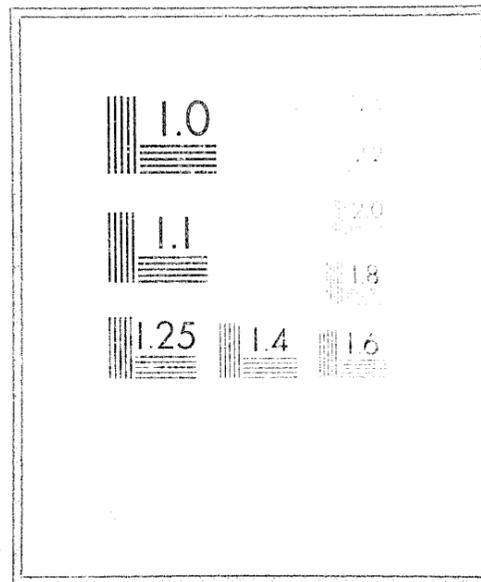


NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

1/10/77

1 a m e d

EVALUATION OF

STAFF TRAINING PROGRAMS

WISCONSIN DIVISION OF CORRECTIONS



DEVELOPED
FOR THE

WISCONSIN COUNCIL ON CRIMINAL JUSTICE

(EVALUATIVE RESEARCH CONTRACT #EB-001)

by the

JOHN HOWARD ASSOCIATION
67 EAST MADISON STREET
CHICAGO , ILLINOIS 60603

36340
OHCQC

The JOHN HOWARD ASSOCIATION, founded in 1901, is an internationally known private, non-profit survey and consultation agency in the delinquency and crime field. Its efforts have frequently been cited by the media, including national periodicals. Upon request, it reports to committees of Congress periodically.



REPORT OF THE
JOHN HOWARD ASSOCIATION
ON THE
RESEARCH OF THE DELINQUENCY AND CRIME FIELD
FOR THE YEAR 1950

JOHN HOWARD ASSOCIATION
1000 ...
NEW YORK, N. Y.

AD-11

EVALUATION STAFF

- Donald R. Jensen - Survey Consultant, John Howard Association; Project Director
- Ira M. Schwartz - Executive Director, John Howard Association
- Joseph R. Rowan - Director, Division of Youth Services, Department of Health and Rehabilitative Services, State of Florida (formerly Executive Director, John Howard Association)
- Vasco Bridges - Staff Representative, Management Development, United Airlines (formerly Survey Consultant, John Howard Association)
- J. H. Chapman - Director of Planning, Multnomah County, Department of Human Services (formerly Survey Director, John Howard Association)
- Marvin Manar - Survey Consultant, John Howard Association
- Michael Mahoney - Assistant Executive Director, John Howard Association

CONSULTANTS

- Seymour J. Adler - Executive Director, Methodist Youth Services, Chicago, Illinois (formerly Director of Court Services, Cook County Juvenile Court)
- Alfons Maresh - Education Consultant, Minnesota Department of Corrections
- Wallace Rounds - Systems Analyst, Scientific Application, (formerly with Stat-Tab, Division of Statistical Tabulating Corporation)

Secretarial Staff

- | | |
|---------------|-----------------|
| Marie DiSomma | Shirley Cassulo |
| Pat Shrude | Norma Brodlo |

Student Monitors

- | | |
|------------------|--------------------|
| Debie Wunderlich | Kathleen Pritchard |
| Jean Santraoch | Debra A. Johnston |
| Patricia Huss | Tyree Vance |
| Nancy Fennema | Dorothy Gavranovik |
| Wayne Crooks | Rodney L. Witt |

FOREWORD

The John Howard Association acknowledges and is grateful for the assistance they received from a large number and wide variety of persons during the course of this study.

We are particularly appreciative of the helpfulness and the cooperation given to the Association by the Division of Corrections. Its personnel on several occasions gave of their time and their energy to complete questionnaires or respond to interviews. Administrators throughout the Division invested a considerable amount of time in making arrangements for these interviews and surveys. This cooperation greatly facilitated our task.

In particular, the Association thanks Mr. Paul Kasuda, Mr. Arnold Blahnik, and Mr. Merrill Smith for their efforts throughout the evaluation in providing frank comments about the progress of the training and the survey. Other individuals who have been helpful include: Dr. Barrington, Ken Lehman, Kent Martin, John Stoddard, Steve Ickes and Severa Austin, members of the Evaluative Feedback Committee.

The John Howard Association is firmly committed to the improvement of the criminal justice system in America. This commitment leads us to adopt a problem center approach when evaluating programs. We emphasize standards and techniques in this report.

When completing a study of the size and scope of this one, large quantities of data are accumulated. Often times because of the point of view of the agency completing the study or because of a need to summarize the material for the sake of brevity, much of this valuable data is lost. To combat that, the Association has included with this report a large Appendix. In it are samples of the instruments used to gather the information, raw data from the employee attitude questionnaires, and raw data from the interviews held with staff and inmates. The latter should be of particular interest to institutional administrators.

Ira M. Schwartz
Executive Director
JOHN HOWARD ASSOCIATION

TABLE OF CONTENTS

<u>CHAPTER</u>	<u>Page</u>
I	INTRODUCTION.....1.1
II	MONITORING ACTIVITIES.....2.1
	TRAINING PROGRAMS.....2.2
	A. CROWD ANALYSIS AND MANAGEMENT TRAINING.....2.3
	B. INDIVIDUAL DEVELOPMENT.....2.5
	C. COUNSELING.....2.6
	D. LEGAL DEVELOPMENTS.....2.8
	E. COMMUNICATIONS.....2.12
	F. CULTURAL AWARENESS.....2.13
	G. WORKING IN FORMAL AND INFORMAL GROUPS.....2.15
III	REPLICATION OF CCLD STUDY - INDIVIDUAL QUESTIONNAIRE...3.1
	CENTRAL OFFICE ADMINISTRATION.....3.2
	INSTITUTIONAL ADMINISTRATION.....3.11
	INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL.....3.27
	GROUP NOMINAL INTERVIEWS.....3.41
	DISCUSSION OF INDIVIDUAL AND
	GROUP NOMINAL INTERVIEWS.....3.51
	I. SUMMARY OF TRAINING RESPONSES.....3.51
	II. INDIVIDUAL INTERVIEWS.....3.52
	III. NOMINAL GROUP INTERVIEWS.....3.53
IV	EMPLOYEE ATTITUDE SURVEY.....4.1
	METHODOLOGY.....4.2
	RESULTS.....4.4
	DISCUSSION.....4.21
V	SUMMARY AND RECOMMENDATIONS.....5.1
	GENERAL DIVISIONAL TRAINING CONCERNS.....5.1
	TRAINING COURSES.....5.7
	RELATED TRAINING CONCERNS.....5.10
 <u>APPENDIX</u>	
A	COURSE DESCRIPTIONS AND NUMBER OF PARTICIPANTS COMPLETING TRAINING
B	EMPLOYEE ATTITUDE SURVEY TO HELP DETERMINE THE STATUS OF STAFF TRAINING
C	DATA FROM EMPLOYEE ATTITUDE QUESTIONNAIRES
D	REPORT OF: ANALYSIS OF CORRECTIONAL STAFF TRAINING NEEDS AND DETERMINATION OF TRAINING GOALS

TABLE OF CONTENTS

APPENDIX

- E LEGAL TRAINING QUESTIONNAIRE
- F SMALL GROUP TRAINING QUESTIONNAIRE
- G VERBATIM COMMENTS OF STAFF AND INMATES
PROBLEM IDENTIFICATION SESSION

INTRODUCTION

In May of 1970, representatives of the University of Wisconsin Extension and the Division of Corrections (DOC) met to discuss training needs of the DOC and the ability of the Extension to provide for these needs. From this the Extension's Center for Community Leadership Development (CCLD) proposed doing a series of problem identification sessions. These problem exploration sessions were conducted during the latter part of 1971 in six of Wisconsin's Correctional Institutions. The technique used for the problem identification sessions had been developed by Andre Delbecq and Andrew Van de Ven of the University of Wisconsin School of Business. This technique revolved around the use of the "nominal group," that is, individuals who were grouped together to work on a task but remained silent or had limited interaction with each other.

After the results of these problem identification sessions were in, DOC and CCLD developed a project entitled "Analysis of Correctional Staff Training Needs and Determination of Training Goals." The project was funded by the Wisconsin Council on Criminal Justice for a period of five months between February 1, 1972 and January 30, 1972. This was an extension of the original study, designed to gather additional information concerning problems and needs within the Division from such individuals as inmates, top-level administrators, and correctional officers.

Individual interviews were conducted with 105 personnel. Problem identification sessions with staff members were held at six Wisconsin Institutions: Wisconsin State Prison, Wisconsin Correctional Institution at Fox Lake, The Wisconsin Home for Women at Taycheedah, Wisconsin School for Boys, Wisconsin School for Girls at Oregon, and the Kettle Moraine Correctional Institution. Additionally, a second set of sessions (nominal groups) were conducted at these institutions with inmates. The total number of nominal participants was over 120. For a complete description of this study, its methodology, its conclusions, and its implications for training, the readers referred to Appendix D.

The CCLD study indicated training needs in several major job related areas. These needs were categorized as: (1) Studies in individual development; (2) Cultural awareness; (3) Crowd analysis and management; (4) Inter-departmental and inter-personal communication; (5) Problem identification and development of solution strategies; (6) Legal developments; (7) Training and counseling; (8) Working in formal and informal groups.

The Division of Corrections, Department of Health and Social Services of the State of Wisconsin and the Center for Community Leadership Development of the University of Wisconsin Extension submitted to the Wisconsin Council on Criminal Justice grants (#72-06-05-06 and #72-06-05-06 and #72-06-05-05) outlining training programs for DOC personnel in the eight major training areas noted above. Four of these courses were taught by the Center for Community Leadership Development while the other four were taught by the Division of Corrections personnel. Readers are referred to Appendix A for information on the individual courses, their content, their structure, and the total number of participants that were involved in the training. Further discussion of individual courses can be found in the next major section of this evaluation entitled "Monitoring Activities."

Evaluative Research Contract #EB-001 went into effect May 4, 1973. The Association agreed to monitor and evaluate council grants #72-06-05-06 and #72-06-05-05. The actual training under the grants began during the week of May 20, 1973 and was completed on March 31, 1975.

The Association's evaluation of the training program revolved around three major activities: (a) Administration of the Association's employee attitude survey, prior to the commencement of, during, and six months after the completion of the training program courses set forth in the grant; (b) monitoring of training program courses; (c) the replication of the University of Wisconsin Extension, Center for Community Leadership Development "Analysis of Correctional Training Needs and Determination of Training Goals", which led to the development of the training program.

The first phase of these activities was the administration of the "Employee Attitude Questionnaire." After receiving critiques from the Wisconsin Council on Criminal Justice, Division of Corrections, and the University of Wisconsin Extension staff, the personnel employee attitude survey was modified as to appropriately gear it for the Wisconsin operations and terminology. The survey was administered to staff at five major institutions (Wisconsin State Prison, Wisconsin State Reformatory, Wisconsin Correctional Institution at Fox Lake, Kettle Moraine Boys School which is now the Kettle Moraine Correctional Institution, and the Wisconsin School for Boys).

The second major phase of the evaluation was to monitor the actual classroom training. Student monitors, who conducted the majority of the monitoring activities, were recruited from the area near the training academy. Association staff and professional consultants also assisted in this phase of the evaluation. Initially, all courses and sessions were monitored. However, as time progressed and because of the repetitive nature of the course material, the level of activities was reduced so as to monitor approximately fifty percent of the training sessions. Several months later when the majority of training had been completed and there were only a few courses in progress, the level of monitoring activities was reduced to survey approximately one-third of the sessions.

The third major phase of this evaluation was to replicate the original study completed by the Center for Community Leadership Development which was the fore-runner to the training package. This replication was completed during April, May, and June of 1975. The original study was modified by the Association to accommodate the needs of this training evaluation. This modification consisting of conducting fewer individual and group interviews, but expanding the interview material and content so as to include reactions from the participants about the training and its affect on them, the institutions, and the Division. The reader will find a more detailed explanation of the methodology employed in all three major segments of the evaluation as well as the results of these evaluative procedures in the body of this report.

MONITORING ACTIVITIES

The monitoring of the training courses began during the week of May 20, 1973 and continued throughout the period of the training grant which ended March 31, 1975. The monitoring of these courses was conducted mainly by trained students from the University of Wisconsin - Oshkosh Extension, supplemented by Association staff and contractual consultants.

The student monitors were mainly individuals who had graduated or were soon to graduate from the University of Wisconsin at Oshkosh with a major in social work and/or sociology. Following their selection, they were trained by the Association to observe and record their own reactions, and the reactions of the participants and instructors, to the training programs. The monitors focused on several areas including the following:

- (a) The monitor's ability to understand the content of the course material;
- (b) The trainee's ability to understand the content of the course material;
- (c) The reactions of the trainees to the instructor, the physical setting of the Academy, the course material, the presentation of the material and the various teacher methods and techniques used;
- (d) The positives and negatives of the specific session illustrated with examples; and
- (e) The reactions of the participants to the training as revealed through the monitor's interaction with them.

The monitoring reports were sent to Association staff who analyzed this incoming data on a continuous basis. Monthly meetings were held with the monitors and the JHA staff to discuss and correlate their observations. On occasion direct feedback was given to the appropriate training personnel (this occurred mainly during the early phases of the training such as with the crowd analysis and management series).

Feedback to training personnel, however, occurred much more frequently through the use of quarterly reports to the Wisconsin Council on Criminal Justice that outlined the progress of the evaluation. In these reports observations and data were brought together and presented in a summarized fashion. This type of formal feedback proved to be inefficient and slow since Association quarterly reports were received by training staff as late as five weeks after they were submitted. Since Division of Corrections personnel were anxious to receive information concerning the training, evaluative feedback sessions were held with trainers, DOC staff, and WCCJ personnel. The purpose of these sessions was to discuss with these individuals the evaluation findings, the observations from the monitoring activities, and the recommendations that were generated from these observations. These evaluative feedback sessions continued on a regular basis until training activities diminished to such a level that frequent meetings were no longer necessary or productive. Evaluative feedback meetings were then called only on special occasions around milestones in the evaluative process.

At the beginning of the training there was one event which had a significant effect both on the training and then the evaluation efforts. The "Citizens Study Committee on Offender Rehabilitation" had recently released their report which called for several reforms in the Division of Corrections, including the closing of several institutions. Division of Corrections institutional staff initially were quite suspicious of "outsiders" (Association staff), who observed the training sessions as well as being quite suspicious of the training sessions themselves. It was the "changing correctional scene" that seemed to account for the fears and suspicions on the part of DOC staff. In each of the training sessions, primarily during the first and sometimes second days, staff strongly pointed out that their feelings existed because of the differences between the "Citizens Study Committee on Offender Rehabilitation," central offices of DOC, and the various components of DOC.

Amid fears of "radical" changes in the Division of Corrections and possible loss of their jobs, many DOC institution staff came to the training sessions fearful, angry, confused and anxious. With these feelings existing on the part of the staff (quite strongly in a number of instances), it seemed that it was wise for the instructor to encourage staff during their initial sessions to talk about their problems. Otherwise, few positive results would have come from the training program conducted during the rest of the week, because the "bottled up feelings" would continue to pour forth.

These intense feelings continued to affect the training process for at least the first six months. After that time the intensity of feelings seemed to abate. However, whenever a new group of trainees met, not only was there a need to allow time for them to adjust to each other, but there was also a very definite, continuing need to allow them to discuss problems and concerns they were having at their respective institutions. These "gripe sessions" became an integral part of all the training programs.

The physical structure and surroundings of the Oshkosh Training Academy also posed some difficulties for the training classes. Lack of space where small group discussions could be held without outside interruptions, lack of fans and air conditioners, which led to extremely stuffy conditions, and elongated rooms which were not conducive to the type of group interaction generally desired, were some of the problems that made the Academy at times a less than ideal training facility. However, during the training process many of these "physical" problems were either compensated for or alleviated.

TRAINING PROGRAMS

The training was completed by two groups: The Center for Community Leadership Development of the University of Wisconsin Extension and the Division of Corrections training personnel. CCLD taught courses in Cultural Awareness, Small Groups, and Communications (the latter was a series of two courses called Inter-departmental and Inter-personal Communications with a follow-up entitled, Problem Identification and Design for Solution). The Division of Corrections provided courses in Crowd Analysis and Management, Studies in Individual Development, Counseling, and Legal Developments.

A. CROWD ANALYSIS AND MANAGEMENT TRAINING

Crowd Analysis was the first training to be started under the training grant. The sequence began during the week of May 20, 1973. The course was offered to DOC institutional personnel (mainly line staff). It was taught at the Corrections Training Academy over a period of one week (approximately 40 hours of in-class training). Basically, the training was trying to provide an awareness of crowd psychology, ability to recognize stress producing situations, skills in dealing with these stressful situations, skills in conflict resolution, and an awareness of the types of problems that lead to major riots in correctional institutions around the country.

Of all the courses, crowd analysis had the most obstacles which had to be overcome. It was the initial course of the series. Although training had been on-going in the Division, it had not been accommodating the numbers of individuals this grant called for nor had there been such an intense effort to provide training to staff. Therefore, the Academy staff, DOC personnel and CCLD staff had to, in many occasions, adapt new procedures and techniques to bring about efficient transfer of training. Crowd Analysis did not have the benefit of this previous experience.

Additionally, there was a great deal of initial suspiciousness and anxiety about the training program. The effect of the "Citizens Study Committee on Offender Rehabilitation Report" was felt heavily in these first few sessions. Participants were concerned about the "changing correctional scene" and how it would affect their job roles and functions and their employment in general. DOC institutional staff initially were quite suspicious of "outsiders" (Association staff), who observed the training sessions. During the beginning of the training session the Association staff explained to the trainees why it was necessary to monitor the training program. Reference was made to the fact that no staff person would be identified in our report to the Council or any other agency in Wisconsin.

An educational consultant (from the Minnesota Department of Corrections) who was brought in to evaluate the first days of the training sessions said that, "Morale of these participants was the lowest I ever encountered during my career in corrections." Clearly, this type of emotional atmosphere surrounding the correctional participants had an enormous effect on the participant's ability to concentrate on the training program and their desire to do so.

Another obstacle that the Crowd Analysis and Management Training had to overcome (and it is not clear if it ever did) relates to its title. Although the formal title is what has been previously stated, the course became known by another title, that being Crowd Analysis and Riot Control. When people discussed the course informally the title was shortened even more to "Riot Control."

That title implied to the participants that quite a different type of material was going to be taught (or should have been taught). That name implies that one is going to learn about such things as the proper procedures and use of riot equipment, how to organize personnel to quell or break up a disturbance, preventative security techniques, etc. With those expectations in mind, several participants felt that the course material they experienced was of no practical benefit to them.

Monitor Comments:

The following are some verbatim comments of the course monitors concerning what they saw to be some of the positive and negative aspects of the training session in "Crowd Analysis and Management."

"This project provides an opportunity for good group interaction and integration."

"There seemed to be a general lack of interest/participation on the part of correctional officers (youth counselors) from the juvenile institutions ...this could be partially due to the legitimate complaint that the lectures had little importance or relevance for those officers at the juvenile institutions."

"The group was so large (27) that everybody could not see and hear everyone else -- this lead to a lack of attention in the back of the room."

"The class provides opportunities for group and individual interaction -- a chance to relate theory and lecture material with personal experience."

"I think the biggest positive in this type of situation is that it lets the men both purge themselves of their feelings and also lets them know they are not the only ones with similar problems. The end product of this should be a raise in morale. While this is not the stated objective of the training I feel it is definitely worthwhile."

"The biggest problems with this course are external to it. The men come with attitudes based on previous experience. This has an adverse effect on what they get out of the training. A good example is that they are asked to contribute ideas to improve the system. Most of them say that they have done this before and they have either been ignored or slapped down."

"There seems to be a vertical problem of communication. It is evident that while the people who planned this material see it as a valuable learning experience, the men taking it feel differently. They feel that what they learn here isn't that valuable because they won't be listened to anyway."

"The group had one question on their mind and was constantly asking for an answer. They wanted to know how long to hold off before entering and taking over (by means of force) in a riot situation. They 'don't want none of this ounce of prevention is worth a pound of cure stuff.' 'Prevention don't do them no good.' They want to know how to handle riot equipment and weapons."

In these comments one can see that there was considerable concern in the minds of the participants about the value of the material being presented to them. Observations of the reactions of participants to the style of the presentation also indicated that on one hand they utilized and enjoyed the less structured, group discussion type format which allowed them to verbalize frustrations they were feeling, but on the other hand, this lack of structure interfered with the formal process of bringing about education in the subject area and meeting the

objectives of the course. This dichotomy was seen in several of the other course sessions.

The Division, to meet the needs of staff for training in riot control procedures, developed a different course entitled, "Crowd Control." This has been and continues to be taught at the Wisconsin State Prison.

B. INDIVIDUAL DEVELOPMENT

Studies in Individual Development courses were conducted on-site at several of the major institutions throughout Wisconsin. Basically, the course was to bring about an understanding of theories of human development, how these theories relate to deviant behavior, how cultural background affects human development and how these theories can help one understand the operation of institutions and institutional problems. Overall, this training was aimed toward line staff, such as correctional officers and youth counselors.

The Individual Development series also was affected by the extreme emotional apprehension of trainees about training programs. The first day in each of the sessions had to be devoted to discussions centering around current problems and anxieties. Although all of the instructors were able to handle this handicap, because of it, subject matter to be presented in the training was delayed and/or cut short.

There were some logistical problems that were unique to the Individual Development training since it was offered at the institution. Initially, a single instructor had to travel on a once a week basis to three institutions and was responsible for training 140 students in seven two-hour sessions. This was almost an impossible burden to be placed on one instructor. As the training grant proceeded additional instructors were added for Individual Development and the time allowed to complete that phase of the training was extended. The last Individual Development courses were taught at the Oregon facility, the Wisconsin School for Girls, and was concluded in March of 1975.

The Individual Development series underwent a metamorphosis from its inception in 1973 to its completion in 1975. This process included a gradual changing of the manner in which the course was presented from a basic college level child and family psychology course (at some institutions) to a course which more or less adapted to the needs of the personnel at the specific institution where it was being taught. For instance, during the course of the training one instructor had the training participants write three lists of 20 words, with one list being how they currently see their job role, another list ranking their ideal job role and the third just ranking what they felt was their administrator's (Warden or Superintendent) expectation of their job role. The respective administrators also completed two word rankings in respect to their ideal expectations (of a training participant's job) and their current view of their jobs.

The most productive aspect of this exercise was the fact that not only did the class participants discuss the differences between their ideal expectations, the administrator's expectations and how they currently saw their jobs, but a series of meetings were scheduled with the administrator to discuss the significant differences of the administrative as well as the training participant's expectations of their respective job roles. The result was a creation of a vehicle for direct communication with institution administrative staff and line staff resulting in a clear understanding and positive attitude about their job roles.

The monitors of the training programs at the institutions where this activity occurred thought that the training participants began to exhibit less anxiety about the training program, their job role and functions, and their respective administrators after the incorporation of the shift meetings into the on-site taught individual development training programs. Association staff monitoring the Individual Development classes reported that after the initiation of regularly scheduled shift meetings, training participants were more attentive in class, had asked more questions, and exhibited a noticeable difference in the attitude of "I don't care" directed at the administrative staff. The development of those accountability sessions, meetings between line staff and administrative staff, is a good illustration of the merits of good communication between line staff and administrative staff. Indeed, it is also a good illustration of how extraneous attitudes, events and structure of an organization can have a significant effect on the training program (the program that was supposed to bring about changes in these attitudes). Indeed, there seemed to be more interest in participation on the part of the training participants after the initiation of the accountability sessions. It was also noted that there was less resistance to the training program.

However, several of the monitors noted that the course continued to be taught in a manner similar to that of a college course. This type of lecture format with heavy emphasis on theoretical and intellectual issues could easily lead to apathy, boredom, and create hostility. This was particularly true if the group being taught was large and there is little opportunity for discussion within the class. Since only one instructor was present at these sessions, one could not break the class down into smaller groups to discuss selected topics. The opportunity to be able to discuss issues and relate problems seemed to be a necessary ingredient in these training sessions if one was going to successfully motivate and establish interest among the participants.

C. COUNSELING

The Counseling series was also taught by Division of Corrections personnel and took place during the end of the training grant. The program involved 40 hours of training aimed mainly at institutional line staff. The training took place at the Corrections Academy in Oshkosh and was designed to bring about an awareness of who and when to counsel, the different types of goals for counseling, the different types of situations in which counseling could occur, skills and techniques for group and individual counseling and how an individual in his particular position in the institution could develop a helping, counseling relationship with an inmate.

The instructor for the counseling training sessions presented the material in a very low-keyed, non-threatening manner. Because he was not particularly exciting nor dynamic, the initial session seemed to be very boring for class members. The participants of the first day showed interest on two or three occasions when controversial topics were spontaneously introduced into discussion. By the end of the five-day session the group became much more at ease with each other and were much more spontaneous and more lively. The low-keyed presentation by the instructor seemed to have a number of positive attributes:

- (1) It allowed for a relaxed atmosphere;
- (2) The instructor demonstrated respect for the ideas and opinions of the trainees;

- (3) It allowed trainees to feel at ease in the class with both themselves and the instructor;
- (4) It allowed for free expression of problems that concerned the participants; and
- (5) It allowed for the trainees to feel free to challenge the instructor.

However, on the negative side, this type of presentation made it easy for the participants to be:

- (1) Bored;
- (2) Uncomfortable and agitated when the class seemed to be moving slowly; and
- (3) Easily able to gripe or complain about the problems and conditions at their respective institutions.

Since the group of trainees included individuals that were from both the juvenile institutions and the adult institutions, there was a tendency for the two groups to try to dominate the discussions with their own problems and points of view. These points of view were widely divergent since the counselors at the juvenile facilities have much more intimate contact with the residents than do the correctional officers in the adult facilities. To take care of that problem the training group was divided into two sections for discussion purposes. Generally, the class split themselves into groups who were mainly concerned with juveniles or adults.

On the fourth day of the session a specialist in Transactional Analysis was brought in to work with the group that was mainly concerned with the juvenile population. The individual who taught Transactional Analysis was dynamic and was able to motivate the participants into very active participation. Indeed, the training participants seemed to enjoy and receive a great benefit from actually "doing" as opposed to sitting around the group analyzing problems or playing "let's pretend."

At the end of the session the Training Institute administered a questionnaire to the individual participants eliciting their impressions of the training. The Institute does this routinely and it provides valuable information for them about the training sessions. Overall, the participants felt that the instructor was competent and personable. There was disagreement as to whether the information or techniques learned during the session would be valuable to them. Most felt that the opportunity to meet and talk with people from other institutions gave them a broader perspective about the Division and its problems. Those who experienced the instructor in Transactional Analysis overwhelmingly were satisfied with him and the material he presented.

The above is a fairly typical analysis of the Counseling training sessions that occurred. It is also fairly typical of the reaction of the participants to the training, not only the Counseling sessions but also the various other courses taught under this grant.

D. LEGAL DEVELOPMENTS

Legal training is the last of the four courses in the Division of Corrections grant. Its original intent was to teach approximately 100 participants, focusing on management and administrative personnel, about the various laws that would affect them and their institution. Some emphasis was placed on the theory of law, but the main emphasis was on increasing participant ability to seek out legal advice for self and inmates and increasing participant awareness of the legal rights of inmates and of Division of Corrections personnel, both within and outside the correctional setting. The training was considered to be successful and generally was received well by the participants. Therefore, it was expanded to include other groups within the Division such as Parole and Probation officers.

Legal training also went through a period of adjustment and refinement. The following descriptions point out some of the earlier deficiencies and how they were rectified.

During the latter part of 1973 and the early part of 1974 there were several sessions of Legal Training for adult and juvenile management offered at the Academy in Oshkosh. The course was taught by representatives from the Attorney General's Office, Division of Corrections, and the Correctional Legal Services, a legal aid society that handles cases on behalf of Division of Corrections inmates. This aggregation provided a well-rounded combination in explaining both the plaintiff's and defendant's side of recent court rulings.

The Legal Training Classes were essentially for the purpose of information dissemination, primarily because of the subject matter. There was a tremendous amount of information to be transmitted to the class during the three-day sessions. Although the sessions monitored were designed for top and mid-level institutional management staff in adult facilities, the Association questioned the amount of information retained in an area of increasing importance to management level staff of the Wisconsin Division of Corrections. The instructors admittedly hurried through a great deal of the information.

Also, there were several drawbacks to this team approach. In their introductions to the class the team failed to explain clearly the purpose of the three days of training. The instructors did not point out on the afternoon of the first day that the purpose was not to make the trainees para-legals but to provide some background so that the training participants would have an awareness of some of the recent rulings and how they would affect them as possible defendants.

During discussions of recent rulings and pending cases there was constantly a plaintiff's position, a defendant's position, and the court's position explained to the class. What was confusing was the fact that the team of instructors disagreed on practically every recent ruling and had long, serious tangential discussions on pending cases. The result is reflected in the following comments from various training participants:

"You all (referring to the instructors) need a panel of judges to decide," and

"They said it was crystal clear, but it isn't."

It was very stimulating for a class discussion for the instructors to disagree. However, it was seriously questionable if the trainees understood the purpose of the training program and most importantly, the position of the Wisconsin Division of Corrections on certain legal issues.

In the later sessions of Legal Training held in 1974, feedback to the trainers had cleared up a number of deficiencies pointed out in earlier sessions. With respect to those deficiencies, the Legal Training Sessions improved considerably. Monitoring activities noted a number of teaching techniques used by the instructors that contributed to that, some of which were:

- (1) There was a detailed introduction of instructors and their jobs;
- (2) The purpose of the session was thoroughly explained, how Legal Training came about and what the trainees should hope to learn;
- (3) It was explained that handouts are extra information, not assignments;
- (4) They explained the course outline as a guide -- nothing to stick to rigidly;
- (5) Asked for any and all questions;
- (6) Asked adult and juvenile people to make a special effort to meet each other and to get to know each other and their problems better;
- (7) Used a blackboard to diagram state and federal court systems;
- (8) Explained each instructor's job and how they differed;
- (9) Explained that the law itself was not always definite and that there would be varied attitudes and opinions expressed by the trainers;
- (10) That these differing opinions should serve as a springboard for class discussions.
- (11) Material presented by trainers was relevant and was presented in such a manner that trainees were able to understand; and
- (12) Legal terms were kept to a minimum except when necessary.

Those explanations and techniques seemed to have a positive effect on the class as a whole. The instructors came across as genuine human beings, capable and competent in their fields, and interested in the participants and their difficulties. The participants responded by being interested, involved, attentive and awake throughout the sessions. Indeed, it was noted that trainees were even reading handouts during the noon hour. At prior sessions they seldom read material that was assigned, let alone material that was simply made available to them if they wanted to use it.

A questionnaire was administered to the participants of the Legal Training that took place on July 15, 16, and 17. This was distributed on September 4, 1974, approximately two months after the group of probation and parole officers had

taken the course. Attitudes were solicited from the participants concerning six major areas:

- (1) Methodology of instructors;
- (2) Ability to relate and communicate to trainees;
- (3) The instructor's knowledge of instruction;
- (4) Application of training to present job function;
- (5) Trainee's immediate supervisor's understanding of objectives of Legal Training course; and
- (6) Trainee's understanding of objectives of Legal Training course.

There were 23 participants in the training. Questionnaires were sent to all the participants, 20 of whom responded by answering and returning the questionnaire (see Appendix E for questionnaire). This represents an 87 percent return rate, which is unusually high. Overall, the responses were quite positive in all areas. As noted earlier in this report, the Legal Training, as perceived by our monitors, had improved considerably both in content and presentation. The responses of the participants to this questionnaire reinforces the conclusion that the Legal Training is now having a significant impact on those exposed to it.

Table 1 reveals a favorable response was received from 70 percent of those responding to the questionnaire concerning the methodology of the instructors. Ninety percent (90%) felt that the objectives of the Legal Training Program had been fully outlined and that the difference in opinions of the instructors provided good insight to the course content. However, only 40 percent of the participants felt that there was enough time allowed for the class to discuss the various legal issues that were presented.

Seventy-four percent (74%) of the participants responded favorably to those questions concerning the ability of the trainers to relate and communicate with the trainees. As for the instructors' knowledge of the course content and their awareness of the various legal issues facing parole and probation officers, nearly 69 percent of the participants responded favorably to questions in this category. Overwhelmingly, they felt that the trainers knew and understood the course material, but only about half the participants felt that they were adequately prepared to thoroughly discuss the specific legal problems they face.

In the area concerning the application of the training to the present job function, nearly 79 percent felt that the course material was applicable. Ninety-five percent (95%) of the participants agreed that the course was designed to assist them in their work and 85 percent revealed that the training has been of assistance to them since they returned to their jobs.

Generally, one can see that the session improved over time, that the monitors also saw it that way and that the majority of participants had favorable responses towards the training. Other attitudes towards this training component and the others will be discussed in later major sections of this evaluation.

Table 1

23 Questionnaires Sent Out
20 Returned - 87% Returned

CATEGORY A - METHODOLOGY OF INSTRUCTORS

Question Number	Positive - (70%) Response	Negative - (23.75%) Response	Undecided - (6.25%)
1.	AB 90%	DE 5%	5%
3.	DE 40%	AB 55%	5%
11.	AB 90%	DE 5%	5%
17.	DE 60%	AB 30%	10%

CATEGORY B - ABILITY TO RELATE AND COMMUNICATE TO TRAINEES

Question Number	Positive - (73.75%) Response	Negative - (20%) Response	Undecided - (6.25%)
7.	AB 75%	DE 15%	10%
13.	AB 80%	DE 15%	5%
19.	DE 75%	AB 25%	0%
24.	DE 65%	AB 25%	10%

CATEGORY C - INSTRUCTOR'S KNOWLEDGE OF INSTRUCTION

Question Number	Positive - (68.75%) Response	Negative - (26.25%) Response	Undecided - (5%)
5.	DE 60%	AB 40%	0%
9.	DE 55%	AB 35%	10%
14.	AB 65%	DE 25%	10%
20.	AB 95%	DE 5%	0%

CATEGORY D - APPLICATION OF TRAINING TO PRESENT JOB FUNCTION

Question Number	Positive - (78.75%) Response	Negative - (16.25%) Response	Undecided - (5%)
8.	AB 75%	DE 25%	0%
10.	DE 70%	AB 25%	5%
16.	AB 95%	DE 0%	5%
23.	AB 75%	DE 15%	10%

CATEGORY E - TRAINER'S IMMEDIATE SUPERVISOR'S UNDERSTANDING OF OBJECTIVES OF THE LEGAL TRAINING COURSE

Question Number	Positive - (75%) Response	Negative - (15%) Response	Not Appl. - (2.5%)	Undecided - (7.5%)
2.	DE 80%	AB 15%	5%	15%
21.	AB 70%	DE 15%		

CATEGORY F - TRAINEE'S UNDERSTANDING OF THE OBJECTIVES OF THE LEGAL TRAINING COURSE

Question Number	Positive - (75%) Response	Negative - (18.75%) Response	Undecided - (6.25%)
6.	DE 80%	AB 10%	10%
12.	AB 90%	DE 5%	5%
18.	AB 55%	DE 45%	0%
22.	DE 75%	AB 15%	10%

E. COMMUNICATIONS

The Communications series was actually two courses, one which met for 36 hours and was entitled, "Inter-Departmental and Interpersonal Communications Skill Development," and a follow-up session entitled, "Problem Identification and Design of Solution Strategies," (16 hours of class work). The goal was to attempt to provide communication skill training to administrative and management personnel at the major Division of Corrections institutions.

The Communications series utilized the same structures, techniques, and instructors as those of the Cultural Awareness series - the major difference being the class composition with correctional officers in the Cultural Awareness series and supervisory staff in the Communications series.

Although participant attitudes toward the training varied from time to time Association monitors noted that generally there was no open hostility against the training program and for the most part the training participants exhibited a strong interest to learn. This was evident by the amount of participation in the small group discussions regarding the current communications problems. Generally, the class was divided into small groups. They were exposed to a number of tasks and warm-up games which led to discussions about communication problems and specific problems related to the institutions.

In follow-up to the Communications course was the Problem Identification and Solution Class. The same trainees in the Communications class participated in the Problem Identification and Solution sessions. Like the Communications class, the Problem Identification and Solution class was taught in several small groups with participants "learning by doing." The first day was spent identifying a very general problem and completing a rough outline of the logical steps to the

solution of the problem. On the second day, a specific problem was identified and discussed (a current problem of one of the group members at his respective institution -- communication), with the group finally concluding with a specific outline of the logical steps to the solution of the problem.

Often training participants exhibited a lack of clear direction on the first day of the sessions. It was noted that for periods of time there was no meaningful discourse between teacher and student. There were no structured activities or exercises and the participants appeared to become bored.

However, the second day the involvement of the trainees was noticeably different. One monitor noted that, "They participated in the exercise as if it was a real life situation." This method of "learning by doing" was very effective. Because participation in the exercise was 100 percent and as a result of the course content (problems directly related to the training participants), the class demonstrated a high level of interest in the training course. The training participants also exhibited an overwhelmingly positive attitude in regard to the training because the course offered an actual solution method that the participants could use on their jobs.

The Communications series was able to bring about a more intense interaction of participants than some of the other courses offered in this training package. Three possible influences may account for this:

- (1) The shorter classroom time for the individual segments of the Communications series;
- (2) The types of individuals selected to participate;
- (3) The follow-up segment of the course that brought individuals back together who were acquainted with each other and who could begin to focus more on the course material rather than "warming up exercises."

F. CULTURAL AWARENESS

The most ambitious of all eight training courses was the three-day session entitled, "Cultural Awareness." Basically, the goals of this course were to make the people aware of cultural differences and attitudes, to educate individuals about different cultural backgrounds, to reduce stereo-typing based on cultural identity, and to reduce inter-cultural suspicion and prejudice.

The basic structure of the Cultural Awareness series eliminated many of the handicaps experienced by the Crowd Analysis series. The Cultural Awareness series was team taught, thereby making full use of several teaching techniques (such as small group discussions, role-playing, etc.), and allowing for a more personal relationship between teacher and trainee to develop. The Crowd Analysis classes were taught by one instructor (prohibiting any small group discussion), whereas the Cultural Awareness classes were generally taught by three or four. Also, the series was characterized by many varied activities during the course of a day's training.

The course attempted to provide training to at least 600 participants from the various direct service staffs of the Division of Corrections institutions. The class was the most controversial of all the courses both because of the number

of participants it involved and because of the subject matter. Participant reaction to the training varied from extremely negative outbursts to active participation and understanding of concepts to passive intellectual acceptance.

The following are a few selected quotes and observations of the monitors. They represent a sample of the reactions that they had and observed throughout the Cultural Awareness sessions.

"Visible reactions to the material and its presentation ranged from indifferent to those who are really caught up in it. It would seem that most of the students were definitely interested in what was being said, much more so than the 'Riot Analysis' series. I heard some discussing points among themselves and saying that they had never thought in quite that way before. Others, while not openly antagonistic or disruptive, thought that the whole thing was a 'waste of time' and that 'the games were for kids.' The most prevalent attitude I saw was a sort of wait and see one. These people would listen and enter in, but seemed to be withholding judgement."

"The teaching was reasonably effective. It was done with a team of teachers, one black and one white, who did not act in the traditional role, but rather acted more as provocateurs. That is, they constantly were eliciting responses, asking for feelings, and drawing people out. The whole thing was done in such a manner as to have the students work things out for themselves rather than look at the teachers for the supposedly correct answers."

"It looks as though the classes need more time. The material given involves many complex and deep-seated beliefs and emotions. Attitude changes cannot be learned as conventional lessons can be. The amount of material given is so great that it cannot be covered sufficiently in discussions. Since it is through the discussions that feelings and attitudes come out and real attitude change takes place there seems to be a need for more time to be allotted for it."

"It was obvious that this class as a whole was getting nothing from the sessions. Some of them were trying, the bulk were on the borderline and undecided whether they wanted to cooperate or not. They were being influenced by a group of about five or six who just wanted nothing to do with the classes. They said they were getting nothing out of them. They had an active dislike for one of the instructors and were actively resisting everything."

"The reactions of the students on the last day are usually fixed as to their attitudes towards the training. Most of them are amused by the whole thing and do get some value out of it. Others are extremely belligerent and all of the classes have this to some extent. It shows an animosity towards the instructors. They feel the instructors are pushing their own private viewpoints and ask what makes yours better than ours."

"These, in general, were a great group of people. Everybody responded in discussion and in participation. They were all eager to express their opinions and ask questions. There was not one hostile person in the whole group."

It is obvious from the above remarks and observations that the Cultural Awareness series brought out mixed and varied emotions in the participants. Further discussion of this will be found later in the report.

G. WORKING IN FORMAL AND INFORMAL GROUPS

The goal for this training session was to provide 80 participants (equal numbers of treatment and security personnel) with increased knowledge of group interaction theory, improved observational skills, an improved repertoire of techniques for addressing group content and group reactions, and increased awareness of one's own motives, abilities, concerns, and biases.

The training program was designed to train treatment and security staff to work as a team in group counseling. It was team taught with most of the time spent with the class broken into small groups of six to eight trainees. The class utilized the "learning by doing" method. Each of the smaller groups were group therapy encounter sessions, with the goal being for each member to learn as much as possible about the remaining members of the group. In contrast to some of the other training courses it was noted that during the entire session there was not open hostility or resentment to the training program exhibited by the training participants. A great majority of the training participants demonstrated an intense interest in the training program. This was illustrated by the report that two groups of training participants continued their meetings and discussions into the evening hours at the Academy. This had never been reported before with any other of the training courses.

The following are some verbatim reactions and observations of the monitors to the course material, teaching techniques, and participant reactions.

"It was the reactions of the participants that impressed me the most. If anything, they were more intense and emotional than Cultural Awareness. However, it was a positive rather than negative direction. I saw people crying, their involvement was so intense... there was evidence of some understanding between correctional officers and social workers which had not been expressed before. I also heard some comments that they were anxious to try the techniques presented back at their institutions."

"Concerned, challenging, effective, creative and working staff. Trainees were excited, interested, and viewed the week as beneficial."

"There were a number of positives about the sessions which included: the instructors did not interfere with the group process; each trainee was forced to participate due to the teaching method; activities gave the trainees the chance to play different group roles; it was an opportunity for guards, teachers, social workers, and counselors to work together and understand each other and their job positions in their institutions."

"They reacted as individuals very contented with the learning processes, happy with the closeness of the group, and asked frequently about working with other staff members back at their institutions."

It is obvious from the remarks above that the majority of the participants in the Small Group Training sessions really became very enthusiastic about the training and felt that they were receiving something beneficial from it.

The Small Group Training actually took place on two separate occasions. The first portion of the training was held at the Oshkosh Academy, while a second three-day follow-up session was held later after the trainees had an opportunity to put what they had learned from the first session to work at their institutions. The follow-up session was to more or less work on problems that they had encountered during the interim and to polish up techniques that they had learned previously.

To obtain a further sample of participant opinion, a short attitude questionnaire was developed. The questionnaire was administered to the April and May of 1974 participants of the follow-up small groups held in Madison by the Center for Community Leadership Development. The questionnaire (see Appendix F) identified six categories:

- (A) The participant's understanding of the purpose of small groups training.
- (B) Application of the small groups training to the training participant's present job.
- (C) The performance and knowledge of material of instructors.
- (D) Attitude and knowledge of training by their immediate supervisors.
- (E) The knowledge of training program by Central Office staff.
- (F) Their attitude to the overall training program.

An average of 70.1% of the participants responded favorably to the questions in Category A which indicates their understanding of the purpose of small groups training (see Figure 2). In Category B an average of 66.6% of the participants indicated that the small groups training can be applied to their present jobs.

Sixty-six and one-tenth percent (66.1%) of the respondents indicated that they felt the instructors had a sufficient knowledge of material presented and performed adequately. Only 39% of the respondents indicated that their immediate supervisors knew the purpose of the training program and only 20.8% indicated that Central Office knew the purpose of the follow-up small group session.

However, 75% of the respondents had an overall positive attitude to the overall training program. Seventy-one percent (71%) (N= 48) of the participants of the follow-up small group sessions conducted in Madison in April and May responded to the questionnaire. In summary, the majority of this sample of participants felt positively towards the training, could apply it to the day to day activities in the institution, and although few felt supervisors were knowledgeable of the content of the training, most felt that their supervisors were supportive of the training.

FIGURE 2

FOLLOW-UP QUESTIONNAIRE
SMALL GROUP TRAINING
(April and May 1974 Participants)

CATEGORY A

Rows = Category A Column = Institution
N = 48

	Row Sums	6 WSP	4 WSR	5 WCI	5 WSB	9 KMBS	4 LBS	6 WHW	3 WSG	4 WCCS	2 Other	Key*
Q 1 (favorable)	32 66.6%	2 33.3%	3 75%	3 60%	2 40%	6 66.6%	2 50%	5 83.3%	3 100%	4 100%	2 100%	=ROW =ROW %
Q 7 (favorable)	39 81.2%	5 83.3%	4 100%	4 80%	4 80%	7 77.7%	2 50%	6 100%	1 33.3%	3 75%	2 100%	
Q 9 (favorable)	30 62.5%	3 50%	2 50%	4 80%	2 40%	6 66.6%	1 25%	5 83.3%	2 66.6%	3 75%	2 100%	

Category B = 48

Q 14 (favorable)	33 68.7%	5 83.3%	2 50%	4 80%	3 60%	6 66.6%	3 75%	4 66.6%	3 100%	2 50%	1 50%	
Q 21 (favorable)	31 64.5%	3 50%	2 50%	4 80%	3 60%	6 66.6%	2 50%	5 83.3%	3 100%	2 50%	1 50%	

Figure 2 - page 2

Category C = 48

N= 48

	Row Sums	6 WSP	4 WSR	5 WCI	5 WSB	9 KMBS	4 LBS	6 WHW	3 WSG	4 WCCS	2 Other	Key*
Q 5 (favorable)	41 86.4%	3 50%	4 100%	4 80%	5 100%	8 88.8%	3 75%	6 100%	3 100%	3 75%	2 100%	=ROW =ROW %
Q 13 (favorable)	35 72.9	2 33.3%	3 75%	5 100%	5 100%	7 77.7%	1 25%	6 100%	1 33.3%	3 75%	2 100%	
Q 15 (favorable)	27 56.2%	2 33.3%	1 25%	4 80%	3 60%	6 66.6%	2 50%	4 66.6%	3 100%	0 .00%	2 100%	
Q 20 (favorable)	24 50%	3 50%	2 50%	4 80%	2 40%	5 55.5%	1 25%	4 66.6%	1 33.3%	1 25%	1 50%	

2.18

Category D

Q 8 (favorable)	14 29.2%	3 50%	2 50%	1 20%	1 20%	2 22.2%	2 50%	1 16.6%	0 0%	1 25%	1 50%	
Q 18 (favorable)	20 41.7%	3 50%	2 50%	3 60%	3 60%	2 22.2%	0 0%	2 33.3%	2 66.6%	2 50%	1 50%	
Q 10 (favorable)	31 64.6%	6 100%	3 75%	2 40%	4 80%	5 55.5%	2 50%	4 66.6%	1 33.3%	3 75%	1 50%	
Q 4 (favorable)	11 20.8%	1 16.7%	1 25%	2 40%	1 20%	2 22.2%	0 0%	1 16.6%	2 66.6%	1 25%		

Figure 2 - page 3

Category E

	Row Sums	6 WSP	4 WSR	5 WCI	5 WSB	9 KMBS	4 LBS	6 WHW	3 WSG	4 WCCS	2 Other	Key*
Q 2 (favorable)	5 10.4%	1	0 0%	0 0%	0 0%	0 0%	3 75%	1 16.6%	0 0%	0 0%	0 0%	=ROW =ROW %
Q 6 (favorable)	15 31.2%	0	0 0%	3 60%	2 40%	4 44.4%	2 50%	3 50%	0 0%	0 0%	1 50%	
Q 17 (favorable)	1 2%	0	0 0%	0 0%	1 20%	4 0%	0 0%	0 0%	0 0%	0 0%	0 0%	

Category E

Q 3 (favorable)	36 75%	3 50%	2 50%	4 80%	2 40%	8 88.8%	3 75%	5 83.3%	2 66.6%	2 75%	2 100%	
Q 19 (favorable)	36 75%	2 33.3%	2 50%	5 100%	4 80%	7 77.7%	3 75%	6 100%	3 100%	3 75%	1 50%	

2.19

REPLICATION OF CCLD STUDY

INDIVIDUAL QUESTIONNAIRE

INTRODUCTION

During April, May and June of 1975, John Howard Association staff conducted a total of fifty-seven individual interviews with Division of Correction's personnel (compared to 105 interviewed in the original CCLD study). Nine were Central Office administrators, twenty-two institutional and camp administrators and twenty-seven line staff at the various DOC facilities.

