

PROJECT "European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System"

# **REPORT**

# Workshop "IDENTIFICAREA UNOR PERSPECTIVE PENTRU VIITORUL CARIEREI ÎN JUSTIȚIA PENALĂ"

("Gathering intelligence about the future of CCJ Careers")



### PENITENCIARUL TIMIȘOARA

3.12.2020





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# 1. Preparation activities

In stage of preparation for the workshop, the project team from Timisoara Prison established the list with potential participants to the meeting and send them an invitation for collaboration with a short description of the project "European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System" in July 2020.

To the interested respondents from prison system was sent in September 2020 the invitation to fill the online preliminary questionnaire prepared by project partners on link <a href="https://forms.gle/7BXVHs6fb5MbSYMcA">https://forms.gle/7BXVHs6fb5MbSYMcA</a>.

The results of this preliminary questionnaires was analysed by project team and the Power Point presentation was prepared to be presented to the workshop.

For organizing the workshop, the hosting organization team prepare and sent in November 2020 the invitations with a short description of the project, agenda and the "questions list", like a guide for workshop's discussions.

Because the workshop was planned in online format, the time was more limited and communication "different" then in case of face-to-face meeting. Taking into consideration these aspects and for improving the workshop's results was recommended to participants to use the "questions list" and as questionnaire and until 20.12.2020 all participants had opportunity to send their answers by email. In that way the participants has more time to analyse, reflect and answer to the workshop questions.

### 2. Workshop brief description

Timişoara Prison organized the first "stakeholder's check-point" with local and national stakeholders, the Workshop "IDENTIFICAREA UNOR PERSPECTIVE PENTRU VIITORUL CARIEREI ÎN JUSTIȚIA PENALĂ" (Gathering intelligence about the future of CCJ Careers") in 3.12.2020 at 10 AM.

Taking into consideration the pandemic COVID 19 context the workshop was organized in online format using ZOOM platform:

https://us02web.zoom.us/j/88526315764?pwd=cDdxUTExcWNERng5RHA4dThxRXZuQT09

Meeting ID: 885 2631 5764

Passcode: 781005





The hosting organization was supported in organizing the workshop by project partners CPIP, SNPP and external evaluator of the project.

The objective of the workshop was to gathering national intelligence about the future of the CCJ careers and why / how guidance needs to be set in place.

The workshop was focused on seven broad areas:

- The critical issues for the policy and strategy area being considered for career guidance in CCJ
- · What a favourable outcome is
- What an unfavourable outcome is
- The key operational, structural and cultural changes that need to be made to deliver the favourable outcome
- Lessons from the past
- · Decisions which must be prioritised
- What the participant would do if (s) he had absolute authority

The workshop was attended by 22 representatives of:

- Timisoara Prison
- Center for Promoting Lifelong Learning Timisoara
- Sindicatul National al Politistilor de Penitenciare
- Romanian National Administration of Prison
- County Police Department (Human Resources Department)
- Drobeta Turnu-Severin Prison
- Educative Center Buzias
- Arad Prison
- Oradea Prison
- Dej Hospital Prison
- Probation Service Timis
- International Police Asociation-region 6
- West University Timisoara- Romanian Centre for Penitentiary Studies
- Family member
- Evaluator expert





### 3. Main discussions

The welcome speech of the workshop was delivered by Cmss. Cristina Busuioc from Timisoara Prison. After this moment all participants has opportunity to present themselves.

Mrs. Cristina Busuioc presented a Power Point document about the Project "European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System". She delivered information about partnership, project objectives and activities.

The next presentation was about work package number 2- "Policy Context Analysis in CCJ" presented also by Cristina Busuioc. She explained the work package strategy and the context of the workshop as first "stakeholder's check-point". Cristina underline the goal of this workshop is to obtain some information about: why career guidelines should be established, how career guidelines should be established, and what the future is in the correctional field.

Mrs. Magdalena Radu show presentation about "Career of prison police and probation staff" according with Romanian legislation that included information about the career of the penitentiary policeman as well as some information related to the career of probation workers.

As introduction on discussion step of the meeting, Mr. Nicolescu Bogdan, presented the results of the "preliminary questionnaire" addressed to prison staff to which was applied in September, emphasizing the answers that had a greater impact, on those areas that reveal the need for intervention in the guidance process in career.

The next stage of the event was the discussions about the Workshop's areas. Mrs. Cristina Busuioc moderated discussion using a list of questions, received by participants before the workshop.

The discussion was started by Ms. Daiana Huber, she highlighted the fact that in all the strategies which will be adopted, the family factor must be taken into account and scored, because it has a very important impact on the staff and implicitly on his career. A second idea that Ms. Daiana Huber submits to the discussion was in which way education and justice communicate at the level of public policy.

Mr. Dorin Muresan highlighted the fact that the school/academy of the penitentiary system prepare the students in a general manner, without the specialization on a certain component of the penitentiary system, for example: evidence or human resources departments. That is why are a lot of difficulties for



finding the staff, who can successfully perform certain tasks in the departments that are not part of the operative sector.

Mrs. Gratiana Tanase from Timis County Police Department (Human Resources Department) specifies the fact that in police is the same problem presented by Mr. Dorin Muresan, with a single observation that within the school for training police officers a different specialization module is organized annually, depending the national need for staff in that year, eg: the module for human resources.

Mr. Catalin Bejan said that it is necessary to be identified skills, abilities of the students when they still studying in school/academy within the penitentiary system, in order to see what their expectations are in the initial phase after admission and take into consideration these when they assigned for job.

Mr. Adrian Neagoe brought some additions, highlighted the fact that it is very important what happens with the human resources received, how the system intervenes to improve them.

Mr. Elvis Dobrescu specified that the evolution in the career is strictly linked with the motivation of the staff and this is the first thing that should be analysed and taken into consideration for a successful evolution in the professional career.

Mrs. Elena Mindru said that some motivation tools must be found to make the staff to want improving and developing for a certain position.

Ms. Daiana Huber underlined that working in European projects has a very big impact on career guidance, being an important training experience.

Mr. Adrian Neagoe supported the idea of Ms. Daiana Huber related to the European projects. He also related that the fact that in the penitentiary system until reaching the level of increasing motivation for progress in the career, certain basic needs must be met, related with safety for example. He also emphasized that career advancement does not necessarily mean progress in the professional grade, vertically, in management positions. That mean also advancement in the same position, horizontally, when by training, we become better prepared even if we perform the same function or we have the same attributions.

Mrs. Bianca Dramnescu said that it is very important that this career guidance to be initiated from the beginning of the staff's career, taking into account what exactly motivated that staff member to choose this path.

Mrs. Daiana Huber suggested that in the future in the implementation of the project it is important to collaborate with teachers from school/academy within the penitentiary system, because career counselling begins with career guidance.

Mr. Catalin Bejan and Mrs. Bianca Dramnescu supported the idea of involving and the professionals within the system for guidance in choosing a career, even if they are no longer active.





Because the participants didn't have more opinions, Mrs. Cristina Busuioc proposed to give them more time to reflect on "questions list" and suggested to the participants if they want until 20.12.2020 to prepare their answers and send by email. Proposal was accepted. Cristina communicated also that she will send to participants the Workshop File probably by mail as soon as possible.

In conclusion, Mrs. Cristina Busuioc thanked for the participation and involvement in the project and invited them to answer the online evaluation questionnaire of the workshop.

# 4. Conclusions and proposals

After 20.12.2020 when the project team captured ideas from workshop discussions and received by email the participants' answers to **questions list**, the outcomes was centralized and is presented in next table:

Guided Question	Outcomes of this discussion and according with written answers of
	participants sent by email
Introductive questions:  -What are the critical issues in the field of policy and strategy regarding the career guidance of staff to be considered?  -What does a favourable / unfavourable result mean for you regarding the career guidance of the correctional staff?	participants sent by email  The critical issues in the field of policy and strategy regarding the career guidance identified was:  -Ensuring the necessary training of staff, to meet the human resource needs of institutions; this activity is now insufficiently regulated; there is no specialized staff to fulfil this role of career guidance both in prisons and in other areas of correctional justice (probation, police).  -Identifying people with potential in certain fields of activityLack of standardized procedures, an acute lack of policies and
	strategies in this area of career guidance.  -Staff from the human resources department in some penitentiaries, however, guide colleagues on career development and professional development. Career guidance should permanently inspire the employee with a desire to develop professionally.  -In the case of probation staff, one problem is that the new Probation Staff Statute was not approved.  -As in all strategies which must be adopted, the family factor must be taken into consideration, because it has a very important impact on the staff and implicitly on career.  -A problem is also the way in which education and justice communicate at the level of public policy.  -The problem is that the prison staff training schools/academy from



the penitentiary system prepare the students in a general way, without being specialized on a certain component of the penitentiary system (not for example on how to work in the Record Department or Human Resources Department from prisons). There are thus difficulties in finding employees who can successfully perform certain tasks in departments which are not part of the Operative Sector. In the case of police officers, there are some specialization modules in the training school for police officers according to the identified needs (for example for police officers who will work in the Human Resources Department).

