"A REVIEW OF RECRUITMENT, SELECTION, INDUCTION AND PRIMARY TRAINING OF NEW SOUTH WALES PRISON OFFICERS"

APRIL 1985

Tender Number 531

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The authors request that their thanks be directed to staff for the assistance provided.
1. INTRODUCTION

1.1 In August 1984 the Corrective Services Department, through the State Contracts Control Board, issued Tender No 531 for consultant services to "conduct an independent review of recruitment, selection, induction and primary training of New South Wales Prison Officers".

1.2 McCallum Consultants was the successful tenderer and received notification by receipt of Purchase Order No 701813 signed by Mr Dwyer and dated 13 December 1984.

1.3 Preliminary discussions with the Department's Acting Senior Administrative Officer were held during late December 1984. Further discussion with the Senior Administrative Officer in January 1985 confirmed a time scale for the assignment and agreed the general methodology.

1.4 Collection of relevant data, documents, manuals and regulations occurred coincident with site visits to a range of Corrective Services Department facilities. Additional specific data collection methods were designed, distributed and returned. In late March data analysis was undertaken.

1.5 The Report is herewith delivered.
2. METHODS

2.1 REVIEW OF OVERALL APPROACH AND PROCEDURES

Three major approaches were deemed suitable for data collection in this assignment - viz:

2.1.1. Review of existing Departmental and other material on the topic

2.1.2. Discussions with "significant" personnel who were related to and involved in the recruiting and training functions

2.1.3. Data from trainees, working Prison Officers, and executives regarding their personal recruitment & training experience.
2.2 SEQUENCE OF PROCEDURES

It was decided that tasks 2.1.1 and 2.1.2 could be done concurrently and initially. The data from these two was identified as a prerequisite for the design of a valid survey tool for accessing the opinions of working Prison Officers, Trainees and Executives in 2.1.3. The final report would thus represent the assessment of existing written material and of first hand professional opinions of personnel involved at differing levels in the Department. It would also assess any discrepancies between official policy as stated and operational procedures in the field. Further it would comment on variations in perceptions of the Prison Officers Role as a function of years of service, working site, rank and other relevant variables. The report concludes with a summary of the findings and a list of recommendations for action.
2.3 REVIEW OF EXISTING MATERIAL

Previous investigations have been undertaken in the area of Prison Officer recruitment or profiles of recruits to the role. Numerous documents relating to the role of the Prison Officer have been written and recorded. Policy documents which have direct effect upon the recruitment of Prison Officers (among other employee groups) have been written without necessarily considering the specific effects within the broad spectrum environment for which they were designed. Documents relating to training, both policy and syllabus, also required access. The authors were either appraised of the existence of such material or identified same and requested access so as to avoid unnecessary duplication of effort, to provide a data base from which to move and to absorb, to a limited degree at least, the "culture" of the organization.
2.4 The following material was consulted from Departmental sources:

- H M Prison Service - Training Manual - "Initial Training System for New Entrant Prison Officers"
- Corrective Services Training School syllabus and programmes
- Prison Offices Recruitment - File No 81/1242
- EEO Management Plan Re-Survey
- Memorandum No 84/93 - "Approved Changes in Primary Training for Custodial Services Staff"
- Progress Report of Sub-committee Reviewing The Training of Custodial Officers - Appendix I
- Sample recruiting documentation
- Webster et al Health, Lifestyle and Stress in Prison Officers, School of Community Medicine, UNSW.
- Ackerman et al. *A Comparison of Health, and Stress in Goulburn Prison Officers Compared with Sydney Officers - a Report of a Health Screening Survey*. School of Community Medicine, UNSW.

- Staff and Personnel documents and memoranda on Recruiting Policy

- Discussion Paper - Mixed Staffing

- Prisons Regulations 1968 under the Prisons Act, 1952

- Prisons Act, 1952 - Regulation

- Prisons Act, 1952, as amended

- Department of Corrective Services, Prison Rules 1976

- Department of Corrective Services - Ethnic Affairs Policy Statement, 1984 and related Ethnic Unit documents

- Staff Appraisal System

- Career Development Programme

- EEO Annual Report 82/83 plus 83/84 statistics

- Objectives and Functions - Custodial Personnel and Recruitment Section

- Review of Positions, Level 14 Personnel Section

- Examples of advertising copy

- Staff Development - documents, schedules

- Memoranda 84/63 and 82/67 - Training and Progression Requirements for Prison Officers

- Corporate Planning Documents

- Policy Paper - "A Team Management Approach In Prison Administration" (23.8.84)
2.5 The following sites were visited on at least one occasion:
- Roden Cutler House (R.C.H.)
- Station House
- Prison Officer Training School, Malabar
- Long Bay Complex of Prisons
- Silverwater Prison
- Mulawa Prison
- Norma Parker Detention Centre
- Parramatta Prison
- Parklea Prison
- Eau Plains Prison
- PSA House (POVB)

2.6 The following persons or departments were consulted. These were selected as being sources of information very relevant to the schedule of requirements of the survey as identified in the tender documents:
- the Commissioners
- Personnel
- Recruiting
- Staff Development, including Prison Officer Training School
- Research
- Psychology
- Custodial Services
- EEO and Ethnic Affairs
- Industrial Officer
- Administration (Roden Cutler House)
- Planning co-ordinator
- the executives and Staff of the Metropolitan prisons
- POVB
- NSW Police Department EEO officer
3. RESULTS - RECRUITMENT AND SELECTION

3.1. ADVERTISING AND OTHER MEANS OF ATTRACTING CANDIDATES

3.1.1. Evaluation of press advertisements

Current advertising is bland and relatively unstimulating. The content has been relatively stable for approximately 18 months and only minor layout and border changes have occurred. This pattern of advertising tends to habituation by the reader and is then by-passed.

Even specialist advertisements (eg: Bathurst specific, December 1984), because they use the same basic formula, do not have the potential impact they otherwise might.

In siting the advertisements little innovation is shown - usually the standard dailies - and generally in the Government vacancies section. Certainly some sitting in the early general news occurs but with standard content is unlikely to attract as a result of this improved siting.

Evaluation of the advertisements by current staff are generally negative - 98% indicating that the advertisement fails to communicate effectively or accurately reflect the role of a prison officer.

When specific focus advertising is undertaken (eg Aboriginal specific, August 1984) very little market research appears to have been done in determining the optimum siting for the advertisement and thus reduces the response potential eg: using standard publications rather than ethnic/community communication channels.
3.2 IT IS RECOMMENDED THAT:

1. a variety of advertising format and copy be prepared in order to avoid reader habituation eg: display advertisements (Display classifieds, pointers in Positions Vacant listings etc.)

2. content be researched and written specifically with an eye to optimize local geography advantage, peer group advantage in addition to more generalized advantages

3. market research be undertaken to determine optimum siting of advertisements, especially for ethnic and aboriginal applicants

4. alternate modes of advertising be investigated, eg: using community resources, information distribution within identified target group

5. the broad concept of IMAGE advertising be considered (see Para 3.1.3 below)

3.1.3 Public Relations and Image advertising

Any advertisement bearing the Corrective Services Department caption will, independent of any variations made as a result of the above recommendations, produce a negative reaction in many readers. This reflects the stereotyped negative image of the Department and the role of prison officers held by the reader. This negative reaction can occur even if the reader is an active job seeker. Thus, the poor image reduces the pool of candidates who respond to advertising and consequently provides an artificial limit on the range of candidates available for potential employment.

In order to improve the image and thus stimulate applications, the Department must consider a move into "IMAGE" advertising. If nothing else this will offset the negatively biased perceptions stimulated by screen and television and by the press whose normal coverage of Departmental events occurs in times of crisis and is presented in 'sensationalist' terms.
The following items would come under the umbrella of "image" advertising and could be part of a public relations programme.

1. performances by the Corrective Services Department Band.

2. use of local newspapers to report on incidents of social merit involving prison officers who are local residents or who work in the local prison.

3. attendance of the Recruiting Officer (and perhaps others from the Level 14 office) at Career Nights and Job Markets. When attending, these personnel should be in uniform.

4. appropriate Press Release data regarding innovations/programmes within the department. This needs to be handled by a professional media consultant to optimize its impact.

5. displays at public events eg: Royal Easter Show.

The objective of all these strategies is to highlight the positive contribution to the wider community that the Department can make. It is a more subtle professional approach with longer, rather than shorter, term benefits. The long term effect however will have benefits beyond increasing the breadth of responses to advertising in that improvements in community perception of the Department and its custodial staff will have significant impact on the morale of existing staff. This in turn will reduce attrition rates, result in less pressure to recruit numbers and allow more emphasis on quality in selection criteria. Expenditure in this area of image advertising is considered cost effective in the longer term.
3.2 RESTRANTS ON SOME POTENTIAL APPLICANTS
FOR PRISON OFFICER POSITIONS

3.2.1. Enquiries Other Than From Advertising

The main thrust of current recruitment is to act on enquiries received in response to advertising. This limits the potential pool of candidates to those specific job seekers only. If promotional material were displayed in the Roden Cutler House lobby, image advertising campaigns followed up as recommended elsewhere and public relations considered as a higher priority, the Recruiting Section should follow up all enquiries stimulated by these means, whether personal or by telephone, as well as those responding to specific advertisements. To "fob" off enquiries in the current circumstances is a manpower and public relations disaster.

3.2.2. Geographical Limitations

The limitations imposed by the current practice of recruiting for the Long Bay Complex as primary objective needs to be considered. Malabar is geographically disparate from the urban population centre, not to mention the impact on country candidates. With the current initial appointment and transfer regulations the Department is setting an artificial ceiling on candidates by excluding many on grounds of geography.

3.2.3. Focus of Training

Current recruitment practice, and initial training is focussed on the "typical prison officer" with little consideration of "skill streaming" or functional career path planning. Consideration of "skill streaming" or branch allocation must be made as a means of providing career path options for people. It would provide the longer term goal at the end of a common core experience which would promote a more professional approach, more relevant skill utilization, the opportunity for attracting a wider range of candidates at initial recruitment and a rejection of many of the current covert
selection criteria. The coincident features of salary and promotion differentiation within these skill areas will be difficult to address and to negotiate with the Union but the longer term result of cost-effective utilization of manpower, a more professional presentation of the Department in the marketplace, greater opportunities for individual career growth and personal self-fulfillment must outweigh these difficulties.

3.2.4 **IT IS RECOMMENDED THAT:**

1. the Recruiting staff respond to all enquiries as substantive applications independent of their stimulus.

2. recruiting to all prison sites directly be considered rather than focussing upon the Long Bay complex. If it is felt that maximum security experience is deemed essential, mechanisms to ensure such exposure as a prerequisite to further promotions can be designed.

3. the issue of branch allocation within the Service be investigated.