Interviews were conducted at the following locations:

Central Office - Madison
Wisconsin State Prison - Waupun
Wisconsin State Reformatory - Green Bay
Kettle Moraine Correctional Institution
Wisconsin School for Boys - Wales
Wisconsin School for Girls - Oregon
Lincoln Boys School
Oregon Farm
Union Grove Farm
Thompson Farm
Winnebago Farm
Black River Falls Camp
Camp Gordon
Camp Flambeau

An attempt was made at the larger institutions to interview the Warden or Superintendent, the Associate Warden for Security (or his equivalent) and two correctional officers or youth counselors (nominal group interviews were scheduled with fifteen line staff and eight or nine residents). At the camps and farms the superintendent, his assistant and two correctional officers or youth counselors were scheduled.

With some variations due to vacations, illnesses or scheduling problems, we held to this schedule and received excellent cooperation at each of the facilities visited.

The questionnaire utilized was a modified form of the original CCLD survey instrument. The second half of the questionnaire contained questions relating specifically to the eight course training package and solicited responses and suggestions with regard to the state of training within the Division.

Questionnaire results are detailed on the following pages.

INDIVIDUAL QUESTIONNAIRE
 DIVISION OF CORRECTIONS
 CENTRAL OFFICE ADMINISTRATION

The following nine Central Office Administrators were individually interviewed:

Acting Administrator
 Special Assistant to the Administrator (Director, Bureau of Planning,
 Development, and Research)
 Director, Bureau of Management
 Acting Assistant Director, Bureau of Management (Coordinator Statewide System,
 Management by Objectives)
 Director, Bureau of Institutions
 Assistant Director, Bureau of Institutions
 Director, Bureau of Clinical Services
 Director, Bureau of Probation and Parole
 Administrative Assistant to Warden, Wisconsin Correctional Camp System
 (stationed at Oregon Farm)

Interview responses to Question No.1

- (a) How long have you held this position?
 (b) How long have you been employed by the Division?
 (c) Number of other positions held within the Division?

	<u>Total</u>	<u>Average</u>	<u>Longest</u>	<u>Shortest</u>
(a)	69.3 yrs.	7.7 yrs.	20	10 months
(b)	168 yrs.	18.7 yrs.	41	4 years
(c)	19 job changes	2.1	7	0

QUESTION NO. 2

What are the most important activities of your job?

Almost all administrators listed planning, coordinating, programming, leadership and supervision as essential ingredients of their jobs. Several mentioned research and evaluation, budgeting, public relations and innovation ("I'm a catalyst for change").

Little was said specifically about setting policy (the number one listed category in the CCLD study).

QUESTION NO. 3

What kinds of things does an effective (interviewees title) do? What kinds of things does an ineffective (interviewees title) do?

Effective

There is basic agreement on a number of common roles to be displayed by an effective Central Office Administrator. These may be grouped as follows (listed in order of frequency mentioned):

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

1. Planning and Coordination - Anticipating problems and taking corrective action - coordinating and organizing.
2. Providing Leadership - Appropriately utilizing staff at all levels - setting objectives - maintaining effective operating procedures to serve clientele, institutions and courts - delegating responsibilities - meeting deadlines - offering of expertise.
3. Maintaining Effective Communication - both upward and downward, written and oral. Listens to staff, client and public input - maintains good working relationships - helps program people solve problems (staff not line function).

4. Pushing for Change and Innovation

Ineffective

Here again there is basic agreement on what constitutes an ineffective administrator. Responses appear to fall in three equally weighted groupings:

1. Poor Managerial Skills - Authoritarian (running a one man show), creating problems - overlooking deadlines - failure to recognize staff and line responsibilities - failure to delegate, organize, coordinate, control or provide direction - playing to biases of staff - allowing institutions to operate without direction (not part of complex of programs) - failure to separate minutia from real issues - inadequate knowledge of job and diversion programs.
2. Lack of Planning and Communication - Failure to recognize problems and suggestions - lack of communication with units - failure to visit institutions or hold staff to short and long range goals - poor public relations.
3. Failure to Innovate - Insensitivity to change - refusal to keep up with current progress in corrections and being unaware of innovative techniques for client service. Works for status quo and doesn't seek out anything new.

QUESTION NO. 4

If you were hiring someone for a position like yours, what kind of person would you look for? What are important background experiences and training needed to function well in a position like yours?

Personal Characteristics - Twenty-two characteristics were listed which may be broadly described as follows (listed in order of frequency mentioned):

1. Organizational and Management Skills; these include leadership, ability to make decisions, plan, control and supervise.
2. Communication skills - both oral and written.
3. Sensitivity to the needs of others, both staff and clientele. Flexibility, diplomacy, ability to maintain balance between conflicting organizational needs.
4. Creativity, receptivity to new ideas and approaches and willingness to change.

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

5. Willingness to work hard, be energetic, tenacious.
6. High frustration tolerance - not be eaten-up by bureaucracy or manipulated. "Sometimes you have to be a little paranoid."

Education - Surprisingly education was not stressed. Most, however, felt a need for some sort of college training preferring a masters degree in social work, sociology, social sciences or administration. Those in fiscal, technical or research related positions naturally indicated the need for specialized educational background in these fields.

Experiences - Eleven items were listed with the majority favoring a varied correctional background including work in community settings, institutions and central office. Some mentioned five to ten years experience as a clinician or practitioner, supervisor and manager. Also included were knowledge of the problems of the correctional client, experience in working with computer oriented and research staff, publications and experience in making presentations to large audiences.

Training - In answering this question little attention was given to training needs. Two mentioned legal training and two training in management.

QUESTION NO. 5

Who are the people who influence your daily activities?

Not unexpectedly, almost all central office administrators feel they are influenced most by their immediate superior and subordinates. Answers listed in order of frequency mentioned:

1. Immediate superior (8)
2. Subordinates (7)
3. Co-workers - peers - fellow department heads (4)
4. Other Social Service Agencies (4)
5. Department of Health and Social Services Personnel (3)
6. Governor and Governor's Staff (3)
7. Legislature (3)
8. General Public (3)
9. Miscellaneous others: news media, inmates, "everyone with whom I come in contact".

QUESTION NO. 6

Who gives you directives each day?

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

All administrators feel they operate with a good deal of autonomy. They receive only periodic directives from their immediate supervisors.

QUESTION NO. 7

What effect do you have in bringing about program or policy changes within the Division?

Quite naturally, all those interviewed felt they had a substantial impact on effecting both policy and procedural change within the Division and within units of the Division.

QUESTION NO. 8

Tell me about an incident in your experiences as a (interviewees title) that made you feel good and tell me of another that made you feel bad.

Good - For the most part administrators listed the sense of accomplishment associated with the adoption of programs or ideas which they either initiated or worked on (Mutual Agreement Program, inmate participation advisory committee, approval of federal projects, training program for managers, setting up budget on basis of Management by Objectives, overall classification system (A&E), the acceptance of a budget document relating to institutional utilization). Others mentioned such things as winning a fight to keep the Bureau intact, reclassification of staff and an overall sense of good feeling knowing that the Division is rated high nationally.

Bad - Three administrators mentioned the frustration of not being able to initiate badly needed programs due to inadequate support, misunderstanding or budgetary restrictions. Three related to the low morale associated with proposed reorganization of the Division. They bemoaned political interference with the Division and felt the changes proposed are based on unrealistic projections and faulty suppositions. Other incidents mentioned were worry about tragedies which befall children in runaway status, community opposition to the establishment of group homes and misinterpretation by some staff of the role of the Bureau Chief in program development (proposing an idea is seen as overstepping). One administrator claimed nothing makes him feel bad - doesn't mind losing a battle.

QUESTION NO. 9

What do you think other groups within the Division need to know about the responsibilities and duties of (interviewees title)?

We received a wide range of responses to this question. A number felt that most groups in the Division are well aware of their responsibilities and duties, that MBO has facilitated this. Here the feeling was that lines of responsibilities between the bureaus are fairly well delineated and roles are well defined. Problems occur in program areas which cross bureau lines. Sometimes people are not fully aware of the expertise available to them within a given bureau.

Others felt that at times decisions are made affecting their Bureau in which they were not consulted (need for interfacing). One Bureau Director felt the role of

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

his Bureau was not fully understood (i.e., the area of program and system development and consultation).

Two administrators pointed out that (1) decisions are often made in response to outside influences which may not be readily apparent and (2) current decisions may be related to future plans and the connection may not be clear.

One administrator felt that many staff do not appreciate how hard he and his top staff work on behalf of the personnel in his bureau and another talked about the added burden created by court decisions and new programs added without benefit of additional staff.

QUESTION NO. 10

What do you consider the biggest problem(s) facing the Division at this time?

Administrators listed three, highly inter-related areas of concern (listed in order of frequency mentioned):

1. Proposed reorganization of the Division along functional lines coupled with the intrusion of "political expediency" in the Division's operation. Inadequate community interpretation in name of "efficiency, economy, responsiveness and horseshit". The reorganization creates a high level of uncertainty, is unprofessional and "strikes at the heart of where the job is at". Fear is expressed that this will wipe out the Division's stability and energy will be misplaced from the job at hand to dealing with reorganization. (5)
2. Budgetary constraints and insufficient staff. Massive caseloads both in institutions and in the field are cited. The austerity program, including loss of positions has had a deleterious affect on client service. (3)
3. "Lame duck" leadership both for the Department and the Division. The lack of clear planning goes beyond reorganization and has adversely affected morale. "We don't know where we are going." (1)

QUESTION NO. 11

Which training programs did you take (or staff that you supervise take)?

One administrator sat in on a few sessions of Cultural Awareness and Legal Developments and another took the Legal Developments Course. It was pointed out the programs were geared for institutional staff, particularly correctional officers and youth counselors. This accounts for lack of Central Office participation. Some administrators assisted in developing the programs and even assisted as part-time instructors. A few of the people directly supervised by administrators participated.

QUESTION NO. 12

Which ones were the most helpful and which ones were the least helpful and why?

Several administrators had not been involved in the training program even peripherally and felt they could not answer all or part of the question. The others, for the most

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

part, based their answers on feedback they had received from various sources rather than on personal observation. The answers reflect administrators' perceptions, not objective measures of the value of the course.

Most Helpful (listed in order of frequency mentioned):

1. Legal Developments (6) Content excellent - initially method too loose but tightened up after feedback from John Howard Association; all of us are being challenged and this helps us cope; two of lawyers expanded essential knowledge (principles rather than details). Easier to understand application if we understand concept; informative and helpful - better equipped to cope with new court decisions.
2. Crowd Analysis and Management (4) Has paid off - taught correctional officers techniques - a survival tool.
3. Communication: Problem Identification and Solution (3) Have heard this is always a problem.
4. Cultural Awareness (3) People broadened themselves.
5. Studies in Individual Development (2) Method of class participation was good-related directly to content; Shifted gears well in addressing problems which arose. Didn't just stick to original plan - modified as needed.
6. Communications: Interdepartmental and interpersonal always a problem.

Least Helpful

1. Cultural Awareness (4) Initial presentations too harsh - didn't consider background of participants - changed and improved; personalities of instructors presented problem; created antagonisms - came on too strong - added to problem rather than resolving it; didn't gain much - can't put into effect in institution.
2. Legal Developments (2) Inadequate; three attorneys differed in interpretation of court decisions
3. Individual Development, Training in Counseling and Small Groups Training (1) Have saturated people with these in the past.

QUESTION NO. 13

What do you think was the Division's reason for developing the above training programs?

Administrators were unanimous in pointing out that the courses were developed based on the survey conducted by the Division and the University of Wisconsin Extension. These are well defined needs based on knowledge gaps that merit ongoing consideration and concern. It is hoped the training will provide staff with the tools to do a more effective job in the rapidly changing field of corrections. There is a recognition that training has a multi-purpose:

1. To acquaint staff with the functions of his position
2. To identify interest in self-improvement

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

3. To meet standards of professional development

Institutional population is changing with more inmates from minority groups and aggressive inmates who have committed serious offenses. This has led to more problems in institutions with a greater potential for riots and unrest.

QUESTION NO. 14

In your opinion what changes resulted from the training that was given?

Two administrators felt they did not have enough contact with participants to attempt an answer to the question.

All conceded it was difficult to measure change based on short training sessions. Seminars at the institutions are needed to assess follow-up effects. One felt that newer staff benefited the most. Older officers are pretty well set in their ways but probably gained some information which would help keep them abreast of developments.

Six administrators made observations on some or all of criteria listed and these are recorded below. The reader should be aware that since most administrators did not have personal contact with participants, the following ratings are not reliable measures of staff changes. They are included because they are good measures of the accuracy of the upward communication channels when these responses are compared to the responses of institutional administrators and the responses of non-administrative institutional personnel.

1. Competence in handling day to day problems:

Great positive change	-	3
Some positive change	-	2
No change	-	1
2. Integrity in meeting day to day problems:

Great positive change	-	0
Some positive change	-	2
No change	-	2
3. Ability to work hard and long:

Great positive change	-	0
Some positive change	-	0
No change	-	3
4. Ability to understand problems of others:

Great positive change	-	2
Some positive change	-	3
No change	-	0
5. Ability to handle problems:

Great positive change	-	1
Some positive change	-	3
No change	-	1
6. Ability to communicate effectively:

Great positive change	-	0
Some positive change	-	4
No change	-	1

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

7. Personal Relationships

Great positive change	-	0
Some positive change	-	2
No change	-	2

In no case did an administrator feel there was some or great negative change in any of the criteria listed.

QUESTION NO. 15

Not applicable to Central Office staff.

QUESTION NO. 16

If you had unlimited funds to do so, what training changes, if any, would you make within corrections?

Administrators came up with a wide variety of suggestions. The comment made most often (6 times) related to the need to achieve sufficient funding so that staff might enroll in training courses without adversely affecting the day to day operations of institutions and departments. This would enable some staff to be involved in training at all times. Several suggested an orientation period of from two to three months in which the staff member would have no other responsibilities. The need for ongoing training at all levels was also recognized.

Two administrators suggested provision for sabbatical leaves to be made available to all staff on a selective basis relating to interest and work relevance.

More complete utilization of the Academy was suggested particularly in the area of Management by Objectives courses being required of all managers and supervisors in the Division. It was felt by some that the Academy should be a separate, self-contained, separately housed unit.

Two administrators suggested the need for someone assigned full time to assess needs. "What do we want people to do or be that they aren't now? We need to start at the top and have a clear agreement on objectives."

Other comments are listed below:

1. Deepen and expand training in the courses listed above.
2. Develop guidelines for all elements in management such as has been done at the University of Georgia (MBO-interpersonal communications, staff development case studies, etc.). A total management course that covers all elements of management and ends with an assessment center approach. Should be followed up with individual training opportunities, extension courses, etc.
3. Training should be regularly budgeted rather than through federal funding that makes the Division jam everything into a particular "take it or leave it" mode. Lose flexibility under such a system and create hard feelings.
4. Some courses should be mandatory and some elective.

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

5. Bring in more of the private sector. Much can be learned from industry. This would make us less provincial in our thinking.
6. Exchange workers within the Division at the same salary.
7. Training should be given at the institution or facility rather than centralized at Oshkosh. More people would attend.
8. Training needs to be geared more to the day to day problems faced by staff.
9. Utilize talented people on the job to train others.

QUESTION NO. 17

Other comments concerning the status of training within the Division.

Responses to this question tended in some respects to overlap and/or complement responses to the previous question.

Although one administrator commented on the broad training program and the excellent job being done by the Training Director and his staff, almost all administrators were pessimistic and depressed over the state and future of training within the Division.

There is disagreement over whether the Division is truly committed to training and most blamed the austerity program and proposed reorganization for the low esteem in which training has fallen. The following sample comments are illustrative of this mood:

1. Austerity is cutting us too thin. Training and staff development are important. But when the crunch comes, budget cutters always go after training and research. They simply do not have the priority they should have.
2. Reorganization is tearing us apart and decimating services. We are over extended and not as productive as we should be.
3. It is difficult to push training at present. People are demoralized and because of other problems correctional officers are threatened by training. Institutions are under fire and staff is defensive and was poorly prepared for the training which was offered.
4. We were forced by legislative directive to do too much training in too short a time. This overburdened the system and left a bad taste in the mouth of line staff. Training is related to developing skills and is a status symbol. Right now it is not a status symbol. We have to rebuild and need some sessions on dealing with change and uplifting our spirits.

Two administrators commented that environmental design has a direct affect on training and spoke of efforts to renegotiate with the University for better classroom and living space.

As a purely practical matter, one administrator pointed out that some correctional officers find it difficult to go to the Academy for training as it takes them away

INDIVIDUAL QUESTIONNAIRE - CENTRAL OFFICE ADMINISTRATION

from second jobs they hold.

Other suggestions and comments:

1. Training must receive greater recognition in the Division in terms of money and time-off.
2. We need more specialized training for some staff. Some courses should involve a heterogeneous co-mingling of staff but others could be more specialized.
3. Need to distinguish between training for professional know-how and training designed to inspire staff for morale purposes.
4. Need funds to send staff to national and regional meetings where self-improvement projects are part of the program.
5. Need assigned trainer in the Bureau itself to distinguish and coordinate training needs.
6. Need greater input from units at lower levels on up instead of from top down.

INSTITUTIONAL ADMINISTRATION

A total of twenty-two individuals associated with institutional administration were interviewed:

Wardens	-	2
Associate Warden	-	2
for Security		
Superintendents	-	3
Assistant Superintendent		1
Institution Treatment Director		
Assistant Superintendent		3
Residential Care (Security)		
Assistant Superintendent		1
Education (Principal)		
Camp Superintendents		6
Assistant Camp Superintendents		2
Personnel Managers		2

Interview Responses to Question No. 1

- (a) How long have you held this position?
- (b) How long have you been employed by the institution?
- (c) How long have you been employed by the Division?
- (d) Number of other positions held within the Division.

	<u>Total</u>	<u>Average</u>	<u>Longest</u>	<u>Shortest</u>
(a)	132.6 years	6.0 years	10.5 years	5 months

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

	<u>Total</u>	<u>Average</u>	<u>Longest</u>	<u>Shortest</u>
(b)	234.7 years	10.7 years	29 years	1 year
(c)	409.2 years	18.6 years	30 years	1.5 years
(d)	51 job changes	2.3 job changes	5 job changes	0 job changes

Interview Responses to Question No. 2

What are the most important activities of your job?

As expected, respondents listed a wide variety of activities, many of which are difficult to categorize. The original CCLD study listed twelve undefined categories and did not include any illustrative responses.

Therefore, it is entirely possible that our categorization of responses may differ significantly. This should be kept in mind in making comparisons between the two studies.

Responses listed in order of frequency mentioned:

1. Management, Supervision, Coordination and Leadership (27) (Run institution; supervise officers; coordinate departments; chair committees; inspire staff, etc.)
2. Public Relations (9) (Community relations and orientation; Represent superintendent at outside activities; Contacts with governmental and legislative groups, etc.)
3. Personnel Matters (9) (Hiring, reclassification, staff discipline, labor relations, transfers, compensation, etc.)
4. Security (7)
5. Rehabilitation (5) (Provide tools and experience for inmates; promote school program; treatment; communication with juveniles - understanding their problems; counseling, etc.)
6. Programming (5) (Direct vocational training and work release; responsible for educational and recreational programs, etc.)
7. Discipline (4) (Serve on disciplinary committee)
8. Policy Formulation (4) (Member program review committee; set tone and philosophy of institutional operations; develop policies of institution and interpret guidelines from higher authorities, etc.)
9. Operations (4) (Yard maintenance; seeing residents have proper food; movement and assignment of inmates, etc.)
10. Training (3)
11. Other (Research, secretary at staff meetings, etc.)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

Interview Responses to Question No. 3

What kinds of things does an effective and ineffective (interviewees title) do?

Effective

1. Management and Leadership Qualities and Activities (42) Answers in this category related to such frequently mentioned qualities as (a) working closely with staff (b) delegating authority and responsibility (c) supervising, directing, and motivating staff (d) getting out to see what is going on in the institution and (e) handling essential client problems and needs (medical and food). Respondents stressed "knowing your job" and to a lesser extent mentioned the ability to make decisions, enforce rules, follow-up on complaints and problems, etc.
2. Personal Qualities (10) Fairness to both employees and inmates, patience, flexibility, understanding feelings, lack of bias, acting as a buffer and maintaining workable relationships were all mentioned.
3. Communications (7) Keeping staff informed, holding staff meetings, opening lines of communication and maintaining good morale were listed here.
4. Planning and Coordination (3)
5. Other (13) Innovation, public relations, training programming, counseling, rehabilitation and operations, etc.

Ineffective

1. Management and Leadership Deficiencies (34) Failure to make decisions or offer supervision and unavailability to staff were most frequently mentioned. These were closely followed by becoming enmeshed in details, lack of follow-up and failure to delegate. Also mentioned: "Lets everyone do his job", late with reports and forms, sets poor example, poor organizer, etc.
2. Poor Personal Qualities Authoritarianism (arbitrary, disciplinarian) was the most frequent quality listed. Unequal treatment followed closely. Also listed: insensitivity, inconsistency, impatience, poor judgement, impersonal and disloyalty.
3. Poor Communication (4)
4. Lack of Innovation (3)
5. Poor Public Relations (2)
6. Other (2) (e.g., dehumanizes inmates).

QUESTION NO. 4

If you were hiring someone for a position such as yours, what kind of person would you look for? What are important background experiences and training needed to function well in a position like yours?

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

We have divided the sixty-one responses as follows (listed in order of frequency mentioned):

A. Personal Characteristics

1. Ability to "get along" with staff (8) Relates to people - respected - out-going - extrovert.
2. Leadership and ability to make decisions (7) Not afraid to make choices - motivates people.
3. Compassion and empathy for client (6) Likes kids and understands their problems.
4. Maturity and Integrity (4) Even tempered - "calm when all about are losing their heads and are blaming it on you".
5. Intelligence (4)
6. Interest (3) in position and budget, in people and in working with kids.
7. Independence (3) Persistent and determined; stubborn; ability to be on one's own.
8. Patience and Tolerance (3)
9. Creativeness (3) not afraid of change - innovator.
10. Ambition and Drive (3) Willingness to give more than is asked.
11. Responsible (2) Neat and punctual.
12. Ability to Communicate (2) Speaks well and communicates effectively.
13. Other (good judgement, ability to evaluate a situation and act and react within boundaries of reason and responsibility, honesty, responsive to needs of people, fearless, open-minded, security conscious, delegates yet supervises, sense of humor, planning ability - doesn't manage by crisis, humility, high moral standards, unbiased, flexible, self-knowledge, unselfishness, common sense).

B. Education

Twelve respondents listed some sort of academic background (listed in order of frequency mentioned):

1. Courses in Sociology or Human Behavior (5)
2. Any Education (2) - "College is a union card".
3. Degree in Sociology or Criminology (2)
4. Masters Degree in Social Sciences (2)
5. College Degree (undifferentiated) (1)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

C. Experience

By far the most frequently mentioned factor was some form of correctional experience and/or on-the-job training. Many stressed the importance of knowing the goals of the Division and the institution, experience in working with students, inmates, staff and the public.

The second most popular response related to administrative or supervisory experience.

Several stressed a variety of experiences, "working with people"; two mentioned a military background and two related to law enforcement and security training. Teaching experience and knowledge of the executive and legislative processes were also mentioned.

QUESTION NO. 5

Who are the people who influence your daily activities?

Superiors (29) (includes Central Office, Department of Health and Social Services, Legislature and Governor's Office)

Subordinates (15) (Line staff, Supervisors and Department Heads)

Clients (13)

Community (6) Media, public

Lawyers, Judges, Attorney General's Office (3)

Peers (3) Administrative Team

Other (2) "Everybody" - Union

QUESTION NO. 6

Who give you directives each day?

No one	-	14
Superior	-	10
No one but, periodically	-	9
(a) Division of Corrections	-	5
(b) Superior	-	4
Peers	-	1

QUESTION NO. 7

What effect do (interviewees title) as a group have in bringing about program or policy changes within the institution (camp)? What effect within the Division?

<u>Institution</u>		
Significant	-	19 (Great, major, good, positive, etc.)
Medium	-	2
Minimal	-	1 ("We all go off in different directions")

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

<u>Division</u>		
Significant	-	11
Medium	-	4
Minimal	-	6
Insignificant		1

Quite naturally, most administrators, as policy makers, feel they have a big hand in effecting change within the institution. A plurality also feel they have a positive impact on the Division and are listened to. This is particularly true with regard to wardens, superintendents and camp directors. Associate wardens meet less often and there is no real feeling of kinship between those working in adult and juvenile institutions. The juvenile institution associate wardens feel outnumbered and claim the meetings are dominated by adult institutional concerns. Personnel managers do not meet on a division-wide basis and treatment directors get together only once in eighteen months.

QUESTION NO. 8

Tell me about an incident in your experiences as a (interviewees title) that made you feel good and tell me of another that made you feel bad.

Feel Good

1. Achievement (Attainment of work oriented goal - not required) (16) -Letters or visits from inmates or former inmates who have done well; initiated inmate newspaper; significantly expanded inmate visiting privileges; staff member "straightens out"; letters of appreciation from touring groups.
2. Accomplishment (Attainment of required work oriented goal (6)) Realization of incentive pay program for inmates in industry; work out solution so program can be implemented; getting staff member involved in career incentive program; devised system of youth counselors evaluating supervisors and administrators; solution of staff problem relating to cottage team; helping to set up community-based treatment center.
3. Recognition (Work publicly or privately acknowledged) (5) Warden complemented Camp Director in front of others; received good annual evaluation; being appointed Acting Superintendent while Superintendent ill, etc.
4. Advancement (promotion) (2)
5. Interesting Work (1) Ability to work well with department.
6. Responsibility (Granted responsibility for work area) (1)
7. Other (1) "When I leave here at night".

Feel Bad

1. Personal Relationships with Subordinates (7) When officers exploit their benefits or do not follow through on agreed to projects; inability to fire incompetent staff member; inability to modify attitudes of punitive staff members;

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

employee quit because of personal disagreement; frustration when bungling staff members undo work with inmates who have adjusted well.

2. Personal Relationships with Inmates (6) Riot or near riot situations; kid died of overdose; staff member assaulted; inmate injured at work assignment; "staff bust their asses on programs and inmates bust it up"; parole failure of boy who did well in institution.
3. Frustration with "outside" interference (6) Anger at media, legal and professional groups, "child savers" (including the Governor's Task Force), who unfairly criticize the system and work toward closing down institutions.
4. Disagreeable Job Actions (4) staff suspensions; listened to wrong people, made a snap decision, took a stand and later found out I erred; having to tell four teachers they are laid-off due to budget cuts; parole revocations.
5. Division Policy and Administration (1) Denial of minimum wage and furlough for inmates.
6. Personal Relationships with Superiors (1) Superintendent made a change affecting subject's unit without prior consultation.
7. Working Conditions (1) General morale issues (e.g., work schedules) over which respondent has no control, plays havoc with family life.
8. Personal Relationships with Co-workers (1) Colleagues angry with respondent for serving on Governor's Task Force even though he disagreed with their recommendations.
9. Technical Competence of Subject's Superior - None
10. Other (4) Union based activities concerned more with grievances than with program issues; local school board ordered removal of camp students from school program. One respondent said "I haven't been on the job long enough to feel bad about anything".

QUESTION NO. 9

What do you think other groups within the Division need to know about the responsibilities and duties of (interviewees title)?

1. Their function (10) Duties, activities, daily routine, etc. Have to know about our programs; realities of job, etc. - staff must understand institution not run for staff's benefit but for rehabilitation of clients; juvenile institution culture versus adult institution culture.
2. Nothing (8) General feeling most people in the Division know about their job.
3. Understaffed (4) Heavy volume of work expected with limited staff-work hard to meet Division's goals (complaints of two Personnel Managers); need to restructure administration team (Lincoln).

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

4. The frustration and tension (3) We act as a buffer; counselors should understand political pressure which inhibits my meeting all their demands; too much paper-work and reporting, time consuming and therefore difficult to complete other functions.
5. Security and "Child Care" Needs (2) Feeling that "professionals" underestimate the importance of these functions.
6. Other (2) Central Office deals with mechanical rather than programmatic functions; institution not held accountable on what they do, how they do it - no evaluation.

QUESTION NO. 10

What do you consider to be the biggest problem(s) facing the Division at this time? (Listed in order of frequency mentioned):

1. Budgetary constraints and insufficient staff (15) Overcrowding and lack of funds for institutional programs and facilities.
2. Proposed re-organization of the Division along functional lines coupled with the intrusion of politics in the Division's operations (8) Fear of Division being dismantled. Governor has brought politics to Division for first time in its history - "a twenty year step backward". Fragmenting services. Council on Criminal Justice and Department of Health and Social Services also excoriated.
3. Lack of leadership in Division (5) Uncertainty associated with having an "Acting Administrator"; poor planning - "plans altered ten times before you reach objective"; not enough imaginative leadership in Division - resistive to change; great uncertainty.
4. Poor public image of corrections and changes in society and court system (5) Institutions victimized by court system - clients not victims of society or institution but of their own wrongdoing; liberal politics sometimes contradict good child care - swing between law and order and treating clients as "sick"; lack of public support restricts area of institution's operation.
5. Other (3) Need for diversity of facilities and programs - "need more between prison on one hand and halfway house in Milwaukee on the other"; need enriched programs not just breakdown of institutions by security classifications - use community resistance as an excuse for not doing things; need for evaluation and prioritizing of Division's programs.

QUESTION NO. 11

Which of the following training programs did you take? (or staff that you supervise take?)

No. taken by Administrators	No. taken by staff	
1	6	Studies in Individual Development
4	9	Cultural Awareness
1	10	Crowd Analysis and Management

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

No. taken by Administrators	No. taken by staff	
7	6	Communication: Problem identification and solution
5	6	Communications: Inter-departmental and interpersonal
19	7	Legal Developments
1	7	Training in Counseling
1	10	Small Group Training

Two Administrators indicated staff took some of the courses but they were unsure of which ones. Three Administrators took no courses. Most took only one or two.

QUESTION NO. 12

Which ones were the most helpful, which the least helpful and why?

For the most part the answers below are reflective of staff feedback received by the Administrators rather than on their personal experiences. Most Administrators took only Legal Training. A few also took Cultural Awareness and a smaller number one or more additional courses.

Most Helpful (listed in order of frequency mentioned):

1. Legal Developments (19) Timely-types of problems we are involved with daily; susceptibility to litigation and necessity of being aware of legal problems in implementing policy; learned something new; a lot of jobs depend on knowing statutes, law suits, decisions judges are making and what kind of backing we get from legal division; change over of institution (Kettle Moraine) from juvenile to adult put us in due process area; excellent - put us a step ahead of things that are happening in the state; basically good - can see what a bunch of asses we're dealing with - division attorney more inclined to see defense attorney's view rather than institution's; helpful - established consciousness about what we could and couldn't do - good cross-section.
2. Cultural Awareness (7) Most of staff have not lived in areas where they become aware of cultural conflicts and we have a high percentage of black inmates - gave them some insight into what minority brings into conflict situations; conducted well - didn't need for self but wanted to see what it was about; people complained about it but these were people who didn't want to hear what they heard; gave good perspective on where kids are coming from - total personality, not disciplinary problem; good and applicable; helped to meet individual on common ground and understand what life means to him.
3. Communication: Problem identification and solution (7) Well accepted; gets you to listen to what client is really saying; made aware of the misinterpretation and misuse of the term "problem" - that what one calls a problem may merely be a situation and the accurate identification of the most intense and acute area may and usually does alter the situation when properly treated; helped improve the way I assign and work with employees.
4. Small Group Training (6) Directly applicable to what we are doing here (juvenile institution); much of supervision of cottage team here is in small groups and we utilize the training; our specialty here and staff identified and participated well; well received - this is what we are working with.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

5. Studies in Individual Development (5) Good - could relate well to work; well accepted; stressed academic viewpoint - why people end up the way they are.
6. Communications: Interdepartmental and interpersonal (4) People from different institutions liked discussion of relative merits of programs; good- well received; helped improve the way I work with and assign employees.
7. Crowd Analysis and Management (3) Got something out of it; good and applicable.
8. Training in Counseling (3) Staff not enthusiastic but good for new employees as a basic start; well received; good and applicable (but geared more to institution than to camp).

Least Helpful

1. Cultural Awareness (8) Staff didn't like the way it was taught - raised people to a level and then dropped them - people distraught and hostile; negative feedback - staff didn't like instructors - premeditated conflict on one to one basis in classroom; instructors didn't show up until late - oriented mostly to blacks and we have mostly Indians; instructors came on too strong and hostile - turned off staff - had no impact on staff member we regarded as prejudiced who came back and said, "don't know why you sent me - I always get along with the colored"; simplistic approach - instructors talked down to staff; deals primarily with old cliches and inbred discriminations, but does nothing to alleviate the individual sensitivity of the various participants - opened old wounds and healed nothing; repetition of something we are already aware of - Trainers aggravated staff, but this isn't necessarily bad - stimulations may have an effect when it sinks in.
2. Crowd Analysis and Management (5) Instructors not practical enough; bad, but not really bad; instructors too often unable to generate any kind of trust from students - correctional people suspicious - see experts come in and then blow; not job related; didn't apply in my case (Camp Superintendent).
3. Legal Developments (4) Each (of three) lawyers had to have his say - fell behind - boring at times; presentation left a lot to be desired - hard to stay awake - three lawyers each with varying opinions; didn't understand what they were talking about - nothing concrete - fought amongst themselves; of some value but should have been broken down in terms we could understand - not organized.
4. Communication: Problem identification and solution (3) Not related enough to daily work here - confrontation - some instructors not accepted because of appearance, dress and grooming; helpful but overplayed affirmative action program, especially women - one group shouldn't take precedence over another; didn't like the way it was taught - trainers weren't type of people who could give type of things we needed - didn't know what they were doing - too non-directive and disorganized.
5. Studies in Individual Development (2) My previous education gave me good background; initially horrible - guy poorly prepared and didn't know what he was talking about or to.
6. Training in Counseling (2) Our own training courses were more extensive and

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

- better in that they worked as they trained in small groups which is better for learning in these areas; had this training earlier.
7. Small Group Training (3) Same comment as above in 6; did not learn much I did not know before.
 8. Communications: Under-Department and Interpersonal (1) Told you what to do but not how to do it.

QUESTION NO. 13

What do you think was the Division's reason for developing the above training programs?

Listed in order of frequency of responses:

1. Improve Staff Functioning and Modernize Correctional Philosophies and Programs (10) These are things important to our society - have to change some of the philosophies evident in the past; have staff develop better understanding of residents - want all staff to become involved in treatment areas - staff has to set good example; to better coordinate staff into Division's policies and give staff better understanding and better equipment to job perspective; make personnel aware of legal problems, clients rights, how to deal with them and protect themselves; so employees can better evaluate their job responsibilities and better implement programs and comprehend the invariable changes as they come - more complete insight into what is expected as well as to improve employee knowledge and interest in his job; Division aware of employee shortcomings; make better officers - help them understand their jobs and how to treat clients.
2. Need for Training Based on Previously Conducted Studies (7) Studies completed ahead of time and determined that these were areas of felt needs; lack of training over the years - everybody complained about it and Division finally decided to do something about it; sincere interest in upgrading performance of staff; Division saw it as needed - useful for staff operations.
3. Response to Pressure by Wisconsin Council on Criminal Justice (5) Division coerced by Council on Criminal Justice and University - timetable resulted in counter-productive effort - too much too soon - planners failed to bridge gap between theory and practice; under heavy fire from WCCJ to do training, funds available and Division wanted to show they were progressive - never before had funds for training on this scale; Division under pressure from outside to have better programs; forced into it by WCCJ - Division wanted to expand training on on-going basis - philosophically committed to training but difficult to pull off; forced into it to improve programs.

QUESTION NO. 14

A. In your opinion what changes resulted from the training you received?

	Great Positive Change	Some Positive Change	No Change
Competence in handling day-to-day problems	1	10	6
Integrity in meeting day-to-day problems	1	4	12
Ability to understand the problems of others	1	10	5

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

	Great Positive Change	Some Positive Change	No Change
Ability to communicate effectively	3	5	8
Personal Relationships	1	8	8
Skills needed to handle actual job duties	0	13	4

There were no responses indicating great or some negative change.

B. If you did not take the training, in your opinion what changes occurred in staff you know who did take the training?

- Positive Change: Received Benefits from Training (10) Majority felt they got something out of it - think there has been positive change in staff but cannot document; improved staff self-confidence and reassured them in areas where they would get support (particularly legal areas); overall positive - particularly small group, crowd analysis and legal developments; felt basically positive about attending - overall came out somewhat better; significant changes for better in small group training; caused a complete readjustment of operating procedure and better understanding of the overall situation - a grasp of situational needs and insights; Did a beautiful job at time correctional institutions under great fire in expanding horizons of staff - came back with two thoughts: instructors as naive as ever, guards in adult institutions as punitive as ever - needed to change perspective of adult institutions with an outside view of correctional problems; helpful to staff.
- Some Change: Some or Mixed Benefits from Training (3) Staff divided - either liked or felt it worthless - correctional people are experts in handling minorities under stress; some positive change, some no change - at least an awareness that made them concerned in their jobs; took a little more initiative in their work and little better attitude.
- No Change: Little or No Benefits From Training (3) Feel no change - have had big staff turnover - many people who took courses left us - hard to judge - hope there was some benefit but hear people spout the same old stuff, maybe not as much; little change.
- Couldn't Tell (2) Don't feel competent to respond - not enough observation - some improved greatly and some not at all.

QUESTION NO. 15

A. Overall the training received was:

- Highly job related - 5
- Somewhat job related - 10
- Not very job related - 4
- Not job related at all - 0

B. Do you feel that the "Administration" is really interested in providing meaningful training for its employees?

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

Yes - 16
No - 0
Sometimes - 2
Can't Tell - 0

WHY?

- Training necessary to help staff perform and understand job; Division recognizes this (8) Need to eliminate problem areas; need to give personal skills and confidence in doing job; training helps break down provincialism and provides insight into their role in operation - makes them aware of rationale for new policies; basic success or failure of our line staff is based on training and competence of staff; administration recognizes shortcomings of non-academically trained line staff; want people to do a better job.
- Training helps staff understand new correctional philosophies (3) No such thing as standing still on programs - either progress or slide backwards; role of corrections changing; imperative staff be knowledgeable and adapt to situations that arise.
- Other (5) Must be interested because we've spent a lot of time and money on it; Division interested but poorly organized; by conducting programs in Oshkosh Division is depriving institutions of in-service training.

QUESTION NO. 16

If you had unlimited funds and/or the freedom to do so, what training changes, if any, would you make within Corrections?

As with central administration, there were a wide variety of suggestions. We have attempted to group the responses as follows:

- Make Training more Practical and Job-Related; Ideas for Specific Courses (23)
 - Respondents listed thirty-three topics for which they felt additional training would be helpful (listed in order of frequency mentioned):
 - Human behavior (personality, individual differences) (4)
 - Counseling (4)
 - Communications (4)
 - Repairing negative self image of staff (self-awareness), personal hang-ups, and prejudices (2)
 - Legal training (2)
 - Evaluating employee performance (2)
 - Administration (planning, organizing, budgeting, etc.), intensified, not one day sessions (2)
 - Probations and parole procedures (2)
 - Supervision (1)
 - Labor relations (1)
 - Group dynamics (1)
 - Sensitivity training (1)
 - Discipline (rule enforcement) (1)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

14. Program development (1)
15. Report writing (1)
16. Riot training and restraints (1)
17. Drugs (1)
18. First Aid (1)
19. Juvenile delinquency (1)

B. Other Suggestions: Guards should have both concepts and practical stuff on how to do the job; sessions should be at institution or camp and completely job related (working with clients); classes should relate directly to program in each institution.

2. Provide funding for orientation and on-going training so that there is no interference with the day-to-day operations of the institutions (12) Would take an increase in work force of approximately 15%, in addition to great deal of financial backing for payment of speakers, travel, lodging, etc. - costly, but anything else inevitably results in a deminution of energy, effort and results; have extra positions available so you can have ten people in training continuously and have their posts covered; do more in institutions - more supportive training to line staff - would like to spend 25% of time supporting staff instead of running after their mistakes; orientation to the Division (contract, retirement, MAP, A&E, social services); too many changes without adequate orientation and on-going training (due process, inmate complaint processes implemented without adequate orientation); some people had to work overtime to fill-in for people who went to the Academy; wanted training but could not cover positions; should not have to do double duty when officer sent to training.
3. Provide sabbatical leaves and college extension courses for staff; provide travel and status accoutrements for line staff (9) Develop program to provide two years of college for each correctional officer; funds for private education in employees field of work; funds for super maximums in pay scales for employees who complete specific courses pertinent to their jobs as an incentive; establish a month sabbatical once a year and a two week sabbatical a year for all staff to engage in training, including OJT at other juvenile institutions - training conducted by national leaders in a professional subject; give all line staff a chance to have status training like administration - go to Howard Johnsons over a weekend - free people up regularly - get them out of their ruts; free from job responsibilities while undergoing training; staff should experience what life is like in city slums and ghettos - what it feels like to be locked-up.
4. Provide for staff exchanges; force administrators to attend training sessions (9) Top level administrators should be required to take management training, otherwise they will resist change; all institutional administrators should attend training sessions, mixed in with line staff; line staff should be exchanged between institutions and visit institutions in other states - need to know about other programs - will come back with new ideas; all social workers and related personnel should be trained as officers as well as in their own fields; exchange between correctional officers and probation and parole people - officers have more intimate knowledge of ways and habits of clients as they live with them all day.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

5. Utilize Academy for general training and institution for follow-up and specialized institution-related training (8) Not enough follow-up training at institution to show how to implement at institution - therefore, no application of philosophies learned; establish fund for in-service training at institution; no line person should begin job until he has undergone training at academy where philosophy of the Division is stressed; need to train at institution as well as Academy in terms of numbers involved; develop mobile Academy that travels to institution.
6. Need better trainers - utilize correctional staff as instructors (6) Need people with combination of knowledge and ability to teach - should break down even to cottage level; speaker should be accepting of staff; do not use professional staff with no experience in corrections - correctional people are conservative and non-trusting of outsiders - have to take in biases of line staff - can't use arrogant approach; need training officer for institution who is sympatico with Academy - would help in coordinating and scheduling; our institutional staff should be made available to other institutions and to public - they are experts in drugs, working with withdrawn and acting-out kids, how to listen, etc. - tremendous knowledge and stability; bring in consultants with good mix of classifications.
7. Need more staff and group meetings between staff and mix of staff and residents (4) Should have pilot programs of inmates and officers sitting down with moderator to help bridge chasm between them; schedule whole shift meetings with officers and administrative staff to discuss problems and changes that are contemplated; free each cottage team every other month for get-together and examination of what they are doing; need whole shift groups, weekly meetings and small groups done at institution.
8. Poll staff for training needs (3) If enough staff interested in given area, training groups could be formed; ask wardens and superintendents - they know training needs.
9. Other (2) Spend money on follow-up and evaluation; hire better calibre of officer.

QUESTION NO. 17

Other comments concerning the status of training in the Division.

The more money for training we can get, the better off we'll be. Now highly complex field with many changes. Far cry from what it used to be when changes were few and far between.

What trainees are getting at Academy is not being implemented at institution. Have to develop training that is identified with administration of institution. Unless this is done, we are operating under unknown expectations. Good on paper and good for orientation to Division, but no carry over. Material and topics are good.

Professional people need training also. But, particularly need training for correctional people. Little training now - no funds locally. No one wants to or can set up effective training programs. When you don't have something, you use it as an excuse.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL ADMINISTRATION

Division should have more training; Academy off university campus and put somewhere else. Dorm is not conducive to training. Noisy. Classrooms in basement. Pigsty. No control over what is going on (speaking about Grundhagen Hall). Should have parking right next to it away from university and distractions.

From administration's standpoint, we do little for training of administrative personnel. What we do to is one day sessions on MBO which you really can't teach in one day. Should do it for a month. Zero in and teach them something they can go back and implement. MBO training at present is just general overview and isn't nearly enough.

Too little too late. Academy too limited in scope as to the number of people it can reach. We tend to become stagnated - interested in running a tight ship, rather than an end product.

Many good things in training and some not so good. More of a commitment to training than five years ago.

Likes idea of training taking place at Oshkosh away from institution, good to see what is going on on college campus. Training grant put into bureaucratic boundaries and hurt program (spend money fast or you lose it - too much too fast). Forced mandatory nature and volume of people sent out of institution created negative attitude - also sent at time when everyone fearful institutions would be closed. Instructor did not have a chance no matter what he said.

Have to recognize practical limitations of job. Don't talk of 1 to 15 staff/student ratio when this will never be. Better talk to him about how to handle 45 kids. Don't criticize prison guard who is only one left and has learned to adjust to rotten situation. Should be commended rather than condemned.

The thought and policy is fine, the extent of training is quite complete, but I feel that in the institutions that send the participants there is a lack of motivation, so consequently many of the "students" are merely attending because it is a welcome break from the normal tedium of routine institutional chores.

The curriculum is such that it most always generalizes the areas of the larger, maximum security units and the smaller units are shunned to the side, or are given only cursory attention. The probable cause of this is that the larger institution can afford, schedule-wise, to send more personnel, and so they band together and form a rather positive group in discussions and the singular individual from small units such as the camp system are shouted down or summarily ignored.