- Skills, abilities need to be identified in the case of students from the schools/academy of the penitentiary system, in the initial phase, immediately after admission, in order to know what their expectations are. These expectations must be taken into consideration when the graduates are assigned to work in the penitentiary.

-It is very important what happens to those who are employed, how the system intervenes in training them.

The favourable results of proper career guidance would be:

- achieving quantitative and qualitative indicators;
- more efficient case management and finally, increased chances of reintegration of the persons from the prisons, preventive arrested centres, minors from educative centres or beneficiaries of probation services;
- creating a proper work climate, fewer incidents;
- increasing the staff satisfaction; the employee who is satisfied with his job position does his work with passion and involvement;
- a good knowledge of the skills and abilities of the staff could provide high efficiency, effectively using the professional experience of each; would be the adequate employee at the adequate job;
- it is also important to identify weaknesses in staff training and offer programs, training courses through which they can improve their work;
- successful integration of the newly hired staff;
- the career development is strictly related with staff motivation and that is the first thing that should be analysed and taken into consideration for a successful career development;
- > strictly related to the probation staff, a favourable result would be the structuring of the activities on specialized offices;

The unfavourable results would mean:

unmotivated employees, poorly trained professionally;





AREERS	
	<ul> <li>the lack of positive career evolutions;</li> <li>major professional failure, maladaptation of the staff to the job place and position for which it was prepared, the employee is not satisfied with his job, does not cope with his tasks;</li> <li>the lack of any guidance, even at the lowest level of management;</li> <li>the incidents are not correctly resolved by newly hired staff and in this case must be identified where the problem occurred and a change must do for obtaining the favourable results in the future;</li> <li>the difficulties in carrying out activities in all correctional institutions due to an insufficient number of employees.</li> </ul>
1. What are the attitudes of you and your colleagues would you say, to the career of a prison/ correctional officer in your prison?  (What do you and your colleagues think/say/do about career advice and guidance?)	<ul> <li>-In the prison system, in general, the attitudes towards the staff's career are of encouragement, guidance and support, but there are also exceptions that may be due to stress factors, high workload and mentalities anchored in the past. A positive, open, encouraging, motivating and guiding attitude is necessary.</li> <li>-Some of the staff are superficially involved in the guidance activity of the new employees, invoking the multitude of additional tasks and the fact that it is a job for which they are not remunerated. Others employees are involved in supporting new staff, so that they are guided and trained and participate in as many activities as possible together with more experienced colleagues.</li> <li>-I consider that we have the obligation to be actively involved in adapting to the job place and career developing of the new employees, because it helps them to be integrate faster in the professional team.</li> <li>-Regarding the probation counsellors attitude, this is generally proactive, they try to adapt along the way, improving their professional activity and proper using existing resources. We can observe at them the desire for permanent professional development.</li> <li>-Regarding the career of the police officers which work in the Detention and Preventive Arrest Centre, their career counselling is missing and there are no programmatic documents that provide this aspect. However, human resources workers advise them on changing employment relationships by moving, delegating, empowering to management job.</li> </ul>
2.What do you think drives this positive/negative reaction? What experience	The negative reaction about the career of correctional staff can be explained by:  lack of motivation, the wear of the employees considering their use in very many missions due to the acute lack of staff;

are these attitudes based on?

sometimes the bad management, difficult and closed

staff believe that "nothing will change anyway";



organizational environment, rigid system, routine activities;

- the changes were caused by some responses to external factors, the staff being always in the middle;
- during the career, the employees can meet different types of people and personalities to be their mentors (with experience and visions, but also people with ceilings or negative attitudes).
- correctional staff sometimes are not "good examples" for young people.

The positive reaction about the career as correctional staff can be explained by:

- the compassion that a simple citizen feels towards the ungrateful position of the correctional staff who socially condemn the actions of the detainees but in the same time have the obligation to respect all their rights;
- the attitude is one of respect, because this category of staff deals with convicted persons, people with whom most people are afraid to interact and enforce the law in front of those who are accustomed to violating it;
- high professional level of some employees, experience gained and adequate personal skills;
- motivating tools for supporting the staff must be found, to want professional developing for a specific position;
- working in European projects has a very high impact for career guidance, being an important training experience;
- emphasis the fact that career development does not necessarily mean advancement in professional grade, vertically evolution in management job places; that means also advancement in the same function, horizontally, when by training, we become well professional prepared in the same function, with the same responsibilities;
- there was a positive reaction and involvement, from the probation counsellors for the development of their career, aspects somewhat claimed by the complexity of the tasks they have to perform (basically we are talking about knowledge from different fields, which are integrated in the activity of the probation counsellor, many of them exceeding the limit of initial training through undergraduate programs in fields such as: psychology, law, social work, sociology, pedagogy);

### The learned lessons are:

- -Perseverance, patience, self-knowledge and personal development are important.
- -If you don't work, you don't make mistakes, nobody was born





learned and practice is essential. The superficial treatment of these practical activities had the harmful effects for the medium and long term.

- -If they are not properly guided and are motivated, colleagues with high potential are lost in the system.
- -Due to the fact that the staff was not properly guided, can appear the vulnerabilities that affect the team work and the safety of the Penitentiary / Educational Centre / Detention and Preventive Arrest Centre.
- An idea may be to involve the retired professionals from the penitentiary system to guidance in choosing a career.
- Regarding probation, the lack of resources is felt acutely both in terms of material and human resources. The financial difficulties are also felt in the field of initial and continuous training of probation staff, as there are not enough resources to carry out the much-needed training programs, especially for new hired counsellors.

3.If negative, what specific challenges or barriers can you tell me about in staying in your role and staying active in learning about your job?

How would you overcome these barriers, if you had lots of resources at your disposal?

Challenges and barriers encountered:

- in some cases lack of openness regarding the promotion of the prison police profession in high schools;
- the insufficient staff caused many missions and the disinterest in career counselling, lack of patience and willingness by the colleagues to present opportunities;
- the barriers could be overcome first by the periodic training of the staff designed for career guidance, who will transmit to the staff all the necessary information; an interactive strategy for the transmission of information, advice and guidance should be adopted so as to arouse interest; staff need to be aware that the information and counselling stages are not obligations, these are opportunities for them on their career progress;
- it would be desirable that at management level, the career guidance activity to be analysed with maximum seriousness, the mentors to be established from the performing staff, who should be motivated to get involved in the guidance activity, activity for which they will be rewarded; newly hired staff should be gradually involved in the professional activity, after having previously completed the theoretical module, because was the situations when they have been nominated to perform missions or activities without being trained in this field, or without knowing the specifics of working with the arrested /incarcerated persons;
- the need to carry out procedures regarding career development;
- the most difficult barrier to overcome is resistance and





- reluctance to the new, to changes. The barrier could be overcome by being aware of the positive effects of change;
- another difficult barrier to overcome is that of mentality, of rejecting any attempt to change the professional attitude towards this field of activity; this barrier could be overcome only by examples of good practice; the most important resource would be in many cases to change the attitude of decision makers, regardless of the managerial level in which they operate;
- the main barrier is represented by the fact that the position of trainer in the penitentiary is not a stable position, it is a transitional position, being extremely low chances of there being continuity in promoting a viable policy in this field; the problem is not the lack of resources but the inconsistency of policies in this area.
- a challenge would be to create a Career Guide for correctional staff, including colleagues from preventive arrested centres;
- in order to be able to overcome barriers encountered in the professional field, I believe that more emphasis should be placed on advising staff who have experienced those negative aspects;
- one of the negative aspects would be the lack of continuous training to keep up with certain exceptional situations, complex case management, situations that do not find a direct correspondent in the law enforcement regulations;
- another aspect is about using of the IT technology or applications. In general, employees from prisons / preventive arrested centres / probation counsellors have not been trained in the use of new technologies or applications. Similarly, in many cases they do not have the necessary equipment or have specific restrictions like in prisons, preventive arrested or educative centres;
- difficult situations like this: you must hold for the important position in a certain department and according to the selection criteria at the time of the search you have only one employee who would be suitable for that position; the problem is that person works in another compartment, in a position that he likes and does not want to change the job place; probably, if I had a lot of resources, the problem would be solved quite easily in a relatively short time, but as the resources are quite limited.



The main operational, structural and cultural changes that need to be made for achieving the favourable results identified:

-Organizing information campaigns about the profession of prison police officer.

-Involving management to be aware that a proper climate at work is the solution for the correct fulfilment of missions and avoidance of incidents. Proper training of mentors. It would be useful to have some objective criteria for nominating mentors, to instruct mentors on how to guide. From a cultural point of view, I believe that a change of perspective and attitude towards new colleagues is needed. All employees must understand that if the new colleagues are properly trained, can make everyone's job easier.

-Operational and structural changes are very difficult to be achieved in the closed and bureaucratic systems such as prisons or preventive arrest centres. Instead, for cultural changes there could be informative spots made at central and local level, educational campaigns among the population, promotion and popularization of the positive aspects of the correctional activity, regular meetings of correctional staff with civil society, students from schools (sometimes even in the form of information with the character of activity to prevent antisocial acts), promoting them through the mass-media.

-More emphasis on counselling and professional training of the correctional staff.