3.3 **INITIAL SCREENING PROCEDURES OF CANDIDATES**

3.3.1 **First Personal Contact**

When candidates report to the 14th floor of Roden Cutler House for processing their applications, after being initially received in the foyer area, they are seen individually for pre-screening. This is essentially a concentration on height, weight and eye-sight assessment. Given the nature of the environment the staff are required to undertake this screening in most unprofessional circumstances.
in public display: Rejected candidates are informed of their failure and must then access the lifts through the waiting group of other candidates. This is embarrassing and lacks dignity. It is an uncaring and inappropriate model of personnel management which does not impress. Remember, this is often the first impression candidates get of the Corrective Services Department and it is less than satisfactory.

in small space: The screening is undertaken in cramped accommodation and in a less than optimum environment. At least two other staff share the room, telephones ring and other business is transacted. This firstly compounds risks of error and distraction in the eye sight assessment and secondly devalues the importance of the applicant. Such environments do not enhance the motivation of either staff or applicants.

application forms: These are filled out in a group situation in the foyer. There is insufficient writing space and seating space for this to be done properly - especially if later assessment is made on neatness of application. The foyer is public space and not designed for such a purpose. Another distracting feature is that other staff walk through the group during this period to reach the lifts or the toilets. Conversation between these staff and others is carried on at high volume over the heads of applicants. The impression is of recruiting "on the cheap". This can do nothing but demotivate all involved and create an unsatisfactory initial impression. It is not the environment to stimulate interest or a better range of candidates.
post-assessment interview: This is again undertaken in the same small room, again in public space and in the hearing of others. The recruitment file and its relevant documents is covered and then finger-printing occurs. The former may touch on personal information and the environment is not conducive to any level of confidentiality. The finger printing is messy and attempted in cluttered space. At the conclusion the candidate is invited to proceed to the toilet to clean up. It is not surprising that over half the staff assess the Department as being disinterested in its staff - this first exposure is hardly a model in positive motivation or public relations and inevitably pre-disposes staff to certain attitudes.

3.3.3 Physical/Height Criteria

If height is to be seen as an absolute criterion for selection, an issue which the literature and experience in overseas prison services might cause to be questioned, the maintenance of the standard male height requirement discriminates against non Anglo-Saxon cultural groups e.g. South East Asian, and Aboriginal. As a number of these latter cultural groups represent a not inconsiderable proportion of the prison inmate population, it may well prove an advantage to have the same language and cultural knowledge amongst Departmental staff. Note that 37% of multilingual staff currently employed found use for their second language in their job. A variation of this nature with height and its EEO implications would give the Department significant and positive public press and an opportunity for image enhancement. The literature indicates that such flexibility with the height requirement does not significantly increase the risk of violence or loss of control by prison officers in prison environments.
3.3.3. **Weight and Physical Fitness**

If height criteria are to be subject to variation, then so too will weight and it may be that the optimum criterion is one of "physical fitness". This is likely to be a much preferred characteristic compared to height and weight in most aspects of physical control likely to be required of a prison officer. Physical fitness will additionally contribute to a significantly improved level of occupational health overall within the Departmental staff. (Review of Prof Webster's report would substantiate this).

3.3.4 **Interviewing Skills**

None of the staff in the Recruitment section have undergone any "Interview Skills" training. The primary tool of effective recruiting is professional interviewing. This skill must be developed through training.

3.3.5 **Clerical Processing**

The clerical management of the recruiting process appears adequate. Delays occur in other areas - medical, police check - rather than internally.

3.3.6 **Job Description Handout**

The handout to candidates on the role and conditions of prison officers is noted as a minimum stimulus document. Current technology should be employed to present a more accurate picture to candidates of the prison officer role. Exposure to an honest picture might result in self-selected withdrawal at this point rather than at a later, and costlier, stage. The use of a short videotape programme (20-30 minute) should be considered. Remember some applicants have never seen a prison, talked to a prison officer or observed prison inmates - hardly an informed frame of reference for sound vocational choice! A suitable environment should be provided for showing such a videotape and again by resorting to modern technology the public relations opportunity for the Department must not be missed.
3.3.7 Recruiting Less Than Professionally Adequate

Overall the current recruiting process must be assessed as less than professional and the facilities as substandard. The section is not advertised effectively at lobby level or on the 14th floor. Issues of security and provocation are insufficient justification for this poor presentation. If recommendations relating to image advertising are followed up, the recruiting section must respond with consistent and professional promotional advertising and presentation. This section is often the candidates first major contact with the Department and the value of positive public relations, professional presentation and consequent improvement in motivation should not be lost.

3.3.8 IT IS RECOMMENDED THAT:

1. a more appropriate and professional venue be established to undertake the recruiting function of the Department.

2. the venue be designed with applicant "pathways", confidentiality of discussion, avoidance of distraction during assessment, and the need for Department staff to do their usual daily tasks all being kept in mind. The area could be decorated/furnished with relevant promotional material (poster, displays etc).

3. consideration be given to variation of current height requirements consistent with the literature, experience and EEO implications. The net effect would be to significantly increase the pool of candidates from which to select personnel while not significantly increasing the risk of violence or loss of control by prison officers in prison environments.

4. staff allocated to the Recruiting Section receive effective training in interviewing skills and techniques prior to taking up the followed by performance appraisals at regular intervals.
5. A video tape programme be made giving a realistic picture of the role of the prison officer. This tape will be shown during the initial screening appointment.

6. Immediately prior to commencing the orientation programme selected candidates should be required to attend as a group a selected prison environment immediately prior to COP and training enrollment. They could exercise an option to discharge without penalty at this point. Whilst this involves organizational time only - ie: attendance at candidate's expense - it is likely to be cost effective.

7. The recruiting section be specifically identified and signposted and that career recruitment be promoted by relevant displays at lobby and recruitment level.

8. Recruiting staff wear uniform during their recruiting role.

3.4 Psychometric Assessment

3.4.1 Current Test Batteries

The current battery employed by the Psychology Section in the recruitment process is essentially very soundly based - viz: the assessment of verbal reasoning, numerical reasoning, abstract reasoning plus spelling. The inclusion of the RAVENS PM38 (abstract reasoning) is a good counterpoint to the other measures and incorporates a culture free component in assessment. The verbal and numerical measures should be retained as they provide data for counselling testing screen outs where the possibility of later re-application is at issue.
The method of reporting results, by way of standard scores, is also applauded. It results in an exchange of information in a comprehensible yet compact form and is more meaningful than raw score or IQ data in such a context.

3.4.2 **Identified Problems**

In the course of our contact the following matters came to our attention.

1. **Standard Procedures**

   Standardization of test administration must be ensured. Examples of variations in test order and non-standardized administration were noted during the period of this assignment and this must not occur. (This matter has already been discussed with the Psychology Section)

2. **Test Environment**

   The test room does not meet the recommended standards for valid test administration. It is too subject to external noise and interruption, is a multi-use room and thus furniture is not optimum in design or siting for assessment purposes.

3. **Clinical Screening**

   Insufficient emphasis on clinical screening. The test battery does not attempt to undertake any clinical/personality screening. The objective would be to provide clinical indicators for follow up at a later selection interview rather than screen out per se. This would improve the available data base for such screening which currently relies on intuition and assessment of response to certain questions during interview. Easily administered check list measures are available and would result in more effective use of assessment time.
4. Psychologist's Contribution

Insufficient involvement of Psychology Section. Currently no separate screening interview with a psychologist is scheduled. This means that any decision regarding personality variables and suitability for adjustment to the prison officer role must be attempted on minimum data during a Board format selection interview. This is unsatisfactory. Where issues of uniformed services and unusual working environments obtain, the need for discreet and skilled personality appraisal is called for. Adequate assessment at this time will result in reduced attrition due to personality indisposition. An independent interview with the psychologist can also improve the public relations aspect of the selection process by handling achievement measure failures (e.g.: spelling) in a vocationally corrective manner. It would facilitate counselling regarding possible re-application after correction of the identified deficit, if such re-application was deemed appropriate given the other assessment results.

3.4.3 IT IS RECOMMENDED THAT:

1. a more suitable testing environment should be used. Take note of the need for a quiet and interruption free room with appropriate chairs and tables, suitably sited with space between rows for ease of access and not facilitating "copying" between candidates, appropriate lighting level. Any superfluous chairs etc should not be haphazardly piled at the rear of the room. Indication of "room in use" sited suitably outside to aid reduced noise level. The overall impression must be one of a professional assessment environment.
2. The Psychology Section must acknowledge a commitment to a professional approach to recruiting and work to achieve the following:

- Stability in provision of a service i.e. ensure that recruiting is the professional responsibility of a small number of psychology staff who regularly provide that service;
- Proper training in standardized test administration

3. Consideration be given to extending the responsibility of the Psychology Section to include clinical pre-screening (by questionnaire or interview assessment or both)

4. The Psychologist undertake a brief separate interview with applicants to facilitate clinical/personality screening and offer vocationally relevant feedback regarding assessment.

3.5 Medical Examination

3.5.1 The time delay occasioned by the use of the GMO results in inefficiency. Examples exist of staff who have been selected, trained and appointed who have then been terminated on medical report. This is costly and appallingly bad public relations. It further places a significant element of the recruiting process beyond the control of the Department. This loss of control is to be avoided and an alternative must be considered. The use of contract medical services, as in the Armed Services Recruiting Office, is an excellent model. This not only allows control of the recruiting process to remain "in house" but has excellent public relations value in that candidates have knowledge of their health status and all other preliminary selection factors prior to their departure from the recruiting section on the date of initial screening.
3.5.2 **IT IS RECOMMENDED THAT:**

1. alternate models of provision of medical examination service be investigated and that a model which offers more control and speed advantages be introduced.

3.6 **SELECTION INTERVIEW**

3.6.1 **Validity of Board Interviews**

Serious questions must be raised regarding the current Selection Board interview process and the validity of the whole method queried. The following issues are raised:

1. **Inconsistency**

Apart from the Recruiting Officer there is no consistency in Board membership. This results in quite disparate recommendations regarding suitability for employment and as a result certain candidates could justifiably feel disadvantaged being interviewed by one Board rather than another.

2. **Training In Interviewing**

No formal training is offered to Board members regarding the selection task. This is not merely a question of the PSB Regulation but also general interview technique and evaluation processes. Not all Board members are equally skilled in their role as a result and this does not provide efficient decision making.

3. **Selection Criteria Subjective**

Whilst there may be overt agreement regarding the selection criteria, the actual operational criteria employed in reaching decisions is variable, individual-based and covert. Consequently it differs depending upon the composition of the Board. This is unsatisfactory, especially as certain of these covert criteria reduce the skill base available to the Corrective Services Department eg the tendency to view critically the possession of tertiary qualifications and assessed high intellectual potential and the assumption that such persons will be "bored" during their initial employed experience and resign; by screening out, such attrition is avoided.
4. Interview Rating Schedule

Whilst the use of the Interview Rating Schedule is positive as an "aide memoire" for covering various information areas, its use in summary ratings is questioned. No differentiation in weighting or importance is made between items and thus the final "score" is meaningless as an absolute selection tool. Also the varying interpretation of the meaning of the areas noted reinforces the idiosyncratic nature of the selection mechanism.

