# CONFERENCE CONSENSUS

*A laboratory model for developing training policy consensus by agencies involved with public offenders.*

FINAL REPORT

Planning Phase

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training Institutes

Charles L. Newman, Director
Jay Campbell, Associate Project Director

*The Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

A cooperative program with support from the

Office of Law Enforcement Assistance, U.S. Department of Justice

(OLEA Grant #222)

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# INTRODUCTION

The Office of Law Enforcement Assistance (OLEA) established in 1966 a special program of developmental grants to state correctional systems, or to universities selected by and working in collaboration with state correctional systems, to aid in developing and improving programs of in-service training for state correctional agency staff who are primarily concerned with adult offenders.

The Pennsylvania State University, Center for Law Enforcement and Corrections collaborated with the Pennsylvania Department of Justice, Bureau of Corrections, and the Pennsylvania Board of Probation and Parole to develop an application for the OLEA grant funds, and to carry out the first phase of a two stage project to enhance the effectiveness of correctional services in the Commonwealth.

The award under OLEA Grant #222 was for the period August 1, 1967, through January 31, 1968. This report is a distillation of the activities during that period. Though we have attempted to document the critical inputs and outputs of the project, no written word can capture the energy, intellectual involvement, emotional investment, and enthusiasm which staff and participants invested in this project.

The ultimate measure of success of this project will be found in the degree to which correctional staffs function more effectively as "change agents." This first project has set the stage for the attainment of that ultimate goal through the development of policy statements in regard to statewide staff development programs, and operational guidelines to make policies viable.

Many people have been involved in this project, and their names are to be found in various places throughout this report. We would be remiss, however, if we omitted the significant contributions to the initial formulations by Mr. Ronald VanderWeil, formerly of the American Foundation, Institute of Corrections; Mr. James Murphy of the Federal Bureau of Prisons; and Mr. Arnold Hopkins of the Office of Law Enforcement Assistance.

Mr. Jay Campbell, Assistant Professor of Law Enforcement and Corrections and Associate Project Director, was responsible for writing the narrative portions of this report, and the designation of other documentary materials included. We also gratefully acknowledge the efforts of our two trusted and efficient office staff, Mrs. Lois Grubb and Miss Aileen Crawford who contributed a great deal to the total success of the project.

The project staff looks forward to the second-stage funding to implement the plans and programs developed during the first phase of the project.

Charles L. Newman

Charles L. Newman, Professor
Head, Center for Law Enforcement
and Corrections
( Project Director )

The fractionalization of the correctional field has underscored the necessity to mobilize specialized personnel in each state to concern themselves with the development and administration of correctional staff development programs. It is simply not practical, or even feasible, to attempt to set up separate training endeavors in each of the proliferation of agencies and facilities which constitute the correctional endeavor.

The Pennsylvania Adult Correctional Training (PACT) Institutes are a concrete manifestation of such a centralized administrative entity. Its evolution via two workshops, which sought to engage the active collaboration of the authority hierarchy of correctional and allied agencies at various levels of government, is traced in the following report.

## ADMINISTRATIVE AND ORGANIZATIONAL FRAMEWORK

The evolution of the Pennsylvania Adult Correctional Training (PACT) Institutes as a viable entity received considerable impetus from the Advisory Committee to the Center for Law Enforcement and Corrections. This committee represented a multiplicity of agencies and a wide variety of disciplines. The committee was quick to respond to the formulation of a special sub-committee to specifically concern itself with the development of a coordinated staff development program for the state. This sub-committee was expanded to include representatives from mental health and vocational rehabilitation. This inter-agency and inter-disciplinary thrust was maintained, giving credence to the holistic approach to social problems and the administration of justice which views corrections as an integral and inseparable component.

### *The Advisory Committee to the Center for Law Enforcement and Corrections*

The membership of this policy guiding committee were as follows:

| | |
|---|---|
| Mr. Daniel R. Bernstein | Pennsylvania Department of Public Welfare |
| Dr. Arthur C. Eckerman | Governor's Office of Administration |
| Mr. Paul J. Gernert | Pennsylvania Board of Parole |
| Mr. Richard W. Lindsey | National Council on Crime and Delinquency<br>Pennsylvania Council |
| Mr. Hugh Roberts | State Civil Service Commission |
| Hon. Charles G. Sweet | Pennsylvania Council of Juvenile Court Judges |
| Dr. Kenneth E. Taylor | Pennsylvania Bureau of Corrections |

| | |
|---|---|
| Mr. G. Richard Bacon | Pennsylvania Prison Society |
| Mr. Richard G. Farrow | Pennsylvania Department of Public Welfare |
| Lt.Col. John I. Grosnick | Pennsylvania State Police |
| Mr. James Lamb | Pennsylvania Association on Probation, Parole, and Corrections |
| Hon Alvin B. Lewis, Jr. | District Attorney's Association of Pennsylvania |
| Mr. Frank Loveland | American Foundation Institute of Corrections |
| Mr. Fred H. Miller | Pennsylvania Department of Public Instruction |
| Mr. William G. Nagel | Governor's Council for Human Services |
| Mr. Francis J. Schafer | Pennsylvania Chiefs of Police Association |
| Hon. Samuel A. Weiss | Pennsylvania Conference of State Trial Judges |
| Mr. Christian Zander | Juvenile Court Judges' Commission |

*The Sub-Committee for the Pennsylvania Adult Correctional Training (PACT) Institutes*

This special sub-committee met on November 17, 1967, at The Pennsylvania State University, and on December 1, 1967, at the headquarters of the Pennsylvania Bureau of Corrections at Camp Hill, near Harrisburg. Continuous contact by telephone and correspondence was maintained with the members in the planning phase of the workshops. Many of the members were participants in the Executives' Workshop and acted as resource personnel for the Managers' Workshop. The membership was as follows:

| | |
|---|---|
| Mr. Arthur T. Prasse | Commissioner, Bureau of Corrections |
| Dr. Kenneth E. Taylor | Deputy Director, Bureau of Corrections |
| Dr. Charles C. Goodman | Director, Bureau of Mental Health Services |
| Mr. John J. Gordon | Rehabilitation Specialist, Rehabilitation Service, Bureau of Vocational Rehabilitation |
| Mr. Frank Williams | Training Officer, Bureau of Vocational Rehabilitation |
| Dr. Robert G. Bernreuter | National Council on Crime and Delinquency Pennsylvania |
| Mr. Paul J. Gernert | Chairman, Pennsylvania Board of Probation and Parole |

*The Project Staff*

Directly funded staff* were as follows:

| | |
|---|---|
| Project Director ..... | Mr. Charles L. Newman<br>Professor and Head of the Center for Law Enforcement and Corrections |
| Associate Director ..... | Mr. Jay Campbell<br>Assistant Professor of Law Enforcement and Corrections |
| Sensitivity Training Specialist . | Dr. Leonard J. Hassol<br>Associate Professor of Human Development |

Contributing faculty from the Center for Law Enforcement and Corrections and the College of Human Development were indispensable to the implementation of the project. These include:

| | |
|---|---|
| Mr. William H. Parsonage** | Instructor in Law Enforcement and Corrections |

*Biographical sketches of personnel may be found in the appendices.

**Special note is taken of the extensive service contributed by Mr. Parsonage in both the planning and implementation phases of the workshops.

| | |
|---|---|
| Dr. Henry L. Guttenplan | Professor of Law Enforcement and Corrections |
| Dr. Hugh B. Urban | Associate Professor of Human Development |
| Mr. Thomas Bielen | Graduate Assistant |
| Mr. John Beatty | Conference Coordinator |

Special project consultants were:

| | |
|---|---|
| Dr. E. Preston Sharp | General Secretary, American Correctional Association |
| Dr. Sanford Bates | Consultant, (Director, Emeritus) Federal Bureau of Prisons |

The vital contribution of the following resource personnel and speakers is gratefully acknowledged:

| | |
|---|---|
| Mr. J. Shane Creamer, Esq. | Director, Pennsylvania Crime Commission |
| Dr. Arthur C. Eckerman | Director, Bureau of Personnel, Office of Administration |
| Mr. Paul J. Gernert | Chairman, Board of Probation and Parole |
| Dr. Charles C. Goodman | Director, Bureau of Mental Health Services |
| Mr. John J. Gordon | Rehabilitation Specialist, Rehabilitation Services, Bureau of Vocational Rehabilitation |
| Mr. Arnold Hopkins | Director, Correctional Training Program Office of Law Enforcement Assistance |
| Hon. Joseph J. Kelley, Jr. | Secretary of the Commonwealth of Pennsylvania |
| Mr. William G. Nagel | Executive Secretary, The Governor's Council on Human Services |
| Mr. Arthur T. Prasse | Commissioner, Bureau of Corrections State Correctional Institution |
| Dr. Kenneth E. Taylor | Deputy Commissioner for Treatment. Bureau of Corrections |
| Mr. Jerome Weinstein | Editor, Centre Daily Times |

*Summary*

The organizational and administrative components of this project evolved from the strategic utilization of existing advisory bodies to the Center for Law Enforcement and Corrections. The active involvement of agencies specifically involved with correctional clientele was elicited on a supportive foundation of state agencies more generally concerned with human problems. Likewise, the utilization of "borrowed" faculty from the Center for Law Enforcement and Corrections and the College of Human Development enabled the development of a diversified and challenging enterprise. Additional assurance of program continuity was given thusly by mobilizing pre-existive organizational entities to focus specifically on the problem of correctional staff development.

## CONCEPTUAL AND METHODOLOGICAL FRAMEWORK

*Involvement of Agency Administrative Levels*

The basic focus in our developmental strategy was to elicit the active participation of agency executives and middle managers in conceptualizing the policy and operational dimensions of staff training which would meet the most pressing needs of correctional and allied agencies. We needed not only their support in terms of administrative approval and financial assistance, but active collaboration in discerning:

(1) Rational goals,

(2) Priorities of need in terms of present training activity,

(3) Content and subject matter, and

(4) Appropriate and practical methods of communication.

Our goal was to develop a process by which the participating executives and managers, representing a wide spectrum of services to offender populations at several levels of government, would be enabled to:

(a) Receive information,

(b) Provide information,

(c) Communicate with each other, and

(d) Collectively produce the critical policy and operational components of a generic correctional staff development program which would have optimal value for all their personnel.

To this end, two major workshops were planned. The first would involve about twenty administrators whose task would be to develop policy guidelines. The second would involve about thirty managers designated by the participants of the Executives' Workshop whose task it would be to further refine the "policy guidelines" into operational directives.

*Pre-Conference Data Collection*

Due to the obvious difficulty in pulling top level personnel from their pressing duties for more than a few days, a questionnaire was devised to elicit some information prior to the workshops. The tabulations from this questionnaire were fed into the conferences at appropriate times to assist the participants. The following tables* are a recapitulation of these tabulations. Since no significant differences were discerned between the executives and the managers, the answers reflect the total thinking of the groups combined.

*Percentages were calculated only for those who answered the questionnaire. Six participants did not return the questionnaire.

## GOALS

| | | No. | % |
|---|---|---|---|
| 1. A large proportion of offenders are the victims of society in one way or another; therefore, the goals of corrections is to repair these casualties rather than to hurt them. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 7. Training should strive to develop an empathy for offenders as individuals, not as stereotypes. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 8. Training should be used mainly as a managerial device to insure organization stability and efficiency. | Agree | 9 | 22% |
| | Disagree | 31 | 78% |
| 9. Training should contribute to the cooperative interactions of custodial staff, treatment staff, and other agency personnel. | Agree | 40 | 100% |
| 11. Personnel should not be trained to assume responsibility and then given nothing responsible to do. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 14. The emphasis of security and control should be on their relationship to the rehabilitation process. | Agree | 37 | 93% |
| | Disagree | 2 | 5% |
| | No Response | 1 | 2% |
| 17. The ultimate value of any in-service training program lies in its effect on the people whom the trained worker serves. | Agree | 37 | 93% |
| | Disagree | 3 | 7% |
| 26. A correctional system that is not prepared for change is not prepared for training. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |

| | | No. | % |
|---|---|---|---|
| 29. Which of the following policies would you favor with respect to experimentation with new treatment programs in a prison. (Check only one.) | | | |
| A. No treatment program should be instituted if security precautions would have to be lowered. | Favor Choice A | 3 | 7% |
| B. Treatment programs can be instituted even though a moderate increase in the probability of escape is involved. | Favor Choice B | 19 | 48% |
| C. Custodial considerations are secondary in setting up a treatment program (except for clearly dangerous offenders) since the most important principle in organizing a prison program is the needs of the offenders. | Favor Choice C | 18 | 45% |

NEEDS

| | | | |
|---|---|---|---|
| 4. Training is a substitute for effective supervision and good management. | Agree | 2 | 5% |
| | Disagree | 38 | 95% |
| 13. An ideal instructor would be the person who has both theoretical training, practical experience, and the ability to combine the two. | Agree | 40 | 100% |
| 19. Training should be directed towards employee development which implies capability on the part of the learner and confidence in him by the organization. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 21. The emphasis of training should be on correcting the present deficiencies of employees. | Agree | 24 | 60% |
| | Disagree | 15 | 38% |
| | No Response | 1 | 2% |
| 22. To do an effective job, the correctional worker must have a knowledge of the goals of the organization; how they are to be achieved; and the contribution and significance of his own particular job. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |

| | | No. | % |
|---|---|---|---|
| 23. Doing an effective job as a correctional worker simply means performing the requisite mechanical and routine operations. | Agree | 0 | 0% |
| | Disagree | 40 | 100% |
| 24. The identification of correctional staff training needs will depend on the short-term performance results desired, and they should be intimately related to the rehabilitative goals of the total correctional program. | Agree | 28 | 70% |
| | Disagree | 10 | 25% |
| | No Response | 2 | 5% |

CONTENT

| | | | |
|---|---|---|---|
| 5. Training should increase the awareness of the correctional workers about other social institutions which have considerable involvement with offenders, ex-offenders, and potential offenders. | Agree | 40 | 100% |
| 6. Training should strive to develop an empathy for offenders as individuals, not as stereotypes. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 15. An effective correctional worker has a sensitivity to the feelings of those under his authority, a respect for them as individuals, and skills in helping them develop more socially acceptable means of expressing their own feelings. | Agree | 40 | 100% |
| 18. Preparing correctional workers to constructively use authority and power is an essential element in training. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 19. Training programs should concentrate to a greater degree on issues surrounding the philosophy of corrections than is generally the case. | Agree | 35 | 88% |
| | Disagree | 5 | 12% |

28. The following subject matter has been included in correctional training programs. Please rate each item as 1) essential, 2) desirable, 3) optional, or 4) unnecessary in a correctional training program for Pennsylvania.

| | Ess. | | Des. | | Opt. | | Unn. | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| A. Individual differences among offenders. | 37 | 93% | 3 | 7% | - | - | - | - |
| B. Motivations for behavior that are not immediately apparent on a common sense basis. | 25 | 63% | 12 | 30% | 1 | 2% | 2 | 5% |
| C. Knowledge and skill in communications. | 39 | 98% | 1 | 2% | - | - | - | - |
| D. Group process and interaction and how the group influences the behavior and response of the individual. | 27 | 68% | 11 | 28% | 2 | 5% | - | - |
| E. Development of capacity to record observations and to report accurately what has been seen and heard. | 28 | 70% | 12 | 30% | - | - | - | - |
| F. Law enforcement and practices and problems. | 13 | 33% | 26 | 65% | 1 | 2% | - | - |
| G. The changing philosophies of law and corrections. | 33 | 38% | 7 | 17% | - | - | - | - |
| H. Concepts of Correction in relationship to the total society. | 21 | 53% | 18 | 45% | 1 | 2% | - | - |
| I. The dimensions of crime. | 14 | 35% | 21 | 53% | 5 | 13% | - | - |
| J. Judicial process and procedures. | 16 | 40% | 23 | 58% | 1 | 2% | - | - |

KEY

Ess. - Essential

Des. - Desirable

Opt. - Optional

Unn. - Unnecessary

| 28. Cont. | Ess. No. | Ess. % | Des. No. | Des. % | Opt. No. | Opt. % | Unn. No. | Unn. % |
|---|---|---|---|---|---|---|---|---|
| K. Other social agencies which deal with offenders, ex-offenders, and potential offenders. | 24 | 60% | 16 | 40% | - | - | - | - |
| L. The overall field of corrections, its growth, development, and future directions. | 31 | 78% | 8 | 20% | 1 | 2% | - | - |
| M. The differential vulnerability of individuals to social forces and pressures that lead to crime and delinquency. | 31 | 78% | 9 | 22% | - | - | - | - |
| N. Motivating forces of human behavior (the way in which the general environment and the family influence how a child grows up). | 34 | 85% | 5 | 13% | 1 | 2% | - | - |
| O. Public relations and information: The correctional worker's role in interpreting his job and the work of the agency to the community. | 27 | 68% | 12 | 30% | 1 | 2% | - | - |

METHODS

| | | No. | % |
|---|---|---|---|
| 2. There is value in mixing correctional and non-correctional personnel in training because it subjects correctional practices to inquiry and forces persons to review and justify procedures that have litte more than a traditional rationale. | Agree | 37 | 93% |
| | Disagree | 3 | 7% |
| 3. An essential part of the training is some sort of clinical or on-the-job experience by which theoretical ideas can be tested against practice. | Agree | 39 | 98% |
| | Disagree | 0 | 0% |
| | No response | 1 | 2% |

| | | No. | % |
|---|---|---|---|
| 10. Effective training programs should incorporate techniques which maximize the involvement of the trainee participants. | Agree | 39 | 98% |
| | Disagree | 0 | 0% |
| | No Response | 1 | 2% |
| 12. Effective training requires the support of all levels of administration. | Agree | 40 | 100% |
| 16. In addition to being directed toward immediate training goals, the training must be coordinated so its ramifications for all other organizational elements are taken into account. | Agree | 39 | 98% |
| | Disagree | 1 | 2% |
| 20. Lectures, seminars, and didactic material are essential parts of effective training programs. | Agree | 38 | 95% |
| | Disagree | 1 | 2% |
| | No Response | 1 | 2% |

30. Rate the following methods for training correctional employees.

| | Extremely valuable | | Somewhat valuable | | Interesting but impractical | | Not familiar with this method | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Lectures | 26 | 65% | 13 | 33% | - | - | - | - | 1 | 2% |
| Books, Articles | 22 | 55% | 15 | 38% | 2 | 5% | - | - | 1 | 2% |
| Slides, Film Strips | 25 | 63% | 13 | 33% | 1 | 2% | - | - | 1 | 2% |
| Movies, Television | 22 | 55% | 16 | 40% | 1 | 2% | - | - | 1 | 2% |
| Phonograph Records, Tapes | 10 | 25% | 24 | 60% | 5 | 12% | - | - | 1 | 2% |
| Programmed Instruction | 24 | 60% | 9 | 23% | 4 | 10% | 2 | 5% | 1 | 2% |
| Incident Process | 16 | 40% | 10 | 25% | 3 | 7% | 10 | 25% | 1 | 2% |
| In-basket | 6 | 15% | 3 | 8% | 2 | 4% | 28 | 70% | 1 | 2% |
| Role Playing | 18 | 45% | 11 | 28% | 10 | 25% | - | - | 1 | 2% |

## *Pre-Conference Information Dissemination*

Prior to each conference the participants were mailed the following reference materials*:

1 - Workshop Program

2 - Overview of the Relevant Workshop

3 - "Problems and Progress in Staff Training" by Merritt Gilman

4 - "In-Service Training: A Key to Correctional Progress" by Elmer H. Johnson, Ph.D.

5 - Excerpts from "Training Methods" by Lyman K. Randall

6 - "Some Strategy Problems in Utilizing 'Training' as an Instrument of Organizational Improvement" by Kenneth D. Benne

7 - "Education and Training for the Field of Corrections" by Charles L. Newman

Additional copies of these materials were made available in the Conference notebooks for easy reference during the workshops.

## *Information Input During The Workshops*

Relevant resource information was fed into the workshops during the general meetings immediately prior to small task groups undertaking a specific assignment. The method of input was by:

a. Lectures by selected speakers.

b. Motion Pictures.

c. Summary result tabulations of relevant sections of the pre-conference questionnaires.

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*See appendix for copies.

30. Cont.

| | Extremely valuable | | Somewhat valuable | | Interesting but impractical | | Not familiar with this method | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Task Exercise | 13 | 33% | 16 | 40% | 2 | 4% | 8 | 20% | 1 | 2% |
| T-Group (Laboratory) | 6 | 15% | 4 | 10% | 8 | 20% | 21 | 53% | 1 | 2% |
| Psychodrama | 6 | 15% | 3 | 8% | 2 | 4% | 28 | 70% | 1 | 2% |
| Instrumented Group (Laboratory) | 5 | 13% | 6 | 15% | 7 | 17% | 21 | 53% | 1 | 2% |
| Management Games | 2 | 5% | 14 | 35% | 9 | 23% | 14 | 35% | 1 | 2% |
| Dyadic Programming | 5 | 13% | 6 | 15% | 2 | 5% | 26 | 65% | 1 | 2% |
| Diagnostic Data Task Group | 8 | 20% | 12 | 30% | 4 | 10% | 15 | 38% | 1 | 2% |

d. Group participation in a "management game" under the guidance of the sensitivity training specialist.

e. Video tape playback of "management games".

f. Immediate feedback of the immediately preceding task group merged report.

g. (For the Managers' Workshop) The policy guidelines document produced by the Executives' Workshop.

h. Written task group assignments delineating specific questions to be resolved in the task groups.

*Use of Group Process and Directed Task Group Assignments*

In addition to the obvious goals of disseminating information, collecting information, and producing final group reports - the conference model was designed to permit executives and managers of the diverse governmental entities who deal with offender populations, to interact in a meaningful and systematic manner while coming to grips with their shared concern of developing more effective personnel. Informational inputs were presented to the total participant group. Whereas, problem solving situations were handled in small task groups. In turn, the products produced by the task groups were presented to the total assembly for review and modification. In addition to the forging of consensus, the identification and discovery of commonalities of concern was elicited by a process which was designed to yield emotional and attitudinal, as well as intellectual, involvement.

The components of the process designed to stimulate such interaction were as follows:

## Group Composition

Although each workshop was composed of participants who shared a common level of command responsibility -- they represented a heterogeneous mixture of agencies and disciplines. The sub-groups were likewise structured to attain a heterogeneous composition. The smaller task groups (although heterogeneously composed) were encouraged to unify by competing with the other groups in solving identical problems.

## A Laboratory Model to Encourage Shared Emotional Experience

A "retreat" atmosphere was attained by holding the conference on a university campus which cut the participants off from day to day duties and familiar relationships.

Fatigue and frustration were purposively developed by a long complex schedule running into the late evening hours. This schedule was rigorously maintained and a school bell was used to signal speakers, faculty, and participant groups when their time had run out.

Competition between groups was encouraged as each had identical assignments, a tight time schedule, and no way of knowing the progress of the other group until the final products were presented by group spokesmen to the total assembly.

Reward and reinforcement for completed tasks was attained by immediate feedback of group accomplishment. At the end of the conference, a group photo, a framed certificate, and a copy of the

completed and signed group reports were presented to each participant at the closing banquet.

Rigorous specifications of sub-goals kept task assignments challenging but not overwhelming. In addition, as each section of the report was completed, it became the basic building block for the next task. (See pages 25 and 40.)

Interest and enthusiasm were maintained by a variety of input presentations including motion pictures, video tapes, "management games", and prestigious and nationally acclaimed resource consultants and speakers.

*Merging of Task-Group Reports*

Small heterogeneous task groups, composed of roughly one-third of the total conference participants, dealt with specifically delineated problems. Each task group handled identical issues relevant to a particular sub-section of the final report (e.g. goals, needs, content, methods, program specifications). Each task group reduced its deliberations to written resolutions. These recommendations were then presented verbally to the total assembly by the selected representatives of each group. The conference was scheduled so that noon and evening breaks immediately followed the presentations by group representatives. These written reports were merged during these breaks by the conference faculty into a composite statement which represented the combined efforts of all participants. This merged report was typed and reproduced so that

immediate feedback was made available to the participants.

### *Forging a Final Report*

The merged report documents became the basis for future deliberations and collectively represented the initial rough draft of the final conference document. A final review of the collective merged reports enabled the entire assembly to review and modify the rough document, forging a final synthesized report. After unanimity was obtained, the modified document was retyped and signatures of all participants were obtained. Copies of the final report were distributed at the closing luncheon banquet.

### *Summary*

Our approach to the development of a statewide program of staff development for correctional and allied agencies was based on the premise that the management establishment must be enthusiastically engaged in both the planning and implementation of such a program. Rather than attempting to superimpose a predesigned training program on the existing administrative hierarchy, our goal was to catalyze their cooperative efforts in developing a program tailored as much as possible to their collective needs, and to firmly establish their identity with such a program whereby it would be viewed as their own.

To this end, two workshops were designed by which key level administrators were enabled to write the policy dimensions of a staff development program, and their designated managers (specifically those with operational responsibility for staff development) to write the operational specifications within the policy guidelines. Data collection and information dissemination was effected prior to the conferences by a questionnaire, and by mailing reference materials to the participants.

The workshops were structured as "laboratories" in which information and assistance was provided to facilitate the task at hand rather than to usurp the prerogatives of the participants who collectively produced their reports during the institutes.

Copies of these policy and operational guidelines, which were signed by all participants, are located in the following sections.

## PACT I

## THE EXECUTIVES' WORKSHOP

The Executives' Workshop met on Sunday, January 21, 1968, through Tuesday, January 23, 1968, at the Conference Center, The Pennsylvania State University. Executive level administrators, representing law enforcement, correctional institutions (both county and state), probation, parole, vocational rehabilitation, and mental health agencies, comprised the total participant group.

The following documents include:

(1) An overview of the workshop.

(2) A process model including a conference flow chart, task group assignments, and development of resource personnel.

(3) The final product produced during the workshop, "Policy Guidelines for a Statewide Correctional Staff Development Program".

Other PACT Notebook materials which were common to both workshops may be found in Appendix A. Additional special materials for the Executives' Workshop are included in Appendix B.

EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training Institutes

## OVERVIEW

### An Inter-agency and Inter-Disciplinary Focus

Although the process of correcting is implemented by many specialized correctional agencies working in different settings, there are common skills, information and attitudes which can be utilized by practitioners to enhance their effectiveness in reaching common goals. In addition, there are many other agencies, social institutions, and kinds of personnel representing various disciplines and professions which have dramatic impact on correctional clients. Some understanding of these functional involvements experienced routinely by offenders becomes mandatory for career correctional workers, if they are to comprehend and change the offender's disturbed relationship with his society. Correctional workers, then, must not only understand their particular task in relation to their own agency's goals, but must understand the interaction and roles of the various correctional agencies, which in turn are but a part of the criminal justice system. Likewise, criminal justice agencies are only a few of many social institutions which dramatically influence the behavior of correctional clientele.

### Report to be Written during the Institute

Unlike the customary institute, this workshop has been designed to enable the production of a report during the course of the proceedings. This report will specify the policy guidelines of a correctional training program for personnel who work directly with offenders. These guidelines will then be utilized for directing the deliberations of a second institute for middle-management personnel. The operational specifications will be evolved by the middle-managers within the policy guidelines delineated by this first Executives' Workshop.