-Permanent training of the trainers and specialization in the field of adult education.

-First of all, openness to change (staff being quite reluctant to change), support them by the decision makers from central and local level, developing and implementation of a long-term strategy.

-Regarding the probation services, a possible effective change would be to grant the autonomy of the Probation Services in financial management and for the recruitment of personnel. This could mean being able to access local or external resources by initiating projects. More financially efficient management would have a direct impact on the possibility of investing in staff training, depending on the work carried out within the Probation Service. It could also facilitate the identification of weaknesses in the work of counsellors and their solution through courses, targeted training programs. From a cultural point of view, we could mention that we need training on counselling the beneficiaries of probation with foreign citizenship.

4. What do you think would be good about improved support for prison/ correctional officers to keep -A judicious identification of training needs both at the individual level and institutional level.

-Using the informative materials and organizing the interactive training of staff with a pedagogical vocation as well as practical expertise. The courses should be developed starting from the training



learning and training about their role?

needs identified in the participants and adapted to the category of staff for which they want professionalization.

-Creating at job place a special space for this activity, equipped with IT technology.

-Implementing partnerships with adult education organizations, from our country and abroad, in order to support training sessions.

-Providing the necessary time during the working program for carrying out the training.

-Staff must be aware that it is in their interest to learn and train at their job, so as to carry out missions correctly and without incidents. This can be done by correctly informing them as well as establishing a system of rewarding staff who follow certain forms of continuous professional training (including financial ones). Sometimes when the correctional staff were attending training activities, they lost some financial benefits and their salary income decreased.

-Lack of motivation is one of the reasons why employees didn't want to attend at training courses.

-Sufficient staff to carry out missions.

-Training on career guidance, leaflets about learning opportunities.

-Usually the practical activity is the best teacher. Organizing teambuildings with specific themes, experience exchanging meetings.

-The method of "delivery" of information is crucial in order to achieve a significant impact in terms of career development. It must be adapted to the dominant form of reception by the target group and with maximum impact in terms of career development.

-In the field of probation it is clearly necessary to develop and adopt the new status of probation staff.

5. What are your thoughts on the format? What exactly would this improved support look like? (training on career guidance, leaflets on learning opportunities, more training in your recruitment period, external consultants coming in, more training for line managers/ HR personnel etc.)

- All these methods are adequate. Support should focus on the following intervention areas: information, counselling, evaluation, learning / training, support, networking, leadership, piloting, guidance and mentoring.
- -More practical activities, under the guidance of an experienced colleague, after having previously completed the theoretical module.
- -Also vocational training for management and human resources staff would add value to the initial vocational training activity.
- -I think that career guidance would help more the new employees to find the option that suits them best. Leaflets on learning opportunities could help all staff to perform in their daily work.
- -In very many cases, the high workload and overwork of employees can create barriers in terms of openness to training. Example: training is done outside working hours and staff are no longer willing to allocate their free time to work-related problems (often work robs them of free time and the employee neglects other aspects of their personal life).
- -Any support is opportune as long as it materializes through



favourable results. At all times, the mode of support must be adapted to the type of staff, the current work context.

-Regarding the training during the recruitment period, we specify that it does not currently exist in the field of probation. Currently, the National Probation Directorate has developed a permanent probation recruitment service, where those interested in a career in this field can submit their CV and when positions are put up for competition, they are quickly informed. Career guidance could also target student guidance. For probation counsellors, annual training programs are useful and if will be compulsory to attending at one training in each year depending on their own professional development interests and the possibilities offered at the level of Probation Services will be beneficial.

6.What are your thoughts on the content? What exactly do you think prison/ correctional officers need to hear? (Are the messages different if they are male/ female? Are a line manager or HR person? Etc.) -These are messages that must be sent to the all employees, but must also be adapted to the specifics of each job position. Certainly the message sent to the management staff must always be different from the execution level staff and this also comes from the specifics of the work performed. Management work is linked with leadership, participatory management techniques, age psychology (with emphasis on the psychology of adulthood) and adult education, but also in the field of career counselling, mentoring and coaching.

-Feedback is very important after the training, to highlight any deficiencies, dissatisfaction and to support improving the training process. The content should be adapted to the category of staff to which it is addressed, given that those employed come from different backgrounds and some were not related to the prison environment. Also, the content and specifics must be adapted according to the level of function in the structure of the organization. The content of the training must be first of all extremely simple presented and extremely applied, pragmatic, with many examples, with many study cases and their solutions, with problematization as main method, with possibilities for learners to be able to use their work experience gained and to feel valued.

-A respondent does not consider that specific courses would be necessary according to the gender of participants, but focused on the behaviours and situations that will be encountered in the professional activity, so they will know how to manage them. Another respondent believes that the messages can be different in some career moments for women and men (especially after each of them has a family, and the professional activity shifts to another place in the priorities of daily life).

-In fact, the most important message is that the correctional staff activity is a beneficial for the institution and beneficiaries, for the valorisation of this work which is not simple and easy to accomplish.

- In the case of probation staff, as the initial training of probation





	counsellors is not uniform, they are graduates of faculties with different specializations, the content of the training should be adapted to individual needs.
7.When do you think these improvements would have most impact? (At the beginning of their career or the end of their working career? After parental leave? After sick leave? Etc.)	-The career plan is an ongoing process that requires monitoring throughout the career plan allows staff to improve their skills and knowledge, to be better at what they do. In that way they can become specialists in their field, can advance. This route comes with motivation, morale increases, and staff are more determined to make decisions naturally.  -These improvements must to do constantly, but at the beginning of the career, at a moment of balance in the career, after a longer absence from activity are very necessary.  -It would have the high impact at the beginning of his career because for each employee is important to find the adequate job place. This opinion is supported by the fact that even young people do not benefit from counselling and guidance in choosing their career, especially in a society with perpetual change regarding the labour market. It could also have a strong impact after taking parental leave because restarting the work can be stressful and sometimes unmotivated, especially for women, who have several roles to do.  -Another opportune moment would be after the appearance of certain legislative changes in order to be up to date with the
	application of the new provisions.  -At the beginning of the career the volume of information is higher regarding the professional field, but towards the end it should contain information related strictly to updates and other useful ones from adjacent fields (methods to deal with stress, etc)  -It is very important that this career guidance to be initiated from the beginning, taking into consideration the motivation of new staff to choose this path.
8.Would these improvements have effect on prison/correctional officer motivation and conditions in your working environment? If yes then why/ No? Why not?	These improvements would have the following results:  made properly, such improvements could have a beneficial effect on the motivation of correctional staff, but especially on working conditions and environment;  would positively stimulate and encourage professional development;  specialized training gives security and confidence and the desire to maintain a high standard of work;  the valued person is a happy worker, a happy worker is a motivated worker, a motivated worker is an efficient worker
	<ul> <li>and an efficient worker supports the institution to adapt for changing, the most difficult thing to achieve in bureaucratic institutions and with somewhat closed system;</li> <li>would familiarize new employees with the specifics of work, they would feel that can manage well their actions</li> </ul>



their actions;

the trained and motivated employee will perform in this job position for a much longer period, so that will be avoided a migration of staff as well as the need to restart again the activities of counselling and career guidance;

From the perspective of the penitentiary organization, this process would contribute to:

- increasing the quality of human resources and implicitly their efficiency and effectiveness within the organization;
- facilitating the steps of the employees to get more professionally involved in accordance with their personal interests, skills or qualities;
- encouraging professional mobility within the organization;
- supporting employees in professional development planning

One respondent believes that the work environment cannot be changed. Working conditions can do, but this changing is not linked only by material resources. Working conditions are also affected by legislation, vision of decision makers from the highest level and local level. Reducing bureaucracy and changing the fact that in some sectors such as social reintegration for example, the activities many times are focused on quantitative indicators are important issues (Staff must be allowed to create, not "forced" to leave traces on paper...)

9. Would it improve how your family and friends view your job? If yes then why/ No? Why not?

Some respondents felt that it would improve the perception of family and friends about workplace because:

- is perceived as a stable job, which offers opportunities for continuous professional development;
- it would create a more positive image of the workplace and increase the public confidence in correctional institutions;
- when you are satisfied with your work you do you have a much better mood and this is often noticed by family members;

Other respondents felt that it would not improve the perception of family and friends about workplace because:

- changing the perception regarding the workplace is a medium and long term process;
- working aspects are not discussed with family, friends, these are confidential;
- the spokesperson has a duty to do the visibility of the profession as prison police in the society and community through the actions of promotion of the institution as well as the personnel from the structures when attended to the





- different actions and events in collaboration with stakeholders;
- regarding the probation staff has no relevance for the family and friends perception about this job; for a probation counsellor the image doesn't matter, is important his contribution to the reintegration of people who have committed criminal acts;

### Other opinions:

- -The opinion of the family about the workplace can be changed, the friends' opinion lesser, but the most important is the opinion of the society. With family members it is easy, they notice the changes and the influence of the workplace to the person. Instead, consider that the friends cannot observe these, because the employee must keep professional secrecy, the discussions being only at a general level.
- -The society's opinion has a strong influence, it can create pressure, and affect people from the highest level to the lowest. The society is taking into consideration differently the progress obtained by the correctional system and its efficiency, because for many times they receive the false or incomplete information.