Has been superintendent only a few months and at camp only 1/2 year. Feels inadequate in answering questions. Feels 5 days sitting in classroom is too much for some people and they lose interest. Feels he gets a lot out of superintendents meetings (assistant superintendent and social workers) helps make things uniform throughout camps.

Either hold training at institution or compensate institution with personnel for loss. Have to curtail camp programs.

Training is good. Interchange of ideas between maximum medium-minimum security people.

INDIVIDUAL QUESTIONNAIRE

INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

A total of twenty-seven institutional non-administrative personnel were interviewed:

Correctional Officers - Adult Institution	-	5
Correctional Officers - Camp System	-	8
Youth Counselors - Juvenile Institution	-	6
Youth Counselors - Camp System	-	6
Social Worker - Camp System	-	1
Maintenance Supervisor - Camp System	-	1

Interview Responses to Question No. 1

	<u>Total</u>	<u>Average</u>	<u>Longest</u>	<u>Shortest</u>
A. How long have you held this position:	176.5 Yrs.	6.5 Yrs.	20 Yrs.	2 Mos.
B. How long have you been employed by the Institution:	176.5 Yrs.	6.5 Yrs.	19 Yrs.	2 Mos.
C. How long have you been employed by the Division:	281.6 Yrs.	10.4 Yrs.	24 Yrs.	1.5 Mos.
D. Name other positions you have held within the Division:	13 Job Changes	0.5 Job Changes	2 Job Changes	0 Job Changes

Interview Responses to Question No. 2

What are the most important activities of your job?

Respondents listed a wide variety of activities, many of which overlap and are difficult to categorize. The original CCLD study listed twelve undefined categories and did not include any illustrative responses. Therefore, it is entirely possible that our categorization of responses may differ somewhat. This should be kept in mind in making comparisons between the two studies.

Responses listed in order of frequency mentioned:

1. Operations (24) Handle emergencies, service camps, building and ground maintenance, buy supplies, maintaining institution and cottage policies, coordinate gatehouse, enforce rules and regulations, farm work, running bunk house, supervising inmates, hospital work, relief work, weekend trips to other facilities, scheduling officer shifts, etc.
2. Security and Custody (19)
3. Rehabilitation (14) Helping inmates with problems, getting to know clients, seeing that boy's wants are maintained, counseling and understanding students, participating in treatment programs, etc.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

4. Programming (4) Coordinate school programs, set up activities, team cottage programs.
5. Management & Supervision (3) Supervising Officers
6. Training (2)
7. Public Relations (1)
8. Discipline (1) Make residents respect supervision and authority.

Interview Responses to Question No. 3

What kinds of things does an effective and ineffective (interviewees title) do?

EFFECTIVE

1. Rehabilitating, Counseling and Communicating with Residents (18) Counsel, talk to and understand residents; help with problems; gain insight and get to know kids better; listen to problems and try to find answers; treat students like humans; make residents stay as pleasant as possible within institutional rules; offer goals, alternatives and hope; group therapy; interest in treatment programs; assurance and guidance, establish rapport, communicate without confrontation.
2. Carry out job responsibilities - supervises residents (16) Supervises and coordinates jobs; knows job and knows what is going on; maintains sanitation and keeps things in order; keeps up with reports and bookwork, "run the place;" does what boss says to do; take care of health and welfare of inmates; orient staff with institutional goals.
3. Personal Qualities (10) Fair, firm, consistent, responsible, strict, good attitude, "hold your own," prompt, like to work with people, sensitive to others, flexible, understanding, honest, "respectable manner."
4. Security and Discipline (10) Look for breaks in security, check for contraband, keep order, make kids behave, punish when needed; enforce rules and regulations.
5. Public Relations (1)

INEFFECTIVE

1. Deficiencies in carrying out job responsibilities (24) The most frequently mentioned comments related to just putting in time, watching the clock, not knowing the job, shifting job burdens to others, being unattentive and uninvolved, failing to plan ahead, coming to work late, being careless and ignoring both job responsibilities and problems. Other comments: doesn't keep camp and inmates clean; concerned about rigid control or not concerned at all; involved in cottage mechanics and not in persons; seeks easy solutions; keeps poor inventory; not well informed on institutional procedures; lets inmates run

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

- situation - afraid of inmates; gets involved in responsibilities that are not his; shows favoritism.
2. Poor Personal Qualities (11) Negative attitude; no compassion; inconsistent; sets poor example; lazy; does not like working with people; dishonest; prejudiced; can't relate to inmates or fellow employees; short tempered.
 3. Anti-rehabilitation and/or poor counseling practices (9) Doesn't help with problems or answer inmate questions; doesn't teach good manners or cooperation; belittles and harasses residents; doesn't help those that need it; punitive; does not discipline at correct time; ignores violations.
 4. Poor Security Practices (4) Does not look for breaches in security; ignores security-lets inmates do what they want to do.

QUESTION NO. 4

If you were hiring someone for a position such as yours, what kind of person would you look for? What are important background experiences and training needed to function well in a position like yours?

We have divided seventy responses as follows (listed in order of frequency mentioned):

A. Personal Characteristics

1. Compassion and empathy for client (9) Understanding of inmate problems; sympathetic and interested in students; empathic; social worker type; sincere desire to try to help people; someone who cares.
2. Ambition - drive and interest (8)
3. Ability to get along with others - good personality (7)
4. Physical characteristics (7) Young or middle aged; healthy; male; neat; good appearance.
5. Maturity (6) Not moody; good judgment; open and broad minded; stable; even tempered.
6. Honesty (6)
7. Sense of Responsibility (4) Competent, reliable, good work record.
8. Independence (3) Can make own judgments; firm in beliefs; not afraid to take a stand.
9. Qualities of Leadership (2)
10. Flexibility and Adaptability (2)
11. Self Disciplined (2)
12. Other (5) Creative; common sense; sense of humor - doesn't get uptight; principles for discipline; security minded.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

B. Education

Fourteen respondents listed some form of academic background and five specified that there be no educational requirement whatsoever:

Some College (3)
 High School Graduate (5)
 Some Form of Specialized Training (legal,
 Salesmanship, forestry, engineering) (5)

C. Experience

Respondents gave fifty-one responses which we have broken down as follows:

1. Military or Police (12)
2. Inservice or on the job training; Knowledge of the field (11)
3. Working With People (10) In groups, in crisis situations, etc.
4. Knowledge of behavioral sciences, Experience in counseling (5)
5. Married and have a family (4)
6. Personal Characteristics (4) Mature; sincere; extrovert; like people.
7. Other (5) Never worked in corrections; farm experience; knowledge of sports; public relations; good driving record; stable job background.

QUESTION NO. 5

Who are the people who influence your daily activities?

1. Supervisors (31) Wardens or Superintendents; Assistant Superintendents; Supervisors; administration; Lieutenants & Captains; shop foremen, etc.
2. Co-Workers (27) includes other officers, social workers, teachers, cottage team, psychologists, etc.
3. Clients (18)
4. Community (4)
5. Other (1) "Everybody"

QUESTION NO. 6

Who gives you directions each day?

1. Supervisors (33) Institutional administration and officers, memo, etc.
2. Co-Workers (9) includes social workers, psychologists, counselors, teachers, etc.
3. No one (5)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

QUESTION NO. 7

What effect do (interviewees title) as a group have in bringing about program or policy changes within the institution (camp)? What effect within the Division?

INSTITUTION

1. Significant (15) High-team largely determines own program; active in change over and had good effect; not always accepted but at least we're heard; administration responsive to correctional officers and unions suggestions; we discuss openly with our supervisors and at meetings and many times our ideas and suggestions are used; we seem to have a say so in policy decisions at camp level and are directly responsible for policy at the school level; superintendent listens and will act; have a lot of experience and are influential.
2. Medium (2) Some effect; one-half of changes made are done on the basis of correctional officer suggestions.
3. Minimal (9) Not very much - we're just getting on our feet - everything in a state of flux; nominal; very little; not much - can make suggestions to Lieutenant - routine thing here - changes are hard to effect; minimal - with persistence; very little - was at Fox Lake twelve years and only few minor changes - inmates have greater effect; only way is through union; things pretty well set-up from Division on down - can change at Camp to an extent - everyone has to agree.
4. Mixed (1) Depends on relationship with Superintendent - a lot if good relationship.

DIVISION

1. Significant (4) feels Division listens - like test for promotions affected by correctional officer suggestions; we're heard - put together intensive training program which was adopted; have influence.
2. Medium (3) Some effect; union has no hesitation in seeing people at Division - sure they would listen; things tend to go up the line to some degree.
3. Minimal (12) Very little - usually through union or superintendent; even less than at institution, which wasn't much; perhaps by suggestions to my immediate supervisor; if complain or make suggestions you are labeled anti-management - have to stay within your responsibilities and use chain of command; some change pushed up by other camps.
4. None (5) only through union.
5. Don't Know (3)

A surprisingly large number of respondents felt that as a group they had influence on changing policies and procedures within the institution or camp. Seven of twenty-seven felt they had significant or medium effect on the Division. Respondents working in adult institutions tended to regard their jobs as routine and led the respondents who felt they had little input in effecting change, particularly on the Division level. Camp employees, working in a small setting generally felt they were

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

listened to on the camp level but had no influence on Division policies. Workers in juvenile institutions held the team concept in high regard and felt the team functioned independently.

QUESTION NO. 8

Tell me about an incident in your experiences as a (interviewees title) that made you feel good and tell me of another that made you feel bad.

FEEL GOOD

1. Achievement: Attainment of work-oriented goal - not required (15) Letters or visits from inmates or former inmates who have done well and who offer thanks for help given them; pleasantly surprized two boys in cottage with birthday cake; arranged for singing groups from church to perform at institution; gave artificial respiration to inmate who had attempted suicide; man he sent to "hole" for three days quit smoking; kid said he wished I was his father.
2. Accomplishment: Attainment of required work-oriented goal (7) Kids relate well to me - girl who ran from hospital and returned - it was way I talked to her; feels good about how well six of seven people under him have worked out; when kid shows some promise of daylight; when kid gets a parole and goes home; found some equipment inmates had secreted and were probably going to steal; broke up fights.
3. Interesting Work (4) Liked group meeting with inmates and social worker; lucky - in eleven years never felt like quitting - like working with people; humor among inmates; handles inmate payroll and feels terrific when payroll balances out and is done correctly.
4. Recognition (work publicly or privately acknowledged) (2) Received citation for taking a large group of girls out of the gym and back to the cottage during a disturbance; warden called him in to tell him he did a good job.
5. Advancement or promotion (2)
6. Responsibility (granted responsibility for a work area) (2) When administration called on him to work in F cottage and let him set it up because there was no Youth Counselor III; Set up third television room for camp so inmates could watch any of three stations.

FEEL BAD

1. Personal Relationship with Inmates (18) Instances where inmate who seemed to be doing well messed up either at institution or on parole; not using security when I should have - should have sent kids who got into trouble in cottage to security - didn't and they ran; when youths do not respond to orders and suggestions; girl in security tried to choke herself to death; when I can't get to the kids; when you think you are doing your best and one of the boys comes up and chews you out; when inmate is angry and thinks you railroaded him; abuse and threats of inmates - hates being called racist; erroneously wrote up the wrong man - a man he did not like; the need to use force and authority to obtain compliance with simple rules; if man escapes - wonder if maybe you failed to give

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

man what he needed; two inmates broke into my house, stole booze and made phone calls; malingerers; tear-gassed an inmate.

2. Personal Relationship with Supervisor (3) Supervisor criticized because she thought she was reluctant to clean up another cottage; aggravated when inmate whom he has repeatedly warned and reported for not shaving is let off with a reprimand; everytime I come up with a good suggestion, it is shot down.
3. Administration policies (3) Being placed on nights when first employed for no readily explained reason; when they took every other weekend off away; had to remove third television room at camp because it was too near pool table and too much noise.
4. Personal relationships with co-workers (1) Low morale of staff - backbiting and lack of cooperation - we don't pull together.
5. Personal relationship with subordinates (1) Feels bad that one of seven under him, a highly capable person, has not worked out.
6. Working Conditions - None
7. Technical Competence of Supervisor - None

QUESTION NO. 9

What do you think other groups within the Division need to know about the responsibilities and duties of interviewees title?

1. Their Function (18) Duties, activities, daily routine. Many respondents remarked that other groups need to know how hard they work and how well the institution program works. Comments centered both on how conscious they are both about security and rehabilitation - that workers care, are responsible and should be treated as such. Other comments: We know students intimately and observe their day to day living; front line method of operation questioned at times; classification people could do a better job in sending people to camp; exchange of rehabilitative methods might be good; should be handbook for correctional officers - what is expected of you in black and white; youth counselors should understand duties of social worker and vice versa; Division puts out orders that seem goofy and we have to enforce - no explanation (e.g. in camps new rule that visitors can't bring in socks or colored shirts - can only send through mails - yet they can be brought to prisons).
2. Nothing (6)
3. Frustration and Tension (4) Job pressures and security needs; mental strain of dealing with these men and danger that second and third shift officer faces alone; knowledge of what I go through day to day; can be dangerous job.
4. Understaffed (1) Need money at institution for training purposes.
5. Security Needs (1)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

QUESTION NO. 10

What do you consider to be the biggest problem(s) facing the Division at this time?

Listed in order of frequency mentioned:

1. Budgetary Constraints: insufficient staff and over population (20) Over-crowding (undercrowding at Oregon), lack of funds for programs, facilities, and pay raises; puts extra stress on inmates; inmates idle due to lack of jobs; if salaries are not raised will have trouble recruiting and keeping qualified people; more small based camps are needed - smaller numbers of men to work with.
2. Poor public image of corrections - laxity of courts (18) Division is under fire from media - doesn't stand up to defend institutions - need to give institutions side of story; courts too lenient, sentences too easy and releasees keep coming back; too liberal as far as control of inmates is concerned, caused by lawyers and judges rather than Division; lax discipline let things slip; investigators who get only one side of corrections picture - not the whole view; task forces try to change policies - people who don't really know corrections.
3. Proposed reorganization of the Division and intrusion of politics (7) Fear of institutions being phased-out - proposed by Governor Lucey; uncertainty of programs from top to bottom;
4. Other (4) Drug problems; need for training in counseling; "Fox Lake and Waupun"

QUESTION NO. 11

Which of the following training programs did you take?

Number Taken
By Staff

7	Studies in Individual Development
16	Cultural Awareness
8	Crowd Analysis and Management
13	Communication: Problem identification and solution
6	Communications: Inter-departmental and interpersonal
11	Legal Developments
14	Training in Counseling
12	Small Group Training

QUESTION NO. 12

Which ones were the most helpful, which least helpful and why?

MOST HELPFUL

Listed in order of frequency mentioned:

1. Cultural Awareness (11) Black culture so different than ours - made me more familiar and helped me work with men; gave me insight into types of minorities we have - how cliques can form, etc., excellent instructors and interesting group of trainees - many problems brought out and answers given; instructors

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

brought out things I wasn't really aware of; was good-opened up some of the problems building up over the years between races - learned from one another - made more aware of own problems; enjoyed it - learned how other trainees operate; 99% of staff have never dealt with non-caucasians outside of institution; all courses helpful - deal with type of work we do; came back with better understanding of blacks, with whom I never worked, and even with Indians, with whom I worked in the past; helpful due to the different cultural backgrounds one must deal with; black instructor came across well.

2. Communication: Problem identification and solution (8) Helped me understand how I relate to people and how they relate to me; interested in things I came in contact with daily - helped identify problems and solutions; have to work with men - more to do with our job; job-related - made me more passive with management - now I try to look at things from their point of view; gave me a different slant - liked the way it was put - take home exercises - doing things in groups - time well spent.
3. Training in counseling (7) Talked with people from other institutions - mutual problems discussed; have to work with men - more to do with our job; ways to talk over problems with people; gave me some insight in how to help kid with problems.
4. Legal Developments (4) Was helpful although much did not apply to our school; I have to sit in on disciplinary committee meetings - these are complicated and training helped; it gave me assurance of my legal rights to perform my duties - I learned of both my and inmate rights to do my job; it gave me some idea of what I couldn't do - also found out about problems going on in other institutions and how they are being taken care of.
5. Studies in individual development (3) Doesn't know why, just like it; OK.
6. Small Group Training (3) Helped me understand how I relate to people and how they relate to me; some counseling techniques were presented which proved helpful to me in dealing with clients.
7. Crowd analysis and management (2) Only one I took - good part was meeting officers from other institutions and learning of their problems and how they cope with them.
8. Communications: Interdepartmental and Interpersonal (2) All helpful - deal with kind of work you do.

Several made the comment that all were helpful. Some commented on appreciating the opportunity to meet officers from other institutions.

LEAST HELPFUL

Listed in order of frequency mentioned, however it should be noted the responses ranged from one to three with five courses tied at two.

1. Crowd Analysis and Management (3) Could not apply to work at daily level; we are really not faced with much threat of mob action - it gave theory and no simulated trials (camp officer).

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

2. Small Group Training (3) Did not pertain to anything I can use - work on one to one basis at camp; too big a mixture between adult and juvenile institutions and camp - each have our own situation and security needs; people in charge should have had more sense of direction - little accomplished when left to just discuss on own.
3. Studies in Individual Development (2) Boring and seemed to never touch on subject; was given at institution and I was tired.
4. Cultural Awareness (2) Played foolish games - doesn't feel he came away understanding inmates better - don't really get to know inmates that well (adult institution); Indian woman instructor came across as claiming minority groups are the only thing.
5. Communications: Interdepartmental and Interpersonal (2) I had 40 hours of this at a federal prison and this was a rehash.
6. Legal Developments (2) Was a waste of time - we spent two days listening to three lawyers argue with each other.
7. Training in Counseling (2) Weak session - did not get much out of it except for Dr. Arnesen, a psychologist from Mendota - he has helped me become aware of how parents relate to children - not nitty gritty enough - too basic for someone who has been around awhile (likes group sessions she has gone to in the last three months); was worthwhile but we've had it before.
8. Communications: Problem identification and solution (1) Underestimated trainees to some extent by using swear words, etc.

QUESTION NO. 13

What do you think was the Division's reasons for developing the above training programs?

1. Improve staff functioning and modernize correctional philosophies and programs (20) To have employees gain better knowledge of their job and what is expected of them; changes in prison reform induced such a change that we needed to have programs which would help us meet these changes; they wanted a more skilled professional type working in corrections; to improve quality of correctional officer; give new orientation - training was hit or miss; new men are brought in cold and need training; to increase effectiveness; getting officers together to share ideas on subjects and learn about each other to get something from the program that can be brought back to the institution.
2. Understand minorities (2) Division intends to hire more non-caucasian staff - help staff see they are as good; better understanding of other people - we can learn something.
3. Response to Pressure (1) To appease general public at time we were having trouble in institution.
4. Other (4) Needed but not given soon enough - should be required; so workers would not be forgotten; to get you to do specific task for camp; as a forum for lawyers to vent their sarcasm.

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

QUESTION NO. 14

A. In your opinion, what changes resulted from training you received?

	<u>Great Positive Change</u>	<u>Some Positive Change</u>	<u>No Change</u>
Competence in handling day-to day problems	2	16	9
Integrity in meeting day-to-day problems	5	14	8
Ability to understand the problems of others	8	9	10
Ability to communicate effectively	6	11	10
Personal relationships	3	13	11
Skills needed to handle actual job Duties	7	8	12

There were no responses indicating great or some negative change.

B. If you did not take the training, in your opinion what changes occurred in staff who did?

Only ten respondents commented on this question:

1. See positive change (4) Staff gained increased ability to understand inmates and fellow staff members; rubbed off on an even most recalcitrant - can see they got the message; most observed things they thought were good and helpful - other things discarded.
2. No difference (6) Have not noticed any difference - depends on individual who goes up there - those who go up with negative attitude learn nothing; practical application does not come through training; I've had all these to start with - with respect to cultural awareness, 90% when they got done said, "a nigger is still a nigger" - too bad.

QUESTION NO. 15

A. Overall the training received was:

1. Highly job related (8)
2. Somewhat job related (13)
3. Not very job related (1)
4. Not job related at all (0)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

B. Do you feel that the "Administration" is really interested in providing meaningful training for its employees?

Yes 19
No 0
Sometimes 3
Can't tell 0

WHY?

1. Training necessary to help staff perform and understand job - run smoother institution (14) Respondents spoke to the need for training to implement programs and prevent "Atticas." They recognized the need for better trained employees who will function better on the job.
2. Training helps staff understand new correctional philosophies (1) Corrections changing - need to bring staff up to date on new methods.
3. Other miscellaneous comments (6) Limited funds hold down the training effort; some helpful training, like shakedowns; not enough variation of useful skills taught; not enough meetings to discuss training programs - not enough training; the sessions overall seemed like they were poorly planned and thrown together at the last minute.

QUESTION NO. 16

If you had unlimited funds and/or freedom to do so, what training changes, if any, would you make within corrections?

Again, there were a large number of suggestions which we have grouped as follows:

1. Ideas for specific courses (11)
 - A. Understanding Inmate Behavior (3) Training in handling people, depressed inmate and being able to pick out things; method of changing attitudes - change concept from keeper toward treatment - not enough to educate if man still has no respect for other peoples feelings and rights; need to know how to deal with people with differing behavior patterns not with three or four year olds.
 - B. Communications (3) Ways of communicating with management; basic communications.
 - C. Resources available for clients (1) MAP, social work, GED, federal grants, schooling, etc. - both in system and without.
 - D. Drugs (2)
 - E. Legal (1)
 - F. Alcoholism (1)
 - G. Family Counseling (1)

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

- H. Hand to hand combat (1)
- I. Motivational research (1)
- J. More T. I. Training (1)
2. Need more Training (13) Many of these respondents commented favorably on the training already given and many felt training should be required and not optional.
3. Staff exchanges - See how other groups in the Division operate (8) Visit other institutions and partake in their training sessions; need to know why men are sent to schools, work release, outside programs, etc.; should work a week as correctional officer in minimum, medium and maximum security institution - only way they are going to learn job; integrate training of correctional officers, parole officers, social workers and administration so that each can learn what the other does; bring people in Division together - get to know one another - helps to know other groups problems.
4. Make training more practical and job related (6) Train with specific incidents; training dealing with day to day problems of institution; training among institutions and with like security classifications; learn what goes on and what is expected; train youth counselors together.
5. Need for better trainers - use staff for trainers (4) Trainee should take active part in sessions; should have correctional people as trainers; should give better picture of direction they are going and what they want to accomplish; I am a qualified military instructor - give me material and let me teach at Academy.
6. Don't interfere with operation of the institution (3) Institution should have more control of training - not much in common between adult and juvenile so this lessens value of Division wide training at Oshkosh; should have related training at institutions and facilities.
7. Need for orientation and on-going training (3) Training should be offered earlier in employee's career; need orientation training before employee starts; every new man should take a work group for two weeks - harder to get job done than just keeping order in a cell block.
8. Utilize staff meetings for training (2) Provide group discussion on a regular basis - exchanging ideas on how to handle different situations with supervisors and social workers present.
9. Poll staff on training needs (2)
10. Other Have to train people to use other techniques than just discipline and separating kids into rooms; psychological testing before anyone hired; new men should be assigned to prison before coming to camp; take away uniforms from officers for six months - makes it too easy for officers to stay on job who should not be; cut training sessions shorter - week sessions too long; everybody should go through training - some don't realize they are involved in rehabilitation program; contact with other staff after hours was good - people from local area should stay with group and not go home; require instructors

INDIVIDUAL QUESTIONNAIRE - INSTITUTIONAL NON-ADMINISTRATIVE PERSONNEL

to submit detailed course plans in advance so that trainees can decide on the relevance of the training to his particular professional needs; training should be within driving distance.

QUESTION NO. 17

Other comments concerning the status of training within the Division:

Many did not respond to this question, feeling their answers to the previous questions sufficient.

Comments of those who did respond are presented below and are not grouped:

Division has been lax in training due to limited funds.

Should expand LEAP program - tailor hours for released time for training.

I had been scheduled for several training sessions entitled "Social Worker I Training." About two days before each scheduled session, I was notified that the training had been cancelled. On one occasion, I turned down a trip to Canada because of the training, only to be notified that it has once again been cancelled. It makes it a little difficult to depend on the Academy for training that I have been told "is necessary for advancement."

Much of the material in legal training was stuff we'll never use.

No doubt there is always a little in every program a person can use in his daily activities while at work.

The Academy does a fine job. I'd like to see further expansion and more training programs in effect.

GROUP NOMINAL INTERVIEWS

Group interviews with staff and residents were conducted at six institutions, equally divided between adult (Waupun, Green Bay and Kettle Moraine) and juvenile (Oregon, Lincoln and Wales).

A total of 84 staff (mostly correctional officers and youth counselors but also including teachers, nurses, maintenance and office staff) and 65 residents were interviewed. The institutions themselves selected both staff and inmates. Groups ranged in size from five to eight staff and from six to fifteen residents. We asked that staff participants be selected who attended at least one of the training sessions being evaluated and that residents selected have been institutionalized at least six months.

Staff groups were asked two questions:

1. What are the problems or obstacles you see that affect your job performance at (name of institution)?
2. What were the weaknesses or problems you experienced with the training sessions?

Resident groups were asked: "What are the specific problems you have and/or experienced being a student (or resident) here at (name of institution)"

Respondents wrote out their answers on paper provided. The answers were then listed on a flip chart and numbered. Additional listings were permitted. After some discussion, respondents were then asked to rank the ten most serious or important problems.

Almost all respondents appeared to enjoy the exercise. Resident groups attacked the problem with zest and some resident sessions lasted up to three hours. Staff groups were much more attuned to the institutional problems exercise than to the training question. A number of groups really strained to find fault with training and confined their criticisms to specific courses, particularly cultural awareness. In these instances no attempt was made to rank responses. (It should be pointed out that these were diverse groups - some had taken only one course and others had taken the entire series.)

The results of the nominal group interviews, by institution, are to be found on the accompanying charts.

STAFF CONCERNS

Institution	No. of staff participating	Major Concerns	Comparison with 1971
Wisconsin School for Boys Wales	16	<ol style="list-style-type: none"> 1. Overpopulation 2. Short staff - staff turnover 3. Low salaries 4. Lack of clinical staff to deal with emotionally disturbed client 5. Poor interdepartmental communications 	<ol style="list-style-type: none"> 1. Low salaries and unreasonable promotion procedures. 2. Lack of discretionary option at implementation level. 3. Poor staff communications - staff not listened to. 4. Inconsistent management. 5. Lack of orientation and training. 6. Over-permissiveness with boys. <p align="right">(94 staff)</p>
Wisconsin School for Girls Oregon	13	<ol style="list-style-type: none"> 1. Inadequate security - lack of staff to carry out recommended programs; need stricter rules 2. Low morale - poor communication within institution, the Division and other units. 3. Demise of Eye Level System 4. Poor relationships among staff members. 5. Lack of integrated Academic and treatment programs. 	<ol style="list-style-type: none"> 1. Concern about confusion, inconsistency and competition between units. 2. Lack of support from administration. 3. Too permissive atmosphere on campus - fragmented approach to girls. <p align="right">(59 staff)</p> <p>Note: In 1971 institution served only girls; in 1975 co-ed.</p>
Lincoln Boys School	15 (two groups)	<ol style="list-style-type: none"> 1. Poor communication between line staff and administration - not enough staff meetings 2. Poor security in cottages. Dislike security rooms in cottages. 3. Inadequate training for handling mentally retarded and emotionally disturbed. 4. Inconsistency in rules and policies. 5. Need for training in family conferences and specific treatment methods. 	Not surveyed in 1971.

3.42

STAFF CONCERNS

Institution	No. of Staff participating	Major Concerns	Comparison with 1971
Wisconsin State Prison (Waupun)	15 (3 groups)	<ol style="list-style-type: none"> 1. Lack of communication within institution and between institution and central office 2. Low salary 3. Staff shortage - heavy workload 4. Outside interference and agitation leads to pampering of inmate complainers and distortion of inmates true situation. 5. Unavailability of inmates due to visits, passes, medical, etc. disruptive and loss of discipline. 	<ol style="list-style-type: none"> 1. Role conflict in staff perception of what they are supposed to do and actually do. Institution too security oriented and punitive measures taken against inmates. 2. Lack of communication and teamwork between departments. 3. Negative attitudes and mutual dislike between staff and inmates. 4. Lack of innovation.
Kettle Moraine Correctional Institution	11 (two groups)	<ol style="list-style-type: none"> 1. No clarification of policies; inmates read them one way, administration another and correctional officers are in the middle. No working chain of command. 2. Insufficient equipment for type of work expected and insufficient funds for program and supplies. 3. Administration sets policies without conferring with cottage officers as to effects these policies may have on residential care. Top level administrators interfere in job performance. 4. Too much permissiveness with inmates - get whatever they ask for. 5. Lack of communication from state level on down; failure to follow through. 	<ol style="list-style-type: none"> 1. Negative attitude within institution tends to cause people to withdraw. 2. Counselors, teachers and social workers are going in different directions because administration is not doing its job. 3. Lack of communication throughout institution. 4. Too much permissiveness in treatment of boys. Lax security. 5. Lack of confidence in administrative leadership. <p>In 1971 this institution served juveniles. Earlier in 1975 it began serving adults and is in the process of being converted from minimum to medium security.</p>
Wisconsin State Reformatory Green Bay	14 (two groups)	<ol style="list-style-type: none"> 1. Poor communication. 2. Staff shortages - too many programs for amount of staff. 3. Low salaries 	Not surveyed in 1971

3.43

STAFF CONCERNS

Institution	No. of Staff participating	Major Concerns	Comparison with 1971
Wisconsin State Reformatory Green Bay (continued)		4. Lack of staff meetings 5. Need for uniform regulations and job descriptions 6. Not enough cooperation between departments; atmosphere of apathy.	

3.44

INMATE CONCERNS

Institution	No. of inmates participating	No. of concerns listed	Top Ten Concerns
Wisconsin School for Boys Wales	8	55	1. Lack of respect shown students. 2. Too much force used on student in school and cottage. (Physical force and lock up.) 3. Discipline unfair don't listen to student. 4. Social workers are not available when you need them. You're lucky to see him once a month. (Example, when you get bad or emotionally upsetting news from home, you should be able to see social worker.) 5. Should have half-way house outside the fence. 6. Lack of privacy in own room at night or anytime. Have to have curtains open, head out of the covers, etc. 7. Restrictions on freedom of movement. 8. Staff lies in accusing students. They know students won't be believed. Some staff provoke students. 9. No second chances. If you go AWOL, it's a long time before you can go home. 10. Should liberalize visiting, not just immediate family.
Wisconsin School for Girls Oregon	15*	41	1. There aren't enough privileges. 2. We do just about all the work to clean the cottages and we get a lousy dollar a week. 3. Think our higher phases should have more freedom. 4. The higher phases should get a weekend every two weeks and not have to wait 30 days. 5. No visits after 9:00 or during church. 6. Having to go to school in the summer. 7. They are too strict on small little things that can't hurt anything. 8. About the food: You can take it or leave it. It is good sometimes and literally shitty sometimes. 9. When you give the counselors power it goes to their heads. 10. There is not enough recreation.

*Because of the size of the group and time constraints, the students were not asked to rank a "top ten". Instead, they voted on each concern and the ten listed represent those concerns on which there was the most agreement.

3.45

INMATE CONCERNS

<u>Institution</u>	<u>No. of inmates participating</u>	<u>No. of concerns listed</u>	<u>Top Ten Concerns</u>
Lincoln Boys School	9	37	<ol style="list-style-type: none"> 1. Too many piddly rules and regulations. Some don't make sense. 2. Lack of privacy - shouldn't read and censor letters and decide who you can write to. Everything taken away to be earned back, over and over. 3. Can't really say what you feel without being locked up. Penalized for negative attitude. Told to express feelings but catch it when you do. Then locked up for not talking to team. 4. Should have more liberal furlough policy, (once every other month at present). 5. Need more social workers to work on an individual basis instead of just team. 6. Sent here to work on problems (stealing, drugs, etc.) but everyone put in same program and don't individualize problem solving. (Is long hair a problem?) Overly punished but they shut you out. Don't need two weeks to "think about" what you did. 7. Being forced to relate to and associate with people you may not like. 8. Some counselors judge you on one incident rather than on overall adjustment. 9. Indians don't have to get haircut but whites do. More off-grounds - cultural training for Indians. 10. Put in middle between other students and team. Can't keep both happy.

3.46

Wisconsin State Prison Waupun	7	39	<ol style="list-style-type: none"> 1. No inmate voice in system. 2. Rules petty, senseless and of no value (can't pass stuff between inmates). Loss of privileges for 5 days for overdue library book. Ticket for open shirt button. No clarity on rules. So many, left to guard's interpretation. 3. Inmates treated like children - not given responsibility or permitted to make decisions. Lack of trust in even most general situations. No respect. Treated as sub-humans not like men. Guards never wrong. 4. Parole board more concerned with offense and prior record rather than what you've accomplished in prison.
-------------------------------	---	----	--



INMATE CONCERNS

<u>Institution</u>	<u>No. of inmates participating</u>	<u>No. of concerns listed</u>	<u>Top Ten Concerns</u>
Wisconsin State Prison Waupun (continued)			<ol style="list-style-type: none"> 5. Visiting only one official visitor. Too many rules imposed on inmate and visitor. Poor accommodations - not large enough. Only quarterly 2 hour visits with spouse also doing time. No telephone calls if you get a visit. Restriction on non-relatives. 6. Too few paroles. 7. Wages ridiculously low. Need independent enterprise for inmates not earning money through hobbies. 8. Building "torture chamber" (psychological and physical) under segregation cells (can set temperature controls from 0 to 100 degrees). 9. Social work department understaffed and timid. Do clerical work. No treatment. 10. Lack of meaningful use of inmate time both in recreation and work. Jobs scarce. Six men do one man's job. Can't develop work habit useful on outside.

3.47

Kettle Moraine Correctional Institution	10	45	<ol style="list-style-type: none"> 1. Should receive \$300.00 not \$50.00 Gate fee. Also loans through probation officer. 2. Visiting hours, not enough. Only once a week now, should be anytime during visiting hours, can't bring picnic baskets as at Fox Lake. Anybody should be able to visit not just family. Shouldn't have red tape permission crap. Should open mail in front of resident. Staff reads mail and they shouldn't, also too often they open legal mail. 3. Minimum wage too low. Should be at least \$1.00 per day. Should have cost of living clause. 4. Social workers uninformed about vocational training opportunities and grants in free community - should have experts on staff. Now only learn from fellow residents. 5. Should have furloughs and conjugal visits for everyone in all institutions. Should be earned.(?) 6. Petty cottage rules, (two to a pool table, four in library). Written up for minor infractions. 7. No janitor in cottages. Residents have to do all the work. Some men willing to do this job. Allegedly demeaning but actually deprives some men of wages they might earn. It's more demeaning to bum cigarettes. All jobs should be paid for.
---	----	----	---

INMATE CONCERNS

<u>Institution</u>	<u>No. of inmates participating</u>	<u>No. of concerns listed</u>	<u>Top Ten Concerns</u>
Kettle Moraine Correctional Institution (continued)			<ol style="list-style-type: none"> 8. Institution has nothing to offer but GED. No certificate program. Not fair to resident. Can't work on programs for self-improvement. Purpose of institution is to keep the staff employed. 9. Not being able to move around as freely as Fox Lake. 10. Now that they have a fence, should be allowed freer access to grounds. Need more time and space for recreation.
Wisconsin State Reformatory Green Bay	6	33	<ol style="list-style-type: none"> 1. Lack of communication between resident and "guard staff". 2. Not enough "community" programs. Unnatural environment of institution provides no training for return to society and societal pressures. 3. Resident has no input in planning his own life and goals, - chaos results -. 4. Staff can be more helpful. 5. More liberal visiting privileges. Should be able to receive more packages from outside. 6. No overall coordination of programs within and between institutions. 7. Poor food - limited canteen. 8. Resident cannot earn enough capital to "survive". 9. Improper and inconsistent medical services. 10. Arbitrariness of the parole board.

3.48

STAFF COMMENTS ON TRAINING

<u>Institution</u>	<u>No. of Staff participation</u>	<u>Complaints Re. Training</u>
Wisconsin School for Boys Wales	16 (3 groups)	<ol style="list-style-type: none"> 1. Courses did not always deal with subject matter that was relevant for course participants. 2. Courses not practical enough; not institution - specific. 3. Sessions too long. 4. Disruptive effect on staffing institution. 5. Boring instructors - Lack of class participation. 6. Poor idea to mix adult and juvenile institutions - mixing people with different training needs.
Wisconsin School for Girls Oregon	13 (2 groups)	<ol style="list-style-type: none"> 1. Poor idea to mix adult and juvenile institutions - mixing people with different training needs. 2. Lack of time to cover important topics. 3. Courses not practical enough; not institution - specific. 4. Sessions too long. 5. Should integrate social workers and line staff in training sessions - helps break down barriers.
Lincoln Boys School	15 (2 groups)	<ol style="list-style-type: none"> 1. Need more training on disturbed kids, drug and alcohol abuse. 2. Cultural Awareness - too intellectual, boring, vague; instructors rigid and turned people off. 3. Poor idea to mix adult and juvenile institutions. 4. Not job related. 5. Small group - follow-up session duplication and waste of time.
Wisconsin State Prison Waupun	15 (3 groups)	<ol style="list-style-type: none"> 1. Poor idea to mix adult and juvenile institutions - mixing people with different training needs. Should have used money for training within the prison itself. 2. Sessions too long. Could have covered same ground in shorter time. 3. Poor instructors - prejudiced and bitter; discourteous, hostile and angry (cultural awareness); uninformed (crowd analysis); lack of leadership and continuity (small group training). 4. Courses not practical enough; not institution - specific; not enough solid information; unrelated to job position. 5. Poor selection of individuals to attend sessions.

3.49

STAFF COMMENTS ON TRAINING

Institution

No. of Staff

participation

Complaints Re. Training

Kettle Moraine
Correctional
Institution

11

1. Complaints re Cultural Awareness; biased instructors, pushed minorities and put trainees on defensive - not relevant to job - shut off discussion when didn't get to item he had planned - too much game playing - instructors immature and lost cool.
2. No way provided to determine what a person has learned and retained. Should have tests and salary increase for those receiving passing grade.
3. Didn't get enough of what you need (legal) and too much of what you didn't.
4. Limited training offered to maintenance and auxiliary staff.

Wisconsin State
Reformatory
Green Bay

11
(2 groups)

1. Complaints re Cultural Awareness (one-sided and stressed why minorities should be given advantages; didn't really teach how to handle minority inmates; instructor baited class.)
2. Instructors had no experience in corrections - trying to give answers to problems they had never encountered.
3. Poor teachers - boring.
4. Underestimated intelligence of trainees.
5. Courses too long and repetitious.
6. Should be taught at institution and trainees should visit other institutions to gain greater uniformity.

3.50

3.51

DISCUSSION OF INDIVIDUAL AND GROUP NOMINAL INTERVIEWS

I. SUMMARY OF TRAINING RESPONSES

Those administrators who were involved in the training package mostly took Legal Developments, which they regard as helpful. Interestingly, the course regarded as most helpful by Central Administration was Legal Developments, a reflection of the direct lines of communication between Central Office and Institutional Administrators.

Both Central Office and institutional administrators received negative feedback on cultural awareness, which they feel was too aggressively presented. On the other hand, this course is viewed fairly favorably by line staff interviewed on an individual basis. Group respondents, however, tend to agree with the negative comments expressed by administration.

Crowd analysis is also criticized by many as not practical.

The other courses receive mixed reviews depending more on the personalities and teaching styles of the instructors than on course content.

A number of officers cannot see the relevance of the course work to their day to day on-the-job problems but we feel that, for the most part, the training was well received.

The vast majority of the respondents feel training is helpful to them. They feel it is at least somewhat job related and has effected some change in their attitudes and in their job performance. No one feels it has had a markedly negative effect.

Most respondents see the Division and institutional administration as interested in training (1) in order to upgrade staff and to help staff cope with changes in corrections and (2) they recognize that training is limited by budgetary constraints imposed from without the Division.

Many excellent ideas for improving training are suggested. These include:

1. Provide enough funds so that significant numbers of staff might be involved in training without adversely affecting the staffing of the institutions.
2. Provide a more diversified training effort involving training both at the Academy and follow-up sessions at the institution for day to day application.
3. Utilize more instructors with correctional backgrounds.
4. Provide for staff exchanges between institutions.
5. Provide for both orientation and on-going training on a regular basis.
6. Utilize staff meetings for training purposes; mix staff and residents.
7. Do not mix adult and juvenile institution personnel in most training sessions.
8. Involve administrators in training sessions with staff and provide administrators with more management training.

9. Poll staff and institutional administrators on training needs.
10. Provide for sabbatical leaves and college extension courses.
11. Provide staff with orientation on Division programs (e.g. MAP).

II. INDIVIDUAL INTERVIEWS

Our findings parallel those in the original CCLD Study in many respects. However, as noted below, there are some significant differences.

The Division is a stable organization composed of individuals who have worked for the Division for relatively long periods of time. Division personnel are aware of the organization's structure, its chain of command and its general purposes and policies. There is a high degree of interaction among Division personnel.

Staff activities are, for the most part, related to the basic operations of their job (i.e., working with and supervising residents relative to institutional programs) with strong security and custody overtones. Rehabilitation is seen as a part of these activities on the juvenile institution level but is not part of the everyday lexicon of the adult correctional officer.

Clear cut lines of authority exist and are utilized. Our study indicates that co-workers and clients play a greater part in influencing the daily activities of staff than was evident in the CCLD study. Although most line staff receive some directives from their superiors each day, most know their jobs and their duties are inherent in the job function.

In both studies respondents provided a "laundry list" of personal characteristics they would look for in hiring for a position such as their own. In the CCLD study respondents stressed honesty, the ability to work hard and a liking for people. Our respondents listed these traits but were also concerned with compassion and empathy for the client, maturity and a sense of responsibility and an ability to get along with people. Respondents in both studies stressed experience and played down education as requisites for employment.

Sources of job satisfaction at all levels were related to achievement and accomplishment (as opposed to recognition in the CCLD study) with a large number related to satisfaction in knowing that a client they had worked with had done well and was appreciative of the help offered. In both studies unhappy relationships with inmates were the primary cause of "feel bads". These were almost equally divided between situations where the inmate (or former inmate) failed to do well and situations where the inmate voiced complaints over the behavior or actions of the respondent.

The majority of central institutional administrators define an effective administrator as one who provides leadership, plans, communicates and coordinates well. Line staff regard as effective, those correctional officers and youth counselors who are invested in rehabilitating, counseling and communicating with residents, and as ineffective those who demonstrate deficiencies in carrying out their job responsibilities. In addition, numerous personal qualities are listed at all levels. Only a few list personal relationship with supervisor, Division or administration policy, or low salary as a source of job dissatisfaction.

Most line staff interviewed in both studies feel other groups in the Division need to know their job functions, although a significant number in our sampling feel other groups have a good picture of the job they do. Only a few relate to job frustration, tension or danger.

The John Howard Association individual questionnaire also asked the question: What effect do correctional officers as a group have in bringing about program or policy changes within the institution (camp)? Within the Division? A surprisingly large number felt their group had a significant impact in effecting changes, that indeed they are listened to on an institutional level. Only four of twenty-three respondents felt they have significant voice at the Division level.

We also asked what respondents regard as the biggest problems facing the Division at this time. Central Office administrators are most concerned with the proposed reorganization of the Division and the intrusion of politics in the Division's operations. This is the number two concern of institutional administrators and ranks third in the minds of line staff. Both of these latter groups are primarily concerned with budgetary constraints and over-population of the institutions.

Central Office and institutional administrators complain about "lame duck" leadership and lack of direction and line staff about the poor image of corrections and laxity in the judicial system.

Line staff participating in nominal groups were asked the question, "What are the problems or obstacles you see that affect your job performance at (name of institution)? Respondents are quite vocal in complaining about over-population, understaffing (and consequent poor security), poor communication, low salaries, lack of leadership, permissiveness and overall poor morale. CCLD respondents were sampled before institutional populations burgeoned and were caught up in complaints relative to inconsistent management, poor communications, internal institutional confusion, permissiveness and low salaries.

The complaints voiced by inmates in both surveys are depressingly similar. In both instances they complain of being dehumanized and having no voice in the system. They feel the institutions are bogged down in the enforcement of petty rules and regulations whose primary purpose is to harass and punish them. They see little relationship between the institutional rehabilitative program and what they will be facing upon their release. Both adults and juveniles complain they are punished for giving vent to feelings and they cry out for closer, personal individual contact with staff.

The chasm between correctional officer and inmate on the adult level is huge. Inmate discontent in the maximum security institutions seems to be even worse than it was four years ago. (See Appendix G for verbatim responses of inmates at the various institutions.)

III. NOMINAL GROUP INTERVIEWS

The nominals indicate there has been some regression in staff attitudes on the handling of residents since 1971 (particularly at Waupun). The responses reflect a hardening of staff attitudes and a feeling that administration has gone soft and is too liberal in meeting client demands.

In addition, staff and residents alike complain of not being consulted on decisions that affect their lives. Each regards the other as holding the upper hand--of being unreasonable, demanding and petty. They are allied in projecting much of their anger on the Division, its policies and administration.

As with many outsiders who examine correctional institutions, we are moved by the eloquence the residents, most of whom are depressed, frustrated and angry at what they regard as the hypocrisy of a system that gives lip service to rehabilitation but acts in terms of punishment and retribution.

It is obvious that a primary need of the system is to bring disparate groups (residents, correctional officers and administration) into some sort of dialogue, some form of discourse on mutual problem solving and systems change. In addition, the mechanisms for inter- and intra-institutional communications must be examined and strengthened.

EMPLOYEE ATTITUDE SURVEY

The John Howard Association administered on three separate occasions the employee attitude survey to the staff of five major Division of Corrections institutions. These institutions were the Wisconsin State Prison at Waupun, the Wisconsin State Reformatory at Green Bay, the Wisconsin Correctional Institution at Fox Lake, the Wisconsin School for Boys at Wales and the Kettle Moraine Correctional Institution (formerly Kettle Moraine Boys School).

The survey was originally administered to these institutions in May and June of 1973. A total of 834 questionnaires were administered. The breakdown by institution is as follows:

Wisconsin State Prison	-	230
Wisconsin State Reformatory	-	126
Wisconsin Correctional Institution	-	171
Wisconsin School for Boys	-	167
Kettle Moraine Boys School	-	140

During the second, third, and fourth weeks of February of 1974, the Association administered the interim employee attitude questionnaire to the same institutions. A total of 741 tests were administered. The breakdown by institution is as follows:

Wisconsin State Prison	-	215
Wisconsin State Reformatory	-	131
Wisconsin Correctional Institution	-	139
Wisconsin School for Boys	-	140
Kettle Moraine Boys School	-	116

The last and final administration of the employee attitude questionnaire occurred in February and March of 1975. At that time a total of 579 surveys were administered. The breakdown by institution is as follows:

Wisconsin State Prison	-	187
Wisconsin State Reformatory	-	75
Wisconsin Correctional Institution	-	125
Wisconsin School for Boys	-	92
Kettle Moraine Correctional Institution	-	100

When the Association initially administered the questionnaire in 1973, it encountered some problems at the Wisconsin State Reformatory. After more than 90 staff completed the questionnaire, the labor union, consisting mainly of correctional officers, raised objections. Following the refusal to allow the rest of the staff to complete the questionnaire, several discussions were held with union leaders over a period of several weeks. The matter was finally resolved and the majority of staff completed the questionnaire. The Association encountered no further difficulties during the pre-test phase. Additionally, there was no recurrence of that problem during the interim and post-testing segments of the evaluation.