### Outline Structure to Enable One Section to be Prepared during Each Session

To facilitate the generation of the final report in the limited time available, the following outline structure has been formulated to enable the preparation of the final document section by section:

I - Goals of Corrections and Objectives of the Training Program
II - Correctional Training Needs
III - The Content of Training
IV - The Methods of Training
V - Program Specification and Resources

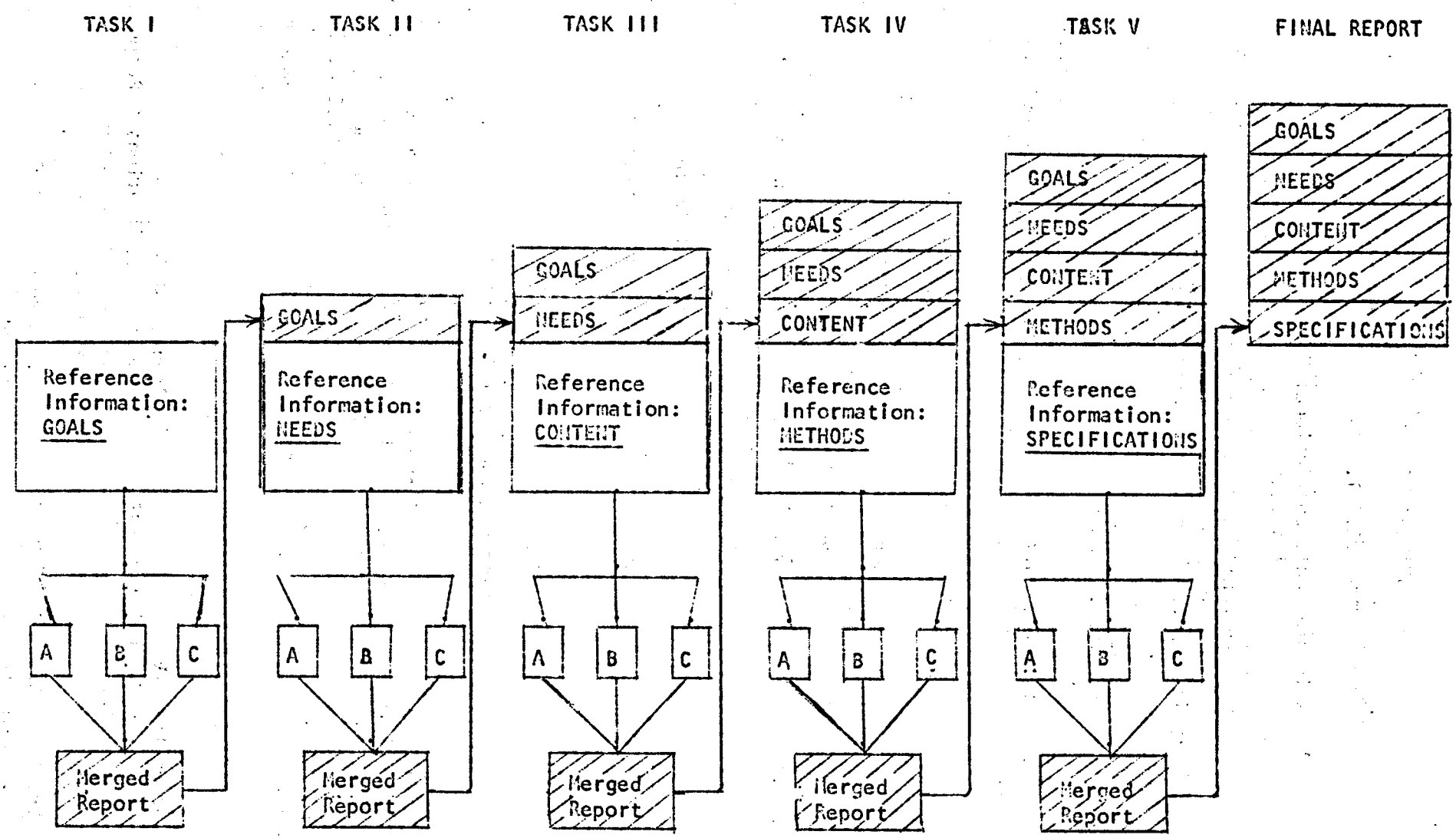
Prior to the conference, you have answered several questions about the forementioned topical sections. The answers have been tabulated and summarized and will be distributed to each participant during the conference to assist in generating the final report during the working sessions.

Three Versions to be Merged By All Participants

Each section will be handled during the conference in the following manner. The total group will meet collectively to hear from resource personnel who will present their ideas on the assigned topic. Questions by the participants will be entertained from the floor. The total group will then be divided into three workshops which will generate independent versions of the relevant section of report. Resource personnel and faculty of the Center for Law Enforcement and Corrections will be made available for consultation on request of each working group. The three working groups will submit their versions to the total group for merging into a single draft for inclusion in the final report. This composite version will be duplicated for distribution to the participants prior to their undertaking the writing of the next section.

Final Draft of Report to be Signed By Participants and Distributed at Closing Luncheon

The final version of each topical section will be accumulated into a draft report for review during the summary session. Any modifications will be incorporated at that time and the signatures of the participants obtained. The final version with modifications will then be distributed to all participants at the closing luncheon meeting.




CONFERENCE FLOW CHART

*PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTE*
*Center for Law Enforcement and Corrections*

EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

## TASK-GROUP ASSIGNMENTS

Note : All workshop participants will remain in the same group throughout the workshop.

| Group A | Group B | Group C |
|---|---|---|
| Elton Smith | Paul Gernert | William Butler |
| Arthur Prassé | Thomas Cavanaugh | John Case |
| Angelo Cavell | Charlotte Cummings | Frederick Downs |
| John Dougherty | Walter Scheipe | John Kolesar |
| John Grosnick | Edmund Thomas | Kenneth Taylor |
| Frank Loveland | John Gordon | Charles Goodman |

## DEPLOYMENT OF RESOURCE PERSONNEL

Group Task I
Goal of Correctional Training
Sunday 3:50 p.m.

Dr. Sharp Group A.
Mr. Nagel Group B

Group Task II
Correctional Training Needs
Sunday 8:10 p.m.

Dr. Sharp Group B
Mr. Nagel Group C

Group Task III
Content of Correctional Training
Monday 9:50 a.m.

Dr. Sharp Group C
Mr. Nagel Group A

Group Task IV
Correctional Training Methods
Monday 4:00 p.m.

Dr. Sharp Group A
Mr. Nagel Group B

Group Task V
Program Specifications & Resources
Monday 8:30 p.m. and
Tuesday 8:55 a.m.

Dr. Sharp Group B
Mr. Nagel Group C

POLICY GUIDELINES

for a

STATEWIDE CORRECTIONAL

STAFF DEVELOPMENT

PROGRAM

P.A.C.T.

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

January 21-23, 1968

## GOALS FOR CORRECTIONAL TRAINING

The major goal of correction is the protection of society by preparing the offender to reenter (or remain in) the community as a law-abiding and productive citizen; and to provide, when necessary, for secure and humane custody and/or control of the offender.

Objectives for correctional staff development must be consistent with this major correctional goal. These are:

A) Training staff to be knowledgeable about the role of their agency or institution in the continuum of the administration of justice system. Specifically, the criminal law, law enforcement, the judiciary, correctional agencies and institutions, parole, probation, and other agencies which provide services for offenders (e.g., vocational rehabilitation and mental health);

B) Training staff to be knowledgeable about the function, philosophy, and responsibility of his particular institution or agency;

C) Training staff to be knowledgeable about the specific programs and services provided by the agency or institution of which he is a part;

D) Training staff to be knowledgeable about the specific role and responsibility of the positions they occupy;

E) Training staff to be knowledgeable about the understanding of the offenders whom they serve and for whom they are responsible;

F) Training staff to be knowledgeable about the impact of interpersonal relationships;

G) Training staff to be knowledgeable about the ways by which to correctly utilize the services of community agencies on behalf of their clients;

H) Training staff to be knowledgeable about the role and responsibility of correctional personnel to participate in the education of the public

GOALS FOR CORRECTIONAL TRAINING (continued)

in problems relating to corrections and the administration of criminal justice. The foregoing basic training should be given to all staff.

Additional concentrated training should be provided with staff consistent for the special positions they occupy. Staff development training must be commensurate with realistic standards, as well as professional performance requirements.

## TRAINING NEEDS IN CORRECTIONS

Training needs emerge from an analysis of goals as heretofore set forth in Section 1. These needs can be met through three training strategies:

A) Pre-entry training. This education should be at a level consistent with the job expectations and entry requirements.

B) Post-entry indoctrination training for corrections and the administration of justice. (This basic training program would be universally provided for all staff whether service or professional since pre-entry training and education comes from a variety of inputs, some of which do not incorporate either justice concepts or content).

C) Special staff development training designed to raise staff at all levels and in all functions to their maximum potential. Specific staff development programs can be organized on an inter-agency basis and can cut across the various sectors of the administration of justice, including law enforcement, intramural and extramural correctional services including interdisciplinary team training.

At the present time there are fragmented offerings of correctional and law enforcement -- related programs for staff development. There needs to be a significant effort to coordinate such efforts through the development of a master plan which includes periodic evaluation.

Specifically, the high priority correctional staff development needs are:

A) Organized and coordinated training programs for all personnel working in the correctional field to be carried out on a regional basis.

B) Training which will overcome the present deficiencies of correctional workers knowledge about their own rehabilitation programs and the resources of related social agencies.

C) Programs which increasingly will utilize the merged talents of various agencies and universities in the training of staff both on campus and

TRAINING NEEDS IN CORRECTIONS (continued)

in the agency setting.

D) Staff development programs must have built in rewards and advantages for those staff to undertake and complete such additional training.

Two major blocks are seen as preventing the realization of the unmet staff development needs listed above. These are:

1) Lack of sufficient funds to subsidize the training and hiring competent training staff.

2) Lack of replacement personnel to man critical services during times that personnel in training are on extended absences for such programs.

Many justice agencies are too small to employ any training personnel. Resources that a small agency can afford for training must be merged with other agencies if needs are to be met at all. Massive training subsidies will be needed to bring small agencies up to minimal standards.

Educational institutions should be encouraged to develop meaningful and appropriate materials tailored for correctional and allied social agencies. Subsidies to underwrite such ongoing programs are vital.

## CONTENT OF CORRECTIONAL TRAINING

The content of training programs should be compatible with agencies' philosphies which in turn should be consistent with cultural and social beliefs in a democratic society. Course material, therefore, should include skills, techniques, and attitudes in dealing with both offenders and correctional employees as individuals. Such knowledge should develop empathy for others. Additionally, the legal rights of offenders, and the trainees' responsibility and obligations regarding the use of power and authority should be included in training for workers in the administration of justice system. Such training should insure the development of a philosophy compatible with the ethical and moral thinking within the specific agency and the society it serves.

Content materials should be functional for all the personnel being trained and individual agencies should participate in the development of course content commensurate with the needs of agency personnel. The concept of evaluation must be incorporated in course materials so that the agency will be capable of periodically determining whether the programs of instruction are as effective as they should be. Whenever it appears that they are not meeting the needs of agency personnel, changes should be made.

Consistent with the above specific courses would include:

1) The dynamics of human behavior;
2) The impact of environment on individuals;
3) Community agencies which work with correctional clientele (e.g., public welfare, vocational rehabilitation, mental health);
4) Criminal law and procedures which relate to corrections;
5) Socio-cultural determinants of behavior;
6) Communications skills (verbal and written);
7) Skills in interpersonal relationships (particularly those dealing with hostility, aggression and authority);

CONTENT OF CORRECTIONAL TRAINING (continued)

8) Public relations and community information;

9) Professional disciplines which work with offenders (psychiatry, psychology, sociology, medicine, social-work, etc.);

10) Case management;

11) Correctional research (program evaluation and performance prediction);

12) Correctional administration.

The above list is illustrative and in no sense comprehensive. Training programs should maximize the connection between knowledge, skills, and attitudes necessary in the trainees work performance.

## METHODS FOR CORRECTIONAL TRAINING

Guidelines for method to achieve the training objectives stated previously in this report are as follows;

A) Effective training programs should involve maximum trainee participation;

B) The selection of training programs should include the right combination of methods for the knowledge, skills, and attitudes to be taught;

C) In the selection of methods, consideration should be given to the needs functions, and positions of trainees in their organizations, as well as their degree of sophistication;

D) Methods used should be evaluated for their contribution toward learning, not solely for the demonstration of a new technique;

E) Methods should be varied in order to stimulate learning and reduce monotony (e.g., audio-visual devices, programmed instruction, etc.);

F) On-the-job training can be a valuable component of an effective training program. Superiors should reinforce training by providing constructive guidance and recognition for improved performance;

G) Actual agency problems and case materials should be utilized for training purposes whenever possible.

Specific techniques which have been useful in training include demonstrations of group interaction, laboratory methods ("T" Group, instrumented group), management games, role playing, psycho-drama, problem solving techniques.

## PROGRAM SPECIFICATION

Grant funds from the Office of Law Enforcement Assistance, when received should be used in the following fashion:

A) Staff of the Center for Law Enforcement and Corrections should be assigned the task of developing a variety of training materials, including content and strategies for transmission, which would be applicable to the entire field of the administration of justice cycle. Emphasis, however, should be addressed to the correctional area, and particularly targeted the line level and middle management personnel.

B) Subsequent to the completion of the packages of training materials, one or more training workshops should be held either at the Penn State campus at University Park, or at the commonwealth campuses to utilize and test the materials which will have been developed. These recommendations should be construed as including the possibility that state-supported conferences and workshops during the year of the project could use some of the findings and materials developed out of the project.

C) Contemplating the possibility that funds would be available subsequent to the expiration of the O.L.E.A. Phase II grant funds, it is recommended that efforts be made to make segments of the training program available at each of the 19 Penn State campuses around the State, so that minimal travel will be required for personnel located in adjacent areas. Efforts should also be directed toward the development of a coordinated system of training.

We, the undersigned, participants of the Executives' Workshop of the Pennsylvania Adult Correctional Training (P.A.C.T.) Institutes, have collectively produced the foregoing report and commend it as a common statement of policy guidelines for the development of a correctional staff training program for the Commonwealth of Pennsylvania.

Signed at The Pennsylvania State University on the twenty-third day of January, in the year nineteen hundred sixty-eight.

William Butler, Member
Pennsylvania Board of
Parole

John Case, Warden
Bucks County Prison

Thomas C. Cannaugh, Warden
Northampton County Prison

Angelo C. Cavell, Sup't.
State Correctional Inst.

Charlotte Cummings Sup't
State Correctional Inst.

J. F. Dougherty, Director
Probation Services
Huntingdon County

Frederick H. Dow[illegible], Jr.
Chief Probation Officer
Philadelphia

Paul [illegible] Gernert, Chairman
Board of Parole

Charles C. Goodman
Director
Bureau of Mental Health Se[illegible]

John Gordon
Bureau of Vocational
Rehabilitation

John [illegible] Chief
of Sta[illegible]

Jo[illegible]
P[illegible]
Pittsburgh

Frank Loveland, Director
Institute of Corrections

[illegible] Prasse, Commissi[illegible]
Bureau [illegible]

[illegible] Scheipe
Probation & Parole
Berks County

Kenneth E. Taylor
Dep. Commissioner
Bureau of Corrections

Edmund Thomas
Director of Probation
Erie County

## PACT II

## THE MANAGERS' WORKSHOP

The Managers' Workshop met on Tuesday, February 13, 1968, through Thursday, February 15, 1968, at the Conference Center, The Pennsylvania State University. Management personnel representing correctional institutions (both county and state), probation, parole, vocational rehabilitation, and mental health comprised the total participant group. These participants had all been designated by the executives who attended the Executives' Workshop.

The following documents include:

(1) An overview of the workshop.

(2) A process model including a conference flow chart, task group assignments, and development of resource personnel.

(3) The final product, "Operational Guidelines for a Statewide Correctional Staff Development Program".

Other PACT Notebook materials which are common to both workshops may be found in Appendix A. Additional special materials for the Managers' Workshop are included in Appendix C.

MANAGERS' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

## OVERVIEW

### An Inter-agency and Inter-Disciplinary Focus

Although the process of correcting is implemented by many specialized correctional agencies working in different settings, there are common skills, information and attitudes which can be utilized by practitioners to enhance their effectiveness in reaching common goals. In addition, there are many other agencies, social institutions, and kinds of personnel representing various disciplines and professions which have dramatic impact on correctional clients. Some understanding of these functional involvements experienced routinely by offenders becomes mandatory for career correctional workers, if they are to comprehend and change the offender's disturbed relationship with his society. Correctional workers, then, must not only understand their particular task in relation to their own agency's goals, but must understand the interaction and roles of the various correctional agencies, which in turn are but a part of the criminal justice system. Likewise, criminal justice agencies are only a few of many social institutions which dramatically influence the behavior of correctional clientele.

### Report to be Written during the Institute

Unlike the customary institute, this workshop has been designed to enable the production of a report during the course of the proceedings. This report will specify the operational dimensions of a correctional training program for personnel who work directly with offenders. These operational specifications will be evolved from the policy guidelines delineated by the participants of the Executives' Workshop who formulated them on January 21-23, 1968.

### Outline Structure to Enable One Section to be Prepared During Each Session

To facilitate the generation of the final report in the limited time available, the following outline structure has been formulated to enable the preparation of the final document section by section:

I - Goals and Needs for Staff Development
II - The Content of Training
III - The Methods of Training
IV - Program Specification and Resources

Prior to the conference, you have answered several questions about the forementioned topical sections. The answers have been tabulated and summarized and will be distributed to each participant during the conference to assist in generating the final report during the working sessions.

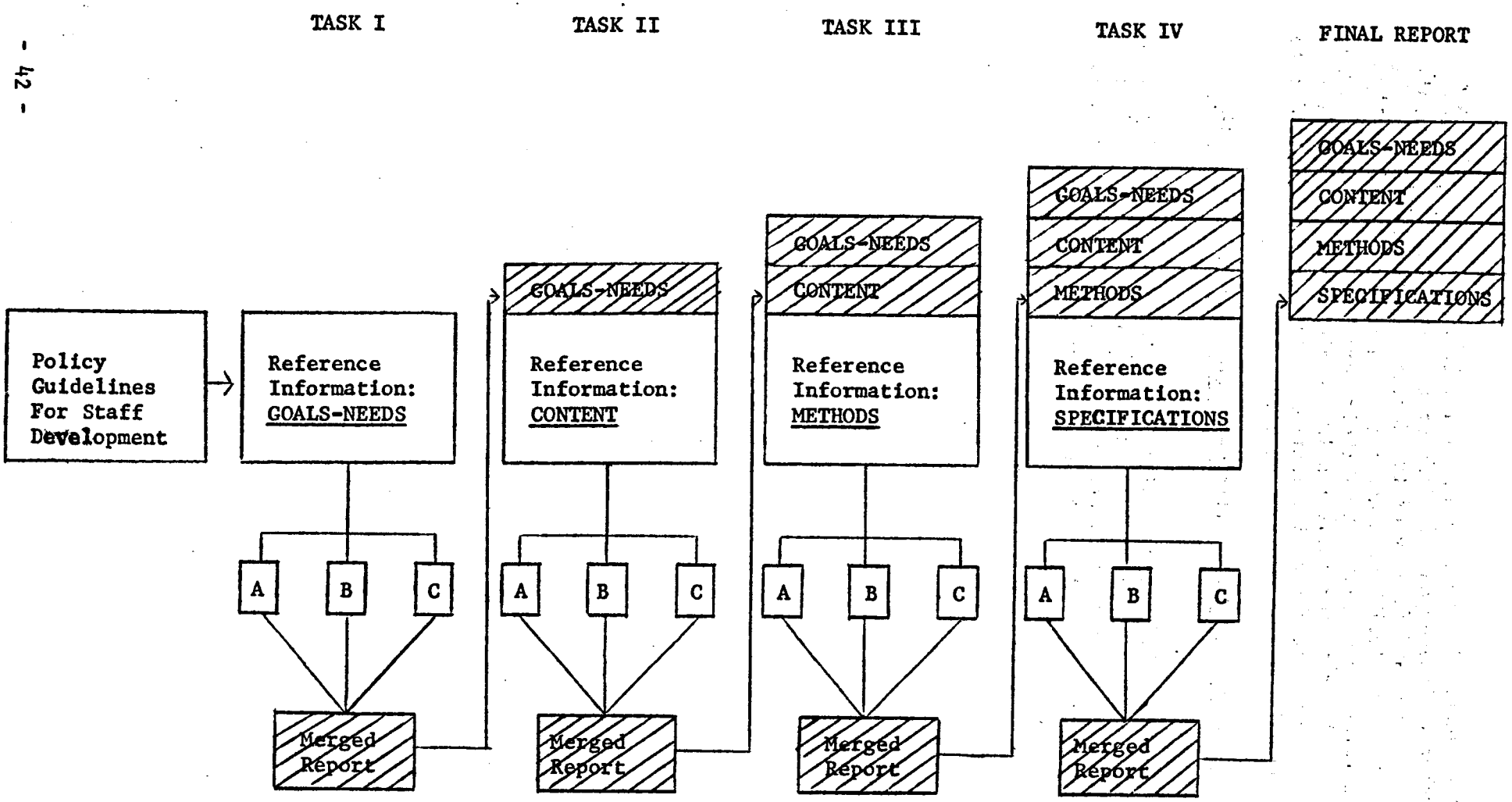
### Three Versions to be Merged By All Participants

Each section will be handled during the conference in the following manner: The total group will meet collectively to hear from resource personnel who will present their ideas on the assigned topic. Questions by the participants will be

entertained from the floor. The total group will then be divided into three workshops which will generate independent versions of the relevant section of the report. Resource personnel and faculty of the Center for Law Enforcement and Corrections will be made available for consultation on request of each working group. The three working groups will submit their versions to the total group for merging into a single draft for inclusion in the final report. This composite version will be duplicated for distribution to the participants prior to their undertaking the writing of the next section.

Final Draft of Report to be Signed By Participants and Distributed at Closing Luncheon

The final version of each topical section will be accumulated into a draft report for review during the summary session. Any modifications will be incorporated at that time and the signatures of the participants obtained. The final version with modifications will then be distributed to all participants at the closing luncheon meeting.

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MANAGERS' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training Institutes

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

## TASK GROUP ASSIGNMENTS

Note: All workshop participants will remain in the same group throughout the Managers' Workshop.

| Group 1 | Group 2 | Group 3 |
|---|---|---|
| Linwood Bair | Pius Barbour | Martha Fisher |
| Wilma Biggar | Robert Boulden | George Henshaw |
| Franklin Evrard | John Burke | William Howey |
| Richard Greubel | Allen Deibler | Frank Liebel |
| Andrew Hudicka | Lawrence Gahagan | William McAleer |
| George Moffitt | Irvin Groninger | Mark McKeown |
| Ernest Patton | Edward Kitner | Bailey McNitt |
| John Shenkel | Harold Miller | Fred Russo |
| Joseph Weber | George Scarborough | Elton Smith |
| Joseph Weir | Louis Shupnik | Harry Snyder |

## DEPLOYMENT OF RESOURCE PERSONNEL

| | GROUPS | | |
|---|---|---|---|
| | Group 1 | Group 2 | Group 3 |
| Group Task I 2/13, 3:30 p.m. | Sanford Bates | John Gordon | Henry Guttenplan |
| Group Task II-A 2/13, 8:30 p.m. | John Gordon | Henry Guttenplan | Sanford Bates |
| Group Task II-B 2/14, 10:30 a.m. | Henry Guttenplan | Sanford Bates | John Gordon |
| Group Task III 2/14. 4:00 p.m. | Sanford Bates | John Gordon | Henry Guttenplan |
| Group Task IV 2/14, 7:45 p.m. | John Gordon | Henry Guttenplan | Sanford Bates |

# OPERATIONAL GUIDELINES

for a

# STATEWIDE CORRECTIONAL STAFF DEVELOPMENT PROGRAM

P.A.C.T.

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

February 13-14-15, 1968

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Operational Specifications on Goals and Needs for Staff Development

The following agency functions were identified as being related to the attainment of correctional goals: (alphabetical listing)

1. Care and custody.
2. Cooperation with other administration of justice agencies.
3. Diagnosis and classification.
4. Generating knowledge about crime causation and control.
5. Management practices.
6. Public education and training.
7. Training and treatment (i.e. rehabilitation of offenders).
8. Use of community resources

The foregoing functions are viewed as being responsive to improvement by staff development activity for the following kinds of personnel:

1. Executive and managerial.
2. Supervisory and technical.
3. Line personnel such as: custodial, probation, parole, classification, treatment.
4. Ancillary (e.g. food service, secretarial).

Major responsibility for implementing correctional staff development is delineated as follows:

A. Major responsibility of the agency, exclusively:

1. Train staff to be knowledgeable about the specific programs and services provided by the agency or institution of which they are a part;

2. Train staff to be knowledgeable about the specific role and responsibility of the positions they occupy and the agency in which they work.

B. Major responsibility shared by agency and university:

1. Train staff to be knowledgeable about the role of their agency or institution in the continuum of the administration of justice system. Specifically, the criminal law, law enforcement, the judiciary, correctional agencies and institutions, parole, probation, and other agencies which provide services for offenders (e.g., vocational rehabilitation and mental health);
2. Train staff to be knowledgeable about projected possibilities concerning the function, philosophy, and responsibility of their particlar institution or agency and its relation to the total administration of justice;
3. Train staff to be knowledgeable about the understanding of offenders whom they serve and for whom they are responsible;
4. Train staff to be knowledgeable about the impact of interpersonal relationships;
5. Train staff to be knowledgeable about the ways to correctly utilize the services of community agencies on behalf of their clients;
6. Train staff to be knowledgeable about the role and responsibility of correctional personnel to participate in the education of the public in problems related to corrections and the administration of criminal justice.

Observations:

Suitable attention must be given to the practicality of implementing a program for all classes of personnel. Wide diversity of occupational roles,

variety of settings, and diversity of agency responsibility represent factors which must be recognized in any generic staff development program.

Operational specifications for content of correctional staff development:

I. The content of correctional training should be targeted as follows:

A. All personnel should receive some training at a level appropriate to their responsibility and function related to the offender and the system.

1. Dynamics of human behavior.
2. Impact of environment on individuals.
3. Sociocultural determinants of behavior.
4. Communication skills (written and oral).
5. Skills in interpersonal relationships (particularly dealing with hostility, aggression, and authority).
6. Case management.
7. Criminal law and procedures which relate to corrections.

B. All supervisory and technical staff personnel and those who work primarily with offenders in the community setting.

1. Community agencies which work with correctional clientele.
2. Public relations and community information.

C. All management personnel in all settings.

1. Professional disciplines which work with offenders (e.g., education, psychiatry, psychology, social work, sociology, vocational rehabilitation).
2. Correctional research (program evaluation and performance prediction).
3. Correctional administration.

Observations:

1. Effort should be made to include law enforcement personnel as part of the training operation.
2. It was recognized that the materials might have to be differentially

organized for different target groups; and that allied services, such as mental health and vocational rehabilitation should be included where feasible.

Special Staff Development Programs

Special staff development programs should be formulated with reference to the following considerations:

1. Orientation training to the agency, position, and administration of justice. This training would be directed to all levels of newly entering personnel and would be tailored to their function and entry level. This orientation training would be the primary responsibility of the agency. Special assistance from universities, however, was seen as helpful.
2. Prepromotional training. Special courses specifically directed toward personnel being prepared for new responsibilities, including those moving into managerial positions as well as those undertaking special staff responsibilities. This is seen as a cooperative endeavor of both University and agency.
3. Refresher courses in the administration of justice (e.g., supreme court decisions, treatment innovations, administrative and organizational theories and practices) should be targeted to managerial as well as technical staff personnel. This would be the major responsibility of Universities working with the agencies. Consideration should be given to planning as part of course offering.

Observations:

1. The validity of special programs should be assessed to measure whether they directly relate to agency needs.

2. Employee exchanges and transfers within agencies and between agencies are viewed as a means of cross-communication and have training merit in themselves.
3. Effective liaison should be established with the civil service commission so that examinations and specifications for positions will reflect the competencies required to perform the occupational roles involved.
4. The support of administration is crucial if training programs are to succeed, and rewards must be forthcoming to support attainment of new skills.
5. Academic attainments by staff should be encouraged and rewarded when it results in the potential for more effective performance.

Methods for Correctional Staff Development

I. The following program packages are given high priority:

Dynamics of Human Behavior

Communication skills

Interpersonal relationships (particularly those dealing with hostility, aggression, and authority)

Community agencies which deal with offenders

These programs should be targeted to all appropriate correctional personnel. Extent of training, however, should relate to function and level of responsibility.

Constant dealing with correctional administration should be targeted to supervisory and administrative personnel.

II. The following methods are recommended as valuable in communicating the program information and developing requisite skills:

1. Lecture
2. Tapes (audio-visual)
3. Films
4. Programmed instruction
5. Role playing
6. Incident process
7. Conferences
8. Seminars
9. Workshops
10. Correspondence Study

Evaluation of training program effectiveness should include:

1. Pre and post training testing

2. Examination by questionnaire

3. Participant self-evaluation

4. Performance evaluation by peers and supervisors

Observation:

Special consideration should be given to personnel exchange as a valuable training technique.

Program Specification and Resources

Initial instruction materials should be developed to create an awareness of and sensitivity to:

"The Dynamics of Human Behavior"

and "Interpersonal Relationships"

Of equal importance is the development of increased skills in communication (written, verbal, and non-verbal).

These materials should be targeted to a cross section of line and staff with special refresher materials directed specifically to middle managers, training staff, and potential training personnel.

Initial instructional materials should be developed through the vehicle of short pilot institutes held at the Penn State University Park campus. Evaluative materials would be an integral part of such core training materials.

These pre-tested units (syllabi, selected readings, bibliography, standardized exams, and if possible, films audio tapes, and video tapes), should be made available to competent instructional staff, both agency and University based.

Effort should be made to develop a resource library of instructional materials at Penn State. In addition, telelecture, educational TV (through educational TV network, if possible), programmed packages, etc., should be attempted when feasible. Correspondence courses of gradually escalating depth of exposure would be of great utility to personnel.

An interplay of agency consultation with the Center for Law Enforcement and Corrections is supported and its expansion encouraged. Overlap of training should be avoided by increased communication as to who is doing what.

We, the undersigned, participants of the Managers' Workshop of the Pennsylvania Adult Correctional Training (P.A.C.T.) Institutes, have collectively produced the foregoing report and commend it as a common statement of the operational guidelines for the development of a correctional staff training program for the Commonwealth of Pennsylvania.

Signed at The Pennsylvania State University on the fifteenth day of February, in the year nineteen hundred sixty-eight.