10. Would it improve the outcomes for prisoners (e.g. their chances of turning away from crime)? If yes then why/ No? Why not?

Some respondents considered that it would improve the results of the work with detainees because:

- good vocational training leads to a professional approach with a positive impact, increasing the chances of beneficiaries to don't relapse;
- positive results obtained in any activity become an important motivational resource and transfer the message that the work in the correctional system can have a good impact to the society (because decrease the number of crimes); these creates the premises for some successful activities in the future;
- the employee who carries out his work with passion and involvement, imprints the same feeling to the colleagues, becoming a good example for them;
- the high level of professional training is reflected in the improvement of the working activities with our clients and implicitly increasing the security level in the community because will be a better social reintegration of the beneficiaries;

Other respondents believe that in order to improve the results of our work in correctional institutions and to increase the chances of beneficiaries to be reintegrated into society, important is how we approach this problem. The identified barriers are: excessive





11.What else would make it easier for you to learn more about the training that is available, and the other way around, what training would be useful for you to keep your work life balance, and to be more effective in supporting effective rehabilitation of prisoners?	bureaucracy, "targeting" the work (sometimes the employee is "lost" in numbers and the quality of actions decreases) and the fact that an employee receives other additional tasks, different than the usual tasks. The problem of reintegration also depend by the society.  - The "exchange of experience" activity with staff is an important vector for receiving more information, for developing more connections, but also that can have a psychological prophylaxis role in the field of coping with professional stress.  -The frequent trainings, meetings with colleagues where they will have opportunity to share pleasant or difficult situations and to discuss how to avoid conflicts and solve the problems will be useful.  -Trainings on time management, stress management, conflict negotiation, and judicial psychology are necessary. For some specializations will be useful family psychotherapy or training as a trainer, workshops about personal development, counselling and case management for complex situations.
12.What recommendations on career guidance would you make for practice and for process in your prison?	Identified recommendations was:  -Practice of practical skills, staged, corroborated with theoretical training. The practice should be done after finishing the theoretical part and to be carried out with some experienced colleagues, from whom they have something to learn. The practice and guidance process must be done with well-trained staff who have the ability and desire to pass on the information and stimulate everyone's interest. Everything must be done interactively and with the involvement of both parties.  -The staff which doing the career guidance sessions must to be specialists. They will be trained in adult education, human resources management and with emphasis on the career counselling. Regarding the process, it must start from the first weeks of activity for all workers from correctional institutions.  -The institutions must to give more attention to the career guidance process, so that employees do not come to work only for earning the income.  -As a recommendation, it could be useful to introduce annual workshops (2-3 days) thematically structured and employees can choose these opportunities according with their own personal and professional development needs.  -Consider that I developed the most by participating in European projects and team-buildings. Non-formal education captures more attention and I believe that the information transmitted is much easier to receive and assimilate.



-Due to the increasing complexity of correctional service tasks, staff must be better informed, educated and qualified. As a result, the employer has the obligation to develop individual personal development plans for the staff; the application of such system is in benefit of employers. Through superior and adequate training the staff performance increasing.

Regarding the decisions which must to take for career guidance suggestions was:

-First of all, decisions should be made on the framework in which such a human resources activity should be carried out - career counselling. If in the private sector, such decisions are taken from the signing of the individual employment contract and implemented throughout the career (but not as originally stated always adapted to the needs of the individual and / or the institution), in the public sector the programmatic documents outlining the whole human resources activity are somewhat limiting, setting out some mandatory steps to follow, so that decisions related to decentralization of the process can be beneficial. It is because the correctional institutions are similar only from certain points of view and the staff actually make a differences.

- -Must to have open management for initial training opportunities.
- -Specific initial training activities must to be adapted to the categories of staff
- -Guiders will be selected taking into consideration their motivation. They must be trained as counsellors (training sessions in the field of vocational counselling) and in the field of adult education. Stability of the trainer officer at job place is also important.
- -Courses content must to be modernized and apply the progressive involvement in the specific tasks of the new employees.
- Career guidance must be adapted to the specifics of the staff and the activity carried out. It must be done also with the staff from the management positions. Access to professional vocational counselling for all staff.
- -In the case of probation staff, an initial on-the-job training program is the most effective, probably with a slightly longer duration, which will includes a major component on practice, but also theoretical elements and includes a wider area of the activity of the probation counsellor, not strictly on case management, as it is at present. Inclusion of optional courses in the field of probation at the faculties whose graduates can be employed as probation counsellors can be a suggestion.

13. What recommendations would you make for all prisons, a sort of 'gold

If they would have the absolute authority, the participants would to do the following changes:

-First of all, I would make an in-depth organizational diagnosis, maybe even with a specialized company, which would become a starting





standard' for European prison careers?

point for a future managerial strategy on career counselling. I would leave this activity to the specialists in the field who can come with a different, innovative approach, but also an adequate diagnosis of the need for training in the field of career counselling.

- -I would conduct an audit of human resources to see the starting point, then I would prioritize career counselling and give special importance to human resources, especially in terms of their development and motivation.
- -For the beginning, I would try to distribute an anonymous questionnaire to the staff from institution to see what are their needs and expectations.
- -Career guidance must be done responsibly. Choosing mentors is a very important aspect, because if everything is done with involvement, favourable results will appear. I would choose mentors from those motivated, I would reward them for extra work, evaluation to be done effectively, not just bureaucratic, I would gradually introduce them to the specifics of work and I would have regular meetings with them to see how they appreciate the quality of mentoring and career guidance.
- -I would not give the opportunity to start your correctional career directly in the corps of officers, firstly you should be a correctional agen.t
- In all correctional institutions when the employee will start a new work a minimum period of training in which he would learn the basic elements of job place, he would become familiar with the way of working, including through a period of practice. At the beginning, the work will be supervised by a mentor, the attributions will be at a minimum level.
- -During schooling, a profile of the learner can be drawn in order to be later guided to certain sectors in which to carry out his / her activity.
- -Along the way, tasks and responsibilities increase depending on the person's ability. Specialization and experience exchange sessions are organized.
- -The advancement will take into account the professional experience and the professional route of the employee. This process is not dependent by the authority ... relative or absolute but must depend by managerial vision and consistency in educational management.
- -Initiating the media campaigns regarding the professions from the correctional field.
- -In the case of probation staff, I would structure the activity of probation counsellors according to the initial training obtained through undergraduate studies and I would maximize the potential of each counsellor, depending on his field of training. For example, probation counsellors with a degree in law will be guided to the supervision of convicted persons and the conduct of civic education programme.



Regarding the 'gold standard' for European prison careers, the ideas were:

-The prison police career guidance is very important because it avoids the moral and professional wear and tear, it avoids the risk of performing duties in a monotonous way. Career guidance and orientation is the first important step in the professional life of any person, by this depends on the performance of professional activity, meaning that the more it will be anchored in reality and in the specifics of work, the less we'll make professional mistakes. "A qualitative start means a professional life at high standards".

-Although it would be the most difficult to implement, for me the "gold standard" would be career counselling for each staff member.

-Elaboration of a unitary work procedure regarding the career guidance of the correctional staff.

-Surely the principle of lifelong learning applies in all areas of activity to achieve the best results.

-There is no measure to suit all situations. So I do not think there is a "gold standard". Eventually, we can discuss about a minimum standard in terms of the learning needs of staff in prison systems all over Europe.

-Changing mentalities, accepting the new and activating involvement for improving the services provided by penitentiary for the society.

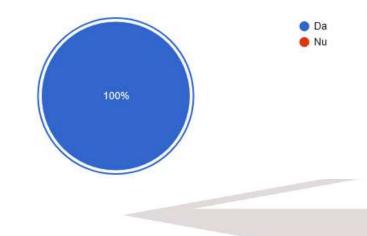


### 5. Workshop evaluation

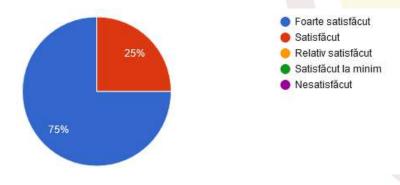
For the evaluation of the workshop, the Timisoara Prison project team prepared an online questionnaire and invited participants to answer.

