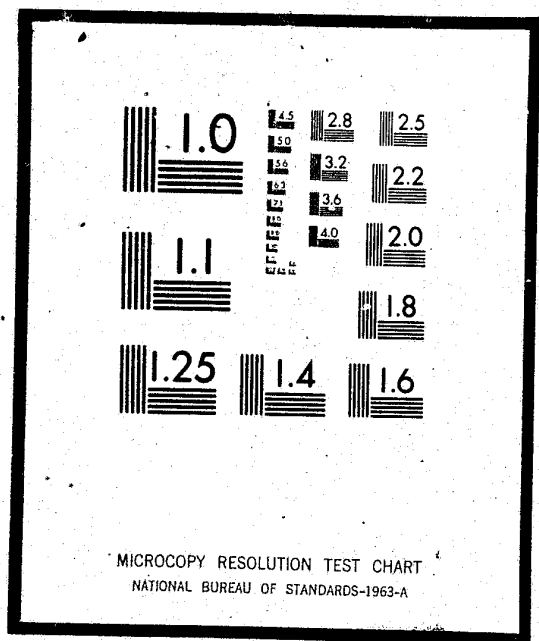# NCJRS

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THE ATHYN GROUP

Final Evaluation Report

"Strategic Management in Corrections" —

74-ED-99-0005

30690

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Date: July 18, 1975.

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I. Introduction

This final evaluation report includes the assessment of the first residency period, the field consultation phase of the project, and the second residency period of the Strategic Management in Corrections Conference. This program was conducted by the Management and Behavioral Science Center (MBSC) of the Wharton School of the University of Pennsylvania. It was sponsored by the Law Enforcement Assistance Administration under the auspices of the National Institute of Corrections.

Our firm was contracted to conduct an evaluation of all the above mentioned phases and the project in its entirety. It should be noted that our process requires less scientific "objectivity" than most other project evaluations. It was our function to supply MBSC with ongoing information relevant to the different phases of their program. This supply of information enabled MBSC staff to make adjustments in strategy and focii of the program as it was developed and implemented. Therfore, it should be noted that our goals included not only the development of an objective evaluation,

but also the improvement of the program in an ongoing
nature.

The program as presented by MBSC was designed to
focus on a strategic management process by which organ-
izations can develop and use adaptive learning concepts.
The process:

A. identifies and assesses the impact of forces in the
   organization's environment,

B. establishes organizational goals in a context of
   conflicting values,

C. determines organizational needs and opportunities,

D. generates alternatives to meet these needs and oppor-
   tunities,

E. specifies the resources required and the ways of
   generating them,

F. selects the most viable alternative and designs an
   appropriate organizational and management system,

G. implements, evaluates, and controls the solution.

In order to accomplish the above seven foci of
the program, MBSC presented a three phase project to
its client system. These three phases included:

A. The first phase of the program was an eleven day

residency workshop in Philadelphia. The foci the
workshop were to present speakers and discussion
groups in order to introduce the participants to the
concept of strategic management, to help participants
develop strategy for dealing with "back home" prob-
lem areas, and finally, to develop a contract for a
second phase of the program.

B. The second phase of the program involved a field
consultation effort by MBSC staff. The field con-
sultation effort was to reinforce learnings present-
ed and developed during the first residency period.
It was also to offer primary assistance to partici-
pants as they attempted new problem solving technol-
ogies in their back home systems.

C. The third and final phase of the project was a one
week residency workshop held in Philadelphia. The
purpose of the second residency period was to rein-
force learnings accrued during the first two phases
of the program. It was also to solicit from partic-
ipants problems and issues they were having as they
attempted to implement the new technologies and
methodologies they had developed. This final phase

of the program in one sense was an ending, in another sense it was merely a continuance of an on-going process.

In some ways the major evaluation effort was conducted during the first residency period. The reasons for this are clear given the goals of the evaluation element of the project. We must recall that the goals were to evaluate and supply MBSC staff with data that could help them improve the program as it was developing and being implemented. Therefore, to have performed the major scope of the evaluation at the end of the project would have made us fall short of the primary goal area. Evaluation data during the first residency period were gathered in several ways. Short questionnaires were distributed daily. One half of the participants were asked to rate the principal speaker for that day. The other half were asked to rate the work group activities. The Wharton staff then used this information to make day-to-day program revisions. The evaluators used this information to help generate areas of concern and specific questions for the residency evaluation. The results of these daily questionnaires

are not discussed in this report as their basic function was not evaluation but feedback to staff.

On the last day of the program a group interview was conducted with one quarter of the participants. The interview was structured around a hypothetical situation. The interviewees were asked to assume that they were part of the NIC governing body requesting proposals for a ten-day residency program for corrections managers. They were asked what would be included in an ideal program. They were also asked to discuss major foci of the program.

In addition to the final day's interview, a questionnaire was distributed to all participants. This included open-ended, Likert-type, descriptor differentials, and scaled items. The items represented eight areas of program assessment, including:

A. participants' analysis as to how well the objectives stated by the Wharton staff were met,

B. participants' judgment of the quality of the program,

C. participants' projections, based on the first residency experience, of the field and follow-up phases of the program,

D. participants' assessment of their own personal learn-

   ing,

E. participants' expectations of the likelihood of insti-

   tutional improvement as a result of the program,

F. participants' perceptions of their own potency in

   their respective organizations,

G. participants' reactions to the arrangements for the

   conference,

H. participants' overall sense of quality and activity

   and personal impact.

From the data collection process an interim report was

written for NIC and MBSC. That interim report included

five major areas:

A. Analysis of strengths and limitations of the program

   for each of the above eight areas of program assess-

   ment.

B. Participant suggestions from the interviews.

C. Evaluation interim suggestions.

D. Evaluation Progress Report.

E. Appendices --- collated and categorized reports of

   raw data.

   The final report being presented here will be pre-

mised almost entirely on a questionnaire mailed to part-

icipants and colleagues of participants a month after the

completion of the second residency phase of the project.

This questionnaire included open ended, Likert type,

descriptor differentials, and scaled items. The items

represented the following areas of project assessment:

A. Participants' analysis as to how well the objectives

   stated by the MBSC staff were met,

B. Participants' judgment as to the quality of the pro-

   gram, i.e. their evaluation of the program,

C. Participants' assessment of their own personal learn-

   ing and the project's impact on them personally,

D. Participants' assessment of the impact the project

   had through them on their organizations,

E. Participants' perception of their own potency in their

   respective organizations,

F. Participants' reaction to the arrangements for both

   residency phases of the project,

G. Participants' overall sense of quality, activity and

   personal impact of the entire project,

H. Participants' colleagues' analysis as to how well the

   objectives stated by the Wharton Staff were met,

I. Participants' colleagues' perceptions of institution-al/organizational improvement as a result of the participants' participation in the program, and finally,

J. Participants' colleagues' perception of the participants' potency in their respective organizations.

The majority of the discussion in this final report will be drawn from the final evaluation questionnaires sent to participants and their colleagues.*

The structure of this report will include:

A. Analysis of the strengths and limitations of the program as seen by the participants,

B. Analysis of the program as seen by participants' colleagues,

C. Consultant assessment and recommendations,

D. Appendix.

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*25 participants and 70 "colleagues" submitted final questionnaires. Colleagues included subordinates, peers and superordinates of the participants. Of the 25 participants submitting final questionnaires, four did not take part in the second residency program. The data from these four participants was scanned and was not significantly different from the data of the other 21 participants.

II. Analysis of the Strengths and Limitations of the Program as seen by Participants.

A. Participants' analysis as to how well the objectives stated by the MBSC staff were met.

Approximately 25% of the questionnaire items were designed to determine the degree to which major objectives set forth in the MBSC proposal were met.

Before reviewing the substantive information we must state initially that almost universally participants believe that the objectives of the MBSC program were met.

Below we will list the percentages of respondants who believed that objectives were met or not met.

1. 100% of the participants believed that they now possessed a better understanding of current management techniques.

2. 100% of the participants felt that they were better able to select management tools appropriate to their personal situation.

3. 88% of the participants believed that the program aided their understanding of the appropriate

balance between crisis management and strategic management capabilities. (The remaining 12% were neutral in response to this area.)

4. 92% of the participants feel that they have developed new insights into the particular managerial problems they encounter in a people processing organization. (4% neutral response; 4% disagree.)