William G. Anderson
Administrative Assistant
Bucks County Prison

Russell H. Ault, Director of
Treatment, State Correctional
Institution, Rockview

Linwood Bair
Deputy Superintendent
Bureau of Corrections

J. Pius Barbour, M.D.
Clinical Director
Philadelphia State Hospital

Wilma Biggar, Corrections
Matron Supervisor II, State
Correctional Institution

John J. Burke, Director
Intrastate Services, Pa.
Board of Probation & Parole

Allen D. Deibler
Supervisor, Bureau of
Vocational Rehabilitation

Franklin H. Evrard, District
Supervisor, Pa. Board of
Probation & Parole

Martha A. Fisher, Clinical
Psychologist, State
Correctional Institution

Lawrence Gahagan, Director
Correctional Training School
Bureau of Corrections

Richard Greubel, Supervisor
Bureau of Vocational
Rehabilitation

Irvin L. Groninger, Chief
Probation Officer
Cumberland County

George K. Henshaw, Director
Interstate Services, Pa.
Board of Probation & Parole

William G. Howey, Sr.
Deputy Warden
Northampton County Prison

Andrew Hudicka, Chief
Probation & Parole Officer
Bedford County

Edwin F. Kitner, Supervisor
Bureau of Vocational
Rehabilitation

Frank E. Liebel, Chief
Adult Male Probation Officer
Erie County

Harold G. Miller
District Supervisor, Pa.
Board of Probation & Parole

George J. Moffitt, Assistant
Chief Probation Officer
Delaware County

William J. McAleer
Parole Agent II
Altoona, Pa.

Mark S. McKeown, Supervisor
Bureau of Vocational
Rehabilitation

J. Bailey McNitt
Training Specialist, Pa.
Board of Probation & Parole

Ernest S. Patton, Director
of Classification & Treatment
Bureau of Corrections

Fred Russo
Lieutenant
Northampton County Prison

John H. Shenkel, Jr.
Supervisor, Quarter Sessions
Court, Probation Office
Pittsburgh, Pa.

Louis T. Shupnik, Chief
Adult Parole-Probation Officer
Luzerne County

Elton R. Smith, Superintendent
of Parole Supervision, Pa.
Board of Probation & Parole

Dr. Harry A. Snyder
Director of Education
Bureau of Corrections

Joseph F. Weber, Adult
Probation & Parole Supervisor
Berks County

## DISCUSSION AND ANALYSIS

The agencies of justice and corrections in Pennsylvania have evolved into a conglomerate of fragmented entities operating at differing levels of government. Consequently, services to offenders range from primitive to reasonably sophisticated depending on the locale and jurisdiction. Likewise, correctional personnel are professionally trained in some of the large state operated agencies, and essentially novices in the smaller local facilities and agencies. Recent progress has been made, however, by the Bureau of Corrections in providing help and expertise to the county prisons. The recent establishment of the Board of Probation and Parole promises to provide assistance in upgrading the caliber of local probation departments. The Pennsylvania Crime Commission promises to provide guidance in the coordination between agencies, as well as, to develop strategies of consolidation, if indicated.

This project in establishing an integrated and continuing staff development program for the state has attempted to:

(1) produce a firmly founded reconciliation of the diverse training needs, and

(2) to create a viable organizational entity here at the Center for Law Enforcement and Corrections through which correctional staff development could be equitably made available through the auspices of the Continuing Education program services of The Pennsylvania State University.

Our strategy was to communicate current and progressive training information to agency heads and their operational managers in such a was that they might in turn translate this information into a staff development system which would meet their needs. In addition, we wished to mobilize their participation in the development of the program in such a way as to firmly establish their identity with the plan -- in short, to see the program as their own rather than superimposed from without.

The prior sections of this report have described the laboratory model workshops which were utilized. Copies of the policy and operational guidelinces have been reproduced exactly as they were written during the conferences. The first section of these guidelines deals with goals, needs, content, and methods of correctional staff development on the basis of an idealized program presuming an affluence of resource both in finances and manpower. The program specification section narrows the scope to the more moderate expectations of what can be done during the first year of the second phase of this project. Priorities were established as to subject matter and methodology. An essential element was the production of quality training packages pretested in pilot institutes for later use in an expanded program. Program expansion was predicated on continuing collaboration between operating agencies and the Center for Law Enforcement and Corrections in making the educational and training programs available through the resources of the main campus at University Park and the 20 Pennsylvania State University Commonwealth Campuses located in various parts of the state.

Top Priority materials included:

(1) The Dynamics of Human Behavior.

(2) Skills in Interpersonal Relationships.

(3) Communication skills (both verbal, written, and non-verbal).

These particular priorities combined with the questionnaire tabulations reveals a basic organizational flexibility and a high degree of commitment to a rehabilitative (as opposed to a custodial) philosophy which is most consistent with the evolving programs of the College of Human Development of which the Center for Law Enforcement and Corrections is a part.

A few reactions to the Executives' Workshop are included in Appendix D. In general, they support that both cohesion and enthusiasm were generated by the conferences. The signed conference products (Policy Guidelines for a Statewide Correctional Staff Development Program and Operational Guidelines for a Correctional Staff Development Program) must stand on their own merits. Their acceptability to the participating agencies, however, can hardly be disputed.

## PLANNING FOR IMPLEMENTING A STATEWIDE DEVELOPMENT PROGRAM

Contingent on receipt of second phase funding, the following arrangements have been tentatively scheduled. The basic directives of the policy and operational guidelines will be adhered to. Specifically, special emphasis will be directed toward:

A. The generation of quality curricula materials and specific methodologies with heavy concentration on:

   1. The Dynamics of Human Development.

   2. Interpersonal Relationships.

   3. Communication Skills.

B. Conducting pilot institutes for representative personnel from all correctional and allied agencies with special efforts targeted toward personnel who have direct day-to-day contact with offenders.

C. Utilizing pilot institutes as laboratories in which training materials can be evaluated and modified.

D. Encouraging continuing interaction between the Center for Law Enforcement and Corrections and operating agencies in the development of training strategies which will ensure continuation after special grant funds are depleted. Priority will be given to enterprises in which shared responsibility in terms of finance and personnel are forthcoming.

E. Development of training packages which can be used in an expanded program at Penn State Commonwealth Campuses. Thus, reaching

increased numbers or correctional personnel close to their home base.

We have tentatively scheduled, to date, some seven pilot institutes in which training materials and methods will be tested. The program for the first two institutes has already been outlined. We are pleased to be in consultation with the American Foundation Institute for Corrections in the development of suitable training films. As was the case in the Executives' and Managers' Workshops, specific workshop instructional and resource personnel will be drawn from contributing faculty of the Center for Law Enforcement and Corrections and the College of Human Development, as well as from training and professional staff of cooperating agencies, and from national and state correctional associations.

# TENTATIVE PROGRAM SCHEDULE

## PACT INSTITUTE

| | 1968 Apr. | May | Jun. | Jul. | Aug. | Sept. | Oct. | Nov. | Dec. | 1969 Jan. | Feb. | Mar. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-project Implementation | | | | | | | | | | | | |
| Writing Final Report of Phase I | Continuous development of curricula materials, training metholodogies, and workshop programs. Geared specifically to the Relevant pilot institutes. | | | | | | | | | | | |
| Planning for 2nd phase implementation | | | | | | | | Assembly of training packages and manuals. | | | | |
| | | | | | | | | | | | | Final Report |
| *Special Seminar - Faculty Center for Law Enforcement and Corrections, Associate Dean for Research, College of Human Development with Correctional Research Administrators from Probation, Parole, Bureau of Corrections, and Public Offender Program Bureau of Vocational Rehabilitation | Collaborative effort with American Foundation Institute of Corrections in developing training films. | | | | | | | | | | | |
| | * County Probation Pilot Workshop (4 days) (See tentative Program Outline) | | * County Probation Pilot Workshop (4 days) | | * Institution Personnel Pilot Workshop | | | * Institution Personnel Pilot Workshop | | * Parole Personnel Pilot Workshop | | |
| | | | | | * Voc. Rehab. Public Offender Program Personnel Pilot Workshop | | | * Voc. Rehab. Public Offender Program Personnel Pilot Workshop | | | | |

Note : Although pilot workshops are targeted to specific kinds of functional personnel -- Conference staff will be drawn from diversified settings and agencies and roughly one-fourth of the trainees will be drawn from diverse agencies (e.g. the County Probation Institute will also include some trainees from mental hygiene, vocational rehabilitation, parole and institutions.

County Probation Workshops

THE PROBATION OFFICER'S ROLE IN THE ADMINISTRATION OF JUSTICE

PROGRAM

*"WORKSHOP ORIENTATION"*

This session would provide participants with an overview of the purpose, content, organization, and operation of the workshop.

Attention would also be given to the relationship of these workshops to the Policy Guidelines and Operational Specifications developed by PACT I and II.

*"THE PROBATION OFFICER'S ROLE IN THE ADMINISTRATION OF JUSTICE"*

This session would illuminate the role of the probation officer and delineate the competencies he must have to perform commensurate with the demands placed on him by the community, the agency, and the clients he serves.

In discussing the probation officer's role, five functional areas will be delineated toward which the content of the workshop sessions will be directed: 1) Investigatory; 2) Interpreter; 3) Resource mobilizer; 4) Coordinator; and 5) Supervisor.

*"THE PROBATION OFFICER INVESTIGATES"*

This session would relate to the probation officer's role as a gatherer of information about the offender, his background, behavior, resources, liabilities, etc. Attention would be given to the methods by which facts and significant subjective materials are collected and their difference interpreted.

Attention would be focused on this subject by having group-task sessions in which participants deal with a pre-sentence investigation format.

Subsequent to the group task, a critique would be held regarding the work completed and a discussion held regarding the importance of the investigation as it relates to influencing the correctional careers of clients.

*"THE INTERPRETATION OF CRIMINAL BEHAVIOR"*

This session would relate to the probation officer's task as interpreting the behavior and needs of his client to the court, the correctional agency, the community, and even the offender himself, as well as, the consequences of his interpretations for the client's future.

In discussing these tasks (interpretation), attention would be given to the dynamics of human behavior, sociocultural determinants, and the impact of environment on individuals.

Attention would also be given to the need to consider the situations and attitudes of those to whom such information is interpreted and the fact that their needs and use of information places special requirements on the officer in terms of report writing.

## "THE MOBILIZATION OF RESOURCES"

This session would relate to the probation officer's role in mobilizing resources which are appropriate to the needs of the offender in terms of control, support, treatment, and reintegration into the community he offended.

The effective mobilization of appropriate resources requires a knowledge of what exists, the manner in which workable referrals can be consummated, and the ways in which such resources can be properly coordinated in the total treatment plan for the individual client.

Attention would also be given to the legal rights of offender in terms of obliging them to make use of the various resources of the community, as well as, the proper use of authority by the probation officer.

Some discussion should be conducted regarding new strategies in developing such resources. This can be tied in with a group task project in which they could take case studies and collectively develop a mock plan.

## "THE PROBATION OFFICER AS COORDINATOR"

This session would deal with the growing role of the probation officer as the coordinator of a range of client-serving services -- indeed, as a broker who sees to it that there is a functional continuity of services commensurate with the timely needs of the client.

Here, there could be an involvement of representatives of the several community agencies as a workshop faculty.

Attention would be given to the techniques which officers should use in providing this coordinating function, as well as, some hints as to how he can gain the greatest cooperation and sharing of information.

## "THE PROBATION OFFICER SUPERVISES"

This session would, in essence, be the summary session in which attention is paid to the integration of materials which were presented in earlier sessions.

Additionally, attention would be given to the strategies by which the probation officer fulfills his obligation of feeding information on his activities back to the agency which can be useful in assessing the value of services and their applicability and become the basis for generating change consistent with the rehabilitative goals of the agency.

## APPENDICES

## APPENDIX A

### Materials Common to Both Workshops

# F A C U L T Y

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training

Institute

## CHARLES L. NEWMAN

Charles L. Newman is Professor and Head of the Center for Law Enforcement and Corrections established at The Pennsylvania State University in 1966. The Center is located in the College of Human Development.

A graduate of New York University, Mr. Newman also earned the degree of Master of Public Administration in Correctional Administration at New York University. His doctoral work combined an interest in clinical psychology, sociology, personnel administration, and correctional administration at the University of Minnesota and New York University.

Mr. Newman came to Penn State after seventeen years as a teacher, administrator, consultant, and analyst in various areas of crime prevention and corrections. From 1959-1966, he was associate professor and director of the program of correctional training at the University of Louisville. Previously, he taught at the Florida State University, University of North Dakota, and Fairleigh Dickinson University.

While at Louisville, he served as president of the Kentucky Council on Crime and Delinquency, lectured on family law, and directed the annual institutes on probation and parole supervision at the University of Louisville. He has served as consultant for many social and correctional agencies throughout the country. His book, Source Book on Probation, Parole, and Pardons, now in its third edition, is widely used as a university text and staff training manual in correctional agencies. From 1962-1966, he was executive secretary of the American Society of Criminology, and editor of "Criminologica," the journal of the Society. In 1967, he was elected a vice president of the Society.

In 1963, Mr. Newman was named a Fellow of the American Association for The Advancement of Science; in 1965, Fellow of the American Society

of Criminology. Also in 1965, he was named to the Joint Commission on Manpower and Training. In 1966, he received the Herbert Block Memorial Award from the American Society of Criminology.

## DR. LEONARD J. HASSOL

Dr. Leonard Hassol, a recognized leader in the nationwide community mental health movement, was appointed associate professor of human development in the University's College of Human Development effective September 1, 1967.

Since 1963, Dr. Hassol was Chief of the Community Consultation Service of the South Shore Mental Health Center, Quincy, Massachusetts, which has pioneered in attempting to coordinate the work of all community resources that affect the mental and emotional well-being of the citizenry.

The Center, among the first of 30 currently operating in Massachusetts, has a staff of 50 professionals on full-time duty. It also serves as a training clinic. As Chief of the Consultation Service, Dr. Hassol directed and supervised a program of administrative, mental health, and social change consultation for care-taking agencies and institutions in a surburban area of 275,000 persons. His staff of 12 included psychologists, psychiatrists, a social worker, and public health nurses plus advanced graduate students from five universities across the country.

A graduate of Brooklyn College, Dr. Hassol studied for two years at the University of Wisconsin and received both the master of arts and the doctor of philosophy (in clinical psychology) degrees from Boston University.

Dr. Hassol is a fellow of the American Psychological Association and holds membership in the Massachusetts Psychological Association, and American Public Health Association. His other activities have included training consultant for the Peace Corps and executive board member of the Division of Community Psychology of the American Psychological Association. At the annual meeting of APA, Dr. Hassol was appointed editor of the Division of Community Psychology Newsletter.

## DR. HENRY L. GUTTENPLAN

Dr. Henry Guttenplan joined the faculty of the Center for Law Enforcement and Corrections in September, 1967. Previously, he was the commanding officer of the Scientific Research Office of the New York City Police Department.

For twenty years a member of the New York City Police Department, Dr. Guttenplan is nationally recognized, today, for his leadership in the application of scientific knowledge and techniques to problems of law enforcement and corrections. He has been a consultant in determining regional needs for police laboratories on a national basis, and, recently, was elected first vice president of the National Association of Police Laboratories. He is also a member of the Executive Committee of the Society of Professional Investigators.

An experienced teacher, Dr. Guttenplan has taught courses and lectured at such institutions as New York University, the John Jay College of Criminal Justice of the City University of New York, the Baruch School of the City College of New York, and Brooklyn College. From 1954-1959, he was assigned to the Police Academy Recruit Training School, New York, where he taught courses for probationary patrolmen, conducted in-service training

for members of the department and coordinated programs for the Plainclothes School and for instructor training and evaluation.

Dr. Guttenplan became Executive Officer of the Police Laboratory in 1959 and was designated Commanding Officer of the Bureau of Technical Services in 1962 where he coordinated activities of the Police Laboratory, Bomb Squad, and Ballistics Squad. The name of the unit was changed to Scientific Research Office in 1966.

Dr. Guttenplan earned the bachelor of science and master of science degrees from City College of New York and received a full academic scholarship for his doctoral work at New York University, being granted the Doctor of Public Administration degree in 1965. At the NYU Founder's Day Honors Convocation 1966, he was presented the Honors Award by the Graduate School of Public Administration.

Dr. Guttenplan is author of many professional articles, including a series on problems in the operation of a large police laboratory which appeared in Police, a national bi-monthly publication.

He is a member of the New York Academy of Sciences, American Academy of Political and Social Sciences, International Association of Chiefs of Police, National Association of Police Laboratories, Society of Professional Investigators, and Academy of Police Science.

## JAY CAMPBELL, JR.

Jay Campbell, Jr., joined the faculty of the Center for Law Enforcement and Corrections as an assistant professor in August, 1967, after a broad career in corrections teaching, research, and treatment services.

Mr. Campbell came to Penn State from Washington, D.C., where he was

asscciate research director for the Joint Commission on Correctional Manpower and Training since June, 1966. His duties there were to develop a design for the manpower studies of the Commission which has nearly 100 affiliates, among them the National Council on Crime and Delinquency, the American Psychological Association, the American Bar Assocation and the American Medical Association.

For three years previously, Mr. Campbell was research director with the California Department of Corrections, California Medical Facility, in charge of a seven-year research project to evaluate a pioneering program of group psychotherapy with adult felons. He also has served as associate in psychology with the University of California at Davis and instructor with the University of California Extension Service, Berkeley.

From 1960 to 1963, he was parole supervisor with the John Howard Society of British Columbia in Vancouver. There he conducted group therapy of inmates, parolees, and their families, a unique program in that the meetings took place in a non-prison setting.

A graduate of the University of California at Los Angeles in psychology, Mr. Campbell received the master of criminology degree from the University of California at Berkley in 1963. He is continuing his work toward the doctoral degree at Berkeley.

He is author or co-author of several articles and papers including "Common Sense and Correctional Science" published in 1966 in the Journal of Research in Crime and Delinquency; "A Strict Accountability Approach to Criminal Responsibility," Federal Probation, December, 1965; and "An Experience in Group Counseling," Canadian Journal of Corrections, April, 1963.

## WILLIAM H. PARSONAGE

William H. Parsonage, whose academic and professional experience includes both correctional work and law enforcement, was appointed instructor in the Center for Law Enforcement and Corrections of the College of Human Development at Penn State.

Mr. Parsonage devotes much of his time to continuing education projects sponsored by the Center, with emphasis on crime prevention.

Prior to his appointment at Penn State, Mr. Parsonage was consultant in delinquency and crime prevention for the Minnesota Department of Corrections, staff consultant to the Governor's Crime Commission, and executive secretary for the Governor's Advisory Council on Children and Youth.

In the latter capacity, he had administrative responsibility for the statewise activities and operations of the 400-member Advisory Council (composed of lay and professional leaders of the state) and its eleven standing committees. The committees studied matters affecting children and youth in the state, coordinated the work of youth-serving agencies, and developed program proposals where needed.

Previously, Mr. Parsonage was an instructor of sociology at Hamline University, St. Paul; State Parole and Probation Agent, Adult Division, Minnesota Department of Corrections, and a group supervisor of the Hennepin County Home for Boys.

He was graduated from Hamline University and received the master of arts degree from the University of South Dakota. As a student, he held several part-time positions as a police officer.

His research activities include an experiment in adult group parole supervision, reported in Crime and Delinquency; a survey of the educational

attainment of corrections caseworkers in Minnesota, for the Minnesota Corrections Association; and a survey of the need for group homes for adjudicated delinquent girls in the St. Paul area.

Mr. Parsonage is a member of a number of professional, academic, and service organizations including: the Citizens Advisory Council to the President's Committee on Juvenile Delinquency and Crime, American Society of Criminology, Minnesota Corrections Association, Alpha Kappa Delta, American Academy of Political and Social Science, and the American Sociological Association.

# PROBLEMS AND PROGRESS IN STAFF TRAINING

by

Merritt Gilman

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# Problems and Progress in Staff Training

Merritt Gilman

General acceptance of the idea that competent staff is needed in order to promote the rehabilitation of offenders has meant that correctional administrators are giving more attention to training. The aim of staff development through orientation and in-service training, is to improve services by improving staff performance.

## Problems in Staff Training

When training school and penal programs were almost entirely custodial and punitive, there was no demand for trained staff. Almost anyone old enough could qualify for a job. But with the advent of the rehabilitation concept, institutional administrators, judges, and the public gradually realized that the helping professions had contributions to make in the care and treatment of offenders and delinquent youth. They began to seek the services of social workers, psychologists, nurses, psychiatrists, and sociologists. Such staff were hard to find, and it quickly became apparent that for many years it would be necessary to provide training programs for those newly hired and for the present staff as well.

Apprentice training based on learning the routines of the job was no longer adequate to meet the new demands to rehabilitate offenders. Orientation and in-service training programs required different formulae. Perhaps the most important of these was the exposition of the policies and goals of the court or institution, based on its philosophy of dealing with offenders. Staff needed to know whether the youth referred to the court was to be helped or punished; whether the offender in the institution was to be treated or contained. Policies needed to indicate whether staff members were expected to aid or control; whether they should seek to offer opportunities or only to prevent acting-out conduct.

Today, the goal of all training activities is to prepare workers to achieve the legal and social objectives of the court or treatment goals of the institution. Unfortunately the objectives and goals are seldom reduced to specific terms that are translatable to training. For example, a goal may be to stop delinquent behavior or to rehabilitate the offender. Such goals are too general. They only indicate the staff's need for knowledge of the dynamics of behavior and of the interaction of the social environment and the individual.

Orientation programs provide for training in the routines and procedures of the court or the institution and for a fundamental understanding of the philosophy behind the service that is offered. The more difficult problems in training are to determine and fill the gaps in knowledge, to ascertain and possibly modify attitudes of staff, and to develop appropriate skills for a particular position. The orientation program is not designed to accomplish all this. An in-service training program is also necessary.

In-service training should work on the daily problems that staffs face. The academic-course model for learning is seldom suitable, for it does not tie in with the swift moving events of the current caseload. For example, a series of meetings regarding the meaning of separation to the child and to his parents may be useful in providing necessary knowledge for staff members; but unless the content is tied to current problems in the caseload, it is not effective.

Training personnel attached to courts and institutions are, in general, not knowledgeable regarding learning theory. Seldom do they have an adequate understanding of the dynamics of individual and group behavior in learning. The training person needs to know not only the principles that must be taught but also the sequence in which they should be presented to the learner. In addition, he should analyze the capacities, abilities, and needs of the wide variety of learners in orientation or in-service programs and develop a training program based on them. This skill is in short supply.

An additional complicating factor in the correctional field is that no one agrees on the best method of treatment. For example, the proponents of individual therapy, of group interaction, and of a comprehensive community approach tend to emphasize an all-out effort in the method that they espouse, and to deny the helpful characteristics of other methods. Perhaps the fact that no leader has come forth to enunciate an acceptable blend of these methods is an indication that the methods are not compatible. It is equally possible that no leader has been able to gain followers interested in integrating these methods appropriately, so that offenders would be assigned to the method most likely to be of assistance to them.

In most instances the method of treatment is based on the knowledge and training of staff rather than on a diagnostic consideration of what is the best way to reach a given offender. It seems logical that administrators and instructors will see the need to develop the multi-method worker, since no one method is likely to serve all the social needs of offenders in the caseload. Implied in this conclusion is the need for differential treatment of offenders, which will lead to a search for useful typologies.

Sociologists, psychologists, social workers, and criminologists, representing their respective disciplines, have arrived at no consensus regarding the tasks of correction and hence no consensus regarding the preparation of the worker in the correctional field. At times, in order to get along with one another, they have pretended to equate graduate preparation in the various disciplines. This kind of accommodation or camouflage avoids the necessity of defining the variety of tasks required. Furthermore, it tends to postpone a clear description of correctional positions; a determination of jobs requiring professional competence, and the nature of that competence.

Piven suggests three reasons why educational and correctional leaders make so few efforts to describe and explain basic practice deficiencies:

> First, there are the limitations of practice theory. Practice norms are frequently vague, incomplete, and inconsistent. Their relative priorities are often unclear. Their assumptions, their relationship to scientific knowledge, and their location in a scheme of values are often left unestablished. Given the complexity of the task, much of our practice theory is rudimentary.
>
> Second there are substantial differences in practice theory. Various training and service groups differ with respect to the substance and comprehensiveness of practice norms which can be ascribed to them.
>
> Last, many engaged in correctional training and service shrink from the task of openly affirming and analyzing the practice beliefs and actions to which they subscribe.

Shannon, a sociologist, has suggested criteria that could enable a determination to be made of which groups or professions are competent to deal with offenders. But present problems in dealing with increasing caseloads have obliged practitioners and instructors to move ahead without waiting for the conflict among the disciplines to be settled.

The contrasts between the correctional and health fields are evident from the way in which each is organized to attack its own problem. Both require professional and non-professional personnel. The health field is organized so that the various disciplines are interdependent and coordinated for harmonious action. The functions of each discipline are clear; hence, the training for each has been relatively easy to develop. The correctional field, however, has not agreed on the cause of delinquency and crime, on procedures for dealing with offenders, or on the organizational arrangements necessary to prevent or control deviant behavior. As a result, disorder and confusion prevail among the professions involved.

Having defined the problems inherent in training of correctional manpower, we can now proceed to review and comment on the contributions made in the last few years in determining the roles of staff.

## Probation and Parole Staff

Before sound training can be accomplished the role of the probation officer must be defined and understood. Studt has made major contributions toward this goal in Education for Social Workers in the Correctional Field and in "The Training Needs of Probation Officers." The latter paper was used as the basis for discussion at a workshop concerned with the problems of training for probation services to juvenile courts. The educators and practitioners involved had difficulty achieving agreement on the task of probation. Their varying opinions and attitudes offered ample evidence that probation is in a transitional phase. Conclusions of the workshop report point up the need for more involvement of practitioners in developing standard-setting material and for educators' study of actual practice.

Ives and Shireman have also made contributions in determining the role of the probation officer and in suggesting training methods. However, training opportunities have not kept up with progress in theoretical concepts. Only a few metropolitan areas have training personnel and a scheduled period for staff training. By far the greater number of probation and parole departments have paid verbal respect to the idea of training, but have not provided either the time or the money for it. The pressure of large caseloads is most often the reason for the failure to develop training. Thus, poor service is perpetuated.

Small probation departments most frequently depend on the leadership of a knowledgeable member of the staff. In a few scattered locations, imaginative and productive training programs have been developed. Where such leadership is not forthcoming, however, local resources are often used. These include talks to the staff by a variety of professional people, and courses made available through either the state department of correction or a nearby university. Unfortunately, such resources lose their potential unless a logical sequence of ideas is presented to the learners. The jigsaw-puzzle pattern of training is frustrating; the learner soon surmises that there are more pieces missing than are present.

This is not to belittle the short-term courses and workshops available under a variety of auspices. They can stimulate and inform, though they cannot be regarded as basic preparation. In the parole field, the outstanding short course has been the National Parole Institutes, which were designed to emphasize the role of the parole officer as an agent of change rather than as an agent of control. The success of these institutes is attributable to the following formula: (1) competent leadership, (2) careful planning of the educational content and process, (3) administrative sanction, plus (4) evaluation of the results of training so that nonproductive ideas are dropped and new formulations tried.

Juvenile court judges have also benefitted from national and regional training programs under similar training schemes. In addition, several state associations of judges have received grants to provide training to augment the knowledge and increase the skills of the participating judges.

## Institutional Workers

The Sahara of training has long been in detention homes, jails, and institutions. Perhaps the reason for this is that service to the offender is often subservient to the concentration on custody and control. Employees needed for housekeeping are taught procedures, but insufficient attention is paid to their potential for influencing the offender. Our folklore contains many stories of the brutal guard, the good housemother, etc., but our nation-wide performance in establishing institutional workers as skilled people is a dismal one. Only a handful of colleges offer courses to assist them, and they are the very people with whom the offender has most contact.

The bleakness of this picture is relieved by the occasional instance of an institution which has a well-planned training program for all staff members. One hopeful factor is the development of group counseling. This form of treatment, now being used in a variety of situations, has the potential for myriad adaptations. In all institutions, groups are handled to accomplish everyday tasks. As personnel learn the dynamics of group response, chances of rehabilitation of the offender will be enhanced.

Training Staff for Program Development in Youth Correctional Institutions is a recent publication which details one way of developing a program for staff. Another helpful publication is Institutional Treatment of Younger Offenders, a personnel development aid prepared for use at the Federal Reformatory, El Reno, Okla.

More attention has been given to the training needs of those working in the juvenile field, though here again, most of it consists of homage to the idea rather than provisions for time and money. The writings of Konopka, Burmeister, and Mayer are especially helpful.

## Next Steps

In addition to the delineation of roles in the correctional field, certain administrative measures are imperative before effective training programs can be established:

1. Administrative backing of training. This is clearly shown when the position of training director is equal to that of other department heads.

2. Provision of training personnel. A large staff requires full-time personnel for training; a small staff requires that the person responsible for training should understand that this responsibility is as important as his other assignments.

3. Allotment of time and money for training. Because of the importance of improving service by training, provision should be made for training time during work. The employee should not be expected to contribute his free time. In addition, provision should be made for attendance at appropriate conferences and workshops.

