



**CORRECTIONS**  
C A R E E R S

# DACUM Survey Report

Denmark

CCJ4C

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## Introductory note



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BrainLog had the responsibility of carrying out the DACUM workshop in collaboration with the Danish Prison Officers Union (Fængselsforbundet) in Denmark. However, due to the ongoing COVID-19 pandemic and the rising number of cases in Denmark, the possibility of conducting a physical workshop was not feasible. Furthermore, due to policy negotiations between the Danish Prison Officers Union and the Danish government which has been very time-consuming, and considering the workload and shift work of the prison system professionals, it has not been possible to find a suitable time to conduct an online workshop within the time-frame of this task.

For these reasons, BrainLog had to adopt an alternative strategy and instead create an online survey through a Google Form to conduct the results for the DACUM report. The survey was disseminated via email to the members of the Danish Prison Union.

## Survey Dissemination

The survey was created and distributed through google forms. It was disseminated via email to the Head of Communication from the Danish Prison Officers Union (Fængselsforbundet), who is our main contact person. From there, the link to the DACUM survey was distributed to the members of the Union, which are the prison system professionals from various prisons in Denmark.

The survey has been open for three weeks and received a total of six respondents. The survey was shared amongst 50 colleagues from the Danish Prison Officers Union. A reminder was also sent to try and achieve a higher number of respondents. However, we must assume that due to busy schedules and the high pressure on staffing in the prisons, there has not been time to fill out the survey.

To ensure a broad and diverse view on the questions on career development, needs and challenges in the daily work in the prisons, the survey was sent to collaborators with different positions within the prison system. These include prison officers, transportation officers, foremen, and managers.

The division of the respondents is as follows; three of the respondents were prison guards, and the remaining three respondents were one transportation officer, one foreman and one manager.

The respondents are equally split between male and female, and the total average age is 42,83 years. Four of the respondents have completed a vocational education, and one have completed a short-term higher education of two years, and one respondent completed a master's degree or equivalent.

## Outline of survey

The first section of the survey presented the Informed Consent including:

- A summary of the CCJ4C project and the applicability of the survey.
- A statement that participation in the survey is voluntary and confidential.
- The email addresses of the BrainLog researchers in case of any doubts or questions.

The second section of the survey is a collection of the **sociodemographic data** of the respondents. It consisted of one open question on age and three multiple-choice questions concerning gender, the position held, and their academic background.

The third section included six open-ended questions on the prison system professionals' **current tasks and duties**. The questions were the following:

- Describe the duties you perform on a typical working day.



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- Which are the tasks you perform most frequently?
- Is there any sequence in the performance of your duties? Please indicate which one.
- If you had to rank the tasks you do in order of importance, what would be the order?
- What are the risks of performing your duties incorrectly?
- Do the tasks vary according to the level of experience?

The fourth section focuses on the necessary **competencies** and consists of four open-ended questions:

- Which competencies do you consider necessary to perform the previously described tasks correctly? (e.g. leadership, proactivity, self-confidence...).
- What do you consider necessary to develop these competencies and improve performance?
- What training areas do you consider essential to carry out the tasks successfully?
- What other knowledge do you apply in the performance of your duties? (e.g. self-control; stress management; crisis intervention...).

The fifth and last section of the survey aims to understand the prospects of the professionals regarding the **future performance/challenges** of the work in the prison system. These were five open-ended questions:

- What do you consider the main challenges/risks that the prison system faces?
- How do you think that new challenges may impact your professional life?
- What changes do you believe there might be (e.g. in the way you work) to meet these challenges?
- How do you imagine your role in the future (e.g. tasks and duties)?
- What are the tasks you believe there will be no changes?

The survey ends with an appreciation of the participation of the respondents on the survey and the importance of the conducted data in the development of the training modules, and a final



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reminder that we are available for any questions and/or concerns. The full original version of the survey can be found in the appendix of this report.

## Survey results

On the topic **Current Tasks and Duties**, it becomes obvious that safety is recognized by the respondents as an important factor in all daily tasks and duties. The responses indicates that all tasks are important, however it varies whether there is a structure that needs to be followed.