5. 48% of the respondents believe that they have gained a more effective way of dealing with exteral expectations of their performance. (politicians, community, etc.) (48% neutral; 4% disagree.)

6. 80% of the respondents believe that the program helped increase their understanding of the planning process in corrections. (16% neutral, 4% disagree.)

7. 84% of the participants believe that the program increased their awareness of the appropriate conditions for the use of participative decision making. (8% neutral response; 4% no response.)

8. 96% of the respondents believed that their ability to identify and formulate problems has been improved. (4% neutral.)

9. 48% of the respondents do not believe that the relationship of the correctional system to the Judicial system was adequately explored. (40% neutral; 12% disagree.)

10. 44% of the participants believe that the relationship of the correctional system to the Political system was adequately explored. (20% neutral response; 36% disagree).

11. 40% of the respondents believe that the relationship of the correctional system to the community was not adequately explored. (36% neutral; 24% disagree.)

12. We should also note from the open ended questions that participants were able to restate clearly the primary goals of the second workshop and were able to demonstrate to the satisfaction of the evaluation team that for them the workshop met those goals.

B. Another area of concern dealt with our desire to know how participants would assess various elements relevant to the quality of the program. In some ways these items deal with feelings about different elements of the

program. But more importantly they are usually indi-
cators of whether or not people will leave a program
and return back to their home institutions and recom-
mend the program to their colleagues. The responses
in the area of program evaluation include:

1. 96% of the participants believe that the resources
   they encountered throughout the project were rele-
   vant to the real situations with which correction
   managers are confronted. (4% neutral.)

2. 80% of the respondents believe that the presenta-
   tions were specific or translatable to the correc-
   tions setting. (16% neutral; 4% no response.)

3. 88% feel that presenters and facilitators were
   open to learning from the expertise of partici-
   pants during the workshops. (12% neutral.)

4. 96% of the participants feel that the program staff
   were responsive to the expressed needs and the sug-
   gestions of the participants. (4% disagree.)

5. 60% believe that discussion groups helped them in
   their problem formulation and strategy development.
   (16% neutral; 24% disagree.)

6. 76% of the participants believe that the selection

process resulted in an appropriate group of part-
icipants. (12% neutral; 8% disagree; 4% no res-
ponse.)

7. 76% of the respondents feel that the program addres-
   sed the needs they personally brought to the work-
   shops. (12% neutral; 12% disagree.)

8. 60% of the participants believe that contact with
   them prior to the second residency workshop was
   adequate. (20% neutral; 12% disagree; 8% no res-
   ponse.)

9. 92% of the respondents found the one week second
   residency program to be a rewarding experience.
   (4% neutral; 4% no response.)

10. 60% believe that the purposes and goals of the
    "Back Home" field consultation phase of the pro-
    gram were clear to them. (16% neutral; 20% dis-
    agree; 4% no response.)

11. 72% of the participants believe that the purposes
    and goals of the one week spring residency program
    were clear to them. (20% neutral; 8% disagree.)

12. 88% of the participants believe that there was a
    satisfactory dialogue between staff and participants.

(8% neutral; 4% disagree.)

13. 80% of the respondents feel that the MBSC staff
practiced their management model in the planning
and implementation of the entire program. (8% neu-
tral; 8% disagree; 4% no response.)

In addition to the above percentages we may note the
following areas which were discussed by participants.
Participants did not express any strong feelings that
there was any great omission from the program. Some
believe that the program would have benefitted from
greater specificity in areas of problem identifica-
tion and problem specialization. Some believe that
more case studies would have been beneficial. Some
believe that more frequent overviews of the entire
project would have been helpful. In general however,
no one area stood out singularly as a severe omission.
The same type of analysis appears to be true in terms
of the elements of the program participants like to
see expanded. Apparently the responses in this area
indicate that personal preference rather than pro-
grammatic concerns dictated response. For example,
areas of expansion desire by the participants inclu-

ded the following: increased use of case studies, a
good cost benefit analysis presentation, more of Eric
Trist - on any subject, more time on the planning
process, etc.

Participants believe that the discussion groups
in the second workshop were of benefit to them. They
were rated anywhere from very helpful to excellent.
They were also seen as an improvement over the first
residency period, which would indicate the responsive-
ness of MBSC staff to the needs as expressed by the
participants during the first workshop. Participants
characterized the theory presentations during the
entire conference as excellent, good, excellent, very
good, some of the best that I've seen, the first two
weeks outstanding - third week not as good but still
interesting.

C. Participants' assessment of their own personal learn-
ing and the projects' impact on them personally.

It is difficult to differentiate among question-
naire items that are likely to predict personal versus
organizational impact. In the long run, there is an
interaction between each of these qualities. For

example, if the workshop in fact, has a dramatic effect
or dramatic impact on an individual it is likely through
that individual, if he holds a key position in his
organization, to impact the organization. Therefore,
the area of personal impact and the next area which
will deal with perceived organizational impact should
at the very least be seen as highly correlative items.
Possibly, given sufficient time, they may be in fact
one item. Within this framework let us now examine
that information which we believe at the present time
responds to personal impact.

1. 92% of the participants believe that the project
   had an impact on them as they returned to their
   agencies or organizations. (4% neutral; 4% no
   response.)

2. 68% of the participants believe that other workshop
   participants learned from their personal expertise.
   (32% neutral.)

3. 88% of the respondents believe that they learned
   from the personal expertise of the other workshop
   participants. (8% neutral; 4% disagree.)

4. 52% of the respondents feel that they received in-

creased learning or help during the back home field
consultation phase of the program. (36% neutral;
4% disagree; 8% no response.)

5. 92% of the respondents feel that they received
   increased learning or help during the one week res-
   idency program in the spring. (4% neutral; 4% no
   response.)

6. 84% of the respondents suggested that they would
   maintain professional contact with some of the
   participants they met during the workshop. (12%
   neutral; 4% disagree.)

   The establishment of an informal network of
professionals in the field of corrections was an un-
stated but desired result of the MBSC project. From
the information given in this last statement under
personal impact, we believe that there is a fair like-
lihood that this objective of the program will also
be met.

D. Participants' assessment of the impact the project had
   through them on their organizations.

   As stated in the prior section, it is somewhat

difficult to sort out the differences between personal

impact and organizational impact. However, in this

section of the report we will again try to make that

distinction even though it is a fine one. In this

section of the report we will look at those items which

we believe are present and future indicators of the

impact the MBSC program will have on participants'

organizations. Key information in this area includes:

1. 88% of the participants believe that they are able

   to identify clear applications of the ideas presen-

   ted throughout the MBSC project to issues in their

   own organizations or systems. (12% neutral.)

2. 64% of the participants were able to develop a

   clear strategy for use in their organization or

   system. (24% neutral; 12% disagree.)

3. 44% of the respondents say that the problem issue

   that they brought to the first workshop was ade-

   quately dealt with and resolved in their back

   home agency. (28% neutral; 24% disagree; 4% no

   response.)

4. 96% of the respondents intend or have already

   shared materials and/or learnings with members of

   their organization or system. (4% neutral.)

5. 84% of the respondents believe that learnings they

   gathered during the conference will help them to be

   teachers in their own systems. (8% neutral; 4%

   disagree.)

6. 72% of the respondents believe that they have al-

   ready had a positive impact as a result of their

   experience in the MBSC program on their back home

   agency or organization. (24% neutral; 4% no

   response.)

   In addition to the above information we must note

that participants believe that their agencies gained

certain benefits from their attendance at this pro-

gram. Among the benefits that they saw their agencies

as gaining included: more dynamic and aggressive

leadership, improved organizational bng-range planning,

better understanding of the change process as it re-

lates to corrections, better ability to define a pro-

blem and then to become involved in a problem solving

process, and finally, improved communication in organ-

izations.

E. Participants' perception of their own potency in their respective organizations.

One central issue that must always be asked in a questionnaire of this type deals with the ptency of an individual in his back home agency or organization. By potency we refer to the participants' perception of his position in the power system in his agency or institution. A participant recognizing his level of potency as high would be stating that within his organization or agency he has the ability to impact, effect, or create change within that system. A participant recognizing a low level of potency for himself in his agency or institution would be recognizing his inability to create change, effect, or impact his system. In relationship to potency, 88% of the respondents feel that they had power to create change in their back home agency or organization. (4% neutral; 8% disagree.)

