lack of time. Some argue that any blurring of the line between discipline and the 'softer' parts of the regime, such as education, could lead to a conflict of roles.⁷ Russo and colleagues highlight a need for the US corrections workforce to 'clarify the mission of the sector', calling for research into reframing corrections as a 'human-services role', along with a corresponding change in the competencies sought, thus helping the sector recruit a broader base of new talent.⁸ The *Prison Safety and Reform White Paper*, published in 2016, by the Ministry of Justice in England and Wales,⁹ prioritised developing leaders and prison officers as one of six key categories for reform. Whatever the aspirations of policy makers, the human relationships which prison staff and officers build with prisoners and communities frequently appear central to reforming service delivery.

When and how should career guidance most effectively be delivered?

When and how should prisons provide their staff with career development training and support in a way that systematically and successfully supports rehabilitative reform? In criminal justice literature, frequent direct or indirect use is made of management

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and leadership figures as those best positioned to deliver timely and tailored career guidance to their staff. The Prison Management edition of *The Prison Service Journal* heard directly from Governors of diverse prisons in England and Wales on how they balanced organisational and individual needs with the changing nature of a prison officer's role. The authors noted the 'complexity of the work not only from a technical perspective but more importantly from human, moral and emotional perspectives'.¹⁰ One manager who ran a particularly successful 3-11pm shift in prison proactively used regular and purposeful staff meetings to promote 'reward by career planning'.¹¹ As individuals become more proactive, the availability of easily accessible, printed and online material has an influence over an individual's long term planning, such as the French Ministry of Justice's info-flyers for Prison Director role progression, which give quick information on qualifications, competencies, and salary.

However, prison conditions — and training — do not allow all managers to act as a link for guidance to train and retain officers throughout their careers. For example, Baudino looked at the Italian prison system, where a shortage of prison staff was identified as a significant reason for individual and the organisational burnout, before either can make even reactive changes to employee conditions and progression. Within this context, he flags the issue of high rates of suicide within the Italian Prison Police corps.¹²

Tried and tested interventions have been developed to retain key target groups of prison officers. Knowing at which points in employees' career paths to anticipate using these interventions would make for more effective use of resources. Lambert and colleagues found that age and gender were responsible for specific correlations with job satisfaction and job

5. Vollbach, A., Menschenwürde hinter Gittern – Über grundlegende Konzepte zum Umgang mit Gefangenen/ Human dignity behind bars – fundamental concepts of the approach to prisoners. *Forum Strafvollzug*, Heft 4/2022 – 72. Jahrgang
6. Fazel, S., Bains, P., & Doll, H. (2006). Substance abuse and dependence in prisoners: a systematic review. *Addiction*, 101, 181-191.
7. Braggins, J., & Talbot, J. (2006). *Wings of Learning: the role of the prison officer in supporting prisoner education*. The Centre for Crime and Justice Studies.
8. Russo, J., Woods, D., Drake, G. B., & Jackson, B. A. (2018). *Building a High-Quality Correctional Workforce: Identifying Challenges and Needs*. https://www.rand.org/pubs/research_reports/RR2386.html (accessed 4.2.20).
9. Ministry of Justice (2016). *White Paper on Prison Safety and Reform*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/565014/cm-9350-prison-safety-and-reform-_web_.pdf (accessed 20.11.2022)
10. Crewe, B., & Liebling, A. (2015). Governing governors. *Prison Service Journal*, 222, 3–10.
11. Liebling, A., Price, D., & Shefer, G. (2010). *The Prison Officer*. Routledge.
12. Baudino, M. (2014). La polizia penitenziaria tra sovrappollamento carcerario e burnout: il dibattito interno 16

stress,¹³ and wider human resources literature indicates benefits when career guidance targets disadvantaged groups for social equity and inclusion.¹⁴ A Rapid Evidence Review into employment support for the over 50s gives primary importance to 'role, provision and effective use of adult-orientated information advice and guidance (IAG) in informing individual choice and pathways to extending working lives', particularly where the individual has health issues.¹⁵ Bimrose's human resources research explores the application of gender-sensitive approaches to career guidance practice to counter known issues such as occupational segregation and harassment.¹⁶ Some studies indicate proactive career guidance for female prison officers would be most effective at specific points. For example, those surveyed by Dial and colleagues on leadership, job environment, stress and job satisfaction found staff tended to look for alternative career pathways between three and eight years after joining the service.¹⁷

The literature review identified positive effects from both restructuring the prison services' career guidance (such as training prison managers to guide careers) and addressing individual needs (such as promoting services for specific groups, at specific points in their working lives). Current human resources thinking pushes us further, to distinguish and contrast. The 'shaper categories' of 'adviser, informant, witness, gatekeeper and intermediary in terms of their perceived impact on individuals' are further distinguished and contrasted by the modern human resources thinking.¹⁸ This could help staff in the prison 'be explicit about the career support they can offer, and to identify other potentially valuable career shapers.'