Instructors themselves need more knowledge of learning theory and of the contributions of the several disciplines concerned in correction. They need also to develop closer ties with college faculties in order to widen the horizon of training. Still another perspective can be gained as training personnel team with researchers who evaluate their programs and feed back information on the usefulness of material presented.

The future of training depends on the investment made in study, research, and financing, and in the dialogue among those who are responsible for this investment.

# IN SERVICE TRAINING:
# A KEY TO CORRECTIONAL PROGRESS

by
Elmer H. Johnson, Ph. D.

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# In Service Training: A Key to Correctional Progress

Elmer H. Johnson, Ph.D.

As one of the social institutions specializing in "peoplework," the correctional agency is especially dependent on the quality of its staff if its programmed activities are to have positive long-term effect. In-service training of existing agency staff must be the major device for creating a core of competent personnel during the current transitional phase of the professionalization of correctional practice. This thesis does not challenge the importance of pre-service training because institutions of higher education are best equipped to provide the high level of prolonged and theoretical instruction essential to development of a correctional profession. Rather, this paper assumes that the academic world is not prepared at present to provide the necessary quantity of competent personnel. Universities will have to expand programs for training correctional professionals at an unprecedented rate if personnel requirements are to be met.[1] Fundamental issues have not been resolved.[2]

In-service training has potentiality as a tool for correctional reform through performing functions we shall discuss under the terms preservation of the agency's social system, development of staff sensitivity, and implementation of organizational change.

## THE CORRECTIONAL AGENCY AS A SOCIAL SYSTEM

The correctional agency is supposed to instill in its offender-clients an identification with the total social order and to reorient their attitudes into a more constructive and positive form. In striving to meet these responsibilities, the therapeutic-oriented agency is handicapped by inadequate facilities, insufficient operating budgets, mounting caseloads, and shortage of qualified personnel. The need for specialized training has increased with the awareness of the complexity of behavioral maladjustments and greater resolve in many agencies to improve treatment tactics. When the agency has been able to marshal the higher quality of resources and personnel necessary to meet its obligations, a more elaborate divison of labor has created the need to systematize the relationships among staff members and between staff and offender-clients. Informal and personal arrangements have had to be supplanted by codes of formalized rules and deliberately created organizational plans implemented by specialized functionaries skilled in the techniques of bureaucratic administration. This trend has raised the problem of counteracting the formalistic impersonality favored by bureaucratic administration since correctional techniques require individualistic handling of the offender.

The flesh-and-blood human beings who man the bureaucratic structure interact under social and psychological conditions and face everday situations which only approximate those assumed in abstraction when the formal organizational norms were established. Consequently, informal groupings emerge as a result of the workers' adjustments to the realities of daily situations and their efforts to achieve personal goals which may be distinct from (even conflicting with) formal organizational interests. The executive has the

problem of minimizing the adverse effects of informal groups on agency operations. Hopefully, he may be able to enlist the informal groups as a force promoting the ultimate purposes of the agency.

The correctional agency has special urgency in its efforts to motivate its employees. The relationships initiated by staff members are intended to resocialize the offender through learning and internalization of pro-social norms. To initiate and sustain the resocialization process, the staff member must be sensitive to the social and psychological dynamics of interpersonal relationships, be capable of recognizing the offender as a unique and total personality, and be able to coordinate his efforts with other specialists brought together as a team with a particular division of labor. He serves as a behavioral model for clients and as the most immediate and direct symbol of the organization to which they are subject. The formal organization ideally represents a rational plan for mobilizing the talents of the staff to press offenders toward pro-social behavior. But the spontaneity and unpredictability of the dynamic resocialization process counter-indicates uppression of the informal relationships developing among staff members and between staff and offenders.

The correctional agency is a social system in that ideological themes, roles, and statuses lend order to the interaction of the individuals comprising the collective whole.[3] The behaviors of agency personnel are given continuity and predictability through persistence of an agency culture developed in the course of the experience of dealing with successive generations of offender-clients, of adjusting to the agency's external environment made up of political, social, and economic forces, and of developing routines of intra-staff cooperation.

The status system of the agency is a means of allocating the agency functions among personnel and provides incentives for effective membership in the work organization. The work of the various specialists on the staff are integrated with one another when the job roles press the job holders toward reciprocal behaviors converting individuals into a team.

The agency ideology provides its adherents with an intellectual orientation toward the behavior of themselves and of others within their social universe. The ideology colors the setting of specific goals to be implemented more effectively through changes in staff attitudes and the upgrading of staff competency through in-service training.

Traditionally, penological practice has been based on a punitive ideology which defines the criminal as a peril of life and property, probably incorrigible. In recent decades another ideology has received increasing support as correction has felt the impact of concepts derived from social welfare, mental hygiene, and social science. The therapeutic ideology views the offender as a person of value with a potentiality for improvement. The focus of attention is upon his personal qualities and his social environment because the major objective is to modify the relationship between these two sets of variables as the means of reducing the ciminality through various therapeutic approaches.[4]

The punitive ideology favors the establishment of an authoritarian regime centralizing power at the apex of a high pyramid, symbolizing a sharply

limited diffusion of decision-making authority. An authoritarian administration required indoctrination of the staff in a code of specific rules and in a set of standardized procedures. Efforts to improve staff communication are devoted largely to minimizing the possibility of inaccurate reception of messages and instructions from the top management level. The therapeutic ideology demands individualization of techniques to fit the particular treatment problems posed by the offender-client and his environment. It requires the gaining of rapport with him to enlist his voluntary participation in the rehabilitative process. Compared with authoritarianism, greater permissiveness is granted the client and therapist. The greater diffusion of authority calls for a broader distribution of competence among staff members.

PRESERVATION OF THE SOCIAL SYSTEM

When any single element, or a set of elements, making up the agency environment is altered, a new permutation of relationships is created. The elements include: superior authorities who assign responsibilities and allocate resources to the agency; the quality of agency leadership in terms of ideology, attitude toward reform, and managerial skill; functional relationships with allied agencies; degree of public concern with criminological issues; and the treatment amenability of offender-clients. In-service training is a tool for preserving the equilibrium of the agency's social system because it deals with staff efficiency, one of the common denominators for all elements.

A. Communication of policy or procedural changes: Preservation of the agency's social system appears to imply conservatism in the use of training to counteract tendencies to upset the status quo. But even this use of training requires a recognition of the dynamic relationships among the elements of the agency's environment with stability a matter of a moving equilibrium. "It takes all the running you can do, to keep in the same place," the Queen told Alice. However, when organizational and ideological change is the assigned goal for training, preservation of the fundamental order of agency activities is still necessary. Training sessions offer the opportunity to inform all parties of the new policies and procedures as a means of avoiding intra-staff conflicts. Communication of the larger significance of changes reassures personnel experiencing status anxiety and affords the basis for maintaining the cooperation essential to effective divison of labor.

B. Readjustment of division of labor: Organizational efficiency requires an allocation of work functions to enable each specialist to integrate his efforts with those of other specialists. The agency itself can facilitate administrative disorganization when inconsistencies are incorporated within the employee role or between roles. The parole officer may be expected to maintain surveillance similar to a policeman and simultaneously follow social work practice in reintegrating the parolee into the fabric of community life. Factions of personnel may organize to support specialized goals against the interest of the agency as a whole. Job specialization itself may promote the formation of coalitions. By increasing awareness of the total organizational scheme, in-service training minimizes role conflicts. Furthermore, in the course of work, the employee wil encounter unique problems not specifically within his task responsibilities. Over a period of time, the employee may perform tasks not his own in order to expedite handling of a particular case. These informal extensions of his duties may become habitual to the point of interference with the efficienty of the agency's division of labor. In-service training may

bring these informal arrangements to light and bring about readjustments in routinized procedures for sake of greater organizational efficiency.

C. Countering of bureaucratic impersonality. The treatment of offenders within rehabilitation-oriented organizations raises the dilemma of organizational discipline versus individual initiative. Bureaucratic organization holds the promise of efficient application of specialized knowledge for more intensive diagnosis and treatment. Expensive personnel and facilities can be utilized more efficiently through rationally developed organization of procedures and occupational roles. However rehabilitative treatment must be sensitive to the uniqueness of the offender as a person, of the relationship between his background and his behavior, and of the implication of his particular status with the social systems within which his past, present, and future behaviors occur.

The ultimate purposes of treatment are likely to be subverted if offenders are regimented into impersonal categories on the basis of superficial similarities among offenders leading themselves to routine handling when procedures become an end in themselves to routine handling when promoted by raising the staff members' ability to translate theoretical principles into personalized applications to everyday, unpredictable activities while taking advantage of agency resources through adjustment to organizational patterns.

D. Prevention of employee disciplinary problems. The principle of individualization is applicable also to employee interrelationships. In-service training enhances competence of supervisers in preventing and handling employee disciplinary problems. The staff interactions during training are opporunities for diagnosing employees' potentiality for undisciplined behavior. By restimulating the work drive and clarifying the purposes of agency policies, training reduces the likelihood of employee infractions.

E. Easing of employee tensions. Disciplinary problems among employees are of unusual importance to a correctional agency whose major responsibility is to deal with maladjusted and sometimes hostile persons. To deal effectively with such clients, the staff member must be a behavioral model in self-control, maturity, and insights into oneself. Personal problems of staff members and intrastaff dissention can become destructive to treatment program by substituting the staff member for the offender as a proper candidate for therapy. Prevention of employee disciplinary incidents involves sensitivity of supervisors to the emotional pressures exerted on correctional workers by their troubled clients and by the conflicts between organizational rules and the individual qualities of both client and staff member. Training sessions raise the employee's tolerance of emotional stress through ventilation, by increasing emotional support from peers, and by raising the employee's faith in his own competence.

IMPLEMENTATION OF ORGANIZATIONAL CHANGE

Correctional reform involves introduction of fundamental changes to reduce discrepancies between generally accepted goals and existing practices. In-Service training may be introduced in the final phase of externally-stimulated implementing change stimulated by the agency itself.

Involvement of executives in the very activities to be changed calls for remarkable degree of objectivity toward a program with which they felt personal identification. However, familiarity with current practices and the realities of correctional work, coupled with a resolve to initiate fundamental changes, places the executive in a favorable position to affect improvements of lasting significance because the changes are more likely to be consistent with the developmental history of the agency. The brand of reform advocated here would alter the agency's status-role system, extend adherence to a therapeutic ideology to the lower levels of staff, and raise the level of competence in the theories and practice of treatment tactics among personnel in direct contact with offenders.

Correctional reform indigenous to the agency has taken several approaches, not necessarily exclusive of one another, humanitarianism has motivated the easing of the pains of confinement. Administrative procedures have been modernized. New forms of architecture have reduced the foreboding appearance of prisons and, less frequently, sought to substitute psychological controls for physical restrictions. The adjustment of released prisoners has been promoted.

None of these approaches necessarily involve serious modification of the traditional correctional agency as a social system. They are not specifically directed toward behavior change of offenders, ideological reorientation of staff, and restructuring of intra-staff and staff-offender relationships. There are correctional concepts which do involve these fundamental changes. The therapeutic community is an example of an approach directed toward creating an attitudinal climate whereby all social relationships between staff and inmate social structure of the prison itself to negate the effects of confinement, of the punitive ideology, of the inmate social structure, and of the pathological aspects of bureaucratic organization. The Provo experiment is an example of a similar effort for probation.[5]

In-service training comes into play after superior authorities have committed themselves to reform and have amassed the resources for bringing the proposed changes to fruition. This conception of training is consistent with the use of education as an agent for change. Although the school cannot create a new society independent of the other forces of change, it can contribute to the change process when the group controlling the school permit initiation of change. In-service training can be a vehicle for organizational change in several respects:

A. Increasing adherence to the new ideology. A social system is an organization of ideas.[6] Therefore, ideological change is basic to reform of the agency's social system. The brand of correctional reform advocated here emphasizes the importance of extending the identification of employees with a new ideology as a key to lasting change. In-service training serves this purpose because it is a means of promoting and facilitating the extent of communication between management and personnel, among staff members, and between agency and experts in allied fields. Training sessions become seminars wherein all persons present participate in a common educational experience. Theoreticians and experts from other allied fields introduce new ideas and offer frames of reference to give significance to the discrete events of correctional practice. The employees contribute the empirical experiences of correctional work and give reality to discussions through their concern for concrete applications of the abstract ideas to which they are being exposed.

A climate for ideological change is created because the individual's scope of understanding of his experiences is extended. The correctional worker is released from the trammels of tradition because he is exposed to unfamiliar ideas and familiar ideas are exposed to critical analysis. The difference itself induces change. The training sessions are a means of creating a tradition of learning, stimulating curiousity, and nurturing a quest for new and diverse knowledge. Furthermore, innovation is encouraged because the training inculcates an atmosphere of anticipation of change. If the employees expect something new, it is more likely to appear than if it is unforeseen and unheralded.

However, it is unrealistic to believe that the possibilities of ideological change are unlimited. The ultimate objectives of training are broken down into interim goals. Each interim goal is beyond present accomplishment but is within the grasp of the employees. As training proceeds through a series of interim goals the scope of employee acceptance is broadened but never beyond the limits of the employees' expectations. Otherwise, varying degrees of resistance will be encountered to negate achievement of the ultimate goal.

Introduced for the sake of economic benefits, new procedures frequently imply acceptance of new ideas not envisaged by the innovator. Application of the procedure soon involves the agency in adjustments to these ideas. Then the way is open for in-service training to gain staff understanding of, and adherence to, the new ideology which inadvertently had been introduced.

B. Revision of the role-status system. To stabilize the social system on the basis of a new status hierarchy and new role norms, the staff members would be oriented to the new organizational structure and the functional relationships pertinent to their particular place in that structure. By breaking down the total reform program into evolutionary stages, training can be planned to implement each stage in its turn. By interpretation of abstract principles into its concrete applications, the training sessions can be adapted to the empirical interests of the workers. The shock of change is reduced by revealing to each worker the benefits to the workers themselves accruing from the increased effectiveness of the agency program. Furthermore, shock is reduced when the worker realizes the familiar ideas are incorporated within the new ideas to which he is being exposed. His new role is not as divergent from his previous role as he first feared.

C. Minimization of disturbance of staff relationships: Changes in the agency's status-role system upset familiar relationships and necessitate adjustment of the employee to new rules for ranking himself and his associates. Status anxiety is likely to be created when newcomers are introduced into the organization to perform new functions. The "older hands" will feel insecure because their familiarity with habitual routines is less of an asset.

Because anxiety breeds on misinformation, a systematic explanation of the reasons for the changes is an appropriate antidote. Probably the employee already has been dissatisfied with the very conditions to be corrected. These conditions may have brought role conflicts and status anxieties of their own. His new status-role may free him to demonstrate initiative and imagination in ways previously forbidden.

D. Enlistment of informal staff groups. Earlier we noted the importance of informal relationships in affording the spontaneity essential to support the

resocialization process. In seeking to mobilize informal groups to support purposes of the formal organization, in-service training has precedence in that these groups are shaped indirectly by the personnel policies and procedures used in selecting employees from the wider range of persons who present themselves as job candidates. In this sense, the employees select their associates for congeniality groups from personnel who were previously selected according to skills, aptitudes, education, personal characteristics, and prior experience demand appropriate characteristics, and prior experience demand appropriate for achieving agency goals. In-service training goes beyond this situation to try to develop a closer affinity between informal and formal group interests.

To enlist the support of informal groups, two-way communication between the levels of the status hierarchy must be opened. The general objectives and treatment tactics have been determined, but there is plenty of latitude remaining for decision-making in the details which must be worked out. But listening to subordinates, the administrator can correct the discrepancies between his abstract assumptions in policymaking and the concrete realities faced in implementing policies. Because the individual employee has a change to participate, there is a greater possibility that his daily activities will more closely correspond with the requirements set by the formal organization.

E. Raising staff competence. Competence for what purpose? What kinds of competence? What level of competence should be sought? How will the competence be brought to bear on the recurrent problems characteristic of the agency's activities? Attempts to answer these difficult questions soon involve one in the study of the social system of the agency as it is and as it is hoped it will be. Because in-service training must conform to the political principle of seeking the possible, study conclusions will vary with the particular opportunities available to the agency within its particular environment and its present state. It is useful to consider the level of competence on can realistically expect to achieve within a reasonable period of time.

The elementary level of competence is achieved through an orientation type of training. The new employee receives instruction in the functions and procedures of the agency to enable him to integrate his work within the total system of job positions. New employees, lacking of desired quality, will be upgraded when the tasks do not require extensive and prolonged instruction. Training sessions return the experienced employee's attention to the fundamental principles of his organization. Re-examination of the relationship between his tasks and the agency's purposes will serve as an intellectual refresher, restoring the zest of challenge to work which has become routine.

The intermediate level of competence calls for application of criminological principles to empirical practice, but at a level within the grasp of personnel unlikely to have more than a high school education. Emphasis is placed on concrete applications of theories.

The advanced level of competence implies that a substantial proportion of the staff has undergone intensive pre-service training. Knowledge and skills already possessed are given new meanings through re-assessment on the course of studying problems encountered by the agency. Common interest with allied academic disciplines are revealed through common study of problems by diverse specialists. This level of competence is the ultimate ofjective toward which the elementary and intermediate levels are interim stages.

DEVELOPMENT OF SENSITIVITY

Since all criminological practice entails to some degree the diversion of criminal behavior into socially approved channels, in-service training has the goal of enhancing the ability of the correctional worker to motivate the offender to change his behavior.

The worker-offender interactions take place within an environment made up of a host of visual and auditory stimuli which must be interpreted if meaningful behavior is to occur. Social behavior requires selection out for attention of only a fraction of the stimuli present in a situation. The criteria for selection affects what the actor perceives in a situation and how he evaluates what he selects out for attention and action. Both the worker and the offender select a fraction of the stimuli according to the frame of reference each has brought to the situation. The frame of reference is made up of values, feelings, and assumptions which prestructure the observer's orientation to the situation.[7] Rehabilitation is a process of reducing the discrepancies between the offender's frame of reference and the one the correctional worker has the duty to support.

Sensitivity, the capacity to respond to stimulation, is involved in two general ways. The worker must view the situation as the offender sees it if the worker is to contribute actively to creation of situations which move the offender from one form of conduct to another. The offender must be sensitized to the inadequacies of his habitual orientation to his social universe.

Psychology's conception of sensitivity centers on accuracy of perception. In this sense, sensitivity refers to a capacity to assess visual and auditory stimuli in a meaningful way. However, the perceptions must be integrated within an intellectural framework of concepts if observation is to result in knowledgeable assessment. For examples, Korn and McCorkle imagine two professional criminologists assessing routine activities in a cell block. The first visitor is impressed favorably by a guard's close contacts with the inmates. The second visitor, more experienced in prison administration, soon detects evidence that the prisoners are manipulating the guard to conceal transgressions of prison rules.[8] Because of superior experience and theoretical insights, the second criminologist was able to select those aspects of the situation which were crucial to the task of inspection. His training had made him intellectually sensitive in his selection of crucial stimuli from the host of stimuli present in the cell block.

Social psychological sensitivity is synonymous with "empathy", "diagnostic skill", or "understanding others".[9] Empathy implies an intuitive process whereby one is able to take the role of the other through "feeling" his situation. Diagnostic and therapeutic tasks require inter-personal understanding and skills which penetrate beyond superficialities to the covert meanings of behavior. Efficient task performance is complicated when the offender has undergone experiences and personality conditioning not shared personally by the correctional worker. Sociocultural and personality theories offer a framework for formal training of personnel as a means of increasing sensitivity to orientations the worker has not experienced personnally.

Sensitivity toward self is a vital quality to be developed in the correctional workers because his own personality is a major ingredient of therapy. Through

training he is helped to build a mirror to see himself as an actor in a social system which emcompasses interactions of staff members and offenders within the structure of correctional programs. He is sensitized to new modes of evaluating his own behavior through new awareness of the dynamics of the socio-cultural environment within which his tasks are performed. By gaining insights into himself, the worker develops greater sensitivity toward others and greater effectiveness in inter-personal relationships.

In emphasizing the importance of the in-service training, Giardini has drawn from his empirical experience in parole administration to offcer practical principles which are appropriate for bringing our discussion to a close.[10] The administrative heads must be convinced that in-service training is desirable. Training should encompass all members of the staff and should be formulated as much as possible by all members of the agency. It should be in continucus operation, at least in the sense of planning. It should be repeatedly re-evaluated as to its aims, effectivenss, and results. It should be under competent leadership and carefully planned by experts in the behavioral sciences, educational methodology, and social administration. This latter point is consistent with a major theme of this paper: that understanding of the agency as a social and ideological system is vital to effective use of in-service training as a tool for correctional progress.

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NOTES

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TRAINING METHODS

by

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## INDIVIDUAL LEARNING METHODS

### GROUP I

| Methods | Basic Activity | Level of Experience |
|---|---|---|
| Lecture<br>Books, Articles<br>Slides, Filmstrips<br>Movies, Television<br>Phonograph Records, Tapes<br>Programmed Instruction | Data input for the individual (Intellectual concept) | Low Involvement |

### GROUP II

| Methods | Basic Activity | Level of Experience |
|---|---|---|
| Case Study<br>Incident Process<br>In-Basket | Data-processing and decision-making by individual (Skill-intellectual) | Moderate Involvement |

### GROUP III

| Methods | Basic Activity | Level of Experience |
|---|---|---|
| Role Playing<br>Task Exercises<br>Laboratory Methods<br>•T-Group<br>•Instrumented Group<br>Psychodrama | Personal interaction<br>•Skill-interpersonal<br>•Attitudes/Values | Moderate to high involvement |

### GROUP IV

| Methods | Basic Activity | Level of Experience |
|---|---|---|
| Management Games<br>Dyadic Programming<br>Diagnostic Task Group | Combinations of previous I, II, III | Moderate to high involvement |

## LEARNING METHODS: DATA INPUT

The chart shows about 20 learning methods combined into three family groupings determined by the common types of learning for which the methods seem most appropriate.

We are all probably familiar with the learning methods in Group I. They include lectures, books, articles, film strips, slides, movies, TV, phonograph records, tapes, and programmed instruction. I categorize these methods as a group because the basic activity involved is data input and the type of learning is largely the intellectual learning of new concepts.

All of the methods in this first group, with perhaps the exception of programmed instruction, put the learner in a fairly passive role which usually results in low involvement. For example, all of us have probably had the experience of falling asleep during a lecture or a movie or nodding off over a conversation. This simple example illustrates what I mean by low involvement versus high involvement.

An advantage of this first group of learning methods is that they can be easily used to magnify. Through magnification, it is possible to reach more people quickly, to dramatize a point and make it come into sharp focus by cartooning or diagramming it. But magnification has some inherent dangers. If the original content is basically poor material, we may magnify it so that a large number of people are coerced into a poor learning experience. For example, my own experience tells me that most industrial training films are poorly made. Thousands of people may have to suffer from a poor learning input because the original material in the films was low-grade ore.

A second advantage coming from the use of the learning methods stressing magnification is a motivational one. A well-done learning input of this type really can catch hold of people. It can be an attention-grabber. If we can effectively dramatize something, we can make sure everyone will pay attention. However, this advantage also holds a danger. If we sit back through life waiting for the "big curtain" to go up on experience, we will spend most of our lives very passively. It seems to me this passive posture will work against the concept of a continuously learning individual. My own experience seems to point out that it's very difficult to be passive very long and learn very much. To learn, I must get involved. At some point I must get out of the monologue stage and into the dialogue process. This last danger certainly is one of the messages contained in the medium of data-input methods listed in Group I.

## DATA-PROCESSING AND DECISION-MAKING METHODS

Group II of the learning methods includes the case study, the incident process, and the in-basket. They are grouped together since they all focus on data analysis and decision-making.

The case study is a detailed description of a complex problem. All of the important facts are included. The learner is asked to consider all the information, make a decision regarding the problem, and support it from the available data. The Harvard Business School is usually given credit for developing this technique into a formal method of learning.

In writing case studies, we can vary the complexities as much as we wish. We can make it a simple yes-or-no type of decision. Or we can make it a

decision that involves two, three, or a hundred variables, such as: "What are the problems? List them. Knowing what you know about the case, what would you do? And why?"

The case study involves the learner to a moderate degree, since it requires some study on the part of the individual or the group. It requires the learners to wrestle with the data, to weigh the data and arrange them to make better sense. As I have already mentioned, the basic activity characterizing the case study is the processing of information already available to the learner. It teaches him nothing about the skill of gathering the information because it is already accumulated for him. The basic learning accomplished can be categorized as intellectual skill learning, i.e., teaching the learner to do something with information that is given to him.

The incident process is a variation of the case study. In this method the incident itself is described very briefly with only a capsule of the information. The learner is then required to ask a resource person or persons for additional information. Through this method we can build practice in the skills required for gathering information. The resource person in this situation is the person who has the additional facts. The learner has to work for them. They won't be given to him unless he asks for them. Therefore the learner is developing skills in both decision-making and information-gathering.

The third technique in this group is the in-basket. Basically an in-basket is a simulation of what a person often finds in his own in-basket when he walks into his office after vacation. He has a pile of letters, reports, notes, or telephone calls. The in-basket method is structured on some unit of time. "You have just come back from vacation, and you have one hour before you have to catch a plane to your main office in Pittsburgh. Your job is to work through your in-basket. Jot down either on the letters or on a separate piece of paper what you are going to do." The learner, having 60 real minutes, starts to go through all the various pieces in the in-basket. He has to develop some sort of overall framework to which he can relate each of the individual pieces. Often he will project into the in-basket his own frame of reference. If his normal behavior is to give a letter from the vice president first priority, he will probably list the vice president's letter as the most critical decision he has to make, regardless of its contents. Usually we ask participants in our in-basket groups to list the decisions in order of importance after they have worked through the total in-basket.

One problem with using in-baskets is how to help each participant at the end of the exercise get some specific individual learning and meaning from it. We can discuss how he assigned priorities to the decisions required by the in-basket. This is meaningful to many people. We may also talk about how he tackles a complex problem. This includes looking at the process of how he went through the material and the order in which he worked on it. Sometimes we staple the in-basket materials together, and it is surprising how many individuals work through it in the same order in which it is given. We ask: "Why did you accept the given physical boundaries as a limitation, when you could have ripped the in-basket apart and spread the papers out on the floor so that you could get an overview?" Some participants get very angry at this question. Their attitude is: "If you didn't want us to work with the material in that order, why did you staple it?" I believe it helps them to take a look at their anger and their unthinking acceptance of artificial limitations.

## LEARNING METHODS BASED ON INTERACTION

Group III methods are primarily concerned with personal interaction. The areas of behavior that are being focused on here are interpersonal skills, attitudes, and values.

Let me quickly describe role-playing for you. Role-playing is designed to capture certain types of personal interactions. The interaction being focused on may be between boss and subordinate, interviewer and applicant, husband and wife, or some other pair or small group of people. A role-playing exercise normally begins with several separate pieces of printed material. A writeup is developed for each person involved in the incident under study. Another handout will describe in some detail the incident which brings all of the characters in the exercise together. Each participant is asked to assume the identity of one of the individuals in the incident, and it is then enacted.

The assignment of roles may cause difficulty if they turn out to be much different from the ones the participants are accustomed to playing. For example, if a participant is a boss and the role requires him to interact with a subordinate, it may be easier for him to identify with the boss role. If the role is that of a father interacting with a child, it may be easier for the participant to get into the father role. However, significant learning can occur from having a participant assume a role which is opposite to his normal situation.

Typically in a role-playing exercise participants receive feedback either from a preselected observer or from the remainder of the group. The participants themselves also often contribute to the feedback session. The feedback normally includes information about such questions as: What took place? What was the general nature of the interaction? Was the decision reached satisfactory to each individual? How did each participant feel about the other participants during the exercise? How might the interaction have been more effective?

In a task exercise, a joint assignment is given to a group of people. An example: "In the next hour, plan how to construct this model airplane from the pieces which have been distributed among you. You are competing against other groups. The objective is to duplicate the model in front of you in the shortest period of time without making any mistakes. You have the next hour to plan this task. You will have no more than 15 minutes to work on the actual building of this model from the pieces you have among you. You may start actual construction before the end of 60 minutes if you so choose. No pieces may be pre-assembled before you begin actual timed construction."

Most of the people in our American Airlines training courses with whom we use task exercises initially think: "This is going to be simple." However, I am repeatedly amazed at how involved grown-ups can get in something seemingly as simple as this.

Normally, several issues arise during a team's work on a task exercise. How do team members communicate with each other about the construction pieces which are a basic part of their task? Do they assemble all of the resources necessary and available for accomplishment of the task? How do they handle the issue of leadership for the team? How well do they utilize all of their resources? How do they test their assumptions about the ground rules for the task and about their ideas for accomplishing it?

The primary focus in a task exercise is not on how fast a team can build a model given to them to duplicate. Rather, the focus is on the process which they as individuals and as a group go through to accomplish an objective. What kind of assumptions do they make? The task exercise serves as a means for generating task-oriented behavior with the objective of looking at what takes place in the exercise.