F. Participants' reaction to the arrangements for both residency phases of the project.

Participants generally felt quite satisfied with the physical arrangements for the program. In this regard:

1. 60% feel that advance information was satisfactory. (20% neutral; 11% disagree; 4% no response.)

2. 84% believe that instructional materials were satisfactory. (8% neutral; 4% disagree; 4% no response.)

3. 88% feel that treatment by staff was satisfactory. (4% neutral; 4% disagree, 4% no response.)

G. Participants' overall sense of quality, activity and personal impact of the entire project.

Two instruments were used to gain a global sense of participant response. One of these is the Course Description form (open ended question #12). This instrument is scored in two ways. It is scored for evaluative tone by assigning each statement a +1 (positive assessment), 0 (neutral or descriptive statement), or a -1 (negative assessment). These are summed for each person and may be averaged to determine a group mean; in this case 3.2.

In addition, this instrument is scored for impact, i.e. how much indication the respondent gives that he has been directly affected by his experience in the

course. The entire response is read and then rated

on a four-point scale, according to the following

criteria:

1. No impact: the focus is entirely on description of

   the course, not on how the participant was affected

   by it.

2. Inferred impact: the student mentions some of his

   personal experiences but is not explicit about how

   they affected him.

3. Limited impact: the respondent makes intermittent

   comments about how the experience has contributed

   to either attitudinal changes, emotional growth,

   development of learning skills, or acquisition of

   knowledge.

4. Sustained impact: the respondent focuses on his self-

   development in the course.

   The data from this instrument are included in the

appendix. No interpretation is offered since it is

suspected that scores may have been depressed because

the instrument was imbedded in a much longer ques-

tionnaire. In previous research, this instrument

(item #15) was used in isolation, not as a part of a

part of a larger testing mechanism.

   The final instrumental analysis consisted of a

series of descriptor differentials (e.g. Old....New).

An examination of the weighted end of these scales

creates a descriptive tone for the residency program.

This tone allows for a participant "gestalt" concep-

tual framework to be presented. The weighted descrip-

tors were:

1. New

2. Stimulating

3. Involved

4. Useful

5. Satisfied

6. Happy

7. Active

8. Organized.

H. Participants' colleagues' analysis as to how well the
objectives stated by the Wharton Staff were met.*

From the information supplied by the colleagues
of the respondents we may make the following assess-
ments of how well objectives were met. In relation-
ship to the participant who attended from their back
home agency:

1. 89% of their colleagues felt that he was better able
   to select management tools appropriate to his situa-
   tion. (10% neutral.)

2. 58% of the colleagues felt that the participant
   gained a more realistic way of dealing with external
   expectations of his performance (politicians, com-
   munity, etc.) (36% neutral; 4% disagree.)

3. 76% of the colleagues believed that the MBSC program
   helped increase the participants' understanding of

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* It should be recalled that there were 68 questionnaires sub-
mitted by colleagues of participants in the MBSC Strategic
Management Program. Colleagues are defined as peers, sub-
ordinates, and superordinates of those participants. This
data was solicited on a voluntary and random basis. There-
fore, we have every expectation that it represents a valid
sample of the collegial response of all participants. It is
our assumption that these questionnaires if administered ran-
domly as requested, will have neutralized such intervening
variables as history and experimentor bias.

the planning process in corrections. (19% neutral;
4.5% disagree.)

4. 72% of the collegial group felt that the MBSC pro-
   gram improved the participants' ability to identify
   and formulate problems. (26% neutral; 1.5% dis-
   agree.)

I. Participants' colleagues' perceptions of institutional/
organizational improvement as a result of the partici-
pants' participation in the program.

Earlier in this report we dealt with the partici-
pants' belief of their ability to have organizational
impact. Frequently perceptions of participants in a
program can be biased in terms of wanting the program
to succeed or wanting to see their role different than
it is. As above in objectives it is critical that we
look at the colleagues' view of whether or not they
see their participating members as having impact on
their back home agency or organization. In relation-
ship to this we should note that:

1. 47% of the collegial group felt that the partic-
   icipant could identify clear applications of the
   ideas presented in the MBSC program to issues in

his organization or system.   (42% neutral or no

opinion; 8.5% disagree.)

2. 60% of the colleague group felt that the partici-

pant from their organization was now able to dev-

elop a clear strategy for use in his organization

or system.   (38% neutral.)

3. 50% of the colleague group believed that the problem

issue the participant brought to the first workshop

was adequately dealt with and resolved in the back

home agency or institution.   (41% neutral; 5.5%

disagree.)

4. 77% of the colleague group stated that participants

shared materials and/or learnings with members of

his back home organization or system.   (13% neutral;

10% disagree.)

5. 80% of the collegial group believed that the parti-

cipant in the MBSC program had a positive impact on

his back home agency or organization as a result of

that program.   (14% neutral; 4.5% disagree.)

There appears to be little question from the

above data that participants were seen as having

impact on their organizations in various ways.   This

is a clear strength of the MBSC program.

J. Participants' colleagues' perception of the partici-

pants' potency in their respective organizations.

As we suggested under the section marked Partici-

pant Potency it is critical that the group attending

the MBSC program be one which would not only learn a

model of strategic management but would have the abil-

ity to implant such a model in their organization or

system.   This ability infers a certain degree of po-

tency within that system.   Participants themselves,

as you may recall, believed that they have such po-

tency.   The colleagues of those participants do not

disagree with them.   80% of that collegial group believed

that the participant from their back home agency or

institution had the power to create change.   14% of this

group responded neutrally and 4.5% disagreed.   In rela-

tionship to the participant group this is an increase

in the neutral area and a decrease in the disagreement

area.

III. Summary, Conclusions and Recommendations of the Evaluation

Team.

It should be noted that the positively oriented data

generated by the interim evaluation and recorded in the

interim report has been upheld and substaintiated by the
final evaluation data and report. The evaluation team
was extremely impressed with the data generated at both
points in the project. There seems to be no doubt in the
minds of any of the evaluation team members that the
Management and Behavioral Science Center has done anything
but the highest quality work.

One must remember that final questionnaires were
submitted by 25 participants. Of this group it is likely
that several people did not attend the second workshop
residency program (several so indicated on their question-
naires). Given these conditions it is possible but very
unlikely that the data is slightly biased. The evalua-
tors believe that such biases are balanced and therefore
neutralized so as not to effect the results and recom-
mendations of this report.

We believe that for the most part the data stand on
its own and the summaries presented above should help
any reader isolate very quickly the areas of most signif-
icant strength of the program. However, we believe one
area of strength must be highlighted if the MBSC is being
considered for additonal programs. The area that we

must stress again is the desire for and the ability of
the MBSC staff to listen to and react to feedback by
evaluators and participants. At the end of the first
residency period the weakest element of the program
pointed out to MBSC staff was that of the functioning
of the small discussion groups/work groups. During the
hiatus between residency periods MBSC staff prepared
themselves adequately in this area so as to improve
this functioning by the second residency period. As the
National Institute of Corrections considers MBSC for ad-
ditional program areas we suggest that the MBSC ability
to develop and increase their skills in needed areas will
be a critically important positive factor.

In the original meeting between the evaluation team
and personnel from the National Institute of Corrections
the evaluators were asked to perform two primary evalua-
tion functions. They were:

A. To determine the degree to which the Management and
Behavioral Sciences Center performed and achieved the
goals and objectives they presented in their proposal
for a conference focusing on strategic management in
corrections; and

B. We were asked to recommend, given our evaluation of

the program and our assessment/analysis of data sup-

plied by participants, whether or not MBSC would be

a positive candidate to receive another grant for

another program in strategic management.

We believe that we are prepared at this point to

answer each of these:

A. It is our evaluation that almost universally the MBSC

program achieved to a high degree the objectives set

forth in their proposals.

B. Given the inherent quality of the program, the compe-

tency of the staff, excellence of most of the speakers,

and most importantly of all, satisfaction on the part

of participants and their agencies, we believe as

evaluators we would thoroughly endorse the MBSC re-

peating this program with only slight variations or

alterations.

The only remaining specific recommendation that the

evaluation team would like to offer if the MBSC is

awarded another program is a most difficult one to im-

plement on their part or anyone's part. It is recognized

by the evaluation team that a primary goal of programs

such as this by the National Institute of Corrections

hope to attract the highest level of personnel in correc-

tional institutions or agencies. We believe that the MBSC

program did attract to a certain degree "power" people.