For the present at least, the work of the *Corrections Careers'* stakeholder group reinforces the pivotal role a line manager plays in their employees' professional development: whether examining training choices is simply a list-ticking process, or whether a prison officer's professional growth is strategically tied to the aims of the individual and the institution, depends on the mindset and abilities of the line

management.¹⁹ Stakeholders in the partnership cited a range of reasons as to why a line manager might not recommend a prison officer for training, such as:²⁰

- ❑ A manager without formal education or who is less convinced of the value of continued professional development would subsequently be less likely they to recommend or know what to recommend.
- ❑ Insufficient dialogue between the manager and the education and training centre.
- ❑ If there isn't enough budget flexibility, managers may be reluctant to request funding or may prioritise security-based training over rehabilitative measures.

Building evidence and prioritising evaluation in criminal justice

Does career guidance work? Evidence for the effectiveness of career guidance tends to accrue under the three broad policy priorities, namely learning, labour market and social equity goals. For an overview, the evidence base developed to support the European Lifelong Policy Network's Lifelong Guidance Policy Development Kit,²¹ gives tangible evidence to support the view that 'Business benefits include increasing employee satisfaction and engagement, and supporting knowledge transfer and cohesion'. From broader research into the understanding of entry-level recruits into technical facilities, we see a call for organisations to 'verify which career education strategy allows the graduate to more easily adapt to the employer's demand';²² these three goals must be prioritised and align between the organisation and the employee.

Criminal justice research reflects this: responding to a high turnover rate in the Midwest of the USA, Bonham and Crews conducted research evaluating outgoing prison officers' concerns.²³ They found that involving people in offering feedback for change and development should not only promote institutional

13. Lambert, E. G., Kim, B., Keena, L. D., & Cheeseman, K. (2017). Testing a gendered models of job satisfaction and work stress among prison officers. *Journal of Crime and Justice*, 40, 188–203.

14. Musset, P., & Kurekova, L. M. (2018). Working it out: Career Guidance and Employer Engagement. <https://doi.org/10.1787/51c9d18d-en>

15. Parsons, P. D., & Walsh, K. (2019). Employment support for over 50s: Rapid evidence review. <https://ageing-better.org.uk/resources/employment-support-over-50s-evidence-review>

16. Bimrose, J. (2019). Guidance for Girls and Women. In J. A. Athanasou, & H. N. Perera, (Eds.), *International Handbook of Career Guidance*. Springer International Publishing, pp. 385–412.

17. Dial, K. C., Downey, R. A., & Goodlin, W. E. (2010). The job in the joint: The impact of generation and gender on work stress in prison. *Journal of Criminal Justice*, 38, 609–615.

18. Bosley, S. L. C., Arnold, J., & Cohen, L. (2009). How other people shape our careers: A typology drawn from career narratives. *Human Relations*, 62, 1487–1520.

19. Corrections Careers (nd). Review of Policy and Practice <https://www.careersincorrections.com/resources/>

20. Corrections Careers (nd). Country Reports on England and Wales, Denmark and Germany, respectively <https://www.careersincorrections.com/resources/>

21. Vuorinen, R., Watts, A. G. (2012). *Lifelong guidance policy development: A European resource kit*. European Lifelong Policy Network.

22. Mereuta, C. (2018). The Importance of Professional Counseling and Career Guidance in Technical Faculties. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, 10, 244–247.

23. Bonham Jr., G., & Crews, R. (2007). Strategies for Employee Retention in Corrections. *Corrections Compendium*, 32(3), 7–11.

efficiency but also foster long-term improvements in teamwork, morale, and operational participation. Aside from compensation and working conditions, two of the top three suggestions from this study related to access to relevant professional development and guidance. His Majesty's Prison and Probation Service's (HMPPS) business plan 2018-19²⁴ cites the business case for embedding new organisational structures and investing in expertise to provide consistent service across public and private prisons. More effective career and succession planning structures that better serve the business is one area of investment that is explicitly mentioned.

Although no meta-analysis of career guidance in prisons could be found, research in other fields shows effective ways to deliver career guidance to employees. These studies may help us to determine which people will benefit from career guidance the most, and how to assess pilot guidance projects. Whiston and colleagues give such an overview, alongside a six-step process for evaluating career counselling programmes,²⁵ and the Lifelong Guidance Policy Development Toolkit also details the benefits of evaluation, and how to implement this sustainably.²⁶

Method

How do prison officers feel their careers in prison could be better supported?