The Citizens Committee on Offender Rehabilitation report may have been the major influence on the union at the Wisconsin State Reformatory that led to their becoming extremely concerned as to the goals, purposes, and uses of the questionnaire. One should be aware that this may have had an unknown effect on the results of the pre-training questionnaire, since employees may have been overly cautious when responding to questions.

Another variable which should be taken into account when interpreting the data is that one of the five institutions sampled (Kettle Moraine changed from a School for Boys to a Correctional Institution servicing adults). This occurred during the later part of 1974 and the beginning of 1975 (just prior to the administration of the post-training questionnaire). Prior to and during the changeover, staff experienced many anxieties about the change. Additionally, they were exposed to two weeks of rather intensive training to prepare them for the new procedures and "programs." This training was not part of the training grant, but some of it was related since the courses had their origins in the training package. Therefore, most of the individuals at the Kettle Moraine facility had recently been involved in "training" while most of the other individuals who took the questionnaires from other institutions had not been involved in training for several months.

METHODOLOGY

The employee attitude survey was administered in groups at each of the five institutions by Association staff. Participation was voluntary, however, employees were urged to participate and in the case of line staff were paid for overtime if they answered the questionnaire after their regular working hours. The majority of individuals completed the questionnaire in the presence of Association staff. Those who did not return it to the John Howard Association offices in a pre-addressed stamped envelope that was provided to them.

It was explained to staff taking the questionnaire that the John Howard Association was a private, non-profit organization from Chicago, Illinois who was evaluating the training grant being administered by the Division of Corrections. They were also informed that all information received from the questionnaires was the property of the John Howard Association, that individual's responses would be kept confidential, and results of the employee attitude survey would be forwarded to the Wisconsin Council on Criminal Justice and Division of Corrections officials in the form of group data.

The first page of the survey reiterated the above and also provided instructions for filling out the form. Space was also provided for the individual's name, the name of the institution where he was employed, and the title of his position. Individuals were not required to place their name on the survey (although they were not discouraged from doing so). With the above data we were able to look at survey results from several different perspectives, including how each of five institutions and the Division as a whole responded. These responses could be further broken down into six job categories (custodial, educational, maintenance, business and clerical, clinical, and administration), and in the case of the matched group, three different levels of training could be identified (no training, less than 100 hours of training, 100 hours or more of training).

Since there was a fairly large number of individuals who signed their names to the survey, the Association was able to identify a group of 323 individuals who had taken the pre-training test as well as the post-training survey. Of this group 57 had not been involved in any of the training courses, 203 had less than 100 hours of training, and 63 had participated in 100 hours of training or more. These individuals were distributed throughout institutions as follows:

Wisconsin State Prison	-	116
Wisconsin State Reformatory	-	0
Wisconsin Correctional Institution	-	97
Wisconsin School for Boys	-	36
Kettle Moraine Correctional Institution	-	74

One will notice that the Wisconsin State Reformatory had no one in the matched sub-sample. This is mainly due to the fact that when the pre-training test was being administered individuals were encouraged not to sign their names to the survey, because of the concerns of the union at that time.

A large amount of data was collected. For the purposes of this report, the Association mainly analyzed pre-training scores as compared to the post-training scores for the total institution personnel. These scores were also compared to the matched training groups and its three levels of training.

RESULTS

For more complete tables of results, the reader is referred to Appendix B which lists the percent of favorable responses to the questions for the five different institutions and for the total institutional personnel surveyed. The Appendix also compares the post-training matched groups scores to the pre-training test scores in various large attitudinal categories for the total institution population.

Since the content of the employee attitude survey concerns itself with both general employee attitudes and their opinions about the functioning of the institutions, it is instructive in many cases to examine specific questions and responses as well as the categories of questions. Therefore, the following will include a discussion of both.

Questionnaire Adequacy:

The questionnaire includes an inquiry asking the respondent whether the questionnaire permitted them to express their opinions adequately. There were no significant changes noted in the responses from pre-test to post-test for the overall institution groups. In general, approximately 70% or better of the respondents felt the questionnaire permitted them to express their opinions adequately while over 80% of the group that had received a large amount of training felt that way.

Job Attractiveness - Compensation:

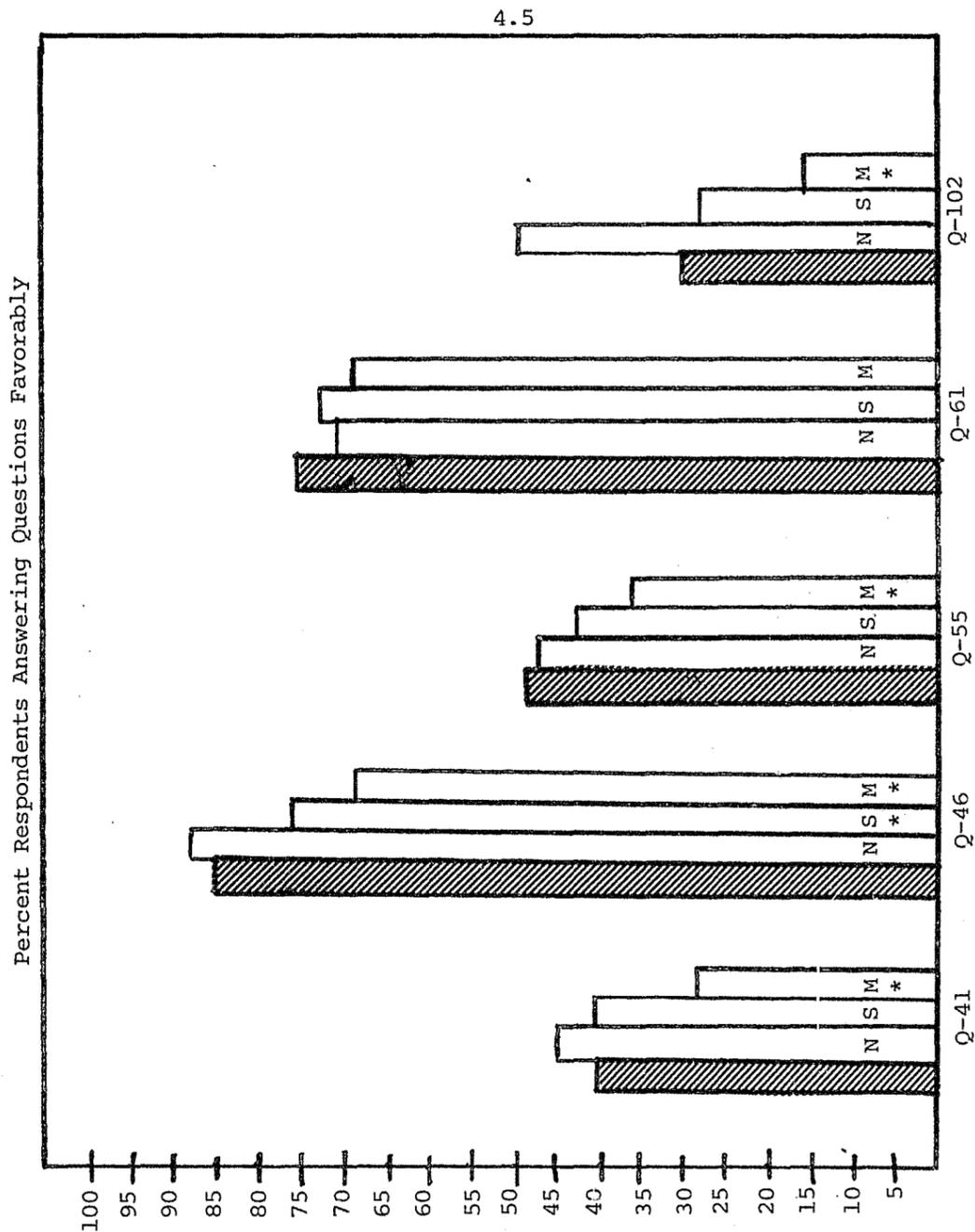
The all institutions group revealed significant changes between the pre- and post-tests in what areas they felt needed to be changed in order for the job to become more attractive to them. Approximately sixty percent (60.8%) as compared to 46.3% on the pre-test felt that there is a need for regular salary increases. Similarly 26.9% as compared to 20.6% felt there was a need for more staff. Areas in which there was a significant drop in the response rate (indicating that it was less of a concern or need at this time to the respondents) were the need for better communications, the need for a little less political intervention, and the need for more staff - inmate contact.

Closely related to this are the attitudes of staff towards compensation (See Figure #1). In this area one can see that the group that had received no-training had a more favorable response to questions in this section than did all other groups (indicating they were satisfied with the rate of compensation). The all institution post-training group scored lower than the all institution pre-training group, but higher than both the groups that had received training. In this case it appears that the more training one received the more dissatisfied the individuals were with the compensation they were receiving. This is vividly displayed on Question #73 where only 19% of the group that received 100 hours of training or more (hereafter M-group) indicated they were satisfied with the pay they got as compared to 28.1% of the group that had received some-training (hereafter S-group) and 45.6% of the group that had received no-training (hereafter N-group). The overall post-test institutional response to that question was 32.3% favorable.

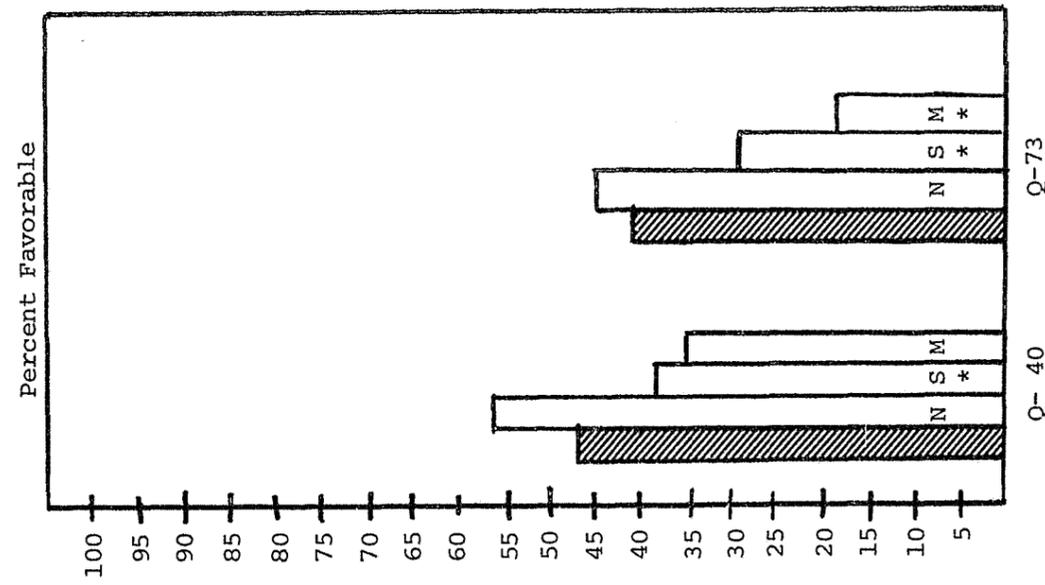


Figure #1

WORKING RELATIONS



COMPENSATION



Shaded Area = pre-test scores
 N = no-training group scores (post-training test)
 S = some-training group scores (post-training test)
 M = much-training group scores (post-training test)

* = indicates groups that are significantly different from pre-test scores (.05 or better)

(See Figure I-A for questions)

Figure #1-A

COMPENSATION

Question 40 - My job pays about what it should compared with other jobs at this facility. (Agree)

Question 73 - I am satisfied with the pay I get. (Agree)

WORKING RELATIONS

Question 41 - Some employees in my group do not carry their fair share of the work load. (Disagree)

Question 46 - People get along well with each other in my civil service classification. (Agree)

Question 55 - The staff here is generally all working together as one. (Agree)

Question 61 - Employees in other groups who work with us are cooperative. (Agree)

Question 102- There is considerable need for more teamwork in our work group. (Disagree)

The "favorable" response follows the question.

Major Problems:

There was a significant decrease in the number of individuals who felt that disciplining inmates was a major problem on their job. Approximately eleven percent (11.4%) of the post-training group as compared to 18.5% of the pre-training group (all institutions) responded that this was a problem. Although the differences were not significant, more staff indicated the lack of facilities and equipment and staff turnover were major problems at this time than it was two years ago.

Communications:

The area of communications reveals some interesting findings. On Question #4 concerning communications between staff members there were no significant differences in the pre- and post-test results from personnel representing all institutions (the trend, however, was for fewer people to describe communications as being inconsistent and more people describe it as being slow and inaccurate). When one examines the post-test matched group results on the five questions that deal with the area of communications, it is revealed that in general the N-group responded more favorably to these questions while the S-group responded less favorably (in many cases significantly less favorably) and the M-group responded even less favorably than the other groups (in three out of five cases significantly lower than the pre-test scores). Insertion of the post-training, all institution group into this evaluation reveals that these scores are lower than both the pre-training group and the N-group, but higher than the S and M group scores. There are several possible interpretations of this data.

One of these interpretations assumes that there has been no change in the communication processes in the Division over the past two years. In that case the no training group has become familiar with this pattern and describes it more favorably. The overall post-training test group, because it includes new individuals hired within the past two years as well as individuals who have received training generally describes the communication processes in more negative terms, perhaps because both being new to the Division and receiving training may make people more aware of the deficiencies in the system. If that is the case then the greater the training one receives, the better his ability to evaluate the system.

Such would seem to be the case here, since in all questions the S-group responded more negatively than either the pre-test, post-test, or no-training groups and in four out of the five questions responded more favorably than the M-group, which in general had the lowest number of favorable responses out of all five groups. (See Figure #2). Apparently, the training increased the participants understanding and appreciation of good communication, which consequently led to a re-evaluation of their opinions regarding the adequacy of the Division's communication processes.

Attract Personnel:

In response to a question that asked what kinds of things are necessary to attract competent personnel, post-test scores revealed a slight increase in individuals who felt there was a need for higher salaries, better supervision of staff, and

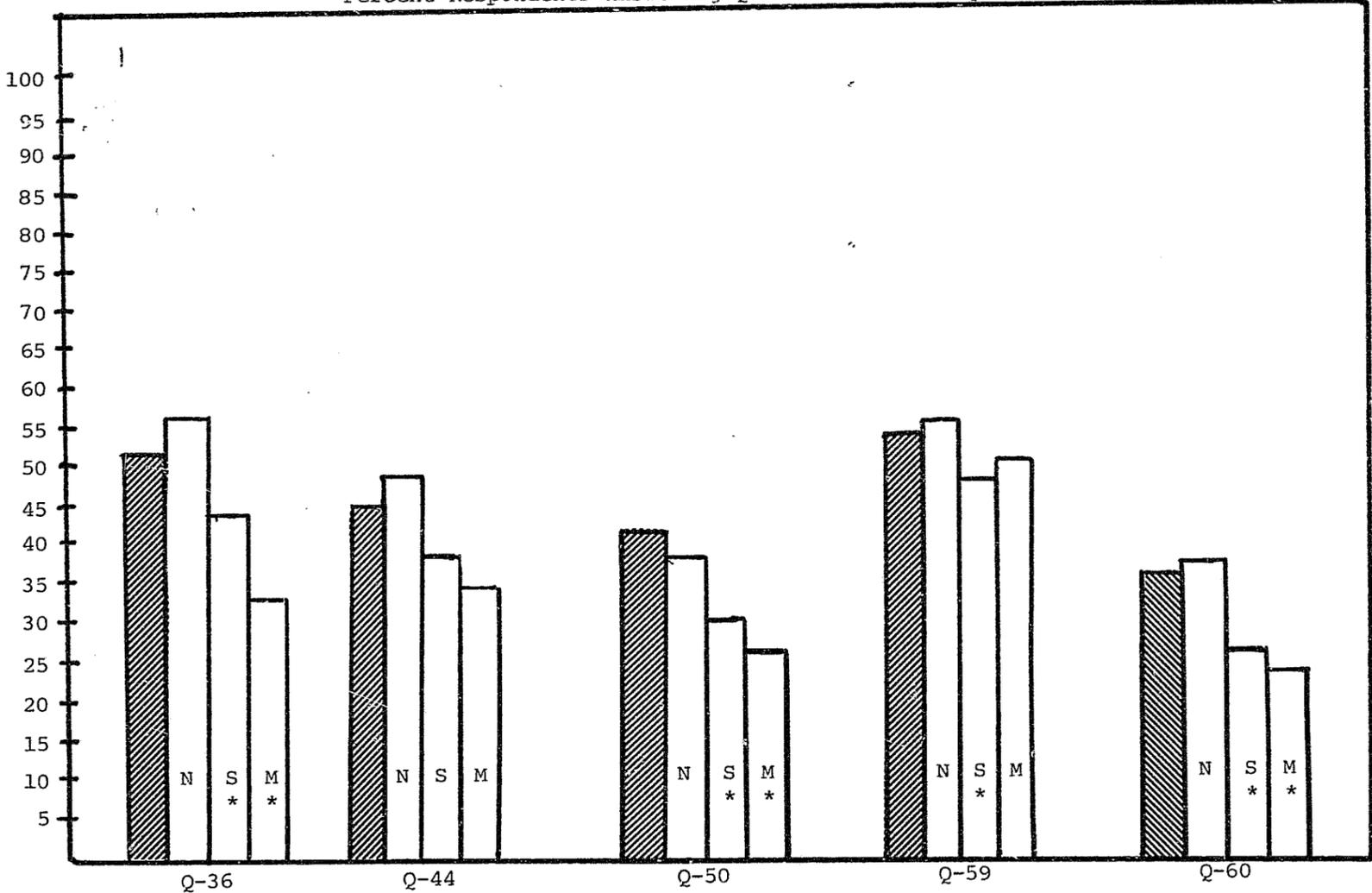
CONTINUED

1 OF 3

Figure #2

COMMUNICATION

Percent Respondents Answering Questions Favorably



Shaded Area = pre-test scores

N = no training group scores (post-training test)

S = some training group scores (post-training test)

M = much training group scores (post-training test)

* = indicates groups that are significantly different from pre-test scores (.05 or better)

(See Figure 2-A for questions)

Figure #2-A

COMMUNICATION

- Question 36 - Administration here likes to get our ideas. (Agree)
- Question 44 - When administration here talks or writes to employees about policy and procedures, they usually sidestep or evade the things which seem to bother us most. (Disagree)
- Question 50 - I get more information from my superiors than from the "grapevine". (Agree)
- Question 60 - I am satisfied with the amount of information we get about policies and decisions that affect us. (Agree)

The "favorable" response follows the question.

more previous similar experiences. However, the most significant jump occurred in the area of more staff where 23.1% indicated that that would attract more competent personnel as compared to 14.5% in the pre-test phase. This is very similar to the responses received on the question asking "What would make the job more attractive to me"?

In conjunction with this, when individuals were asked "Why most employees leave their jobs" there were significant increases of responses in the categories indicating that people preferred not to work in an institution and that working with offenders is too difficult. However, there was a significant decrease in the amount of individuals indicating that poor working conditions (poor working relationships-low morale-etc.) was the reason why most employees were leaving their jobs at that facility.

Working Relations:

Closely related to this is a series of five questions in the survey dealing with working relations. (See Figure #1). There appears to be a similar pattern to that that was seen in the previous area of communications. Generally the N-group responds more favorably or quite nearly the same as the pre-training group while the S-group shows slight negative differences and the M-group in four out of the five questions reveals a significant change in response level by responding less favorably. The overall post-test group reveals no significant changes from the pre-test group in all cases. The interpretation of this data would be very similar to the interpretation of the data on communications. Groups that receive training in personal relationships become more aware of what is considered to be good relationships and because of this respond in a more unfavorable manner to a system that may not have changed as rapidly as they did.

Morale - Future Opportunity - Mobility:

The respondents were asked to estimate the "morale" of various service categories. Although there were no significant changes between the overall pre-training test groups and the overall post-training test groups, it is interesting to compare the different job categories as to level of morale. The following is the percentage of respondents indicating their perception of the morale in the various service groups would be rated as average or higher.

Clerical services	-	74.2%
Administrative services	-	70.9%
Vocational Education Services	-	70.7%
Academic Education Services	-	67.5%
Professional Treatment Services	-	65.2%
Maintenance Services	-	64.8%
Inmates	-	63.2%
Industry	-	56.5%
Custody	-	56.0%

This indicates that only approximately one-half of the respondents felt that front line staff, such as youth counselors and correctional officers, possess

what would be classified as average morale or better. A partial contributing factor to this may be found in Figure #3 which describes responses to questions that deal with future opportunity and community support. In the future opportunity category, there are significant differences between the responses of the overall post-test group as compared to the overall pre-test group on two of the three questions. These differences reflect fewer favorable responses. The differences were not however, as great as those seen with the M-group. That group in all cases scored lower than all other groups and significantly lower than the pre-test group in two out of the three questions. Training again seemed to have the effect of making people more aware of the deficiencies in the system.

Responses to Questions 17, 18 and 19 also gives one some insight into employee concerns about future opportunity. (See Appendix C - Page C.9.) Nearly 45% of the respondents have worked at a specific institution for over ten years. Sixty percent (60%) have been on their present job for over five years and nearly 35% of the respondents have been at their present job for over ten years. These figures indicate a lack of job mobility for individuals in certain employment categories within the Division.

Community Support:

Another area relating to morale is the feeling as to "community support." In the four questions that dealt with staff perceptions in that area, one sees an interesting pattern emerging. (Actually, the name of the category "community support" is somewhat of a misnomer for the questions deal with staff perception of the support they are receiving from several areas, such as community, central office and state.) Questions 69, 70 and 71 (Figure #3) revealed that the individuals in the pre-training group felt that the support their facility was receiving was greater at that time than did the individuals in the post-training groups. Although not shown on the graph, the overall post-training group showed significantly fewer favorable responses in two out of the three questions. Again, generally the responses of the overall post-training group was lower than the overall pre-training group and not quite as low as the N-group. With the S and M-groups, their scores were significantly lower on all three questions both in regards to the pre-training test scores and the overall post-training test scores. The last question in this category (Question #92) asked the individuals if there is a need to "tell more of our story to the public in order to get better support". On that question there is a progressive increase in individuals who feel this is necessary starting with the no-training group, to the M-group where 90.5% of the individuals responding indicated they felt this was necessary.

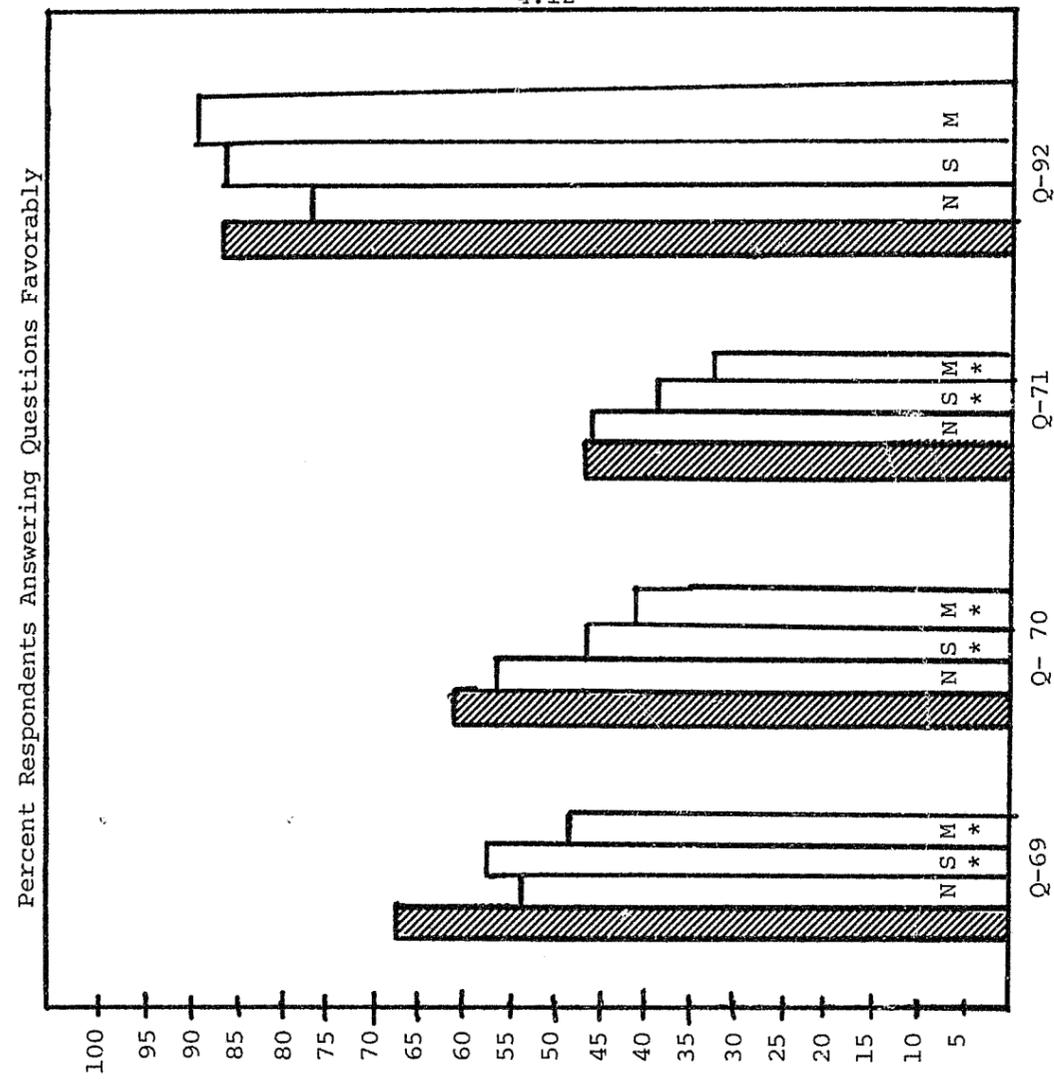
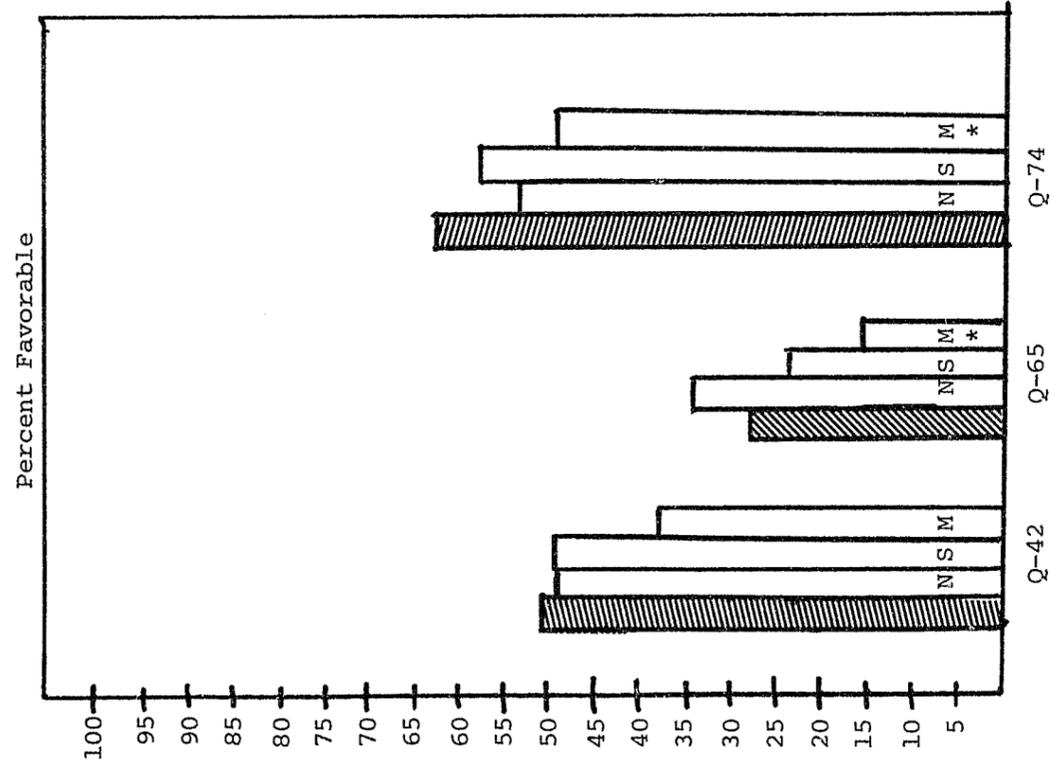
Philosophy:

When individuals were asked what the main purpose of their facility was, there was a significant change in the number of responses by individuals who felt that the main purpose was to "protect the community by removal of the inmate from the community". On the post-test 23% as compared to 13.2% of the individuals on the pre-test responded that they had felt that was a major purpose. Conversely, there was a significant decrease in the number of individuals who felt that the purpose was to "help make inmates better citizens, thereby protecting the community". The drop was from 74.1% to 67.4%. This leads one to examine more thoroughly several questions concerning the philosophy of the correctional institution.

FUTURE OPPORTUNITY

Figure #3

COMMUNITY SUPPORT



Shaded Area = pre - test scores

N = no-training group scores (post-training test)

S = some-training group scores (post-training test)

M = much-training group scores (post-training test)

* = indicates groups that are significantly different from pre-test (.05 or better)
(See Figure 3-A for questions)

Figure #3-A

FUTURE OPPORTUNITY

Question 42 - It takes "pull" to get ahead here. (Disagree)

Question 65 - Not enough importance is given to ability in upgrading and promotions. (Disagree)

Question 74 - I am treated as an individual rather than "just another employee". (Agree)

COMMUNITY SUPPORT

Question 69 - This facility has good community support. (Agree)

Question 70 - This facility has good central office support. (Agree)

Question 71 - This facility has good state support. (Agree)

Question 92 - We need to tell more of our story to the public in order to get better support. (Agree)

The "favorable" response follows the question.

On questions regarding attitudes on how an inmate should participate in the running of the facility, how to handle certain types of situations and why inmates are sent to an institution, one sees a general trend among all the groups. Basically, there are fewer favorable responses (with the exception of two or three questions out of a series of nineteen). Overall the post-test scores are lower than the pre-test scores (in many cases significantly lower). Also the scores of the N-group are also generally lower than the pre-test scores and in four cases significantly lower. The S and M-groups are somewhat lower, but usually not significantly lower (in some cases the M-group answered slightly more favorably than did the pre-test group).

Certain questions are of interest. For instance, to the statement "staff should show as much respect towards inmates as they do towards one another", the overall post-test group responded less favorably than did the overall pre-test group, but the N, S and M-groups all responded more favorably than the pre-training group, with the M-group responding significantly better. Similarly when asked "staff should expect to get only as much respect as they have earned", all groups responded more favorably than did the pre-test group with the overall post-test group, N and the S-groups responding significantly better.

In general, on these questions relating to philosophy, the N-group responded with less favorable responses than the pre-test, while the M-group gave responses that were near the level of the pre-test or slightly higher. This indicates that there are many influences on individuals that bring about attitudes concerning the philosophy of correctional institutions, how they should be run, and how inmates should be treated. In this case training may have helped maintain attitudes in individuals even though extraneous influences brought about changes of attitudes in individuals who had not received training.

Abuse:

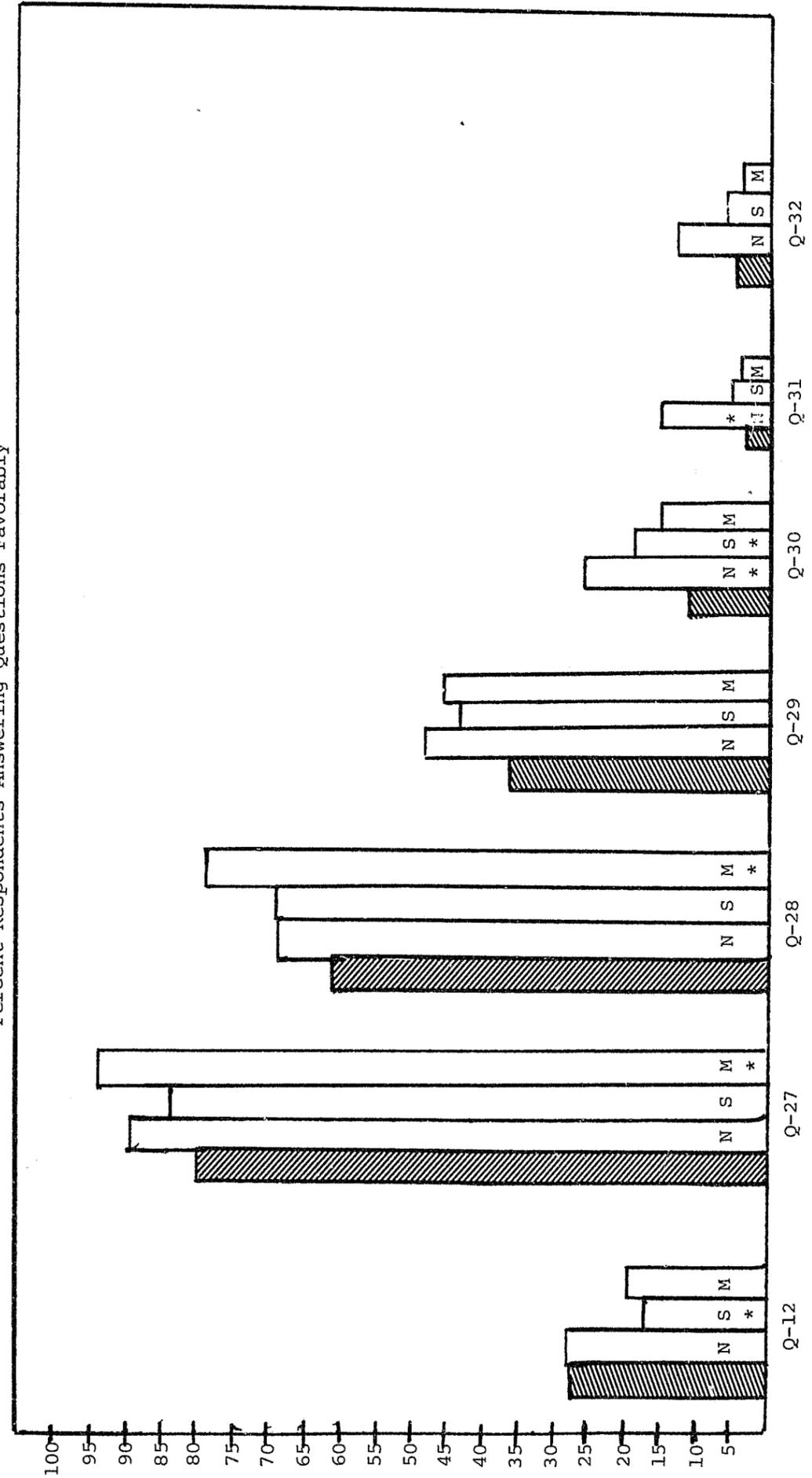
The area entitled "disciplining" should more appropriately be called "abuse" since it deals with physical and verbal abuse of inmates by staff and physical and verbal abuse of inmates by other inmates. Of the three questions that deal with staff abuse, all reveal a general increase in favorable responses by all of the groups. The M-groups showed significantly better responses to two out of the three questions (See Figure #4). Of the three questions that deal with inmate abuse to inmates, one again sees a general increase of favorable responses. However, this time the most favorable responses were given by the N-group with a smaller number of favorable responses given by the S-group and the smallest number of favorable responses given by the M-group. These results would seem to indicate that there is generally less abuse of inmates as perceived by the respondents in the Division currently than there was two years ago, both by staff and by other inmates. However, for the group that received a large amount of training, the responses concerning inmates abuse of other inmates is not significantly different from the pre-training test group, perhaps indicating an increased awareness on their part of inmate interaction.

It is interesting to look at the specific questions regarding abuse. For the overall pre-training and post-training groups, there is a 1.9% increase by respondents indicating that they thought no physical abuse was occurring. When

Figure #4

DISCIPLINING

Percent Respondents Answering Questions Favorably



Shaded Area = pre-test scores
 N = no training group scores (post-training test)
 S = some training group scores (post-training test)
 M = much training group scores (post-training test)

* = indicates groups that are significantly different from pre-test (.05 or better)
 (See Figure 4-A for questions)

Figure #4-A

DISCIPLINING

Question 12 - Disciplining inmates should be handled:

1. Individually by correctional officer (or guard).
2. By a staff disciplinary committee
3. Individually by an administrative staff member
- *4. By a committee including an inmate
5. Other (specify): _____

Question 27 - How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you know exists at this facility?

- *1. None
2. Very little
3. More than a little
4. A great amount

Question 28 - How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you think exists at this facility?

- *1. None
2. Very little
3. More than a little
4. A great amount

Question 29 - How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by staff are you aware of?

- *1. None
2. Very little
3. More than a little
4. A great amount

Question 30 - How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you know exists at this facility?

- *1. None
2. Very little
3. More than a little
4. A great amount

Question 31 - How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you think exists at this facility?

- *1. None
2. Very little
3. More than a little
4. A great amount

*Indicates the most favorable response.

Figure #4-A

DISCIPLINING

Question 32 - How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by other inmates are you aware of?

- *1. None
2. Very little
3. More than a little
4. A great amount

*Indicates the most favorable response.

one looks at the individual institutions, one sees the following results:

	Pre-Test	Post-Test
Wisconsin State Prison	70.4%	58.8%
Wisconsin State Reformatory	68.3%	53.3%
Wisconsin Correctional Institution	83.6%	76.0%
Wisconsin School for Boys	50.9%	52.2%
Kettle Moraine	29.3%	77.0%

In those figures, one sees that there was a large change in all of the adult institutions of individuals who definitely thought that no physical abuse was occurring. This change indicated that there were fewer individuals who felt that way. However, at the Kettle Moraine facility there was a large favorable increase of individuals stating that they definitely thought that there was no physical punishment occurring at that facility. This is interesting because the major event that had occurred at Kettle Moraine between the pre-test and the post-test was the change of that facility from a juvenile institution to an adult institution. Similarly, 91% of the employees at the Kettle Moraine facility responded that they knew no physical punishment was occurring at this time while only 50.7% of the employees responded in that manner on the pre-training test. That leads one to believe that it is not the amount of training individuals receive that makes a difference in the amount of physical abuse that occurs at a facility, but whether or not the resident is an adult or juvenile that makes a difference.

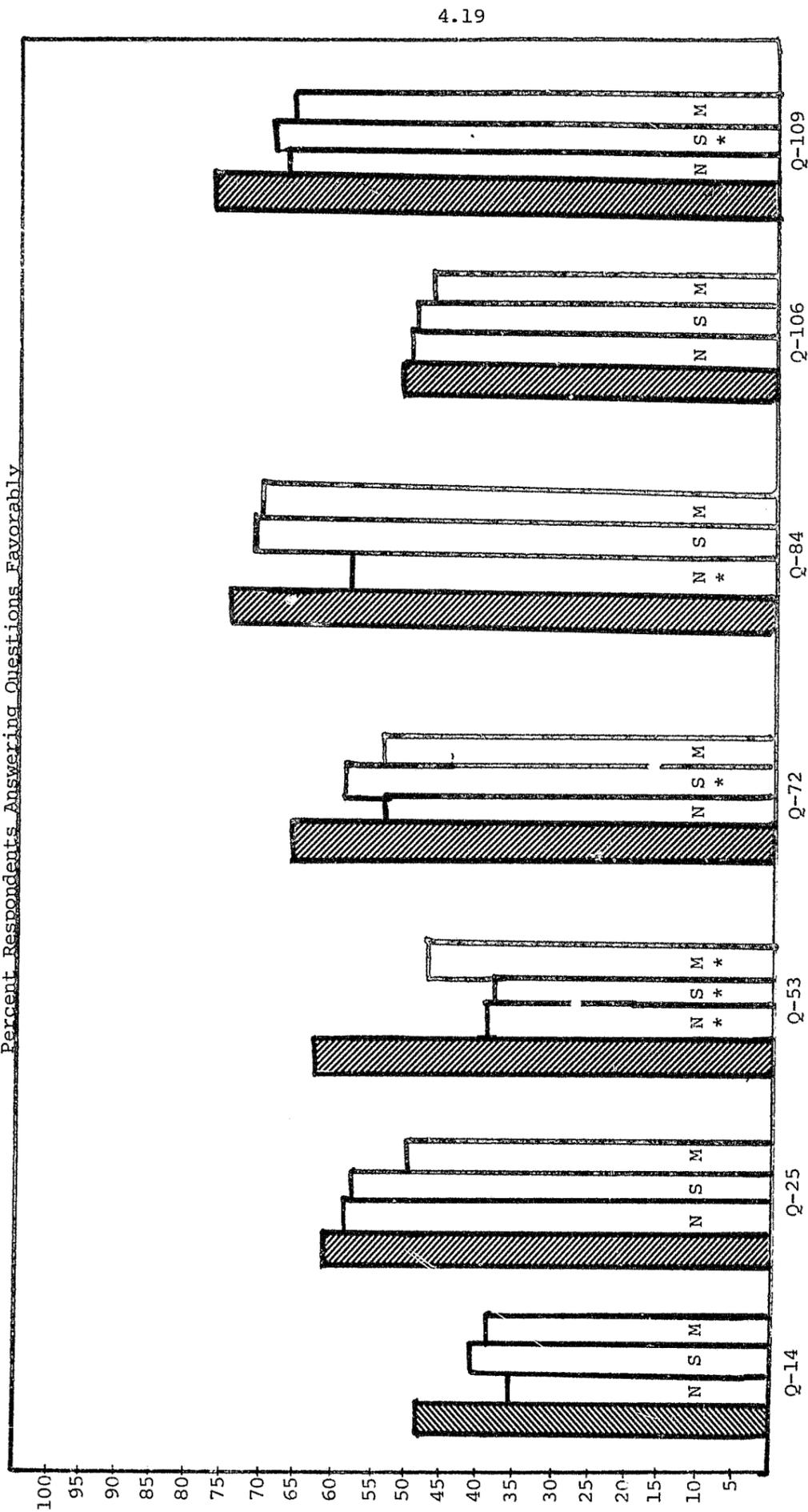
Program Effectiveness:

When the overall post-training test group was asked "assuming that inmate's ability to adjust to the community on release should be greater than when they were admitted, what is the condition of most inmates upon release," 42.7% responded that most inmates were better than when admitted, a significant decrease from 49.4% on the pre-test group. Conversely there was a significant increase from 36.6% to 43.4% of individuals on the post-test indicating that inmates were about the same as when admitted. This is a similar type of response received from the matched group and although the differences were not significant, the S and M-groups responded lower than the pre-training group and the group that had received no training had even a lower response than the groups that had received some training. On the other six questions in the program area, the overall post-training group responded less favorably than the pre-training group (See Figure #5). Here again, on many of the questions a smaller percentage of those who have had 100 hours of training or more responded favorably. In any case, the major concern for the Division should be that only approximately 40% to 43% of the individuals responding to the post-training test felt that inmates were leaving institutions better than when they were admitted.

Figure #5

PROGRAM

Percent Respondents Answering Questions Favorably



Shaded Area = pre-training test scores

N = no training group scores (post-training test - matched group)

S = some training group scores (post-training test - matched group)

M = much training group scores (post-training test - matched group)

* = indicates groups that are significantly different from pre-test scores (.05 or better) (See Figure 5-A for questions)

Figure #5-A

PROGRAM

- Question 14 - Assuming that inmates' ability to adjust to the community on release should be greater than when they were admitted, what is the condition of most inmates upon release?
- *1. Better than when admitted.
 - 2. About the same as when admitted.
 - 3. Worse than when admitted.
 - 4. Other (specify): _____
- Question 25 - Treatment at this facility is the primary responsibility of:
- 1. Social workers or counselors
 - 2. Clinical staff
 - 3. Chaplains
 - 4. Academic teachers
 - 5. Vocational teachers
 - 6. Industry
 - 7. Custody or group living staff
 - *8. All staff
 - 9. No one in particular. Inmate gets what he can on his own.
- Question 53 - The program here keeps all inmates fairly well occupied. (Agree)
- Question 72 - Pre-release orientation of inmates is good. (Agree)
- Question 84 - Homosexual practices are kept under good control. (Agree)
- Question 106 - This institution provides adequate separation and protection of inmates on the basis of sophistication and other factors which, if not considered, could produce negative results. (Agree)
- Question 109 - Actual homosexuality at this institution is a serious problem. (Disagree)

*Indicates the most favorable response.

The "favorable" response follows the question.

Perceptions of Administration:

Another major area of the employee attitude survey measured perceptions of the administration. In this section it will be instructive to look at the individual questions. (See Figure #6.) Question 57 is "it is not hard to get administration to recognize employees problems". There were no significant differences between the general pre-training test and the post-training test. On the matched group there were also no significant differences except that the N-group scored 50.9% as compared to 40% for the pre-training group, the S-group scored 35% and the M-group responded favorably 31.7% of the time.

For the question "I may not always like what administration does, but I feel they are trying to be fair", again there was no significant differences between any of the groups in the pre-test. When respondents were asked "Generally, administration here is looking out for our interests", only 49.6% of the overall post-test group responded favorably as compared to 58.6% of the pre-test group. One can also see significant differences in the responses of the S-group and the M-group where individuals answered favorably 48.3% and 38.1% of the time, respectively. A similar pattern emerges in two of the four other questions in this area. Again, it appears that the more training an individual received, the more aware one becomes of problems and difficulties. One should note, however, that this is less noticeable in this section than in some of the others, since the overall post-training group universally scored lower in conjunction with the matched group.