It is our hope and recommendation that in future programs

this emphasis will be increased and methodologies will be

discovered to insure that the level of participants in-

cludes those with the greatest likelihood of having posi-

tive impact in creating positive change when they returned

to their institutions or agencies. It should be noted that

a converse theory holds that it is wiser to train personnel

immediately beneath top management. In political systems,

top management changes regularly --- their trained sub-

ordinates could maintain a system of management. In

order to achieve this we would suggest the MBSC consider

other options of training which do not necessarily include

lengthy residency periods. Historically, we have discov-

ered that those in position of great power have as their

least resourceful area their own personal time. Most

leaders at this level find it extremely difficult to

attend a two week or twelve day training program. We

would also strongly recommend within this framework that,

if at all possible, training be designed that would not
remove such people from their institutions at all. Such
training should strongly be considered.

IV. Evaluation - Next Steps

The only remaining elements of the evaluation project
are two presentations of the final data and evaluation re-
commendations in Washington, D. C. and Harrisburg, Pennsyl-
vania.

Appendix A. Likert and open-ended questions

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	I increased my under-standing of some current management techniques.	X=1.48	13	12	0	0	0
2.	I feel I will be better able to select manage-ment tools appropriate to my situation.	X=1.70	8	17	0	0	0
3.	The program aided my understanding of the appropriate balance be-tween crisis manage-ment and strategic man-agement capabilities.	X=1.72	9	13	3	0	0
4.	I have developed new insights into the par-ticular managerial pro-blems encountered in a people processing or-ganization.	X=1.70	11	12	1	1	0
6.	I have gained a more effective way of deal-ing with external ex-pectations of my per-formance (politicians, community, etc.)	X=2.56	0	12	12	1	0
8.	The program helped in-crease my understanding of the planning process in corrections.	X=2.10	4	16	4	1	0

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
9.	The program did not increase my awareness of the appropriate conditions for participative decision making.	X=4.22	0	0	2	14	7
10.	The program improved my ability to identify and formulate problems.	X=1.80	6	18	1	0	0
11.	The relationship of the correctional system to the judicial system was adequately explored.	X=3.36	1	2	10	8	4
12.	The relationship of the correctional system to the political system was adequately explored.	X=3.04	0	11	5	6	3
13.	The relationship of the correctional system to the community was adequately explored.	X=3.28	0	6	9	7	3

TABLE 1: (Continued)

1. What did you understand to be the goals of the second workshop?

(7) Change in Home Organization
   Review of the strategical management process and develop stra-
      tegies for change.
   Focus in on specific tools and problems in change.
   To learn to affect change at home, to share experiences of
      home phase.
   This was to inform on the process of change management from
      a theoretical and practical basis.
   Develop understanding of change management and to relate
      these problems in my organization.
   To review progress in projects and to discuss change as a
      process.

(7) As a Follow-Up to Phase I
   To correlate the theory of Phase I with the application of
      Phase II.
   Follow up on first; implementation of new ideas and concepts
      acquired during first session. Further develop and work
      on field problems. Evaluate learnings and information.
      Share feelings over results of first two weeks.
   Pulling together of field experience into a more definitive
      direction and purpose.
   To discuss the implementation of management concepts learned
      from the initial conference.
   Follow up field experience and relate management concepts more
      directly to corrections.
   1) Reinforcement of learning, 2) Sale of newer methods, 3)
      Clarification of problem sources, 4) Cross-fertilization
      among participants.
   Continued reinforcement of principles learned in the first
      and the interim experience plus a little more "practical
      emphasis" e.g. problem solving.

(7) Discussion and Feedback on Problems
   Feedback concerning back home implementation of specific prob-
      lem solving aided by first session experience.
   Greater interaction between participants, sharing of information
      between participants, application of knowledge.
   1) To report on field assignment, 2) To compare field experiences
      with other participants, 3) To receive critique of field
      experience from staff and participants.
   More dialogue and more discussion informally.
   Participant exchange of our initial problem issues; discuss
      and evaluate problems encountered in effecting changes in
      our organizations; revision of applying first residency
      theories.

TABLE 1: (Continued)

   1) To discuss the management problems of "back home" period,
      2) to explore methods of change, 3) dialogue between
      staff and participants.
   To provide 1) additional assistance with the field problem
      and its resolution, 2) additional learnings in strategic
      management.

(1) Picking up the pieces which exemplified the problems of
   re-entry.

(1) A more definitive focus on individual problems.

(1) Unable to attend.

(1) Somewhat unclear.

(1) Blank.

2. In what ways did the second workshop meet these goals? (In what
   ways did it not?)

(9) Reactions to workshop
   It crystallized for me the task I was facing. It also was
      reassuring and a stimulus to "go ahead" in spite of the
      problems involved in pulling an institutional problem
      in focus.
   Second workshop seemed less hectic, seemed to be more clarity.
   Both objectives were essentially met on an individual rather
      than a collective basis.
   By the demonstration of the various philosophies and approaches
      to change.
   The role playing, group discussions and presentations were much
      more in tune with the real work problems of the correc-
      tional system.
   The second week was much more effective, more condensed; sharper
      focused, gave more specific information, seemed to be more
      common bond in terms of how you identify, approach and
      work to resolve organizational problems.
   Met none of the above as far as specific field projects were
      discussed.
   All goals as 2. defined above were met.
   In general, I felt these goals were found in the second work-
      shop.

(3) Discussion Opportunities
   There was good emphasis on change but insufficient "project"
      discussions.
   We had sessions with others and we attained new ideas.
   Open discussion between participants and exchange of ideas.

TABLE 1: (Continued)

(3) Opportunities for Lectures
1) It called for additional lectures, 2) more discussion work
groups.
1) Used speakers with a practical experience in management of
change, 2) forced group strategizing, regarding of
specific problems.
Only by giving specific examples for the group leaders to use
for illustration. Some of the presentors (Miller
Tristen) would have been more stimulating in first
phase, but they WERE the second phase.

(2) Gained Experience
These goals were met by relying on both the experience of the
fall term and field experience. Sharing of experiences
was most important also.
It met the goals quite well, I would have appreciated a more
concentrated educational experience at the second work-
shop, more mateiral could have been effectively covered.

(2) The Need for Solutions
I would have liked a simple cookbook formula, but I guess they
don't exist.
Did - specificity on my problem was given. Didn't - ultimate
solutions???

(1) Did not attend second session.

(4) Blank.

7. What were the most important learnings or insights you gained
during the program?

(8) Problem Solving Learnings
Better understanding of problems and understanding of other
agencies and jurisdictions.
Self-confidence and awareness that I am in touch with the real
problems of institutions in corrections and can lead in-
telligently in positive directions.
Organization/decision levels based on information required,
the necessity to precisely state a problem (objective),
importance of top management involvement in planning.
Find the real problem.
1) Problem indentification, 2) the planning process in a
public organization, 3) other states have similar prob-
lems with some creative approaches to solutions.
That the problems of all correction agencies are similar in
many ways and that there are many different methods which
bring about similar results. Fitting with proper method
and style to the agency seems critical.

TABLE 2: Project Evaluation
(X = Participant Mean)

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
7.	The resources encountered in this program were not relevant to the real situations with which correction managers are confronted.	X=4.16	0	0	1	15	9
21.	I feel that presentations were specific or translatable to the correction setting.	X=1.96	6	14	3	1	0
22.	I feel that presentors and facilitators were open to learning from my expertise during this workshop.	X=1.88	7	15	2	1	0
23.	The program staff were responsive to the expressed needs and suggestions of the participants.	X=2.80	10	14	0	1	0
24.	The discussion groups did not help me in problem formulation and strategy development.	X=3.52	0	6	4	11	4
25.	The selection process resulted in an appropriate group of participants.	X=2.17	4	15	3	1	1

TABLE 2 (Continued)
(X = Participant Mean)

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
26. The program addressed the needs I personally brought to the workshops.	X=2.28	3	16	3	2	1
28. I feel that contact with participants prior to the second workshop was adequate.	X=2.39	2	13	5	3	0
31. I found the one-week residency program a rewarding experience.	X=1.71	8	15	1	0	0
33. The goals and purposes of the "back-home" phase of the program were clear to me.	X=2.50	4	11	4	3	2
34. The goals and purposes of the one-week residency program in the spring were clear to me.	X=2.24	3	15	5	2	0
36. There was a satisfactory dialogue between staff and participants.	X=1.80	9	13	2	1	0
37. I feel the Wharton Staff practices their management model in the planning and implementation of this program.	X=1.96	7	13	2	2	0

TABLE 2: (Continued)

5. What do you feel was the greatest omission from the program?

(8) Need for Specificity
There were no great omissions which I can think of. Perhaps
some work on identifying and defining problems to be
worked on before the workshop so that we were really
prepared. To work on a specific problem when we arrived.
Specific problem indentification.
Specific work on specific problems in first session.
Specialization.
Lack of Specificity.
Some introduction to the task at hand. Many times I couldn't
see the "forest for the trees". If I had an overview
from the beginning it would have been helpful.
A good cost-benefit analysis presentation.
More techniques for implementation of management strategies.