Corrections Careers originally aimed to conduct stakeholder meetings, to identify and assess innovative policy approaches which help improve education, training, and professional development systems in prisons. The partnership was particularly looking for those initiatives that have the potential to be mainstreamed. In order to reinforce critical messages already established through our desk study, and to give

decision-makers a route of referenced and prioritised action, we wanted to hear directly from prison officers in this research.

However, this activity took place in 2020 and was dominated by restricted access due to the global COVID-19 pandemic. To reach frontline prison staff, we went digital: our partnership of prison, education, and non-profit professionals developed an online Prison Officer Needs Analysis Survey, which we distributed to prisons in five European justice systems, Turkey and internationally. We asked prison officers or their line managers to respond.

Survey development

During two separate online video sessions, survey questions were developed based on the desk research from the partnership: the first session broke down specific themes from the literature, selected by partners representing different sectors (justice ministries, prison practitioners, tertiary adult education, and non-profit sectors). Partners cautioned that prison officer participants in earlier online surveys had responded poorly to questionnaires lasting more than 15 minutes. This is consistent with current research showing that when surveys become very time-consuming and tedious,

respondents may not provide accurate answers at later stages or may submit incomplete responses.²⁷ Therefore, questions were limited to one per theme. During development, the survey was tested to ensure it could be meaningfully answered in less than 15 minutes.

In the second survey session, partners peer-reviewed each other's questions to ensure they were appropriate in terms of phraseology, vocabulary, and question type. Since scale response formats take respondents more time, binary yes/no questions were utilised whenever possible.²⁸ Where a binary response

Although no meta-analysis of career guidance in prisons could be found, research in other fields shows effective ways to deliver career guidance to employees.

24. HM Prison and Probation Service (2018). Business Plan 2018-2019. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/724911/HMPPS_Business_Plan_2018-19.pdf
25. Whiston, S. C., Mitts, N. G., & Li, Y. (2019). Evaluation of Career Guidance Programs. In J. A. Athanasou, & H. N. Perera, (Eds.), *International Handbook of Career Guidance*. Springer International Publishing, 815–834.
26. See footnote 21.
27. Dolnicar, S. & Grün, B., & Leisch, F. (2011) Quick, Simple and Reliable: Forced Binary Survey Questions. *International Journal of Market Research*, 53(2), 231-252
28. Rivera-Garrido, N., Ramos-Sosa, M. P., Accerenzi, M., & Branäs-Garza, P. (2022). Continuous and binary sets of responses differ in the field. *Scientific Reports*, 12, 14376.

would have inhibited a full understanding (e.g., To what extent do you think this training helps you stay in your job?), a 5-point Likert scale response format was used. In order to analyse a respondent's level of agreement, points 3-5 were classified as agreement/positive/higher incidence, whereas points 1 and 2 were classified as disagreement/negative/lower occurrence. Native speakers of the partner languages translated the final version of the survey.

Survey dissemination and number of responses

The survey was delivered via Google Forms, remaining open for nine weeks in the five languages of the *Corrections Careers* partnership. Each partner distributed the survey via their local or national prison services or union. In each partner-country, prison officers from at least two prisons responded to the survey. An English-language version was also disseminated through the International Corrections and Prisons Association. Table 1 presents the response frequencies.

Table 1. Number of Corrections Careers survey responses per country

Country	Number of responses
Turkey	265
Italy	248
Portugal	120
Germany	71
Romania	28
English language (Int. responses)	17
Total	749

Analysis

Survey respondents identified themselves primarily as prison officers in every country aside from the English-language worldwide edition. Fewer than 10 per cent of respondents overall identified themselves as being in a leadership position in prison.

To examine potential significant differences between how prison staff responded in the partner countries, we grouped the responses from all countries into two batches of questions. The first batch (A) focussed on **time and experience in the role:**

- How long in current position
- Has this been your only career?
- Do you consider your salary enough...?
- Do you seek out career counselling or are all employees given career counselling?
- When you go to work do you consider this...
- I feel I am given guidance to understand opportunities/ philosophy of corrections.

And the second batch (B) focussed on **training and mentoring:**

- Do you have an annual job performance review?
- Are you receiving enough training to perform your duties effectively?
- To what extent do you think this training helps you stay in your job?

- Do you have a career mentor or counsellor not line manager?
- How much information is there present in leadership development career...?
- I feel I am given guidance to understand opportunities/ philosophy of corrections.

All responses to these two batches of questions were compared using a cluster analysis, so any regions that provided significantly different answers from the others would be identified by a low similarity score. The responses provided by prison staff in the partner countries were very similar; no region exhibited any appreciable outlier responses, demonstrating a remarkable degree of uniformity in responses across regions. We can say with some confidence that regional differences in answers to these batches of questions are minimal.