Job position	Tasks	Risks of Poor Performance	The Importance of the tasks and duties performed
Prison Guards	Case management, admitting and discharge, escorting inmates, moving inmates, securing safety and orderly, visitation, supervision, managing and ensuring the daily routines of the inmates, ensuring the rights of the inmates	The safety of oneself and colleagues, incorrect dose or handling of medicine, frustrated and worried inmates, unrest	Making sure that inmates are taken care of, as well as supporting police and correctional system. Tasks does not differentiate depending on experience, but only in terms of difference in competences
Transportation Officers	Transporting inmates and guarding them while in the transport	Assesses the level of risks as high, if tasks and duties are performed wrong	All tasks are equally important and there is a difference in tasks performed depending on level of



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			experience, but it does not have a negative effect
<b>Foremen</b>	Managing the recreational space for the inmates – the garden	Physical risks if equipment is not handled correctly or no supervision	Tasks does depend on the level of experience, and the importance does not depend on tasks related to the recreational space
<b>Managers</b>	Operational management, handling emergency situations, answering phone calls and allocating staff	Mentions that a lot of things can go wrong, if tasks are not performed correctly	Successfully allocating the staff is the most important daily task

The professionals who answered that there is a specific sequence in which tasks are performed are the prison guards, who is following the daily schedule of the inmates. However, most respondents emphasize that this structure is not fixed and that it varies a lot depending on tasks and day.

When asked to classify their tasks in the order of importance, two respondents answer that all tasks are equally important. Another two respondents highlights that the most important is the tasks of the prison guard, whose main responsibility is to take care and handle the inmates.

There is disagreement in the results on the question of whether tasks depend on the level of experience, as three respond that the level of experience of the employees does not affect the



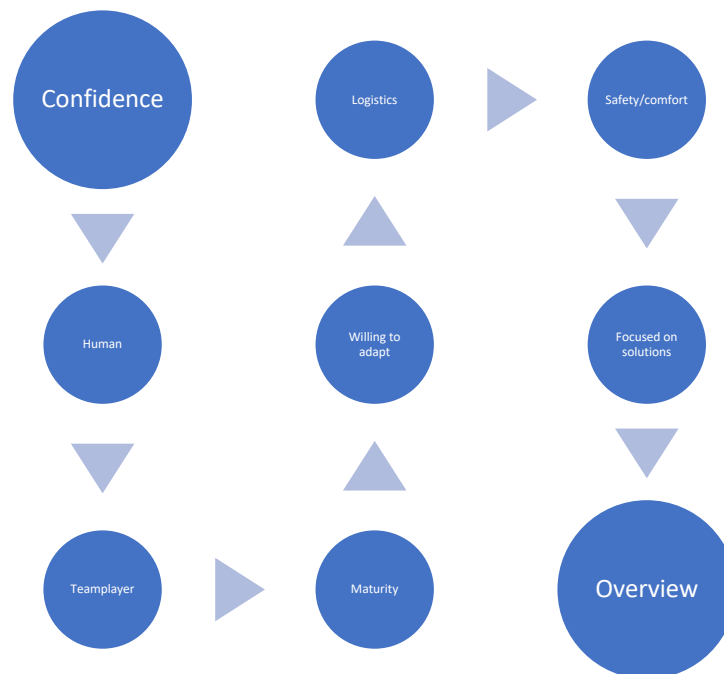
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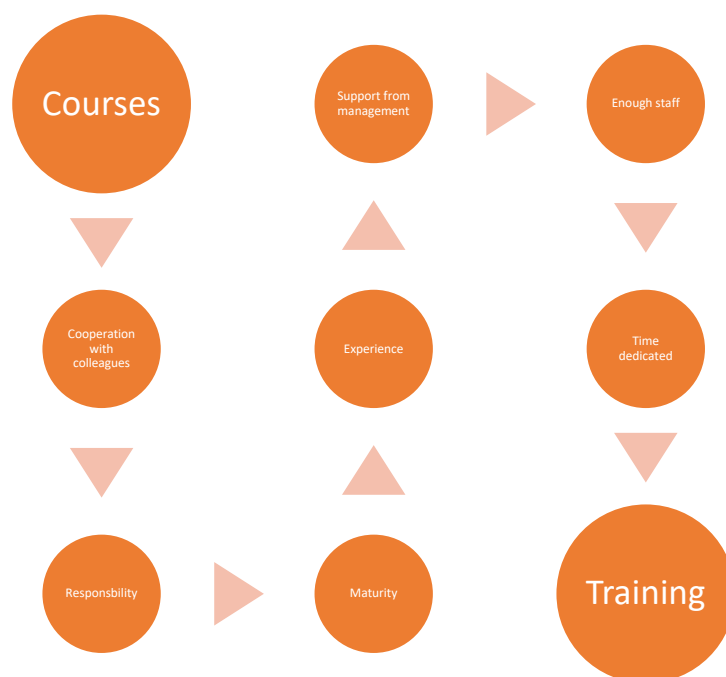
tasks, and two respond that it does. One highlights that it is not a negative thing to divide tasks depending on experience, and one respondent did not understand the question.