(4) More contact with Authoritative Individuals
Staff with practical correctional field experience.
It could have used more than one visit from MBSC staff.
The lack of participation by the appropriate state officials,
who are empowered to make change.
I believe it would help if more people from corrections
(higher caliber managers) could participate as instructors.

(2) Need for Case Studies
Lack of more case studies; with discussion and recommendations.
We had some but could have done many more.
More use of case study method.

(2) Need for more Group Work
Independent or small group study following presentations
during first residency.
I didn't feel there was any great omissions. I would have
liked more time on communications, inter-personal re-
lations, negotiating. Perhaps resolution (mediation)
of disputes or grievances could be considered an omission.

(1) Range of corrections.

(1) Visitation to facilities.

(1) I can't think of any.

(1) No strong opinion.

(5) Blank.

TABLE 2: (Continued)

6. What part of the program would you have liked expanded?

(8) Problem Solving Techniques
Small groups working on individual problems.
Communications, problem solving.
Increase time that staff spent with individuals in getting
problems in focus.
Specific work on specific problems in the first session.
Specific attention to specifying problem solving.
Concentration of participants working in the same areas of
corrections.

(4) Expanding Phases of Program
None. I feel that the total program was well organized and
maximum material covered in the allotted time.
I do not believe you can expand the residency programs beyond
their present level. The home agency visit should be
expanded significantly or eliminated.
All of it.
Second residential phase.

(3) Speakers
More of Eric Trist - on any subject.
The presentation by people like Wolfgang and others who have
field experience, research and yet retain a rather
pragmatic approach to the management of organization.
More of the better speakers, they were excellent.

(3) Discussion
Monitored group discussion based on concepts presented by
social scientists.
Discussion.
In the first two weeks, attempt to have concepts linked by
example, discussion or role playing that have proved to
be successful.

(2) Planning Techniques
More time on the planning process.
More emphasis on the corporate planning process.

(2) Case Studies
Use of the case study method.
Past case studies that have proven to be successful.

(2) Strategies
Formal class presentations and discussions of strategies in
management (process and application).
More techniques for implementation of management strategies.

(1) A good cost benefit analysis.

TABLE 2: (Continued)

(1) Application of knowledge.

(1) Blank.

8. How were you able to use the resources of the permanent staff during the program?

(6) Resources Not Fully Used
Can't make many claims in this area. Usually waited for them to take the initiative.
To some degree. It was my impression that they could have been more assertive in this area. Some I believe, were a little aloof.
Somewhat as interactors. I don't think I used them as much as I wished I could have.
Staff members were all bright, friendly and knowledgeable, but terribly naive about corrections and problems peculiar to correctional management.
Actually I made little use of the permanent staff except at times to seek their reaction to some of my ideas.
Little outside of normal workshops.

(6) Individual conferences.
I had several individual conferences and benefitted greatly from each.
Discussed items with all staff daily. They were extremely helpful.
Visit clarified issues.
Field visit was accomplished.
During the first phase and field phase Tom Burns and Mr. Fletcher consulted with me to a considerable degree.
I used them by asking direct questions and by getting from them answers from other agencies.

(6) Problem Solving
Helped to define and solve problems I was confronting.
1) Discussion of field problem to redefine it, 2) to direct me to additonal readings on a problem, 3) used them as sources of information, guides and experts.
1) To further define problem areas, 2) to assess organizational problems.
Discussion of problem areas.
Both formal and informal discussions of problem project.
Used staff for specific problem solving assistance.

(4) Programs and Groups
Much informal discussion. I presented real problems, they

TABLE 2: (Continued)

related it to the concepts. This could have been some in a more formal way but it wasn't. Appreciated greatly their amiability to participants.
They did facilitate, the group was fragmented in my opinion, professionally.
They put on excellent training programs for some of my staff and myself and gave me some personal counceling which will assist me in the future.
Tom Gilmore was of much help in adding to group meetings by suggesting material to be looked at later and by his suggestions of applying the strategic management concepts to our own individual problems.

(2) Blank.

9. Of what benefit were the on-going discussion groups in the second workshop?

(6) Meeting Individual Needs
Very helpful. I was able to pick and chose my way knowing little more about where I was going and why.
Excellent. Permitted more latitude considering needs of the members of the group.
About 85% effective. I thought that some students tried to monopolize the time with petty ideas and arguments.
The greatest benefit.
They were not of too much use to me.
I don't remember so it couldn't have been much for me.

(4) Sharing of Experience
Of direct benefit to me was the sharing of similar experiences with other correctional managers. A few had rather good ideas. I made it a point to stay away from six or eight people who I found a bit too typical of correction.
Sharing of experiences - "networking".
Discussion helped in sharing information between participants.
Not as goal oriented as the first session, however, participants with their knowledge of their classmates from the first session seemed to call on their specific experience in problem solving sessions.

(3) Improvement Over First Phase
Seemed to make more sense than the first time around.
Very much improved over first workshop.
Better than first in that the subject matter to which we related the concepts was more directly corrections.

TABLE 2: (Continued)

(3) Attention to Specific Topics
Good ideas on strategies of change management.
Very little except the group working on force field analysis
which was very helpful to me.
In the time we had the group discussions helped incorporate
the learning I was trying to get out of the formal
presentations.

(3) Problem Solving
Limited but some assistance to problem solving.
Helped to clarify problems of field application for some.
Mixing of discussion groups began to provide for a
greater "net-working" possibilities.
To bring into play "real life" management problems for dis-
cussion.

(3) Blank.

(1) Practical application could be discussed to a degree.

(1) Couldn't attend.

(1) "N.A."

10. How would you characterize the theory presentations during the
conference?

(20) Positive Evaluation
(2) Good.
Excellent.
Very Good.
Excellent - some of the best that I've seen.
Excellent - were knowledgeable and able to present subject
matter in an interesting manner.
Very sound, applicable and useful.
They were thought provoking and were good vehicles for the
group to start with.
Presented clearly, helped to provide a good foundation for
learning and applying information.
Excellent overall. Those rated poorly on the daily eval-
uations should be corrected.
Excellent, concise, conceptually sound, understandable.
Excellent, relevant, applicable.
Meaningful to corrections programs.
Relevant, on target, timely and up-to-date concepts on
modern management techniques.
First two weeks - outstanding. Third week not as good, but
still interesting.

TABLE 2: (Continued)

For the most part - excellent. More of these were needed.
Interesting, informative, but in one instance too late.
Should have been in first two weeks.
When they were good, which was most of the time, they were
excellent.
With some exceptions the presentations were thought pro-
voking and informative.
Some were excellent and some of very limited value.

(5) Specific Suggestions for Improvement
Too heavy in the first two weeks, hard to see it as relevant
to corrections. Spring session excellent.
Excellent, except from those individuals from the criminal
justice field which were essentially a waste of time.
Good - need more reference to application.
Most were very good. Unfortunately only two or three stand
out in my mind. More direct application theory to
corrections would help tremendously. Either by correc-
tion practioners or a joint effort by a researcher and
a corrections manager. There's none of this going on
at present and yet the field is fertile for such a
strategy.
I would advise advance reading and preparation. There is a
need to have thought through some of the concepts while
hearing the presentations. I felt a little like "when
it was over" I was ready to begin anew. Now I could
understand.