We combined the data from all respondents in all locations to assess the degree of correlation between responses, and used Spearman rank-order correlation to identify correlation coefficients by measuring the extent to which two variables tend to change together. A value of 1 indicates all responders provided the same answer to both questions, with -1 representing opposite responses to each question. A positive correlation indicates that increasing positive responses to a particular question were often matched by positive responses to the second question. A

negative correlation represents a trend of when responders answered positively to one question, they often answered negatively to another. Where no correlation is indicated, there was no indication of responses to one question correlating with responses to the other. The dataset is publicly available via Mendeley Data.²⁹

The authors present the Spearman rank-order correlations here in full, but with the following caveat: in the context of the *Corrections Careers* project, we used the Spearman rank-order correlations strictly to contextualise partners' desk research, not as stand-alone findings. This is because whilst there are correlations in the data, these may not necessarily be causal. Readers should also note that:

- ❑ Spearman rank-order correlations measure monotonic relationships: the variables tend to

change together, but not necessarily at a constant rate.

- ❑ Spearman correlation coefficient is based on the ranked values for each variable rather than the raw data.
- ❑ A substantial correlation is shown in dark colours in the tables if a large majority (>95 percent) of respondents answered two questions in a similar manner.
- ❑ Weak correlations are indicated when a smaller majority respond similarly to two questions.
- ❑ The stronger the colour, the more pronounced the correlation (see Table 2 below). If there is no pattern in response, no correlation is indicated, or we have declared there is inadequate data, and these are indicated in grey. The correlation only appears as positive or negative if the coefficient is above 95 per cent.

Table 2. Interpretation of correlation strength

			From 0.0 to 0.1
	No correlation		From 0.11 to 0.2
	From 0.0 to -0.1		From 0.21 to 0.3
	From -0.11 to -0.2		From 0.31 to 0.5
	From -0.21 to -0.3		From 0.51 to 1.0

Findings

The resulting analysis output is too complex to show here in its entirety. We therefore divide this into smaller outputs that display each country's replies to important issues. In this section, we present five questions at a time and discuss the most noteworthy positive or negative correlations.

Correlations between responses for questions 1-5

In the first five questions (see Table 3) we notice the following negative correlations:

- ❑ When compared to line managers, prison officers tended to have a negative correlation with their tenure in the job. This meant that front-line employees typically had less experience in their positions than their superiors had.

- ❑ Prison officers tended not to feel that current training provision helps them to stay in their job. Their line managers were neutral on this point.
- ❑ Line managers had a slightly larger propensity to view their job more as a profession than as a public service. Any responder who saw their job more as a career than a public service was somewhat more likely to feel underpaid.

And the following positive correlations:

- ❑ The more years that respondents had spent in their roles, the more likely they were to have had (or know whether there was) an annual job performance review. The trend for experienced workers to have a mentor, or someone comparable who is not their direct manager, was also observed.
- ❑ Adequate salary was an indicator for positive responses to 8 out of 15 questions.
- ❑ Line managers were more likely to be happy with their salary than prison officers.