The next learning approach in Group III is the laboratory method. In most laboratory method applications, a group of 10 to 20 individuals meet without any formal written agenda. A trainer is also a part of the group. His basic instruction to the group may sound something like this: "We are primarily going to be interested in what is happening here and now, right here in this room at this moment. We are not especially interested in people outside of this group or your boss back on the job. What happens between us here in this room is what I want us to give our attention to. Another thing we are going to do is to collect data about ourselves from the other people here. That means that we are going to be giving rather candid reactions as to how we see each other. This carries with it the responsibility for each of us to accept his share of ownership of what the group does. We have complete freedom to decide what we wish to do in the group."

This initial lack of structure, with an unaccustomed amount of freedom, is a unique experience for most people. My own years of experience in academic and work settings have conditioned me to believe that time is a precious resource and I ought to utilize it. Therefore, I have a strong urge to get something going. Usually there will be several people in a group who will want to step in and get things started. Probably there will be other people who resist them and feel irritated because they try to take over and determine what the group is going to do.

Through his prior training and experience, the T-Group trainer is able to see most of the interpersonal process occurring in this kind of unstructured group situation. Sometimes the group will get hung up and be unable to progress because there is a problem with one person. Sometimes there will be a considerable build-up of feelings that can't quite bubble up to the surface to be discussed openly and candidly. In situations such as these, the trainer may sometimes intervene. He may say, "Look, I have a feeling that there are some irritations from the stunt that Frank pulled yesterday. Maybe we need to talk about it before we can move on." Again I emphasize that the focus is on the here and now, the process of interaction, and on what takes place between individuals in the ongoing experience of the laborabory group.

The instrumented laboratory is another variation of the laboratory method. Here, rather than having an expert sit with the group to help with its problems, data about here-and-now interactions between group members are collected through the use of instruments or questionnaires. I may, for example, be feeling angry toward Carol Weiss, but I can't tell her because I have difficulty telling women I am angry with them. In an instrumented laboratory, I will have an opportunity at various times during the learning experience to fill out a questionnaire about my feelings and about my perception of other people in the group. The data are collected. The group as a whole takes a look at them out in the open and decides what to do. The group may choose to ignore the data or to identify (or try to identify) what problems seem to be indicated. The instrumented laboratory approach removes the trainer from the group, thereby resolving the issue of the trainer being perceived by group members as the authority.

Some of you have probably heard of Blake's management grid theory and program. Blake uses the instrumented laboratory approach in his management grid training seminars.

In psychodrama, the last method in Group III, an individual is asked to assume the role of a person with whom he is having some kind of difficulty. For example, if Marshall Fels and I work together and he is telling me about a problem he is having with one of the men in the shop, I might try to take his role and he might take the role of the other man. Using this approach, we would try to work through the situation to see what Marshall's reactions might be when he is in the other person's shoes. Or I might assume the role of the man with whom he is having the problem and ask him to go through it again the way it actually happened or the way he imagines it is going to happen when they have the encounter. In some respects, psychodrama is similar to role-playing except that it is somewhat more reality-based and therefore more involving.

## LEARNING METHODS IN COMBINATION

Each of the learning methods in Group IV basically combines the major features and functions of several methods previously described: data input, data-processing and decision-making, and personal interaction.

The management game is a method being used more and more widely today in American business. At American Airlines, we call our management game Desertopolis. As in any business game, our Desertopolis game involves giving a problem to a team of men with a structured role for each of them which contains specific information and tasks to be accomplished. The initial task of Desertopolis is to organize and launch an airplane operation where none has existed before. There are seven roles to be played: city manager, sales manager, cargo manager, maintenance manager, market research and advertising manager, controller and schedule manager. This roughly duplicates our American Airlines form of local organization. Each team's task is to make seven kinds of decisions which represent a distillation of the reality they normally work in. On their real jobs, these same men would have to make hundreds of decisions. However, we are taking out of reality and building into this game key decisions to be made by a group. For example, each team must decide how much advertising it is going to buy, how many mechanics it is going to hire, how many spare parts it will have to stock for its aircraft, how many salesmen it will hire, where it will place them in the market, what market or markets it will specialize in, etc.

Desertopolis is played on a quarter basis. Every three months -- which can vary in real time from 15 minutes to 30 minutes -- each team is required to fill out a set of decision forms. These forms are reviewed and scored by the trainers. The results from each team's decisions are returned to the teams. From them they learn how many sales they made and how many pounds of cargo they sold. These sales can then be converted into dollars which are, in turn, used to buy more advertising, to hire more salesmen, to stock more spare parts, etc. The involvement in this type of exercise is extremely high.

What is learned from it? Primarily, participants learn two things. For many of our managers, the game provides a means for them to integrate for the first time the multiple basic functions of an airline. When a spare part is not available or a mechanic is not on hand to fix an aircraft, the operation stops. This is the way it happens in real life. Usually the maintenance man will

understand it, but he really begins to feel what his function does to other functions as they interrelate during the game across the organizational structure. In a game such as this, where everything is condensed in terms of simplicity and time, it is easier to see how the various functions interrelate with each other and how a problem in one area can cause problems in all others.

The second thing a participant learns is the way in which his own analytic, decision-making, and interpersonal skills affect his teammates in the results the team achieves. Periodically we stop the action and put the game aside for awhile to discuss why each team is getting certain results. Sometimes it turns out that one individual is having a real problem in being listened to by another man. During the team feedback discussion, he may say: "If you'd listened to me, we wouldn't have got into that fix. But you never listen. You just stand up and talk all the time!" This is valuable feedback to get. It is highly probable that each participant's behavior in his team is similar to his behavior on the job.

The dyadic programming approach to learning is an interesting experimental attempt to program meaningful interpersonal interaction. One example is the management improvement program developed by the Human Development Institute in Atlanta, Georgia. The program requires two people to sit down and read the programmed content aloud to each other. Much of the program contains information about how people often deal with each other. There are also questions about this information, and the two people are asked to fill in blanks just as in a traditional form of programmed instruction. However, at other points in the dyadic program, they are asked to describe what they are feeling at that moment. Or they may be asked to engage in a role-playing episode with the learning partner and then describe how they felt about the interaction. These discussions are then related back to the main content of the program.

Human Development Institute has developed another dyadic program on improving marital relationships. A husband and wife sit down and work through the program, talking about key concepts of a marriage relationship and problems that frequently arise between husband and wife. They stop from time to time to discuss their feelings in the here and now. Role-playing situations are enacted during the program, problems with the kids and how they are handled. The participants see each other in certain family situations. Thus they work jointly toward a more open family relationship without the assistance of a trained third party.

The diagnostic data task exercise is a learning method aimed at bringing about vital behavior change on the job. It enables people to take a look at what's happening right now as they work together. As an example, Union Carbide has used a one-page questionnaire to generate data in group meetings about the quality of interactions occurring at that moment in time. Such areas as trust, open communication, and quality of member participation in the meeting are rated by each individual on a nine-point scale. The data are then displayed for everyone to see. Because the data came directly from the group that they are working in, it is difficult if not impossible for the individuals to disown them by saying, "Oh, that's someone else's problem" If there is an area where the average rating of a group is a three, then the group knows that on that point it has some real problems to resolve. Perhaps there is a distorting of communication in the group. They may not be sharing information fully because they really don't trust everyone. Obviously, unless the group faces up to such problems, its effectiveness will be seriously impaired. By using diagnostic

data devices, individuals and work teams can find out what interpersonal problems are influencing the effectiveness of the job.

## SUMMARY

In summary, there are numerous methods which we can use to help other people learn about almost anything. Each method is particularly appropriate for certain kinds of learning. Our major job in constructing programs that will help others to learn is to select the right combination of methods for the knowledge, skills, and attitudes to be learned. This task is analogous to playing a piano. There are 88 keys which can be played in an almost infinite variety of combinations. But unless we know in advance what the overall composition should sound like, our playing will be full of discords and void of any real meaning.

# SOME STRATEGY PROBLEMS IN UTILIZING "TRAINING" AS AN INSTRUMENT OF ORGANIZATIONAL IMPROVEMENT

by
Kenneth D. Benne

Reprinted from a pamplet, "Training Reports and Items", Number 124; Boston University Human Relations Center, 270 Bay State Road, Boston, Massachusetts.

# SOME STRATEGY PROBLEMS IN UTILIZING "TRAINING" AS AN INSTRUMENT OF ORGANIZATIONAL IMPROVEMENT*

Kenneth D. Benne

1. Movements from "steeply hierarchial" and authoritarian patterns of control of management toward "flatter" and consultative patterns of management sets a complicated job of extensive and intensive reeducation of managerial behavior throughout an organization.

The job of reeducation must be extensive in the sense that it cannot be limited to any one level of supervision of management. For the success of the new pattern requires the assumption of individual responsibility and more reliance upon self-control, both by individual and by work units, at all levels or organization, not just at or near the top.

The job of reeducation must be intensive in the sense that it must involve and affect not only the "external" skills and behavior -- the "body" of the manager -- but his "internal" attitudes, understandings, and assumptions -- his "mind" as well. For self-control and responsibility necessarily enlist the fuller utilization of all the resources of a man than does the pattern of conforming his outer behavior to goals and procedures set and determined by someone else.

And, if under a system of consultative management, one major motivation of people to be helped in their desire to grow, to improve their understandings and skills, to learn effective re-education is not finished as a managerial responsibility when a substantial change-over from an authoritarian pattern of organization has been achieved. Rather, functions of effecting the re-education of people for whom he is responsible in an organization become central in his managerial job. Every manager becomes, as I understand it, simultaneously an adult student and an adult educator as an inherent part of his working role.

But an organization must keep going, producing and distributing its products or services, even while it is improving its pattern of organization and re-educating its personnel to man the improved patterns. This fact generates the problem of thinking strategically about the place of training in effecting organizational change.

2. "Training" is a term which I use for the planned reeducation of behavior. It is important, I think, to recall the fundamental importance of relationships in processes of influencing the growth and learning of others. We can't learn or grow another person. What we can do is to try to establish relationships which support re-education, rather than "freezing" or standardization of present behavior and performance.

3. We have been concentrating at this conference on identifying the characteristics of a relationship, whether in a one-to-one relationship or in a group which facilitates the re-education of behavior. These have been stated in a number of ways by Lee, Doug, and other. I would like to restate them here as conditions which a trainer seeks to establish in stimulating and supporting growth and learning in himself and others.

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* Reprinted from a pamplet, "Training Reports and Items," Number 124; Boston University Human Relations Center, 270 Bay State Road, Boston, Massachusetts.

a. A relationship in which recognition and open discussion of difficulties and dissatisfactions in one's situation, as well as aspirations and successes are expected rather than inhibited, are rewarded rather than punished.

b. A non-judgmental relationship in which open expression of feelings and reactions toward one another's behavior is combined and tempered with "support" and "acceptance" of the other's right to be himself.

c. A relationship in which special influence by a person because of the position of authority or prestige he occupies is reduced to a minimum, where "objective" and "public" criteria for validating behavior and contributions are established as the final court of appeal.

d. A relationship in which experimentation with new ways of thinking, evaluating, and acting is encouraged and where such experimental behavior is protected from the full consequences of failure.

4. These relationship requirements for a training situation differ in significant respects from those required in the work planning and production operations of an organization. In part, these differences stem from differing assumptions about organizational control and management. In the training situation, the relationship is designed to give optimum stimulation and support to consultative processes, to processes of helping others to learn and change and of being helped by others to learn and change. In the authoritarian pattern of organizational life, different assumptions about control and about legitimate ways of behaving toward others give shape to the working relationships. The discrepancies between training and working relationships during a transition period in the patterning of an organization are extreme. And the problem of transferring learnings achieved in the specially contrived environment of the training relationship to the work setting in which differing assumptions are at work is correspondingly difficult.

But even as the climate of working relationships changes in an organization toward the helping pattern, there is still a legitimate and important distinction between the relationships required for stimulating and supporting effective personal growth and those required for effective work on a confronting "objective" problem. Put another way, the role of the manager as consultant, as helper to a subordinate or a group of subordinates, is different in some respects from his role in reaching a workable decision, along with his subordinates, on how to do something within the limits of time and under existing organizational policies, however ideal the climate and patternings of the organization may be.

The discrepancies in role relationships may be narrowed and reduced under more adequate patterns of management and should be. But some discrepancies will still remain. A "pure" problem-solving group is not a "pure" training group. They have different jobs to do and the differing jobs require differing standards of operation as well as different relationships among members.

Why is this so? (a) The job of a work group is to plan and carry out a concerted operation upon some area of their objective environment -- an environment which the group didn't make, an environment shaped by forces beyond the

control of the work unit -- a competitive market, the needs of customers for a given product rather than some other, the technical requirements set by product materials and product designs, etc. These "objective" requirements set limits to the explorations and deliberations of a problem-solving, work unit which are narrower and more compelling than those under which a training group operates.

b. Time enters differently into a training situation than it does into a work situation. Deadlines in a work situation must be met, schedules must be maintained. The needs of other work units in the organization limit the time this work unit has for planning its part of the work and completing it. The demands of customers also set time limits. By design in a training situation time limits are more relaxed so that more leisurely experimentation with behavior and reflection upon and analysis of this experimental behavior is possible. Its learning goal requires this just as the production goal of a work unit requires different attitudes toward time and related differences in what content it is appropriate to consider in discussion and the optimum relationships of the people discussing it.

c. A closely related difference has to do with the relations of the full consequences of the actions of a work group to what it does and decides as compared to this relationship in a training group. In the latter, the group and its members are protected from the consequences of their actions by design so that the range of variation in behaviors can be increased. In the work group, this protection from consequences of "mistakes" is not fully possible so the range of permissible personal variations in behavior in the group is also narrowed.

d. The focus of attention in a work group is on the objective reality to be managed. Attention upon who are and <u>how we are behaving, feeling, and thinking is secondary to this focal aim</u>. In a training situation, attention is rightly focused more upon how the group and its members are behaving, feeling, and thinking, since the production of valid changes in these patterns is the goal of the group -- the application of these changes to practical working situations becomes more of a deferred goal.

5. A strategy of utilizing training as a major method of organizational change must, as a result of these inherent distinctions between work and training situations, utilize some combinations of two modes of training. One is the "cultural island" setting for training -- the creation of special protected environments in which relationships conducive to re-education of behavior are worked out and established away from the forces in the work situation that tend to stabilize and freeze behavior at a given level in the interest of meeting its "objective" requirements.

The other is to infiltrate relationships conducive to re-education and growth into the patterns of working relationships on or near the job, so that the manager becomes a helper, teacher, trainer, as well as the representative of the wider objective reality with which the work unit must deal, within more or less fixed time limits, and with regard to the inescapable demands of the wider social environment in which the work unit operates.

6. What are the virtues and limitations of a "cultural island" approach to providing conditions for re-education of behavior:

a. Rapid unfreezing of "normal" patterns of behavior is possible.

b. Readiness to try new patterns of behavior and to evaluate the results is encouraged and rewarded.

c. Revelation and review of implicit assumptions in the working situation is possible.

d. Rewards for creative variation in behavior, within limits, can be given.

But e. Problems of transferring learnings from the training island to the mainland of work are inevitably created.

7. What are the virtues and limitations of building the necessary conditions of re-education into or near the job relationships of the organization?

a. Reduced problem of transferring any changes and learnings achieved into changed behavior on the job.

But b. Greater difficulty in unfreezing existing patterns--consequences of failure and temporary disruption of working relationships is very great.

c. Less readiness to back-off from working situations and relationships and reveal, review and revise implicit assumptions operating within the working situation.

d. Role confusions tend to be multiplied. "Boss" as rewarder and punisher and/or as helper. When is he one and when the other? "Subordinate" as obedient receiver of directions and prescriptions and as critic, reality tester of the boss's ideas, as "helper" to the boss. When is he one and when is he the other?

8. Any effective strategy of organizational change through training requires some blending and alternation of these two approaches to personnel development and growth. The two approaches must be planned together and this, of course, requires collaboration between training and non-training personnel in the organization.

A few comments about each approach to training seem to me to suggest a few of the valid conditions for optimum integration of the two in any adequate program of planned organizational change.

a. "Cultural Island" training.

(1) Where possible, prepare those in the working situation, especially those in superior positions there, to expect certain changes in colleagues sent to training and to support these colleagues on their return in adapting their learnings and testing them under working conditions.

(2) Where possible, send teams rather than individuals from a given working unit for cultural island training.

(3) Develop trainees in the skills of a change agent so that they can work effectively to find points of readiness in their colleagues where sympathetic consideration of possible applications of what they have learned will be given.

b. On or near the job training

(1) Search for points in the work situation where supervision can combine improvement of job effectiveness with personal growth for individual subordinates or groups of subordinates.

(2) Use training approaches to improve the effectiveness of meetings where the main purpose is still to produce valid plans and decisions.

(3) Recognize and accept the variety of roles which a manager with a training point of view must play in relations to his associates and try to help associates to accept this variety and to vary their own behavior appropriately to differing role behaviors of their superior in different situations.

# EDUCATION AND TRAINING FOR THE FIELD OF CORRECTIONS

BY
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Head, Center for Law Enforcement and Corrections
College of Human Development
The Pennsylvania State University

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## EDUCATION AND TRAINING FOR THE FIELD OF CORRECTIONS

In this paper I should like to raise a number of points regarding education for the field of corrections. Initially, I would like to point out that I view the correctional field as an identifiable area in itself rather than as a sector of sociology, law, or social work, governed exclusively by principles generic to these fields. Corrections, however, is subsumed within the broader field of social welfare which also includes education, medicine, religion, and law, all of which are directed to meet the needs of designated groups within society. As a field of practice for people with various professional skills, corrections is a consumer of the products of a number of disciplines and occupational groups which constitute its working parts.

I do not believe that we have yet achieved a unified correctional field, as indicated by the fact that there is a very prominent tendency to view the offender, both juvenile and adult, from a succession of narrow and specialized prospectives: a police "view", a legal "view", a custodial "view" and a treatment "view". Each of these divergent views lacks a common denominator which can be used to convey a coherent conception of the correctional process.

Please recognize that the statements represent generalizations: that police officials feel threatened by any viewpoint which presents the offender as other than an enemy of society; that lawyers act in terms of a classical interpretation of crime in which the law violator is seen as a free moral agent who must pay a suitable penalty for his crime; that social workers, psychologists, and psychiatrists are prone to believe that their task of dealing with human beings should not be affected or impeded by the setting in which they work; and that other specialists within the correctional field defend their domain with equal zeal. The prison officer, unable to find a professional identification, falls prey to the public demand that the individual be held, with custody as an end in itself. The teacher, the chaplain, the librarian, the shop man, the farm director, and others who work within the correctional field all are chary about making a close identification with the field in which their skills are utilized.

Not only does this pose a serious problem for the field of corrections, but it also makes virtually impossible any discussion of education for the correctional field except in terms of the separate and identifiable groups who make up the professions and subprofessions of the field. Yet such compartmentalization actually defeats what we must ultimately achieve -- and that is a unified correctional field.

There are some who will say that such unification is beyond achievement. I, for one, think that such conceptual and actual unification can and ultimately will be developed. But first, we are going to have to decide what it is that the correctional field is to accomplish; what are its social ends and purposes, which of the professional disciplines is to carry leadership responsibility, and which of the professional areas will provide the adjunct services.

This lack of uniformity in the corrections field as to the ultimate philosophy for the field, and the lack of uniformity of the agency programs themselves should not be naively interpreted as merely someone's inability to see things right. Nor is this a situation which can be resolved by simple discussion and persuasion. If for no other reason than the tremendous financial investment corrections represents, we must earnestly seek a common set of philosophic objectives for corrections.

As a corollary to the confusion in the field of corrections we find what is almost a situation of chaos in the variety of training programs for corrections. All of us will agree that all training is training for something, and as long as we do not know what that something is, we cannot say what that training should be. I would oppose the view that we should give up the search for the "right" type of professional training until the correctional field has created for itself a more definitive shape. The university, as the conventional educational center for the professions, has the responsibility not only to provide the setting for learning, but also, basically, the duty to assist in the clarification of objectives for the correctional field. Ideally, and practically, the educator for the field of corrections is far better suited to his task if he has had field experience in addition to his educational preparation. Thus hopefully, the educator will be more empathic to the needs of the field, while he exercises his skill in the education of individuals who are to be prepared to offer professional service within the correctional field.

Any meaningful discussion of professional education for corrections cannot be in terms of the promotion of a single level of training. Rather it is desirable that we think in terms of a continuum of learning opportunities to prepare the individual to meet the needs of the field.

For the sake of order, I would like to present a three-stage program, and then offer content and responsibility at each level. Basically, the three phases are:

1° In-service training.
2° Staff development.
3° Pre-service training.

## 1° In-service Training

Irrespective of the type of educational preparation an individual may have had before he seeks a position in a correctional agency, we may rightly assume that he comes with very little knowledge of the fundamental mechanics of agency operation. In the United States, probation and parole agencies and correctional institutions often provide a several week orientation period, with the subsequent assignment of the new worker to an experienced officer who will continue the orientation process. Some of these programs are formally organized, and can be quite valuable to the new worker, not only in terms of providing procedural information, but also to provide a general orientation to the philosophy and goals of the agency. Obviously, some programs of in-service (or perhaps more properly "beginning service") training are more efficiently developed than others. All too frequently, however, the new employee is not given any instruction and is sent forth essentially as a free agent in an unsuspecting society.

I do not mean to use the United States as the horrible example, since obviously there are many departments across the length and breadth of this country where training programs are doing a fine job not only in creating

a professional image for their personnel, but also instructing them in the basic mechanics of providing effective service to the correctional client and the community. But in those instances where such beginning service preparation is not offered, the recipient of service is frequently deprived of the help of a well-informed agent.

The length of the in-service training period will depend upon a variety of factors, not least among which is the ability and demonstrated capacity of the new worker.

A desirable in-service training program in a probation or parole agency, or correctional institution, should include an exposure to the various social resources of the community and region, actual agency visitation, an exposure to law enforcement personnel and practices, and visits to all correctional institutions within the region. I would presume that the new person entering the correctional field has the proper motivation to the field -- and that he is not coming into the field in order to work out his own emotional problems through his caseload.

(I would note here that neither education nor the lack of it assures us of a stable and emotionally mature individual -- and that agency administrators and educators must be constantly alert to individuals who either initially or eventually show patterns of emotional behavior which make them unsuited to service in the correctional field.)

2° Staff Development

Over a period of a decade, some people have ten years of developing and growing experiences, and others have a few months' experience repeated many times. Basically, the function of staff development programs, as a part of education for the correctional field, is to stretch the latent capacity of the individual worker so that (1) he can do a better job and (2) he can gain more job satisfaction through finding more effective and efficient ways of performing his job.

The university can play a major role in the development and operation of staff development programs, which take many forms. (Note the plural -- we cannot have a single program to meet the needs of all staff since all are at different stages of development.) Many conventional academic courses will have value in the development of the career corrections worker.

As was indicated earlier, the in-service training program involves not only a concentrated exposure to the mechanics of agency practice, but also an opportunity to identify with the community in which service is to be rendered. It must be structured in such a way as to enhance a unified view of the correctional process rather than to compartmentalize the individual in a single and unrealistic view of the totality. Staff development picks up where in-service training ends. It is, again, structured to meet the needs of the individual for more effective job performance and the personal satisfaction which will ultimately evolve. I believe that the university can, and should, have an important role to play in the staff development process, and to some extent, schools have recognized this responsibility. Conferences, institutes, workshops can all contribute to the development of the individual.

3° Pre-service Training

Finally, I would like to discuss that phase of pre-service training which

involves the educational preparation of persons for service in the correctional field.

As I attempted to point out at the beginning of this presentation, one of the major directions to which we must head is toward a unified correctional field. This means, first, that all persons who function within the correctional cycle must see a common purpose in their work. That common purpose is the restoration of the offender to the community with a somewhat more acceptable pattern of behavior than was indicated with his delinquent act. Secondly, this unification suggests a more common bond with the traditions of a larger society which bases its values upon the ultimate worth of the individual in society, regardless of the specific act which may have set the individual apart.

Therefore, I believe that with the very beginning of education -- in the first grade, no less -- it is our responsibility to instill in the child the value and dignity of human life, of moral and social ethics. As the youngster becomes more mature, we can demonstrate these precepts and concepts in many different ways -- through an exploration of the arts, the history of man, and man's untiring search to know more about the nature of the universe.

1. -- I believe that the beginning of university education for all individuals must develop this concept of man's inherent value to his fellow men. This is, basically, education for living in a broad and complex society.

2. -- I believe that it is unrealistic in contemporary society -- where an individual cannot afford the luxury of a protracted education without concern for eventual sources of financial income -- that we do not provide a vocational base through which the basic human values are communicated.

3. -- Thus, I strongly believe that the place to intensify career preparation is in the latter part of the undergraduate curriculum.

4. -- We are living in a day of specialization -- in an era when the specialist is likely to become removed from the reality of the larger social plane of which he is unalterably a segment. Thus, while on the one hand we want to enhance an identification with a field of interest, I believe that we must guard against the possibility that this interest does not become a removal from the rest of the social community.

5. -- In keeping with this notion of professional specialization, we must note further that there are levels and degrees of intensive preparation. One does not need four years of post-graduate training in medicine in order to do the highly necessary functions contained in the role of medical laboratory technicians. Yet one does need a type of intensive preparation based upon the specific definition of the role that the individual plays in the treatment process.

6. -- Thus any notion of professional education of the person for the field of corrections must be clearly tied to the role and responsibility that the individual will carry within the field. We are making some progress in that direction through the various standards which are being drawn for the field. But, in large measure, the role definition of the probation officer, the institutional person, and the parole supervisor will have to come from the field.

7. -- Education creates preparation, but it also is governed by the needs of the field. Thus, this is a joint responsibility where the field and the

school jointly share the responsibility for creating an educational experience which will have both utilitarian and broad social value. We have seen a growing emergence of this pattern in all phases of education -- in the social as well as the physical sciences. This is a healthy trend. It does not mean that the correctional field controls the direction of education, nor that education controls the field -- but rather that they mutually recognize the joint responsibility for the preparation of people for their occupational mission and as community members.

8. -- In keeping with the idea of levels of professional education and preparation, I strongly believe that there are some materials which cannot be adequately covered in the four-year period allotted to the undergraduate preparation of the individual. Admittedly, some individuals will lack either the inclination, ability, or interest to go beyond that point. Others will seek a more sensitive role in the structure of their profession, and as a consequence, will need more advanced training.

9. -- Part of our struggle today, in terms of what type of education -- or more specifically what academic department of higher education -- is necessary, hinges on the lack of agreement on the sensitivity of specific correctional roles. If we see the probation or parole officer as a data collector, then he needs one level of training. If we view him as essentially an independent treatment person, with a great deal of decision-making responsibility, then a different intensification of training is necessary. This should lead us then to recognize that the content of preparation should be predicated upon the role definition and performance expectation of the corrections agent.

10. -- I believe that the correctional field is predicated upon the essential humanitarian values which accept the worthwhileness of every individual. I recognize that many offenders do not, by their behavior (whatever the casual factors), demonstrate to the larger population that this image of worthwhileness is a correct one in their case. Thus, it is the mission of the correctional field to direct the individual into patterns of behavior which will restore him to a self-acceptance and a community reception. This is not a magical process. We have come to recognize that there are methods and skills needed to implement and accelerate the restorative process.

11. -- I believe that the correctional person must have a well defined knowledge not only of how individual behavior develops, but how such knowledge can be implemented in the restorative process.

12. -- I subscribe to the idea that an effective member of any profession must have a clear knowledge of the field in which his services are performed -- not only their current operational aspects but their traditions, history, philosophy, and objectives. Moreover, he should have an understanding and appreciation of the legal and societal settings in which these services are offered.

13. -- I believe that to be an effective professional person, one must know how to ask intelligent questions about the problems of the field, and have some knowledge of how to go about getting the answers through research.

14. -- I support fully the idea that learning comes in a variety of ways -- some through books, some through listening, and some through directed "doing." The supervised "internship" or "student-work" assignment provides a basic nucleus around which all of the other learning accumulates.

## CONCLUSION

Finally, I believe that we are just getting to recognize the problems which we are facing in the preparation of individuals for the correctional field. I do not believe that any academic area has the patent on the best method. I know what social work, psychology, sociology, and legal education have to offer. I think that the pattern of education in social work in the United States and Canada is better suited to meet some of the points I have just mentioned. I do not think that social work is fully tooled to meet the needs of the correctional field -- nor is the field fully cognizant of its own needs. Unfortunately, the other disciplines are even less well equipped to meet the educational needs of the correctional field. We cannot hope to do an effective restorative job on offenders until we have an adequate pool of well-qualified personnel to staff our services.

The challenge is before us.

APPENDIX B

Special Materials
for the
Executives' Workshop

EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

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- WORKSHOP PROGRAM -

Note : Preceding each workshop section, participants will be briefed on purposes of the session, what will happen, and the expected outcomes as related to development of the project report. There will be continuous feedback on information generated by participants and on the progress of the workshop.