TABLE 3: Personal Impact
(X = Participant Mean)

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
5.	I believe that this program had an impact on me when I returned to my agency or organization.	X=1.83	5	18	1	0	0
18.	I feel that other workshop participants learned from my personal expertise.	X=2.24	2	15	8	0	0
19.	I feel that I learned from the personal expertise of the other workshop participants.	X=1.92	6	16	2	1	0
30.	I received increased learnings or help during the back home phase of the program.	X=2.35	3	10	9	1	0
32.	I received increased learnings or help during the one-week residency program in the spring.	X=1.98	5	15	2	1	0
35.	I believe that I will maintain professional contacts with some of the participants I have met.	X=2.02	5	16	3	1	0

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TABLE 3: (Continued)

4. How much time between residency programs did you spend working on your field problem?

(7) Several Days to a Week
 Several days.
 Several days. Unfortunately authority limited completion
 at no fault to staff of the program.
 One week.
 Approximately one week (40 hours).
 Approximately one full week.
 Approximately forty hours.
 40-50 hours.

(6) Less than One Day
 Very little.
 None. I did not attend the initial two week residency pro-
 gram.
 A small amount of time. The issue of "introducing change"
 took on much more importance to me.
 10-12 hours.
 I really did not have a problem as such. I did plan to im-
 prove our long range planning process. If a time must
 be attributed to this - about 12 hours.
 Not enough and probably 20 hours in discussion and formulating
 plan. Only after second program did I put the plan to
 work.

(5) More than One Week
 Field problem changed drastically with new agency assignment.
 Grand total 120 hours.
 Total of about two work weeks.
 About four weeks (equivalent).
 Under my direction about three months.
 Approximately five months.

(4) Measured in Hours per Week
 One and one half hours per week.
 Approximately four hours per week.
 Four hours a week.
 Two to three days per week.

(2) Percentages of Time
 40%
 95%

(1) Blank.

	STRONGLY DISAGREE	DISAGREE	NO OPINION NEUTRAL	AGREE	STRONGLY AGREE	
14. I can identify clear applications of the ideas presented to issues in my organization or system.	0	0	3	16	6	X=1.84
15. I was able to develop a clear strategy for use in my organization or system.	1	2	6	13	3	X=2.40
16. I believe the problem issue I brought to the first workshop was adequately dealt with and resolved back home.	0	6	7	10	1	X=2.64
17. I intend to share materials and/or learnings with members of my organization or system.	0	0	1	10	14	X=1.48
20. I feel that learnings from the conference will help me to be a teacher in my own system.	0	0	4	17	4	X=2.00
29. I my back home agency or organization I feel I have had a positive impact as a result of my experience in the MBSC program.	0	0	6	15	3	X=2.13

TABLE 4: Cross-Institutional Impact (X = Partial Gant Mean)

TABLE 4: (Continued)

3. What benefits has your agency gained from your attendance in this program?

(9) Leadership and Management Skills

More dynamic and aggressive leadership.

Input of sound management concepts at executive level staffing of regional planning.

I have influenced our long range planning process constructively in ways I would not have without the training.

I am better organizing my approach to problem solving.

I am doing a better job in communication.

I think I have a better grasp of some management skills. Information from other participants is valuable. Develop broader network with other correctional managers.

An ability to deal effectively within the new management structure of an independent, our planning process developed through this program in a logical answer to social service chaos.

My increased knowledge as reflected in my job performance.

Hopefully I manage better.

Assisted me as an administrator.

Less disorganized efforts from my unit.

(6) Planning Skills

Greater use by me of need to plan rather than react. Understanding of sustematic look at problem as symptoms of more basic issues.

I believe I have more self-awareness and can be more objective in planning.

My having a broader concept of planning and management.

I'm utilizing some of the knowledge acquired, especially ref. planning to change. The quality of my work has improved.

I am able to bring back new ideas of planning and I hope this knowledge will bring about some needed change in programs.

A clearer definition of the planning process.

(2) Budgeting

1) New budget procedures., 2) systematic meeting with choice of probation officers, 3) new ideas given to all P.O.'s.

Change has occurred in the agency's method of budgeting and in the idea of sharing ideas ("net working").

(2) Understanding Change

I have developed a better understanding of how change occurs and have managed to give a better relationship in dealing with nine representatives.

1) A little more self confidence in this administrator's ability to change organization, 2) a better sense of the role of planning in organization.

TABLE 4: (Continued)

(2) Defining a Problem
    I contribute more often in staff problems by defining the
        problem as a management problem.
    Problem awareness and resolution.

(2) Very little.

(1) Better understanding of views presented.

(1) Blank.

11. How did your workshop discussion groups help you in problem
    formulation and strategy development?

(8) Help Provided by Groups
    I received little help from the discussion groups. I did
        formulate a problem as such.
    I'm not sure.
    The discussion groups were not of much help to me.
    Not greatly.
    They were of little or no help.
    Almost no help.
    Some were excellent, others poor.
    Yes.

(6) Sharing of Peers' Experiences
    Gained much valuable information from California partici-
        pant, also learned a great deal from Chuck Doyle and
        Frank Farrow.
    To some degree the group was useful depending on who was
        doing the talking. With some people reluctant to
        discuss anything because they had an answer to every
        problem. More listening by groups should be emphasized.
    Peers helped very little in formal session - they seemed to
        seek the quick answer to what for me was a complex
        problem. Staff was excellent in this area.
    Reassurance that the problems were common and not something
        I had generated or ones that were unique to our
        institution.
    Sharing of similar experiences by others in same position.
    All participants were interested in the problems and had
        individual experiences which could be related to my
        problem and strategies.

(4) Alternative Solutions
    Helped through other participants develop and capabilities to
        problem solve.
    By relating how similar problems were solved in their respec-
        tive agencies.

TABLE 4: (Continued)

Got a broader perspective regarding my specific managerial
    problems, and got a great number of alternative
    solutions.
The sharing of problem resolutions. However we became
    myopian after a while and no real didactical approach
    was taken to get Wardens to think like managers.

(3) Clarification of Ideas
    Helped to develop a recognition of the adaptability of
        strategic management to various experts of adminis-
        tration.
    Others forced me to be specific and clear in the problem
        statement, hence clear in the strategy.
    Helped greatly. I havn't solved my problems but I sure have
        it clearly formulated with a "Force Field Analysis."

(2) Sounding Board for Ideas
    Served as an excellent sounding board for a forthcoming
        management change.
    As a sounding board for what I had done already.

(2) Blank.

TABLE 5:
(X = Participant Mean)

STRONGLY DISAGREE	0	
DISAGREE	2	
NO OPINION NEUTRAL	1	
AGREE	15	
STRONGLY AGREE	7	

$X = 1.92$

27. In my back home agency or organization I feel I have the power to create change.

15. If someone in your organization told you that they had the opportunity to attend a Strategic Management workshop run by the Wharton School and asked what it had been like for you, what would you respond?

* Course Description

IMPACT

		Participants
1)	None	3
2)	Inferred	9
3)	Limited	6
4)	Sustained	5
	Blank	2
		32

$\overline{X}\ 2$

EVALUATIVE TONE

	Participants
-3	1
0	4
1	2
2	4
3	6
4	2
5	3
6	3
7	2
	25

$\overline{X}\ 3.2$

* For more information about the administration, scoring and research results of this instrument, see "The Course Description: A Semi-projective Technique for Assessing Students' Reactions to College Classes," Melvin L. Silberman and Jerome S. Allender, _Journal of Higher Education_, Vol. XLV, No. 6, June, 1974, pp. 450-457.

TABLE 7: Participant Descriptor Differentials

Directions: On each of the scales below please circle the number that best represents your feelings and/or reactions to the entire MBSC program.