5. Interview Site Unsatisfactory

The site for the Board is unsatisfactory and unprofessional. There is too much external noise from other rooms sharing the common walls. This does not promote the image of a professional or confidential discussion and is often distracting for all participants.

6. Uniforms On The Selection Board

No uniforms are worn by staff who are entitled to do so while they are Board members. This is an unusual practice when recruiting to a uniformed service, especially when over half the officers (51%) see the uniform as essential to their role.

7. Training School Representative

No representative of the educational/training area is on the Board, yet this section is the first recipient of selected candidates. An education/training representative on the Board would be an undoubted aid in evaluating training potential of candidates and in establishing a continuing link between the Board and the successful candidate's first posting to the Training School.

8. Questionnaire Rating of Recruiting

In evaluating the experience of the recruitment process, 28% indicated that they felt it was efficient, and 13% were of the contrary view. The remainder felt it was of average standard.
3.6.2 IT IS RECOMMENDED THAT:

1. A consistent and small pool of personnel be determined to constitute the Selection Board. This will result in consistency in recommendations between Boards and reduce the uncontrolled intrusion of idiosyncratic, covert selection criteria.

2. The Board should consist of four (4) members, viz:
   - Recruiting Officer
   - Prison Officer of Executive rank
   - Prison Officer Training School personnel
   - Department of Corrective Services Psychologist

3. Those persons on the Board from the uniformed service should wear uniform as members of the Board.

4. All potential Board members be required to have undertaken relevant interviewing/selection skills/PSB regulation training programmes prior to sitting on the Board.

5. Such training also focus on specific definition of selection criteria and exclusion criteria and that current questionable hypothesis being employed as criteria (eg: 3.6.1.3) be discussed and evaluated.

6. Relevant research be undertaken to provide valid weighting to areas noted on the Interview Rating Schedule. This would result in a more realistic summary total being tabled which noted individual ratings plus importance weighting.

7. The area used for the Board interviews be reviewed and sited so as to provide a more suitable and professional environment.
3.7. GENERAL ISSUES RELATING TO RECRUITMENT

3.7.1 Salary

Prison Officers are very aware that during the past decade they have slipped from being the best paid Prison Officers in Australia to being the second lowest. In the sample surveyed 65% felt they were poorly paid for their job and in a working group where 64% are the family's sole income earner this feature is a demotivator. Certainly increased earning potential exists in overtime but base salary is seen as so low that 94% of staff surveyed felt that overtime was essential to maintain a comfortable lifestyle. Overtime has its impact as well with 85% indicating that their domestic relationships were negatively effected by the needs of working overtime (43.7% indicating a marked effect). There are a number of factors here which influence the attractiveness of the position to applicants as well as the prospects of longer term retention of trained personnel.

3.7.2 Changes in Attitudes

The impact of these issues on training and probationary officers should not be underestimated viz: whilst only 13% of officers in Training School nominate "poorly paid" in response to evaluating salary, this rating goes to 61% for probationary officers; the acknowledgement of overtime as an essential salary component goes from 75% amongst Trainees to 96% amongst Probationary Officers. Thus considerable changes in attitude occur during this initial employment period and the direction of that change is not consistent with staff retention or the promotion of an attractive working environment.
3.7.3 Promotional Opportunity

One means of attracting quality employees is to provide a career path and promotion structure which is identified as offering good opportunity and being professionally managed. There is a considerable drop in assessment of promotion opportunity between Training School (63%) and during Probationary period (17%). Senior ranks perceive better opportunity than this latter assessment but never to the extent of Trainees. Whilst the Trainee's perception might be naive, the feature having impact on staff retention is the dramatic attitude change during the first year.

3.7.4 Promotional System

The promotion selection methodology is also critically evaluated by Probationary Officers when compared with Trainees. All trainees evaluated the method of selection for promotion as either "Fair" (86%) or of "Mixed Quality" (14%) i.e. 100%. The assessment made by Probationary Officers was:

- Fair 29%
- Mixed 33%  i.e. 62%
- Poor 38%

It is again this dramatic change which is critical in its impact on staff retention and general morale. It is also the stimulus for an expensive Appeals system. Both the morale costs and financial costs could be significantly reduced if a more consistent and skilled promotion selection method was employed. Even if it is deemed by the Department that their promotion selection methods are above reproach, the fact that, in all staff levels (except Trainees), no more than 29% of staff evaluate the system as "Fair" means the issue warrants attention. A failure to provide fair promotion opportunities will result in certain potential applicants for prison officer positions self selecting out and reducing the pool of candidates from which to select.
3.7.5 Exit Interviews

At resignation, no formal mechanism exists for counselling or exit interview data gathering. This is tantamount to saying the Department is not interested in staff who decide to resign. Counselling discussions could result in "salvage" of a percentage of officers. Both counselling discussions and a formal exit interview would result in a considerable amount of information which the Department could then use - "diagnostic" indicators of staff resignations would provide details for the development of focussed manpower and systems planning to combat the attrition rate at all levels. Reduced attrition will mean less pressure to employ "everyone" who applies and allow for higher criteria at the recruiting point.

3.7.6 Staff Facilities

When asked, 51% of staff feel that the Department was disinterested in its staff and further, 59% indicated the Department provided either "poor" staff facilities (change rooms, lunch rooms etc) or had "No interest in Staff facilities". Given the nature of a Prison Officer's role and the population he interacts with, the opportunity to withdraw and recuperate in appropriate surroundings is a reasonable request. Expenditure in this area would have considerable benefits at all levels of the system. It would demonstrate that staff were important (currently prisoners are seen as getting everything they want. Perhaps there should be an Ombudsman for Prison Officers!); it would provide a venue for social interaction of staff which would assist in developing an "esprit de corps" and service identification (currently sadly lacking); it would address one area of demotivation within the service with a commensurate effect on attrition.
3.7.7 Organisation/Uniform and Chain of Command

Paramilitary issues - Trainees are particularly impressed by the concept of uniform and chain of command within the service. Once in the Probationary ranks however this positive attitude is diluted significantly. It is hypothesized that either the Training School establishes unrealistic perceptions regarding this aspect of the Department or that the values of the work site regarding this aspect are significantly different from the Training School culture. As the service is uniformed the advantages of that should be taken - at the moment it appears that they are not. This is contradictory to the expectation generated by the decision to commission Executive Officers, a move obviously re-inforcing the paramilitary image (and as a by product resulting in a new industrial relations balance as well). There is significant weight of opinion which is positive towards uniform and chain of command. If the Department determined to reinforce these issues the negative reaction could be predicted as relatively limited compared with advantages of developing cohesion, identity, "esprit de corps" and efficiency. The paramilitary nature of the service would not necessarily restrict applications of potential recruits provided that this was seen as consistent throughout the service and not a sham, to be observed in the breach.

Some opinion indicates that the uniform may reduce the effectiveness of the correctional, as distinct from custodial, role played by staff. If this is a potential cost then possible additional costs should be avoided and this minimized. This means seriously applying the consequences of the policy decision to have a uniformed and commissioned service at all levels within the organization. If this is not done the uniform might well be removed entirely and staff wear civilian clothes.
3.7.8 IT IS RECOMMENDED THAT:

1. a work value study be undertaken to review base salary levels of prison officers. Note that merely raising salary levels without addressing other issues in this report will only make superficial impact on recruitment and staff retention.

2. a review of staffing levels be undertaken to recommend relevant staff ceilings to reduce the overtime requirement. Any move in this regard must be coincident with base salary variation.

3. realistic information regarding promotion opportunities be given to Trainee Prison Officers and advertising and promotional material be edited to also provide an accurate picture.

4. personnel convening and sitting on Selection Boards should be trained in PSB selection protocol and specific interview techniques.

5. selection criteria for promotion be widely and publicly displayed and their implications eg: EEO, merit VS seniority open for discussion.

6. a counselling discussion or formal exit interview be undertaken with every employee who submits a resignation, this interview to be undertaken by staff development, recruiting or psychologist personnel. The results of this interview should be used to generate strategies to "salvage" the staff member or to address the stimulus for their resignation.

7. an improvement in staff facilities be considered and budget allowance be made to direct to identified deficiencies.

8. if the Department has made a policy decision to be a uniformed service then the consequences of this should be reinforced throughout the administration.
4. RESULTS - INDUCTION AND PRIMARY TRAINING

4.1 TRAINING NEEDS AND SPECIFIC TASK ANALYSIS

The identification of pertinent knowledge, skills and attitudes essential to the successful performance of a job must logically precede the design of a training programme. This principle is readily observable in private industry where the demand for training of staff is generated by line managers and the consequences of training have a more obvious and measurable connection with the commercial efficiency of the organization. The starting point for training is the job description provided by the Operations Manager and this in turn generates a specific task analysis. Larger more complex organizations usually have Staff Development Officers who liaise with Line Managers and assist in the identification of training needs and the design of task specific learning experiences. The armed services also puts considerable effort into identification of training needs.

4.1.2 Assessment of Training Needs vis a vis Primary Training

The training syllabus provided is in large part derived from the rules and regulations laid down for prison officers. This immediately generates a conflict for the training school in that each institution is likely to deviate from the rules to meet the differing needs of day to day operations in each prison. These training needs are not decided in terms of specific task analysis and this has dramatic consequences for the transfer of learning and attitudes acquired in the training school to the situation experienced in the actual work place.

4.1.3 Role of Staff Development Division in Training Needs Analysis

The logical department to undertake training needs analysis in conjunction with the end users of the product, is the Staff Development Division. This function of liaison with line administrators, development of job descriptions, preparation of curriculum etc would ideally be undertaken by skilled persons with a background in task analysis, curriculum development and course design.
There are several identifiable factors which would make this impossible at present:

1. the available manpower is limited and particularly so given the recent demands placed upon the Staff Development Division to provide more primary training courses following increased demand due to high attrition rates.

2. the concept of task analysis in the workplace would inevitably come into conflict with the existing requirements to train in terms of the rules and regulations.

3. specific task analysis would be likely to identify issues which would be best dealt with by "on the job training" and there is currently no formalized on the job training carried out under the aegis of Staff Development once the Trainee leaves the Training School.

4. the current skill level of trainers would be severely taxed and no provision exists for upgrading the knowledge and teaching skills of trainers.

4.1.4 The Training of Trainers

There is currently a problem in providing trainers with both specific knowledge and skills. The problem appears to be twofold:

1. Insufficient time is available for trainers to update their skills due to competing demands on their time and the current priority to generate sufficient prison officers to meet demand.