On the questions regarding **competences**, the results show that this does vary for the four different positions, which means that only two competences are mentioned more than once: having an overview and confidence. The other competences that the respondents highlighted as crucial in performing their daily tasks are as follows;



In line with this, the respondents were also asked to identify the necessary competences and requirements needed to enhance their performance when performing their tasks and duties:





It is worth highlighting that most respondents indicated the need and time for training and attending courses.

The findings of this survey of the **future challenges and changes to tasks/performance** are in the following table:

Job position	Main challenges that the prison system is facing	The impact these challenges have on the professionals	Solutions to challenges	Changes to the professional's role in the future
<b>Prison Guards</b>	A very old system and lack of understanding between administrative staff and guards,	Makes some tasks feel meaningless or pointless. Stress levels are high and many has to be on sick leave,	Important to exchange knowledge and introduce job tasks across the organization. Necessary to	Less time to reintegrate inmates, only time for fulfilling the basic needs of the inmates,



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	need of staff, too big administration	the everyday life of a prison guard is more challenging	hire and secure more staff	
<b>Transportation Officers</b>	Retaining current staff and the level of pay	High turnover – meaning that important and good knowledge disappears	More staff and better pay to retain current staff	No changes
<b>Foremen</b>	Lack of staff	Stress	Higher pay	More responsibility
<b>Managers</b>	Lack of staff	Lack of motivation to work harder, when you are constantly understaffed and there is no incentives to do the extra work	Retention, further education, higher pay, more staff	It will more of less be the same tasks and no changes



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## Appendix 1: DACUM Survey



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# CORRECTIONS CAREERS

## CCJ4C - European Career Counseling Guidelines for Staff Working in Criminal Correctional Justice Systems

Denne undersøgelse er udviklet inden for CCJ4C-projektet – Europæisk Karrierevejledningsretningslinjer for ansatte i strafferetssystemet (European Career Counseling Guidelines for Staff Working in Criminal Correctional Justice System). Projektet er finansieret af Den Europæiske Union i Erasmus+-programmet, og finder sted i 9 lande. Projektet har til formål at styrke karrierevejledning i strafferetssystemet ved at udvikle et værktøj til både betjente og ledelse.

Denne undersøgelse har til formål at forstå de typer opgaver, der udføres af fængselspersonalet og de færdigheder, der giver dem mulighed for at udføre opgaverne.

De ansvarlige for denne undersøgelse er Martin Savchev ([martin.s@brainlog-ngo.com](mailto:martin.s@brainlog-ngo.com)) og Simone Immerkær ([simone@brainlog-ngo.com](mailto:simone@brainlog-ngo.com)), som står til rådighed for afklaring. Ved at udfylde spørgeskemaet vil du bidrage til at forbedre udarbejdelsen af uddannelsesforløb.

Din deltagelse i denne undersøgelse er frivillig. Resultaterne er kun til statistiske formål. Data vil blive behandlet fortroligt og anonymt.

 [simone@brainlog-ngo.com](mailto:simone@brainlog-ngo.com) (deles ikke) [Skift konto](#)

 Kladden blev gendannet

\*Skal udfyldes

\*

☒ Jeg giver tilladelse til at mine besvarelser må bruges til statistiske formål i forbindelse med CCJ4C projektet og udarbejdelsen af uddannelsesforløbet til ansatte i strafferetssystemet.