29. Williams, R. (2022). <https://data.mendeley.com/datasets/8d69mv2bmz/2>

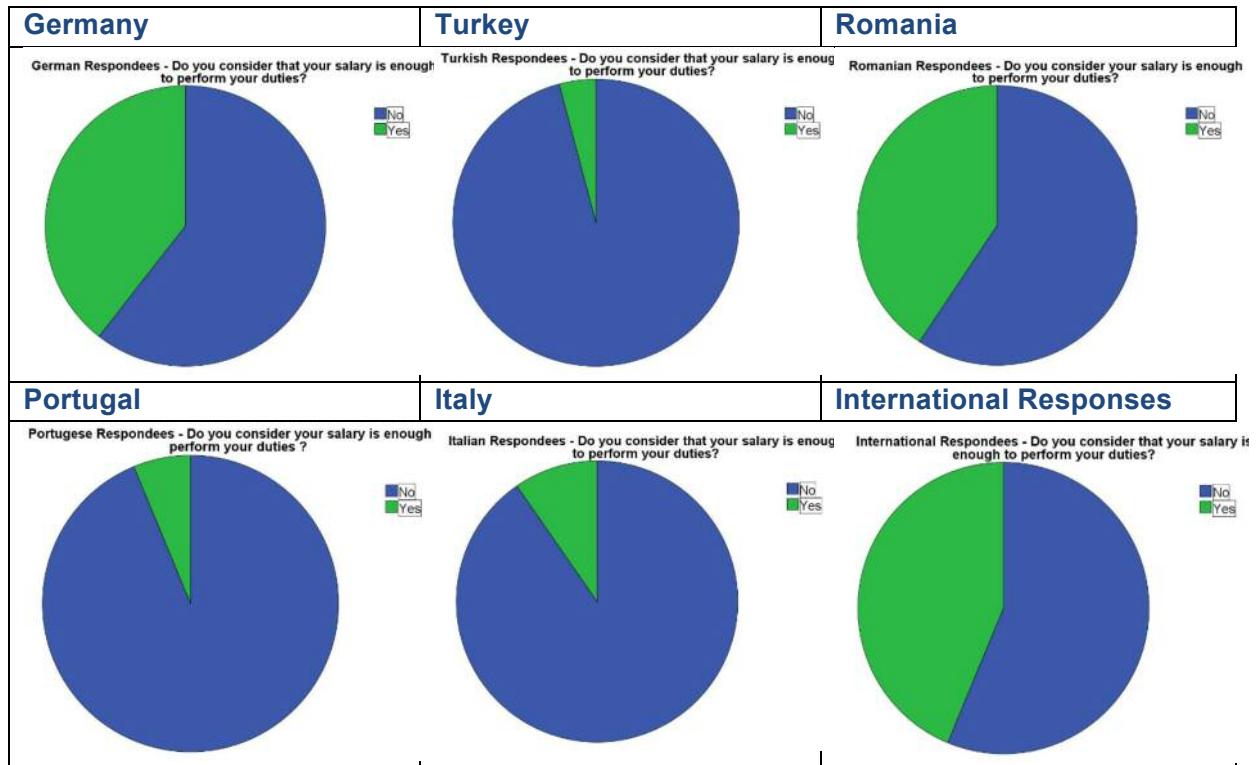
Table 3. Spearman rank-order correlations for questions 1-5

	Are you a correctional officer?	Are you a line manager to correctional officers?	How long have you been in your current position at the prison?	Has this been your only career?	Do you consider your salary is enough to perform your duties?
Are you a correctional officer?		-0.29	-0.12		
Are you a line manager to correctional officers?	-0.294		0.1	0.13	0.29
How long have you been in your current position at the prison?	-0.12	0.1		0.29	
Has this been your only career?		0.13	0.29		
Do you consider that your salary is enough to perform your duties?		0.29			
Do you feel your organization provides you with enough motivation to keep you in your career?		0.12		0.07	0.25
Does your organisation have an annual job performance review?			0.31		
If you answered no, do you think staff would benefit from an annual performance evaluation?					
Are you/ are your prison staff receiving enough training to perform your duties effectively?		0.09	-0.09		0.14
To what extent do you think this training helps you stay in the job?	-0.11		0.1		
How much information is there in basic training that prison work is a career?					0.09
How much information is there on development of leadership skills?		0.08			0.1
When you go to work, do you consider this job – Public mission?		-0.12			-0.09
Do you sometimes not tell people that you work in prison?	0.1	-0.09			
How receptive are managerial staff to learning and development?					0.14
Does your prison officially (outside of the prison) promote working in corrections as a career?		0.19	0.12		0.1
Do you need to seek out career counselling yourself, or is career counselling given to all employees?					
Do you have a career mentor or counsellor you can visit, who is not your line manager?		0.1	0.21		
I feel I am given guidance on education opportunities to better understand the philosophy of corrections		0.1			0.11
I feel I am given guidance to training opportunities that help me do my job better		0.1			0.18

Since there was more significant divergence between the respondent regions in relation to salary (Q.5: Do you consider that your salary is enough to

perform your duties? Possible responses: No (blue)/ Yes (green)), we present a breakdown by country (Figure 1 below) for clarity.

Figure 1. By-country responses to question of salary



Correlations between responses for questions 6-10

For questions 6-10, the correlations are presented in Table 4. In particular, we notice:

- ❑ The strongest positive correlations to any question can be found for question 6: respondents who felt that their organisation provided them with enough motivation to stay in their career (such as good holidays/ parental leave / training etc.) were also more likely to respond positively to eight other questions.
- ❑ A weak positive correlation exists between this motivation, and the extent to which

respondents felt training helps them to stay in their jobs.

- ❑ Question 9 exhibits the second-strongest set of positive correlations, indicating that respondents who believed they were receiving sufficient training to perform their duties effectively, also responded positively to five additional questions.
- ❑ Overall, if the respondent felt positively, that the training they receive helps them to stay in their jobs, they also responded positively to eight out of the 15 questions. Other responses were predominantly neutral.