0	0	1	1	9	10	3
Old						New
1	2	3	4	5	6	7

7	7	2	2	4	2	0
Stimulating						Dull
1	2	3	4	5	6	7

0	4	4	7	6	3	0
General						Specific
1	2	3	4	5	6	7

8	6	6	3	1	0	0
Involved						Detached
1	2	3	4	5	6	7

6	12	3	1	2	0	0
Useful						Useless
1	2	3	4	5	6	7

4	9	7	2	2	0	0
Satisfied						Frustrated
1	2	3	4	5	6	7

0	0	0	3	10	10	1
Angry						Happy
1	2	3	4	5	6	7

4	7	9	2	1	1	0
Active						Passive
1	2	3	4	5	6	7

0	0	0	3	7	7	7
Haphazard						Organized
1	2	3	4	5	6	7

TABLE 7 (Continued)

3	7	5	5	3	1	0
Advance information satisfactory						Advance information unsatisfactory
1	2	3	4	5	6	7

6	10	5	2	0	1	0
Instructional materials satisfactory						Instructional materials unsatisfactory
1	2	3	4	5	6	7

12	9	1	1	0	0	1
Treatment by staff satisfactory						Treatment by staff unsatisfactory
1	2	3	4	5	6	7

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	I feel he will be better able to select management tools appropriate to his situation.	X=1.90	14	47	7	0	0
3.	He has gained a more realistic way of dealing with external expectations of his performance (politicians, community, etc.)	X=2.28	12	28	25	3	0
4.	The program helped increase his understanding of the planning process in corrections.	X=2.10	12	14	30	3	0
5.	The program improved his ability to identify and formulate problems.	X=2.10	13	36	18	1	0

TABLE 9: Personal Impact : Seen by Participants' Colleagues
(X = Colleague Mean)

		STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
2.	I believe that this program had an impact on him when he returned to the agency or organization.	X=1.65	31	31	5	1	0

TABLE 10: Organizational Impact at Work by Participants' Colleagues

X = Colleague Mean

	STRONGLY DISAGREE	DISAGREE	NO OPINION NEUTRAL	AGREE	STRONGLY AGREE	
6. I can identify clear applications of the ideas presented to issues in his organization or system.	1	5	9	26	6	X=2.54
7. He was able to develop a clear strategy for use in his organization or system.	1	0	26	24	17	X=2.18
8. I believe the problem issue he brought to the first workshop was adequately dealt with and resolved back home.	1	3	28	23	11	X=2.40
9. He shared materials and/or learnings with members of his organization or system.	2	4	9	28	25	X=1.97
11. In his back home agency or organization I feel he had positive impact as a result of his experience in the MBSC program.	1	2	10	36	19	X=1.97

TABLE 10: (Continued)

12. What benefits has your agency gained from his attendance in this program?

(16) Communication Skills
Sharing of ideals.
Sharing problems and suggestions for coping with others to gain new viewpoints. This program provided him with an attitude of wanting to overcome and fight well entrenched civil servants with an attitude of maintaining the status quo.
He has drawn out a picture (chart) which specifically shows each function of the Court as well as each employee and this was never done before and has helped very much in clarifying the Court system.
Has ability to share with others information received.
He was very capable as an administrator before his attendance at the conference. He now appears more concerned with "clearly communicating his ideas" and "encouraging expression of true feelings" by his co-workers.
Communication has improved and divergency between disciplines have been lessened.
Mr. Ezell has been able to bring the correctional and case management staff together so that they can begin to hear each other and listen to each other. Also, he has been soliciting staff response to upper management decisions.
He has gained broader perspective, particularly in interpersonal relationships, subordinate relationships. More relaxed as an administrator.
No discernable impact or benefit. The evaluatee – our chief administrator – does not engage in participatory policy making nore share information with staff to any extent. Therefore it is very difficult to assess the benefits of MBSC.
The sharing of information.
The sharing of information of course content.
Closer relations and involvement in planning procedures. Better communication.
Approaches to problems and communication to staff has improved.
Colleague is now available to staff. Is more frank and more accepting of staff suggestions and/or criticisms. Has instituted a positive procedure for delegating responsibility and authority.
He has become more open with staff and is communicating better on all levels to the point that comments have been made regarding his change in methods of communi-

TABLE 10: (Continued)

cation with staff by staff.
Somewhat better communication.

(13) Management Skills
More insight into the area of management and personnel.
As a leader in the session I feel that his experience will
benefit us all.
I believe that he feels more confident of his managerial
abilities.
A little early to evaluate. Most certainly it is obvious
he had gained additional management tools. Thought
process and identity of problems much clearer.
I really don't know. In my opinion he was a top-notch
administrator when he went to Philly and he was top-
notch when he came back. I have not seen any partic-
ular changes which I could attribute to the program.
Probably because I did not receive very much infor-
mation regarding the program.
It is impossible for me to make the specific evaluations
requested as I have no idea what problem he brought to
the workshop, nor do I know what mertials the workshop
covered. During the period I have known him, he would
qualify as an excellent administrator, both before and
after attending the workshop.
It gave him the opportunity to identify advanced techniques
in management and to share these with fellow managers
at the session and at home office. A designated session
like this clears the air for a manager as he looks back
at his own operations.
A much better "handle" on how to better coordinate and im-
plement the efforts of our administration.
A better knowledge of managerial skills and the tools and
how to use them in our daily problems.
Program made an excellent manager into an even better one.
Hope many others can have.
The program provided insight into the humanistic side of
management, I feel this thrust will benefit our agency.
A more open minded and observant leader. Progressive views
and willingness to implement effective program changes.
A broader understanding of subordinate managers and that
interdepartmental problems may have legitimate resistance
within the whole.

(8) Problem Solving Skills
I feel he has improved in his ability to focus and stick
to the problem at thand.
One participant brought back an enthusiasm which was conta-
gious. As a result, leadership staff took part in a

TABLE 10: (Continued)

subsequent one day's session with openmindedness and
a desire to work toward systematic solutions to prob-
lems.
He has been able to more effectively come to grips with
those problems in his area of responsibility, partic-
ularly budget matters, and in work towards develop-
ment of more concrete management skills at all levels
under his supervision.
Ability to identify problems and to break these problems
down for proper solutions. Charts have been drawn
as to work flow and indentification of bottlenecks.
Ability to pinpoint existing problems and change of
court attitude towards looking ahead as to where we
are going instead of the "what we are doing" attitude.
The program gave new insight into dealing with problems
and to effectively plan for a more efficient operation.
I feel he has been able to identify various problems in
the structure of our departments and in discussing
these problems with the supervisors in our agency.
We were able to develop solutions to improve the
function of our organization.
He has improved consciousness of the problems of managing.
He provides greater supportive consultation, advise, etc.
to me in carrying out my functions. George has re-
turned with greater certainty about his problem analy-
sis and solution skills. The impact and meaning of
this experience appears to be significant.
None, due to agency's refusal to clarify roles, duties
responsibilities and objectives of staff. Also, re-
fusal to deal with problems and issues at the meeting
he had in Columbia. Most important, I think the pro-
gram has value and application for this agency, but
staff are prohibited from utilizing newly acquired
training/knowledge in their job performance.
It expanded his overall professional knowledge and pre-
pared him for better handling of management problems.
He now has more confidence in applying techniques to
both short and long range management problems, and
developed skills necessary to lead a more varied group
of employees in more complex tasks.
His perception in analyzing problems has been broadened.

(4) Planning Skills
More effective planning methods and ability to select
appropriate management tools.
There have been pragmatic applications of basic planning
strategies that we were unaware of prior to his atten-
dance to this course.

TABLE 10: (Continued)

The program has had excellent benefits because he has gained
confidence in planning, programming and decision making.
He has really taken hold of central office operations
and I expect it to be more administratively efficient
in view of our long range plans.

A more relaxed attitude in dealing with people - less
inclined to become "uptight". A better understanding
of the planning process.

(4) Unable to Comment
It is not evident at this point. My understanding is that
he received considerable guidance and understanding in
the area of budget preparation. Although he is my im-
mediate superior, he furnished pratically no feedback
on his recent MBSC experience to me. What little I
know came as a result of his request to complete this
questionnaire. My impression is that he feels he
benefitted considerably and would highly recommend it
to others.

I am a little pressed to answer this questionnaire. I knew
he attended and I was aware of what the course was about
but I am somewhat neutral on the total aspects since
I really am not sure of the course impact.

I do not have direct contact with im and therefore am in no
position to evaluate the impact of the MBSC program on
him.

Unclear at this time.

(2) Understanding of Change.
New dynamics toward change.
This is an era of many changes. That any program which
provides a greater understanding and ability to cope
with such problems is bound to be beneficial to any
agency and its individual members.

(2) No Comment.

(14) Blank.