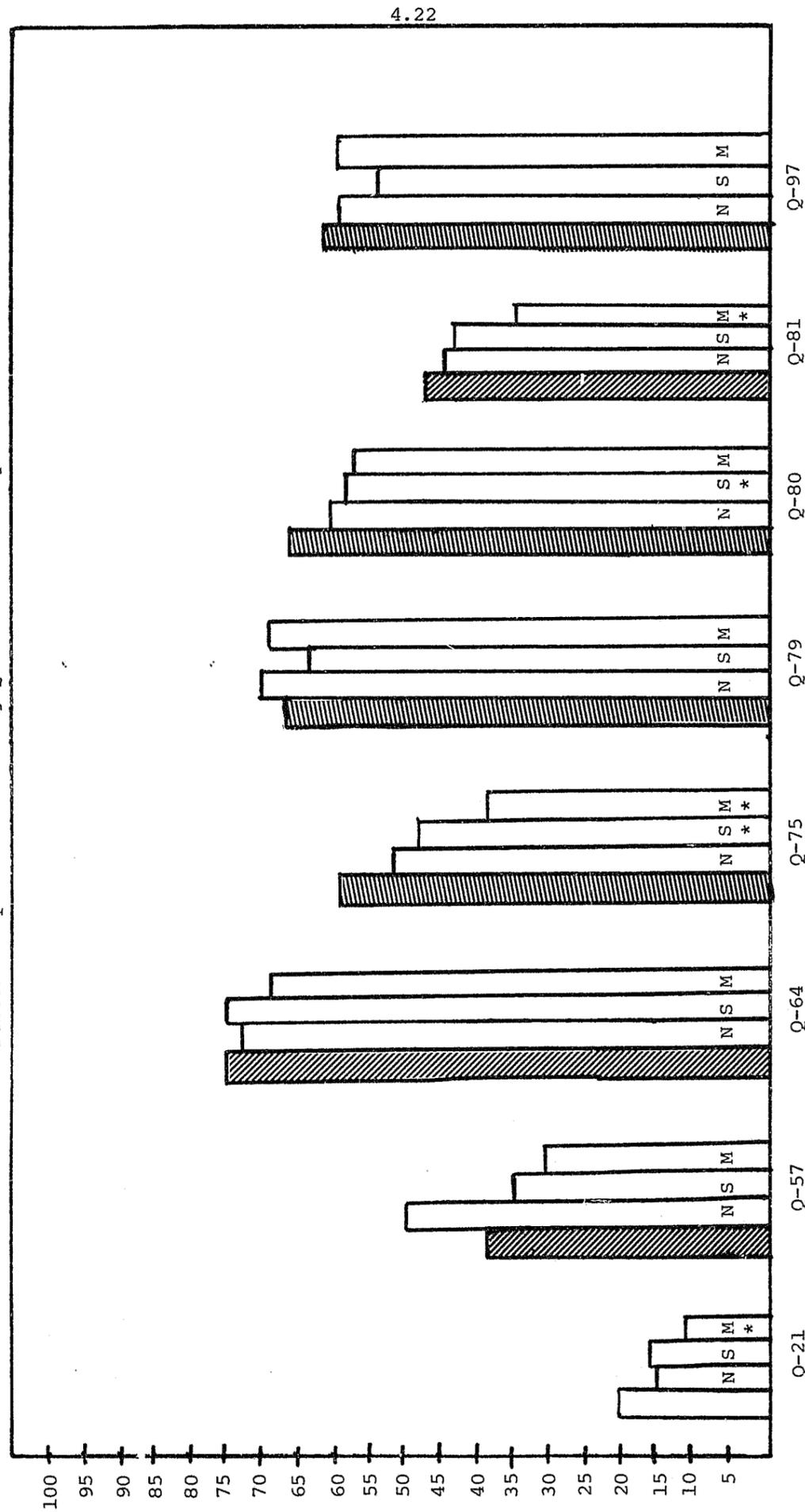
DISCUSSION

The above appears to point out that training does have an effect on staff, particularly when they are exposed to large amounts of it. This training can change the individual's perception of the organization as compared to the perception of the organization by individuals who had not received training. If the organization does not keep pace with the changes in awareness of the individual, then these people begin to develop a more negative view of the organization. Similarly, but to a smaller degree, new people entering their organization bring with them fresh outlooks and awareness which makes them critical of its functioning. Conversely, individuals that stay in the organization but are not exposed to training seem to view it in a more positive light.

Although this type of phenomenon cannot be seen in all of the areas sampled by the employee attitude questionnaire, it can certainly be seen in several of the significant areas such as attitudes towards administration, compensation, future opportunity, working relationships, community support, morale, and communications within the Division. To a lesser degree it was seen in the areas of programming and philosophy.

Figure #6

ADMINISTRATION
Percent Respondents Answering Questions Favorably



Shaded Area = pre-test scores

N = no training group scores (post-training test)

S = some training group scores (post-training test)

M = much training group scores (post-training test)

* = indicates groups that are significantly different from pre-test scores (.05 or better) (See Figure 6-A for questions)

Figure #6-A

ADMINISTRATION

- Question 21 - Regarding actual decision-making, which one of the following best describes the process?
1. All significant decisions are made at or very near the top of institutional administration.
 2. All significant decisions are made in Central Office.
 3. Generalizations of policy leave subordinate staff relatively on their own in deciding many significant questions of action and procedure.
 - *4. Guidelines for decision-making at any level are defined through the process of training and supervision.
 5. There is no orderly process for decision-making.
 6. Other (specify): _____
- Question 57 - It is not hard to get administration to recognize employees' problems. (Agree)
- Question 64 - I may not always like what administration does, but I feel they are trying to be fair. (Agree)
- Question 75 - Generally, administration here is looking out for our interest. (Agree)
- Question 79 - Efforts have been brought about to develop cost consciousness on the part of employees, and we are aware of the cost of materials and the treatment program here. (Agree)
- Question 80 - This facility has established good standards for work performance. (Agree)
- Question 81 - There is no favoritism shown in such things as delegating authority, making appointments, etc. (Agree)
- Question 97 - There are too many unexpected situations and emergencies which keep us from doing a good job. (Disagree)

*Indicates the most favorable response.

The "favorable" response follows the question.

SUMMARY AND RECOMMENDATIONS

General Divisional Training Concerns:

To properly interpret the large amount of data that has been collected, one must understand the role of the training process in the overall functioning of the organization. Training is intimately involved with the objectives of the organization and is a process that helps the organization achieve those objectives. Not only does it affect the individuals who are the focus of the training, but in the long run, through these individuals, it affects the system and brings about change, either positively or negatively. However, this is not a one way street for the training process itself is affected by the organization, its management and procedures, its goals and its deficiencies, its support or non-support.

Therefore, training is a dynamic process. A one-time plan that is static cannot lead to solutions of dynamic problems. Training must be responsive to change and cause change.

In many ways the training grant given to the Department of Corrections represents just such a "static training program." The action phase is yet to come. Management must make judgements and institute change in the system.

The evaluative and monitoring activities carried on by the Association gives the DOC some basic data and outside opinions concerning the training program and processes. To make training the dynamic process it must be in order to meet the changing needs and problems of the Division, management must utilize input from the training evaluation in conjunction with their future plans and objectives.

RECOMMENDATION 1:

The training program should be intimately tied to the goals and objectives of the Division of Corrections.

COMMENT: If training is to be effective it must be dynamic and not viewed as a program but as a process. To accomplish this, the training must be constantly evaluated as to process, content, results, and relationship to organizational goals.

When the Division of Corrections first began to evaluate training needs and determine training goals, the Center for Community Leadership Development in their grant submitted to the Wisconsin Council on Criminal Justice pointed out several interesting kinds of changes which may be expected to occur from training or developmental efforts. The kinds of changes that can occur are changes in knowledge, attitudes, skill, individual behavior, and organizational behavior. CCLD pointed out that the type of change expected depends to a large extent upon the causes or inputs into the change process. Major inputs are: participant characteristics, developmental methods, boss and group support of change, and organizational rewards for change. The relationship between these elements can be seen in the following diagram:

Types of Change	Knowledge	Attitude	Skill	Indiv. Behav.	Organ. Behav.
Input					
Part. Charact.	x				
Dev. Methods	x	x	x		
Boss & Group Support	x	x	x	x	
Org. Support	x	x	x	x	x

As one can see from the diagram, if the participant characteristics are appropriate (i.e., motivated to learn) and they are involved in a training program, knowledge change will take place but there is no guarantee that any other types of change will occur.

If the participant characteristics are appropriate and the proper developmental methods are used (in the training program), then knowledge, attitudes, and skills may be expected to improve. Again, there is no assurance that behavior on the job will in any way improve.

If we are to expect change in individual behavior there must be employee group support and supervisory support in addition to the other inputs. For change in organizational behavior there must be the other inputs plus organizational support.

"In order to promise positive change from development efforts, there must be important commitments on the part of top officials and there must be rewards for behavior consistent with changes. For example, top officials must participate in the initial training and planning period, they must articulate the policies and practices which they support and which are to be followed by other administrators. They must be willing and able to change their behavior if such changes are consistent with those expected from others. To do otherwise, is to spend a lot of money and perhaps give organizational members a pleasant break from job routine, but not to assure that any changes will really occur."

How deep was the actual commitment to training by the Department? Was it (or is it) realistic to expect such things as changes in individual behavior or a change in organizational behavior because of the program initiated through the training grant? In response to this question, the Association has several concerns. As stated above, "top officials must participate in the initial training and planning." Indeed many top administrators did participate in the planning for training program (mainly through the initial CCLD Study to identify training goals). Of the nine Central Office staff that were interviewed only two had participated in any of the training that was offered under this grant. The Association is not aware of other types of training offered to top management within the Division of Corrections. The level of commitment an organization has to training can be measured by how well they train their managers.

RECOMMENDATION 2:

It is recommended that the Division of Corrections adopt the standard of the National Advisory Commission on Criminal Justice Standards and Goals that all top and middle managers should have at least 40 hours a year of executive development training.

When Central Office administrators were questioned about the reasons for the Division developing training programs their responses indicated that they "hoped the training would provide staff with the tools to do a more effective job in the rapidly changing field of corrections." Such a statement includes not only front line staff but management as well. Administrators made many suggestions concerning improvements in training (the reader is referred to Pages 3.9 through 3.11). Several of these suggestions referred to needs for management training. Some of these are grouped in the following Association recommendations:

RECOMMENDATION 3:

A comprehensive management program that covers all elements of management (i.e., planning, organizing, directing, coordinating, and controlling) should be developed and made available to top and middle management staff.

- Sabbatical leaves should be made available to staff to teach or attend courses in colleges and universities; to pursue research; or to work in and familiarize themselves with other correctional programs.
- Management by objectives courses should be required of all managers and supervisors in the Division.
- Administrators should be committed to involvement in management training.

Although top Central Office staff were not involved in training under this grant, institutional management was. Of the 22 individuals interviewed that would fit into that category, nearly all had been involved in one or more of the training programs (usually legal developments). When asked if they felt the Division was really interested in providing meaningful training, 16 of the 18 individuals who answered felt that it was.

There were a variety of reasons for this. Most of them revolved around the need to help staff perform and understand the job and to help the staff understand new correctional philosophies, but some came to that opinion simply because "we spent a lot of time and money on it." Institutional non-administrative personnel answered the same question in a very similar manner. Again, they recognized the need for highly trained employees to function better on the job, but several were more critical of the current training program and how it was functioning. When monitoring the courses and interviewing staff, Association personnel frequently heard comments and complaints in the following areas:

"Not having enough time to get ready to go to the training sessions -- like being notified on one day that you were going to be going to Oshkosh the next."

"Not understanding the 'selection' procedure for who should go to training for it appeared to several individuals that only certain people were selected to go (i.e., those individuals who are not needed to run the institution)."

"They didn't understand the reason why they were coming to training or what they were expected to learn."

Because of these types of concerns by individual participants, the Association makes the following recommendations in regard to future training programs.

RECOMMENDATION 4:

- A. Overall administration should clearly communicate to personnel at all levels the extent of the Division's commitment to training by:
- (1) Holding individuals accountable for involving themselves in training;
 - (2) Providing the opportunities to participate in meaningful programs;
 - (3) Making the resources available for individuals to use; and
 - (4) Allowing the individuals the opportunity to apply this knowledge.
- B. Middle management should especially be aware of the importance, function and need for training. They must participate in the development of the training programs to help formulate within themselves a commitment to its goals and objectives.

RECOMMENDATION 5:

Top and middle management through their communications with staff should reinforce the importance and purpose of training. Training is an integral portion of an individual's job, not an adjunct to it. Participants should approach training with:

- (a) A clear sense of purpose;
- (b) The knowledge of what they want to do better and differently;
- (c) The awareness that they will learn or help develop the steps needed to take after the completion of training to implement their improved skills on the job; and
- (d) The secure feeling that they are supported and encouraged in their efforts by management.

COMMENT: A training program is a process to meet organizational goals; an action plan is needed involving management and program participants looking at themselves and committing themselves to:

1. Where are we now?
2. Where do we want to go?
3. Steps we will take to get there.
4. A time line to do it in.

Without the commitment and involvement of institutional leadership the effort becomes scattered and even sabotaged. Institutional needs and emergencies are such that it becomes too easy to send to training those who, because of age or infirmity, are on their way out or to send those whose value to the institution is such that they can somehow be spared.

Of the individuals who completed the final employee attitude questionnaire approximately 26% of the respondents answered in a manner as to indicate that they received no training. Included in this group were some recent employees who may not have had time to be involved in training. In the matched sample approximately 18% did not receive training.

RECOMMENDATION 6:

All staff should be expected to attend formalized training as part of their employment. Institutional management should be required to schedule and send all employees to appropriate training sessions. A minimum of 40 hours of Academy training and 10 days on the job training per year is recommended.

Certainly, one of the major problems confronting institutions in providing staff for training was the lack of personnel available to take the place of the staff when they were gone. Many facilities had to ask people to work overtime to fill in for people who went to the Academy. Although this is one way of approaching the problem (and often there are individuals who want to earn the extra money), it is certainly not the most desirable. Working in correctional institutions, particularly at the levels of line staff such as youth counselors and correctional officers, is an extremely taxing and mentally exhausting task. To expect these individuals to put in 16 hour days or six and seven day weeks is unrealistic and detrimental both to the individual and to the welfare of the institution and its program.

RECOMMENDATION 7:

There should be an increase in the work force at all institutions so that there is no interference with the day-to-day operation of these institutions when a percentage of the staff is involved in either orientation or ongoing training. There should be no time when the institution does not have some staff involved in a training process. Some alternatives to increase the work force are:

- (a) Develop a cadre of retired correctional officers or youth supervisors that can be re-hired in L. T. E. positions for utilization part-time when training classes are functioning.
- (b) Increased involvement with universities leading to part-time employment for behavioral science students. Courses taught by DOC personnel could require mandatory class participation in institutional and/or community-based programs.
- (c) Increased utilization of student internships both for undergraduate and graduate students in the Social Sciences.

Many of the institutional administrators recognized the above need. Some comments by these individuals concerning orientation and on-going training are:

"I would like to have extra positions available so you can have ten people in training continuously and have their posts covered; should do more in institutions -- would like to spend 25% of time supporting staff instead of running after their mistakes; there is a need for orientation to the Division (contracts, retirement, MAP, A & E, social services); too many changes without adequate orientation and on-going training (due process, inmate complaint system)."

For a full review of the institutional administrators' comments about training needs, please refer back to their answers to Questions 16 and 17 on Pages 3.23 through 3.26. The administrators recognized the need for a comprehensive training program that includes orientation of new employees to the Division; on-going training for other employees tied to organizational objectives; on-going informational sessions that bring employees up to date on program changes, policy changes, contract alterations, employee benefits, etc.; and on-going institutional based in-service training that addresses itself to unique institutional problems, programs, and needs.

RECOMMENDATION 8:

A comprehensive orientation program for new employees should be developed. Included in such an orientation program would be materials pertaining to the philosophy and goals of the Division, as well as informational sessions on the institutions, programs, inmate and staff rights, probation and parole, contracts, personnel policies, etc.

RECOMMENDATION 9:

The Association recommends that the Division implement the National Advisory Commission on Criminal Justice Standards and Goals' recommendation that "all new staff members should have at least 40 hours of orientation training during their first week on the job and at least 60 hours additional training during their first year." Like the Advisory Commission, the Association views this training as minimal, and encourages the Division to consider at least 12 days additional training during the year, after the initial one week orientation.

RECOMMENDATION 10:

For new Correctional Officers and Youth Counselors a minimum of two weeks Academy training and two weeks on the job training is required.

COMMENT: The Wisconsin System is very similar to other correctional systems around the country in that because of need for staff, new employees often are given a brief one or two day orientation and then are thrust on the job to "sink or swim." The intention is always to allow the new employee to work with experienced employees until he learns the job, however, this seldom occurs. This procedure meets short term needs, but in the long run is very detrimental to the system and does not provide the qualified personnel needed to function in these key positions. A much more desirable training pattern is to have the individual involved in Academy training for one week, then placed on the job two weeks for training, and then return to the Academy for an additional week of training and review.

Training Courses:

The vast majority of the respondents in the replication of the CCLD study felt the training was helpful to them. Overall, they felt it was at least somewhat job related and had effected some change in their attitudes towards their job performance. There was no one who felt that it had a markedly negative effect. Several of the courses were controversial. For instance, both Central Office and institutional administrators received negative feedback on cultural awareness. On the other hand this course was the most frequently mentioned as being the most helpful when institutional non-administrative personnel were interviewed. Conversely, individuals who did not like the course were extremely vocal and vehement in their dislikes as can be seen by the individual interviews and from written comments coming back from the employee attitude questionnaire.

In general, courses received mixed reviews depending more upon the personalities and teaching styles of the instructors than on the course content (with the possible exception of crowd analysis). When there was criticism on the course content it was mainly due to the fact that individuals could not see the relevance of the course work to their day-to-day on-the-job problems. Again, this was particularly true with crowd analysis where the expectations of many individuals was that they would have fundamental concrete training in riot control.

Closely related to inability to see relevance of the training program to actual job functions were some of the techniques used by instructors. These techniques include such things as "a highly unstructured format," the use of "warm-up games," and some "sensitivity exercises." Correctional officers, maintenance workers, and industrial personnel as a group, found such techniques disconcerting, if not outright "infantile and ridiculous." Perhaps, change in the attitudes of individuals that leads to such opinions is a goal for training programs (i.e., helping one understand the relevance of such techniques and broaden his world perspective). However, when one is operating under the time constraints such as that imposed by this training program, it is an unrealistic goal and the bottom line result of this for many individuals was to make them more dissatisfied and disillusioned with training and unrealistic trainers.

RECOMMENDATION 11:

The use of various training techniques and methods of presenting course material should be closely tied to the make-up of the trainee group.

RECOMMENDATION 12:

Sessions should be continually monitored and evaluated for content and presentation.

RECOMMENDATION 13:

No instructor should be placed on a long term contract.

COMMENT: The correctional officer is a demanding student and he requires knowledgeable, dynamic instructors. A boring, uninterested instructor, however well he knows his subject, is detrimental. Also, for some groups a very traditional educational approach may be the most appropriate, (i.e., Correctional Officers from a structured institution), while for other groups an unstructured environment with great use of group discussion might be more effective. Training sessions should continually be monitored and modified in regard to the above.

Another concern pointed out by monitors of the training sessions revolves around the goals of the individual courses and the amount of information or "attitude change" that the course is intended to provide. When one examines a controversial course such as Cultural Awareness, one soon discovers that both instructors and trainees can become highly frustrated, particularly if the intent is to try to change in a short period of time attitudes, opinions, and lack of knowledge that have been accumulating over a period of several years. As one monitor remarked about cultural awareness (and it applies to other courses as well):

"It looks as though the classes need more time. The material given involves many complex and deep-seated beliefs and emotions. Attitude changes cannot be learned as conventional lessons can be. The amount of material given is so great that it cannot be covered sufficiently in discussions."

Time constraints not only had that effect on the individual courses, but had an overall effect upon the training package as a whole. The original intent was to provide large quantities of training to large numbers of staff in a short period of time. The reality was that, because of short staffing, budgetary constraints, and instructor needs, the Division was not in a position to be able to provide the amount of training envisioned in such a short time frame.

RECOMMENDATION 14:

There must be a realistic assessment of the course material to be covered and the goals intended for that course. One cannot expect deep-seated attitudinal and behavioral change from exposure to a three or five-day training course. In fact, if this is the expectation the course in reality might only reinforce negative attitudes.

If there can be made any overall general criticism of the training package, it may be that it was too ambitious. Responses from the individual interviews indicate that the Center for Community Leadership Development and the Division chose well in selecting the subjects for training. There are continuing concerns about communications within the Division, staff relationships, the need to understand inmates, and about needs to become more aware of the various components of the criminal justice system.

RECOMMENDATION 15:

To meet the continuing needs of staff a more detailed and expansive, ongoing training program is needed.

COMMENT: The task now is to refine the content, improve the quality of instruction and provide the training in greater depth than has been attempted in the past. The reader should be aware of the self-evaluation of training needs completed by the Division of Corrections personnel. Refer back to pages 3.9 through 3.11, pages 3.23 through 3.26 and pages 3.38 through 3.40 for a complete listing of training needs and suggestions by staff.

When staff were asked, "Do you feel that the administration is really interested in providing meaningful training for its employees?" the overwhelming response from all levels of staff was a very definite "yes." Generally, the reason for coming to this conclusion was due to the fact that the Division "was spending a lot of time and money sending staff to training." Many staff, however, were disenchanted with the training facilities at Oshkosh (a highly visible measure of the level of commitment to training).

A separate Academy away from the institutions is a commendable beginning, but current facilities definitely need upgrading.

RECOMMENDATION 16:

The Division needs to acquire or lease facilities that provide housing for trainees when they are attending the Academy, adequate training classrooms (i.e., air conditioned and acoustically appropriate, etc.), group discussion rooms that afford privacy, lounges for informal and formal conversations about the Division, and library facilities.

COMMENT: If the Division is going to make such a commitment to training, it must be aware of the outcomes of such a commitment. This can be seen from the response of individuals to the Employee Attitude Questionnaire. In general, the interpretation of the results reveal that as individuals become trained in specific areas, they develop the tools that are needed to assess the strengths and deficiencies an organization may have in those areas. If that organization then is not responsive by bringing about systems changes to eliminate these deficiencies, the trained individuals ordinarily have only three options (all negative) open to them. They can either revolt, become complacent and apathetic, or quit. It has been the Association's experience that the latter is the most frequent alternative chosen by

individuals who are exposed to enlightened training, but subjected to unenlightened organizational management. However, by embracing the concept of participative management, the Division could open a fourth avenue to allow staff an opportunity to understand and attack the problems of systems change.

RECOMMENDATION 17:

The Division should include in training a motivational component that helps create in staff a desire to become involved in change of systems. Management must then provide the opportunity and the authority to make changes (i.e., being involved in committees to evaluate, recommend and implement changes and procedures).

Related Training Concerns:

Throughout the interviews with staff in the Division of Corrections and from the comments coming back from staff who completed the employee attitude questionnaire, several areas of concern were identified. These concerns had an effect on overall personnel morale and consequently on the attitudes that they had towards training at the very outset. The following are several of the "biggest problems facing the Division at this time" as described by administrators and line staff. Most of these cannot be solved by training programs but must be solved by administrative and legislative action.

1. The proposed reorganization of the Division along functional lines coupled with the intrusion of "political expediency in the Division's operation." The reorganization itself creates a high level of uncertainty and in the opinion of many of those interviewed is unprofessional. Overall, the fears expressed that this will wipe out the Division's stability and that a great deal of energy will be misplaced from the job at hand to dealing with the reorganization. Several individuals felt that this was bringing politics back into the Division and that it would lead to fragmented services. At the institution level there was fear of institutions being phased out and an overall uncertainty of programs from top to bottom.
2. Budgetary constraints: Insufficient staff and overpopulation. There were many complaints about the austerity program which included the loss of many positions and the "deleterious effect on client services." It was felt that this had led to massive caseloads both in institutions and in the field. Institutions were now becoming overcrowded, there were lack of funds for programs, facilities, and pay raises. This overcrowdedness put extra stress on inmates which would eventually lead to more acting out in the institutions. Low salaries would lead to trouble recruiting and keeping qualified people. The overall impression was that now was the time for increased monies rather than tighter budgets.
3. "Lame duck" leadership in the Division. Overall, there was uncertainty associated with having an "acting administrator." Several interviewees felt there was an inability to do proper planning. "Plans have to be altered ten times before you reach objective." Because of "temporary" leadership and because of the reorganization there is a lack of clear planning for the long-term and this has adversely affected morale.

4. Public image of corrections and the changes in society and the court system. Several interviewees felt the Division was under fire from the media -- that no one stands up to defend institutions -- that there was a need to give the institutional side of the story. These concerns were also seen in the response to the employee attitude questionnaire where a great majority of individuals felt there was a need to tell the "corrections story" to the public, the changing philosophy of the courts both in sentencing procedures and on defining inmate rights. There were complaints of lack of public support and that this restricts the area of the institution's operation. The vacillating between liberal politics and conservative politics often contradicts good child care and in order to help individuals one must take a middle road between the law and order people and those who see all clients as being "sick."
5. Other - It was felt that there was a lack of programs and facilities, that there needed to be a greater diversity such as "a need for more things between prison on one hand and community-based facilities on the other." There needs to be an overall evaluation and prioritizing of the Division's programs. There are drug problems within the institutions and there needs to be increased security procedures to control the influx of drugs as well as programs to deal with drug abuse.

There are several other concerns to which the Division will want to address itself. These were revealed through the employee attitude questionnaire. Closely related to the problem areas mentioned above and to the training is staff morale. When respondents were asked to estimate the "morale" of various service categories, the group that scored lowest of all nine groups was the custodial services. It was estimated by only 56 percent of the respondents that custody staff had average morale or better. Just slightly better than this were those individuals involved in corrections industries. The amazing thing about these statistics is that 63.2% of the respondents felt the inmates had average morale or better. Therefore, in general, people estimated that the inmates' morale was better than that of either the custodial or industrial staff.

The Association is not sure if respondents used the same standards to judge "average morale" in inmates as they do in staff. However, the potential implications of the above results should cause Division of Corrections' administrators to thoroughly evaluate the causes of low morale in staff, particularly front line, custodial staff. Some of the difficulties are related to the above mentioned "major problems." Decisions and action in those areas could help alleviate some of the difficulties felt by line staff. Training programs such as that currently being evaluated can also solve some of the "morale" problems. However, much of this can be traced to other factors related to the structure of the system.

When one evaluates job mobility and staff perception of future opportunity for career development, one sees depressing results. On two out of three questions concerned with future opportunities, there were fewer favorable answers from staff who took the last employee attitude questionnaire in 1975 than from staff who took the original employee attitude questionnaire in 1973. Furthermore, 60% of the respondents have been on their present job for over five years and nearly 35% have been on for over 10 years. When individuals were interviewed for the replication of the CCLD Study, the average non-administrative institutional personnel had been employed with the Division for 10.4 years, had been employed by the institution for 6.5 years and had held the same position as he was currently holding for 6.5 years. Therefore, there was approximately 0.5 job

changes for individuals during the time they have been with the Division, and 0.0 job changes during the time they were employed at a particular institution.

The above may indicate that the Department has a stable group of employees, but it also suggests that there is very little job mobility available.

RECOMMENDATION 18:

Training in the Division should be an expectation for all staff -- a job requirement. Extraordinary performance in training and/or completion of specialized training courses should be tied to organizational rewards for such training. A "career ladder" program should be implemented to create upward mobility including salary increases, job advancement, and career development.

COMMENT: There should be formalized opportunities through training for staff to move out of their employee classification trap to assume administrative duties or supervisory roles or increased treatment functions. This may include a combination of in-service training and university courses that leads to a degree or that meets realistic standards and requirements set up by the Division for certain jobs.

RECOMMENDATION 19:

There should be an ongoing assessment of job classifications and the respective requirements for them.

COMMENT: Jobs are dynamic and changeable and the abilities needed to function in them adequately varies. Oftentimes life experiences can more than adequately substitute for formal training. When this is not the case, it is certainly within the Division's role to provide for appropriate training so as to qualify individuals for these positions.

Results from the nominal groups with inmates revealed that complaints voiced by them in the original CCLD Study and its replication are depressingly similar. In both instances they complain of being de-humanized and having no voice in the system. They feel the institutions are bogged down in the enforcement of petty rules and regulations whose primary purpose is to harass and punish them. They see little relationship between the institutional rehabilitative program and what they will be facing on release.

As pointed out earlier in this report the chasm between correctional officers and inmates on the adult level is huge and has reached the breaking point. Inmate discontent in the maximum security institutions seems to be even worse than it was four years ago. Drastic measures are called for to bridge the gap between residents and correctional officers and youth counselors.

RECOMMENDATION 20:

Groups of inmates should be utilized both at Academy sponsored sessions and at in-service meetings within the institution. Their comments and suggestions are valuable and many of their ideas are implementable, if staff resistance to change can somehow be overcome.

COMMENT: Small group meetings between correctional officers and inmates (with a trained moderator present) can become a useful tool for breaking down the communications barrier and could prove valuable to both sides. Residents can be helped to see that correctional officers are people too, that there are legitimate reasons for many rules and that officers are sincerely interested in their welfare and rehabilitation. The Association believes that this will foster more change emanating from the ranks and that Central Office and institutional administrators will be less regarded as "heavies" or "spineless milksops" who continually cave in to inmate demands and media pressures.

The Association believes that the Division has to make an even greater investment in training. This does not simply mean monetary, but it means viewing the training process as a dynamic, changing vehicle for attaining organizational objectives. The Division has within its personnel numerous individuals who have excellent ideas concerning the expansion of training, the addition of new courses, and the use of innovative training techniques. There are individuals available who can monitor the ongoing training and who can assess the training needs of the Division of Corrections personnel. Training does not occur in a vacuum and the system itself must become responsive to the individuals who undergo training by allowing them to utilize their increased abilities and skills; bringing about system changes that adversely affect such areas as communications, staff interaction, staff-inmate interaction; and by offering rewards such as salary increases, opportunities for job advancement, and opportunities for increased responsibility on the job.

RECOMMENDATION 21:

The staff development and training program for the Division should be a regularly budgeted item, not totally reliant on federal funds for its operation. Federal funding should be utilized to initiate programs with the emphasis being placed on phasing into the regular operating budget those programs that prove to be effective.

RECOMMENDATION 22:

Additional staff should be hired to coordinate Academy and institutional training programs. At least one staff member should have as his major duties the evaluation and monitoring of training programs and the surveying of staff to identify training needs.

RECOMMENDATION 23:

A training advisory committee should be formed. Included on the committee should be a curriculum specialist and representatives of the following groups: residents, correctional officers, youth counselors, professional treatment services, educational services, institution administration, and Central Office administration.

COMMENT: A major deficiency in most systems is that they are capable of generating ideas about training needs, but are not capable of translating these ideas into practical, concrete terms. A curriculum specialist would fill this void.

For the most part, staff needs and wants more and better training. The present uncertainty as to the future of the Division has adversely affected morale at all levels and a pall of depression and pessimism has descended. Nevertheless, the uncertainty, the austerity, the overpopulation and the understaffing must not deter the Division from making a maximum effort at upgrading and modernizing its staff.

One of the great ironies within the correctional field is the fact that much time and effort has been expended by correctional administrators to develop programs that are responsive to the needs of the clients, but very little energy has been expended to develop programs to meet the needs of the employees. Correctional personnel at all levels, not just line staff dealing with a client on a day-to-day basis, have been expected to be impervious to the pressures that characterize this highly problem-ridden human service field. It has often been forgotten that these individuals who are expected to be the helpers are also subject to the myriad of problems and pressures that face all human beings. The Division, through a more imaginative approach in its development of training programs and employee oriented programs, can help fill this void. Training must be utilized to the utmost degree possible as a vehicle for effecting change. In this way it will be also upgrading and modernizing its client program.

APPENDIX A

COURSE DESCRIPTIONS
AND
NUMBER OF PARTICIPANTS
COMPLETING TRAINING



For the past two years, the Wisconsin Division of Corrections has faced serious budgetary difficulties. Because of budgetary limitations, the Division has had to discontinue many personnel training programs. Division administrators have remained aware, however, and concerned about the need for in-service training. The Division therefore collaborated with University Extension in requesting funds from the Wisconsin Council on Criminal Justice to do a study of training needs and goals.

This funding was provided and the study was conducted between February and June, 1972, by the Center for Community Leadership Development (CCLD) of University of Wisconsin Extension, in cooperation with the D. O. C. The results and recommendations from that study accompany this proposal.

On the basis of the problems identified by the study (see attached report), training needs in three basic areas have been outlined:

- I. Job Related Activities;
- II. University Credit Activities;
- III. A cross-departmental Training and Evaluation Advisory Committee within each correctional unit.

It should be noted that while the focus of this proposal is the training of D. O. C. staff at all levels, the training program itself has implications for the inmate populations as well. In view of these implications, and in light of previous inmate participation during the study period, inmate participation at this juncture would be anticipated and welcomed.

I. JOB RELATED ACTIVITIES

Interviews conducted with 105 Correctional personnel in the course of the study indicated training needs in eight major job related activities. These needs have been categorized:

1. Studies in Individual Development
2. Cultural Awareness
3. Crowd Analysis and Management
4. Inter-departmental and Interpersonal Communication
5. Problem-identification and Development of Solution Strategies
6. Legal Development
7. Training in Counseling
8. Working in formal and informal groups.

(1) Studies in Individual Development:

Goals:

- Participant understanding of theories of human development, learning and behavior.
- Participant understanding of theory of reference groups, and implications of that theory for deviant behavior.

- Participant ability to utilize above theories in understanding inmate and fellow corrections officers.
- Increased understanding of the purpose, role and mechanisms of societal institutions. Development of insights into own role as an institutional employee.
- Participant (both inmate and staff) awareness of theories of institutional impact on human behavior. Ability to relate theories to own institutional problems and experiences.
- Exploration of the effect of cultural background on human development and behavior.

Content and Sequence:

- (a) Provide classroom instruction on theories of development, learning, and behavior.
- (b) Develop participant perception of the implications of human development, learning and behavior theories for the corrections institution.
- (c) Provide classroom instruction on theories of reference groups and deviant behavior.
- (d) Develop participant perception of the implications of reference group and deviant behavior theories for the corrections institution.
- (e) Expose participants to ideas on institutional functions and institutional impact on the individuals who compose institutions.
- (f) Organize small group discussions of the material covered, focusing on the relevance of the information to work situations.
- (g) Provide opportunities for staff to relate classroom experience to work experience through inmate participation.
- (h) Provide feedback mechanisms for inmates and staff to judge the interfacing of theory and practice.

Structure:

It is proposed that security personnel from Wisconsin correctional institutions be involved in 40 hours of Studies in Individual Development. This program would be arranged by the D. O. C. training staff in cooperation with CCLD.

(2) Cultural Awareness:

Implementation of a program in Cultural Awareness is outlined in a separate proposal submitted by CCLD. According to that proposal, the program would involve participants at Wisconsin correctional institutions and would require 24 hours of training at each institution.

(3) Crowd Analysis and Management:

Goals:

- Sociological awareness of crowd psychology.
- Participant knowledge of the various levels and types of social groupings; i.e., categories, groups, crowds, statistical aggregates, "mobs," etc.
- Development of skills in low-profile conflict resolution with individuals and groups.
- Increased sensitivity to and techniques for avoiding stress-producing situations.
- Awareness of the cultural variable in dealing with different groups.
- Ability to apply general crowd management theory to participant experience and working situations.

Content and Sequence:

- (a) Provide instruction in crowd psychology, social groups, and crowd management.
- (b) Provide opportunities for participant interaction with theory and opportunities to relate personal experiences to theory.
- (c) Participant identification of causes and effects of stress.
- (d) Develop awareness of factors which contribute to stressful situations.
- (e) Use information from Studies in Individual Development and explore the implications of these studies for crowd management.
- (f) Introduce the anxiety-frustration-aggression cycle.
- (g) Explore conflict resolution strategies.
- (h) Introduce role-playing techniques designed to simulate "real life" situations.
- (i) Develop participant discussion of actual experiences with crowds.
- (j) Criticize and analyze both role-playing and real-life situations.
- (k) Participant definitions: When is a group a group? . . . a "crowd?" . . . a "mob?"
- (l) Classroom discussion of crowd management theory as presented by theorists and practitioners.
- (m) Introduction of techniques: How to manage a group, a crowd, or a mob.

- (n) Develop mechanisms with which "firing line" staff and inmates can effectively identify and voice concerns as well as release tensions. Use these mechanisms for on-going, periodic assessments of institutional climates.

Structure:

Training in Crowd Analysis and Management would be offered to D. O. C. personnel for 40 hours. This program would be arranged by the D. O. C. training staff in cooperation with the CCLD staff and possibly with the State Patrol Academy.

(4) Inter-departmental and Interpersonal Communication:

This is the second area of training included in the CCLD proposal. The program outlined in that proposal provides 36 hours of training at Wisconsin correctional institutions.

(5) Problem Identification and Development of Solution Strategies:

This is the third program in the CCLD proposal. It would include 16 hours of training at Wisconsin correctional institutions.

(6) Legal Developments:

Goals:

- Increased understanding of the function of laws in a society, their effect, and their limitations.
- Development of historical and sociological understanding of laws and their use by the D. O. C. personnel and inmates.
- Increased participant knowledge of how and why a law is made.
- Increased participant knowledge of how and why laws are applied.
- Increased participant knowledge of how and why laws are misused.
- Participant awareness of the legal rights of inmates and of D. O. C. personnel, both within and outside the correctional setting.
- Increased participant ability to seek out legal advice for self and inmates.

Content and Sequence:

- (a) Explore historical and sociological basis of laws and legal institutions.
- (b) Examine the mechanisms of law-making.
- (c) Discuss the implications of laws for the criminal and non-criminal.

- (d) Explore the functions of the police officer, the district attorney, the lawyer, the judge, the court, and the Division of Corrections.
- (e) Clarify the role of the corrections staff in regard to legal developments.
- (f) Explore the implications of various laws for corrections staff and inmates.
- (g) Develop participant awareness of current legal trends.
- (h) Develop on-going mechanisms for dissemination of information on legal developments.
- (i) Explore methods for providing legal counseling to staff when needed.

Structure:

This program would involve 40 hours of training for corrections institution staff. The D. O. C. training staff would select the appropriate trainers for this program in cooperation with CCLD.

(7) Training in Counseling:

Goals:

- Participant understanding of the function of a counselor in an institutional setting.
- Awareness of who to counsel and when to counsel; i.e., the effect of time, place, and circumstances on the counseling situation.
- Knowledge of different types of counseling goals: self-awareness, social adjustment, vocational guidance. Ability to apply different counseling approaches to appropriate situations in the corrections institutions.
- Development of skills and techniques for group counseling and individual counseling.
- Sensitivity to the role and function of authority in a counseling situation.
- Participant understanding of the effects of counseling.
- Participant understanding of the ways counseling can be misused.
- Participant understanding of the effects of culture and background on the counseling situation.

Content and Sequence:

- (a) Explore the formal and informal definitions of counseling.
- (b) Discuss the current role of the counselor.

- (c) Discuss what training is needed to counsel.
- (d) Explore: Who should counsel? Why should one counsel? When should one counsel?
- (e) Provide participants with basic counseling skills.
- (f) Develop counseling tools appropriate to group work and individual interaction.
- (g) Role-play counseling situations utilizing basic techniques.
- (h) Provide the participant with information on referrals.
- (i) Develop methods for disseminating useful referral information to participants.

Structure:

This program would involve 40 hours of training for corrections institution staff. The D. O. C. training staff would select the appropriate trainers for this program in cooperation with CCLD.

(8) Working in Formal and Informal Groups:

This is the last program outlined in the CCLD proposal. According to that proposal, the program would provide 64 hours of training to staff at Wisconsin correctional institutions.

PROPOSAL FOR FUNDING
OF CORRECTIONAL STAFF TRAINING

Submitted by:
The Center for Community Leadership Development

July, 1972

In its Analysis of Correctional Staff Training Needs and Determination of Training Goals (see attached report), the Center for Community Leadership Development (CCLD) conducted 105 individual interviews and 48 problem-identification sessions. These investigations indicated a significant need for and interest in programs to improve communications, problem-solving, group efforts, and personal as well as cultural awareness.

The Center has conducted such programs at other institutions, but the lack of funds has heretofore prevented development of this type of training in the Division of Corrections. Because of the need for training, however, and the interest of the D. O. C. administration, CCLD has designed a program appropriate to the abilities of the Center and related to the needs of the Division.

The program outlined here is based on the findings of the Analysis but is not designed to meet all the Division's training needs. The full range of those needs and programs to meet them are outlined in the Division's proposal to the Council. This proposal will spell out training programs in just four areas:

(1) Inter-departmental and Interpersonal Communication Skill Development;
 (2) Problem Identification and Design of Solution Strategies; (3) Cultural Awareness; (4) Working in Formal and Informal Groups.

(1) Inter-departmental and Interpersonal Communication Skill Development:

Goals:

Inter-departmental:

- Participant identification of all those gaps in interdepartmental communication experienced in the last six months.
- Participant development of mechanisms for more effectively distributing information. Use and success of mechanisms to be assessed three months after training.
- Participant design of techniques to increase coordination and cooperation between departments. Effectiveness of techniques to be assessed by training staff and participants in terms of more integrated planning and a more coordinated inmate schedule.

Interpersonal:

- Improve participant's skill at presenting ideas, listening and responding. To be assessed by trainer and participant observation of "communication exercises" at the beginning and at the end of training.
- Improve participant's confrontation and rule enforcement skills. Pre- and post-training assessment by trainers and participants.
- Sharpen those observational skills which determine participant's responses in conversation. Trainer and participant observation of exercises would be used to assess progress.
- Examine the effects of alternative behaviors on the quality and content of conversations. Participant evaluation of effectiveness of different behaviors.

Content and Sequence:

- (a) Identify participant-perceived issues related to inter-departmental and interpersonal communication.
- (b) Assess participant communication skills.
- (c) Begin improving participant observational skills.
- (d) Introduce role differentiation: presenter and respondent. Explore techniques for offering creative, effective presentations and responses.
- (e) Explore the role of acquaintanceship in improving the accuracy of interpersonal communication.
- (f) Examine ways of opening the conversation to helpful feedback on ideas.
- (g) Determine the relative impact of individual ideas on the flow of interdepartmental information.
- (h) Explore alternative ways of developing subordinates' cooperation with job requirements.
- (i) Develop techniques to improve the use of consultative help in inter-departmental issues.
- (j) Introduce one- and two-way models of communication.
- (k) Explore the role of feelings and biases in message sending and receiving.
- (l) Determine goals for on-the-job improvement of skills learned.

Structure:

This program would involve a total of 180 people at four separate institutions. Those participating would range from the warden through the first three layers of management. The content would be covered in a three-day workshop held away from the institution to reduce interruption. One-half of the participant group from each of the four institutions would participate one week and the other half during the following week. Instruction would be provided by the Center for Community Leadership Development.

Participant Selection:

A cross-sectional trainee group will be selected to include responsible people at all levels in the particular institution. The selection will be made by the executive staff at each institution, with consultation from the instructional staff. A representative group of offenders will be randomly selected who will be able to articulate the effect of specific interdepartmental problems on the client (offender).

(2) Problem Identification and Design for Solution Strategies:Goals:

- Participant development of at least six new methods for contacting and involving the appropriate personnel in interdepartmental problem-solving. Use and effectiveness of methods would be evaluated three months after training.
- Participant identification and evaluation of various problem analysis procedures. Procedures identified in the workshop would be subsequently used in the institution and their effectiveness evaluated by participants in a report to the Advisory Training Committee.
- Use the training session as a "laboratory" in which to identify and analyze several existing institutional problems.
- Participant development of effective problem-analysis methods. Efficacy of these methods would be assessed in relation to "laboratory" problems.
- Participant development of task-relevant strategies that result in improved offender rehabilitation. Strategies would be assessed through post-training observation of participants and a comparison of pre- and post-training rehabilitation measures.

Content and Sequence:

- (a) Identify current problems; introduce problem-solving theory and alternative methods.
- (b) Clarify the meaning of stated problems.
- (c) Examine the effects of different methods for determining solution priorities.
- (d) Analyze a specific problem, identify specific contributing factors.
- (e) Determine the feasibility of working on given factors.
- (f) Examine the role of success in efforts to seek problem resolution.
- (g) Explore "win-win" strategies.
- (h) Identify those resources necessary to the resolution of specific problem factors.
- (i) Establish a problem-resolution timetable.
- (j) Design follow-up procedures.

Structure:

This program would involve the same 180 people that participate in Inter-departmental and Interpersonal Communication Skill Development. The content would be covered in two, one-day sessions with the first day scheduled within 6 weeks after the inter-departmental and interpersonal communication session. The second day would follow within eight weeks of the first day. Instruction will be provided by the Center for Community Leadership Development.

Participant Selection:

In addition to those participants selected for Inter-departmental and Interpersonal Communication Skill Development, relevant others will be included if deemed necessary by the participant groups.

(3) Cultural Awareness:Goals:

- Reduce inter-cultural suspicion and the derogatory remarks and stories which result from it. Effectiveness would be measured by pre- and post-training attitudinal tests, and post-training observation of participants.
- Improve fact-finding behavior, reduce dependence on racial cues and stereo-types for drawing conclusions. Would be measured by pre- and post-testing of participant responses to hypothetical situations, and post-training observation of participants' fact-finding behavior.
- Reduce stereotyping based on cultural identity. Would be measured by attitudinal tests and trainer and participant observation.
- Participant development of 10 concrete ways to utilize different cultural strengths. Would be evaluated on the basis of implementation; i.e., are "soul foods" being incorporated into the institution's menu?

Content and Sequence:

- (a) Explore the implications of forming opinions from limited information.
- (b) Examine the tendency for people to see what they want to see in a given situation.
- (c) Develop the ability to admit being wrong.
- (d) Discuss whether stereotyping is positive in some cases.
- (e) Discuss, "who didn't melt into the 'melting pot' and why?"
- (f) Develop historical perspectives on cultural development.
- (g) Analyze whether intra-cultural differences are more important than inter-cultural differences.

- (h) Examine: "The Rightness of Whiteness."
- (i) Talk openly with people from different cultures.
- (j) Ask, "Must we all be alike?"
- (k) Learn where to find out more about different cultures.
- (l) Develop perspectives on living in a ghetto or on a reservation.
- (m) Analyze implications of all this for behavior change.

Structure:

This program is designed to involve 800 representative members of the Division's offender contact staff. The program would be conducted at four institutions. Content would be covered in eight, three-hour sessions to be held at or near each institution. Each session would be organized into groups of 30 participants each. Instructors would be provided by the Center for Community Leadership Development. (See attached resumes.)

Participant Selection:

Participants will be those staff members who have offender contact. Offenders who can represent the range of cultures housed in the particular institution will be randomly selected as resources.

(4) Working in Formal and Informal Groups:

Goals:

- To select equal numbers of treatment and security personnel for development of several two-member work teams in each institution.
- To increase participants' knowledge of group interaction theory as measured by pre- and post-training tests and achievement of 80% comprehension.
- Improvement of individual participant's observational skills. Improvement would be assessed by trainers and participants in the course of training exercises.
- Development of responsive, accurate planning skills in each two-member team. Team's use of skills would be assessed by each team's co-workers three months after training.
- Participant evaluation of different techniques for learning about other group members; the "historical information" approach and the "here-and-now" approach.
- Developing participants' ability to minimize attribution and projection. Progress would be evaluated by trainer and participant observation during training and in post-training group meetings.

- To have each team member be aware of his own motives, and see the relationship of his concerns and biases to his performance when working in groups of other people. Motivations would be observed and assessed by trainers and participants in the course of training exercises and in post-training group meetings.
- Develop a repertoire of appropriate techniques for addressing group content. Use and success of techniques would be measured by observation of post-training group meetings.