Table 4. Spearman rank-order correlations for questions 6-10

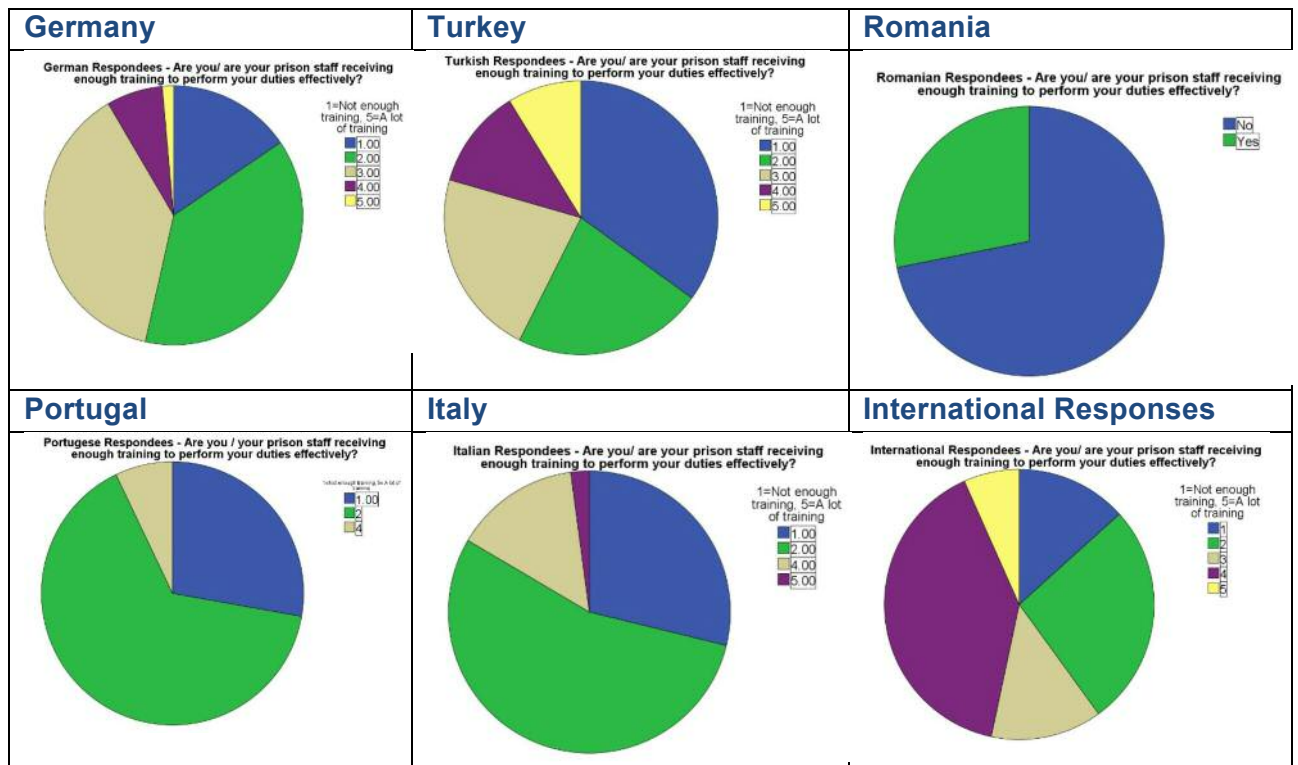
	Do you feel your organization provides you with enough motivation to keep you in your career?	Does your organisation have an annual job performance review?	If you answered no, do you think staff would benefit from an annual performance evaluation?	Are you/ are your prison staff receiving enough training to perform your duties	To what extent do you think this training helps you stay in the job?
Are you a correctional officer?					-0.11
Are you a line manager to correctional officers?	0.13			0.09	
How long have you been in your current position at the prison?		0.13		-0.09	0.1
Has this been your only career?	0.07				
Do you consider that your salary is enough to perform your duties?	0.25			0.14	
Do you feel your organization provides you with enough motivation to keep you in your career?			0.2	0.46	0.13
Does your organisation have an annual job performance review?					0.23
If you answered no, do you think staff would benefit from an annual performance evaluation?	0.2				0.17
Are you/ are your prison staff receiving enough training to perform your duties effectively?	0.46				0.26
To what extent do you think this training helps you stay in the job?	0.13	0.23	0.17	0.26	
How much information is there in basic training that prison work is a career?	0.31	0.12		0.46	0.28
How much information is there on development of leadership skills?	0.33	0.12		0.43	0.24
When you go to work, do you consider this job – Public mission?		-0.1			
Do you sometimes not tell people that you work in prison?	-0.17			-0.12	
How receptive are managerial staff to learning and development?	0.44			0.3	
Does your prison officially (outside of the prison) promote working in corrections as a career?	0.16	0.27		0.14	
Do you need to seek out career counselling yourself, or is career counselling given to all employees?	0.12			0.1	
Do you have a career mentor or counsellor you can visit, who is not your line manager?		0.27			
I feel I am given guidance on education opportunities to better understand the philosophy of corrections	0.23			0.354	0.15
I feel I am given guidance to training opportunities that help me do my job better	0.32	0.1		0.36	0.15