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SUNDAY, JANUARY 21, 1968

12:00 noon — WORKSHOP REGISTRATION - Lobby, Conference Center

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1: 30 p.m. — PROGRAM ORIENTATION SESSION - Room

*PURPOSE OF THE WORKSHOP AND THEIR RELATIONSHIP TO THE ADMINISTRATION OF JUSTICE*
Charles L. Newman, Director, Center for Law Enforcement and Corrections

*"THE ORGANIZATION AND OPERATION OF THE EXECUTIVES' WORKSHOP"*
Jay Campbell, Center for Law Enforcement and Corrections

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2:30 p.m. — COFFEE BREAK

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2:45 p.m. — GOALS FOR CORRECTIONAL TRAINING - Room

*BASICS IN ORGANIZING A STAFF DEVELOPMENT PROGRAM*
E. Preston Sharp, General Secretary
American Congress of Corrections

*GOALS TOWARD WHICH CORRECTIONAL TRAINING HAVE BEEN DIRECTED IN PENNSYLVANIA*
Daniel B. Michie, Jr., Chairman, Advisory Committee on Probation

GOALS FOR CORRECTIONAL TRAINING (Continued)

3:50 p.m. GROUP TASK SESSIONS

4:50 GROUP REPORTS TO WORKSHOP

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5:30 p.m. BANQUET - Nittany Lion Inn (Penn State Room)

Introduction

*THE ADMINISTRATION'S AWARENESS OF AND SUPPORT FOR TRAINING IN THE ADMINISTRATION OF JUSTICE*
The Honorable Joseph J. Kelley, Jr., Secretary of the Commonwealth of Pennsylvania

*THE NEED TO TRAIN PEOPLE FOR WORK IN THE HUMAN SERVICES*
William Nagel, Executive Secretary, Council for Human Services

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7:30 p.m. TRAINING NEEDS IN CORRECTIONS - Room

*AN OVERVIEW OF CORRECTIONAL TRAINING NEEDS AND HOW THEY ARE IDENTIFIED*
E. Preston Sharp

8:10 p.m. GROUP TASK SESSIONS

9:10 p.m. GROUP REPORTS TO WORKSHOP

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MONDAY, JANUARY 22, 1968

8:30 a.m. CONTENT OF CORRECTIONAL TRAINING Part I - Room

Panel Presentation: *REMARKS ON THE THEORETICAL, PRACTICAL, AND ADMINISTRATIVE CONTENT OF CORRECTIONAL TRAINING*
Charles L. Newman, E. Preston Sharp, and Henry Guttenplan
Center for Law Enforcement and Corrections

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9:30 a.m. COFFEE BREAK

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9:45 a.m. CONTENT OF CORRECTIONAL TRAINING Part II - Room

9:50 a.m. GROUP TASK SESSIONS

11:50 a.m. GROUP REPORTS TO WORKSHOP

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12:00 noon LUNCH (Individual arrangements)

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| 1:30 p.m. | METHODS FOR CORRECTIONAL TRAINING Part I - Room<br>*TRAINING TECHNIQUES WHICH MAXIMIZE THE INVOLVEMENT OF THE TRAINEE BY AN ILLUSTRATIVE DEMONSTRATION OF LABORATORY METHODS*<br>Leonard Hassol, College of Human Development |
| 3:25 p.m. | COFFEE BREAK |
| 3:40 p.m. | METHODS FOR CORRECTIONAL TRAINING Part II - Room |
| 4:00 p.m. | GROUP TASK SESSIONS |
| 5:00 p.m. | GROUP REPORTS TO WORKSHOP |
| 5:30 p.m. | DINNER (Individual Arrangements) |
| 7:15 p.m. | PROGRAM SPECIFICATIONS AND RESOURCES Part I - Room<br>*ALTERNATIVE MODELS FOR PHASE II IMPLEMENTATION*<br>Charles L. Newman |
| 8:20 p.m. | GROUP TASK SESSIONS |
| 9:20 p.m. | GROUP REPORTS TO WORKSHOP |

TUESDAY, JANUARY 23, 1968

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| 8:30 a.m. | PROGRAM SPECIFICATIONS AND RESOURCES Part II - Room<br>*DISCUSSION OF GROUP REPORTS ON PROGRAM SPECIFICATIONS AND ISSUES TO BE RESOLVED FOR PREPARATION OF THE PROJECT REPORT*<br>Group Representative and Faculty |
| 8:55 a.m. | GROUP TASK SESSIONS |
| 9:55 a.m. | GROUP REPORTS TO WORKSHOP |
| 10:10 a.m. | COFFEE BREAK |

10:25 a.m. SUMMARY SESSION - Room

*THE ROLE OF O.L.E.A. IN STIMULATING THE DEVELOPMENT OF CORRECTIONAL TRAINING*
Arnold Hopkins, Office of Law Enforcement Assistance

*PRESENTATION OF WORKSHOP REPORT*
Charles L. Newman

*REACTIONS OF O.L.E.A. TO THE CONDUCT AND PRODUCT OF THE EXECUTIVES' WORKSHOP*
Arnold Hopkins

ACCEPTANCE OF THE DRAFT REPORT BY PARTICIPANTS

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12:15 p.m. LUNCHEON BANQUET - Nittany Lion Inn (Laurel Room)

*RELATION OF IN-SERVICE TRAINING TO PERSONNEL POLICIES AND STANDARDS*
Arthur Eckerman, Director, Bureau of Personnel
Office of Administration

*REACTIONS TO INSTITUTE IN RELATION TO THE BOARD OF PROBATION AND PAROLE*
Paul Gernert, Chairman, Board of Probation & Parole

*REACTIONS TO INSTITUTE IN RELATION TO THE BUREAU OF CORRECTIONS*
Arthur Prasse, Commissioner, Bureau of Corrections

*REACTIONS TO INSTITUTE IN RELATION TO GOVERNOR'S COUNCIL FOR HUMAN SERVICES*
William Hagel

*PRESENTATION OF CERTIFICATES AND PROJECT REPORT*
Charles L. Newman

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EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

## FACULTY WORKSHEET

### Session I --- Program Orientation

*Newman --- "Purposes of the Workshop and their Relationship to the Administration of Justice."

1. Summary description of how the project came into being and its developments to present.

2. Discuss the bases for using the Administration of Justice focus for the Executives' Workshop.

3. Point out the major goal of the workshop -- to produce a project report stating policy guidelines for the development of a training program for corrections workers in Pennsylvania.

4. Underline that the responsibility for realizing this goal rests squarely on the shoulders of the participants. It is their workshop and they are going to generate the Project Report.

*Campbell --- "Briefing on the Organization and Operation of the Workshop."

1. Discuss the workshop program, how and why it was evolved, and the way in which it will systematize the types of decisions that will collectively result in the project report.

2. Outline the methods by which workshop materials will be made available to participants and the manner in which such materials will be utilized.

3. Discuss the significance of the task-groups and give participants an overview of the way in which they will function to generate concensus statements and policy guidelines.

4. Explain the reason for hetrogeneous structure of groups and the bases upon which assignments were made.

5. Discuss the "quick-feedback" principle by which there will be a continuous feedback of information generated by task-groups.

6. Explain the use that will be made of resource personnel.

7. Discuss the questionnaire and the relevance of information elicited by it for the conduct of the workshop.

8. Questions.

Session II --- Goals for Correctional Training

*Parsonage --- "Briefing on purposes of session, what will happen, and outcomes expected."

1. Explain that purpose of session is to develop a concensus statement of policy guidelines regarding goals for correctional training.

2. The methods by which this purpose will be accomplished are :

   a. A presentation of the basic goal considerations that must underlie the development of a training program overall correctional goals, sub-goals within the agency, and goals of employees which relate to their own development and ability to work with clients.

   b. A presentation of the goals which presently undergird correctional training programs in Pennsylvania.

   c. Providing a structured opportunity for participants to take what they have heard, blend it with their own experiences and perceptions of agency goals, and develop a policy statement on goals for correctional training which will serve as a basis for the development of state-wide training program.

*Campbell --- Introduce E. Preston Sharp.

1. Provide a brief introduction of who Dr. Sharp is, what he will be discussing, to the group task.

*Sharp --- "Basics in Organizing a Staff Development Program."

1. Should discuss an overview of correctional training goals in the United States and their relevance for the mission of correctional agencies.

2. Should relate these goals to the needs to the agency, staff, client, and community.

3. Discuss the methods by which the administrational agencies communicate goals to line and staff personnel in a manner that secures their commitment to the effort.

4. Point out the importance of the identification of these goals and the basics for obtaining them as the foundation for an effective staff development program.

*Campbell --- Comment on Sharp's presentation and introduce Mr. Michie.

1. Provide a brief introduction to who Mr. Michie is, what he will say, and relate it to the upcoming task of the groups.

*Michie --- "Goals Toward Which Correctional Training Has Been Directed in Pennsylvania."

1. Give a brief description of the training that exists in Pennsylvania.

2. Identify the goals toward which such training has been related.

Session II --- Goals for Correctional Training

3. Point up the goals of the Advisory Committee and its concerns in the provision of additional training for correctional workers.

4. Comment on the ways in which the Advisory Committee might assist and support in new training activities.

*Campbell --- Comment on Mr. Michie's statement.

*Parsonage --- Charge work groups to develop statements as to what they think to goals for correctional training in Pennsylvania should be.

1. Issue charge.

2. Announce room assignments for groups.

3. Advise about the assignment of resource people to groups and the ways in which they will attempt to be useful.

4. Announce time for return to general session.

5. Point out the form of the group reports that should be forthcoming and the manner in which they will be reported.

6. See to it that the groups appoint from their membership a recorder and someone to report for them at general session.

*Task-Groups meeting individually.

*Campbell --- Receive group reports.

1. Call on group representative to present reports verbally to entire workshop.

2. Comment on the reports and make some statement of reconciliation.

3. Collect reports (written) so they may be merged.

4. Announce time and place of next workshop function.

Session III --- Workshop Banquet

*Newman --- M. C. Banquet.

1. Introduce people at head table.

2. Give brief overview of banquet theme in terms of :

   a. The relationship of the purposes of the Executives' Workshop and the Administrational concern that the best possible type of services be available for the citizens of the Commonwealth.

   b. The considerable concern with the outcome of the conference, as expressed by the Governor through the presence of his top staff.

3. Introduce Mr. Kelley, Secretary of the Commonwealth.

*Kelley --- "The administration's Awareness of and Support for Training in the Administration of Justice."

1. Might comment about some of the tangible things that are being done in Pennsylvania to encourage programs which aid the development of governmental employees and prepare them better to provide ever-better services to the citizens of the Commonwealth. (Give some examples of these programs.)

2. Suggest the manner in which the Administration and its instrumentalities should be of assistance in the development of plans for training correctional workers.

*Newman --- Response to Mr. Kelley and introduction of next speaker.

1. Respond in a manner that ties Mr. Kelley's remarks to the thrust of the workshop.

2. Introduce Mr. Nagel, Executive Secretary of the Governor's Council on Human Services.

*Nagel --- "The Need to Train to Work in the Human Services."

1. Play tape of greeting from the Govenor.

2. Provide a basic picture of what the Governor's Council on Human Services is about and how its concerns relate directly to the thrust of the workshop.

3. Orient the group to the six human service districts that have been established and the significance of considering them in the development of a correctional training scheme.

4. Advise the group of the ways the Council of Human Service can be of assistance to a coordinated correctional training system.

5. Indicate that he will be around for the entire workshop and his hope to contribute to the final workshop plans within the resources of his office.

*Newman --- Response to Mr. Nagel's remarks, tying them into the thrust of the workshop.

Session IV --- Training Needs In Corrections

*Campbell --- Briefing on purposes of session, what will happen, and outcomes expected.

1. The purpose of this session is to develop a concensus statement of the training needs for corrections in Pennsylvania and the priority of these needs.

2. Methods by which this will be accomplished:

   a. Presentation of feedback information on goals for correctional training developed by group as it serves as a basic reference upon which training needs may be identified.

   b. Presentation of an assessment of training needs for corrections throughout the United States and the manner in which they have been identified. This discussion will give participants a frame of reference from which they will be able to focus more quickly and clearly on the needs which exist in Pennsylvania.

   c. Structured opportunity for groups to meet and develop a statement of training needs along with a priority listing.

   d. Reviewing group reports and merging them into a concensual statement of needs.

3. Introduce Parsonage who will give a feedback report.

*Parsonage --- Feedback report of goals for correctional training.

*Sharp --- "An Overview of Correctional Training Needs and How They Are Identified."

1. Present a nation-wide picture of correctional training needs and the ways in which they were identified.

2. Talk about the applicability of this gross picture to Pennsylvania.

3. Discuss the ways in which the group may accurately assess training needs to the extent that it may define them and place them in a priority for the development of a program.

*Campbell --- Charge work groups to meet and develop statements of correctional training needs in Pennsylvania.

1. Announce rooms, time allotted, and resource assignments to the groups.

   Group Sessions.

*Parsonage --- Receive group reports on correctional training needs in Pennsylvania.

1. Group representatives present reports verbally.

2. Written statements collected for merging.

3. Announce time for next session and where.

Session V --- Content of Correctional Training Part I

*Parsonage --- Briefing on purposes of session, what will happen, and outcomes expected.

1. This is the first of two session dealing with the content of correctional training.

2. During the first session attention will be given to developing a useful perspective of the considerations which are essential in evaluating a statement of content for correctional training.

3. Methods for this session will include:

   a. Feedback on last night's session on Correctional Training Needs in Pennsylvania which can serve as a frame of reference for considering content.

   b. A panel presentation of the Theoretical, Practical, and Administrative content of correctional training.

4. Introduce Campbell who will provide feedback report.

*Campbell --- Feedback on session on Training Needs in Corrections.

1. Give feedback report and pass out copies of notebooks.

2. Introduce panel who will present Remarks on the Theoretical, Practical, and Administrative Content of Correctional Training.

Panel --- "Remarks on Theoretical, Practical, and Administrative Content of Correctional Training."

*Newman --- "Theoretical Content of Correctional Training."

1. In corrections, much of what is done to and for clients related to a body of theory explaining why people come to behave as they do, and how their behavior may be changed.

2. Talk about the theoretical knowledge all who work with offenders must at least be acquainted with if they are to interpret behavior and respond meaningfully.

3. Discuss ways in which the most basic theroretical knowledge can be imparted.

*Sharp --- "Practical Content of Correctional Training."

1. The application of knowledge is working with offenders msut be related to the situation in which it may be most effectively used, and the practical purposes for which it is administered.

2. Discuss the practical considerations which must be included in correctional training.

Session V --- Content of Correctional Training Part I

3. Point out the manner in which content must be related to current operating job specifications of the practicioner and/or to openings to which they aspire.

*Guttenplan --- "Administrative Content of Correctional Training."

1. Discuss the significance of persons at all levels having a knowledge of the administrative structure of the agency, and the importance such knowledge for performance consistent with goals of the agency.

2. Administrative structure is the means by which the theoretical and practical knowledge are applied on the client. Relate, then, the ways in which knowledge of administration facilitates the work of personnel and the basics that must be related through training.

*Parsonage --- syntehsize panel materials as they relate to the next task.

Session VI --- Content of Correctional Training Part II

*Campbell --- Charge work-groups to develop a statement of policy guidelines regarding content of correctional training in Pennsylvania consistent with materials on goals delineated during preceeding sessions.

Group Sessions.

*Parsonage --- Receive reports of work-groups.

1. Group representatives present reports verbally.

2. Written group reports collected for merging.

3. Comments on reports.

Session VII --- Methods for Correctional Training Part I

*Parsonage --- Briefing on purposes of session, what will happen, and outcomes expected.

1. Purpose of this session will be to provide relevant information to the group about new training methods that have applicability for the training of correctional personnel and highlight trainee involvement.

2. Methods for the Conduct of this session include:

   a. Feedback on the groups policy guidelines for the content of correctional training.

   b. A presentation of training methods and their applicability to the correctional training program.

   c. A demonstration of some training methods which maximize the involvement of the learner.

3. Introduce Campbell who will give feedback on content of correctional training.

*Campbell --- Feedback on group statements re: content of correctional training.

1. Give merged report and pass out copies to participants.

2. Introduce Dr. Hassol and his program.

*Hassol --- "Training Techniques which Maximize the Involvement of the Trainee."

1. Discuss the importance of using appropriate training techniques for specific training requirements.

2. Point out the relevance of laboratory methods, etc., for training those who's role it is to work with clients in the solution of problems and adjustment to new situations.

3. Discuss relevant training techniques.

4. Give illustrative demonstration.

*Parsonage --- Tie up session and announce place and time for next session.

Session VIII --- Methods for Correctional Training Part II

*Parsonage --- Briefing on purposes of session, what will happen, and outcomes expected.

1. Purpose of this session to develop group statements as to the methods that should be utilized for correctional training.

2. Utilizing the frame of reference developed by Dr. Hassol in the last session, the groups are to meet and form policy guideline statements,

3. Introduce Campbell who will charge the groups.

*Campbell --- Issue charge to work groups.

1. Develop work-group statements fo policy guidelines as to methods for correctional training.

2. Discuss the specific kinds of information that work-groups are expected to provide.

3. Give room assignments, resource personnel assignments, and time group expected back.

Group Sessions.

*Campbell - Receive group reports.

1. Ask group representatives to report verbally.

2. Collect written statements for merging.

3. Comment on the group reports and try to develop some kind of a concensus.

4. Announce time and place of next session.

Session IX --- Program Specifications and Resource Part I

*Campbell --- Provide feedback from session on Methods for Correctional Training.

1. Discuss merged statement of methods and distribute written report.

2. Relate this information, and that which has evolved through the workshop, to the next task at hand.

*Campbell --- Briefing on purposes of session, what will happen, and outcomes expected.

1. Discuss the purpose of this session to review possible alternative for Phase II implementation.

2. Methods by which this will be done:

   a. Discussion of alternative models for Phase II implementation by Newman.

   b. Task-group sessions to study the most appropriate model in terms of specifications and resources.

3. Introduce Mr. Newman.

*Newman --- "Alternative Models for Phase II Implementation."

1. Discuss the relevance of all that has taken place and the judgments made so far for the development of a model to carry it out.

2. Outline the components of a Phase II implementation program.

3. Discuss logical models and their probable outcomes.

4. Set the stage for the group consideration of these alternatives.

*Parsonage --- Charge to Work-groups.

1. Charge group to study the alternative models presented (for which there will be written differentiations) and select the most meaningful one including modifications thought to be necessary.

2. Caution groups that in the selection of the model they must be aware of the need for and use of resources necessary to implement them. Their report should include, therefore, some recommendations as to how the necessary resources for their choice of alternatives could be gathered.

3. Announce group meeting places, resource personnel assignments, and time expected back.

Work-Group Sesssions.

*Campbell --- Receive group reports.

1. Call on group representatives to report to the entire workshop.

Session IX --- Program Specifications and Resources Part I

2. Collect written statements for merging.

3. Handle statements verbally to develop differences indicating that the purpose of the next session is to handle them.

4. Announce next time and place for next workshop session.

Session X --- Program Specifications and Resources Part II

*Newman --- Introduce the objectives of the session--to involve a panel of the group representatives and faculty to discuss differences in selection of program model for Phase II implementation.

Panel Discussion of differences.

*Parsonage --- Issue charge to task-groups.

1. Groups to discuss the differences and problems brought out in the panel discussion in terms of the results of thier last group session and new awareness of needs in development of the Phase II model.

2. Assign to meeting rooms, assign resource people, notify of time back and materials required from them.

Work-group sessions.

*Campbell --- Receive group reports.

1. Call on group representatives to report to the entire workshop.

2. Collect written reports for merging.

3. Discuss group reports.

4. Announce next session, place, time, etc.

Session XI --- Summary Session

*Newman --- Introduce Mr. Hopkins.

*Hopkins --- "Role of O.L.E.A. in Stimulating the Development of Correctional Training."

1. Relate to the group the role of O.L.E.A. in the stimulation of correctional training in terms of the project under which this workshop is operating.

2. Discuss the need for state-wide systems which can provide training for the widest group of people with some continuity in an on-going type of correctional training.

3. Discuss the types of assistance from the federal government that Pennsylvania expect for operationalizing the plans developed at the workshop.

*Newman --- Presentation of Workshop Report.

1. Review the workshop format as it has been conducted to yield a project report for correctional training in Pennsylvania.

2. Review the significance of this type of report.

3. Go through each section (relating to the feedback reports that each participant has) discussing their integration and collective meaning.

*Hopkins --- "Reactions for O.L.E.A. to the Conduct and Product of the Executives' Workshop."

1. Comment on the novel and effective manner in which top administrators have in a very short period evolved a plan for correctional training.

2. Point up O.L.E.A.'s desire that this type of planning be done throughout the U.S. and that it happened in Pennsylvania first.

3. Advise of O.L.E.A.'s commitment to provide second phase funding based upon this report.

4. Assure the group of his personal interest in the workshop report that has evolved and an assurance of his personal support.

*Newman --- "Acceptance of the Draft Report by Participants."

1. Present the report and orient the group as to the manner of acceptance.

2. Actually get the signatures of the group on the report acceptance page which will be immediately duplicated for attachment to the report.

3. Notify group as to the purpose of the next session and what will take place.

Session XII --- Luncheon Banquet

*E. Preston Sharp --- M.C. Luncheon.

1. Introduce people at the head table.

2. Comment about the useful way in which the workshop approached the difficult problem of designing a program for correctional training.

3. Introduce Dr. Eckerman.

*Eckerman --- "Relation of In-Service Training to Personnel Policies and Standards."

1. Comment on the project which has been evolved by the group and the implications that it will have for the development of performance criteria and the development of personnel standards.

2. Relate his concern that those persons coming into state service will have the advantage of training that will enable them to provide the best type of service.

3. What upgrading of personnel will do for the entire system of justice in Pennsylvania, etc.

4. The support his office will give to this very important effort.

*Sharp --- Introduce Paul Gernert who will react for the Board of Parole and Probations.

1. React to the collective work of all the agencies represented in the development of the first cooperative training effort in Pennsylvania.

2. Relate the manner in which the Board of Parole and Probation will support such an effort.

*Sharp --- Introduce Arthur Prasse who will react for the Bureau of Corrections.

1. React to the product of the workshop for the Bureau of Corrections.

2. Comment upon the desirable cooperation and understanding that has been developed among the agencies represented at the workshop.

3. Relate the manner in which the Bureau of Corrections will support and participate in the project.

*Sharp --- Introduce Mr. Nagel who will react for the Governor's Council for Human Services.

*Nagel --- Reactions for the Governor's Council for Human Services.

1. Respond to the conduct, content, and product of the workshop.

Session XII --- Luncheon Banquet

2. Relate this to the Governor's expressed desire that personnel be upgraded and the services improved and that fact that what has happened is a giant step in that direction.

*Sharp --- Introduce Mr. Newman.

*Newman --- Presentation of Certificates and Project Report.

EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

TENTATIVE DETAILED PROGRAM

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Correction*

WORKSHOP SCHEDULE

| PERSON | TIME | | | FUNCTION |
|---|---|---|---|---|
| | From | To | Min. | |
| 1/21/68 | 12:00 | 1:30 | 90 | REGISTRATION |
| | | | | PROGRAM ORIENTATION SESSION |
| Newman | 1:30 | 1:55 | 25 | -Welcome participants to the workshop<br>-Speak on "Purposes of the Workshop and their Relationship to the Administration of Justice" |
| Newman | 1:55 | 2:00 | 5 | -Introduction of staff responsible for the conduct of the workshop |
| Campbell | 2:00 | 2:30 | 30 | -Briefing on the organization and operation of the workshop<br>-Distribution of workshop materials<br>-Feedback on pre-conference questionnaire and its use in the workshop |
| | 2:30 | 2:45 | 15 | COFFEE BREAK |

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| | | | | GOALS FOR CORRECTIONAL TRAINING |
| Parsonage | 2:45 | 2:50 | 5 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Campbell | 2:50 | 2:55 | 5 | -Introduction of speaker |
| Sharp | 2:55 | 3:25 | 30 | -Basics in Organizing a Staff Development Program |
| Michie | 3:25 | 3:40 | 15 | -"Goals Toward which Correctional Training has been directed in Pennsylvania" |
| Parsonage | 3:40 | 3:45 | 5 | -Charge work-groups to develop a statement of what correctional training goals in Pennsylvania should be |
| Groups | 3:45 | 4:45 | 60 | -Group sessions running concurrently |
| Group Reps | 4:45 | 5:00 | 15 | -Group reports presented to entire workshop |
| | | | | WORKSHOP BANQUET |
| | 5:30 | | | -Participants go through banquet line at Nittany Lion Inn, proceed to banquet area and eat |
| Newman | 6:15 | 6:25 | 10 | -Introduce persons at head table<br>-Give overview of banquet session theme<br>-Introduce speaker |
| Kelley | 6:25 | 6:45 | 20 | -"The Administration's Awareness of and Support for Training in the Administration of Justice" |
| Newman | 6:45 | 6:50 | 5 | -Response to Mr. Kelley's remarks<br>-Introduction of next speaker |
| Nagel | 6:50 | 7:10 | 20 | -"The Need to Train People for Work in the Human Services" |
| Newman | 7:10 | 7:15 | 5 | -Response to Mr. Nagel's remarks<br>-Announce time and place of next session |

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| | | | | TRAINING NEEDS IN CORRECTIONS |
| Campbell | 7:30 | 7:40 | 10 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Parsonage | 7:40 | 7:45 | 5 | -Feedback on session, Goals for Correctional Training |
| Sharp | 7:45 | 8:05 | 20 | -"An Overview of Correctional Training Needs and How they are Identified" |
| Campbell | 8:05 | 8:10 | 5 | -Charge work-groups to develop a statement of the correctional training needs in Pennsylvania |
| Groups | 8:10 | 9:10 | 60 | -Group sessions running concurrently |
| Group Reps. | 9:10 | 9:25 | 15 | -Group reports presented to entire workshop |
| 1/22/68 | | | | CONTENT OF CORRECTIONAL TRAINING Part I |
| Parsonage | 8:30 | 8:40 | 10 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Campbell | 8:40 | 8:55 | 15 | -Feedback on session, training needs in corrections |
| Newman Sharp Guttenplan | 8:55 | 9:30 | 35 | -Panel presentation: "Remarks on the Theoretical, Practical, and Administrative Content of Correctional Training |
| | 9:30 | 9:45 | 15 | COFFEE BREAK |
| | | | | CONTENT OF CORRECTIONAL TRAINING Part II |
| Campbell | 9:45 | 9:50 | 5 | -Charge work-groups to develop a statement of subject matter that should be covered in correctional training which is consistent with goals and needs delineated during preceding sessions |
| Group | 9:50 | 11:15 | 85 | -Group sessions running concurrently |
| Group Reps. | 11:15 | 11:30 | 15 | -Group reports presented to entire workshop |

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| | 12:00 | 1:30 | 90 | LUNCH. (Non-programmed) |
| | | | | METHODS FOR CORRECTIONAL TRAINING Part I |
| Parsonage | 1:30 | 1:40 | 10 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Campbell | 1:40 | 1:55 | 15 | -Feedback on session, Content of Correctional Training |
| Hassol | 1:55 | 2:30 | 35 | -"Training Techniques which Maximize the Involvement of the Trainee" |
| Hassol | 2:30 | 3:25 | 55 | -Illustrative demonstration of laboratory method |
| | 3:25 | 3:40 | 15 | COFFEE BREAK |
| | | | | METHODS FOR CORRECTIONAL TRAINING Part II |
| Parsonage | 3:40 | 3:50 | 10 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Campbell | 3:50 | 4:00 | 10 | -Charge work-groups to develop a statement as to guidelines for techniques to be utilized in Pennsylvania Correctional Training programs |
| Group | 4:00 | 5:00 | 60 | -Group sessions running concurrently |
| Group Reps. | 5:00 | 5:15 | 15 | - Group reports presented to entire workshop |
| | 5:30 | 7:15 | 105 | DINNER (Non-programmed) |
| | | | | PROGRAM SPECIFICATIONS AND RESOURCES Part I |
| Campbell | 7:15 | 7:30 | 15 | -Feedback on session, Methods for Correctional Training |
| Campbell | 7:30 | 7:40 | 10 | -Briefing on purpose of session, what will happen, and outcomes expected |
| Newman | 7:40 | 8:15 | 35 | -"Alternative Models for Phase II Implementation" |

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| | | | | PROGRAM SPECIFICATIONS AND RESOURCES Part I (continued) |
| Parsonage | 8:15 | 8:20 | 5 | -Charge group to study alternative methods for operationalization of the training project and prepare group statement selecting among the alternatives and incorporating suggestions for modification |
| Group | 8:20 | 9:20 | 60 | -Group sessions running concurrently |
| Group Reps. | 9:20 | 9:35 | 15 | -Group reports presented to entire workshop |
| 1/23/68 | | | | PROGRAM SPECIFICATIONS AND RESOURCES Part II |
| Panel of Group Reps. and Faculty | 8:30 | 8:55 | 25 | -Discussion of group reports on program specifications and issues to be resolved for preparation of the project report. |
| Group | 8:55 | 9:55 | 60 | -Group sessions running concurrently |
| Group Reps. | 9:55 | 10:10 | 15 | -Group reports presented to entire workshop |
| | 10:10 | 10:25 | 15 | COFFEE BREAK |
| | | | | SUMMAR SESSION |
| Hopkins | 10:25 | 10:40 | 15 | -"Role of O.L.E.A. in Stimulating the Development of Correctional Training" |
| Newman | 10:40 | 11:10 | 30 | -Presentation of Workshop Report |
| Hopkins | 11:10 | 11:20 | 10 | -Reactions for O.L.E.A. to the conduct and product of the Executives Workshop |
| Newman | 11:20 | 12:00 | 40 | -Acceptance by key participants of the draft report |
| | 12:15 | | | LUNCHEON BANQUET |
| Sharp | 12:45 | 12:55 | 10 | - M. C. Luncheon<br>-Introduction of head table<br>-Introduce Dr. Eckerman |

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|---|---|---|---|---|
| | | | | LUNCHEON BANQUET (Continued) |
| Dr. Eckerman | 12:55 | 1:25 | 30 | -Relation of In-Service Training to Personnel Policies and Standards |
| Paul Gernert | 1:25 | 1:35 | 10 | -Reactions to Institute in relation to Board of Probation and Parole |
| Arthur Prasse | 1:35 | 1:45 | 10 | -Reactions to Institute in relation to Bureau of Corrections |
| Wm Nagle | 1:45 | 1:55 | 10 | -Reactions to Institute in relation to Governor's Counsel for Human Service |
| Newman | 1:55 | 2:05 | 15 | -Presentation of Certificates and Project Report |

P.A.C.T.