Content and Sequence:

- (a) Assess skill levels and perceived participant needs.
- (b) Develop acquaintanceship and form small groups.
- (c) Examine ways to become better acquainted.
- (d) "How long must one take to become acquainted?"
- (e) Explore the development of a trusting relationship.
- (f) Assess trust levels.
- (g) Examine the role of non-verbal behavior in communication.
- (h) Examine self-disclosure and the role of leader.
- (i) Develop feedback skills.
- (j) Explore projection: "What are you attributing to me?"
- (k) Group Climate Assessment.
- (l) "How cohesive are we?"
- (m) Develop techniques for handling "story tellers."
- (n) Develop techniques for bringing in quiet members.
- (o) Examine member roles in groups.
- (p) Analyze: "Who is controlling this group?"
- (q) Discuss decision-making in groups.
- (r) Discuss limits on behavior in the group.
- (s) Develop strategies: "How can each team work together?"
- (t) Explore the effects of different behaviors on group productivity.

Structure:

This program would involve only 80 participants. Selection of participants would be made by interviewing volunteers prior to the program's first session. The first session would be conducted for five days at a setting apart from any institution. Two follow-up days would be scheduled at monthly intervals at each institution. Instruction would be provided by the Center for Community Leadership Development.

Participant Selection:

A balanced group of security and program staff will be selected by the executive staff of each institution in consultation with the instructional staff.

PROGRAM EVALUATION

An evaluation program would be developed by the D. O. C. planning staff and implemented by training instructors and the Advisory Training Committees.

Evaluation will be made on two levels. There will be an initial evaluation to determine whether training sessions were conducted as outlined in the proposal. This first evaluation will establish whether the number of class hours, the number of participants, and the course structure, conformed to the proposal guidelines.

The second, more complex, evaluation will seek to determine the effectiveness of the various training sessions. As indicated in the goals included here, each training program has unique goals and each goal requires its own specific evaluation. An evaluation scheme appropriate to each different type of training will be an integral part of every program.

To assist in the development and implementation of this plan, it is proposed that an evaluation specialist be hired to design specific evaluative devices for use in each training program. This specialist would be hired by the Division of Corrections with funds provided by the Council on Criminal Justice. The evaluative devices used would be designed to assess beneficial changes in the staff during the course of training.

BUDGET SUMMARY
SUPPLEMENTAL SCHEDULE

I. Job Related Activities

The budget for this program is based on a tuition fee of \$2.50 per participant hour. This tuition payment covers fees for instructors, including preparation and contact time, secretarial help, training materials, travel to training site, and living expenses at training site.

	<u>Training Costs</u>	<u>Add'l Staff Costs</u>
1. Studies in Individual Development 360 participants 40 clock hours @ \$2.50 per participant hour	\$36,000	\$72,000
2. Cultural Awareness 600 participants, 24 clock hours each		72,000
3. Crowd Analysis and Management 400 participants 40 clock hours @ \$2.50 per participant hour	36,000	72,000
4. Inter-departmental and Inter-personal Communication 160 participants, 36 clock hours each		28,800
5. Problem Identification and Design for Solution Strategies 160 participants, 16 clock hours each		12,800
6. Legal Developments 100 participants 40 clock hours @ \$2.50 per participant hour	8,000	16,000
7. Training in Counseling 80 participants 40 clock hours @ \$2.50 per participant hour	8,000	16,000
8. Working in Formal and Informal Groups 80 participants, 64 clock hours each		25,600
Total-----	88,000	315,200

II. University Credit Activities

20 consultant days @ \$100 per day	2,000
Travel	1,000
Tuition costs for 100 people - 2 semesters	/a
Travel	5,000
Materials	1,000
Total-----	9,000

a/ Tuition will be paid through Law Enforcement Education Program (LEEP).

	<u>Training Costs</u>	<u>Addt'l Staff Costs</u>
--	---------------------------	-------------------------------

III. Training and Evaluation Advisory Committee

6 part-time educational counselor ^{a/} @ \$15,200/2	45,600 ^{b/}	
40 consultant days @ \$100 per day	4,000	
Typist	6,000	
Travel	<u>1,500</u>	
	Total-----57,100	
	Grand Total-----	<u>469,300</u>

a/ Job description attached. Although the budget indicates in-kind contributions from educational counselors, staff services will also be contributed by work-study student/staff members, institution staff, and other Division of Corrections staff (mainly Central Office).

b/ In-kind contribution.

CORRECTIVE INSTITUTIONS

Training Grant

72-06-05-06

73-03-04-01

Quarter Ending March 31, 1975

Training under this grant ended during the first quarter of 1975. The grant was originally approved in March of 1973 and training began in May 1973. Several extensions of time were required to complete the program because the volume and frequency of training created scheduling problems for the institutions.

The final evaluation is presently being prepared by the John Howard Association but in the absence of that report, we believe the program was successful and accomplished its objectives.

The concluding activity under this grant was training in Individual Development at the Wisconsin School for Girls. Forty (40) hours of training was offered and 37 employees participated in all or some of the sessions.

During the period of the grant the following numbers of people participated in each unit of the training:

CROWD ANALYSIS AND MANAGEMENT (goal 400 @ 40 hrs. each)

323 received 32-40 hrs.
266 received 8 hrs.
22 received 16 hrs.
6 received 24 hrs.

617 TOTAL

INDIVIDUAL DEVELOPMENT (goal 360 @ 40 hrs. each)

334 received 40 hrs.
37 received 8-40 hrs.

371 TOTAL

CULTURAL AWARENESS (goal 600 @ 24 hrs. each)

606 received 24 hrs.

COMMUNICATION SKILLS (goal 160 @ 24 hrs. each)

152 received 24 hrs.

PROBLEM IDENTIFICATION AND SOLUTION (goal - 160 @ 16 hrs. each)

130 received 16 hrs

LEGAL DEVELOPMENTS (goal 100 @ 24 hrs. each)

237 received 24 hrs.

87 received 16 hrs.

324 TOTAL

COUNSELING (goal 80 @ 40 hrs. each)

61 received 40 hrs.

SMALL GROUPS (goal 80 @ 64 hrs.)

63 received 64 hrs.

17 received 40 hrs.

80 TOTAL

APPENDIX B

EMPLOYEE ATTITUDE SURVEY TO
HELP DETERMINE
THE STATUS OF STAFF TRAINING

JOHN HOWARD ASSOCIATION
537 South Dearborn Street
Chicago, Illinois 60605

EMPLOYEE ATTITUDE SURVEY TO
HELP DETERMINE THE STATUS OF STAFF TRAINING

Please complete this questionnaire describing how you feel about such things as programs, working conditions, staff training, supervision, and operations in general. Your frank opinion is most earnestly requested, since it is only possible to learn about and improve programs and personnel practices when shortcomings and problems in these areas can be identified by employees through a study such as this.

To assure all staff that their answers will be confidential, and that no individual taking part in this survey may be identified, the John Howard Association is conducting this study. Individual responses will not be available to anyone in your institution or other parts of the Division of Corrections or to anyone else in Wisconsin. Only John Howard Association staff will analyze the results and that will be for the purpose of developing tabulations and reports (which will not reveal individual identity).

Since the survey attempts to get your personal opinion, it is important that you not discuss this questionnaire with your fellow employees until after you and they have answered the questions.

Before beginning to answer any questions, please read carefully the instructions preceding each part.

Thanks for your cooperation.

NAME _____

PLEASE CIRCLE APPROPRIATE CHOICE.

1. The institution at which I work is:

- 1. Wisconsin State Prison
- 2. Wisconsin State Reformatory
- 3. Wisconsin Correctional Institution
- 4. Wisconsin School for Boys
- 5. Kettle Moraine Boys School

2. What is your current working title? _____

3. Do you hold another job in addition to the one here at this facility?

- 1. Yes
- 2. No

NOTE: QUESTIONS ARE ON BOTH SIDES OF SHEETS.

4. Please circle training programs participated in:

1. Crowd Analysis
2. Cultural Awareness
3. Problem Identification and Solution
4. Communication
5. Small Groups
6. Legal Training
7. Counseling
8. Studies in Individual Development (taught on-site)

5. If you have been involved in some of the above training courses, about how many months have gone by since you were last involved? _____

6. This is the third time that this questionnaire has been administered. If you participated during the first time it was given (about two and a half years ago), have you changed job titles or institution since then?

Yes _____ No _____

If so, what was your former job title (or institution)? _____

NOTE: QUESTIONS ARE ON BOTH SIDES OF SHEETS.

INSTRUCTIONS (Please read and follow carefully.)

This part of this questionnaire contains a list of questions and several possible answers to each question. For each question, circle the number immediately preceding the answer or answers which you feel best describe your response to the question. It may be possible that you will want to use more than one answer. In that case, CIRCLE AS MANY NUMBERS PRECEDING THE ANSWER AS APPLY. Read each question carefully and be sure to answer each one.

1. For my job to become more attractive to me, there should be:

1. Regular salary increases
2. More staff-inmate contact
3. More staff
4. More in-service training
5. Better working hours
6. Better supervision of my work
7. Elimination of cliques and favoritism
8. Better communications
9. Less political intervention
10. Other (specify): _____

2. My major problems on the job are:

1. Disciplining inmates
2. Making decision
3. Staff turn-over
4. Lack of facilities and equipment
5. Do not know inmates well enough
6. Other (specify): _____

3. Why did you come to work at this facility?

1. I was employed but wanted to change to institutional work because I like working with offenders.
2. I was unemployed and needed work.
3. I completed my academic work and was seeking employment.
4. For job security.
5. Relatives influenced me.
6. Other (specify): _____

4. Communication between staff members:

1. Is rapid and accurate
2. Is rapid and inaccurate
3. Is slow and accurate
4. Is slow and inaccurate
5. Is inconsistent
6. Other (specify): _____

5. In your opinion, how is this facility run?
1. Inmates have too much to say
 2. Too much "iron hand" by staff
 3. Lax and inconsistent policy
 4. Firm and fair policy
 5. Other (specify): _____
6. For a job like mine to attract competent personnel, there should be:
1. Higher salaries
 2. More in-service training
 3. More staff
 4. Higher educational requirements
 5. More previous similar experience
 6. Better working hours
 7. Better supervision of staff
 8. Opportunity for advancement
 9. Other (specify): _____
7. The following personnel at this institution are doing their jobs well:
1. Administrative
 2. Business and clerical
 3. Professional treatment
 4. Custody
 5. Building and maintenance
 6. Educational-academic
 7. Educational-vocational
 8. Industry
 9. Food service
 10. Agricultural
8. The following personnel at this institution are not doing their jobs well:
1. Administrative
 2. Business and clerical
 3. Professional treatment
 4. Custody
 5. Building and maintenance
 6. Educational-academic
 7. Educational-vocational
 8. Industry
 9. Food service
 10. Agricultural

9. The reasons why most employees leave their jobs at this facility are:
1. For better paying jobs
 2. Prefer not to work in an institution
 3. Poor working conditions (poor working relationships, low morale, etc.)
 4. Working with offenders is too difficult
 5. Previous training not related to job
 6. Too little involvement with inmates
 7. Other (specify): _____
10. Listed below are the various services of the institution. Using the following designations, place the number of the response which best fits your estimate in the space preceding each service.
1. Very high morale
 2. Above average morale
 3. Average morale
 4. Below average morale
 5. Very low morale
- _____ Administrative services
 _____ Clerical services
 _____ Professional treatment services
 _____ Custody
 _____ Maintenance services
 _____ Academic education services
 _____ Vocational education services
 _____ Industry
 _____ Inmates

PART II

INSTRUCTIONS (Please read and follow carefully.)

This part of the questionnaire contains a list of questions for which you CHOOSE ONLY ONE ANSWER. CIRCLE THE CORRECT NUMBER.

11. In your opinion, what is the main purpose of this facility?
1. Protect the community by removal of the inmate from the community
 2. Punish inmates for offenses which they have committed
 3. Help make inmates better citizens, thereby protecting the community
 4. Other (specify): _____

12. Disciplining inmates should be handled:

1. Individually by correctional officer (or guard).
2. By a staff disciplinary committee
3. Individually by an administrative staff member
4. By a committee including an inmate
5. Other (specify): _____

13. The best way for inmates to participate is to:

1. Give them direct orders and see that they obey without argument.
2. Explain reasons for request, respect their opinion, provide leadership and expect compliance.
3. Use inmates to carry out program: put them on their own.
4. Let them choose.
5. Other (specify): _____

14. Assuming that inmates' ability to adjust to the community on release should be greater than when they were admitted, what is the condition of most inmates upon release?

1. Better than when admitted.
2. About the same as when admitted.
3. Worse than when admitted.
4. Other (specify): _____

15. How would you handle (or like to see handled) the situation if you discovered an older "repeater" inmate being the aggressor in a homosexual act on a young, newly committed inmate?

1. Would rough him up.
2. Put him in isolation.
3. Let the inmates know - i.e., "Put out the word."
4. Would admonish both of them, particularly the older inmate, routinely report the incident and recommend that they not be allowed to associate with each other again.
5. Would "break it up," probably remove both from the scene and encourage the proper staff people to determine what was best for both inmates (whether isolation for one, both or none; a change of cells/rooms or jobs; counseling, etc.)
6. Write him up.
7. Other (specify): _____

16. What do you think makes the average offender come here?

1. He "asked for it."
2. He is a victim of society.
3. His personal and environmental background mainly.
4. He got caught.
5. He is sick or crazy.
6. A way of life - a "profession."
7. Other (specify): _____

17. I have been working on my present job for:

1. Less than six months.
2. Six months but less than one year.
3. One year but less than two years.
4. Two years but less than five years.
5. Five years but less than 10 years.
6. Ten years and over.

18. I have been working in this institution for:

1. Less than six months.
2. Six months but less than one year.
3. One year but less than two years.
4. Two years but less than five years.
5. Five years but less than 10 years.
6. Ten years and over.

19. I have worked in the Division of Corrections for:

1. Less than six months.
2. Six months but less than one year.
3. One year but less than two years.
4. Two years but less than five years.
5. Five years but less than 10 years.
6. Ten years and over.

20. How should an inmate be handled who "blew up" in the kitchen and pushed over the loaded bread trays?

1. Punished routinely for not behaving, most likely by isolation.
2. Reasons why should be determined and action taken should be appropriate for both control and treatment.
3. Be "bawled out" in front of the other inmates.
4. Routine disciplinary action.
5. Other (specify): _____

21. Regarding actual decision-making, which one of the following best describes the process?

1. All significant decisions are made at or very near the top of institutional administration.
2. All significant decisions are made in Central Office.
3. Generalizations of policy leave subordinate staff relatively on their own in deciding many significant questions of action and procedure.
4. Guidelines for decision-making at any level are defined through the process of training and supervision.
5. There is no orderly process for decision-making.
6. Other (specify): _____

22. What do you see as your main job here at the institution?

1. Helping maintain custody and control.
2. Helping inmates better themselves, whether by counseling, encouragement, teaching, etc.
3. Helping make the experience one they won't want to repeat---"make it rough" on them.
4. Carrying out orders of administration - It knows best.
5. Other (specify): _____

23. How do other institution staff, doing different work, generally look upon you (whether rightly or wrongly)?

1. As a helping person, an important part of the total treatment program.
2. As "a guard" or "merely a keeper."
3. As a "do-gooder."
4. As a "head shrinker."
5. As filling just another job.
6. Other (specify): _____

24. To what extent should inmates be involved in shaping policies which govern operations at this facility.

1. An inmate or student advisory council or committee is a must.
2. There should be no participation by the inmates.
3. Ideas, complaints, etc. should be heard individually by staff and relayed to appropriate staff.
4. Other (specify): _____

25. Treatment at this facility is the primary responsibility of:

1. Social workers or counselors
2. Clinical staff
3. Chaplains
4. Academic teachers
5. Vocational teachers
6. Industry
7. Custody or group living staff
8. All staff
9. No one in particular. Inmate gets what he can on his own.

26. What percent of the inmates here do you feel could be handled in the community (under parole, in halfway houses, etc.) just as well as here because they really are not dangerous and they don't need institutionalization?

1. None
2. 10-20%
3. 21-40%
4. Over 40%

27. How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you know exists at this facility?

1. None
2. Very little
3. More than a little
4. A great amount

28. How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you think exists at this facility?

1. None
2. Very little
3. More than a little
4. A great amount

29. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by staff are you aware of?

1. None
2. Very little
3. More than a little
4. A great amount

30. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you know exists at this facility?
1. None
 2. Very little
 3. More than a little
 4. A great amount
31. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you think exists at this facility?
1. None
 2. Very little
 3. More than a little
 4. A great amount
32. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by other inmates are you aware of?
1. None
 2. Very little
 3. More than a little
 4. A great amount

PART III

This part of the questionnaire contains a list of statements concerning your work at this facility. So that you can indicate the extent to which you agree or disagree with each statement use only ONE of the following four answers which most closely describes your feelings about each statement. ENTER THE NUMBER REPRESENTING YOUR ANSWER IN THE SPACE PRECEDING EACH QUESTION.

1. Definitely Agree - if you definitely agree with the statement.
2. Inclined to Agree - if you are not definite, but think that the statement tends to express how you feel about the matter.
3. Inclined to Disagree - if you are not definite, but think that the statement does not tend to express how you feel about the matter.
4. Definitely Disagree - if the statement definitely does not express how you feel about the matter.

There are no "right" or "wrong" answers. The answer which is sought is the one that most adequately reflects your response to each statement.

33. _____ An inmate's race makes no difference here as far as staff handling is concerned.
34. _____ I like to be identified in the community as an employee of this facility.

1. Definitely Agree
2. Inclined to Agree
3. Inclined to Disagree
4. Definitely Disagree

35. _____ Our work runs smoothly.
36. _____ Administration here likes to get our ideas.
37. _____ Staff should show as much respect toward inmates as they do toward one another.
38. _____ Indians are more passive than whites.
39. _____ At least half of the inmates here could be released to the community on parole now if adequate supervision was given.
40. _____ My job pays about what it should compared with other jobs at this facility.
41. _____ Some employees in my group do not carry their fair share of the work load.
42. _____ It takes "pull" to get ahead here.
43. _____ Considering everything, my immediate superior is doing a good job.
44. _____ When administration here talks or writes to employees about policy and procedure, they usually sidestep or evade the things which seem to bother us most.
45. _____ Policies and procedures are changed too often.
46. _____ People get along well with each other in my civil service classification.
47. _____ My immediate superior gives credit when credit is due.
48. _____ In the handling of discipline cultural differences should be taken into consideration.
49. _____ Administration here tries to build team spirit.
50. _____ I get more information from my superiors than from the "grapevine."
51. _____ Some staff side with other employees in opposing the administration here.
52. _____ The in-service training program is fairly well developed and very effective.
53. _____ The program here keeps all inmates fairly well occupied.
54. _____ Inmates generally can be relied upon to be as honest as staff about conditions which surround them in institutions.

1. Definitely Agree
2. Inclined to Agree
3. Inclined to Disagree
4. Definitely Disagree

55. ___ The staff here is generally all working together as one.
56. ___ We are too custody or "lockup" minded here.
57. ___ It is not hard to get administration to recognize employees' problems.
58. ___ When I have a problem I feel free to talk it over with my immediate superior.
59. ___ I am told beforehand of changes that affect my work.
60. ___ I am satisfied with the amount of information we get about policies and decisions that affect us.
61. ___ Employees in other groups who work with us are cooperative.
62. ___ Blacks are, by nature, less intelligent than whites.
63. ___ There usually seem to be good reasons when changes are made here.
64. ___ I may not always like what administration does, but I feel they are trying to be fair.
65. ___ Not enough importance is given to ability in upgrading and promotions.
66. ___ I am told fully and frankly how well I perform my job.
67. ___ Staff meetings are generally a good source of information.
68. ___ I enjoy working here.
69. ___ This facility has good community support.
70. ___ This facility has good central office support.
71. ___ This facility has good state support.
72. ___ Pre-release orientation of inmates is good.
73. ___ I am satisfied with the pay I get.
74. ___ I am treated as an individual rather than "just another employee."
75. ___ Generally, administration here is looking out for our interest.
76. ___ My immediate superior gives clear instructions and explanations.
77. ___ My duties and responsibilities are clearly defined.
78. ___ Staff should expect to get only as much respect as they have earned.

1. Definitely Agree
2. Inclined to Agree
3. Inclined to Disagree
4. Definitely Disagree

79. ___ Efforts have been brought about to develop cost consciousness on the part of employees, and we are aware of the cost of materials and the treatment program here.
80. ___ This facility has established good standards for work performance.
81. ___ There is no favoritism shown in such things as delegating authority, making appointments, etc.
82. ___ Hiring techniques can be improved so that fewer errors are made in selecting employees.
83. ___ The best way to control a crowd or gang of prisoners is to hit them hard and fast.
84. ___ Homosexual practices are kept under good control.
85. ___ Thefts of institutional property by employees are nonexistent.
86. ___ Regarding equipment and facilities, the major emphasis by staff is on preventive maintenance programs rather than just on emergency repairs.
87. ___ Employees are "introduced" to the job rather than being "thrown into" it.
88. ___ My superior follows through on problems I present.
89. ___ Chicanos are more hot-tempered than whites.
90. ___ Staff are consistent in abiding by established rules and regulations in making decisions.
91. ___ Inmates are kept here too long before transfer or release.
92. ___ We need to tell more of our story to the public in order to get better support.
93. ___ My immediate superior has trouble making decisions.
94. ___ I get a great deal of satisfaction from my work because my job involves work with well qualified associates.
95. ___ My work is satisfying because it means being connected with a successful operation.
96. ___ I feel inmates here would have good suggestions for improving this institution.
97. ___ There are too many unexpected situations and emergencies which keep us from doing a good job.

1. Definitely Agree
2. Inclined to Agree
3. Inclined to Disagree
4. Definitely Disagree

98. _____ There is always an effective follow-up to determine how well our performance on the job meets established standards.
99. _____ Proper corrective action is usually taken when job performance is not "up to par."
100. _____ I am satisfied with my chances of being promoted in the future.
101. _____ My immediate superior helps me make the best use of my abilities and experience.
102. _____ There is considerable need for more teamwork in our work group.
103. _____ Too many projects or programs are started but never followed through.
104. _____ Decision making where I work on the whole represents sound judgement even though calculated risks are taken.
105. _____ Many staff people here seem to get an unusual amount of satisfaction from having power over people.
106. _____ This institution provides adequate separation and protection of inmates on the basis of sophistication and other factors which, if not considered, could produce negative results.
107. _____ American Indian and Chicano inmates are treated as well as white inmates.
108. _____ Black inmates are treated as well as white inmates.
109. _____ Actual homosexuality at this institution is a serious problem.
110. _____ Blacks are to be feared more than whites.
111. _____ The disciplinary, detention, isolation, segregation unit is not used enough.
112. _____ If a takeover of the institution or part of it is started by inmates, talking or reasoning with them should be out of the question.
113. _____ If an inmate swears at you, it should automatically call for disciplinary action.
114. _____ The physical plant here is adequate.
115. _____ Materials and equipment are utilized efficiently here.
116. _____ This questionnaire permitted me to express my opinions adequately.

IF YOU HAVE ANY OTHER COMMENTS, PLEASE WRITE THEM IN THE SPACE BELOW.

PLEASE BE SURE YOU HAVE ANSWERED EVERY QUESTION.

WHEN YOU HAVE FINISHED, PLACE THIS QUESTIONNAIRE IN THE ACCOMPANYING ENVELOPE, SEAL IT, AND DEPOSIT IT AS INSTRUCTED.

Remarks or Comments:

C.1

APPENDIX C

DATA FROM
EMPLOYEE ATTITUDE QUESTIONNAIRE

REPORT FORMAT

Each section of the three-part Employee Attitude Questionnaire has a different method of indicating a response:

Questions in Part 1 have several possible answers, and the respondents were allowed to choose as many as they felt were true responses. (N.B. There are no right answers to these questions.) Therefore, a table reflecting all responses, as many or as few as there are in each category, will be shown.

Questions in Part 2 also contained several possible responses, but only one of these answers is considered a favorable or proper response. Respondents were allowed to choose only one answer to each question. A table reflecting all responses, as many or as few as there are in each category, will be shown, although the reader should keep in mind that only one of these responses is considered to be favorable.

Part 3 is a list of statements concerning work at the facility. Respondents were directed to answer with "Agree" or "Disagree," whichever most closely described their feelings about each statement. For each statement, one of these possibilities, agree or disagree, is the favorable response, and the percent of those answering favorably will be shown. The favorable response is indicated in capital letters in parentheses after each statement.

N.B. Questions in Part 2 are repeated in Part 3 under their specific attitude-related category with the favorable response indicated in capital letters in parentheses and the percentage of those answering favorably indicated to the right.

PART 1

1. For my job to become more attractive to me, there should be:

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Regular salary increases.....	54.8	67.9	50.8	50.7	45.0	64.0	44.3	58.7	32.1	53.0	46.3	60.8
More staff inmate contact.....	9.6	5.9	7.9	6.7	16.4	3.2	10.8	12.0	16.4	5.0	12.1	6.2
More staff.....	24.3	28.9	18.3	26.7	19.9	20.0	25.7	42.4	11.4	18.0	20.6	26.9
More in-service training.....	47.8	45.5	37.3	33.3	31.0	35.2	29.9	30.4	34.3	29.0	36.9	36.4
Better working hours.....	7.4	6.4	12.7	14.7	11.1	11.2	10.2	12.0	10.0	9.0	10.0	9.8
Better supervision of my work.....	5.2	3.7	6.3	6.7	7.6	5.6	9.6	7.6	5.7	5.0	6.8	5.4
Elimination of cliques and favoritism.....	19.6	20.3	23.8	20.0	12.9	21.6	19.8	26.1	22.9	24.0	19.4	22.1
Better communication.....	57.8	47.1	47.6	46.7	69.0	64.0	53.3	51.1	65.7	60.0	59.0	53.5
Less political intervention.....	32.6	25.1	35.7	18.7	31.0	24.8	28.1	19.6	19.3	21.0	29.6	22.6
Other.....	11.3	7.0	11.9	9.3	12.3	11.2	18.6	9.8	13.6	17.0	13.4	10.4

2. My major problems on the job are:

Disciplining inmates.....	16.5	15.0	27.0	9.3	14.0	10.4	18.6	12.0	19.3	7.0	18.5	11.4
Making decisions.....	3.9	4.3	7.1	8.0	4.1	4.0	9.6	4.3	7.9	5.0	6.2	4.8
Staff turnover.....	15.7	19.3	13.5	21.3	5.8	7.2	18.6	28.3	8.6	7.0	12.7	16.2
Lack of facilities and equipment..	33.0	27.3	31.0	36.0	26.3	28.0	15.6	32.6	15.7	23.0	24.9	28.7
Do not know inmates well enough...	7.8	13.4	3.2	8.0	23.4	17.6	13.2	12.0	11.4	7.0	12.0	12.3
Other.....	41.3	29.4	27.0	22.7	39.2	32.0	43.1	33.7	45.7	44.0	39.8	32.3

3. Why did you come to work at this facility?

I was employed but wanted to change to institutional work because

I like working with offenders...	21.7	20.3	21.4	20.0	25.7	21.6	27.5	27.2	31.4	24.0	25.3	22.3
I was unemployed & needed work....	12.2	17.6	9.5	20.0	9.4	12.8	21.6	28.3	15.7	16.0	13.7	18.3
I completed my academic work & was seeking employment.....	5.2	7.5	6.3	13.3	8.2	7.2	10.2	18.5	6.4	7.0	7.2	9.8
For job security.....	63.0	63.1	61.9	49.3	54.4	59.2	33.5	28.3	43.6	46.0	51.9	52.0
Relatives influenced me.....	5.2	6.4	4.8	6.7	4.1	8.0	7.2	3.3	7.9	6.0	5.8	6.2
Other.....	25.7	18.2	23.0	17.3	33.9	24.0	31.1	22.8	36.4	30.0	29.9	22.1

C.3
DATA FROM EMPLOYER ATTITUDE QUESTIONNAIRES

4. Communication between staff members:

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Is rapid and accurate.....	19.1	21.4	20.6	18.7	13.5	9.6	16.2	25.0	4.3	7.0	15.1	16.6
Is rapid and inaccurate.....	2.6	1.6	3.2	4.0	3.5	1.6	4.2	2.2	6.4	6.0	3.8	2.8
Is slow and accurate.....	11.7	13.9	10.3	13.3	15.2	8.8	9.0	6.5	10.7	8.0	11.5	10.5
Is slow and inaccurate.....	19.6	20.9	15.9	17.3	13.5	19.2	17.4	20.7	17.9	25.0	17.0	20.7
Is inconsistent.....	58.7	49.7	51.6	53.3	71.3	68.8	62.3	54.3	71.4	67.0	63.1	58.0
Other.....	8.7	3.2	11.1	6.7	5.8	8.8	12.6	5.4	9.3	11.0	9.4	6.6

5. In your opinion, how is this facility run?

Inmates have too much to say.....	53.9	45.5	35.7	34.7	36.3	48.8	21.0	25.0	38.6	30.0	38.4	38.9
Too much "iron hand" by staff.....	5.7	5.9	1.6	1.3	2.3	1.6	3.6	1.1	3.6	5.0	3.6	3.5
Lax and inconsistent policy.....	34.3	34.2	45.2	50.7	59.6	60.0	39.5	37.0	62.9	64.0	47.0	47.5
Firm and fair policy.....	27.8	31.6	34.9	26.7	17.0	9.6	30.5	40.2	13.6	14.0	24.8	24.5
Other.....	14.3	10.7	16.7	9.3	12.3	13.6	20.4	7.6	16.4	10.0	15.8	10.5

6. For a job like mine to attract competent personnel there should be:

Higher salaries.....	66.1	69.5	61.1	58.7	57.9	60.8	49.1	46.7	35.7	50.0	55.2	59.2
More in-service training.....	43.9	39.6	28.6	29.3	34.5	31.2	34.1	30.4	35.7	23.0	36.3	32.1
More staff.....	18.3	20.9	12.7	29.3	15.8	21.6	13.2	31.5	10.0	17.0	14.5	23.1
Higher educational requirements.....	9.6	9.6	12.7	10.7	11.7	13.6	8.4	4.3	7.9	8.0	10.0	9.5
More previous similar experience.....	11.3	15.5	9.5	10.7	15.8	19.2	12.0	19.6	15.0	12.0	12.7	15.7
Better working hours.....	6.1	4.8	14.3	16.0	8.8	6.4	12.0	9.8	7.9	9.0	9.4	8.1
Better supervision of staff.....	10.0	10.7	14.3	18.7	9.9	17.6	12.6	17.4	17.9	12.0	12.5	14.5
Opportunity for advancement.....	52.6	44.9	50.8	45.3	48.5	48.0	46.7	40.2	49.3	57.0	49.8	47.0
Other.....	8.3	5.9	8.7	6.7	9.9	6.4	14.4	7.6	11.4	7.0	10.4	6.6

C.4

WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

7. The following personnel at this institution are doing their jobs well:

Administrative.....	56.1	52.9	47.6	46.7	31.6	18.4	49.7	59.8	30.0	25.0	44.1	40.9
Business and clerical.....	57.0	47.6	54.8	48.0	49.1	45.6	66.5	63.0	60.7	60.0	57.6	51.8
Professional treatment.....	25.2	26.7	38.9	38.7	29.8	24.8	29.9	34.8	17.9	20.0	27.9	28.0
Custody.....	67.4	65.8	67.5	58.7	68.4	64.0	42.5	48.9	43.6	49.0	58.6	58.9
Building and maintenance.....	40.4	38.5	44.4	49.3	53.2	48.0	59.9	48.9	65.0	63.0	51.7	47.8
Educational-academic.....	34.3	32.1	54.8	50.7	49.1	36.8	53.3	55.4	47.9	36.0	46.5	39.9
Educational-vocational.....	36.1	28.3	59.5	54.7	56.1	40.0	58.7	58.7	56.4	49.0	51.7	42.7
Industry.....	36.5	34.8	43.7	41.3	36.8	29.6	12.0	10.9	6.4	10.0	27.7	26.4
Food service.....	40.9	42.2	23.0	18.7	14.6	20.8	70.7	59.8	54.3	51.0	41.0	38.9
Agricultural.....	8.7	6.5	14.3	25.3	24.0	23.2	8.4	4.3	6.4	6.0	12.2	12.1

8. The following personnel at this institution are not doing their jobs well:

Administrative.....	21.7	21.9	22.2	32.0	41.5	50.4	32.9	14.1	54.3	46.0	33.6	32.3
Business and clerical.....	7.0	8.0	9.5	20.0	18.7	19.2	9.0	8.7	3.6	6.0	9.6	11.7
Professional treatment.....	40.4	40.1	22.2	22.7	43.9	31.2	36.5	32.6	54.3	40.0	39.9	34.7
Custody.....	7.8	7.0	10.3	17.3	8.8	13.6	15.6	9.8	12.9	10.0	10.8	10.7
Building and maintenance.....	20.0	16.6	16.7	16.0	14.6	14.4	13.8	14.1	2.9	2.0	14.3	13.1
Educational-academic.....	15.2	14.4	7.1	17.3	12.9	22.4	15.6	10.9	13.6	17.0	13.3	16.4
Educational-vocational.....	13.9	15.5	3.2	17.3	12.9	19.2	10.8	8.7	7.9	10.0	10.4	14.5
Industry.....	20.0	14.4	11.1	13.3	15.8	12.8	4.8	5.4	2.6	4.0	12.0	10.7
Food service.....	12.2	8.0	18.3	33.3	47.4	34.4	4.2	7.6	9.3	10.0	18.2	17.3
Agricultural.....	7.4	8.0	8.7	6.7	10.5	7.2	2.4	4.3	2.9	4.0	6.5	6.4

C.5

WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

9. The reason why most employees leave their jobs at this facility are:

For better paying jobs.....	68.7	64.7	58.7	64.0	59.6	56.8	65.3	62.0	36.4	42.0	59.2	58.5
Prefer not work in an institution....	30.4	37.4	27.8	37.3	33.9	32.8	15.6	18.5	19.3	22.0	25.9	30.7
Poor working conditions (poor working relationships, low morale, etc.)...	49.1	32.1	43.7	38.7	35.1	52.8	39.5	26.1	65.0	55.0	46.2	40.4
Working with offenders is too difficult.....	21.3	32.1	20.6	29.3	26.3	28.0	25.7	40.2	22.1	14.0	23.3	29.0
Previous training not related to job	9.6	8.6	11.9	12.0	8.2	5.6	10.2	13.0	9.3	5.0	9.7	8.5
Too little involvement with inmates	0.9	0.5	0	1.3	1.2	1.6	4.2	5.4	4.3	3.0	2.0	2.1
Other.....	13.5	7.5	17.5	9.3	13.5	11.2	16.8	14.1	17.1	17.0	15.3	11.2

10. Listed below are the various services of the institution. Using the following designations, place the number of the response which best fits your estimate in the space preceding each service.

A. ADMINISTRATIVE SERVICES

Very high morale.....	11.3	5.9	10.3	8.0	5.3	4.0	10.2	9.8	6.4	12.0	8.9	7.4
Above average morale.....	19.1	23.5	25.4	29.3	9.4	10.4	22.8	25.0	7.9	10.0	16.9	19.3
Average morale.....	44.8	48.7	38.1	38.7	49.1	48.0	40.7	43.5	36.4	36.0	42.4	44.2
Below average morale.....	9.1	5.9	5.6	10.7	19.3	17.6	12.0	5.4	24.3	26.0	13.8	12.4
Very low morale.....	2.2	1.1	5.6	2.7	4.1	3.2	2.4	0	9.3	4.0	4.3	2.1

B. CLERICAL SERVICES

Very high morale.....	5.7	3.2	6.3	5.3	5.3	4.0	7.2	1.1	2.1	3.0	5.4	3.3
Above average morale.....	20.4	21.4	25.4	21.3	21.6	19.2	26.9	25.0	17.9	20.0	22.3	21.2
Average morale.....	45.7	51.3	39.7	48.0	51.5	52.8	44.9	46.7	52.1	47.0	46.9	49.7
Below average morale.....	10.0	7.5	7.1	10.7	7.0	9.6	9.0	12.0	9.3	15.0	8.6	10.4
Very low morale.....	2.2	1.1	4.8	2.7	1.2	0.8	0	1.1	2.1	1.0	1.9	1.2

C.6

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>C. PROFESSIONAL TREATMENT SERVICES</u>												
Very high morale.....	5.2	3.7	5.6	6.7	2.9	1.6	3.0	6.5	5.0	5.0	4.3	4.3
Above average morale.....	16.5	12.8	25.4	18.7	17.5	13.6	18.0	17.4	8.6	16.0	17.0	15.0
Average morale.....	37.0	48.1	33.3	41.3	50.9	52.0	46.1	42.4	34.3	41.0	40.6	45.9
Below average morale.....	22.2	15.5	11.1	18.7	11.1	9.6	16.2	13.0	21.4	18.0	16.9	14.7
Very low morale.....	3.0	2.1	6.3	2.7	2.9	4.0	3.6	2.2	11.4	3.0	5.0	2.8
<u>D. CUSTODY</u>												
Very high morale.....	5.7	2.1	8.7	8.0	2.9	3.2	2.4	2.2	1.4	3.0	4.2	3.3
Above average morale.....	12.6	19.8	15.1	13.3	12.9	12.0	15.6	17.4	5.7	9.0	12.5	15.0
Average morale.....	34.3	40.1	25.4	33.3	45.6	36.0	44.3	43.5	30.7	33.0	36.7	37.7
Below average morale.....	27.0	20.9	30.2	29.3	25.1	28.0	16.8	15.2	27.1	29.0	25.1	24.0
Very low morale.....	9.1	5.3	11.1	6.7	5.3	8.0	4.8	2.2	17.9	15.0	9.2	7.3
<u>E. MAINTENANCE SERVICES</u>												
Very high morale.....	5.2	1.1	2.4	0	3.5	4.0	3.0	3.3	2.1	5.0	3.5	2.6
Above average morale.....	14.3	15.0	22.2	22.7	21.1	12.8	12.6	10.9	10.0	13.0	15.8	14.5
Average morale.....	43.0	49.7	35.7	42.7	49.7	44.0	50.3	51.1	48.6	49.0	45.7	47.7
Below average morale.....	18.3	15.0	17.5	13.3	13.5	17.6	17.4	14.1	20.7	17.0	17.4	15.5
Very low morale.....	2.2	2.7	7.1	6.7	0.6	5.6	5.4	1.1	2.9	0	3.4	3.1
<u>F. ACADEMIC EDUCATION SERVICES</u>												
Very high morale.....	4.3	1.1	6.3	2.7	2.3	4.0	1.8	3.3	2.1	2.0	3.4	2.4
Above average morale.....	17.8	16.6	26.2	24.0	22.8	16.8	22.2	18.5	10.0	12.0	19.7	17.1
Average morale.....	42.2	49.7	34.9	49.3	47.4	52.8	43.7	42.4	44.3	43.0	42.8	48.0
Below average morale.....	13.0	11.2	12.7	8.0	11.7	11.2	15.6	17.4	20.7	21.0	14.7	13.5
Very low morale.....	0.9	0.5	4.8	5.3	1.2	1.6	2.4	2.2	5.0	1.0	2.5	1.7
<u>G. VOCATIONAL EDUCATION SERVICES</u>												
Very high morale.....	3.9	2.1	7.1	4.0	2.9	4.0	3.6	4.3	2.9	4.0	4.0	3.5
Above average morale.....	19.6	15.0	25.4	29.3	22.2	12.0	26.3	19.6	12.1	20.0	21.1	17.8
Average morale.....	42.2	55.6	31.7	44.0	49.7	54.4	41.3	43.5	44.3	41.0	42.3	49.4
Below average morale.....	14.3	7.5	15.1	8.0	9.9	10.4	10.2	15.2	17.1	14.0	13.2	10.5
Very low morale.....	0	0.5	4.8	4.0	1.2	2.4	3.6	1.1	2.9	1.0	2.2	1.6

C.7

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>H. INDUSTRY</u>												
Very high morale.....	2.6	1.1	4.8	0	1.2	3.2	1.2	1.1	0	1.0	1.9	1.4
Above average morale.....	10.0	16.0	16.7	17.3	12.3	10.4	4.8	6.5	2.9	4.0	9.2	11.4
Average morale.....	43.5	44.9	35.7	52.0	49.7	53.6	33.5	35.9	29.3	30.0	39.2	43.7
Below average morale.....	19.1	16.6	20.6	9.3	15.8	8.8	4.2	4.3	5.0	8.0	13.3	10.5
Very low morale.....	8.7	3.7	6.3	5.3	4.7	3.2	1.2	1.1	1.4	0	4.8	2.8
<u>I. INMATES</u>												
Very high morale.....	2.2	2.1	2.4	1.3	0	3.2	0	1.1	2.1	1.0	1.3	1.9
Above average morale.....	12.2	11.8	24.6	20.0	4.7	6.4	13.2	8.7	9.3	12.0	12.2	11.2
Average morale.....	52.6	52.9	42.9	52.0	55.0	44.8	53.9	52.2	51.4	48.0	51.7	50.1
Below average morale.....	13.9	13.9	12.7	10.7	19.3	20.8	13.2	14.1	15.7	18.0	15.0	15.7
Very low morale.....	5.2	5.9	4.8	8.0	7.0	10.4	6.6	4.3	3.6	4.0	5.5	6.6

PART II

11. In your opinion what is the main purpose of this facility?

Protect the community by removal of the inmate from the community.....	24.8	35.8	18.3	25.3	10.5	14.4	5.4	13.0	2.1	17.0	13.2	23.0
Punish inmates for offenses which they have committed.....	6.5	6.4	1.6	4.0	0.6	1.6	2.4	0	0.7	1.0	2.8	3.1
Help make inmates better citizens, thereby protecting the community...	59.6	52.4	69.0	68.0	78.4	76.8	84.4	73.9	85.0	77.0	74.1	67.4
Other.....	8.3	5.3	9.5	2.7	10.5	5.6	7.2	12.0	12.1	4.0	9.4	5.9

C.8

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
12. Disciplining inmates should be handled:												
Individually by correctional officer (or guard).....	6.1	5.9	0.8	4.0	4.7	9.6	19.8	21.7	13.6	10.0	9.0	9.7
By a staff disciplinary committee....	67.4	72.2	61.9	68.0	59.6	68.8	24.6	29.3	32.9	52.0	50.6	60.6
Individually by an administrative staff member.....	0.9	4.3	0.8	0	1.2	0	7.8	9.8	3.5	1.0	2.8	3.1
By a committee including an inmate..	16.1	12.8	25.4	21.3	25.7	16.8	35.3	19.6	37.9	34.0	27.0	19.5
Other.....	7.4	3.7	10.3	6.7	8.8	3.2	10.8	16.3	12.1	3.0	9.6	5.9
13. The best way for inmates to participate is:												
Give them direct orders and see that they obey without argument.....	9.6	18.2	7.1	12.0	4.1	8.0	3.0	4.3	3.6	5.0	5.8	10.7
Explain reasons for request, respect their opinion, provide leadership and expect compliance.....	78.7	72.2	78.6	81.3	83.0	82.4	76.6	84.8	80.7	85.0	79.5	79.8
Use inmates to carry out program:												
put them on their own.....	3.5	4.8	4.0	5.3	7.0	2.4	5.4	2.2	5.0	4.0	4.9	3.8
Let them choose.....	2.2	1.6	0.8	0	1.2	4.0	1.2	1.1	3.6	6.0	1.8	2.6
Other.....	4.3	0.5	8.7	1.3	4.7	3.2	11.4	4.3	7.1	0	7.0	1.7
14. Assuming that inmates' ability to adjust to the community on release should be greater than when they were admitted, what is the condition of most inmates upon release?												
Better than when admitted.....	39.6	36.4	59.5	57.3	42.7	29.6	58.7	59.8	53.6	44.0	49.4	42.7
About the same as when admitted....	45.2	51.3	23.8	26.7	46.2	54.4	26.9	26.1	33.6	43.0	36.6	43.4
Worse than when admitted.....	6.1	5.9	3.2	10.7	4.1	8.8	2.4	1.1	3.6	1.0	4.1	5.5
Other.....	6.1	2.7	11.9	4.0	6.4	4.8	9.0	5.4	8.6	10.0	8.0	5.0

C.9

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
15. How would you handle (or like to see handled) the situation if you discovered an older "repeater" inmate being the aggressor in a homosexual act on a young, newly committed inmate?												
Would "rough him up.".....	0	1.1	0	0	0	0	0	0	0	1.0	0	0.5
Put him in isolation.....	7.4	10.2	6.3	8.0	7.0	18.4	3.0	12.0	1.4	2.0	5.3	10.5
Let the inmates know - i.e., "Put out the word.".....	0	0	0.8	1.3	0.6	0.8	0	1.1	0.7	0	0.4	0.5
Would admonish both of them, particularly the older inmate, routinely report the incident and recommend that they not be allowed to associate with each other again.....	3.0	3.7	4.0	2.7	2.3	0	4.2	2.2	4.3	1.0	3.5	2.1
Would "break it up," probably remove both of them from the scene and encourage the proper staff people to determine what was best for both inmates (whether isolation for one, both or none, a change of cells/rooms or jobs, counseling, etc.)..	70.9	77.0	69.8	74.7	66.7	70.4	82.6	78.3	89.3	81.0	75.3	76.2
Write him up.....	8.7	5.3	7.9	9.3	4.7	4.0	1.2	0	1.4	11.0	5.0	5.7
Other.....	8.3	0.5	10.3	2.7	17.5	6.4	6.6	3.3	2.9	2.0	9.2	2.8
16. What do you think makes the average offender come here?												
He "asked for it.".....	3.0	4.3	7.1	1.3	2.3	4.8	0	1.1	2.1	2.0	2.8	3.1
He is a victim of society.....	0.9	3.2	0.8	0	1.8	0.8	1.2	1.1	1.4	0	1.2	1.4
His personal and environmental background mainly.....	55.7	54.5	60.3	72.0	60.2	57.6	77.8	75.0	77.9	60.0	65.5	61.7
He got caught.....	9.1	15.5	7.9	8.0	6.4	14.4	6.0	7.6	5.7	22.0	7.2	14.2
He is sick or crazy.....	1.3	0.5	0.8	0	0	0	0	2.2	0	0	0.5	0.5
A way of life, a "profession".....	13.9	18.7	13.5	13.3	7.6	12.8	1.8	3.3	4.3	9.0	8.5	12.6
Other.....	14.8	2.1	7.9	5.3	20.5	9.6	11.4	8.7	8.6	7.0	13.2	6.0