2. insufficient funds are made available for trainers to either attend courses outside the department or to attend courses provided by personnel in the Staff Development Division.
An example of this was the lack of trained personnel to operate the training school video equipment until recently. An important tool was not used because the pressure on the time of existing staff prevented any person being released to attend the relevant course in video production techniques.

4.1.5 The Concept of Training Audit

The validity of training is not just that it relates accurately to the tasks the trainee is required to do, but that training itself is effectively managed and that the results of training are carried over to the actual work role. The training programme should be the subject of regular evaluation using these three criteria. It should be the function of the Staff Development Division to ensure that trainers and course content are evaluated. A full training audit would also involve an evaluation of the generalization of training to the actual work role and would require the participation of a wider range of Custodial Division staff.

4.1.6 IT IS RECOMMENDED THAT:

1. the Staff Development division liaise with superintendents to clearly identify training needs and to undertake specific task analysis. It is however recognised that any alternatives in the existing structure of the programme may need to be a compromise between the results of the task analysis and the existing training requirements laid down by the rules and regulations.

2. training school staff receive adequate training in areas such as teaching and use of training equipment.

3. regular audit of training procedures be undertaken consistent with the following guidelines:
   - trainer performance
   - course content
   - carry over to onsite work role
   - format of on the job training
4.2 ELEMENTS OF PRIMARY TRAINING PROCESS

4.2.1 Orientation Programme

General Comments

The recommendations included in 3.3.7.5 and 3.3.7.6 referred to the use of a videotape screening and pre-orientation period. What is discussed below is an alternative strategy which will achieve the same objective but at a different stage in the recruitment/training process. The Department will need to determine what it regards as the optimum time to schedule these experiences.

Immediately prior to commencing the orientation programme selected candidates should be required to attend as a group a selected prison environment immediately prior to COP and training enrollment. They could exercise an option to discharge without penalty at this point. Whilst this involves organizational time only - ie: attendance at candidate's expense - it is likely to be cost effective. Consideration should be given to the concept that trainees be exposed to a maximum security jail environment. A compromise solution but one which could save costs, would be to use a comprehensive set of video tapes showing the trainee the various work sites and roles which they would be expected to fulfil. The trainee would then be given the option of backing out of the training programme and another person could be given a place. Given the high cost of training and the subsequent attrition rates, this option to exit at the commencement of the orientation programme would reduce costs in the short to medium term.

There is a good deal of evidence to show that many staff (60%) either did not understand or had only vague understanding of the role prior to commencing training. This data is obtained from prison officers who stayed in the system and it is difficult to estimate how many left due to difficulties encountered in dealing with the role once in institutions.
4.2.2 IT IS RECOMMENDED THAT:

the orientation programme, having been assessed as fulfilling its purpose, not be changed in its content or its timing in the training course.

4.2.3. Primary Training Course

A number of specific questions were asked in the interview and survey regarding specific aspects of the primary training course and the comments made draw heavily upon this data.

1. Length of course

There is some evidence to indicate that the initial training programme is seen as being too long. Approximately 62% of Probationers, Prison Officers and Prison Officers lst class saw their training as sufficient in length. Around 12% saw the training as too short. Approximately 26% of this group however perceived the training as too long.

The training period currently leads to overtraining for probationers who are placed in certain roles. The training period does however theoretically equip the probationer to cope with emergency situations and whilst this remains departmental policy, there is no reason to shorten those aspects of the course dealing with control procedures. There are however a number of aspects of training which could be more productively taught on the job. The current training period ends upon completion of the course and there are cogent reasons for continuing training on the job throughout the first years. This issue and the problems associated with it we dealt with in section 4.5.
2. Timing of course

Most probationary officers (88%) saw the course as being at the right time and only 12% saw it as too soon. Over one third of prison officers and more senior ranks saw the course as being too soon in their career. Thus there appears to be general consensus that some training continue to occur at the beginning of the Prison Officers career.

3. Quality of Training School Facilities

The current facilities fall short in a number of ways and cannot be considered adequate, either in terms of carrying out their primary function, nor in terms of representing a professional image of the Corrective Services Department. The room sizes are typically too small for the groups which have to occupy them and temperature control is not possible. The teaching environment is therefore well below that which would be considered adequate for optimum learning to occur. One quarter of the survey sample considered the facilities to be poor.

4. Quality of Teaching Aids

One quarter of the sample interviewed rated the training school teaching aids as being of poor quality. A more detailed analysis of the data involving employment categories revealed that 46% of probationers rated the training school aids as of poor quality. Most of the current trainees (88%) rated the quality of teaching aids as good or adequate and only 12% rated them as poor. These figures most likely reflect efforts made to improve the quality of equipment and the way it is used more recently.
5. Quality of Teachers

Most trainees (81%) rated their teachers as skilled and only 19% rated them as of average quality. Probationers were however less generous in their ratings and 54% rated the teachers as average with 46% ranking them as skilled. None of these two groups saw the teachers as unskilled. These rankings most likely reflect the efforts made recently in the training school to increase the quality of input by teachers. Prison Officers were even less generous in their assessment of the staff with 24% ranking them as skilled, 60% ranking them as average and 17% ranking them as unskilled.

The need for the Staff Development Division to be involved with the training of trainers has been referred to in 4.1.6.2. of the report.

6. Issue of Uniforms

Most people surveyed (52%) saw their uniform as being very important to their performance of the job and 42% saw it as important but not crucial. Only 6% saw it as unnecessary. Given that there is a commitment to maintain a uniformed service and that most officers rank their uniform as 'important', to 'very important', the uniform should be 'earned' piece by piece during training rather than given out as a complete set at the beginning. There are currently difficulties in implementing this principle due to the training school being inside the Long Bay complex and the requirement for identification of persons moving about the complex.

7. First Aid Certificate

A number of officers considered that applicants should obtain their First Aid Certificate prior to commencing training at their own time and expense. This is considered however a 'hurdle' or 'demotivator' which in the current climate of difficulty in attracting applicants would potentially further reduce the sample from which trainees are selected.
8. **Scheduling of Visiting Lecturers**

Visiting lecturers are currently scheduled in the main at the very end of the course. This practice seems to devalue the potential input of these lectures and it is desirable that their input be scheduled over the full training period. This has advantage in providing variation in the syllabus. The problem of the visiting lecturer being unable to attend at short notice can be easily overcome by having a series of films or videotapes available to fill such periods.

4.2.4 **IT IS RECOMMENDED THAT:**

1. consideration be given to developing a formal commitment to "on the job" training subsequent to the Training School experience.

2. the initial period spent in the Training School be reduces by that amount of course content which could more effectively be taught "on the job".

3. the training school facilities be upgraded and that careful consideration be given to such factors as room size, staff facilities, room lighting, temperature control etc.

4. training school staff who meet the requisite requirements for experience in the prison system be selected against the criteria of teaching skill and knowledge. This recommendation does not however countermand the 'training of trainers' recommendations made in 4.1.6.2.

5. "earning of the uniform should occur progressively in the training school and not be given out at the beginning of the course. This recommendation cannot be implemented however until the training school is relocated from the Malarbar complex.

6. the current teaching of First Aid continue rather than to require job applicants to possess the certificates prior to the commencement of training.

7. the scheduling of visiting lecturers not occur at the end of the training but rather be scheduled throughout.
4.3 ASSESSMENT OF TRAINEES

4.3.1 Determination of "Critical" Elements in the Primary Training for Assessment

Certain elements in the primary training would carry more 'weight' or 'value' than others in terms of actual on the job performance. Issues relating to safety, weapons, security, legal requirements, report writing, tension management and man management would appear to be more important than issues such as protocol, public relations and certain of the rules and regulations. An assessment and priority ranking of critical elements is however difficult to accomplish without a thorough investigation of what is essential in terms of knowledge, skills and attitudes for a probationer to carry out his job. Given that training will continue to be in terms of the established rules and regulations as well as in terms of emergency procedures in maximum security institutions any list of critical elements will be a compromise between the regulations and the analysis of training needs. Given that a list of critical versus desirable elements are determined it is then necessary that the trainee's acquisition of these elements is tested during or at the end of the course. The current assessment procedure falls well short of that which is followed in the armed services or other organizations which require prerequisite training of job skills.

4.3.2 Method of Assessment

The current examination procedure does not meet the minimum standards required in educational settings such as Police Academy, TAFE courses, etc. The assessment techniques used should ideally be capable of differentiating people along a 'normal curve'. Elements used in examinations should be subjected to straightforward statistical analysis to check for their capacity to differentiate amongst prison officer trainees. A reluctance exists in the training school to fail trainees and this has meant that only extreme cases of incompetence are identified as failures. It is desirable that an appropriate "pass mark" be determined from a sufficiently large sample of trainees (say 200) and that marginal cases be either dealt with by "viva voce" exams or by a deferred examination.
4.3.3 IT IS RECOMMENDED THAT:

1. the Staff Development Division identify the most important elements in the training process from the point of view of job relevance and then weight these elements in terms of their importance in the assessment process.

2. more appropriate assessment techniques be employed throughout the programme which enable clear differentiation between people in terms of skill and knowledge acquisition.

3. an appropriate "pass" mark be determined from a sufficiently large sample of trainees and that marginal cases be either dealt with via "viva" exams or by deferred examination.
4.4 RELATIONSHIP BETWEEN CONTENT OF TRAINING COURSE AND PERCEPTION OF ACTUAL WORK ROLE

4.4.1 Overall Perception of Content of Course and Relevance to Work Role

The majority of trainees surveyed (92%) saw the training course content as relevant although this number dropped significantly for probationary officers (46%) and even more for prison officers (28%). Most of these groups ranked course content as marginally relevant with around 5% ranking the content as irrelevant. A similar pattern emerges when the same groups were asked whether the initial training course fitted them to undertake the responsibilities of the job. The data suggests that many prison officers began to see the training as marginally relevant when they actually start working in a prison and that this perception becomes even more marked after the first year on the job.

4.4.2 Expectations of Prison Officer Role Prior To Commencing Training and Implications For the Training Process

The survey data indicates that 40% of prison officers indicated that they either fully understood or understood most aspects of the role prior to commencing training. The remaining 60% indicated that they had either a vague understanding or did not know much at all about the role. The data also showed that 48% of the sample found their reaction to the roles required of them when they commenced duty in the prison as either unexpected or totally unexpected. This data indicates that training has only a slight impact in preparing people for their actual prison role. This re-inforces the recommendations made elsewhere in the report (3.3.7.5.,4.2.1.1.) regarding use of a comprehensive set of video tapes setting out the roles required of a prison officer and if possible jail visits prior to starting the orientation programme. The data also points to the need for more "on the job" training to assist people whose role expectations do not match the actual work role.
4.4.3 Emphasis Given to Custodial Vs. Behavioural Management Aspects of the Work Role and Implication for Training

The prison officers surveyed were asked to comment on the emphasis placed on custodial versus behaviour management components of their current role. They were also asked to comment on these two aspects in terms of their desired emphasis or balance between the two components. The data indicates a significant difference between the current role perception and the desired role perception. Almost 40% of the sample viewed their current role as having a predominantly custodial function whereas only 18% of the sample viewed this as a desirable role emphasis. Approximately 26% of the sample saw the current role emphasis as mainly custodial with some behavioural emphasis and 28% saw this as a desirable balance between the roles. Approximately 27% of the sample say that there was an equal emphasis on custodial and behavioural management components and there was a marked increase to 45% who saw this as the desired emphasis between the two role components. Only 7% saw their role as mainly behavioural management with some custodial element and only 8% saw this as the desirable balance between roles.