*Pennsylvania Adult Correctional Training Institutes*

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P.A.C.T.

RESOURCE PERSONNEL
AND
SPEAKERS

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Office of Administration
Commonwealth of Pennsylvania

Mr. Paul Gernert, Chairman
Board of Probation and Parole
Commonwealth of Pennsylvania

Mr. Arnold Hopkins, Director Correctional Training Programs
Office of Law Enforcement Assistance
United States Department of Justice
Washington, District of Columbia

The Honorable Joseph J. Kelley, Jr.
Secretary of the Commonwealth of Pennsylvania

Mr. Daniel Michie, Chairman
Advisory Committee to Board of Probation and Parole
Commonwealth of Pennsylvania

Mr. William Nagel, Executive Secretary
The Governor's Council for Human Services
Commonwealth of Pennsylvania

Mr. Arthur Prasse, Commissioner
Bureau of Corrections
Commonwealth of Pennsylvania

Dr. E. Preston Sharp, General Secretary
American Correctional Association
Washington, District of Columbia

FACULTY
*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcment and Corrections*

Mr. Jay Campbell

Dr. Henry Guttenplan

Mr. Charles L. Newman

Mr. William Parsonage

## GOALS FOR CORRECTIONAL TRAINING

Group-Task I

The purpose of this session of the workshop is to develop a policy statement on "Goals For Correctional Training." In your work-group discussion please focus on the following issues, incorporating your decisions to them in the group report:

1) What are the legitimate goals of correctional agencies (e.g., protect the community, rehabilitate offenders, identifying offenders who should not be released to the community, etc.)?

2) What are the objectives of training staff which are most relevant to the realization of the correctional goals previously defined by your group?

MERGED REPORT ON GOALS FOR CORRECTIONAL TRAINING

The major goal of corrections is the protection of society by providing secure and humane custody and control of the offender; and by preparing him to re-enter (or remain) in the community as a law-abiding and productive citizen.

Objectives for correctional staff development must be consistent with this major correctional goal. These are:

A) Training staff to be knowledgeable about the role of their agency or institution in the continuum of the administration of justice system. Specifically, the criminal law, law enforcement, the judiciary, correctional agencies and institutions, parole, probation, and other agencies which provide services for offenders (e.g., vocational rehabilitation and mental health);

B) Training staff to be knowledgeable about the function, philosophy, and responsibility of his particular institution or agency;

C) Training staff to be knowledgeable about the specific programs and services provided by the agency or institution of which he is a part;

D) Training staff to be knowledgeable about the specific role and responsibility of the positions they occupy;

E) Training staff to be knowledgeable about and understanding of the offenders whom they serve and for whom they are responsible;

F) Training staff to be knowledgeable about the impact of interpersonal relationships;

G) Training staff to be knowledgeable about the ways by which to correctly utilize the services of community agencies on behalf of their clients;

H) Training staff to be knowledgeable about the role and responsibility of correctional personnel to participate in the education of the public in problems relating to corrections and the administration of criminal justice. The foregoing basic training should be given to all staff.

Additional concentrated training should be provided for staff consistent for the special positions they occupy. Staff development training must be commensurate with realistic standards, as well as professional performance requirements.

## TRAINING NEEDS IN CORRECTIONS

### Group-Task II

The purpose of this session of the workshop is to develop a policy statement as to the "Training Needs In Corrections". In your work-group discussion please focus on the following issues, incorporating your decisions to them in the group reports:

1) What are the total training needs of correctional agencies in Pennsylvania?

2) What training is presently available for correctional personnel in Pennsylvania?

3) What are the unmet correctional training needs?

4) In terms of their priority, list these unmet needs.

MERGED REPORT ON TRAINING NEEDS IN CORRECTIONS

Training needs emerge from an analysis of goals as heretofore set forth in Section 1. These needs can be met through three training strategies:

A) Pre-entry training. This education should be at a level consistent with the job expectations and entry requirements.

B) Post-entry indoctrination training for corrections and the administration of justice. (This basic training program would be universally provided for all staff whether service or professional since pre-entry training and education comes from a variety of inputs, some of which do not incorporate either justice concepts or content).

C) Special staff development training designed to raised staff at all levels and in all functions to their maximum potential. Specific staff development programs cna be organized on an inter-agency basis and can cut across the various sectors of the administration of justice, including law enforcement, intramural and extramural correctional services including interdisciplinary team training.

At the present time there are fragmented offerings of correctional and law enforcement -- related programs for staff development. There needs to be a significant effort to coordinate such efforts through the development of a master plan which includes periodic evaluation.

Specifically, the high priority correctional staff development needs are:

A) Organized and coordinated training programs for all personnel working in the correctional field to be carried out on a regional basis.

B) Training which will overcome the present deficiencies of correctional workers knowledge about their own rehabilitation programs and the resources of related social agencies.

C) Programs which increasingly will utilize the merged talents of various agencies and universities in the training of staff both on campus and in the agency setting.

D) Staff development programs must have built in rewards and advantages for those staff to undertake and complete such additional training.

Two major blocks are seen as preventing the realization of the unmet staff development needs listed above. These are:

1) Lack of sufficient funds to subsidize the training and hiring competent training staff.

2) Lack of replacement personnel to man critical services during times that personnel in training are on extended absences for such programs.

Many justice agencies are too small to employ any training personnel. Resources that a small agency can afford for training must be merged with other agencies if needs are to be met at all. Massive training subsidies will be needed to bring small agencies up to minimal standards.

Educational institutions should be encouraged to develop meaningful and appropriate materials tailored for correctional and allied social agencies. Subsidies to underwrite such ongoing programs are vital.

*** P.A.C.T. ***

CONTENT OF CORRECTIONAL TRAINING

Group-Task III

The purpose of this session of the workshop is to develop a policy statement as to the desired "Content of Correctional Training." In your work-group discussion please outline the new knowledge, skills and attitudes which constitute the subject matter that should be included in correctional training.

MERGED REPORT ON CONTENT OF CORRECTIONAL TRAINING

The content of training programs should be compatable with agencies' philosophies which in turn should be consistent with cultural and social beliefs in a democratic society. Course material, therefore, should include skills, techniques, and attitudes in dealing with both offenders and correctional employees as individuals. Such knowledge should develop empathy for others. Additionally, the legal rights of offenders, and the trainees' responsibility and obligations regarding the use of power and authority should be included in training for workers in the administration of justice system. Such training should insure the development of a philosophy compatible with the ethical and moral thinking within the specific agency and the society it services.

Content materials should be functional for all the personnel being trained and individual agencies should participate in the development of course content commensurate with the needs of agency personnel. The concept of evaluation must be incorporated in course materials so that the agency will be capable of periodically determining whether the programs of instruction are as effective as they should be. Whenever it appears that they are not meeting the needs of agency personnel, changes should be made.

Consistent with the above specific courses would include:

1. The dynamics of human behavior;

2. The impact of environment on individuals;

3. Social agencies which work with correctional clientele (e.g., public welfare, vocational rehabilitation, mental health);

4. Criminal law and procedures which relate to corrections;

5. Socio-cultural determinants of behavior;

6. Communications skills (verbal and written);

7. Skills in interpersonal relationships (particularly those dealing with hostility, aggression and authority);

8. Public relations and community information;

9. Problem-solving techniques (e.g., matrix system of ad hoc committees);

10. Professional disciplines which work with offenders (psychiatry, psychology, sociology, medicine, social-work, etc.)

11. Case management;

12. Correctional research (program evaluation and performance prediction);

13. Correctional administration.

The above list is illustrative and in no sense comprehensive. Training programs should maximize the connection between knowledge, skills and attitudes necessary in the trainees work performance.

## CLUSTER GROUP BOROUGH PROSECUTOR PROBLEM

Ten small contiguous boroughs, each employing prosecuting attornies, have been involved in discussion regarding their merger into a single metropolitan government. One of the results of such a merger might be the development of a single metropolitan prosecutor's office, with one chief prosecutor and the necessary complement of assistant prosecutors.

The incumbents (the ten borough prosecutors) have gathered together to discuss this proposal and to develop recommendations for the local bar association and the State Association of Prosecuting Attornies. They believe that a collective recommendation would have an effect upon the ultimate decision.

A range of alternative recommendations exist, each of which has both public policy implications as well as implications for personal careers of the ten prosecutors.

The task is to sit together as a group and develop a set of agreed upon recommendations.

*** P.A.C.T. ***

## METHODS FOR CORRECTIONAL TRAINING

Group-Task IV

The purpose of this session of the workshop is to develop a policy statement as to the Methods for Correctional Training. In your work-group discussion please outline those specific techniques and methods by which the subject matter of correctional training may be best communicated.

MERGED REPORT ON METHODS FOR CORRECTIONAL TRAINING

Guidelines to achieve the training objectives stated previously in this report are as follows:

A) Effective training programs should involve maximum trainee participation;

B) The selection of training programs should include the right combination of methods for the knowledge, skills, and attitudes to be taught;

C) In the selection of methods, consideration should be given to the needs, functions, and positions of trainees in their organizations as well as their degree of sophistication;

D) Methods used should be evaluated for their contribution toward learning, not solely for the demonstration of a new technique;

E) Methods should be varied in order to stimulate learning and reduce monotony (e.g., audio-visual devices, programmed instruction, etc.);

F) On-the-job training can be a valuable component of an effective training program. Superiors should reinforce training by providing constructive guidance and recognition for improved performance;

G) Actual agency problems and case materials should be utilized for training purposes whenever possible.

Specific techniques which have been useful in training include demonstrations of group interaction, laboratory methods ("T" Group, instrumented group), management games, role playing, psycho-drama, etc.

*** P.A.C.T. ***

## PROGRAM SPECIFICATIONS AND RESOURCES

Group-Task V

The purpose of this session of the workshop is to develop a policy statement as to Program Specifications and Resources. In your work-group discussion please define and specify, within resource limitations, the program which will be most consistent with and likely to meet the needs of the correctional training delineated in the prior work-sessions.

EXECUTIVES' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training Institutes

## ALTERNATIVE PROJECT MODELS FOR DEVELOPING A STATEWIDE ADULT CORRECTIONAL IN-SERVICE TRAINING SYSTEM

In the process of developing the P.A.C.T. Executives' Workshop Program, several issues regarding program specifications by which meaningful, ongoing training might be provided to correctional staff were confronted. Principal among these issues were: 1) the probability that rather extensive training needs would be identified; 2) recognized limitations of anticipated O.L.E.A. funds to provide comprehensive training commensurate with identified needs; and 3) the desirability of establishing a system whereby ongoing training might be offered to the largest number of correctional workers throughout the state. We recognized also that the training which would be provided under the Second Phase Grant should augment existing training programs rather than to replace them or to duplicate what is currently being done. Anticipating some policy alternative workshop participants might generate to cope with these issues, four models are forwarded as illustrative.

### ALTERNATIVE I

Phase II O.L.E.A. funds would be principally committed to the training of 250 correctional workers who have direct contact with offenders in a series of ten workshops (25 participants each) in various locations throughout the state. Funds would provide for one principal instructor to handle the bulk of the ten, five-day sessions. Content would include materials relating to the resources of the offender, the resources of the community, and the resources of important others (e.g. those with whom the offender has personal contact). The conduct of these workshops would consume the total resource available for the project, leaving virtually no time for the follow-up and the development of a coordinated and continuing system of in-service training.

## ALTERNATIVE II

Phase II O.L.E.A. funds would be committed to: 1.the provision of intensive training of a specialized nature to agency personnel with a training responsibility; and 2. the development of a coordinated and continuing statewide system of in-service training. Two five-day institutes, each to accommodate thirty trainers would include instruction in the use of new training techniques; the development of appropriate training materials for their use in their agency training setting, and orientation to the developing administration of justice focus which accents the interdependence of the police, courts, corrections, mental health, vocational rehabilitation, citizens' groups, and other community organizations. Trainers would, in addition, be oriented as the intended focus of the proposed statewide in-service training system and the important role they would play in utilizing it as a resource to broaden the competency base of agency employees.

The second thrust of this model would utilize a portion of the O.L.E.A. funds to establish a statewide in-service training system. Utilizing the already existing consortium of agency and university resources, arrangements would be made for a continuing training resource that would supplement, not replace, individual agency efforts via:

1. A pooling and coordination of existing training resources;
2. A merging of funds and resources available for training;
3. A continuing identification of unmet training needs and estimation of resources to meet them;
4. Recommendations and support for needed enabling legislation;
5. Development of a definitive operational plan to conduct needed training on a continuing basis;
6. Provision of training of correctional workers on a continuing basis;
7. Development of interfaces with other training and educational components representing the many dimensions of a total training system.

## ALTERNATIVE III

Phase II O.L.E.A. funds would be totally committed to the development of a coordinated statewide system for continuing in-service education. Utilizing the already existing consortium of agency and university resources, arrangements would be made for a continuing training resource that would supplement, not replace, individual agency efforts via:

1. A pooling and coordination of existing training resources;
2. A merging of funds and resources available for training;
3. A continuing identification of unmet training needs and estimation of resources needed to meet them;
4. Solicitation of additional funds required;
5. Recommendations and support for needed enabling legislation;
6. Development of a definitive operational plan to conduct needed training on a continuing basis;
7. Provision of training of correctional workers on a continuing basis;
8. Development of interfaces with other training and educational components representing the many dimensions of a total training system.

The immediate provision of training is not precluded by this model in that training can start as soon as needed relationships are consumated and the necessary resources become available.

## ALTERNATIVE IV

Three or four different types of training programs would be provided. For example:

1. Laboratory approaches;
2. Didactic content - 1 or 2 day short courses;
3. Workshop conferences;
4. Narrow operational approaches, e.g., "interviewing".

These programs would be targeted toward specific populations. For example:

Custodial staffs

"Treatment" personnel

Teachers (extra and extra mural)

Correctional clerks

Inter professional (prosecutors, defense attornies, probation and parole officers, and judges)

## ISSUES TO BE RESOLVED

### Points of Agreement:

1. Need to get to line level:

   a. Workable program developed;
   b. As many as possible.

2. Develop on-going training system:

   a. Agencies may be able to subsidize after model has been tested;
   b. Agencies may support with funds to expand implementation.

3. Training should have administration of justice thrust and include mental health and vocational rehabilitation in accordance with guidelines.

4. Trainers should be trained but the Center should take on major training responsibilities.

5. The Center should attempt to provide coordination of training activities.

### Points for which no consensus reached

1. How the one year demonstration project should be operationalized.
2. Effectiveness of trainers who are not "pro's".
3. Location for the training project:
   a. Utilization of human services districts;
   b. Penn State and/or Penn State Centers.

## PROGRAM SPECIFICATION

Grant funds from the Office of Law Enforcement Assistance, when received should be used in the following fashion:

A) Staff of the Center for Law Enforcement and Corrections should be assigned the task of developing a variety of training materials, including content and strategies for transmission, which would be applicable to the entire field of the administration of justice cycle. Emphasis, however, should be addressed to the correctional area, and particularly targeted the line level and middle management personnel.

B) Subsequent to the completion of the packages of training materials, one or more training workshops should be held either at the Penn State campus at University Park, or at the commonwealth campuses to utilize and test the materials which will have been developed. These recommendations should be construed as including the possibility that state-supported conferences and workshops during the year of the project could use some of the findings and materials developed out of the project.

C) Contemplating the possibility that funds would be available subsequent to the expiration of the O.L.E.A. Phase II grant funds, it is recommended that efforts be made to make segments of the training program available at each of the 19 Penn State campuses around the State, so that minimal travel will be required for personnel located in adjacent areas. Efforts should also be directed toward the development of a coordinated system of training.

APPENDIX C

Special Materials
for the
Managers' Workshop

MANAGERS' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

*Pennsylvania State University*
*College of Human Development*
*Center for Law Enforcement and Corrections*

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- WORKSHOP PROGRAM -

Note: Preceeding each workshop section, participants will be briefed on purposes of the session, what will happen, and the expected outcomes, as related to development of the project report. There will be continuous feedback on information generated by participants and on the progress of the workshop.

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TUESDAY, FEBRUARY 13, 1968

12:00 noon — WORKSHOP REGISTRATION - Lobby, Conference Center

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1:30 p.m. — PROGRAM ORIENTATION SESSION

*POLICY GUIDELINES FOR A STAFF DEVELOPMENT PROGRAM*
Charles L. Newman, Director, Center for Law Enforcement and Corrections

*THE ORGANIZATION AND OPERATION OF THE MANAGERS' WORKSHOP*
Jay Campbell, Center for Law Enforcement and Corrections

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2:10 p.m. — COFFEE BREAK

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2:30 p.m. — GOALS AND NEEDS FOR STAFF DEVELOPMENT PROGRAMS Part I

*OPERATIONALIZING GOALS AND THE IDENTIFICATION OF STAFF DEVELOPMENT TRAINING NEEDS*
Sanford Bates, Director, Federal Prisons - Emeritus

*A TECHNIQUE FOR REDUCING GOALS TO A FORM SUSCEPTIBLE TO PLANNING*
William H. Parsonage, Center for Law Enforcement and Corrections

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(Tuesday, February 13, 1968, continued)

GOALS AND NEEDS FOR STAFF DEVELOPMENT PROGRAMS Part II

3:30 p.m. GROUP TASK SESSION I

4:50 p.m. GROUP REPORTS TO WORKSHOP

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6:00 p.m. BANQUET - Nittany Lion Inn (Laurel Room)

Introductions by Charles L. Newman

*ROLE OF THE BOARD OF PAROLE AND PROBATION IN SUPPORTING STAFF DEVELOPMENT*
Paul Gernert, Chairman, Board of Parole & Probation

*ROLE OF THE BUREAU OF CORRECTIONS IN SUPPORTING STAFF DEVELOPMENT*
Kenneth Taylor, Deputy Commissioner, Bureau of Corrections

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7:30 p.m. CONTENT OF STAFF DEVELOPMENT PROGRAMS Part I

Panel Presentation: *INTER-AGENCY CONTENT OF A STAFF DEVELOPMENT PROGRAM*
Charles Newman, Charles Goodman, Director, Bureau of Mental Health Services, and John Gordon, Rehabilitation Specialist, Bureau of Vocational Rehabilitation

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8:30 p.m. CONTENT OF STAFF DEVELOPMENT PROGRAMS Part II

GROUP TASK SESSION II-A

GROUP REPORTS TO WORKSHOP

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WEDNESDAY, FEBRUARY 14, 1968

9:00 a.m. CONTENT OF STAFF DEVELOPMENT PROGRAMS Part III

*ADMINISTRATIVE CONTENT OF STAFF DEVELOPMENT TRAINING*
Henry Guttenplan, Center for Law Enforcement and Corrections

*TREATMENT CONTENT OF STAFF DEVELOPMENT PROGRAMS*
Hugh Urban, College of Human Development

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(Wednesday, February 14, 1968, continued)

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| 10:15 a.m. | COFFEE BREAK |
| 10:30 a.m. | CONTENT OF STAFF DEVELOPMENT PROGRAMS Part IV<br><br>GROUP TASK SESSION II-B<br><br>GROUP REPORTS TO WORKSHOP |
| 11:45 a.m. | LUNCH (individual arrangements) |
| 1:30 p.m. | METHODS FOR STAFF DEVELOPMENT TRAINING Part I<br><br>Film Preview: *THE PRICE OF A LIFE*<br>Produced by the American Foundation, Institute of Corrections |
| 2:25 p.m. | COFFEE BREAK |
| 2:40 p.m. | METHODS FOR STAFF DEVELOPMENT Part II<br><br>*TRAINING TECHNIQUES WHICH MAXIMIZE THE INVOLVEMENT OF THE TRAINEE*<br>Leonard Hassol, College of Human Development<br><br>*ILLUSTRATIVE DEMONSTRATION OF LABORATORY METHOD* followed by *VIDEO-TAPE CRITIQUE* |
| 4:00 p.m. | METHODS FOR STAFF DEVELOPMENT TRAINING Part III<br><br>GROUP TASK SESSION III<br><br>GROUP REPORTS TO WORKSHOP |
| 5:15 p.m. | DINNER (individual arrangements) |
| 7:15 p.m. | PROGRAM SPECIFICATIONS AND RESOURCES Part I<br><br>*PRIORITY PROGRAMMING FOR STAFF DEVELOPMENT*<br>Jay Campbell |

(Wednesday, February 14, 1968, continued)

7:45 p.m. PROGRAM SPECIFICATIONS AND RESOURCES Part II

GROUP TASK SESSION IV

GROUP REPORTS TO WORKSHOP

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THURSDAY, FEBRUARY 15, 1968

9:00 a.m. PROGRAM SPECIFICATIONS AND RESOURCES Part III

*DISCUSSION OF GROUP REPORTS ON PROGRAM SPECIFICATIONS AND ISSUES TO BE RESOLVED FOR PREPARATION OF THE PROJECT REPORT*
Charles L. Newman

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10:00 a.m. COFFEE BREAK

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10:30 a.m. SUMMARY SESSION - Room

*THE ROLE OF O.L.E.A. IN STIMULATING THE DEVELOPMENT OF CORRECTIONAL TRAINING*
Arnold Hopkins, Office of Law Enforcement Assistance

*PRESENTATION OF WORKSHOP REPORT*
Charles L. Newman

ACCEPTANCE OF THE DRAFT REPORT BY PARTICIPANTS

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12:15 p.m. LUNCHEON BANQUET - Nittany Lion Inn (Penn State Room)

Introductions by Charles L. Newman

*THE ROLE OF THE PRESS IN STIMULATING PUBLIC CONCERN AND SUPPORT FOR TRAINING IN THE ADMINISTRATION OF JUSTICE*
Jerome Weinstein, Editor, Centre Daily Times

*THE WORK OF THE CRIME COMMISSION AND ITS IMPLICATIONS FOR STAFF DEVELOPMENT*
J. Shane Creamer, Director, Pennsylvania Crime Commission

*REACTIONS FOR O.L.E.A. TO THE CONDUCT AND PRODUCT OF THE MANAGERS' WORKSHOP*
Arnold Hopkins

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LUNCHEON BANQUET (continued)

*REACTIONS TO THE CONDUCT AND PRODUCT OF THE MANAGERS' WORKSHOP*
Sanford Bates

*PRESENTATION OF CERTIFICATES AND PROJECT REPORTS*
Charles L. Newman

Staff Assistance Provided by:

Thomas R. Bielen, Graduate Assistant, Center for Law Enforcement and Corrections

John Beatty, Conference Coordinator, Continuing Education Conference Center

MANAGERS' WORKSHOP

*** P.A.C.T. ***

Pennsylvania Adult Correctional Training
Institutes

Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

TENTATIVE DETAILED PROGRAM

| PERSON SPEAKING | TIME FROM | TIME TO | MINUTES | PROGRAM FUNCTION |
|---|---|---|---|---|
| 2/13/68 | 12:00n | 1:30p | 90 | REGISTRATION |
| Newman | 1:30p | 1:50p | 20 | PROGRAM ORIENTATION SESSION<br>"Policy Guidelines For A Staff Development Program"<br>-Welcome Participants<br>-Speak on the purpose of the Workshop<br>-Relate "Policy Guidelines" to task of Managers' Workshop<br>-Introduce staff working with the program |
| Campbell | 1:50p | 2:10p | 20 | "Briefing On The Organization And Operation Of The Managers' Workshop"<br>-Discuss the workshop model<br>-Distribute workshop materials; explain use<br>-Feedback on pre-conference questionnaire |
| | 2:10p | 2:30p | 20 | COFFEE BREAK |
| Parsonage | 2:30p | 2:35p | 5 | GOALS AND NEEDS FOR STAFF DEVELOPMENT PROGRAMS Part I<br>"Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Campbell | 2:35p | 2:40p | 5 | "Introduction Of Speaker" |
| Bates | 2:40p | 3:10p | 30 | "Operationalizing Goals And The Identification Of Staff Development Training Needs" |
| Parsonage | 3:10p | 3:25p | 15 | "A Technique For Reducing Goals To A Form Suseptible To Planning"<br>-Importance of reducing broad goals to sub-goals which are susceptible to planning<br>-Project model and discuss its use<br>-Relate the crystalization of short & long term goals to the identification of needs |
| Campbell | 3:25p | 3:30p | 5 | "Charge Work Groups To Develop Statement Of Operational Goals & Needs For Staff Development" |