C.10

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
17. I have been working on my present job for:												
Less than six months.....	4.3	10.2	4.0	9.3	9.4	4.0	7.2	12.0	1.4	3.0	5.4	7.8
Six months but less than one year...	5.7	5.3	3.2	14.7	4.7	8.8	1.2	7.6	5.0	1.0	4.1	6.9
One year but less than two years....	7.8	10.7	6.3	12.0	9.9	8.0	9.6	5.4	7.9	3.0	8.4	8.1
Two years but less than five years..	28.7	11.8	22.2	13.3	19.9	23.2	24.0	14.1	22.9	18.0	24.0	15.9
Five years but less than 10 years...	20.4	28.3	20.6	26.7	24.0	18.4	28.7	25.0	25.7	34.0	23.7	26.4
Ten years and over.....	31.7	33.2	42.9	24.0	31.6	36.0	26.3	34.8	36.4	41.0	33.1	34.2
18. I have been working in this institution for:												
Less than six months.....	1.7	7.5	3.2	5.3	10.5	4.0	6.0	12.0	0	3.0	4.3	6.4
Six months but less than one year...	2.2	3.7	1.6	8.0	2.3	5.6	1.2	9.8	3.6	0	2.2	5.0
One year but less than two years....	5.7	7.0	4.8	10.7	7.0	4.8	9.6	3.3	6.4	1.0	6.7	5.4
Two years but less than five years..	20.0	5.3	15.1	13.3	17.0	20.8	21.6	13.0	20.7	13.0	19.1	12.3
Five years but less than 10 years...	23.0	24.1	27.8	24.0	33.9	25.6	28.1	26.1	25.7	31.0	27.5	25.9
Ten years and over.....	47.4	52.4	46.8	38.7	29.2	39.2	32.3	34.8	43.6	52.0	39.9	44.9
19. I have worked in the Division of Corrections for:												
Less than six months.....	1.7	7.0	2.4	5.3	8.2	2.4	5.4	7.6	0	3.0	3.6	5.2
Six months but less than one year...	1.7	3.2	0.8	6.7	1.2	5.6	1.2	7.6	2.9	0	1.6	4.3
One year but less than two years....	4.3	6.4	4.8	9.3	7.6	4.8	8.4	4.3	5.7	1.0	6.1	5.2
Two years but less than five years..	18.3	5.3	15.1	13.3	14.6	18.4	20.4	14.1	19.3	11.0	17.6	11.6
Five years but less than 10 years...	22.2	23.5	27.8	26.7	28.1	24.0	30.5	27.2	25.7	28.0	26.5	25.4
Ten years and over.....	51.3	54.0	48.4	38.7	40.4	44.8	32.3	37.0	45.7	57.0	43.9	47.8

C.11

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
20. How should an inmate be handled who "blew up" in the kitchen and pushed over the loaded bread trays?												
Punished routinely for not behaving, most likely by isolation.....	7.0	11.2	4.0	13.3	4.1	13.6	4.8	5.4	2.9	2.0	4.8	9.5
Reasons why should be determined and action taken should be appropriate for both control and treatment...	69.1	66.3	68.3	66.7	82.5	70.4	84.4	83.7	90.0	85.0	78.3	73.2
Be "bawled out" in front of the other inmates.....	0	0	0	0	0	0	0.6	0	0	1.0	0.1	0.2
Routine disciplinary action.....	17.8	19.8	22.2	20.0	8.8	14.4	3.6	6.5	5.7	11.0	11.8	15.0
Other.....	4.3	0.5	4.8	0	4.7	1.6	5.4	3.3	0.7	1.0	4.1	1.2
21. Regarding actual decision-making, which one of the following best describes the process?												
All significant decisions are made at or very near the top of institutional administration.....	32.6	36.9	32.5	36.0	39.2	44.8	46.7	47.8	38.6	48.0	37.8	42.1
All significant decisions are made in Central Office.....	20.9	21.4	22.2	9.3	9.9	11.2	3.6	2.2	4.3	7.0	12.6	12.1
Generalization of policy leaves subordinate staff relatively on their own in deciding many significant questions of action and procedure.....	4.8	8.0	11.1	22.7	8.8	9.6	10.8	14.1	19.3	12.0	10.2	11.9
Guidelines for decision-making at any level are defined through the process of training and supervision.....	23.9	21.4	19.0	18.7	18.7	16.0	23.4	25.0	20.0	15.0	21.3	19.3
There is no orderly process for decision-making.....	8.3	7.0	7.9	10.7	15.8	14.4	6.0	3.3	11.4	11.0	9.8	9.2
Other.....	7.8	2.1	6.3	1.3	6.4	1.6	7.8	1.1	5.0	5.0	6.8	2.2

C.12

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
22. What do you see as your main job here at the institution?												
Helping maintain custody and control	37.0	48.7	27.0	33.3	29.8	42.4	9.6	17.4	3.6	22.0	22.9	35.8
Helping inmates better themselves, whether by counseling, encouragement, teaching, etc.....	31.3	31.6	51.6	49.3	44.4	36.0	61.7	60.9	65.7	48.0	48.9	42.3
Helping make the experience one they won't want to repeat -- "make it rough" on them.....	0	0.5	0	1.3	0	0	1.2	0	0	0	0.2	0.3
Carrying out orders of administration - it knows best.....	6.5	6.4	4.0	12.0	6.4	12.0	7.8	3.3	7.1	9.0	6.5	8.3
Other.....	23.0	9.6	15.9	2.7	17.5	9.6	18.0	15.2	22.1	20.0	19.7	11.4
23. How do other institution staff, doing different work, generally look upon you (whether rightly or wrongly)?												
As a helping person, an important part of the total treatment program.....	42.2	49.2	59.5	52.0	46.2	36.8	56.3	59.8	51.4	52.0	50.0	49.1
As "a guard" or "merely a keeper".....	22.6	24.1	11.9	12.0	20.5	21.6	6.0	7.6	9.3	5.0	15.0	16.1
As a "do-gooder".....	3.0	3.2	2.4	8.0	4.1	4.0	2.4	2.2	5.7	5.0	3.5	4.1
As a "head-shrinker".....	0	0.5	0	0	0	0	0	1.1	0	1.0	0	0.5
As filling just another job.....	17.8	11.2	15.9	21.3	15.2	24.8	18.6	14.1	20.7	23.0	17.6	18.0
Other.....	12.2	8.0	8.7	1.3	12.3	10.4	13.8	9.8	11.4	11.0	11.9	8.5
24. To what extent should inmates be involved in shaping policies which govern operations at this facility?												
An inmate or student advisory council or committee is a must..	12.2	11.8	26.2	22.7	12.9	16.0	29.9	15.2	40.0	32.0	22.7	18.1
There should be no participation by the inmates.....	11.7	11.2	9.5	9.3	8.2	12.0	4.2	3.3	3.6	5.0	7.8	8.8
Ideas, complaints, etc. should be heard individually by staff and relayed to appropriate staff....	71.7	71.1	54.8	66.7	67.8	67.2	52.7	67.4	47.1	56.0	60.4	66.5
Other.....	2.2	3.2	8.7	1.3	9.4	2.4	10.2	6.5	8.6	7.0	7.3	4.0

C.13

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
25. Treatment at this facility is the primary responsibility of:												
Social workers or counselors.....	15.2	20.9	7.9	22.7	18.1	14.4	24.0	27.2	27.1	24.0	18.5	21.2
Clinical staff.....	7.4	10.2	4.0	6.7	5.8	16.0	6.6	4.3	1.4	8.0	5.4	9.7
Chaplains.....	0	0	0	0	0	0	0	0	0	0	0	0
Academic teachers.....	0.9	0	0	0	0	0	0	0	0.7	0	0.4	0
Vocational teachers.....	0	0	0	0	0	0	0	0	0.7	0	0.1	0
Industry.....	0.4	0.5	0	0	0	0	0	0	0	0	0.1	0.2
Custody or group living staff.....	0.9	1.6	0	1.3	3.5	4.8	1.2	4.3	3.6	3.0	1.8	2.9
All staff.....	65.7	63.1	81.7	66.7	64.9	63.2	57.5	58.7	56.4	60.0	64.7	62.3
No one in particular. Inmate gets what he can on his own.....	2.2	2.1	0.8	2.7	1.2	1.6	0.6	0	1.4	2.0	1.3	1.7
26. What percent of the inmates here do you feel could be handled in the community (under parole, in half-way houses, etc.) just as well as here because they really are not dangerous and they don't need institutionalization?												
None.....	33.0	32.6	26.2	33.3	16.4	15.2	18.6	29.3	38.6	30.0	26.6	28.0
10-20%.....	56.1	58.3	58.7	54.7	71.3	76.8	58.7	57.6	49.3	51.0	59.0	60.4
21-40%.....	6.5	5.3	7.1	9.3	7.0	4.8	13.8	5.4	8.6	6.0	8.5	5.9
Over 40%.....	0.9	1.1	0	1.3	2.3	0.8	1.8	1.1	2.1	6.0	1.4	1.9
27. How much physical punishment - slapping, kicking, punching, hair pulling of inmates by staff do you know exists at this facility?												
None.....	90.4	78.6	87.3	78.7	94.7	92.0	72.5	75.0	50.7	91.0	80.6	83.1
Very little.....	7.4	17.1	9.5	18.7	4.7	7.2	22.8	20.7	42.9	9.0	16.2	14.3
More than a little.....	0.4	0	0	1.3	0.6	0.8	1.8	1.1	4.3	0	1.3	0.5
A great amount.....	0	0	0	0	0	0	0	0	0	0	0	0

C.14

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
28. How much physical punishment - slapping, kicking, punching, hair pulling of inmates by staff do you think exists at this facility?												
None.....	70.4	58.8	68.3	53.3	83.6	76.0	50.9	52.2	29.3	77.0	62.0	63.9
Very little.....	27.8	38.5	27.3	41.3	15.8	23.2	42.5	43.5	61.4	22.0	33.9	33.5
More than a little.....	0.4	0	0.8	4.0	0	0.8	3.6	0	7.9	0	2.3	0.7
A great amount.....	0	0	0	1.3	0	0	0	0	0	0	0	0.2
29. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by staff are you aware of?												
None.....	55.2	57.8	31.7	28.0	45.0	41.6	29.9	26.1	14.3	47.0	37.6	43.5
Very little.....	40.4	36.4	60.3	60.0	48.5	54.4	61.1	62.0	55.7	48.0	51.8	49.4
More than a little.....	2.6	2.7	5.6	12.0	5.8	3.2	4.8	7.6	24.3	4.0	7.8	5.0
A great amount.....	0.4	1.1	0.8	0	0.6	0.8	1.2	1.1	4.3	1.0	1.3	0.9
30. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you know exists at this facility?												
None.....	17.4	17.6	13.5	9.3	5.3	5.6	9.6	7.6	7.1	47.0	11.0	17.4
Very little.....	70.9	66.8	71.4	68.0	55.0	35.2	57.5	44.6	62.9	49.0	63.7	53.5
More than a little.....	9.1	11.2	11.9	16.0	38.0	50.4	24.0	39.1	24.3	3.0	21.0	23.3
A great amount.....	0.4	1.1	0	5.3	1.2	8.8	4.8	3.3	4.3	0	2.0	3.5

C.15

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
31. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you think exists at this facility?												
None.....	4.3	5.9	7.9	4.0	0.6	0.8	4.8	2.2	0.7	24.0	3.6	7.1
Very little.....	76.1	70.1	67.5	60.0	46.2	25.6	46.1	41.3	61.4	70.0	60.2	54.6
More than a little.....	15.2	18.2	19.8	24.0	46.2	47.2	38.9	44.6	27.9	5.0	29.1	27.1
A great amount.....	2.2	3.2	1.6	12.0	6.4	26.4	6.0	7.6	7.1	0	4.6	9.5
32. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by other inmates are you aware of?												
None.....	10.0	12.8	6.3	4.0	5.3	3.2	3.6	1.1	2.9	23.0	6.0	9.5
Very little.....	51.7	48.1	46.8	42.7	29.2	20.8	24.0	25.0	26.4	56.0	36.6	39.2
More than a little.....	29.1	25.1	33.3	34.7	43.9	39.2	42.5	35.9	40.0	19.0	37.3	30.1
A great amount.....	7.4	11.8	12.7	18.7	21.6	36.0	28.1	33.7	27.9	2.0	18.7	19.7

C.16

PART III

PERSONNEL ADMINISTRATION

49. Administration here tries to build team spirit. (AGREE).....	50.4	46.0	58.7	50.7	38.0	24.0	52.7	58.7	43.6	38.0	48.4	42.5
51. Some staff side with other employees in opposing the administration here. (DISAGREE).....	42.2	38.0	44.4	40.0	28.7	32.0	27.5	29.3	14.3	23.0	32.1	33.0
77. My duties and responsibilities are clearly defined. (AGREE).....	73.0	77.5	73.8	61.3	70.2	63.2	66.5	69.6	64.3	64.0	69.8	68.7
82. Hiring techniques can be improved so fewer errors are made in selecting employees. (DISAGREE)...	23.9	25.1	26.2	20.0	26.3	20.8	17.4	18.5	16.4	23.0	22.2	22.1

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORAINÉ BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
94. I get a great deal of satisfaction from my work because my job involves work with well qualified associates. (AGREE).....	72.2	74.3	70.6	68.0	74.9	59.2	66.5	81.5	72.9	64.0	71.5	69.6
105. Many staff people here seem to get an unusual amount of satisfaction from having power over people. (DISAGREE).....	66.5	62.6	72.2	65.3	67.3	60.0	62.9	69.6	50.0	58.0	64.0	62.7

COMMUNICATION

36. Administration here likes to get our ideas. (AGREE)	53.5	58.3	62.7	45.3	46.8	28.0	56.3	65.2	46.4	45.0	52.9	48.9
44. When administration here talks or writes to employees about policy and procedure, they usually sidestep or evade the things which seem to bother us most. (DISAGREE).....	50.9	49.7	51.6	40.0	35.7	28.0	51.5	46.7	35.0	35.0	45.3	40.8
50. I get more information from my superiors than from the "grapevine." (AGREE).....	43.0	35.3	54.8	36.0	45.0	29.6	38.9	34.8	31.4	36.0	42.4	34.2
59. I am told beforehand of changes that affect my work. (AGREE).....	53.5	54.0	58.7	44.0	55.6	38.4	57.5	57.6	58.6	51.0	56.4	49.4
60. I am satisfied with the amount of information we get about policies and decisions that affect us. (AGREE).....	36.5	33.7	46.0	33.3	30.4	16.8	41.3	45.7	35.0	35.0	37.4	32.1

PHILOSOPHY

37. Staff should show as much respect toward inmates as they do toward one another. (AGREE).....	83.9	79.1	82.5	77.3	90.1	84.0	84.4	84.8	84.3	91.0	85.1	82.9
39. At least half of the inmates here could be released to the community on parole now if adequate supervision was given. (AGREE).....	2.2	2.1	3.2	5.3	9.4	9.6	8.4	3.3	5.7	12.0	5.6	6.0

C.17

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORAINÉ BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
54. Inmates generally can be relied upon to be as honest as staff about conditions which surround them in institutions. (AGREE).....	13.0	18.7	21.4	22.7	21.1	12.8	27.5	26.1	24.3	33.0	20.7	21.6
56. We are too custody or "lockup" minded here. (DISAGREE).....	78.3	75.9	63.5	70.7	72.5	73.6	40.7	45.7	39.3	50.0	60.8	65.5
78. Staff should expect to get only as much respect as they have earned. (AGREE).....	62.6	65.8	46.0	53.3	45.6	60.8	28.1	32.6	28.6	37.0	44.0	52.8
83. The best way to control a crowd or gang of prisoners is to "hit them" hard and fast. (DISAGREE).....	27.0	20.9	18.3	13.3	22.2	17.6	14.4	17.4	15.0	13.0	20.1	17.3
91. Inmates are kept here too long before transfer or release. (AGREE).....	4.8	3.2	1.6	2.7	1.8	6.4	1.8	1.1	0.7	1.0	2.4	3.1
96. I feel inmates here would have good suggestions for improving this institution. (AGREE).....	12.6	10.7	11.9	12.0	12.9	11.2	5.4	8.7	2.1	7.0	9.4	10.0
111. The disciplinary, detention, isolation, segregation unit is not used enough. (DISAGREE).....	17.4	15.5	11.1	8.0	7.0	12.0	4.8	12.0	2.1	4.0	9.2	11.2
112. If a takeover of the institution or part of it is started by inmates, talking or reasoning with them should be out of the question. (DISAGREE).....	20.0	17.1	8.7	8.0	12.9	14.4	4.2	4.3	5.0	5.0	11.2	11.2
113. If an inmate swears at you, it should automatically call for disciplinary action. (DISAGREE).....	2.2	2.7	2.4	8.0	2.9	4.8	1.8	3.3	2.1	1.0	2.3	3.6

PROGRAM

53. The program here keeps all inmates fairly well occupied. (AGREE).....	57.4	33.7	79.4	65.3	55.6	32.0	64.7	72.8	80.0	61.0	65.6	48.4
72. Pre-release orientation of inmates is good. (AGREE).....	75.2	72.2	83.3	70.7	66.1	52.8	64.7	51.1	55.0	64.0	69.1	63.0
84. Homosexual practices are kept under good control. (AGREE).....	83.0	86.6	84.1	76.0	53.2	26.4	82.6	91.3	90.7	88.0	78.3	73.2

C.18

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
106. This institution provides adequate separation and protection of inmates on the basis of sophistication and other factors which, if not considered, could produce negative results. (AGREE).....	64.8	61.5	57.9	58.7	37.4	28.0	65.9	56.5	55.7	84.0	56.8	57.0
109. Actual homosexuality at this institution is a serious problem. (DISAGREE).....	79.6	85.0	85.7	78.7	59.6	32.0	83.8	83.7	95.0	91.0	79.9	73.6
<u>STAFF MORALE</u>												
100. I am satisfied with my chances of being promoted in the future. (AGREE).....	50.4	52.4	46.8	50.7	51.5	49.6	45.5	53.3	50.7	39.0	49.2	49.4
<u>DISCIPLINING</u>												
27. How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you know exists at this facility? (NONE).....	90.4	78.6	87.3	78.7	94.7	92.0	72.5	75.0	50.7	91.0	80.6	83.1
28. How much physical punishment - slapping, kicking, punching, hair pulling - of inmates by staff do you think exists at this facility? (NONE).....	70.4	58.8	68.3	53.3	83.6	76.0	50.9	52.2	29.3	77.0	62.0	63.9
29. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by staff are you aware of? (NONE).....	55.2	57.8	31.7	28.0	45.0	41.6	29.9	26.1	14.3	47.0	37.6	43.5
30. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you know exists at this facility? (NONE)...	17.4	17.6	13.5	9.3	5.3	5.6	9.6	7.6	7.1	47.0	11.0	17.4

C.19

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
31. How much, if any, physical punishment - slapping, kicking, punching, hair pulling - of inmates by other inmates do you think exists at this facility? (NONE).....	4.3	5.9	7.9	4.0	0.6	0.8	4.8	2.2	0.7	24.0	3.6	7.1
32. How much verbal abuse (name calling, derogatory remarks, etc.) of inmates by other inmates are you aware of? (NONE).....	10.0	12.8	6.3	4.0	5.3	3.2	3.6	1.1	2.9	23.0	6.0	9.5
<u>ADMINISTRATION</u>												
21. Regarding actual decision-making, which one of the following best describes the process? (GUIDELINES FOR DECISION-MAKING AT ANY LEVEL ARE DEFINED THROUGH THE PROCESS OF TRAINING AND SUPERVISION).....	23.9	21.4	19.0	18.7	18.7	16.0	23.4	25.0	20.0	15.0	21.3	19.3
57. It is not hard to get administration to recognize employees' problems. (AGREE).....	42.6	42.8	50.0	38.7	32.2	33.6	44.3	46.7	31.4	32.0	40.0	39.0
64. I may not always like what administration does, but I feel they are trying to be fair. (AGREE).....	79.1	80.2	80.2	74.7	74.3	62.4	77.2	85.9	62.9	65.0	75.2	73.9
75. Generally, administration here is looking out for our interest. (AGREE).....	60.0	56.1	68.3	46.7	53.8	32.0	62.3	65.2	49.3	47.0	58.6	49.6
79. Efforts have been brought about to develop cost consciousness on the part of employees, and we are aware of the cost of materials and the treatment program here. (AGREE).....	57.8	63.1	61.9	54.7	62.6	56.8	74.9	75.0	78.6	73.0	66.3	64.2
80. This facility has established good standards for work performance. (AGREE).....	66.1	63.6	72.2	57.3	73.1	47.2	64.1	76.1	62.9	53.0	67.5	59.4

C.20

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
81. There is no favoritism shown in such things as delegating authority, making appointments, etc. (AGREE).....	43.0	42.2	51.6	42.7	59.6	48.0	44.9	48.9	41.4	35.0	47.8	43.4
97. There are too many unexpected situations and emergencies which keep us from doing a good job. (DISAGREE).....	61.3	56.7	64.3	52.0	69.6	64.0	52.7	42.4	63.6	62.0	62.1	56.3
<u>RACIAL-CULTURAL</u>												
33. An inmate's race makes no difference here as far as staff handling is concerned. (AGREE).....	88.3	87.2	87.3	74.7	77.8	69.6	81.4	80.4	81.4	79.0	83.5	79.3
38. Indians are more passive than whites. (DISAGREE).....	73.9	72.2	67.5	60.0	74.3	69.6	67.1	76.1	65.7	73.0	70.3	70.8
48. In the handling of discipline cultural differences should be taken into consideration. (AGREE).....	46.5	38.5	43.7	48.0	43.3	32.8	56.9	41.3	65.7	46.0	50.7	40.2
62. Blacks are, by nature, less intelligent than whites. (DISAGREE)...	75.2	67.9	74.6	74.7	62.0	60.0	75.4	78.3	82.9	83.0	73.7	71.3
89. Chicanos are more hot-tempered than whites. (DISAGREE).....	57.7	48.1	61.1	57.3	53.8	46.4	52.7	59.8	60.0	72.0	57.4	54.9
107. American Indian and Chicano inmates are treated as well as white inmates. (AGREE).....	99.0	90.9	93.7	82.7	93.6	94.4	88.0	94.6	95.0	94.0	92.8	91.7
108. Black inmates are treated as well as white inmates. (AGREE).....	99.0	90.4	90.5	82.7	91.2	94.4	86.2	93.5	92.1	92.0	90.4	91.0
111. The disciplinary, detention, isolation, segregation unit is not used enough. (DISAGREE).....	78.4	78.1	79.4	68.0	77.8	68.0	75.4	81.5	87.9	82.0	79.5	75.8
<u>WORK SATISFACTION</u>												
34. I like to be identified in the community as an employee of this facility. (AGREE).....	89.1	87.7	92.9	94.7	91.8	88.0	89.8	89.1	83.6	81.0	89.4	87.7

C.21

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORaine BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
68. I enjoy working here. (AGREE)....	87.0	90.4	87.3	90.7	96.5	87.2	89.2	93.5	89.3	88.0	89.8	89.8
95. My work is satisfying because it means being connected with a successful operation. (AGREE)....	69.6	75.9	77.8	68.0	70.2	60.8	64.1	71.7	58.6	51.0	68.0	66.7
<u>OPERATING EFFICIENCY</u>												
35. Our work runs smoothly. (AGREE)..	61.7	71.7	77.8	65.3	67.3	53.6	55.7	46.7	50.0	52.0	62.1	59.6
45. Policies and procedures are changed too often. (DISAGREE)....	44.3	53.5	56.3	53.3	49.1	48.0	60.5	53.3	44.3	45.0	50.4	50.8
63. There usually seem to be good reasons when changes are made here. (AGREE).....	59.6	67.9	65.9	62.7	60.2	46.4	68.9	78.3	45.7	50.0	60.2	61.1
<u>COMPENSATION</u>												
40. My job pays about what it should compared with other jobs at this facility. (AGREE).....	38.7	42.2	48.4	44.0	50.9	36.0	48.5	47.8	54.3	52.0	47.2	43.7
73. I am satisfied with the pay I get. (AGREE).....	27.8	22.5	45.2	29.3	45.0	34.4	40.1	34.8	56.4	48.0	41.2	32.3
<u>WORKING RELATIONS</u>												
41. Some employees in my group do not carry their fair share of the work load. (DISAGREE).....	43.5	40.6	41.3	33.3	43.3	40.8	34.7	60.9	43.6	45.0	41.4	43.7
46. People get along well with each other in my civil service classification. (AGREE).....	88.7	82.9	88.1	81.3	87.1	85.6	82.6	85.9	82.1	75.0	86.0	82.4
55. The staff here is generally all working together as one. (AGREE)..	52.2	58.8	58.7	45.3	52.6	36.8	46.7	55.4	35.0	28.0	49.3	46.5
61. Employees in other groups who work with us are cooperative. (AGREE)..	76.5	74.9	79.4	73.3	76.6	68.8	80.8	78.3	74.3	79.0	77.5	74.6
102. There is considerable need for more teamwork in our work group. (DISAGREE).....	32.2	34.2	44.4	36.0	32.7	28.0	25.1	38.0	22.1	29.0	31.1	32.8

C.22

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORAINE BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>FUTURE OPPORTUNITY</u>												
42. It takes "pull" to get ahead here. (DISAGREE).....	50.9	45.5	48.4	48.0	57.9	44.8	49.1	57.6	47.9	37.0	51.1	46.1
65. Not enough importance is given to ability in upgrading and promotions. (DISAGREE).....	25.2	21.9	30.2	29.3	24.6	24.0	32.9	37.0	30.7	28.0	28.3	26.8
74. I am treated as an individual rather than "just another employee." (AGREE).....	60.0	58.3	67.5	58.7	64.3	48.0	65.3	70.7	60.7	56.0	63.2	57.7
<u>SUPERVISION</u>												
43. Considering everything, my immediate superior is doing a good job. (AGREE).....	80.0	88.8	86.5	78.7	87.1	79.2	82.0	79.3	88.6	82.0	84.3	82.7
58. When I have a problem I feel free to talk it over with my immediate superior. (AGREE).....	74.8	81.3	82.5	77.3	84.2	80.8	73.1	80.4	80.7	77.0	78.5	79.8
76. My immediate superior gives clear instructions and explanations. (AGREE).....	71.3	75.9	78.6	65.3	78.9	66.4	63.5	69.6	75.7	76.0	73.1	71.5
88. My superior follows through on problems I present. (AGREE).....	70.9	75.9	75.4	61.3	79.5	78.4	74.3	72.8	81.4	76.0	75.8	74.1
101. My immediate superior helps me make the best use of my abilities and experience. (AGREE).....	65.7	64.2	71.4	69.3	68.4	56.0	58.7	69.6	71.4	61.0	66.7	63.4
<u>WORK APPRAISAL</u>												
47. My immediate superior gives credit when credit is due. (AGREE)	68.3	79.1	68.3	62.7	76.0	72.0	71.9	72.8	78.6	80.0	72.3	74.6
66. I am told fully and frankly how well I perform my job. (AGREE)...	67.8	63.6	54.0	52.0	68.4	57.6	56.3	52.2	58.6	54.0	62.0	57.3

C.23

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORAINE BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
98. There is always an effective follow-up to determine how well our performance on the job meets established standards. (AGREE)...	44.3	46.0	45.2	38.7	37.4	26.4	34.1	41.3	32.9	32.0	39.1	37.7
99. Proper corrective action is usually taken when job performance is not "up to par." (AGREE).....	63.9	66.8	56.3	54.7	56.1	43.2	52.1	64.1	47.1	49.0	56.0	56.6
<u>TRAINING</u>												
52. The in-service training program is fairly well developed and very effective. (AGREE).....	19.1	21.9	36.5	29.3	25.1	18.4	43.7	44.6	37.9	39.0	31.1	28.7
67. Staff meetings are generally a good source of information. (AGREE).....	68.3	67.9	65.9	58.7	68.4	50.4	68.9	64.1	59.3	52.0	66.5	59.6
87. Employees are "introduced" to the job rather than being "thrown into" it. (AGREE).....	74.8	73.3	72.2	56.0	80.1	65.6	62.9	60.9	82.9	69.0	74.5	66.7
<u>COMMUNITY SUPPORT</u>												
69. This facility has good community support. (AGREE).....	70.4	66.8	84.1	85.3	56.7	48.0	67.7	64.1	60.0	61.0	67.4	63.7
70. This facility has good central office support. (AGREE).....	58.3	48.7	59.5	65.3	66.1	47.2	74.3	66.3	53.6	64.0	62.5	56.0
71. This facility has good state support. (AGREE).....	40.9	31.6	38.1	40.0	60.2	51.2	58.1	42.4	42.9	50.0	48.2	41.8
92. We need to tell more of our story to the public in order to get better support. (AGREE).....	87.8	89.8	86.5	88.0	87.1	85.6	88.0	87.0	86.4	79.0	87.3	86.4
<u>MATERIALS AND EQUIPMENT</u>												
85. Thefts of institutional property by employees are non-existent. (AGREE).....	70.9	65.8	52.4	50.7	62.6	51.2	47.3	43.5	55.7	37.0	59.1	52.2

C.24

	WISC STATE PRISON		WISC STATE REFORMATORY		WISC CORRECTIONAL INSTITUTION		WISC SCHOOL FOR BOYS		KETTLE MORAINÉ BOYS SCHOOL		ALL INSTITUTIONS	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
86. Regarding equipment and facilities, the major emphasis by staff is on preventive maintenance programs rather than just on emergency repairs. (AGREE).....	67.0	68.4	73.8	64.0	78.4	68.8	62.9	55.4	76.4	64.0	71.1	65.1
115. Materials and equipment are utilized efficiently here. (AGREE).....	66.1	64.7	73.8	60.0	69.0	61.6	71.9	70.7	75.0	63.0	70.5	64.1
<u>DECISION MAKING</u>												
90. Staff are consistent in abiding by established rules and regulations in making decisions. (AGREE).....	64.3	63.1	60.3	52.0	48.5	44.8	58.7	57.6	45.7	47.0	56.2	54.1
93. My immediate superior has trouble making decisions. (DISAGREE).....	70.4	81.3	79.4	74.7	80.7	70.4	67.7	72.8	85.0	78.0	75.8	76.2
103. Too many projects or programs are started but never followed through. (DISAGREE).....	50.4	47.6	56.3	54.7	45.8	36.0	37.7	45.7	37.1	35.0	45.8	43.5
104. Decision making where I work on the whole represents sound judgement even though calculated risks are taken. (AGREE).....	72.2	74.3	77.8	72.0	74.3	64.0	72.5	72.8	72.9	66.0	73.6	70.1
<u>MISCELLANEOUS</u>												
116. This questionnaire permitted me to express my opinions adequately. (AGREE).....	75.2	75.9	70.6	66.7	72.5	69.6	68.3	60.9	79.3	69.0	73.3	69.8
114. The physical plant here is adequate. (AGREE).....	62.2	58.3	76.2	66.7	75.4	70.4	74.3	43.5	87.1	78.0	73.6	63.0

EMPLOYEE ATTITUDE QUESTIONNAIRE - WISCONSIN

Program	POST-TRAINING MATCH GROUP			
	(834) Pre-Training Test	(57) No training	(203) Some Training	(63) Much
Personnel Administration	Q-49 48.4%	Q-51 40.4%	Q-77 34.5%	Q-82 23.8%
	Q-51 32.1%	Q-77 40.4%	Q-82 31.0%	Q-94 23.8%
	Q-77 69.8%	Q-82 63.2%	Q-94 69.0%	Q-105 63.5%
	Q-82 22.2%	Q-94 21.1%	Q-105 25.1%	Q-109 19.0%
	Q-94 71.6%	Q-105 70.2%	Q-109 70.4%	Q-113 66.7%
	Q-105 64.0%	Q-113 66.7%	Q-114 61.6%	Q-115 66.7%
Communication	Q-36 52.9%	Q-44 56.1%	Q-50 42.4%	Q-59 33.3%
	Q-44 45.3%	Q-50 47.4%	Q-59 38.4%	Q-60 34.9%
	Q-50 42.4%	Q-59 38.6%	Q-60 30.5%	Q-116 27.0%
	Q-59 56.4%	Q-60 57.9%	Q-117 47.8%	Q-118 49.2%
	Q-60 37.4%	Q-118 38.6%	Q-119 29.6%	Q-120 25.4%
Philosophy	Q-11 74.1%	Q-13 66.7%	Q-15 70.4%	Q-16 81.0%
	Q-13 79.5%	Q-15 78.9%	Q-16 79.4%	Q-17 79.4%
	Q-15 75.3%	Q-16 63.2%	Q-17 74.9%	Q-18 71.4%
	Q-16 65.5%	Q-17 54.4%	Q-18 59.1%	Q-19 68.3%
	Q-20 78.3%	Q-22 64.9%	Q-23 77.8%	Q-24 76.2%
	Q-22 48.9%	Q-23 24.6%	Q-24 45.8%	Q-25 41.3%
	Q-23 50.0%	Q-24 33.3%	Q-25 52.7%	Q-26 50.8%
	Q-24 22.7%	Q-25 12.3%	Q-26 17.2%	Q-27 17.5%
	Q-27 85.1%	Q-28 86.0%	Q-29 87.2%	Q-30 95.2%
	Q-28 5.7%	Q-29 7.0%	Q-30 5.4%	Q-31 3.2%
	Q-39 20.7%	Q-40 22.8%	Q-41 18.2%	Q-42 12.7%
	Q-54 60.8%	Q-56 80.7%	Q-57 66.5%	Q-58 66.7%
	Q-56 44.0%	Q-57 63.2%	Q-58 51.7%	Q-59 49.2%
	Q-78 20.1%	Q-83 19.3%	Q-84 11.3%	Q-85 9.5%
	Q-91 2.4%	Q-96 9.4%	Q-101 3.4%	Q-102 3.2%
	Q-96 9.4%	Q-111 10.5%	Q-112 9.9%	Q-113 9.5%
	Q-111 9.2%	Q-112 14.0%	Q-113 9.9%	Q-114 9.5%
	Q-112 11.2%	Q-113 12.3%	Q-114 9.9%	Q-115 9.5%
	Q-113 2.3%	Q-114 3.5%	Q-115 3.0%	Q-116 4.8%
Program	Q-14 49.4%	Q-25 36.8%	Q-36 43.8%	Q-47 41.3%
	Q-25 64.7%	Q-36 61.4%	Q-47 60.6%	Q-58 52.4%
	Q-53 65.6%	Q-64 42.1%	Q-75 41.3%	Q-86 50.8%
	Q-72 69.1%	Q-83 57.9%	Q-94 61.3%	Q-105 57.1%
	Q-84 78.3%	Q-95 63.2%	Q-106 73.9%	Q-117 73.0%
	Q-106 56.8%	Q-117 54.4%	Q-118 53.2%	Q-119 50.8%
	Q-109 79.9%	Q-120 71.9%	Q-121 72.9%	Q-122 69.3%

CONTINUED

2 OF 3

	Pre-Training Test	POST-TRAINING MATCH GROUP		
		No Training	Some Training	Much
<u>Staff Morale</u>				
Q-100	49.2%	52.6%	43.3%	28.6%
<u>Disciplining</u>				
Q-12	27.0%	28.1%	17.7%	20.6%
Q-27	80.6%	89.5%	84.7%	93.7%
Q-28	62.0%	68.4%	69.0%	77.8%
Q-29	37.6%	49.1%	44.8%	47.6%
Q-30	11.0%	26.3%	19.2%	15.9%
Q-31	3.6%	15.8%	6.4%	4.8%
Q-32	6.0%	14.0%	7.9%	4.8%
<u>Administration</u>				
Q-21	21.3%	15.8%	16.3%	11.1%
Q-57	39.4%	50.9%	35.0%	31.7%
Q-64	75.2%	73.7%	75.4%	68.3%
Q-75	58.6%	52.6%	48.3%	38.1%
Q-79	66.3%	70.2%	63.5%	68.3%
Q-80	67.5%	61.4%	59.1%	58.7%
Q-81	47.8%	45.6%	42.9%	34.9%
Q-97	62.1%	61.4%	55.2%	61.9%
<u>Racial-Cultural</u>				
Q-33	83.5%	80.7%	81.3%	88.9%
Q-38	70.3%	71.9%	73.4%	71.4%
Q-48	50.7%	35.1%	37.9%	39.7%
Q-62	73.7%	64.9%	72.4%	69.8%
Q-89	57.4%	43.9%	57.1%	55.6%
Q-107	92.8%	93.0%	93.6%	96.8%
Q-108	90.4%	89.5%	93.1%	93.7%
Q-111	79.5%	80.7%	77.8%	76.3%
<u>Work Satisfaction</u>				
Q-34	89.4%	82.5%	86.2%	82.5%
Q-68	89.8%	91.2%	92.6%	88.9%
Q-95	68.0%	70.2%	66.5%	58.7%
<u>Operating Efficiency</u>				
Q-35	62.1%	68.4%	61.1%	47.6%
Q-45	50.4%	59.6%	52.2%	47.6%
Q-63	60.2%	66.7%	58.6%	52.4%
<u>Compensation</u>				
Q-40	47.2%	57.9%	39.4%	36.5%
Q-73	41.2%	45.6%	28.1%	19.0%

	Pre-Training Test	POST-TRAINING MATCH GROUP		
		No Training	Some Training	Much
<u>Working Relations</u>				
Q-41	41.4%	45.6%	41.9%	28.6%
Q-46	86.0%	89.5%	77.3%	69.8%
Q-55	49.3%	47.4%	43.8%	36.5%
Q-61	77.5%	71.9%	73.4%	69.8%
Q-102	31.1%	50.9%	28.6%	17.5%
<u>Future Opportunity</u>				
Q-42	51.1%	49.1%	49.8%	39.7%
Q-65	28.3%	35.1%	23.6%	15.9%
Q-74	63.2%	54.4%	58.1%	49.2%
<u>Supervision</u>				
Q-43	84.3%	82.5%	84.2%	81.0%
Q-58	78.5%	82.5%	78.3%	82.5%
Q-76	73.1%	64.9%	74.4%	68.3%
Q-88	75.8%	77.2%	77.8%	77.8%
Q-101	66.7%	59.6%	61.6%	55.6%
<u>Work Appraisal</u>				
Q-47	72.3%	77.2%	74.4%	65.1%
Q-66	62.0%	57.9%	59.1%	54.0%
Q-98	39.1%	42.1%	35.5%	30.2%
Q-99	56.0%	54.4%	53.7%	46.0%
<u>Training</u>				
Q-52	31.1%	26.3%	26.1%	27.0%
Q-67	66.5%	47.4%	62.6%	60.3%
Q-87	74.5%	66.7%	71.9%	77.8%
<u>Community Support</u>				
Q-69	67.4%	54.4%	57.6%	49.2%
Q-70	62.5%	57.9%	48.8%	42.9%
Q-71	48.2%	47.4%	39.4%	33.3%
Q-92	87.3%	77.2%	87.7%	90.5%
<u>Materials and Equipment</u>				
Q-85	59.1%	59.6%	51.2%	52.4%
Q-86	71.1%	78.9%	64.5%	61.9%
Q-115	70.5%	70.2%	66.0%	61.9%

	Pre-Training Test	POST-TRAINING MATCH GROUP		
		No Training	Some Training	Much
<u>Decision Making</u>				
Q-90	56.2%	57.9%	49.3%	44.4%
Q-93	75.8%	75.4%	77.3%	74.6%
Q-103	45.8%	43.9%	42.9%	38.1%
Q-104	73.6%	57.9%	75.4%	73.0%
<u>Miscellaneous</u>				
Q-114	6%	77.2%	61.6%	68.3%
Q-116	%	71.9%	70.9%	82.5%

VERBATIM OBSERVATIONS MADE BY EMPLOYEES
TAKING THE ATTITUDE SURVEY ADMINISTERED
AT THE WISCONSIN STATE PRISON

The _____ does not know enough about the institution, its policies and its goals. Perhaps the Department of Corrections could use a public relations man to combat the adverse publicity we get from the newspapers and self-appointed experts.

I don't think it was necessary to repeat this questionnaire. Opinions previously held are not changed.

I feel that there should be less paperwork involved in my position (clinical). I feel because of the overburdening of clinical tasks we cannot effectively do the job trained in, therefore, the counseling role suffers. Many inmates are frustrated because we do not have the time for them necessary to help them with their problems.

There should be better working hours. This institution should start at 7:45 a.m. and leave at 4:30 p.m. like other facilities in the Division.

I would like to see more harmony among staff, closer supervision by immediate supervisors over the clerical staff.

I have run into staff that are qualified and competent as well as people who put out more effort trying to get out of their work than they would by doing it.

I feel that this institution has good leadership. There is a definite need for the supervisors to be involved in some training programs. Too many supervisors lack the ability to act adequately supervised which has a direct effect on the inmate population and the morale.

We need more officers and more in-service training.

The Central Office and the Governor have too much to say on running these places when they don't know what is going on.

The Central Office has too much to say on how to run this place, we don't run it, they do. We want it put back into our hands not run from a desk in Madison. Too many task forces made up of ex-cons telling and lying about how our place is run.

I think the state is spending too much on things like this questionnaire than giving us programs that help us on the job. Train the employee in not just the basics. Show him every aspect of the program.

There are too many people who have too much to say about what goes on at Wisconsin State Prison who don't really know anything about it.

I have been with sufficient staff for over a year. This has brought about a great amount of extra work for me and the other staff who have been unable to properly take earned vacation. Dissatisfied with salary and salary adjustments. I feel very strongly that inmates come before employees (the state has not been responsive to the needs of employees).

Since the last questionnaire there have been no staff programs, schooling, etc. but many privileges extended to the inmates which make discipline much harder to

enforce and without self-discipline, the inmates leave with the same attitude towards society as when they came.

This institution should be run from the Security Office, not Madison.

I feel this institution should be more security minded and less lenient with inmates, back to the get tough method which works better. Some of the inmates agree with us on this. Many policies are put into effect that aren't any good. Too much pressure from the Governor and do-gooders. People in power have to realize crime is a way of life for most people confined here.

There could be better communications between administration and employees. Have the wardens run the institutions rather than the upper echelon.

This institution does not have any vocational training for inmates nor not even enough work for a great amount of the inmates. We need more simple basic vocational training such as mechanics, electrical, plumbing, etc.

Taking into consideration the economy, politics, and the aspect of life as a whole, the operation of this institution is handled in a very respectable manner. We would like to see a bigger check every two weeks.

What we need here at the prison is a good, old-fashioned in-service training program - relating to our institutions, things that will help us do our job better. Need to increase _____ - need to let wardens and superintendent run their institutions rather than Madison.

We have a different type of inmate than we had years ago - more assaultive - more staff being hurt - it's time to clamp down and make this institution run like a maximum security institution should.

I feel this institution is operating very efficiently and I think it should continue to operate.

Staff should be encouraged by the administration (they should get off their rear ends and go to bat for some of our problems).

Industries' personnel should be recognized on the same level as custody; their duties are as hazardous and are important to the objectives of the institution.

NOTES ON COMMENTS MADE BY EMPLOYEES
FROM THE WISCONSIN SCHOOL FOR BOYS

This questionnaire was administered on the 5th and 6th of March.

"I definitely think an Advisory Council of inmates would be an excellent idea. At times inmates better recognize the approach of serious problems over certain rules than staff and with their direct voice these problems could be alleviated with a more decisive or fair policy."

"I get discouraged with the heavy workload and very little part-time help."

"A large proportion of inmates have severe learning problems. We do not have adequate staff, budget, or special learning equipment because Division of Corrections is too blind to see the overriding needs that affect rehabilitation."

"Classes are too large to teach."

"Too much time in maintaining discipline."

"We need teachers to be employed part-time as substitutes."

"We need facilities and equipment to work with small groups of about three or four on a regular intermittent basis with special education teachers."

"We need more time available to keep working for master's degrees and studying to cope with changing population needs."

"We need politicians who can assume responsibility for granting means to the juvenile facilities that conform to at least minimum standards set by the state for public school systems."

"We have a good knowledgeable understanding staff but it is too overworked for maximum effectiveness."

"Staff consists of too many chiefs in relation to Indians."

"Training programs are bogged down because there is not enough staff available to 'cover' so that employees can take time off."

"High up administration does a poor job of evaluating procedures and operation of this and other institutions."

"Visits are extremely superficial if one can judge by subsequent reports issued."

The greatest problem at the institutional level, in my judgement, is "indecisive and disinterested administration, lack of general discipline of both inmates and many staff. Flagrant violation of rules are shrugged off in many cases and rip-offs of supplies are disregarded. Administration does take great interest in welfare of inmates but actual operation of the institution itself and staff are sluffed off."

"Positions should be filled by people with the best ability rather than simply occupied due to seniority."

"Lack of communication between departments."

"We operate on a crisis basis, but not because of our staff."

"Now changes in the law and the selling out of the youthful offender institution has brought about difficulties for this institution."

"I often hear boys working with us talking and I ask them what they tell their social workers. Most say 'I tell them what they want to hear, that I changed and I learned my lesson.' I think a lot of them are fooled by the boys. We aren't asked our opinion and I have the feeling that they feel, because we haven't got a degree, our opinions aren't worth bothering with."

"Crowded conditions - central office liaison with staff needs to be improved - consideration for mental fatigue."

"I believe that a sincere, professional treatment effort is being made at Wales. I do believe that perhaps 30-40 percent of our inmates do not the security requirements necessarily imposed on all. I also believe, however, that controlled structured lifestyle are prerequisites to treatment in any facility whether at Wales or a less secure institution or community-based facility. If any inmates become a greater societal problem at Wales I believe it is because they should not have been sent here in the first place or because they were not sufficiently segregated from destructive influences while they were here. Unfortunately, our facilities simply do not permit more extensive or specific segregation than we achieve now."

"Over 200 boys under 18 are presently confined at Wales for assaultive offenses against persons. If the Governor or the legislature wish to remove the protection of their constituents from attacks by these boys by closing Wales, let us hope they shall be the first to be victimized. Their political dishonesty will have been the cause of their plight."

"Pre-release evaluation and post-release supervision must get priority attention."

"Grocery clerks are paid \$4.75 per hour, punch press operators are paid \$6-\$7 per hour, printers are paid \$7.80 per hour, counselors on the front line of correctional efforts are paid \$3.97 per hour to start."

"Better paid for weekends and holidays would cut down on absenteeism and staff turnover."

"Equipment could be updated and if it can't be updated should be fixed to perform properly so the work can be done on time."

"Facilities should be properly cleaned, both where inmates live and where staff work."

"Absolutely no chance for promotion makes me a little bitter."

VERBATIM OBSERVATIONS MADE BY EMPLOYEES
TAKING THE ATTITUDE SURVEY ADMINISTERED
AT THE REFORMATORY ON THE 27TH AND 28TH OF FEBRUARY, 1975

"There should be more in-service training for men with over two years' experience. Also, once a month staff meetings should be held prior to shift changes."

Another individual felt that there was a certain amount of supervisors who needed to be replaced or at least their policies changed, otherwise, "There may be a sudden decrease in staff in both maintenance and security."

Another employee in the building trades feels that the older, higher paid employees are discriminated against because other employees being paid lower wages are called in for the overtime jobs. The less experienced employees, then, do a poorer job which usually has to be redone by the older experienced employees during the regular day. For example, there is one employee with 19½ years of service who has received only six hours of overtime during the same period that a power plant operator doing maintenance work in his first month received 18 hours overtime.

Another individual felt that the \$1.40 charge for meals was overpriced and that Madison could stand an overhaul on their grievance procedures.

Another individual feels that the in-service training program is quite poor and that during the year he has had only one in-service session, that being the original orientation. Several individuals felt that in-service training should be offered more, one individual felt that more college courses should be offered.

"I feel inmate treatment at the institution is too lax and if a 'get tough policy' was adopted here it would be a deterrent to crime in the state. I feel institutional life here is better than most of your leading vacation resorts."

ADMINISTRATION OF THE EMPLOYEE ATTITUDE SURVEY TO THE STAFF OF THE
KETTLE MORAINÉ CORRECTIONAL INSTITUTION

The following is a list of comments written on the survey forms by various staff members from the Kettle Moraine Correctional Institution.