As the aim of this survey was to gauge how prison officers perceive professional development in their prisons to support modern prison culture and recruitment and retention, we particularly highlight individual country responses to question 9 (presented below in Figure 2): Are you/ are your prison staff receiving enough training to perform your duties effectively? Most countries responded on a Likert scale, where 1 (blue) represented 'not enough', 2 (green) represented 'not quite enough', 3 (beige) represented a neutral response, 4 (purple) represented 'just about

enough' and 5 (yellow) represented 'yes, enough'. Romania adapted the response format to a binary 'yes' (green) or 'no' (blue).

In each country, the respondents surveyed reported their training to be lacking (blue and green), or were at least not convinced that training is sufficient (beige) for this developing role. Very few prison officers (international responses were predominately from prison leaders) felt their training is enough to recruit and retain officers in a modern prison.

Figure 2. By-country responses to whether staff felt they/ their staff received enough training



Correlation between responses for questions 11-15

Table 5 presents high positive associations between respondents' perceptions that their basic training provided sufficient information to support prison work as a career, and their likelihood of receiving information on the development of leadership qualities. Also noteworthy are those negative correlations between respondents who tended not to tell people that they work in prison, and their responses to other questions. Prison officers reported being less willing than their line managers to be honest

Respondents also tended to think there was not enough information in basic training that prison work is a career, nor general training on developing leadership skills.

with others about their place of work. As we progress along responses, we can see that the same respondents also tended to think there was not enough information in basic training that prison work is a career, nor general training on developing leadership skills. These respondents tended to think that management was not receptive to learning and development, that their prison did not promote outside of the prison that working in corrections is a career, and felt they were not given guidance on educational opportunities to understand corrections, nor training opportunities to help them do their job better.

Table 5. Spearman rank-order correlation map for questions 11-15

	How much information is there in basic training that prison work is a career?	How much information is there on development of leadership skills?	When you go to work, do you consider this job – Public mission?	Do you sometimes not tell people that you work in prison?	How receptive are managerial staff to learning and development?
Are you a correctional officer?				0.1	
Are you a line manager to correctional officers?		0.08	-0.12	-0.09	
How long have you been in your current position at the prison?					
Has this been your only career?					
Do you consider that your salary is enough to perform your duties?	0.09	0.1	-0.09		-0.14
Do you feel your organization provides you with enough motivation to keep you in your career?	0.31	0.33		-0.17	0.44
Does your organisation have an annual job performance review?	0.21	0.12	-0.1		
If you answered no, do you think staff would benefit from an annual performance evaluation?					
Are you/ are your prison staff receiving enough training to perform your duties effectively?	0.46	0.43		-0.12	0.3
To what extent do you think this training helps you stay in the job?	0.28	0.24			
How much information is there in basic training that prison work is a career?		0.8		-0.1	0.14
How much information is there on development of leadership skills?	0.8			-0.12	0.19
When you go to work, do you consider this job – Public mission?					
Do you sometimes not tell people that you work in prison?	-0.1	-0.12			-0.15
How receptive are managerial staff to learning and development?	0.14	0.19		-0.15	
Does your prison officially (outside of the prison) promote working in corrections as a career?	0.17	0.18	-0.11	-0.15	0.27
Do you need to seek out career counselling yourself, or is career counselling given to all employees?		0.09		-0.12	0.23
Do you have a career mentor or counsellor you can visit, who is not your line manager?	0.11	0.11			
I feel I am given guidance on education opportunities to better understand the philosophy of corrections	0.3	0.27		-0.11	0.17
I feel I am given guidance to training opportunities that help me do my job better	0.29	0.31		-0.14	0.22

Correlations between responses for questions 16-20

Noteworthy from responses to questions 16-20 (Table 6) are the following two observations:

- Where a respondent identified a prison as being officially open to promoting working in corrections as a career, they were also more likely to receive in-house career guidance, to have a mentor or counsellor who is not their line manager, and to understand corrections and feel guided towards opportunities which help them do their job better.