1. A clear analysis of this data in terms of employment categories shows that trainees and probationers are fairly evenly divided on the custodial versus behavioural management issue in their current work roles. There is however more emphasis on custodial aspects of current roles for prison officers, prison officers Grade 1 and senior prison officers. Executive officers were more evenly divided on the issue of current role emphasis.
2. When the data is analysed more closely for desired role emphasis there is little change for trainees and probationers who remain evenly distributed on the issue. The main change or movement towards a more desired behavioural management emphasis occurs in the prison officer and above ranks. The data shows the major shift has occurred away from the "predominantly custodial" category to the "mainly custodial/some behavioural management" category.

3. The implications of this data are that training reinforces the largely custodial basis of the prison officer's role. The training should however take into account the attitudes of those who have more experience on the job. There is a clear preference for an increased emphasis on behavioural management in work roles and decreased emphasis on custodial type roles. This preference is probably reflected in the oft observed tendency to deal with situations not in terms of the rulebook but by a rather more flexible approach. The data may also indicate a change in attitude of trainees and probationers once they stay in the job for a period of time. This issue is also discussed further in Section 4.10.2 regarding restructuring of the Training School.

4.4.4 Human Relations Skills Component

A large number of the officers surveyed (64%) considered the human relations component of the course to be of only marginal relevance. Approximately one quarter (28%) saw this component as irrelevant and one quarter (28%) saw it as relevant. Most trainees (64%) judged this component to be relevant but there is a marked shift in attitude amongst prison officers with only 18% judging this as relevant. Whilst this change in attitude may reflect some positive changes in curriculum over the last few years it may also represent a change of attitude amongst prison officers after they are exposed to the work environment for a year. This element in the curriculum was frequently nominated as the most irrelevant aspect of the course.
4.4.5 Weapons Training Component

The respondents overwhelmingly judged the training in weapons as relevant to their actual work role. This is not surprising given that tower duty and emergency procedures are a component of the role. A total of 71% judged the weapons training as relevant and 12% judged it to be irrelevant. There was less support for weapons training amongst the Prison Officers First Class and Prison Officers Senior ranks with 22% and 13% respectively judging the weapons training as being irrelevant. The weapons training is dis-similar to that done in institutions such as the Police Force and certain Military groups. The Corrective Services Weapons training is not continuous and cannot be classed as a highly practical automatic skill but appears to serve in large part as a deterrent to prisoner escape. Given that tower duty and emergency capacity is seen as a continuing element in the role there appears to be no need to alter this component in the course. The effectiveness and efficiency of weapons skill both in terms of judgement (when to use) and accuracy (how to use) is however uncertain because of the limited on-going training following the training school.

4.4.6 Martial Arts Training

The respondents were less definite about martial arts training than about weapons training. Almost a third 30% of the sample saw this component as marginally relevant and approximately 30% saw it as irrelevant. Only 40% saw this training as relevant to the actual work role. More senior officers generally saw the martial arts training as irrelevant (43% of executive officers and 50% of Prison Officers Seniors judged the martial arts training as irrelevant.)
4.4.7 Other Specific Elements Which Arise From
The Survey and Interview Sample

1. A number of components were nominated as
irrelevant sufficiently often to warrant
consideration. In addition to those covered
above the most frequently nominated issue was
that of the "senior roles bias" in the course.
A number of people complained that the training
in certain issues came too early in the prison
officer's career and by the time they were in a
position to capitalize on the information they
had to re-learn it. Several people interviewed
(both junior and executive ranks) communicated
that the knowledge acquired of procedures by
trainees was often a source of friction with
senior officers particularly when the senior
officer had departed from the strict observance
of a rule or had made mistakes.

2. Other issues mentioned often as irrelevant were:
the teaching of court procedures and law,
visiting lecturers, bails/fines, riot control
procedures. The frequency of complaint is not
of significant degree to justify action in these
cases but in the case of the issue of senior
roles bias it is recommended that where possible
this element be reduced. This would be
automatically achieved if more on the job
training were to be implemented. The issue of
continuing on the job training which extends
throughout the first year of appointment has
been referred to elsewhere in this report (see
4.5).

4.8 IT IS RECOMMENDED THAT:

1. "Human Relations" be given close scrutiny in
terms of the content of the syllabus, quality of
teaching and assessment of the course
participants. There is some evidence to suggest
that the "Human Relations" course is not being
presented in a sufficiently practical way with
examples which are directly relevant to man
management skills demanded of prison officers on
the job.

2. the current martial arts training be reviewed
and replaced with a training based on safety
and defense rather than attack procedures.

3. that material in the course which has a senior
roles bias should be eliminated and either dealt
with via on the job training or be part of modular training.
4.5 INDUCTION INTO THE PRISON OFFICER ROLE AND SUPERVISION OF WORK PERFORMANCE

4.5.1 On the Job Training As a Means of Assisting The Individual to Adjust to the Organization

2. This report has noted elsewhere that the Department of Corrective Services fails to accurately project the reality of the prison officer role in its advertising of positions, its public relations, its orientation programme and in various areas in the training school. It is not therefore surprising that many people's concept of the prison officer role is not confirmed when they are first employed in a prison. There are cogent reasons which are argued elsewhere in this report to confront people at various stages during the recruitment and training process with the reality of the role required of them. Whilst this will inevitably result in a number of people not wishing to pursue their application and/or training, the cost savings in losing people at this stage is judged to be substantial. The fact that the attrition rate has run ahead of recruitment is likely in some part to be due to the frequently seen schism between role expectation and actual role experience.

2. There are certain constraints placed upon the training school by the Prisons Act which result in a compromise between training in terms of rules and regulations and training in terms of actual job requirements. The training school therefore cannot provide an accurate picture of the actual role in the prison. The role expectation which a person often brings to the job is not entirely dis-confirmed and it is the first posting which begins to confront perceptions about the job. The first few months "on the job" are therefore critical in terms of achieving a reasonable understanding of the actual prison officer role.
3. Supervision, guidance and on the job training are practically non-existent for probationers. This is particularly true for on the job induction training which is considered an essential element in commercial organizations and other public bodies such as the Police Force. The concept of performance review and appraisal is still in its infancy in the Department of Corrective Services. Numerous examples were encountered where superiors adopted an expedient approach in giving bland inconsequential feedback to a subordinate rather than to address shortcomings, areas of outstanding skill etc. The majority of superiors appear to assess staff in this way and whilst this solves a short term problem of how to get on with the person it creates a longer term problem for promotion with the consequence of many appeals for a single position and morale problems within the staff. The concept of assessment and performance review is therefore an issue which is not treated seriously by many senior officers. A system of even more detailed assessment and feedback for probationers when taken against this background would be extremely hard to implement.

4. Nonetheless the concept of on the job training and on the job assessment for probationers is seen as crucial to the development of the Department's best resource i.e. that of a body of committed young officers. On the job training and concepts such as, performance review, appraisal, counselling and guidance are inextricably related. The importance of these issues is even more important in achieving a reasonable match between varying and discrepant role expectations and the reality of the prison officer role.
4.5.2 Current Problems in Adequate Supervision of Probationers

1. Probationers do not in the current work environment receive any special consideration with respect to supervision. There are many occasions when they are placed in relatively 'uncomplicated' situations such as towers or certain posts where supervision is even less imperative. In addition to the issue of the reluctance to provide accurate supervision mentioned in 4.5.1 there is no opportunity for follow up by any of the staff from the training school. A trainee is often placed in a situation where he does not know any of his fellow prison officers nor is he able to have regular formal contact with any person associated with staff development.

2. A percentage of prison officers will not perform their duties appropriately upon leaving the training school and the system is strongly geared to punish these individuals rather than to counsel or guide. Given that the system of monitoring job performance is structured the way it is there is the strong possibility that some unsuitable probationers will achieve permanency and progress to prison officer rank. A system which was geared to fair and supramatic supervision would protect and guide good prison officer candidates and also eliminate those who were seen to be unsuited in terms of their on the job adjustment.

4.5.3 Defining An Appropriate Set of "On The Job" Training Experiences

1. The current formal training course could be shortened in a number of areas if on the job training was an accepted part of the training process for probationers. A rotating attachment through the various key areas could be mandatory eg: visits, search, escorts, wings, gates, deputy's office, industrial areas, etc. The work of the various specialized areas could also be involved eg: psychologist, special care, psychiatric areas, work release etc.
2. A set of key 'on the job experiences' should be constructed by the Staff Development Division and in addition a structured method of assessment for each of these experiences would need to be instituted. The probationer could keep a parallel record of his progress through each of these training experiences. The current structure of the prisons would not have the personnel to supervise such a scheme and the impact on senior personnel and the increase in overtime would make it prohibitive. The appointment of staff training officers in each prison would be necessary to implement such a scheme.

4.5.4 IT IS RECOMMENDED THAT:

1. A set of 'on the job' training experiences be drawn up by the Staff Development Division and that continued assessment be an integral part of these 'experiences' for the first year of appointment.

2. Plans be developed to reduce the primary training and that appropriate elements be taught on the job in the first year of employment.
4.5.4 Provision of Training Officers in Prisons

1. The advantages of on the job training cannot be achieved without the involvement of a training officer in each prison. It is therefore desirable that training officers be appointed and that they would ideally have executive rank with a line management report to the prison superintendent and a functional report to the director of Staff Development. The training officer would oversee the induction of probationers and liaise with both the supervisors of the trainees and the trainees themselves. The training officers would be responsible for ensuring that assessments be provided by the relevant supervisors of the probationers and they would in turn collate the assessments into an overall assessment. The training officer would recommend terminations of appointment to the Director of Staff Development. Training Officers exist in the English Prison system and in addition to the roles described above also have a 'quality control' function in the area of security.

2. The ancillary role of quality control over security would firstly ensure that a sufficiently senior person be chosen for the role (eg Deputy Superintendent rank) and secondly that the person would have maximum credibility in the eyes of fellow officers, probationers and trainees.