The results of evaluation was:

1. Do you consider that the activity has achieved its objectives?



2. Are you satisfied with the quality of the presentations during the event?



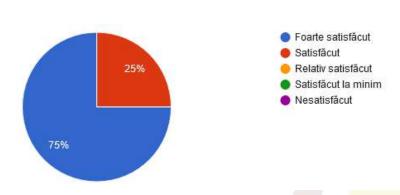
- Very satisfied
- Satisfied

o yes

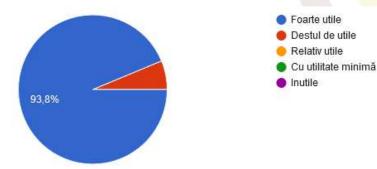
- Relatively satisfied
- Satisfied to a minimum
- Unsatisfied



3. How do you appreciate the interaction and communication during the event?



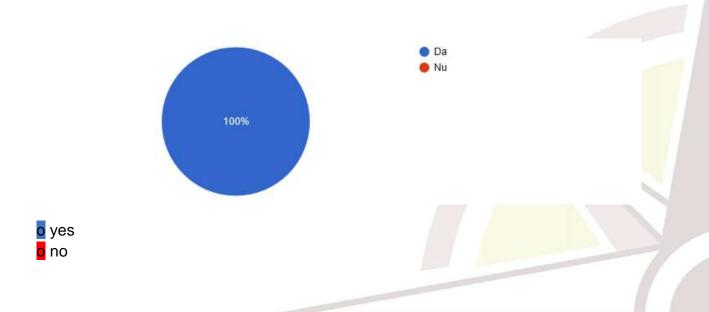
- Very satisfied
- Satisfied
- Relatively satisfied
- Satisfied to a minimum
- Unsatisfied
- 4. How useful were discussions about staff career?



- Very useful
- Quite useful
- o Relatively useful
- With minimal utility
- Useless



5. Do you want to continue collaborating with the Timişoara Penitentiary within this project?



- 6. If you want to add something else:
  - It was a very interesting activity!
  - Thank you for your involvement and opportunity!
  - Congratulations!

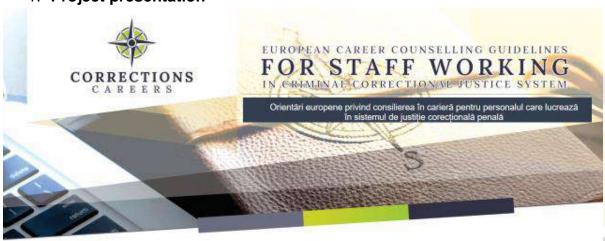
### 6. Communication

The workshop communication was in Romanian language.

During the event the members from Timisoara Prison project team Ms. Cristina Busuioc, Ms. Magdalena Radu and Mr. Bogdan Nicolescu presented the next four Power Point materials:



### 1. Project presentation



























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### Parteneri:

- Penitenciarul Timisoara, ROMÂNIA
- Senator für Justiz und Verfassung Freie Hansastadt Bremen-Bremen Ministry of Justice and Constitution, GERMANIA
- GENERAL DIRECTORATE OF PRISONS AND DETENTION HOUSES-TURCIA
- 4. Sindicatul Naţional al Lucrătorilor de Penitenciare,-ROMANIA
- CEIPES-ITALIA
- QUALIFY JUST IT Solutions and Consulting, LTD-PORTUGALIA 6.
- Baltic Education Technology Institute- LITUANIA
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#### Descriere:

În proiectul nostru CCJ4 analizăm evoluțiile realizate în orientarea în carieră a personalului corecțional, care lucrează în penitenciare, planificăm să dezvoltăm o metodologie și un proces de susținere a competențelor în managementul carierei. Pentru ca metodologia să fie aplicată și procesul să fie desfășurat în administrațiile penitenciare din țările partenere, trebuie să dezvoltăm și propuneri de politici care să sprijine orientarea în carieră, să le promovăm și să pilotăm punerea lor în aplicare. În același timp, realizăm un proces de coproducție cu părțile interesate.

#### Objectivele generale sunt:

- Dezvoltarea, testarea şi stabilirea unei metodologii de lucru pentru începerea sau îmbunătățirea procesului de îndrumare în carieră în justiția corecțională penală (CCJ), cu accent pe competențele necesare pentru a gestiona propria carieră.
- Introducerea pe agenda publică europeană a necesității unei abordări structurate și ghidate a gestionării carierei în sistemul penitenciar, începând cu implicarea părților interesate directe.



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### OBIECTIVELE specifice sunt:

- Derulăm o analiză a părților interesate, a scenariilor posibile şi a factorilor cheie în orientarea în carieră în domeniul justiției corecționale penale (CCJ),
- Colectarea nevoilor sistemice şi individuale ale actorilor principali, identificând abordarea politică privind orientarea în carieră pentru personalul din penitenciare;
- 3) Dezvoltarea de soluții gata de implementat pentru personalul corecţional, penitenciare, administrațiile penitenciare şi autoritățile publice responsabile: profilul competențelor necesare pentru a sprijini managementul carierei (cartografierea complexă a abilităților, comportamentelor şi atitudinilor), dezvoltarea unui instrument interactiv pentru a ajuta utilizatorii să navigheze pe profil , să se autoevaluaeze, obținerea de soluții de dezvoltare şi sprijin în învățarea personalizată pentru a-şi consolida competențele;
- 4) Pilotarea și încorporarea soluțiilor la nivelul administrației penitenciare
- Utilizarea instrumentelor de politică publică precum audieri publice structurate, ședințe ale comitetului, advocacy direct, pentru a prezenta rezultatele și a promova valorificarea acestora la nivel european



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# Pachetul de lucru nr.1 Management și coordonare (inclusiv Asigurarea Calității)

În cadrul acestui pachet de lucru se desfășoară activități de coordonarea consorțiului, stabilind cadrul de interacțiune și monitorizând respectarea acestui cadru, gestionând și abordând conflictele, derulând procesul de raportare în timp util și ordonat și văzând că proiectul dă rezultate. Sunt prevăzute cinci întâlniri transnaționale de proiect.





# Pachetul de lucru nr.2-Analiza politicilor privitor la carierele profesionale pentru personalul care lucrează în sistemul de justiție corectională penală

Acest pachet de lucru se referă la identificarea politicilor privind îndrumarea în carieră pentru personalul din penitenciare. Şi nu este vorba doar despre identificarea la nivel european, ci este şi despre:

- Colaborarea cu factorii cheie în educarea lor cum să-și analizeze contextul politicilor din acest domeniu și ce să facă cu această analiză (elaborarea documentului de situație actuală și dezvoltarea lui folosind și tehnici de perspectivă)
- Ajutarea părților cheie interesate să își exprime concluziile și nevoile legate de îndrumarea în carieră a personalului penitenciar, a personalului corecțional (folosind mecanismul de audiere publică structurat)





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### Pachetul de lucru nr.3-Analiza părților cointeresate privitor la carierele profesionale pentru personalul corecțional, nevoile acestora educative și competențele de sprijin

Acest pachet de lucru trebuie să ofere cunoștințe aprofundate cu privire la personalul corecțional, situațiile de învățare și formare, metodologii eficiente, înțelegerea competențelor necesare pentru gestionarea propriilor cariere. Se bazează și pe datele și experiențele realizate în pachetul de lucru anterior. Se dorește a se realiza catalogul complet al abilităților de management al carierei în justiția corecțională penală. Vom folosi tehnicile de explorare și dinamica schimbării: Mapping Driver, Axes of Incertainty și DACUM. În acest moment nu există planuri europene sau naționale pentru această problemă, planuri de orientare în carieră.

Procesul de lucru este stabilit în două domenii majore de intervenție;

- Tehnici care sondează contextele de învățare şi dezvoltare profesională disponibile pentru personalul corecțional, dar şi privitor la autoritățile responsabile cu îndrumarea în carieră, formatori. Aceasta înseamnă să înțelegem cum sunt construite şi utilizate competențele de management de carieră şi care sunt factorii de risc în acest moment.
- Tehnica de construire a profilului de competențe, sub forma unui atelier DACUM, bazat pe aportul direct al ofițerilor corecţionali.



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# Pachetul de lucru nr.4: Dezvoltarea instrumentelor și resurselor de învățare pentru a pune în legătură contextul politic și contextul de învățare într-un mediu interactiv.

Construirea unui mediu on-line pentru:

- experiențe de învâțare pentru personalul corecțional legate de dezvoltarea și îmbunătățirea competențelor de gestionare a carierei
- experiențe de consolidare a capacității pentru contextul resurselor umane în materie de justiție corecțională penală, oferind asistență pentru orientarea în carieră

Odată dezvoltat, mediul nostru online va fi promovat pentru a fi utilizat pentru:

- proiectarea, implementarea, evaluarea şi revizuirea unui program cuprinzător de dezvoltare a carierei pentru personalul dintr-o închisoare
- cartografierea pentru a stabili ce competențe în managementul carierei acoperă academiile administrației penitenciare
- · crearea unui curs de dezvoltare a carierei
- determinarea nivelului individului de stăpănire a competențelor de gestionare a carierei, astfel încât biroul resurse umane al închisorii să poată dezvolta o strategie de intervenție pentru a răspunde nevoilor acestora
- asigurarea faptului că resursele pe care le dezvoltă un furnizor de instruire se adresează competențelor specifice de gestionare a carierei
- revizuirea unor resurse pentru personalul corecțional pentru a determina competențele de gestionare a carierei pe care le ţinteşte
- revizuirea resurselor de informații despre carieră ale organizației pentru a determina ce competențe de gestionare a carierei sunt acoperite.