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## Spørgeskemaundersøgelse

Alder (I år)

Dit svar \_\_\_\_\_

Køn

☐ Kvinde

☐ Mand

☐ Andet: \_\_\_\_\_

Stillingsbetegnelse

☐ Fængselsbetjent

☐ Transportbetjent

☐ Værkmester

☐ Leder

☐ Andet: \_\_\_\_\_



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### Uddannelse

- ☐ Grundskoleuddannelse (typisk varighed: 10 år)
- ☐ Ungdomsuddannelse (typisk varighed: 3 år)
- ☐ Erhvervsuddannelse
- ☐ Kort videregående uddannelse (minimumsvarighed på 2 år)
- ☐ Bacheloruddannelse eller tilsvarende (3-4 års fuldtidsstudie)
- ☐ Kandidatuddannelse eller tilsvarende
- ☐ Andet: \_\_\_\_\_

Beskriv de opgaver, du udfører på en typisk arbejdsdag.

Dit svar \_\_\_\_\_

Hvilke opgaver udfører du oftest?

Dit svar \_\_\_\_\_

Er der nogen rækkefølge for, hvornår opgaverne udføres? Angiv venligst hvilken.

Dit svar \_\_\_\_\_



Hvis du skulle sætte din opgaver i rækkefølge efter vigtighed, hvad ville rækkefølgen være? (fra den mindst vigtige til den vigtigste)

Dit svar

---

Hvilke risici er der ved at udføre dine opgaver forkert?

Dit svar

---

Varierer de udførte opgaver afhængigt af erfaringsniveauet?

Dit svar

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Hvilke færdigheder anser du for at være nødvendige for at udføre de henviste opgaver korrekt? (f.eks. lederskab, selvtillid...)

Dit svar

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Hvad mener du er nødvendigt for at udvikle disse færdigheder og forbedre præstationen?

Dit svar

---



Hvilken uddannelsesbaggrund anser du for at være væsentlig for at udføre disse opgaver?

Dit svar

---

Hvilken anden viden anvender du, når du udfører dine opgaver? (f.eks. selvkontrol; stresshåndtering; krisehåndtering...)

Dit svar

---

Hvad anser du for at være de største udfordringer, som Kriminalforsorgen står over for?

Dit svar

---

Hvordan mener du, at disse udfordringer kan påvirke dit professionelle liv?

Dit svar

---

Hvilke ændringer tror du, der skal til (f.eks. hvordan du arbejder) for at løse disse udfordringer?

Dit svar

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Hvordan forestiller du dig din arbejdsrolle i fremtiden (f.eks. opgaver og pligter)?

Dit svar

Hvilke opgaver tror du vil forblive de samme (altså ingen ændringer)?

Dit svar



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## CCJ4C - European Career Counseling Guidelines for Staff Working in Criminal Correctional Justice Systems

 [simone@brainlog-ngo.com](mailto:simone@brainlog-ngo.com) (deles ikke) [Skift konto](#)



Tak for din deltagelse!

Vi værdsætter dit bidrag, så vi kan udvikle praktiske uddannelsesmoduler. Vi er til rådighed for eventuelle spørgsmål gennem følgende kontaktpersoner: Martin Savchev ([martin.s@brainlog-ngo.com](mailto:martin.s@brainlog-ngo.com)) og Simone Immerkær ([simone@brainlog-ngo.com](mailto:simone@brainlog-ngo.com)).





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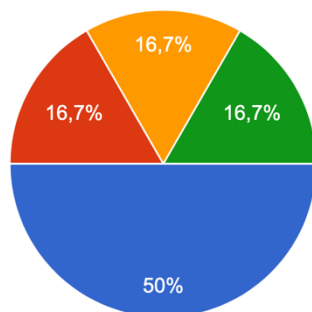
## Appendix 2: Data graphs from survey



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### Stillingsbetegnelse

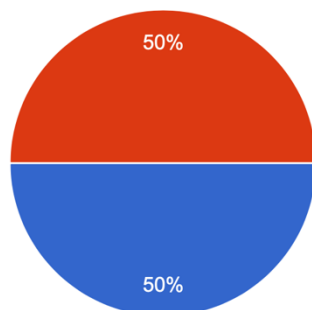
6 svar



- Fængselsbetjent
- Transportbetjent
- Værkmester
- Leder

### Køn

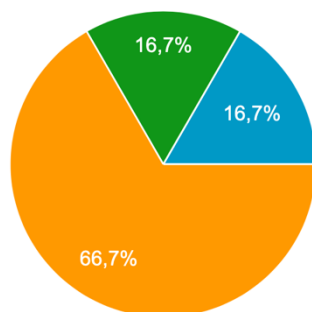
6 svar



- Kvinde
- Mand

### Uddannelse

6 svar



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