3. Over time the training officers could take over other staff development and career guidance tasks but the initial thrust of their role is seen to be primarily as a catalyst to oversee on the job training and to ensure that adequate assessment is carried out. The presence of training officers in the prisons would serve to create a bridge between the training school and the workplace.
4.5.6 **IT IS RECOMMENDED THAT:**

1. training officers be appointed to a range of prisons where probationers can be sent. Furthermore the primary responsibility of the training officer will be to oversee the induction, on the job training and assessment of probationary officers.

2. the training officer would be empowered to negotiate with the roster clerk to ensure that probationers spent time in the prescribed range of work areas.

3. consideration be given to the training officer having other roles such as quality control of security and certain aspects of staff development.

4.5.7 **Streaming of Probationers to Capitalize upon Specific Skills**

1. This issue has been referred to previously in the report (3.2.3) and the cost benefits of longer term effective utilization of manpower were pointed out. The training officer in conjunction with the prison superintendent could engage in 'career planning' or 'skill streaming' for those probationers who for example had trade qualifications or other specific skills. The survey data shows that 40% of officers considered that they hardly ever or never had an opportunity to do things they were good at in their job. 30% stated that they sometimes were given this opportunity and 30% said they often had this opportunity.

4.5.8 **IT IS RECOMMENDED THAT:**

1. the issue of skill streaming be further investigated and that given that this is implemented that the process should be initiated toward the end of on the job training.

2. the training officer have a key role in making recommendations about the assignment of probationers to roles which capitalize upon pre-existing skills.
4.5.9 Rotation Of Probationers To a Range Of Prisons During On the Job Training

The current Long Bay placement has a number of disadvantages for probationers. The maximum security emphasis is not indicative of the prison system as a whole and there is considerable value in 'rounding out' the probationer's training with exposure to prisons with a different mix of persons, different architecture or country location. Prisons such as Silverwater, Mullawa, Norma Parker, Parklea, Cessnock, Bathurst and Long Bay could be all productively used so long as a training officer was part of the staff of the prison to oversee this component of the course.

4.5.10 IT IS RECOMMENDED THAT:

1. consideration be given to rotating probationers to at least two and preferably more prisons during the first year. The types of prisons to be as diverse as possible eg: Long Bay versus Silverwater.

4.6 RECALL TRAINING

4.6.1 The current five day recall training is seen as desirable as it both provides re-inforcement of certain critical skills and also gives an opportunity to build 'esprit de corps' or comraderie. The majority of the sample surveyed 56% rated call back training as valuable as part of the process. Only 12% saw it as unnecessary and a waste of time.

4.6.2 IT IS RECOMMENDED THAT:

1. recall training in its present form continue,

2. evaluation to improve its effectiveness be undertaken.
4.7 FUNDING OF TRAINING

4.7.1 Each Institution Viewed as a Purchaser Of the Training 'Products'

1. The usual practice in most organizations is to allocate a training budget to each department or branch. The budget for primary training in the Department of Corrective Services is however a cost which must be borne by the Staff Development Division and cannot be allocated to the institutions. The budget for on the job training, salaries of training officers could however be construed as part of the training budget for a particular institution. The case of recall training and modular training is more easily defined as a budget item for the institution. This is particularly true for modular training which is a central manpower planning issue for the Prison Superintendent. There is however considerable evidence that many superintendents would prefer not to be encumbered with budgetary considerations of this nature and unlike commercial and other organisations budgeting for manpower planning has not traditionally been considered part of the managerial 'power base' by the superintendents. Whilst the compliance of superintendents may be difficult to obtain there is considerable merit in shifting the onus of allocation of human resource planning onto them and to translate this into a budgeted item for training. This would further the objectives of the commission with regard to improving the managerial skills of superintendents.

4.7.2 IT IS RECOMMENDED THAT:

1. superintendents be made responsible for their human resource planning budgets and that they allocate these resources to meet the particular modular training required by the various categories of officers employed.
4.7.3 **Shift Allocations and Allowance for Training**

The commission currently uses 230 shifts per person per year as a baseline for costing manpower and overtime requirements. The figure does not, however, include an estimate for time spent away from the institution for training. This carries the implication that training has a very low priority and is not seen as a legitimate and necessary cost component in determining the baseline shift figure for costing purposes. The superintendent of each prison would be the logical person to submit these figures as a basis for budget allocations for training. There has been reluctance on the part of superintendents to release officers from their prison for training purposes. The commonly stated reason for this reluctance is the pressure placed on other officers to work overtime to take the place of the officer in training. The establishment of a training budget for superintendents plus a realistic figure for expected shifts per person per year would in large part reduce this reluctance.

4.7.4 **IT IS RECOMMENDED THAT:**

1. Sufficient time for training be incorporated into the current figure of 230 shifts per person per year and that this figure be calculated in terms of the different training needs of each grade of officer.

4.8 **LIAISON BETWEEN STAFF DEVELOPMENT DIVISION AND PERSONNEL DIVISION**

We have referred elsewhere in the report to the need for training of the Board members on the selection interviews of new recruits (3.6.2). We have also recommended that one of the interview panel be a senior member of the Staff Development division (3.6.7). The training in interview skills should also take into account those elements in personality which have been demonstrated to be predictors of successful adaptation to the role (Section 5).
4.9 LOCATION OF THE OFFICER TRAINING SCHOOL

4.9.1 This issue has been discussed in Section 4.2.3.3 dealing with quality of training school procedures and in section 4.5.9 of the report dealing with the benefits in rotation of probationers through several institutions over the first year of service.

4.9.2 There are cogent reasons for a total relocation of the Training School to more spacious and more suitable premises. One factor in favour of relocation is the physical limitations of the current facilities at Malabar. The fact that the training school is inside the Long Bay complex means that uniforms have to be issued at the start of the programme. Other more important factors are the emphasis on maximum security, the difficulty in separating the training environment from the prison environment and the difficulty in being able to establish a unique training school environment and 'esprit de corps'.

4.9.3 IT IS RECOMMENDED THAT:

1. the training school be relocated to an environment which is both more spacious and quite separate from a prison complex.
4.10 STAFFING LEVELS AND MANAGEMENT STRUCTURE OF THE OFFICER TRAINING SCHOOL

4.10.1 Adequacy of Staff Members

The current level of staffing does not allow sufficient time for members of staff to attend courses in teaching skills, use of video and other teaching aids etc. There is even more pressure on the time of teaching staff since the more recent increase in demand for the recruitment and training of prison officers.

4.10.2 IT IS RECOMMENDED THAT:

1. the staff establishment of the Training School be reviewed with a view to increasing that establishment.

2. an increase in Training School staff establishment will facilitate the scheduling of relevant staff development experiences for the teaching staff while still meeting training demands.
4.11. STRUCTURE OF THE TRAINING SCHOOL

4.11.1 The consultants encountered a wide range of opinions about how the training school should function and how it should be structured. We believe that there is sufficient evidence from the survey to indicate that prison officers would prefer their role to involve more behavioural management elements and slightly less custodial emphasis. Observation of the training school curriculum and the organization of the school reflect a bias toward the teaching of control procedures, custodial issues and rules relating to discipline. We believe the school could be divided into two sections one dealing with these 'custodial' type issues and one dealing with 'behavioural management' type issues. This would have the advantage of creating a polarization in people's minds between the various strategies for prisoner management and would assist in the challenging of incorrect role assumptions on the part of trainees. This process of challenging of attitudes would facilitate the development of more constructive means of dealing with prisoners and hopefully reduce the use of the 'fall back' or 'physical control' procedures as a way of dealing with difficult job situations.

4.11.2 IT IS RECOMMENDED THAT:

1. that there be two sections in the training school of approximately similar staff numbers; one teaching custodial type procedures such as physical control, security issues, report writing, appropriate rules and regulations etc and one teaching behavioural management issues such as strategies for tension management in prisons, working in teams, effective communication etc.

2. that visiting lecturers be utilized to supplement each of these sections where appropriate.
5. IDENTIFICATION OF PRISON OFFICER PROFILE

5.1 Most Relevant Characteristics

1. The survey offered a series of 22 behavioural descriptions from which respondents were asked to nominate the most important characteristics of a prison officer and also the least relevant characteristics of a prison officer.

2. The data showed that the following characteristics were overwhelmingly ranked above the rest:

(a) responsible (67.6% of respondents)
(b) emotionally mature (64.8%)
(c) realistic and level headed (63.6%)
(d) self controlled (54%)

Other frequently rated characteristics are listed below:

(e) calm and composed (38.8%)
(f) tolerant (34.8%)
(g) resourceful & self sufficient (24.4%)
(h) assertive (23.2%)
(i) conscientious (22.4%)
(j) intelligent & quick witted (19.6%)

3. The characteristics (a) to (d) above appear to be universally identified as adaptive personality or temperament traits in prison officers. These traits should be noted by the Staff Development Division in any course on interviewing skills as recommended in Section 3.6.1 and 4.8 of the report.

4. The personality resources implied by the high frequency behavioural descriptions obviously point to the validity of personality screening at point of recruitment and therefore reinforce recommendations regarding the value of an independent interview by the psychologist in many cases.
5.2 LEAST RELEVANT CHARACTERISTICS

1. These features identified by respondents as least relevant include:

(a) idealistic (0%)
(b) highly educated (0%)
(c) conservative (2%)
(d) energetic (2.8%)

These characteristics and particularly (a) and (b) are apparent in the covert criteria employed in the selection of staff. This is also mirrored in the positively valued attributes (a) and (d) mentioned in 5.1. The question is raised as to whether the current prison officer population wishes to recruit its likeness rather than to develop beyond the current 'plateau'. The de-emphasis on education is more apparent amongst senior ranks and executives and this may represent tension in these ranks due to possible promotion of younger more educated officers with less seniority. This negative attitude toward education appears often as a hidden agenda item amongst interview panels for recruits. The attitude to education is also apparent in prison officer's attitude to the survey question asking them to nominate the desired level of education for an applicant. A total of 17.9% considered nil formal education was necessary and that only 'maturity and common sense' was required. The largest percentage of 43.7% was for a 'mix of maturity, common sense plus junior high school'. Only 2% nominated 'a mix of maturity and common sense and tertiary'.

2. Certain other responses are worthy of comment given the emphasis placed on height/weight requirements at the recruitment stage. The category of 'good physical build' was only reported on 9.2% of occasions for the nominated most relevant characteristic of the prison officer. 'Physically strong' received even less support as a category being rated by only 4.4% of respondents.

5.2.3 IT IS RECOMMENDED THAT:

1. the Staff Development training for recruitment interview panelists pay attention to the issue of the education level of applicants and to be aware of discrimination against persons who have more education than that of the average prison officer.
6. RECOMMENDATIONS

The recommendations included in the body of the document have been extracted and reproduced below. The original paragraph numbering has been retained so that the reader can refer back to the appropriate section of the document for background material relevant to that recommendation.