TABLE 11: Participant Pote $\bar{X}$ as seen by Participants' Colleagues
(X = Colleague Mean)

	STRONGLY AGREE	AGREE	NO OPINION NEUTRAL	DISAGREE	STRONGLY DISAGREE
10. In his back home agency or organization I feel he had the power to create change. X=1.76	32	23	11	1	1

Appendix B. Non-Participant Final Evaluation Questionnaire

THE ATHYN GROUP

May 21, 1975

Dear Non-participant:

One of the things which we want to know about the
recent MBSC (Wharton) program in which your colleague
participated is its impact "back home". You are in a
position to help us assess that. Please fill out the
attached questionnaire. Be as candid as possible. All
your responses will be kept in strictest confidence.
Do not put your name on the questionnaire. Place it in
a sealed envelope before turning it in to the collection
point designated by your colleague. It will be forwarded
in its unopened and sealed condition to The Athyn Group.

Thanks for your cooperation.

Sincerely,

William Wilkinsky
Final Evaluation Team

WW/ap

STRATEGIC MANAGEMENT IN CORRECTIONS

NON-PARTICIPANT FINAL EVALUATION

QUESTIONNAIRE

Directions: In the space to the left of each of the following items please place the number that best represents your reaction to each statement. Please use the following scale:

1 = strongly agree
2 = agree
3 = neutral or no opinion
4 = disagree
5 = strongly disagree

_____ 1. I feel he will be better able to select management tools appropriate to his situation.

_____ 2. I believe that this program had an impact on him when he returned to the agency or organization.

_____ 3. He has gained a more realistic way of dealing with external expectations of his performance (politicians, community, etc.)

_____ 4. The program helped increase his understanding of the planning process in corrections.

_____ 5. The program improved his ability to identify and formulate problems.

_____ 6. I can identify clear applications of the ideas presented to issues in his organization or system.

_____ 7. He was able to develop a clear strategy for use in his organization or system.

_____ 8. I believe the problem issue he brought to the first workshop was adequately dealt with and resolved back home.

_____ 9. He shared materials and/or learnings with members of his organization or system.

_____ 10. In his back home agency or organization I feel he had the power to create change.

_____ 11. In his back home agency or organization I feel he had positive impact as a result of his experience in the MBSC program.

12. What benefits has your agency gained from his attendance in this program? _____

_____

_____
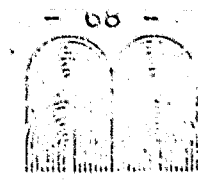
Appendix C. Participant Final Evaluation Questionnaire

THE ATHYN GROUP

May 21, 1975

Dear Participant:

Enclosed in this mailing are the following items:
a) "Participant's Final Evaluation Questionnaire",
b) a large envelope addressed to The Athyn Group,
c) 10 "Non-participant's Final Evaluation Questionnaires",
and d) 10 cover letters to non-participants. We would like
you to use these materials in the following ways:

1. Complete the "Participant's Final Evaluation
   Questionnaire and place it in the large envelope.

2. If it is your wish, distribute the ten non-partici-
   pant's questionnaires and letters to ten randomly
   chosen persons in your work setting who have been
   in a position to observe you a significant amount
   of time during the MBSC (Wharton) program.

3. If you do 2 above, collect the questionnaires of
   non-participants in sealed envelopes and place
   them in the same envelope in which you put your
   own questionnaire.
   Note: Non-participant responses will not be keyed
         to the responses of the participant they
         observed. Rather they will be compared to
         the responses of all participants treated
         as a group.

4. Mail the large envelope as soon as possible and
   not later than June 6.

Thank you very much!

Sincerely yours,

William Wilkinsky
The Athyn Group
Evaluation Team

P.S. If you have any questions, call The Athyn Group.

STRATEGIC MANAGEMENT IN CORRECTIONS

PARTICIPANT'S FINAL EVALUATION QUESTIONNAIRE

Directions: In the space to the left of each of the following items please place the number that best represents your reaction to each statement. Please use the following scale:

1 = strongly agree
2 = agree
3 = neutral or no opinion
4 = disagree
5 = strongly disagree

_____ 1. I increased my understanding of some current management techniques.

_____ 2. I feel I will be better able to select management tools appropriate to my situation.

_____ 3. The program aided my understanding of the appropriate balance between crisis management and strategic management capabilities.

_____ 4. I have developed new insights into the particular managerial problems encountered in a people processing organization.

_____ 5. I believe that this program had an impact on me when I returned to my agency or organization.

_____ 6. I have gained a more effective way of dealing with external expectations of my performance (politicians, community, etc.)

_____ 7. The resources encountered in this program were not relevant to the real situations with which correction managers are confronted.

_____ 8. The program helped increase my understanding of the planning process in corrections.

_____ 9. The program did not increase my awareness of the appropriate conditions for participative decision making.

_____ 10. The program improved my ability to identify and formulate problems.

_____ 11. The relationship of the correctional system to the judicial system was adequately explored.

_____ 12. The relationship of the correctional system to the political system was adequately explored.

_____ 13. The relationship of the correction system to the community was adequately explored.

_____ 14. I can identify clear applications of the ideas presented to issues in my organization or system.

_____ 15. I was able to develop a clear strategy for use in my organization or system.

_____ 16. I believe the problem issue I brought to the first workshop was adequately dealt with and resolved back home.

_____ 17. I intend to share materials and/or learnings with members of my organization or system.

_____ 18. I feel that other workshop participants learned from my personal expertise.

_____ 19. I feel that I learned from the personal expertise of the other workshop participants.

1 = strongly agree
2 = agree
3 = neutral or no opinion
4 = disagree
5 = strongly disagree

20. I feel that learnings from the conference will help me to be a teacher in my own system.
21. I feel that presentations were specific or translatable to the correction setting.
22. I feel that presenters and facilitators were open to learning from my expertise during the workshop.
23. The program staff were responsive to the expressed needs and suggestions of the participants.
24. The discussion groups did not help me in problem formulation and strategy development.
25. The selection process resulted in an appropriate group of participants.
26. The program addressed the needs I personally brought to the workshops.
27. In my back home agency or organization I feel I have the power to create change.
28. I feel that contact with participants prior to the second workshop was adequate.
29. In my back home agency or organization I feel I have had a positive impact as a result of my experience in the MBSC program.
30. I received increased learnings or help during the back home phase of the program.
31. I found the one-week residency program a rewarding experience.
32. I received increased learnings or help during the one-week residency program in the spring.
33. The goals and purposes of the "back-home" phase of the program were clear to me.
34. The goals and purposes of the one-week residency program in the spring were clear to me.
35. I believe that I will maintain professional contacts with some of the participants I have met.
36. There was a satisfactory dialogue between staff and participants.
37. I feel the Wharton Staff practices their management model in the planning and implementation of this program.

1. What did you understand to be the goals of the second workshop? _____

2. In what ways did the second workshop meet these goals? (In what ways did it not?) _____

3. What benefits has your agency gained from your attendance in this program? _____

4. How much time between residency programs did you spend working on your field problem? _____

5. What do you feel was the greatest omission from the program? _____

6. What part of the program would you have liked expanded? _____

7. What were the most important learnings or insights you gained during the program? _____

8. How were you able to use the resources of the permanent staff during the program? _____

9. Of what benefit were the on-going discussion groups in the second workshop? _____

10. How would you characterize the theory presentations during the conference? _____

11. How did your workshop discussion groups help you in problem formulation and strategy development? _____

_____

_____

12. If someone in your organization told you that they had the opportunity to attend a Strategic Management workshop run by the Wharton School and asked what it had been like for you, what would you respond? _____

_____

_____

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_____

Directions: On each of the scales below please circle the number that best represents your feelings and/or reactions to the entire MBSC program.

Old						New
1	2	3	4	5	6	7

Stimulating						Dull
1	2	3	4	5	6	7

General						Specific
1	2	3	4	5	6	7

Involved						Detached
1	2	3	4	5	6	7

Useful						Useless
1	2	3	4	5	6	7

Satisfied						Frustrated
1	2	3	4	5	6	7

Angry						Happy
1	2	3	4	5	6	7

Active						Passive
1	2	3	4	5	6	7

Haphazard						Organized
1	2	3	4	5	6	7

Advance information satisfactory						Advance information unsatisfactory
1	2	3	4	5	6	7

Instructional materials satisfactory						Instructional materials unsatisfactory
1	2	3	4	5	6	7

Treatment by staff satisfactory						Treatment by staff unsatisfactory
1	2	3	4	5	6	7

END