- The second strongest correlation indicates that when respondents were given guidance to training opportunities that help them do their job better, they were very likely to feel they had more opportunity to better understand the philosophy of corrections. Individuals who did not feel encouraged to pursue training and a comprehension of rehabilitation were also more likely to feel stigmatised in this important public service position

Table 6. Spearman rank order correlations for questions 16-20

	Does your prison officially (outside of the prison) promote working in corrections as a career?	Do you need to seek out career counselling yourself, or is career counselling given to all employees?	Do you have a career mentor or counsellor you can visit, who is not your line manager?	I feel I am given guidance on education opportunities to better understand the philosophy of corrections	I feel I am given guidance to training opportunities that help me do my job better
Are you a correctional officer?					
Are you a line manager to correctional officers?	0.19		0.1	0.1	0.1
How long have you been in your current position at the prison?	0.12		0.21		
Has this been your only career?					
Do you consider that your salary is enough to perform your duties?	0.1			0.11	0.18
Do you feel your organization provides you with enough motivation to keep you in your career?	0.16	0.12		0.23	0.32
Does your organisation have an annual job performance review?	0.27		0.27		0.1
If you answered no, do you think staff would benefit from an annual performance evaluation?					
Are you/ are your prison staff receiving enough training to perform your duties effectively?	0.14	0.1		0.35	0.36
To what extent do you think this training helps you stay in the job?				0.15	0.16
How much information is there in basic training that prison work is a career?	0.17		0.11	0.3	0.29
How much information is there on development of leadership skills?	0.18	0.09	0.11	0.27	0.31
When you go to work, do you consider this job – Public mission?	-0.11				
Do you sometimes not tell people that you work in prison?	-0.15	-0.12		-0.11	-0.14
How receptive are managerial staff to learning and development?	0.27	0.23		0.17	0.22
Does your prison officially (outside of the prison) promote working in corrections as a career?		0.15	0.2	0.14	0.22
Do you need to seek out career counselling yourself, or is career counselling given to all employees?	0.15				
Do you have a career mentor or counsellor you can visit, who is not your line manager?	0.2				
I feel I am given guidance on education opportunities to better understand the philosophy of corrections	0.14				0.56
I feel I am given guidance to training opportunities that help me do my job better	0.22			0.56	

Conclusion

We have noted that initiatives which recognise the human service element of a prison officer's role empower them to improve the overall quality of life for prisoners and for themselves. Our survey results indicate that these initiatives should focus on greater prison-wide recognition of the rehabilitative mission, and more training to better prepare prison officers for the reality

of this challenging role. The survey results underline the positive correlations between pride in a performing a public service role, having managers who are open to training, and wider community recruitment and recognition. Around half of the European prison managers and prison officers we surveyed felt reluctant to tell people where they worked, some perhaps because this might pose a threat to their families, others perhaps because of lack of pride in their jobs in

the prison system. Where employees felt they had supportive managers and plenty of information, they tended not to experience this reluctance. We can improve training, recruitment, and public awareness policies by better understanding, with more research, how training and societal awareness affect how prison officers' roles are viewed by the officers themselves, and by the communities in which they live.

The survey results support the suggestion that there are effective points in a prison officer's career for career development, and also underline the importance of the line manager as a gatekeeper to facilitate and motivate take-up of training. The survey data shows how the annual review may be an effective tool to inform and motivate staff. Staff who had mentors in their careers tended to view training and learning with more positivity, although newly hired staff sometimes had no mentors in place at all. According to our survey results, career counselling seems essentially non-existent, although training is more frequently available to prison officers. Two thirds of prison officers who responded had had annual reviews with their line managers, but these reviews did not automatically translate into practical training that helped them to perform their duties more effectively. In fact, two thirds of respondents consistently stated that their prison's management were not receptive to prison officer learning and development opportunities. Mentorship, other than line management, as a more accessible way for uniformed staff to cope with emerging difficulties encountered when performing their jobs, was almost non-existent for the participants. Irrespective of the type of training, survey responses reinforce that simply

feeling valued and guided towards professional development may further understanding of rehabilitation and (re)inclusion needs. We recommend that the line manager's pivotal role in career guidance be acknowledged through better training and support, and we see a need for research into effective methods of in-employment career guidance delivery specifically for prison services.

Front line officers — as opposed to their superiors — thought they were not paid enough, which appeared to negatively impact crucial variables such as feeling invested in the public mission of rehabilitation. A good salary and holiday allowance was also related to increased training uptake. The survey results are supportive of current research findings suggesting uptake of training, understanding of corrections and guidance to training are aligned to more consistent implementation of modern prisoner rehabilitation strategies. Nevertheless, even where respondents identified their salary was too low, involvement in training corresponded to greater morale, personal commitment, and involvement in operations.

This study suggests that rote career development checklist reviews should be discontinued as a prelude to other (perhaps more resource-intensive) approaches. Simply encouraging employees and enabling (within prison schedules) uptake of existing learning and development opportunities is a good start — even encouraging teams to share their work may help to promote a learning environment in prison. As noted in the literature review, enabling this learning to shape strategy might make a culture of learning more sustainable in a prison, and help to embed change processes.