3.2 IT IS RECOMMENDED THAT:

1. a variety of advertising format and copy be prepared in order to avoid reader habituation eg: display advertisements (Display classifieds, pointers in Positions Vacant listings etc.)

2. content be researched and written specifically with an eye to optimize local geography advantage, peer group advantage in addition to more generalized advantages.

3. market research be undertaken to determine optimum siting of advertisements, especially for ethnic and aboriginal applicants.

4. alternate modes of advertising be investigated, eg: using community resources, information distribution within identified target group.

5. the broad concept of IMAGE advertising be considered (see Para 3.1.3 below).

3.2.4 IT IS RECOMMENDED THAT:

1. the Recruiting staff respond to all inquiries as substantive applications independent of their stimulus.

2. recruiting to all prison sites directly be considered rather than focussing upon the Long Bay complex. If it is felt that maximum security experience is deemed essential, mechanisms to ensure such exposure as a prerequisite to further promotions can be designed.

3. the issue of branch allocation within the Service be investigated.
3.3.8 IT IS RECOMMENDED THAT:

1. a more appropriate and professional venue be established to undertake the recruiting function of the Department.

2. the venue be designed with applicant "pathways", confidentiality of discussion, avoidance of distraction during assessment, and the need for Department staff to do their usual daily tasks all being kept in mind. The area could be decorated/furnished with relevant promotional material (poster, displays etc).

3. consideration be given to variation of current height requirements consistent with the literature, experience and EEO implications. The net effect would be to significantly increase the pool of candidates from which to select personnel while not significantly increasing the risk of violence or loss of control by prison officers in prison environments.

4. staff allocated to the Recruiting Section receive effective training in interviewing skills and techniques prior to taking up the followed by performance appraisals at regular intervals.

5. a video tape programme be made giving a realistic picture of the role of the prison officer. This tape will be shown during the initial screening appointment.

6. Immediately prior to commencing the orientation programme selected candidates should be required to attend as a group a selected prison environment immediately prior to COP and training enrollment. They could exercise an option to discharge without penalty at this point. Whilst this involves organizational time only - ie. attendance at candidate's expense - it is likely to be cost effective.
PAGE 63

7. the recruiting section be specifically identified and signposted and that career recruitment be promoted by relevant displays at lobby and recruitment level.

8. recruiting staff wear uniform during their recruiting role.

3.4.3 IT IS RECOMMENDED THAT:

1. a more suitable testing environment should be used. Take note of the need for a quiet and interruption free room with appropriate chairs and tables, suitably sited with space between rows for ease of access and not facilitating "copying" between candidates, appropriate lighting level. Any superfluous chairs etc should not be haphazardly piled at the rear of the room. Indication of "room in use" sited suitably outside to aid reduced noise level. The overall impression must be one of a professional assessment environment.

2. the Psychology Section must acknowledge a commitment to a professional approach to recruiting and work to achieve the following: - stability in provision of a service i.e. ensure that recruiting is the professional responsibility of a small number of psychology staff who regularly provide that service; - proper training in standardized test administration

3. consideration be given to extending the responsibility of the Psychology Section to include clinical pre-screening (by questionnaire or interview assessment or both)

4. the Psychologist undertake a brief separate interview with applicants to facilitate clinical/personality screening and offer vocationally relevant feedback regarding assessment.
3.5.2 **IT IS RECOMMENDED THAT:**

1. alternate models of provision of medical examination service be investigated and that a model which offers more control and speed advantages be introduced.

3.6.2 **IT IS RECOMMENDED THAT:**

1. a consistent and small pool of personnel be determined to constitute the Selection Board. This will result in consistency in recommendations between Boards and reduce the uncontrolled intrusion of idiosyncratic, covert selection criteria.

2. the Board should consist of four (4) members, viz:
   - Recruiting Officer
   - Prison Officer of Executive rank
   - Prison Officer Training School personnel
   - Department of Corrective Services Psychologist

3. those persons on the Board from the uniformed service should wear uniform as members of the Board.

4. all potential Board members be required to have undertaken relevant interviewing/selection skills/PSB regulation training programmes prior to sitting on the Board.

5. such training also focus on specific definition of selection criteria and exclusion criteria and that current questionable hypothesis being employed as criteria (eg: 3.6.1.3) be discussed and evaluated.

6. relevant research be undertaken to provide valid weighting to areas noted on the Interview Rating Schedule. This would result in a more realistic summary total being tabled which noted individual ratings plus importance weighting.

7. the area used for the Board interviews be reviewed and sited so as to provide a more suitable and professional environment.
3.7.8 **IT IS RECOMMENDED THAT:**

1. A work value study be undertaken to review base salary levels of prison officers. Note that merely raising salary levels without addressing other issues in this report will only make superficial impact on recruitment and staff retention.

2. A review of staffing levels be undertaken to recommend relevant staff ceilings to reduce the overtime requirement. Any move in this regard must be coincident with base salary variation.

3. Realistic information regarding promotion opportunities be given to trainee prison officers and advertising and promotional material be edited to also provide an accurate picture.

4. Personnel convening and sitting on selection boards should be trained in PSB selection protocol and specific interview techniques.

5. Selection criteria for promotion be widely and publicly displayed and their implications e.g. EEO, merit vs seniority open for discussion.

6. A counselling discussion or formal exit interview be undertaken with every employee who submits a resignation, this interview to be undertaken by staff development, recruiting or psychologist personnel. The results of this interview should be used to generate strategies to "salvage" the staff member or to address the stimulus for their resignation.

7. An improvement in staff facilities be considered and budget allowance be made to direct to identified deficiencies.

8. If the department has made a policy decision to be a uniformed service then the consequences of this should be reinforced throughout the administration.
4.1.6 IT IS RECOMMENDED THAT:

1. the Staff Development division liaise with superintendents to clearly identify training needs and to undertake specific task analysis. It is however recognised that any alternatives in the existing structure of the programme may need to be a compromise between the results of the task analysis and the existing training requirements laid down by the rules and regulations.

2. training school staff receive adequate training in areas such as teaching and use of training equipment.

3. regular audit of training procedures be undertaken consistent with the following guidelines:
   - trainer performance
   - course content
   - carry over to onsite work role
   - format of on the job training

4.2.2 IT IS RECOMMENDED THAT:

1. the orientation programme, having been assessed as fulfilling its purpose, not be changed in its content or its timing in the training course.
4.2.4. **IT IS RECOMMENDED THAT:**

1. Consideration be given to developing a formal commitment to "on the job" training subsequent to the Training School experience.

2. The initial period spent in the Training School be reduced by that amount of course content which could more effectively be taught "on the job".

3. The training school facilities be upgraded and that careful consideration be given to such factors as room size, staff facilities, room lighting, temperature control etc.

4. Training school staff who meet the requisite requirements for experience in the prison system be selected against the criteria of teaching skill and knowledge. This recommendation does not however countermand the 'training of trainers' recommendations made in 4.1.6.2.

5. "Earning of the uniform should occur progressively in the training school and not be given out at the beginning of the course. This recommendation cannot be implemented however until the training school is relocated from the Nalarbar complex.

6. The current teaching of First Aid continue rather than to require job applicants to possess the certificates prior to the commencement of training.

7. The scheduling of visiting lecturers not occur at the end of the training but rather be scheduled throughout.
4.3.3 **IT IS RECOMMENDED THAT:**

1. the Staff Development Division identify the most important elements in the training process from the point of view of job relevance and then weight these elements in terms of their importance in the assessment process.

2. more appropriate assessment techniques be employed throughout the programme which enable clear differentiation between people in terms of skill and knowledge acquisition.

3. an appropriate "pass" mark be determined from a sufficiently large sample of trainees and that marginal cases be either dealt with via "viva" exams or by deferred examination.

4.4.8 **IT IS RECOMMENDED THAT:**

1. "Human Relations" be given close scrutiny in terms of the content of the syllabus, quality of teaching and assessment of the course participants. There is some evidence to suggest that the "Human Relations" course is not being presented in a sufficiently practical way with examples which are directly relevant to management skills demanded of prison officers on the job.

2. the current martial arts training be reviewed and replaced with a training based on safety and defense rather than attack procedures.

3. that material in the course which has a senior roles bias should be eliminated and either dealt with via on the job training or be part of modular training.
4.5.4 IT IS RECOMMENDED THAT:

1. A set of 'on the job' training experiences be drawn up by the Staff Development Division and that continued assessment be an integral part of these 'experiences' for the first year of appointment.

2. Plans be developed to reduce the primary training and that appropriate elements be taught on the job in the first year of employment.

4.5.6 IT IS RECOMMENDED THAT:

1. Training officers be appointed to a range of prisons where probationers can be sent. Furthermore the primary responsibility of the training officer will be to oversee the induction, on the job training and assessment of probationary officers.

2. The training officer would be empowered to negotiate with the roster clerk to ensure that probationers spent time in the prescribed range of work areas.

3. Consideration be given to the training officer having other roles such as quality control of security and certain aspects of staff development.

4.5.8 IT IS RECOMMENDED THAT:

1. The issue of skill streaming be further investigated and that given that this is implemented that the process should be initiated toward the end of on the job training.

2. The training officer have a key role in making recommendations about the assignment of probationers to roles which capitalize upon pre-existing skills.
4.5.10 IT IS RECOMMENDED THAT:

1. consideration be given to rotating probationers to at least two and preferably more prisons during the first year. The types of prisons to be as diverse as possible e.g.: Long Bay versus Silverwater.

4.6.2 IT IS RECOMMENDED THAT:

1. recall training in its present form continue.

2. evaluation to improve its effectiveness be undertaken.

4.7.2 IT IS RECOMMENDED THAT:

1. superintendents be made responsible for their human resource planning budgets and that they allocate these resources to meet the particular modular training required by the various categories of officers employed.

4.7.4 IT IS RECOMMENDED THAT:

1. sufficient time for training be incorporated into the current figure of 230 shifts per person per year and that this figure be calculated in terms of the different training needs of each grade of officer.

4.9.3 IT IS RECOMMENDED THAT:

1. the training school be relocated to an environment which is both more spacious and quite separate from a prison complex.

4.10.2 IT IS RECOMMENDED THAT:

1. the staff establishment of the Training School be reviewed with a view to increasing that establishment.

2. an increase in Training School staff establishment will facilitate the scheduling of relevant staff development experiences for the teaching staff while still meeting training demands.
4.11.2 IT IS RECOMMENDED THAT:

1. that there be two sections in the training school of approximately similar staff numbers; one teaching custodial type procedures such as physical control, security issues, report writing, appropriate rules and regulations etc and one teaching behavioural management issues such as strategies for tension management in prisons, working in teams, effective communication etc.

2. that visiting lecturers be utilized to supplement each of these sections where appropriate.