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### Pachetul de lucru nr.5-Dezvoltarea recomandărilor de acțiuni politice bazate pe dovezile construite în proiect pentru dezvoltarea mecanismelor de orientare în carieră în CCJ

Vom traduce în limbajul politicilor publice munca dezvoltată în proiectul nostru și vom educa factorii de decizie politici printr-o serie de întâlniri la nivel național și european, vom prezenta care este situația în sprijinirea orientării în carieră, de ce e nevoie să se abordeze acest subiect, care sunt amenințările actuale și care sunt instrumentele noastre propuse în cadrul proiectului. Vom trece de la experți individuali care oferă feedback și opțiuni, la instituții care oferă exemple de bune practici, la factorii de decizie la nivel național, la factorii de decizie europeni.



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Pachetul de lucru are 3 tinte principale;

1) diseminarea procesului de dezvoltare, abordarea comunitară a dezvoltării contextului de gestionare a carierei, îmbunătățirea generală a contextului în care un ofițer corecțional folosește competențele de gestionare a carierei 2) să sprijine îmbunătățirea practicii la nivel național în țările partenere și în tările vecine ale fiecărui partener (de exemplu, partenerii din România vor coopera cu Ungaria, Serbia și Republica Moldova). Modernizarea se va realiza practic prin cooperarea directă la nivel național cu Ministerul Justiției, academiile corecționale și centrele de pregătire.

3)să promoveze la nivel european proiectul şi rezultatele acestula. Pentru aceasta, fiecare partener a prevăzut posibilitatea de a se angaja direct în activități de lobby în timpul implementării proiectului la Parlamentul European, Comisia Europeană, Consiliul European sau comitetele europene relevante şi asociațiile sindicale la nivel european.



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2. Work package 2 Presentation



Analiza politicilor privitor la carierele profesionale pentru personalul care lucrează în sistemul de justiție corecțională penală





# CORRECTIONS

### CAREERS



Acest pachet de lucru va produce:

- O analiză a practicilor curente și un exercițiu de perspectivă, conlucrând cu toate părțile interesate în jurul tematicii orientării în carieră.
- O experiență de invățare pentru personalul implicat privind analiza prospectivă şi audierea publică structurată (şedințe de instruire la primele două întâlniri ale projectului şi practică intensă ghidată pe teren).
- O analiză a conștientizării privitor la figura responsabilă cu politicile, în cazul nostru Ministerul Justiției. Ministerele de Justiție din fiecare țară vor primi rezultatele audierilor publice structurate derulate în proiect.
- O exploatare şi valorificare a rezultatelor prin mecanismul de revizuire inter pares care implică părți cointeresate relevante la nivel european; Uniunea Serviciului Public European (EPSU) şi Rețeaua Europeană de Formare (EPTA), Asociația Internațională pentru Psihologia Corecţională şi Legală (IACFP), Organizația Europeană (EuroPris).
- Obținerea de informații despre viitor și dotarea părților interesate cu tehnici majore pentru a fi utilizate în domeniul analizei perspectivei.



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- O analiză a practicilor curente și un exercițiu de perspectivă, conlucrând cu toate părțile interesate în jurul tematicii orientării în carieră.
- O experiență de învățare pentru personalul implicat privind analiza prospectivă și audierea publică structurată (ședințe de instruire la primele două întâlniri ale projectului și practică intensă ghidată pe teren).
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2.5 Organizarea în fiscare ţară parteneră a unui prim "stakeholders check-point" (WORKSHOP) cu părțile interesate locale şi naţionale, folosind tehnica de perspectivă - Tehnica celor 7 întrebări.

#### Scopul este de a obține informații despre

- Care e virtorul carierelor In domeniul corectional?
- De ce trebuie stabilité orientân în caneră?
- Cum trebuie stabilite orientările?
- Să începem dezvoltarea unei politici de orientare în carieră pentru personalul din penitenciare.

#### Workshopul se concentrează pe 7 domenii largi:

- Care sunt problemele critice din domeniul politicilor si strategia ce trebuie luată în considerare pentru orientarea în carieră a personalului din domeniul corectional?
- Care este un rezultat favorabit? Care este un rezultat nefavorabit?
- Care sunt principalele schimbári operationale, structurale si culturale ce trebule fácute pentru a obtine rezultatul favorabil?
- Ce lecții învățate avem din trecut?
- Ce decizii trebuie prioritizate?
- Cum am proceda participantul dace ar avea autoritate absolută?



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- 2.8 Prezentarea documentului național de "situație actuală" din țara partenerului, la un eveniment public sub forma unel audieri publice atructurate, rezultánd un report de sintezá care include loate opinile componentelor, care urmeazá sá fie transmis catre factorul de decizie relevant. Acesta va sublinia importanţa contribuţiei pentru limbunătăţirea rezultatelor, în special a calităţii carierei personalului penifenciar si a sprijinului de care au nevole
- 2.9 Toale priorităție naționale identificate la primul "stakeholder check-point" fotosind fehroca previzională și din audierea publică vor fi condensate și structurate de parteneri într-o listă de scenarii și rezultate favorabile pentru dezvoltarea politicii de orientare în carieră în domeniul justiției corecționale
- 2.10 Parteneni vor implementa un al dolles "stakeholder check-point", dar de dafa aceasta on-line (prin intermediul instrumentului "EU Survey tool) folosind din nou o tehnică de perspectivă-DEPLH. La sfârșitul procesului DELPHI, va fi identificată o listă acurtă de problemi care sunt importante pentru viitorul din domeniului politicilor de ghidare în carieră a personalului din domeniul justiției penate. De aici vom trece în functie de problemele classificate. Înfi-un exercițiu de cardografiere Driver Mapping sau exercițiul SCENARIOS pentru a explora cum se vor dezvoita problemele în viitor, în urmăfoarele pachele de lucru.



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3. Prison Police and Porbation Staff Career



### CARIERA POLIȚIȘTILOR DIN PENITENCIARE

(conform Legii nr. 145/2019-privind statutul polițiștilor de penitenciare)











### Încadrarea sau numirea ca polițist de penitenciare se poate face prin următoarele modalități:

absolvirea unei instituții de învățământ care pregătește personal pentru poliția penitenciară (ofițeri și agenți);
Absolvenții sunt încedrați in funcții publice de execuție și li se acordă primul grad, semnând un angajament prin care se obligă să lucreze în poliția penitenciară după absolvirea studiilor - cel puțin 9 ani pentru ofițeri și 5 ani pentru agenți.

#### > concurs din sursă externă;

Candidații admiși la concursul din sursă externă sunt numiți ca polițiști de penitenciare debutanți, aceștia trebuind să parcurgă o perioadă de stagiu de 12 luni pentru cei încadrați pe funcții de ofițer și de 6 luni pentru cei încadrați pe funcții de agent. În această perioadă de stagiu vor participa la cursuri de pregătire și specializare organizate de Administrația Națională a Penitenciarelor, care au ca obiectiv însușirea specificului activității sistemului penitenciare în scopul îndeplinirii atribuțiilor și responsabilităților funcției. Pe parcursul perioadei de stagiu, activitatea va fi desfășurată sub îndrumarea unui alt polițist de penitenciare cu experiență, denumit îndrumător, lar la terminarea stagiului de pregătire vor susține un examen, în urma cărula vor fi încadrați pe funcții de polițiști de penitenciare definitivi, după depunerea jurământului de credință.

transferul unor cadre militare sau al unor poliţişti din cadrul altor instituţii publice de apărare, ordine publică şi securitate naţională ale statului.



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### Evaluarea activității profesionale a polițiștilor de penitenciare:

Activitatea de evaluare este un proces permanent care începe prin stabilirea de către evaluator a obiectivelor individuale, este urmat de monitorizarea gradului de îndeplinire a obiectivelor stabilite, se continuă cu evaluarea performanțelor profesionale anuale și stabilirea obiectivelor pentru următorul an.

In urma evaluării, polițistul de penitenciare primește anumite calificative, acestea influențănd parcursul său profesional.



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### Pregătirea și perfecționarea profesională a polițiștilor de penitenciare:

Pregătirea și perfecționarea polițistilor de penitenciare se face pe baza cerințelor generale ale practicii administrației penitenciare și a cerințelor specifice necesare îndeplinirii atribuțiilor de serviciu corespunzătoare funcțiilor din sistemul administrației penitenciare.

Polițiștii de penitenciare pot participa la cursuri de pregătire și perfecționare profesională, atât în țară cât și în străinătate, organizate sau finanțate de către Administrația Națională a Penitenciarelor, la cererea acestora, precum și la recomandarea instituției.



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### Avansarea în funcții publice de execuție vacante a polițiștilor de penitenciare:

Avansarea în funcții publice de execuție vacante a polițiștilor de penitenciare, care îndeplinesc condițiile prevăzute de Legea nr.145/2019 se face pe bază de concurs, în limita posturilor prevăzute în statele de organizare. Trecerea agenților în categoria ofițerilor de poliție penitenciară se realizează prin concurs organizat anual, în limita posturilor prevăzute în statele de organizare ale unităților de penitenciare.

Funcțiile de conducere vacante din poliția penitenciară se pot ocupa prin concurs, dintre ofițerii și agenții de poliție penitenciară în activitate.

Evoluția în carieră a polițiștilor de penitenciare este reglementată prin Legea nr.145/2019 și este detaliată în Ghidul carierei, aprobat prin ordin al ministrului justiției.