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| | | | | GOALS AND NEEDS FOR STAFF DEVELOPMENT PROGRAMS Part II |
| | 3:30p | 4:50p | 80 | "Group Task Session I" |
| Campbell | 4:50p | 5:05p | 15 | "Group Reports To Workshop" |
| | | | | WORKSHOP BANQUET |
| | 6:00p | | | Laurel Room, Nittany Lion Inn |
| Newman | 6:30p | 6:40p | 10 | "Master Of Ceremonies"<br>-Introduce persons at head table<br>-Give overview of banquet session theme<br>-Introduce Paul Gernert |
| Gernert | 6:40p | 6:55p | 15 | "Role Of The Board Of Parole & Probation In Supporting Staff Development" |
| Newman | 6:55p | 7:00p | 5 | "Response To Mr. Gernert's Remarks"<br>-Introduce Kenneth Taylor |
| Taylor | 7:00p | 7:15p | 15 | "Role Of The Bureau Of Corrections In Supporting Staff Development" |
| Newman | 7:15p | 7:20p | 5 | "Response To Mr. Taylor's Remarks"<br>-Announce time and place of next session |
| | | | | CONTENT OF STAFF DEVELOPMENT PROGRAMS Part I |
| Campbell | 7:30p | 7:35p | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Parsonage | 7:35p | 7:40p | 5 | "Feedback On Session, Goals and Needs For Staff Development Programs" |
| Newman<br>Goodman<br>Gordon | 7:40p | 8:25p | 45 | "Panel Presentation: Inter-Agency Content Of A Staff Development Program"<br>-Each Panelist makes a 10 minute presentation<br>-15 minutes for questions & answers |
| Campbell | 8:25p | 8:30p | 5 | "Charge Work Groups To Develop Statement Of Inter-Agency Content Required For Staff Development" |
| | | | | CONTENT OF STAFF DEVELOPMENT PROGRAMS Part II |
| | 8:30p | 9:30p | 60 | "Group Task Session IIA" |
| Parsonage | 9:30p | 9:45p | 15 | "Group Reports To Workshop" |
| 2/14/68 | | | | CONTENT OF STAFF DEVELOPMENT PROGRAMS Part III |
| Parsonage | 9:00a | 9:05a | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Campbell | 9:05a | 9:10a | 5 | "Progress On Session, Content Of Staff Development Programs Part II" |
| Guttenplan | 9:10a | 9:40a | 30 | "Administrative Content Of Staff Development Training"<br>-Personnel administration, administrative and organizational theory, supervision of personnel as components of training content<br>-Questions |

| | | | | |
|---|---|---|---|---|
| | | | | (Content Of Staff Development Part III Continued) |
| Urban | 9:40a | 10:10a | 30 | "Treatment Content Of Staff Development Programs"<br>-Discuss materials re: various treatment strategies for emotional disorders that personnel working with offenders should be aware of and could be included in staff development programs<br>-Questions |
| Campbell | 10:10a | 10:15a | 5 | "Charge Work Groups To Develop Statement Of Administrative And Treatment Content For Staff Development Programs" |
| | 10:15a | 10:30a | 15 | COFFEE BREAK |
| | | | | CONTENT OF STAFF DEVELOPMENT PROGRAMS<br>Part IV |
| | 10:30a | 11:30a | 60 | "Group Task Session IIB" |
| Campbell | 11:30a | 11:45a | 15 | "Group Reports To Workshop" |
| | 11:45a | 1:30p | 105 | LUNCH (individual arrangements) |
| | | | | METHODS FOR STAFF DEVELOPMENT TRAINING<br>Part I |
| Parsonage | 1:30p | 1:35p | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Campbell | 1:35p | 1:40p | 5 | "Feedback On Session, Content Of Staff Development Programs Parts II and IV" |
| | 1:40p | 2:25p | 45 | "Film Preview: THE PRICE OF A LIFE |
| | 2:25p | 2:40p | 15 | COFFEE BREAK |
| | | | | METHODS FOR STAFF DEVELOPMENT TRAINING<br>Part II |
| Campbell | 2:40p | 2:45p | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Hassol | 2:45p | 3:05p | 20 | "Training Techniques Which Maximize The Involvement Of The Trainee" |
| Hassol | 3:05p | 3:55p | 50 | "Illustrative Demonstration Of Laboratory Method" followed by a Video-Tape Critique |
| Parsonage | 3:55p | 4:00p | 5 | "Charge Work Groups To Develop A Statement Of Methods To Be Used In Staff Development Training" |
| | | | | METHODS FOR STAFF DEVELOPMENT TRAINING<br>Part III |
| | 4:00p | 5:00p | 60 | "Group Task Session IV" |
| Campbell | 5:00p | 5:15p | 15 | "Group Reports To Workshop" |
| | 5:15p | 7:15p | 120 | DINNER (individual arrangements) |
| | | | | PROGRAM SPECIFICIATIONS AND RESOURCES<br>Part I |
| Parsonage | 7:15p | 7:20p | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |

| | | | | |
|---|---|---|---|---|
| | | | | (Program Specifications Part I Continued) |
| Parsonage | 7:20p | 7:25p | 5 | "Feedback On Session, Methods For Staff Development Part III" |
| Campbell | 7:25p | 7:45p | 20 | "Priority Programming For Staff Development"<br>-Discuss the manner in which group decisions re: goals, needs, content, and method must be forced into priority programs for staff development commensurate with resources<br>-Prepare groups to establish statements on programs specifications (charge to groups) |
| | | | | PROGRAM SPECIFICATIONS AND RESOURCES Part II |
| | 7:45p | 8:45p | 60 | "Group Task Session V" |
| Campbell | 8:45p | 9:00p | 15 | "Group Reports To Workshop" |
| 2/15/68 | | | | PROGRAM SPECIFICATIONS AND RESOURCES Part III |
| Parsonage | 9:00a | 9:05a | 5 | "Briefing On Purpose Of Session, What Will Happen, And Outcomes Expected" |
| Newman | 9:05a | 10:00a | 55 | "Discussion Of Group Reports On Program Specifications And Issues To Be Resolved For Preparation Of The Project Report"<br>-Feedback on session, Program Specifications & Resources Part II<br>-Through discussion with entire group, forge an acceptable report on specifications |
| | 10:00a | 10:30a | 30 | COFFEE BREAK |
| | | | | SUMMARY SESSION |
| Campbell | 10:30a | 10:35a | 5 | "Introduce Arnold Hopkins" |
| Hopkins | 10:35a | 10:50a | 15 | "The Role Of O.L.E.A. In Stimulating The Development Of Training In The Administration Of Justice" |
| Newman | 10:50a | 11:20a | 30 | "Presentation Of Workshop Report For Acceptance Of Participants"<br>-Read report<br>-Get signatures of participants |
| | | | | LUNCHEON BANQUET |
| | 12:15p | 1:00p | 45 | Participants eat |
| Newman | 1:00p | 1:05p | 5 | "Introduce Jerome Weinstein" |
| Weinstien | 1:05p | 1:25p | 20 | "The Role Of The Press In Stimulating Public Concern And Support For Training In The Administration Of Justice" |
| Newman | 1:25p | 1:30p | 5 | "Comment On Mr. Weinstien's Remarks; Introduce Shane Creamer" |

| | | | | |
|---|---|---|---|---|
| | | | | (Luncheon Banquet Continued) |
| Creamer | 1:30p | 1:45p | 15 | "The Work Of The Crime Commission And Its Implications For Staff Development" |
| Newman | 1:45p | 1:50p | 5 | "Comment On Mr. Creamer's Remarks; Introduce Arnold Hopkins" |
| Hopkins | 1:50p | 2:05p | 15 | "Reactions For O.L.E.A. To The Conduct And Product Of The Managers' Workshop" |
| Newman | 2:05p | 2:10p | 5 | "Comment On Mr. Hopkins' Remarks; Introduce Sanford Bates" |
| Bates | 2:10p | 2:25p | 15 | "Reactions To The Conduct And Product Of The Managers' Workshop" |
| Newman | 2:25p | 2:30p | 5 | "Comment On Mr. Bates' Remarks" |
| Newman | 2:30p | 2:40p | 10 | "Presentation Of Certificates And Project Reports" |

P.A.C.T.

*Pennsylvania Adult Correctional Training Institutes*

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Mr. John Gordon
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Mr. Jerome Weinstein
Editor, Centre Daily Times
State College, Pennsylvania

## *Faculty*
## *College of Human Development*
## *Center for Law Enforcement and Corrections*

Mr. Jay Campbell
Dr. Henry Guttenplan
Dr. Leonard Hassol
Mr. Charles L. Newman
Mr. William Parsonage
Dr. Hugh Urban

*** P.A.C.T. ***

GOALS-NEEDS FOR STAFF DEVELOPMENT TRAINING

Group-Task I

Ths purpose of this session of the workshop is to develop the operational specifications on Goals and Needs for Staff Development Training as delineated in the P.A.C.T. I Policy Guidelines.

In your work-group discussion, please deal with the following questions, incorporating your answers to them in your group's written report:

1. It is believed that the following agency functions are directly related to the attainment of correctional goals. Select the five most important functions which you feel may be most substantially improved through staff development training.

   _____ A. Management practices

   _____ B. Diagnosis and classification

   _____ C. Care and custody of offenders

   _____ D. Training and treatment (rehabilitation of offenders)

   _____ E. Fulfilling legal requirements of corrections

   _____ F. Public education and information

   _____ G. Generating knowledge about crime causation and control

   _____ H. Cooperation with other administration of justice agencies

   _____ I. Use of community resources

   _____ J. Other (specify) _____

2. Identify five (5) kinds of personnel for whom you would recommend staff development training (e.g., parole-probation officers, classification counselors, treatment supervisors, custodial officers, custodial supervisors, etc.).

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

(Task I - Continued)

3. The P.A.C.T. I Policy Guidelines identify eight (8) Objectives for Correctional Staff Development (Goals for Correctional Training, page 1). Please indicate for each objective whether: 1) the Agency, 2) the University, or 3) the Agency and University sharing responsibility should have the major obligation for implementation.

| Objective | Major Responsibility | Code |
|---|---|---|
| A | _____ | 1 = Agency |
| B | _____ | 2 = University |
| C | _____ | 3= Agency & University |
| D | _____ | |
| E | _____ | |
| F | _____ | |
| G | _____ | |
| H | _____ | |

4. General comments regarding the sections of Goals and Needs for Staff Development Training as delineated by the Executives' Workshop in their report, Policy Guidelines for a Statewide Staff Development Program.

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Operational Specifications on Goals and Needs for Staff Development

The following agency functions were identified as being related to the attainment of correctional goals: (alphabetical listing)

1. Care and custody.
2. Cooperation with other administration of justice agencies.
3. Diagnosis and classification.
4. Generating knowledge about crime causation and control.
5. Management practices.
6. Public education and training.
7. Training and treatment (i.e. rehabilitation of offenders).
8. Use of community resources

The foregoing functions are viewed as being responsive to improvement by staff development activity for the following kinds of personnel:

1. Executive and managerial.
2. Supervisory and technical.
3. Line personnel such as: custodial, probation, parole, classification, treatment.
4. Ancillary (e.g. food service, secretarial).

Major responsbility for implementing correctional staff development is delineated as follows:

A. Major responsibility of the agency, exclusively:

1. Train staff to be knowledge about the specific programs and services provided by the agency or institution of which they are a part;
2. Train staff to be knowledgeable about the specific role and responsibility of the positions they occupy, and the agency in which they work.

B. Major responsibility shared by agency and university:

1. Train staff to be knowledgeable about the role of the agency or institution in the continuum of the administration of justice system. Specifically the criminal law, law enforcement, the judiciary, correctional agencies and institutions, parole, probation, and other agencies which provide services for offenders (e.g., vocational rehabilitation and mental health);
2. Train staff to be knowledgeable about projected possibilities concerning function, philosophy, and responsibility of their particular institution or agency, and its relation to the total administration of justice;
3. Train staff to be knowledgeable about the understanding of offenders whom they serve and for whom they are responsible;
4. Train staff to be knowledgeable about the impact of interpersonal relationships;
5. Train staff to be knowledgeable about the ways to correctly utilize the services of community agencies on behalf of their clients;
6. Train staff to be knowledgeable about the role and responsibility of correctional personnel to participate in the education of

the public in problems related to corrections and the administration of criminal justice.

Observations:

Suitable attention must be given to the practicality of implementing a program for all classes of personnel. Wide diversity of occupational role, variety of settings, and diversity of agency responsibility represent factors which must be recognized in any generic staff development program.

*** P.A.C.T. ***

CONTENT OF STAFF DEVELOPMENT TRAINING

Group Task II-A

P.A.C.T. I Policy Guidelines specified the following as some of the content areas for staff development training. Please identify the kinds of personnel who would profit most from training in these content areas (e.g., parole-probation officers, classification counselors, treatment supervisors, custodial officers, etc.). List kinds of personnel for each item!

| Content Area | Personnel |
|---|---|
| 1. The dynamics of human behavior | |
| 2. The impact of environment on individuals | |
| 3. Community agencies which work with correctional clientele | |
| 4. Criminal law and procedures which relate to corrections | |
| 5. Socio-cultural determinents of behavior | |
| 6. Communications skills (written and verbal) | |
| 7. Skills in interpersonal relationships (particularly those dealing with hostility, aggression, and authority) | |
| 8. Public relations and community information | |
| 9. Professional disciplines which work with offenders (psychiatry, psychology, sociology, social work, medicine, etc.) | |
| 10. Case management | |
| 11. Correctional research (program evaluation and performance prediction) | |
| 12. Correctional administration | |
| 13. Other (specify) | |

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Operational specifications for content of correctional staff development

I. The content of correctional training should be targeted as follows:

A. All personnel should receive some training at a level appropriate to their responsibility and function related to the offender and the system.

1. Dynamics of human behavior.
2. Impact of environment on individuals.
3. Communication skills (written or oral).
4. Skills in interpersonal relationships (particularly dealing with hostility, aggression, and authority.).
5. Case management.
6. Criminal law and procedures which relate to corrections.

B. All supervisory and technical staff personnel and those who work primarily with offenders in the community setting.

1. Community agencies which work with correctional clientele.
2. Sociocultural determinants of behavior.
3. Public relations and community information.

C. All management personnel in all settings.

1. Professional disciplines which work with offenders (psychiatry, psychology, sociology, social work, vocational rehabilitation).
2. Correctional research (program evaluation and performance prediction).
3. Correctional administration.

Observations:

1. Effort should be made to include law enforcement personnel as part of the training operation.
2. It was recognized that the materials might have to be differentially organized for different target groups; and that allied services, such as mental health and vocational rehabilitation should be included where feasible.

*** P.A.C.T. ***

CONTENT OF STAFF DEVELOPMENT TRAINING

Group Task II-B

Special staff development programs may be devised which specifically relate to (1) the stage of individual's career development, (2) their levels of responsibility, (3) the size, development, and organizational structures of agencies, and (4) the relationship of agencies to other organizations. For example, a person becoming an agency head must deal with fiscal, legislative, and other matters for which he has had little prior preparation. Or, a probation officer newly promoted to supervisor must begin dealing with administrative and personnel matters for which he has had little prior training. Or, as a result of the development of new treatment techniques, staff must become conversant with them and capable of evaluating their effectiveness.

1. Please identify staff development programs for particular kinds of personnel which would respond to such special situations that arise from an expanding and rapidly changing correctional field.

2. General comments regarding the section on Content of Staff Development Training as delineated by the Executives' Workshop in their report, Policy Guidelines for a Statewide Staff Development Program.

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Special Staff Development Programs

Special staff development programs should be formulated with reference to the following considerations:

1. Orientation training to the agency, position, and administration of justice. This training would be directed to all levels of newly entering personnel and would be tailored to their function and entry level. This orientation training would be the primary responsibility of the agency. Special assistance from universities, however, was seen as helpful.
2. Prepromotional training. Special courses specifically directed toward personnel being prepared for new responsibilities, including those moving into managerial responsibilities. This is seen as a cooperative endeavor of both University and agency.
3. Refresher courses in the administration of justice (e.g., supreme court decisions, treatment innovations, administrative and organizational theories and practices) should be targeted to managerial as well as technical staff personnel. This would be the major responsibility of universities working with the agencies. Consideration should be given to planning as part of course offering.

Observations:

1. The validity of special programs should be assessed to measure whether they directly relate to agency needs.

2. Employee exchanges and transfers within agencies and between agencies are viewed as a means of cross-communication and have training merit in themselves.
3. Civil service tests and specifications for positions should reflect the competencies required to perform the occupational roles involved.
4. The support of management is crucial if training programs are to succeed, and rewards must be forthcoming to support attainment of new skills.

## Management Game

### Roles of Participants

Number 1
Mr. Able - You have information that Mr. Easy would be the new director. You and he have been enemies for years.

Number 2
Mr. Baker - You are the head of a small rural agency - and didn't believe you have a chance at the director or deputy slots.

Number 3
Mr. Charlie - You run a large urban agency - and believe you are a logical candidate for appointment as the new director.

Number 4
Mr. Dog - You have recently been appointed to head your agency, and have come from another state.

Number 5
Mr. Easy - You have been told by the governor that you will head the new agency if it is formed - and that you can appoint whoever you choose as deputies.

Number 6
Mr. Fox - Mr. Easy has told you that you will be his deputy if he obtains the directorship.

Number 7
Mr. George - You have just recently received an attractive offer from out of state. You don't believe that you stand a chance for the director or deputy slots.

Number 8
Mr. How - You have heard it rumored that Mr. Charlie will be the new director. You and Mr. Charlie have been close friends for years.

Number 9
Mr. Ida - You have heard it rumored that Mr. Charlie will be the new director. You and Mr. Charlie have been enemies for years.

Number 10
Mr. Jake - Mr. Charlie has informed you that he would appoint you as deputy if he is appointed as director.

Management Game

## The Problem

There is popular support abroad for the development of a "super-agency" which would assume the responsibility for administering all services to public offenders (probation, parole, institutions, vocational rehabilitation, mental health services, police, etc.)

Each of you are heads of agencies which deal with public offenders. And each of you have been asked to appear before a legislative interim commission next week to testify as to the desirability of the creation of such a "super-agency."

If such a change materialized, it would mean that one director would be appointed by the governor and the new director would in turn select two deputies.

Recognizing the impact of such a hearing, you have all decided to come together to discuss this topic informally.

*** P.A.C.T. ***

METHODS FOR CORRECTIONAL TRAINING

Group Task III

1. Content areas (knowledge, skills, and attitudes) for specified personnel were developed in the last two group-task sessions. Select those three programs (e.g., case management for probation-parole officers, correctional research for agency heads, etc.) which you feel should be given top priority.

2. Develop combinations of methods for each of these three priority programs which you believe will most effectively transmit the subject matter to the target group indicated.

3. Your group has just developed three (3) program-method packages. Select the one (1) which you believe is most effective. For this most effective program-method package, develop four (4) criteria by which it may be objectively evaluated.

4. General comments regarding the section on Methods for Correctional Training as delineated by the Executives' Workshop in their report, Policy Guidelines For a Statewide Staff Development Program.

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Methods for Correctional Staff Development

I. The following program packages are given high priority.

Dynamics of Human Behavior

Communication skills

Interpersonal relationships (particularly those dealing with hostility, (aggression, and authority)

Community agencies which deal with offenders

These programs should be targeted to all appropriate correctional personnel. Extent of training, however, should relate to function and level of responsibility.

Content dealing with correctional administration should be targeted to supervisory and administrative personnel.

II. The following methods are recommended as valuable in communicating the program information and developing requisite skills:

1. Lecture
2. Tapes (Audio-visual)
3. Films
4. Programmed instruction
5. Role playing
6. Incident process
7. Conferences
8. Seminars

9. Workshops

10. Correspondence Study

Evaluation of training program effectiveness should include:

1. Pre and post training testing

2. Examination by questionnaire

3. Participant self-evaluation

4. Performance evaluation by peers and supervisors.

Observation:

Special consideration should be given to personnel exchange as a valuable training technique.

*** P.A.C.T. ***

PROGRAM SPECIFICATIONS

Group Task IV

Present resources and the Policy Guidelines limit the implementation of the next phase of this project to (1) development of training material packages, (2) conducting short institutes or illustrative pilot demonstrations of longer programs, (3) initial program offerings to the Penn State Campus, and initial expansion to Commonwealth Campuses, and (4) some combination of 1, 2, and 3.

1. Please choose those program-method packages which you believe should be given top priority. And specify whether they should be developed as (a) short institutes and workshops, (b) pilot demonstrations of extended programs, or (c) a combination of a and b. These operational guidelines should be consistent with present resources and a reasonable expectation of expanded resources.

2. General comments regarding the section on Resources and Specifications as delineated by the Executives' Workshop in their report, Policy Guidelines For A Statewide Staff Development Program.

P.A.C.T. II

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES

The Pennsylvania State University
College of Human Development
Center for Law Enforcement and Corrections

Program Specification and Resources

Initial instruction materials should be developed to create an awareness of and sensitivity to:

"The Dynamics of Human Behavior"

and "Interpersonal Relationships"

Of equal importance is the development of increased skills in communication (written, verbal, and non-verbal).

These materials should be targeted to a cross section of line and staff with special refresher materials directed specifically to middle managers, training staff, and potential training personnel.

Initial instructional materials should be developed through the vehicle of short pilot institutes held at the Penn State University Park campus. Evaluative materials would be an integral part of such core training materials.

These pre-tested units (syllabi, selected readings, bibliography, standardized exams, and if possible, films, audio tapes, and video tapes), should be made available to competent instructional staff, both agency and university based.

Effort should be made to develop a resource library of instructional materials at Penn State. In addition, telelecture, educational t.v. (through educational t.v. network, if possible), programmed packages, etc., should be attempted when feasible. Correspondence courses of gradually escalating depth of exposure would be of great utility to personnel.

An interplay of agency consultation with the Center for Law Enforcement and Corrections is supported and its expansion encouraged. Overlap of training should be avoided by increased communication as to who is doing what.

APPENDIX B

Reaction of Participants
to the
Executives' Workshop

Facsimile letter from:

THE AMERICAN FOUNDATION
INSTITUTE OF CORRECTIONS

president MRS. CURTIS BOK
vice president OWEN B. RHOADS
secretary-treasurer CARROLL R. WETZEL

director FRANK LOVELAND

January 25, 1968

Professor Charles L. Newman, Director
Center for Law Enforcement and Correction
Pennsylvania State University
State College, Pennsylvania

Dear Charles:

Although you and your staff received many statements of appreciation and praise for the excellence of the Executive Workshop which ended yesterday, I would like to add my comments and evaluation.

I feel confident that there has never been a working conference held in Pennsylvania which has brought together the various segments of corrections--probation, parole, state and local correctional institutions, as this one did. One of the things that has bothered me most in my life career in corrections has been the fragmentation of the field, which was so strongly emphasized by the President's Commission on Law Enforcement and Administration of Justice. When I came to Pennsylvania four years ago I was disturbed at the inefficiency in corrections which resulted from the lack of coordination and integration between the different state, local official agencies and private agencies. I believe the close working together at the workshop level has been a strong entering wedge in the solution of this problem.

A second excellent feature of the conference was the participation by representatives of the police, mental health and vocational rehabilitation agencies. These men not only contributed to the development of training programs but also, I believe, they saw more clearly the opportunities their fields could make to the various phases of corrections.

I am sure the possibilities of making corrections more effective through training and education became more apparent to all. At the beginning of the sessions I heard one member remark that he had never seen a good training program in corrections. It was obvious at the end of the third day that every participant felt that an effective training program was possible, with the assistance of your office.

I agree with my associates at the workshop that the planning an execution of the program was the most efficient I have experienced. I look forward to the continuation of the program and its impact on middle management and line personnel.

Sincerely,

Frank Loveland

Frank Loveland, Director

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ARTHUR T. PRASSE
COMMISSIONER

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# Commonwealth of Pennsylvania

## DEPARTMENT OF JUSTICE

### BUREAU OF CORRECTION

January 26, 1968

Mr. Charles L. Newman
Head
Center for Law Enforcement
The Pennsylvania State University
University Park, Penna. 16802

Dear Mr. Newman:

Following the closing session of the Administrators' Workshop for the Statewide In-Service Training Program for Correctional Personnel this week, I spoke with the three representatives beside myself from the Bureau of Correction. This group as you recall, included the Superintendent of the State Correctional Institution at Muncy, Miss Charlotte Cummings, the Superintendent of the State Correctional Institution at Rockview, Mr. Angelo C. Cavell, and my Deputy Commissioner for Treatment, Dr. Kenneth E. Taylor.

We all agreed that this was the best organized and most productive workshop we had ever attended. I feel quite certain training of personnel, particularly at the line level, will be enhanced, not only in each participating organization, but also on a Statewide basis, so that there can be integration of training for the diversed groups making up the correctional system.

As I have indicated to you on a number of occasions, I will personally do everything possible to augment present training programs and to initiate new ones, so that our Commonwealth will have the best training programs in the country.

Sincerely yours,

Arthur T. Prasse
Commissioner
Bureau of Correction

ATP/rnt

WALTER G. SCHEIPE
Chief Probation and Parole Officer

Probation and Parole Officers
RALPH C. REIFINGER
GEORGE I. SILLMAN
THOMAS F. TOYE
JOSEPH F. WEBER

# ADULT PROBATION AND PAROLE DEPARTMENT

THE COURT OF QUARTER SESSIONS
BERKS COUNTY
COURT HOUSE
READING, PA.

January 24, 1968

Pennsylvania State University
Human Development Building
University Park, Pennsylvania 16802

Attention Mr. Charles L. Newman

Dear Mr. Newman:

May I express my deep appreciation for having been invited to participate in the Executive's Work Shop of the Pennsylvania Adult Correctional Training Insitute which was held January 21 thru 23, 1968. I found this to be an enriching experience, and feel sure that this program will be a valuable contribution in the field of Corrections in Pennsylvania.

Please be assured of my complete cooperation and support in the future in the development of such a program.

Sincerely yours,

Walter G. Scheipe

WALTER G. SCHEIPE
Chief Probation & Parole Officer

WGS/cfg

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC WELFARE
Harrisburg

OFFICE OF
MENTAL HEALTH

Telephone:
Area Code 717
787-5252

January 24, 1968

Professor Charles L. Newman
Head
College of Human Development
The Pennsylvania State University
Human Development Building
University Park, Pennsylvania 16802

Dear Professor Newman:

I wish to express my appreciation to you and your staff for the opportunity to participate in such a well organized workshop to develop policy guidelines for a Statewide Correctional Staff Development Program. In spite of the long hours for all concerned it appeared to me there was a great deal of dedication and enthusiasm both on the part of your staff and the conference participants. A fine organizational structure guaranteed attention to the subject within fixed time limits and yet,as was demonstrated Monday evening, there was very adequate time available to resolve the many differences that could be expected from such a diverse group. The opportunity to have a copy of the policy guidelines at the end of the conference is very much appreciated.

The Office of Mental Health will look forward to continued participation as appropriate and I shall be pleased to be available personally to help in any way possible.

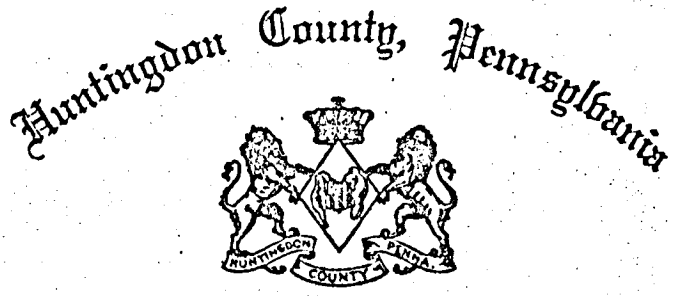
Very sincerely yours,

Charles C. Goodman M.D.

Charles C. Goodman, M.D.
Assistant Commissioner
for Mental Health.

COURT HOUSE

DIAL 643-1177
AREA CODE 814




OFFICE OF
Probation Department
HUNTINGDON, PA. 16652

January 24, 1968

Professor Charles Newman
Center of Law Enforcement
College of Human Development
Pennsylvania State University
University Park, Pennsylvania

Dear Professor Newman:

Upon returning to my office, I have had an opportunity to review the completed Policy Guidelines for Statewide Correctional Staff Development Program and feel that this report encompasses all the hopes and expectations for better trained law enforcement agencies in the State of Pennsylvania.

We have needed such guidelines for a number of years and we feel that this is a step forward in the plan for progress in the State of Pennsylvania,

In addition to this guideline being acceptable to the State of Pennsylvania, I feel certain that it would be of assistance to other states. It not only points out what is needed at the present time but it projects the future needs. It is not so stringent in its program that it could not be adjusted to meet the need of a particular program facing those in the field of correction.

As a result of these guidelines, we anticipate for the State of Pennsylvania a program that will not be surpassed by any other state in the union.

Very truly yours,

John F. Dougherty
Director of Probation Services

JFD:jn

*Northampton County Prison*
EASTON, PENNSYLVANIA 18042

THOMAS A. CAVANAUGH, Warden
WILLIAM G. HOWEY, SR., Deputy Warden

Prison Board Meetings
First Thursday following first
Monday of each month.



January 24, 1968

Professor Charles L. Newman
The Pennsylvania State University
Human Development Building
University Park, Pennsylvania 16802

Dear Professor Newman:

I wish to take this opportunity to thank you for being permitted to function as a panel member for your Executives' Workshop.

I am sure each of us felt a deep sense of dedication and only hope our efforts will bear fruit. I feel that we have taken a giant step in the direction of standardizing the need and goals of those who are engaged in the Correctional Fields.

If you feel I can further this endeavor, please free to call on me.

With best regards,

Thomas A. Cavanaugh

THOMAS A. CAVANAUGH
WARDEN

TAC:pt

BUCKS COUNTY PRISON AND REHABILITATION CENTER
138 SOUTH PINE STREET
DOYLESTOWN, PENNSYLVANIA
18901

ROY BEANS
DEPUTY WARDEN FOR TREATMENT

MAJOR JOHN D CASE, USMC (RET'D.)
WARDEN

GEORGE W. SCARBOROUGH, JR.
DEPUTY WARDEN FOR SECURITY
AND ADMINISTRATION

January 25, 1968

Dr. Charles Newman, Director
Center of Law Enforcement & Corrections
Pennsylvania State College
State College, Pennsylvania

Dear Professor Newman:

I returned last night from the Executive Workshop of the PACT Institute still enthused over what had been accomplished.

I have attended numerous conferences, workshops and institutes in the last five years. Never have I attended a conference where so much excellent work was finalized in such a short period of time.

It is obvious that we now have a working document which will blaze the trail of better corrections in Pennsylvania for the next ten years.

The big, urgent need now is to plan for swift action and further expansion. The war on crime in Pennsylvania can be won if we continue to move in the directions indicated by the guidelines developed at the Institute. If we slow down now it will take five more years to come back to the point we have reached.

Sincerely yours,

John D Case

MAJOR JOHN D. CASE
USMC (Retired)
Warden

JDC:dg

*Sponsoring*
THE 98TH ANNUAL
CONGRESS OF CORRECTION
San Francisco, California
August 25-August 29, 1968
Headquarters: San Francisco Hilton Hotel

# The AMERICAN CORRECTIONAL ASSOCIATION

SHOREHAM BUILDING, 15th & H Sts., N.W.
WASHINGTON, D.C. 20005
*Telephone:* (Area Code 202) 393-1314



January 26, 1968



Dean Donald Ford
College of Human Development
Penn State University
University Park, Pennsylvania

Dear Dean Ford:

It was a real pleasure to have an opportunity to meet you and I wish to thank you for your interest and support of the program in corrections.

I was very much impressed by the outstanding workshop which was prepared by Professor Charles Newman and his staff. It was one of the best organized meetings that I have attended, and all were impressed by the fact that the results of the various laboratory groups and even the final discussions were made available shortly after each one of the sessions, and at the end of the workshop.

We all felt that the baby had been born after a gestation period of sixteen years, and that it had a very bright future.

We were somewhat shaken by the news that the budget might be cut for next year. I certainly hope that the necessary funds will be available so that there will be a possibility of providing a service that is so badly needed in our state.

If I can be of any service to you or to the program do not hesitate to contact me.

Sincerely,

E. Preston Sharp

E. Preston Sharp, Ph.D.
General Secretary

EPS:mw

cc: Newman
Gernert

*Affiliated Bodies*

Correctional Education Association
American Correctional Chaplains' Association
Correctional Service Federation, U.S.A.
Correctional Industries Association
Association of Correctional Psychologists
Association of State Correctional Administrators
National Jail Association
Association of Paroling Authorities
The Women's Correctional Association
Wardens' Association of America
National Council on Crime and Delinquency
The Salvation Army
The Volunteers of America