5.2.3 IT IS RECOMMENDED THAT:

1. the Staff Development training for recruitment interview panelists pay attention to the issue of the education level of applicants and to be aware of discrimination against persons who have more education than that of the average prison officer.
7. APPENDIX A

The questionnaire used for the face to face interviews and the survey is attached. There were a total of 121 face to face interviews completed. A total of 250 questionnaires were distributed via the superintendents at Long Bay, Silverwater, Parklea and Mullawa. A total of 129 questionnaires were returned giving a return rate of 51.6%. The total number of completed questionnaires (interview and survey) was 250.
## CORRECTIVE SERVICES QUESTIONNAIRE

### 1. Sex

- Male ........................................... 1
- Female ......................................... 2

### 2. Age

- 15 - 24 ........................................ 1
- 25 - 34 ........................................ 2
- 35 - 44 ........................................ 3
- 45 - 54 ........................................ 4
- 55 - 64 ........................................ 5

### 3. Employment Category

- Training School ............................... 1
- Probationary Officer ........................ 2
- P/O Base Grade ............................... 3
- P/O First Class ............................... 4
- P/O Senior .................................... 5
- Executive Officer ............................ 6

### 4. Length of time working for Corrective Services

- Less than 6 months .......................... 1
- 6 months - 1 year ............................. 2
- 1 - 2 years .................................... 3
- 2 - 4 years .................................... 4
- 5 - 8 years .................................... 5
- 8+ years ....................................... 6

PLEASE TURN OVER
5. Current posting/gaol

Please specify ..........................................................

6. Is your current position with Corrective Services

A career for the long term ......................... 1
A job until something better comes along... 2
Satisfactory employment but
not your first choice............................... 3
Forced into this position due to a
lack of alternatives............................... 4

7. If you had a choice and alternatives available, would you

Remain working within Corrective Services... 1
Plan to leave within 1 year....................... 2
Leave immediately.................................. 3

8. When were you last promoted within the
Corrective Services

Less than 2 years ago......................... 1
More than 2 years but less than 5 years ago 2
More than 5 years but less than 10 years ago 3
More than 10 years ago........................... 4
Does not apply, I have not been promoted... 5

9. How many times have you been promoted in the last
2 years while working for the Corrective Services

None, I am not eligible for promotion....... 1
None, I have not applied for any promotion 2
None, there have been no opportunities
for promotion........................................ 3
None, I applied but have been unsuccessful 4
Once.................................................. 5
More than once ...................................... 6

PLEASE TURN OVER
10. How would you assess the promotion opportunities for yourself as a Prison Officer

Very good.......................... 1
Average........................................ 2
Very few.................................... 3
Nil............................................ 4
Not interested in promotion........ 5

11. How would you assess the selection mechanism for promotion

Fair with equal opportunity........ 1
Of mixed quality......................... 2
Unfair, using incorrect criteria..... 3
Unfair, based on patronage.......... 4

12. Country of origin

Please specify..........................

13. Languages spoken other than English

Please write...........................

14. Has this proved useful in your work?

Yes........................................... 1
No............................................. 2
No other language spoken........... 3

15. Years in Australia ?

Less than 1 year.......................... 1
1 - 2 years................................. 2
2 - 4 years................................. 3
5 - 8 years................................. 4
8+ years..................................... 5
Born in Australia....................... 6
16. Level of education ON ENTRY to Corrective Services

- Junior High School (below Intermediate or School Cert).......................... 1
- School Certificate (or equivalent)........... 2
- Higher School Certificate (or equivalent).......................... 3
- Tech/TAFE..................................................... 4
- CAE, Institute of Technology......................... 5
- University.................................................... 6

17. Indicate level of education CURRENTLY attained

- Corrective Services Training School............. 1
- School Certificate (or equivalent)........... 2
- Higher School Certificate (or equivalent).......................... 3
- Tech/TAFE..................................................... 4
- CAE, Institute of Technology......................... 5
- University.................................................... 6

18. Would you be interested in doing further study, if the opportunity arose?

- Yes.............................................................. 1
- No.............................................................. 2

19. How do you assess the Corrective Services attitude towards you undertaking further study?

- Supportive .......................................................... 1
- Neutral............................................................. 2
- Negative.......................................................... 3

20. Is your work as an Officer

- Dull and boring............................................. 1
- Of average interest........................................ 2
- Interesting and stimulating............................. 3

PLEASE TURN OVER
21. Is your work

Easy to do................................. 1
Average difficulty level.................. 2
Very hard and difficult.................. 3

22. Is your work

Demotivating, lacking challenge......... 1
Of average interest...................... 2
Challenging and motivating............... 3

23. How well do you understand your position and what is required of you?

Fully understand........................ 1
Not sure sometimes..................... 2
Not sure most times.................... 3
Don't understand....................... 4

24. When you commenced duty in a prison what was your reaction to the roles required of you?

As expected and OK...................... 1
Unexpected but OK...................... 2
Totally unexpected and upsetting...... 3
No reaction.............................. 4

25. How much opportunity do you have to do things you are good at in your job?

Nearly always.......................... 1
Often...................................... 2
Sometimes............................... 3
Hardly ever............................. 4
Never..................................... 5

PLEASE TURN OVER
26. Did you understand the Prison Officer role PRIOR to being elected to commence training

Yes, fully understood.......................... 1
Understood most aspects....................... 2
Vague understanding............................ 3
Did not know much at all...................... 4

27. Does your immediate Senior Officer tell you how well or how badly you are doing your job?

Yes.................................................. 1
No..................................................... 2

28. How useful are the comments your immediate Senior Officer makes about your work?

No comment made.............................. 1
Some comments, of no use...................... 2
Some comments, sometimes useful............ 3
Constructive comments, very good........... 4

29. How do you rate your Senior Officers as a group?

Have no Senior Officer....................... 1
Very good, asset to Corrective Services..... 2
Good, but could improve...................... 3
Only average.................................... 4
Not good but could improve.................. 5
Bad, cannot do the job....................... 6

30. How do you rate your equals?

Have no equals................................... 1
Very good, asset to Corrective Services..... 2
Good, but could improve...................... 3
Only average.................................... 4
Not good but could improve.................. 5
Bad, cannot do the job....................... 6

PLEASE TURN OVER
31. How do you rate your subordinates?

- Have no subordinates
- Very good, asset to Corrective Services
- Good, but could improve
- Only average
- Not good, but could improve
- Bad, cannot do the job

32. How would you rate your employer's attitude towards staff?

- A caring and concerned organisation
- Critical and slow to praise
- Hard, but fair
- Neutral regarding staff
- Dis-interested in staff

33. How would you assess the staff facilities (changerooms, lunchrooms etc) provided?

- Of good quality and comfort
- Average only
- Poor quality
- Corrective Services has no interest in staff facilities

34. Are you the sole income provider for your family unit?

- Yes
- No

35. How would you rate your level of salary?

- Well paid for my job
- Average pay for my job
- Poorly paid for my job

PLEASE TURN OVER
36. Is overtime essential for a Prison Officer to earn sufficient money to live comfortably?

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

37. Does working overtime have a deteriorating effect on normal family relationships?

<table>
<thead>
<tr>
<th>Effect</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live alone, no effect</td>
<td>1</td>
</tr>
<tr>
<td>No effect on relationships</td>
<td>2</td>
</tr>
<tr>
<td>In relationships, some effect</td>
<td>3</td>
</tr>
<tr>
<td>In relationships, marked effect</td>
<td>4</td>
</tr>
<tr>
<td>Improves relationship</td>
<td>5</td>
</tr>
</tbody>
</table>

38. Do you feel strict physical requirements are necessary for Prison Officers? (e.g. height, weight requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, essential</td>
<td>1</td>
</tr>
<tr>
<td>Could be waived depending upon the individual</td>
<td>2</td>
</tr>
<tr>
<td>No, unnecessary</td>
<td>3</td>
</tr>
</tbody>
</table>

39. What educational standard should be required of a Prison Officer applicant?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jnr High/School Cert.</td>
<td>1</td>
</tr>
<tr>
<td>Senior High/Higher School Cert.</td>
<td>2</td>
</tr>
<tr>
<td>Tertiary (TAFE, CAE, University)</td>
<td>3</td>
</tr>
<tr>
<td>A mix of maturity, common sense, plus Jnr high</td>
<td>4</td>
</tr>
<tr>
<td>A mix of maturity, common sense, plus Sen high</td>
<td>5</td>
</tr>
<tr>
<td>A mix of maturity, common sense, plus tertiary</td>
<td>6</td>
</tr>
<tr>
<td>Nil formal, maturity and common sense only</td>
<td>7</td>
</tr>
</tbody>
</table>
40. Does current advertising of Corrective Services’ vacancies for Prison Officers give an accurate reflection of the job?

Yes.................................................. 1
No.................................................... 2

41. Did the initial training course you completed fit you to undertake the responsibilities of the job?

Yes.................................................. 1
No.................................................... 2

42. Comment on the following aspects of the initial training programme that you completed

(i) length of course:
too long............................................. 1
sufficient........................................... 2
too short........................................... 3

(ii) content of course:
relevant............................................. 1
marginally relevant.............................. 2
irrelevant.......................................... 3

(iii) nominate most irrelevant component in course

................................................................
................................................................
................................................................

(iv) timing of course:
too soon in P/O career........................... 1
at right time........................................ 2

PLEASE TURN OVER
51. Is the role of Prison Officer a highly stressed one

Yes, high stress ..................................... 1
Average stress level.................................... 2
Relaxed, little work stress.............................. 3

52. Place a cross beside the 5 most important characteristics in the two lists below that you feel make a good Prison Officer.

○ personal warmth and sensitivity
○ intelligent, quick witted
○ highly educated
○ strict
○ energetic
○ serious
○ responsible
○ realistic and level headed
○ tolerant
○ resourceful and self sufficient
○ calm and composed
○ good physical build
○ physically strong
○ emotionally mature
○ co-operative
○ assertive
○ enthusiastic
○ socially skilled
○ idealistic
○ self-controlled
○ conservative
○ conscientious

53. Using the above two lists place a CIRCLE beside the characteristic you feel is least relevant to a Prison Officer.
54. The policy of the Dept. of Corrective Services states that the role of a prison officer should have two components, namely:

1. a custodial function and
2. a behavioural management and human relations function to foster a constructive change in attitude on the part of the prisoners.

What degree of emphasis is there on these two components in your current work?

Predominantly custodial .......................... 1
Mainly custodial/
some behavioural management ................. 2
Equal emphasis between custodial and
behavioural management ......................... 3
Mainly behavioural management/
some custodial .................................... 4

55. What do you believe ought to be the emphasis placed on these two components?

Predominantly custodial .......................... 1
Mainly custodial/
some behavioural management ................. 2
Equal emphasis between custodial
and behavioural management ................... 3
Mainly behavioural management/
some custodial .................................... 4

QUESTIONNAIRE COMPLETED

Check that you have answered every question!

PLEASE TURN OVER