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### Ghidul carierei polițiștilor de penitenciare (aflat încă în stadiul de proiect)

- Evoluţia în carieră a poliţiştilor de penitenciare (modalități de evoluţie şi condiţii)
- > Managementul carierel polițistulul de penitenciare se asigură de către:
- Administrația Națională a Penitenciarelor prin organizarea, monitorizarea, evaluarea și îndrumarea activităților de gestionare a carierei realizate la nivelul unităților de penitenciare și prin gestionarea carierei, profesionale e personalului propriu;
- unitățile din sistemul administrației penilenciare, prin gestionarea carierei profesionale a personalului propriu;
- polițistul de penitenciare, prin propriile acțiuni întreprinse în procesul gestionarii carierei profesionale.

Îndeplinirea scopurilor propriei cariere profesionale se realizează de fiecare polițist de penitenciare, sub îndrumarea specialistilor din structura de resurse umane și formare profesională, cu ocazia încadrării în sistemul administrației penitenciare, precum și pe tot parcursul carierei, la solicitare.

Pentru dezvoltarea carierei politistilor de penitenciare, la nivelul sistemului administrației penitenciare se organizează diferite forme de pregătire profesională, conform Metodologiei de organizare și desfășurare a progătirii profesionale a polițisților de penitenciare și criteriile de evaluare a rezultatelor acesteia. În vederea participării la formele de pregătire prevăzule, se vor avea în vedere și perspectivele pentru dezvoltarea carierei menționate în fișa de evaluare anuală a activității profesionale.



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## CARIERA PERSONALULUI DIN SERVICIUL DE PROBAȚIUNE

Actul normativ: Legea 123/ 2006 privind Statutul personalului din Probațiune, modificată ulterior prin Ordonanța Guvernului nr. 26/2010 și Legea nr. 224/2011

(Obs. Direcția Națională de Probațiune a elaborat un nou statut, însă acesta nu a fost încă adoptat, fiind în etapa de discuții la nivelul Ministerului Justiției)







# CORRECTIONS

## CAREERS





### Structura personalului din Sistemul de Probațiune din România ;

- a) consilieri de probațiune (care exercită funcții de execuție);
- b) şefi ai serviciilor de probaţiune (şefi serviciu);

Numirea în funcția de șef serviciu se face prin ordin al ministrului justiției, pe un mandat de 4 ani, cu posibilitatea reînvestirii în condițiile legii. La încetarea mandatului funcției de șef serviciu, persoana revine pe funcția de consilier de probațiune.

 c) inspectori de probaţiune (personal de execuţie cu atribuţii de control al activităţii serviciilor de probaţiune, care îşi desfășoară activitatea la Direcţia Naţională de Probaţiune).

Inspectorii de probaţiune sunt numiți în funcție prin ordin al ministrului justiției, din rândul consilierilor de probaţiune cu gradele profesionale II - I, ţinându-se seama de calitățile profesionale, abilitățile de comunicare, tactul în relaţiile de serviciu, integritate şi obiectivitate, precum și de capacitatea de gestionare a situațiilor de criză.



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După criteriul vechimii în probațiune, funcția de consilier de probațiune are 4 grade profesionale, după cum urmează:

 a) consilieri de probaţiune debutanţi (persoana cu vechime în specialitate mai mică de un an la data numirii în funcţie, care îndeplineşte un an de stagiu până la definitivare).

Staguil reprezintă perioada premergătoare definitivării. În funcția de consilier de probațiune și are drept scop pregătirea profesională la începutul exercitării funcției. Acesta este efectiv și obligatoriu. După efectuarea stagiului, consilierii de probațiune debutarți sunt obligați să se înscine la examenul de definitivare în funcție. Activitatea consilierului de probațiune este îndrumată de către șaful servicului de probațiune sau de către consilierul de probațiune care îndeplinește activități de supervizare. Stagiul se aplică în mod corespunzător și personalului care la angajare avea vechimea în specialitate necesară pentru ocuparea unui post de consilier de probațiune definitiv, dar care nu a mai exercitat anterior o funcție în domeniul probațiunii.

- b) consilieri de probațiune definitivi:
- consilieri de probaţiune gradul III vechime în probaţiune de la 1 an la 4 ani;
- consilieri de probațiune gradul II vechime în probațiune de la 4 ani la 6 ani;
- consilieri de probaţiune gradul I vechime în probaţiune peste 6 ani.



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## Organizarea, monitorizarea, evaluarea şi îndrumarea activităților de gestionare a carierei realizate la nivelul Serviciilor de probațiune

Direcția Națională de Probațiune are următoarele atribuții raportat la organizarea, monitorizarea, evaluarea și îndrumarea activităților de gestionare a canerel personalului din subordinea sa:

- coordonează gestionarea resursetor umane ale sistemului de probațiune,
- organizează pregătirea profesională a personalului din sistemul de probațiune și cursuri de pregătire pentru persoane din cadrul instituțiilor implicate în activitatea de probatiune
- elaborează, în colaborare cu direcția de specialitate din Ministerul Justiției, projectele de acte normative privind organizarea și activitatea sistemului de probatiune
- realizează evaluarea și controlul activității derulate în structurile tentoriale de probațiune, prin intermediul inspectorilor de probațiune
- realizează evaluarea profesională a personalului din cadrul sistemului de probaţiune, în condiţiile stabilite prin Regulamentui de organizare şi funcţionare a sistemului de probaţiune,
- coordonează elaborarea standardelor de performanță, a metodologiilor şi instrumentelor de fucru. În scopul uniformizării şi îmbunătățini activității de probațiune;
- realizează studii, analize și cercetări care să contribuie la fundamentarea politicii penale în domeniu, la elaborarea strategiilor de lucru și la îmbunătățirea practicii,
- elaborează și difuzează ghiduri practice sau alte materiale în domeniu, întocmind proprile materiale în acest sens, având în vedere practica organetor judiciare



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### Formarea profesională a lucrătorilor de probatiune

În cadrul Direcției Naționale de Probațiune există Serviciul Metodologic și de Formare Profesională care dezvoltă și derulează programele de formare profesională, pentru personalul din probațiune.

Formarea profesională a personalului din serviciile de probațiune se realizează prin:

- a) participarea la cursuri organizate de Ministerul Justiției sau la alte cursuri de formare profesională în domeniu;
- b) stagii profesionale de adaptare la cerințele postului;
- c) stagii de practică si specializare;
- d) procesul de supervizare.

Formarea profesională a personalului din serviciile de probațiune are următoarele **obiective** principale:

- a) adaptarea la cerințele postului;
- b) actualizarea cunoştinţelor şi deprinderilor specifice postului, perfecţionarea pregătirii profesionale;
- c) dobândirea unor cunoştinţe avansate, a unor metode şi procedee moderne, necesare pentru realizarea activităţilor profesionale;
  - d) promovarea și dezvoltarea carierei profesionale.



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4. Results of preliminary questionnaires applied to prison staff









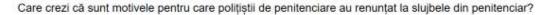
## De ce a fost concepută această activitate?

- Proiectul CCJ analizează modul în care ne putem îmbunătăți îndrumarea în carieră acordată polițiștilor de penitenciare ce lucrează în prima linie. Proiectul se desfășoară cu penitenciare din șase state europene.
- Această activitate nu a fost prevăzută în planul de lucru și a fost introdusă ca un înlocuitor digital pentru a putea începe angajamentul și comunicarea cu părțile interesate din mediul corecțional înainte de a le invita la o reuniune.



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- lipsa perspectivelor în carieră
- □ salariul scăzut
- inadaptare la mediul penitenciar
- lipsa legislației adecvate
- ☐ lipsa de personal
- lipsa unei culturi organizaționale
- lipsa instruirii
- munca în schimburi
- concediu insuficient











Care credeți că sunt cei mai mari trei factori de risc din sarcinile zilnice desfășurate în penitenciarul dumneavoastră?

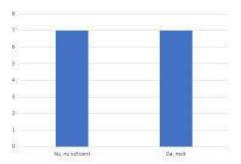
- □ agresivitatea deţinuţilor
- lipsă de cunoștințe
- □ suprasolicitare
- multe sarcini care trebuie îndeplinite într-un timp prea scurt
- ☐ dificultăți pentru a-și lua concediul anual
- stresul ridicat, probleme de sănătate generate de stres
- ☐ munca în schimburi
- ☐ comportamentul dificil al deținuților
- ☐ lipsa personalului
- ☐ lipsa motivației
- ☐ lipsa unor proceduri și a legislației care să permită personalului să lucreze fără teamă
- umul de sarcini
- ☐ multe ore de muncă suplimentară



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Primiți dumneavoastră sau angajații penitenciarului pregătire suficientă pentru a vă putea îndeplini sarcinile în modeficient?





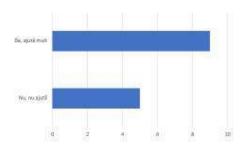
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În ce măsură credeți că această pregătire vă ajută să vă mențineți locul de muncă?

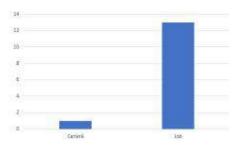




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Când te duci la serviciu, consideri asta .....



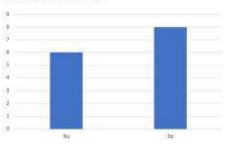


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## Uneori nu spui oamenilor că lucrezi în penitenciar?



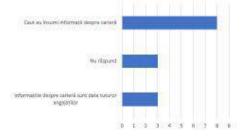


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Trebuie să căutați personal consilierea în carieră sau consilierea în carieră este acordată sistematic tuturor angajaților?





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After the workshop for disemination of the event an anouncement was published on **Timisoara Prison FACEBOOK PAGE**.





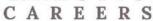
## 7. PICTURES

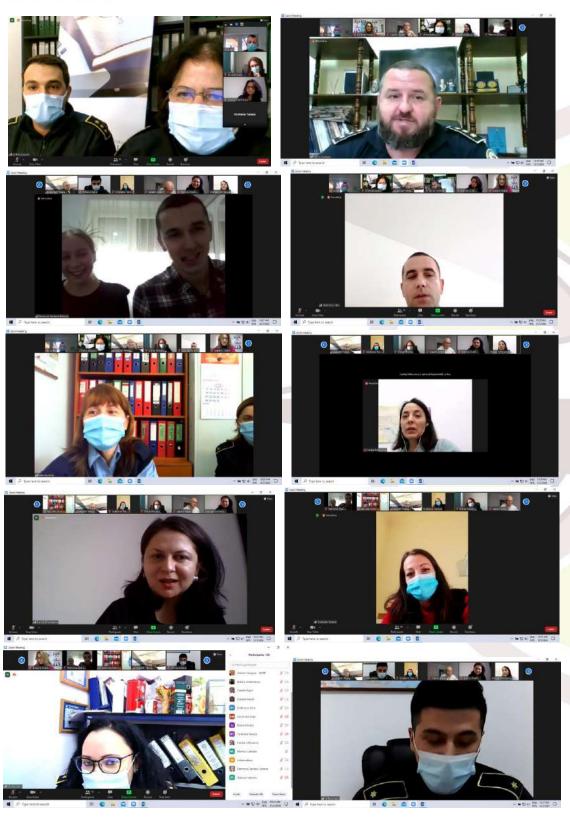














## 7. Annexes

### Annex 1



PROIECTUL -European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System

Workshop-"Gathering intelligence about the future of CCI Careers"

## Workshop -IDENTIFICAREA UNOR PERSPECTIVE PENTRU VIITORUL CARIEREI ÎN JUSTIȚIA PENALĂ

### **AGENDA**

DATA: 3.12.2020 începând cu ora 10

Format: online

https://us02web.zoom.us/j/88526315764?pwd=cDdxUTExcWNERng5RHA4dThxRXZuQT09

Meeting ID: 885 2631 5764

Passcode: 781005

- 10,00-Cuvânt de bun venit; prezentarea participanților
- 10,15-Prezentarea proiectului, ce este această activitate și ce vom face cu rezultatele
- -Prezentarea proiectului
- -Prezentarea activității- Analiza politicilor privitor la carierele profesionale pentru personalul care lucrează în sistemul de justiție corecțională penală
  - 10,45-Discuţie îndrumată despre experienţa muncii în închisoare, ce ştim despre îndrumarea în carieră şi ce mai avem de făcut în domeniul carierei
- -Cariera polițiștilor de penitenciar, lucrătorilor de probațiune
- -Prezentarea rezultatelor chestionarelor aplicate angajaților din penitenciare
- -Discuții pe baza întrebărilor privitor la cariera în justiția penală transmise anterior și perspective
  - 11,45-Recomandări privind îndrumarea în carieră pentru personalul din domeniul corecțional
  - 12,15-Feedback pentru proiect și alte comentarii







## Annex 2

## **LIST OF PARTICIPANTS**

No.	Name and surname	Organization/institution
1.	BIANCA DRĂMNESCU	CRSP-UVT
2.	OREST DAN NICOLAU	IPA-regiunea 6
3.	TANASE GRATIANA ELEONORA	IPJ TIMIS
4.	MILORANCA HARKAI	SERVICIUL DE PROBAȚIUNE TIMIȘ
5.	RAMONA ZAHARIA	MEMBRU DE FAMILIE
6.	CĂTĂLIN BEJAN	EXPERT
7.	ELENA GRAȚIELA MÎNDRU	ANP
8.	ADONIA CREȚU	CENTRUL EDUCATIV BUZIAS
9.	LILIANA MÂNZU	CENTRUL EDUCATIV BUZIAS
10.	ELVIS DOBRESCU	PENITENCIARUL ARAD
11.	MARIUS CAMPAN	PENITENCIARUL ARAD
12.	IOANA SABO	PENITENCIARUL ORADEA
13.	LACRIMA MĂRGINEANU	PENITENCIARUL ORADEA
14.	MIHAI VALENTIN UNTARU	PENITENCIARUL DR. T. SEVERIN
15.	ALEXANDRU IOVAN GIURA	PENITENCIARUL DR. T. SEVERIN
16.	DORIN MUREŞAN	PENITENCIARUL SPITAL DEJ
17.	DAIANA HUBER	CPIP
18.	ADRIAN NEAGOE	SNPP
19.	CRISTINA BUSUIOC	PENITENCIARUL TIMIȘOARA
20.	MAGDALENA RADU	PENITENCIARUL TIMIȘOARA
21.	BOGDAN NICOLESCU	PENITENCIARUL TIMIȘOARA
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### Annex 3

## **QUESTIONS LIST**

### LISTA ÎNTREBĂRILOR

OBS. Întrebările care vă sunt adresate se referă la cariera personalului care lucrează în domeniul justiției corecționale adică în special angajațiilor din penitenciare, probațiune chiar și angajații din poliție care lucrează cu arestații preventiv.

- -Care sunt problemele critice din domeniul politicilor și strategiei privitor la îndrumarea în carieră a personalului ce trebuie luată în considerare?
- -Care sunt atitudinile dvs. și ale colegilor dvs. față de cariera personalului menționat?(Ce credeți / spuneți / faceți dvs. și colegii dvs. în legătură cu consilierea și îndrumarea în carieră a personalului din domeniul corecțional?)
- -Ce crezi că determină această reacție pozitivă / negativă față de cariera personalului corecțional? Pe ce experiență se
- -Ce lecții învățate avem din trecut?
- -Ce înseamnă pentru dumneavoastră un rezultat favorabil privitor la ghidarea în carieră a personalului corecțional?
- -Ce înseamnă pentru dumneavoastră un rezultat nefavorabil privitor la ghidarea în carieră a personalului corecțional?
- -Privitor la aspectele negative legate de orientarea în carieră, despre ce provocări sau bariere pe care le-ați întâmpinat îmi puteți spune? Cum ați depăși aceste bariere, dacă ați avea la dispoziție o mulțime de resurse?
- -Care sunt principalele schimbări operaționale, structurale și culturale ce trebuie făcute pentru a obține rezultatul favorabil?
- -Ce credeți că ar fi adecvat pentru dezvoltarea suportului necesar personalului pentru a continua să învețe și să se instruiască cu privire la rolul său?
- -Ce părere aveți despre forma acestui sprijin? (instruire cu privire la orientarea în carieră, pliante cu privire la oportunitățile de învățare, mai multă instruire în perioada de recrutare, consultanță externă, mai multă formare profesională pentru personalul de conducere/ personalul de resurse umane etc.)
- -Ce părere aveți despre conținutul instruirii? Ce credeți că trebuie să audă exact personalul corecțional? (Mesajele ar trebui să fie diferite pentru bărbați /femei, personal conducere/personal resurse umane?)
- -Când credeți că aceste îmbunătățiri ar avea cel mai mare impact? (La începutul carierei sau la sfârșitul carierei lor profesionale? După concediu parental? După concediu medical? etc.)
- -Aceste îmbunătățiri ar avea efect asupra motivației personalului corecțional și a condițiilor, mediului de muncă? Dacă da, atunci de ce? Dacă nu, atunci de ce nu?
- -Ar îmbunătăți modul în care familia și prietenii vă văd locul de muncă? Dacă da, atunci de ce? Dacă nu, atunci de ce nu?
- -Ar îmbunătăți rezultatele muncii derulate cu deținuții (de exemplu, şansele lor de a se îndepărta de infracțiuni)? Dacă da, atunci de ce? Dacă nu, atunci de ce nu?
- -Ce altoeva ți-ar facilita să afli mai multe despre instruirea disponibilă și ce instruire ți-ar fi utilă pentru a-ți păstra echilibrul în viața profesională și pentru a fi mai eficient în sprijinirea reabilitării efective a deținuților ?
- -Ce decizii ar trebui luate pentru îmbunătățirea îndrumării în carieră a personalului corecțional? (prioritizați sugestiile)
- -Cum ați proceda în domeniul îndrumării în carieră dacă ați avea autoritate absolută?
- -Ce recomandări ați face în ceea ce privește practica și procesul de îndrumare în carieră a personalului?
- -Ce recomandări ați face pentru toate închisorile, un fel de "standard de aur" pentru carierele personalului din penitenciarele europene?

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