The Arts and Crafts Instructor finds it very frustrating trying to change the educational program from juvenile to adult, especially when there is a problem in getting funds for replacement of materials. The lack of funds seems to be the biggest concern.

Right now the Institution is currently experiencing a great deal of instability regarding program, budget, staff, job security, type of residence, and future legislation and reorganization of the division.

There were several concerns by individuals taking the test that the questionnaire was not relevant because the Kettle Moraine facility had recently changed from juveniles to adults.

"For what seems inadequate political considerations, the KMBS was refurbished as an adult institution for which policy none of the staff had an input. The training during the two weeks of recycling was a fraud and a waste of time. Some planning that could have been done and policies thought out was not done and we received inmates and began to experience all the hassle and frustrations that these non-policies and poor training could have predicted. Some institutional personnel were promoted or moved-coddled or scorned-by those making the administrative decisions. A program of social discrimination and psychological separation was introduced that was poorly thought out and unjustified by any adequate scientific norms. The credibility of the administrative people remains at a low level from those on the line in working positions in the school, maintenance, cottages and elsewhere. The prevalent mood of resigned frustration is apparent everywhere."

Several individuals felt that there is not enough staff involvement in decision making. One individual felt that the top administrator was simply impressed by the power of his position.

One individual feels that the public relations function is carried out well by the superintendent but that he does a very poor job at taking care of internal relations.

Another individual felt that they had good co-workers, an excellent supervisor, and excellent people in the top management. Also the same individual felt that the last training session helped them a great deal.

Another individual was complaining that the uniforms that had been promised at the time of the changeover had not yet been supplied.

There was another complaint that the institution discriminates against women employees. "Men who fill in my position receive as much as \$100 more per month for doing the same job. There are two men employed steadily in the same job who receive Youth Counselors' salaries while we get only Clerk II salaries."

Several employees indicated an interest in receiving some type of feedback about the results of this inquiry. Unfortunately, several of the people are turned off because they felt there should have been some results from the previous administrations of the employee attitude questionnaire fed back to the institutional personnel who are involved in taking the survey.

Don Jensen

NOTES COMING FROM SUGGESTIONS MADE
ON THE EMPLOYEE ATTITUDE SURVEY
GIVEN TO THE WISCONSIN CORRECTIONAL INSTITUTION
AT FOX LAKE

The questionnaire was administered to Fox Lake on 26 February 1975.

"The most noticeable deficiency at this institution is the lack of communication, in all aspects, either way from the top administrator to the new employee."

"We spend a great deal of money on education. It does not stop inmates from returning. Some classes appear to have only four or five students. My own children are not even afforded this luxury in the public schools."

"All training is directed to people working with inmates, not to us who work in administration or accounting and clerical."

"I think the entire concept of input on the correctional level is 'phony' and a sham and that it is a shame that good people have been led to believe that they are an integral part of the total picture only to find that when all the games are played they are regarded as just excess baggage." (This appears to come from the fact that this individual saw administration say that they desired input, but when they received it - ignored it.)

"Good officers are frustrated, disgusted and disrespectful - they are leaving WCI which is too bad."

"We need better communication between office and staff. We have to carry out their ideas and the ways of giving inmates more benefits which many inmates didn't want (or staff) in the first place."

Another correctional officer feels that the training should be done by trained people, not "Joe College."

"Cultural Awareness was the best waste of our taxpayers money."

"We need a class in self-defense. Cultural Awareness and Counseling Classes were a waste of time."

"First line supervisors have to receive too much of their information through the Union grapevine. Union members are better informed than front line supervision."

"The location of the institution is inaccessible in extreme weather conditions and it is located on a town road and we are forced to 'take vacation time' if we cannot report to work. There should be some way worked out to get the road plowed early in the mornings so that we could get to the job or by making a provision of 'snow days.'"

"Taxpayers' money is wasted on 'programs for the inmates.' What is ever being done for the victim's family?"

Several people were very upset about the fact that when roads were blocked and not cleared out sufficiently the employees had to take vacation time if they couldn't make it to work.

The typing staff is extremely unhappy with the fact that they remain classified as

Typist II when the workload they have had to deal with has tripled."

Promotional possibilities are hampered by the seniority classes rather than capabilities and an oral interview. At one time suggestions were at least studied and given a test and now we seem to say "It can't be done"without giving it a fair trial. "We must change the program to meet the needs of the times. This means a continuous change which some employees seem to resist."

"This year the problem is the same. I still supervise 96 men. A man would have to be superman to supervise 96 men and do a good job."

"Inmates have too many rights in prison."

APPENDIX D

REPORT OF:
ANALYSIS OF CORRECTIONAL STAFF TRAINING NEEDS
AND DETERMINATION OF TRAINING GOALS

July, 1972

REPORT OF:
ANALYSIS OF CORRECTIONAL STAFF TRAINING NEEDS
AND DETERMINATION OF TRAINING GOALS

July, 1972

Advisory Committee:

Allen Harbort
Omer Jones
Jack Stoddard
Paul Kasuda
Velma Ritcherson
Alan Filley
Don Vogel

Project Staff:

Kenneth Lehman, Director
Gary Fleming, Asst. Director
Donna Jones
Barbara D'Onofrio
Brenda Glover

For the past six months, there has been a great deal of energy and attention focused on the Department of Corrections project to analyze staff training needs. This project was not just born six months ago, however. As early as February, 1970, people within the Wisconsin D.O.C. began to meet with consultants from the University of Wisconsin to examine the Department's training needs. The actual funding for the project being reported here came after months of planning meetings between Corrections officials and representatives from University Extension's Committee on Corrections Education.

It is noteworthy that the Wisconsin Department of Corrections began to examine itself and its training needs before the current turmoil over prison systems broke out. It is also noteworthy that the project designed for the D.O.C. was not the abstract brainchild of "ivory tower intellectuals." Rather, it was the pragmatic product of planning and cooperation between the D.O.C. and the University. The D.O.C. recognized a need and took it to the University as a possible source of problem-solving. Out of their interaction, which spanned two years of thought and planning, the two groups developed a project entitled: Analysis of Correctional Staff Training Needs and Determination of Training Goals.

This project was funded by the Wisconsin Council on Criminal Justice for the period February 1 to June 30, 1972. The Center for Community Leadership Development (CCLD), from University of Wisconsin Extension, was named to conduct the project analysis. As associate chairman of CCLD and project director, Kenneth Lehman headed a staff of four project workers: Gary Fleming, Assistant Project Director; Elrie Chrite, Donna Jones, Barbara D'Onofrio and Brenda Glover. Working in cooperation with CCLD on the project, the D.O.C. appointed a project advisory committee comprised of Allen Harbort, Omer Jones, Jack Stoddard and Paul Kasuda from the D.O.C., and Velma Ritcherson, Alan Filley and Don Vogel from University Extension. Together, the CCLD staff and the advisory committee worked to implement the project design.

While the results of the project's analysis await more detailed implementation this report will attempt to summarize the project's general findings and draft some preliminary recommendations.

PURPOSE OF THE STUDY

The objectives of this study, as outlined in the project proposal, included:

1. Assessment of the present status of training within the Division of Corrections, including assessment of environmental factors that affect training.
2. Specification of training goals and objectives that appear appropriate after review of the current situation.
3. Identification of alternative methods for achieving agreed upon training goals and objectives.

METHODOLOGY

I. Document Research

The initial source of data for the project was contained in documents from the

Department of Corrections which were used for information on formal policies and procedures, organizational structure, job description, and distribution of authority within the D.O.C.

II. Nominal Groups

Once this initial research had been completed, the project moved out into the field. In the winter and spring of 1971, eight consultants from the University of Wisconsin held "problem identification sessions" with staff members at six Wisconsin institutions: Waupun, Fox Lake, Taycheedah, Wales, Oregon and Kettle Moraine. The group technique used in these sessions was developed by Andre Delbecq and Andrew Van de Ven of the U.W. School of Business. The basis of the Delbecq-Van de Ven technique is the "nominal group;" that is, individuals who are grouped together but are silent or have limited interaction.

The philosophy behind the "nominal group" or "nominals" is that more problems and ideas can be generated if every member of a group is allowed to silently concentrate on his inputs and then submit them for directed discussion. This technique seeks to achieve maximum participation, avoiding the pitfalls of conventional brainstorming sessions which tend to be open-ended and dominated by the most verbal members.

In the case of the D.O.C. project, inmates from each institution visited were grouped together in a room and instructed that the purpose of their meeting was to identify problems within their institution. Inmates were then asked to respond silently, in writing, to questions designed to pinpoint inmates' problems. These answers were recorded on large flip charts in front of the group and then discussed for 15 minutes. Finally, each inmate was asked to rank, discuss for 10 minutes, and then re-rank, those problems on the charts which he or she considered most important. In this way, the project staff was able to identify those issues of greatest concern to the inmates involved in the nominal groups.

Prior to the actual funding of the project in January, 1972, "nominals" were conducted with staff members at six Wisconsin institutions as part of the planning and problem exploration process. Inmate nominals were subsequently added as a condition of the project grant. As a result, inmates from six institutions were involved in nominals. The total number of nominal participants was over 120. The results of these nominals are included in the project area.

III. Individual Interviews

The core of the Analysis of Correctional Staff Training Needs was the individual interviews with D.O.C. personnel. The decision to use individual interviews, rather than "nominal groups," with the D.O.C. personnel was made quite early in the project planning. It was felt that while "nominals" were useful for identifying problems, individual interviews would be more appropriate for assessing existing situations. That is to say, the nominals might help to point up what "should be," but the interview could establish what "is." For that reason, the questions used in the interviews were designed so that the respondent could describe his job as he actually performs it every day. Care was taken to not "contaminate" or "bias" the questions with preconceived notions about the respondent's duties. For example, instead of asking a D.O.C. staff

member "How important is discipline in your job," which assumes that discipline is a part of his job; the project interviewer would ask, "What are the most important activities in your job?" The purpose of such open-ended questions was to allow each respondent to answer freely and honestly, and in terms of his own individual experience.

Originally, the project proposal called for 80 interviews with 'key staff personnel', meaning top level administrators within the D.O.C. In the course of their February meeting, however, the D.O.C. advisory committee requested, and the CCLD project staff agreed, to alter the project design somewhat and involve correctional officers in the interviews as well. As a result, a total of 105 individual interviews were conducted between March 6 and April 14, 1972. But before the interviews could begin, there was the arduous task of interview design.

Working in consultation with Alan Filley, a professor in the U.W. School of Business and the project's original designer, the CCLD staff developed a preliminary set of 17 interview questions. These were presented to the D.O.C. advisory committee at a meeting on March 3. In the course of that meeting, each question was discussed as to its purpose, relevance, wording, etc. Some questions were eliminated, others re-written. The meeting ended with a consensus on the questions for the "interview packet." These packets were quickly assembled and the interviewing began on March 6. Below are the 12 questions asked in every interview:

1. What is the title of your job?
2. How long have you held this position? How long have you been employed with this institution?
3. Who is (are) your superior(s)? Names and titles.
4. Who do you directly supervise? Number and job titles.
5. What are the most important activities in your job?
6. Who gives you directives each day?
7. Who are the people who influence your decisions?
8. If you were hiring someone for a position like yours, what kind of person would you look for?
9. Tell me about an incident in your experiences as (interviewee's title) that made you feel good and tell me of another that made you feel bad.
10. What kind of things does an effective (interviewee's title) do? What kinds does an ineffective one do?
11. What do you think other departments could learn or need to know about the responsibilities of correctional officers?
12. If you had unlimited funds and/or freedom to do so, what three training changes, if any, would you make within corrections?

All of the 'inmate nominals' were completed by April 7. All of the interviews were completed by April 14. While the nominals varied in length from group to group, the interviews were more consistent and tended to take about an hour each. The project staff found that each hour of interview time required nearly the same amount of time for debriefing.

Once the interviews were completed, the project staff began to organize and type up the interviews and the nominals. Then began the task of tabulating and evaluating the data. After several weeks of work and consultations with Art Brief and Allan Filley of the U.W. School of Business, the CCLD staff produced tabulations of the project data. These results were contained in the packets distributed at the Fond du Lac conference. Listed below is a revised presentation of those results, as suggested by conference participants.

QUESTION ONE:

As stated in the introduction, the original project proposal called for 80 interviews with "key administrative personnel." It was reasoned that these were the people with the authority to affect changes in the Division training programs. Any information or suggestions they could offer would be helpful in analyzing the training needs of correctional personnel.

Upon review of the proposal, however, the project advisory committee asked that non-administrative, as well as administrative, personnel be interviewed. The committee felt it was important to include these personnel because their position within the correctional structure would equip them to provide information relevant to the situation being analyzed.

The advisory committee also considered it important that non-administrative personnel feel they had a part in any decision-making process that might result from the study.

For these reasons, the interview group was enlarged to include non-administrative personnel. A total of 105 individuals were finally interviewed. In all cases, the individuals interviewed were chosen because of their positions. Administrative personnel were selected by the Division and the project staff prior to March 6, the day interviewing began. Non-administrative personnel were selected at random on the day interviews were conducted at each institution. The random selection process was necessitated by time and the availability of non-administrative personnel.

Any discrepancies between the data and respondents' recognition of job titles may be due to two factors. First, reclassification was occurring at the time of the study. And two, some of the respondents described their job titles on a functional level while others described theirs on a classification level.

QUESTION TWO:

Originally, question two was in two parts:

- a. How long have you held this position?
- b. How long have you been employed in this institution?

But in that form the question elicited some confusing answers and had to be

interpreted to several respondents. For that reason, the project staff restructured the question for greater clarity and more useful information. In its revised form, question two asked:

- a. How long have you held this position?
- b. How long have you been employed by this institution?
- c. How long have you been employed by the Division?
- d. Name other positions you have held within the Division?

From this restructuring the project staff was able to determine the length of service in one position for each position interviewed, the total length of service within a particular institution, and the length of service within the Division as a whole. On the basis of this information, the staff was able to determine the degree of job mobility within the Division.

The data from items a, b, and c indicate a relatively long period of job service. Responses from item d indicate that job mobility does exist within the Division.

Implications for Training:

In view of the findings on length of service, the Division might examine its in-service training programs. Do these programs inform personnel of new developments and techniques within their particular job areas? Do the programs offer an opportunity for personnel to improve job-related skills or develop new skills?

In regard to the evidence of job mobility, the Division should ask whether current training programs adequately prepare personnel for changing positions or institutions.

QUESTION THREE:

Responses to question three indicate that Division personnel, even those who are relatively new to their positions, are aware of their superiors. Regardless of their position in the Division, almost all respondents knew their superior's name and title. Moreover, most respondents knew the name and title of their superior's superior.

Implications for Training:

There appears to be little need to expand training about the organizational structure of the Division of Corrections.

QUESTION FOUR:

Responses to question four again illustrate that respondents were knowledgeable about the Division's chain of command. The data also indicates a high degree of interaction within the Division. Most respondents knew the number of personnel they supervised and knew their names as well, unless the number of personnel was quite large.

Implications for Training:

While the information from questions three and four would suggest that Division

employees do know each other and do interact, it is difficult to make any evaluative conclusions from these responses alone. Additional information from staff nominals, however, suggests that these interactions are not wholly satisfactory. Personnel cited inter-departmental conflict and communication gaps between departments among their major concerns. Specific examples of these problems included, "Difficulty in communicating with all persons involved in planning a girl's program," and insufficient coordination between houses and classrooms.

In view of this, and the high degree of interaction among Division personnel, a training program in interpersonal and interdepartmental communication may be warranted.

QUESTION FIVE:

Question five elicited numerous responses. Those listed as "categories" represent the areas of activity named most often in the interviews. The categories were delineated after the data had been collected; they were suggested by the responses themselves, not by the project staff.

The categories listed were not "weighted." For example, if a respondent mentioned 'supervision' three times in the course of the interview, it was only noted once as being one activity. The category of "others" represents those activities which were named only once, by one particular respondent.

The categories are not ranked from "most" to "least" important because the respondents did not rank their activities in that way. For the project staff to now rank the categories would be presumptuous and probably misleading.

In the course of this study there has been some discussion of the category "Rehabilitation." This term was included as a category because it was the term used by the respondents in interview. The project staff can only speculate that the 23 respondents chose to use the term "rehabilitation" because the Division used that term in several of its official job descriptions.

Implications for Training:

The data from question five, along with the information from the nominal groups, suggests that it may be instructive for the D.O.C. to compare what "should be" in the Division to what "is."

In the course of the nominals, staff members indicated "role conflict" between "what I'm told I should be doing and feel I should be doing as opposed to what I'm actually doing."

Responses to question five, which outline just what personnel are "actually doing," may serve as a valuable tool for determining whether the D.O.C. is accomplishing its goals regarding personnel training and utilization. Using the information from this study, the Division can now ask itself whether current training programs relate to the areas of activity listed by the 105 D.O.C. personnel.

In developing a training program which relates to these activities, the Division may also wish to examine its formal job descriptions. It is possible that these descriptions need revision if they are to better reflect the real, on-the-job activities of each position.

QUESTION SIX:

Question six was designed to determine whether the chain of command within the Division was functioning according to plan. That is, to find out whether Division personnel receive their directives from their formal superiors. The question also sought to determine whether other factors, besides superiors' directives, were influencing job performance.

The responses to question six substantiate the findings in questions three and four. It appears that clear-cut lines of authority are recognized and operational at all levels in the D.O.C. The data does not indicate that any other factors, such as job function or co-workers, have a particularly significant influence on job performance. In sum, the data from question six supports the Division's image as a highly structured organization with little or no confusion over operational procedure or lines of authority.

The method used to delineate the categories of response to question six was the same as that used in question five. These categories reflect the terms used by the respondents in interview. In regard to item d, the term "job function" refers to those cases where the respondent said he is directed by the nature of his job and its inherent duties.

It should be understood that very few individuals receive directives every day. Most respondents indicated that they receive only occasional directives, but these directives usually come from superiors.

While it might appear obvious that organizational directives should pass from superior to subordinate, it is possible for other arrangements to exist. In fact, several respondents said that their directives come from sources besides their superiors.

In regard to tabulation procedure, it should be noted that if a respondent said he receives directives from more than one superior, his response would only account for one tabulation in the "superior" category. The purpose here was to avoid misrepresenting the organizational situation in the D.O.C. Most often the respondent would name multiple superiors because he had multiple duties. To properly reflect the general situation in the D.O.C. it was necessary that the tabulation show that directives for one specific job area usually come from one specific superior.

It should also be noted that the totals reflect the fact that some respondents gave more than one answer to the question. That is, a single respondent may have stated that he receives directives from his job function and co-workers as well as from his superiors.

Implications for Training:

Because question six reinforces the data from questions three and four, the implications for training are similar. There appears to be little need for more definition of the chain of command, but it may be that training in techniques of communication would facilitate the flow of directives and make them more effective.

Staff responses in the nominal groups confirm this recommendation. Personnel indicated that "I don't feel I am treated as a professional, more like an inmate."

Problems with planning and communication were also cited. Particularly relevant were problems with communication of institution policy and understanding of each others' roles.

QUESTION SEVEN:

The purpose of question seven was to determine the pattern of decision-making within the D.O.C. In keeping with the data from questions 3, 4, and 6, the emergent pattern indicates a dependence on "superiors."

The categories in question seven are the same as those in question six and were delineated and tabulated in the same way. And, as in question six, the "superior" category rated the most responses. But while question six totaled 219 responses, with 62 responses in the "superior" category; question seven totaled only 125 responses, with 77 in the "superior" category. This seems to indicate that D.O.C. personnel are most exclusively dependent on signals from superiors for making decisions than for performing daily activities. When seeking functional directives about their work, most D.O.C. personnel rely on various sources in addition to their superiors. But when actually making decisions, Division personnel are more inclined to depend on the influence of their superiors.

Implications for Training:

In regard to the superior-subordinate relationship, data from the staff nominals indicates some problems with communication. For example, personnel indicated "insufficient communication regarding decisions affecting inmates I'm working with," and requested formal liaison between staff and the administration.

In view of the data from question seven and the nominals, the Division may wish to develop training techniques to increase independent decision-making, or it may wish to concentrate on improving communication skills. It would seem that if decisions are so thoroughly influenced by superiors, then both superiors and subordinates should be trained to communicate goals and concepts as well as directives. The need for well-developed communication skills becomes increasingly important in a large organization like the D.O.C. where superiors are often distantly removed from the decision-making site and subordinates can err in decision-making by misinterpreting their superiors' intentions.

QUESTION EIGHT:

Question eight sought to determine respondents' criteria for filling a Division position such as their own. The responses to this question were consistent in that they did not emphasize traditional criteria such as education. The greatest number of responses were tabulated in the "personal characteristics" category. The "experience" category also received consideration as a criteria for hiring.

In answering question eight, respondents mentioned 283 "personal characteristics" a total of 381 times. That is, 283 separate personal characteristics were named as criteria for hiring, and several of these 283 were mentioned more than once.

In comparing the Division's job descriptions with the data from question eight, the project staff found that the Division looks for educational attainments as

well as personal characteristics in hiring D.O.C. personnel. It also found that the personal characteristics sought by the D.O.C. are mainly the ability to provide leadership, to communicate effectively, to exercise good judgement, etc. The respondents to question eight went further than the job descriptions in emphasizing personal characteristics as requisites for employment. In interview, D.O.C. personnel said they would fill their own positions with people who are honest, hard-working, trustworthy, and have a love of people.

Implications for Training:

The trend of the data suggests that it might be profitable to develop a program which instills or reinforces those personal characteristics which D.O.C. personnel value. According to the staff nominals, D.O.C. personnel currently feel that, "the negative attitude within the institution causes people to withdraw."

A re-examination of job descriptions may also be in order to determine if those qualities listed in question eight might be included in the context of the job description. The contents of this question need to be more closely monitored by D.O.C. personnel for possible further delineation.

QUESTION NINE:

The intent of question nine was to discover sources of job satisfaction and dissatisfaction. Job satisfaction was said to derive from experiences that made the respondent "feel good," while dissatisfaction developed from experiences that made him "feel bad."

The data was organized into seven "feel good" categories and nine "feel bad" categories. Some of these categories are self-explanatory, others require definition.

The first "feel good" category is "recognition." This means that when the respondent's work was publicly or privately acknowledged, that acknowledgement made the respondent "feel good." Category two is "achievement." This refers to a situation in which the respondent felt good because he had attained a goal that was work-oriented but not required.

Category three, "interesting work," is self-explanatory. Category four, "responsibility," refers to those "feel good" experiences in which the respondent had or was granted responsibility for his work area. Category five, "advancement," refers to those cases in which the respondent was promoted. Category six, "accomplishment," differs from category two in that this refers to attainment within the requirements of the job. Category seven, "other" refers to those various responses which were offered only once by one respondent.

The first "feel bad" category is "Division Policy and Administration." This refers to negative experiences related to policy or decision which the respondent attributed to Division policy and administration. Unfortunately, the project staff has no way of determining whether the actual cause of the negative experience was the institution or the Division or the Legislature.

Category two, "technical competence of supervisor" refers to situations in which actions by the respondent's supervisor made it difficult for the respondent to perform his duties.

Category three, "personal relationship with supervisor" refers to the degree and quality of the interaction between the respondent and his supervisor. Category four, "pay," and category five, "working conditions," are both self-explanatory. Categories six, seven, and eight, like category three, refer to the extent and quality of the respondent's relationships with those he works with and around.

Category nine, "others," again refers to those various responses which were offered only once by one respondent.

Examples of responses in each category are given below for better understanding"

Feel Good:

1. Recognition: "It's good that I was accepted for this job. It indicates that other people respect you."
2. Achievement: "...when I get letters from people who are out and who feel that they have been helped here."
3. Interesting work: "The whole job makes me feel good."
4. Responsibility: "...when cottage counselors call me for suggestions about how to handle a particular problem."
5. Advancement: "They wanted to make me a supervisor at Central State Hospital, Waupun. Intermerit increase makes you feel good that you are doing a good job."
6. Accomplishment: "I was requested to send in some budget information on short notice and I did it."

Feel Bad:

1. Division policy and administration: "I was asked to write a statement on institutional needs; but after I did so, there was no response and no action."
2. Technical competence of supervisor: "The 'brass' are irritating because they think they know everything and there are some things they don't understand."
3. Personal relationship with supervisor: "... I subdue an inmate, then write him up, then my supervisor calls me up and says he doesn't believe me... meaning my word isn't good enough."
4. Pay: "When I came into work and asked why I only got a half-merit increase."
5. Working conditions: "The nature of the job is bad. It's necessary to play detective and be aware of the misconduct and you must cause him (the inmate) to reveal himself."
6. Personal relationships with co-workers: "Working with those staff who approach problems in a negative fashion."

7. Personal relationships with inmates: "When a boy comes back when you thought he could have made it."

In analyzing the data from question nine, the project staff found that there were three main sources of job satisfaction: Recognition, Achievement, and Accomplishment. In view of the definitions of these categories, it would appear that D.O.C. personnel "feel good" when they can successfully influence or interact with other people.

In the "feel bad" category, the trend of responses is again in the area of personal relationships. The most common "feel bad" experience involved "personal relationships with inmates." This refers to respondent's feeling bad because inmates do not "make Board" or return or get into some difficulty in the institution. Even the second most common "feel bad" response, "Division Policy and Administration," suggested that respondents resented bureaucratic actions which interfered with their work with people. In sum, the responses to question nine were weighted toward concerns over inter-personal relationships.

Implications for Training:

The responses to question nine indicate a pattern consistent with the data from the rest of the study. Both the interviews and the nominals indicate that D.O.C. personnel feel greatest concern and interest in the area of communications and interpersonal relations.

In their nominal groups, staff discussed at length the "communications problems" within departments and between departments, citing a "lack of teamwork" and "communication gaps" in the Division. For example, the nominals identified problems with program planning, industrial (shop) practices, and Division promotion procedures. These all appear to be sources of "feel bad" experiences which could be alleviated through improved communication.

A training program which relates to the staff's concern over communications would probably be very beneficial. Such a program could help D.O.C. personnel to develop their working relationships and teach them how to better express and communicate their "feel goods" and "feel bads."

QUESTION TEN:

Question ten sought to determine what factors D.O.C. personnel use in defining effective or ineffective job performance. It was hoped that this sort of on-the-job insight might point up abilities and characteristics that have been overlooked in theoretical job descriptions. The question was designed to highlight practical training needs within the Division.

Because question ten was very similar to question eight, it was thought that the response categories would probably be quite similar. This did not prove to be the case. Responses to question ten did not cite external qualities like "Education" or "Experience" as being key factors in job performance. The dominant theme of all the responses to question ten fell into one category: "Personal characteristics." In discussing the quality of job performance, respondents focused on those intangible qualities of human behavior that are so difficult to translate into formal policy. The marked emphasis on personal characteristics in determining staff effectiveness raises a difficult question

for all institutions: Where in an individual's experience or formal education or job training does he learn to be sensitive or dedicated or aware of the needs of others?

The design of question ten created some difficulty in data analysis. Respondents often named those characteristics they saw as pertinent to "effectiveness" and then simply listed the opposite characteristics as contributing to "ineffectiveness." For example, a respondent might list "sensitivity" as a factor in effectiveness and then name "insensitivity" as a factor in ineffectiveness. It was therefore difficult to independently delineate "effective" or "ineffective" performance factors. Instead, the sum of the respondents made one total impression: that it is personal characteristics which significantly determine the quality of personnel performance.

Implications for Training:

The combined data from questions eight and ten, both placing heavy emphasis on "personal characteristics," suggest that some type of "sensitivity training" might be an appropriate addition to the D.O.C. training program. The responses from both questions indicate that Division personnel value sensitivity, personal awareness, and cooperation. The data also suggests that Division personnel are interested in constructively relating personal behavior to job performance.

QUESTION ELEVEN:

Question eleven was originally included in this study to determine how others "feel" about correctional officers. Throughout the course of this study, the assumption had been that any training needs under consideration would necessarily be for the correctional officer or youth counselor. It was therefore considered important to determine the current status of correctional officers within the Division.

The data from question eleven gives a rather impressionistic view of correctional officers. An additional explanation may provide insight into the data's underlying content.

At the first meeting of the project staff and the Division of Corrections advisory committee, the staff made reference to "guards." The staff was quickly corrected and told that the proper term was "correctional officers." Subsequently, the staff used the term "correctional officer" in interviews, but discovered that many respondents did not know what the term meant. The staff found that the position of correctional officer is still commonly referred to as "guard."

An interesting exception to this rule was found in the juvenile institutions. There, the term "youth counselor" did not need explanation. In fact, respondents at the juvenile institutions indicated awareness of the similarity between the correctional officer and the youth counselor positions, and were more familiar with the term "correctional officer" than were respondents from adult institutions.

Data from question eleven was organized under eight response categories. The "function" category refers to the correction officer's duties, activities, daily routine, etc. The "frustration and tension" category is self-explanatory. It is included because respondents seemed to feel that this element should be

recognized. The third category, "crisis potential," refers to the correctional officer's experience with and ability to handle crisis situations in his job. Categories four through seven are self-explanatory. Category eight, "other," refers to those various responses that were named only once.

A total of 36 correctional officers and youth counselors were interviewed for this question. The method for tabulating their responses was the same as that used in question six, seven and eight.

The most recurrent response to question eleven focused on the need for other departments to know the function of the correctional officer. This response was proportionately more recurrent in the institutions, among correctional officers and non-officers, than in the Division administration.

The second most prevalent response concerned the "frustration and tension" of a correctional officer's responsibilities. (Note that no correctional officer responded in this category.) Category three, "crisis potential," is similar to category two and received a similar pattern of response; there was only one correctional officer who responded in category three.

In keeping with their response to category one, correctional officers also indicated considerable interest in categories four and five. Division personnel in non-officer positions also responded to categories four and five. This would imply that both groups wish to increase the Division's awareness of the functions and responsibilities of the correctional officer. There is some evidence, however, that the two groups are not seeking the same type of functional awareness. In discussing the role of the correctional officer, most non-officers emphasized frustration, tension, and crisis. But the officers themselves focused on the "nitty gritty" aspects of their daily work.

Correctional officers' responses indicate that they want others to understand the correctional institution at the "gut level." Note, for example, one correctional officer's response to question eleven:

"The other departments do not realize what goes on. Like probation. When they revoke a man's probation they should see what he is coming back to. I think the probation officer should work with the inmates for a time so he can see what it's like from day to day.

"I think the judges should see what it's like to be in prison. They may want to use alternatives. Some problems should have alternatives. Some people should sit in the tower and see what it's like. They should become familiar with the jobs we do. They should see what they are sending men to."

The data from question eleven indicates that the position of correctional officer is viewed quite differently by the correctional officer and the non-officer. For example, the correctional officer does not see his job as being fraught with danger, but others think that it is.

The data also suggests that correctional officers are generally sympathetic to inmates. Responses to questions nine and eleven suggest that correctional officers have significant personal feelings about inmates. This implies that correctional officers may not be as "bad" as many think they are. If this is true, if correctional officers are concerned and conscientious, then the question

becomes what other factors are operating to create frustration, tension and crisis in our correctional institutions? And are correctional officers in a position to reduce these tensions?

Implications for Training:

It was noted earlier that a basic assumption of this study has been that correctional officers have the greatest training needs. The data from this question suggests that this assumption may not be entirely valid.

Information from the nominals points up a much broader need among all staff members for a better understanding of other Division positions. Staff nominals indicate a "fragmented approach" in the Division. "Problems related to coordination" include the comment, "Counselors, teachers and social workers are going in different directions."

In regard to the correctional officer in particular, there appears to be a need among non-officers for greater awareness of the officers' daily problems and responsibilities. In conjunction with this, there is a need to develop greater sensitivity among non-officers to the concerns and needs of inmates.

QUESTION TWELVE:

The responses to question twelve are being prepared for a mailing to all conference participants, as are the responses to question ten. The responses to question twelve speak for themselves. Many of the suggested changes parallel those recommended by the Governor's Task Force. Almost all respondents suggested changes. These suggested changes ranged from the conservative to the radical. Obviously, due to the current lack of sufficient training, there is a greatly felt need in this area. The responses to question twelve may warrant further study if they are to serve as useful tools for Division re-examination.

NOMINALS I

The nominals conducted prior to the funding of this project in February, 1972 were held at: Waupun, Fox Lake, Taycheedah, Wales, Oregon, and Kettle Moraine. These nominals involved staff members only. Approximately _____ staff members participated.

The staff nominals identified three kinds of communications problems deriving from: (1) attitudes, skills and process; (2) lack of knowledge and/or information; and (3) the institutional structure. The nominal group also identified problems related to: (4) industrial shop practices and procedures; and (5) personnel practices; along with several miscellaneous problems.

While it is recognized that each institution has its own identity and therefore its own problems, the data presented in this report relates to Wisconsin corrections institutions in general. The training implications of the report must, of course, take account of unique institutional needs, but the data itself points out general trends that appear to have valid application to the whole corrections system. It is suggested that this be kept in mind when relating this report to the summary packet (presented prior to the June conference) and to the final report packet (presented at the June conference).

TASK: What problems do I see and experience in relating to co-workers and inmates?

I. Problem items related to communication - attitudes, skills, process. In reviewing the data from this category, the project staff found that nominal groups focused on three problem situations. These are listed below, along with examples.

A. The individual in conflict with the institution and its rules:

1. The administration is inconsistent; one man can do one thing and another can be "called on the carpet" for it.
2. The institution is security-oriented, not treatment-oriented; this makes for low staff morale.

B. The individual in conflict with other individuals and groups:

1. The separate departments seem to fight each other; i.e. school vs. social worker/counselor vs. administration.
2. The negative attitude within the institution causes people to withdraw.

C. The individual feeling insecure as a staff member:

1. I don't feel I am treated as a professional, more like an inmate.
2. There has been a gradual but persistent attack on all that was once represented as "the right way."
3. I feel role conflict between what I'm told I should be doing and feel I should be doing as opposed to what I'm actually doing.

II. Problem items related to communication - lack of knowledge, and/or information.

A. Individual-departmental problems related to lack of awareness, knowledge, or understanding of departmental policy, Division policy, or state law.

1. Lack of understanding of each other's roles.
2. Lack of orientation for new counselors.
3. Failure to communicate institution policy.
4. Failure to plan programs in advance or to establish program objectives.

B. Problems related to lack of formal inter-departmental coordination.

1. Communication gaps between departments.
2. Counselors, teachers, and social workers are going in different directions.

III. Problem items related to communication - structural.

A. Lack of interdepartmental communications:

1. Difficulty in communicating with all persons involved in planning a girl's program.
2. Problems in houses affect the education staff but are not accounted for in planning or in the classroom.
3. There is a need for a liason between counselors, supervisors, and the administration.
4. Insufficient communication regarding decisions affecting inmates I'm working with.

B. Interdepartmental conflict and lack of coordination:

1. Little or no teamwork between departments.
2. Departments use fragmented approach.

IV. Problem items related to industrial (shop) practices and procedures:

A. Unrealistic expectations

1. Inmates with no knowledge of industry are assigned to a specific task and expected to produce a quality product in little time at low cost.

B. Remuneration problems

1. Ten cents a day is too low
2. Free child labor

V. Miscellaneous

1. Poor pay
2. Unreasonable promotion procedures

This category can best be understood by reading directly from the nominals themselves.

Training Implications:

The information in this first set of nominals indicates a need for training in interdepartmental and interpersonal communication, as well as training in formal and informal group processes.

NOMINALS II

The second set of nominals was conducted among the inmates only. These inmate nominals were held at Waupun, Fox Lake, Taycheedah, Wales, Oregon and Kettle

Moraine. The participants were selected at random on the day they were to participate. While this selection process created some logistical problems in terms of locating the inmate within the institution and having him come to the rooms where the nominals were held, institution administrators were very cooperative. The inmates were, on the whole, cooperative too, although there was some apprehension at first. Inmates later explained this apprehension: usually, when an inmate is contacted unexpectedly it is for disciplinary reasons.

Four nominal groups were organized at each institution. When all inmates had gathered at their respective nominal group areas, they were told what the purpose of the project was, and was not, and told that participation was entirely voluntary. They could leave or they could stay. But if they stayed, the project staff asked for total participation.

The majority stayed and in most cases the staff was able to get replacements for those who left.

Inmate participation was high and fruitful. There were no incidents and there was great interest in what was being done. Inmates were aware that there could be no promise of instant improvements, but they knew that if staff training programs were effectualized they, as well as the staff, would benefit. Inmates understood that their participation and ideas were necessary to develop an overall view of the D.O.C.

The question asked in each nominal group was: What are the specific problems I have and/or experience being an inmate here at _____.
(institution name)

This question, submitted to 24 nominal groups, elicited a multiplicity of responses. Most of those responses are included in the summary report distributed to conference participants prior to the June conference. The responses listed by institution in that report represent the concerns cited most often by all four nominal groups at each institution. Each list is a collection of the four group's major concerns. For that reason, several items on the same subject may be listed under one institution. It should be noted, however, that the "score" to the left of each response item only represents the voting in one nominal group.

To facilitate interpretation of the nominal group data presented in the summary report, the following summary will attempt to capsulize the inmate nominals as a whole.

Eight basic problem areas stand out as recurrent themes throughout all the nominals. These problem areas are: I. Problems with the institution and/or its rules; II. Problems relating to the parole board; III. Problems relating to education - vocational and academic; IV. Personal problems; V. Problems relating to communication among staff and inmates; VI. Problems relating to racism; VII. Problems relating to medical treatment; VIII. Problems relating to personal economics.

I. Problems with the institution and/or its rules:

1. The inmate body should be allowed to hold a plebiscite in order to establish a prisoners' union for the purposes of determining the State minimum pay scale, safety habits and rules. This union should be allowed to act as "inmate voices," to sit down and re-write the same

rules so they can better serve the inmates. The same union should be allowed to sit on the disciplinary committee and have an equal voice in decisions made concerning inmates. They should be allowed to set up educational, academic, political and other programs.

2. Should have furloughs....so you can see your family....to get a job and get ready to be released.
3. Should be able to open your mail and read it.

II. Problems relating to the parole board

1. No means of seeking employment in connection with possible parole.
2. An inmate should be able to read parole data, the same data that the parole board reads.
3. Parole board doesn't let you explain when they give you a deferment.
4. They don't look at the human side of things, just the technical.
5. Parole board should be made up of psychologists and psychiatrists who understand personal problems.

III. Problems relating to education - vocational and academic:

1. You could work 10 years in any shop and still never receive any official recognition.
2. The same for all technical jobs; need more vocational here, such as auto mechanic, radio and welding.
3. More money forwarded for teaching facilities, better educational programs. There should be job training.

IV. Personal problems:

1. Being dehumanized.
2. No outlet for sexual desires.
3. Man never knows when he is going to get out.
4. Conjugal visiting.
5. 18-year olds should be able to register to vote.
6. Staff here treat women like children.

V. Problems relating to communication between staff and inmates:

1. The disciplinary committee is inadequate in its function. Inmates are not allowed to prove themselves innocent, nor are they allowed to bring forth witnesses or confront accusers. This in turn gives prison officials a free hand in writing false reports, to mentally,

physically and politically agitate inmates.

2. Definite lack of communication between inmate and staff. The institution refuses to recognize the problems until crisis state occurs. And then it seldom acts in the interest of the men.

VI. Problems relating to racism:

1. Prejudice because of crime and color and age.
2. I feel that there is a racial conflict between inmates and staff, but mostly on the staff's part.
3. Too much racism.

VII. Problems relating to medical treatment:

1. I think the medical treatment/attention should be far greater than what it is.
2. I was refused proper medical attention.
3. Why don't they have trained medical help; now dispensing medicine without any training.

VIII. Problems relating to personal economics:

1. If they can pay you \$3600 a year to keep you here, they can pay you more than \$10 when you leave.
2. Gathering proper amount of funds for my release from institution.
3. More money for the work you do here.
4. Living expenses so high at 50¢ per day, inmate can't buy very much.

It must be pointed out that, as they are presented here, these examples give only a cursory view of inmate concerns. The complete lists from inmate nominals must be referred to for an understanding of the depth and breadth of these concerns. The attempt here has been only to provide a composite over-view.

Implications for Training:

The data from this set of nominals indicates, again, the need for improved communications in the D.O.C. Inmate frustration over such issues as parole board, institutional rules and Division policies could be lessened if inmates had more information. Problems relating to racism and staff-inmate relations could also be eased through training in human relations and group processes. This type of training could also be designed to include sessions in cultural awareness. It would be hoped that such training would lead to increased interaction between staff and inmates.

This set of nominals supports the findings and impressions from the rest of the study. Taken together, all of the data points to one central area of concern: communications and interpersonal relations.

APPENDIX E

LEGAL TRAINING QUESTIONNAIRE



JOHN HOWARD ASSOCIATION

537 South Dearborn Street, Suite 900

(312) 341-1901

Chicago, Illinois 60605

Activities Survey and Consultation Services in the Crime and Delinquency Field Rehabilitation of Offenders.

September 4, 1974

Dear Legal Training Program Participant:

As an outside evaluator, the John Howard Association utilizes several methods in evaluating the effectiveness of the training program sponsored by the Wisconsin Division of Corrections. In this phase the John Howard Association would like the participants of the Legal Training Program held July 15 and 16 to respond to the questions on the attached questionnaire so we may obtain your valuable feedback.

We do not wish to learn the names of individual respondents. IT IS NOT NECESSARY. We wish to learn your collective feeling about the legal training program and the training program as a whole.

Please complete the questions as indicated and return by mail in the enclosed self-addressed stamped envelope.

Thanking you in advance I am,

Sincerely,

Ira H. Schwartz
Executive Director

IMS:nd



Past Presidents

- B. Franklin Bills
- Samuel A. Culbertson, II
- Stanley Goodfriend
- Julius L. Hemmelstein
- Norman E. Heyne, Sr.
- Bertram Z. Lee
- Burt L. Way

OFFICERS

President

John P. Heinz

Vice Presidents

- Robert W. Gittleman
- John Ross
- Max H. Weinberg

Secretary

Mrs. Richard W. Lieberman

Treasurer

Robert M. Newbury

Executive Director

Ira M. Schwartz

BOARD OF DIRECTORS

- Hon. Marvin Aspen
- W. W. Bull
- Justine M. Cordwell, Ph.D.
- George A. Dauphinais
- Mrs. E. H. Davis
- Vern L. Davitt
- Robert E. Dunham
- Howard Eglit
- Angelo Fosco
- Phillip Gerber
- David Goldberger
- Mrs. Alvin K. Goodman
- Eric Graham
- James Hoffa
- Robert B. Hulsen
- Carell Hutchinson, Jr., M.D.
- Herbert C. Jackson
- Mrs. Harold B. Larson
- Karl Menninger, M.D.
- Abner J. Mikva
- Mrs. Robert M. Newbury
- Michael R. Notaro
- Richard B. Ogilvie
- Milton Radice
- A. L. Reynolds, III
- Maurice Rosenfield
- Nathan Schwartz
- David J. Shipman
- John D. Spence
- Marvin N. Stone
- W. Clement Stone
- David M. Sweet
- Ronald Y. Wainer
- David B. Wallerstein
- Mrs. Jane Weinberg
- Hon. Hubert L. Will
- Hon. Minor K. Wilson

ASSOCIATE MEMBERS

- Mrs. Harry La Bar Drake
- Hon. Raymond P. Drymalski
- Gerald J. Graham
- Mr. Justice George N. Leighton
- Mrs. Frederic A. Slaughter

John Howard Association
537 South Dearborn Street
Chicago, Illinois 60605

LEGAL TRAINING PROGRAM

PART 1 - PLEASE CIRCLE APPROPRIATE CHOICE

1. The institution at which I work is:

- a. Wisconsin State Prison
- b. Wisconsin State Reformatory
- c. Wisconsin Correctional Institution
- d. Wisconsin School for Boys
- e. Kettle Moraine Boys School
- f. Lincoln Boys School
- g. Wisconsin Home for Women
- h. Wisconsin School for Girls

2. What is your working title? _____

3. Please indicate age:

- a. 21-30
- b. 30-35
- c. 35-45
- d. 45-65

4. I have worked for the Wisconsin Division of Corrections for:

- a. 1-2 years
- b. 3-5 years
- c. 5-10 years
- d. 10-25 years

PART 2 - IN THE SPACE PRECEDING EACH STATEMENT, PLEASE MATCH ONLY ONE OF THE RESPONSE(S) LOCATED IN THE RIGHT HAND CORNER (BY LETTER) THAT YOU FEEL IS THE APPROPRIATE CHOICE.

- a. Agree
- b. Somewhat Agree
- c. Undecided
- d. Somewhat Disagree
- e. Disagree

1. _____ The objectives of the Legal Training Program were outlined fully and completely by the three instructors.

2. _____ I don't believe that my immediate supervisor was aware of how the legal training course could help me do a better job as a probation or parole officer.
3. _____ The class was not allowed enough time to discuss the various legal issues so that we could gain a clearer understanding of them.
4. _____ It has been my experience, since I returned to work after taking the course, that the legal training has been of no value to me on my job.
5. _____ The instructors needed to do some more studying themselves before they tried to teach the law to us.
6. _____ The legal training course was intended to make me a para-legal.
7. _____ The class was interesting, lively, and kept my interest most of the time.
8. _____ My role as a probation officer in a revocation hearing was clarified during the legal training session.
9. _____ Certainly the instructors could have been better prepared to discuss the legal problems we as probation and parole officers face in our work.
10. _____ The legal training course did not prepare me to deal with the legal issues I meet as a probation or parole officer.
11. _____ The difference in opinions of the instructors provided good insight into course content. (In other words, as a method of teaching it was effective.)
12. _____ One of the objectives of the course was to make me aware of the legal difficulties I personally could get into while performing my job.
13. _____ My questions and those of other participants were answered in a way that was easily understood.
14. _____ The instructors are fully aware of the legal needs of probation and parole officers.
15. _____ The instructors were on a giant "ego trip."
16. _____ The course was designed to assist me in my work as a probation officer.
17. _____ The different views and opinions presented by the three instructors left me baffled and confused.
18. _____ The objectives of the legal training course were outlined fully before my arrival to the training academy in Oshkosh.
19. _____ I had difficulty understanding legal jargon (law talk).
 - a. Agree
 - b. Somewhat Agree
 - c. Undecided
 - d. Somewhat Disagree
 - e. Disagree

- 20. _____ The instructors understood the course content.
- 21. _____ My immediate supervisor understood the objectives of the legal training program I attended in Oshkosh.
- 22. _____ I did not fully understand the objectives of the legal training program.
- 23. _____ What I learned in the legal training session at the Academy will assist me in fulfilling my work objective.
- 24. _____ I had a difficult time following the instructor's train of thought.
- 25. _____ Although my immediate supervisor understood the reasons for the legal training, he generally felt it would be a waste of time.

- a. Agree
- b. Somewhat Agree
- c. Undecided
- d. Somewhat Disagree
- e. Disagree

APPENDIX F

SMALL GROUP TRAINING QUESTIONNAIRE



INCORPORATED NOT FOR PROFIT 1901

F.2

JOHN HOWARD ASSOCIATION

537 South Dearborn Street, Suite 900

(312) 341-1901

Chicago, Illinois 60605

Activities: Survey and Consultation Services in the Crime and Delinquency Field Rehabilitation of Offenders.

June 6, 1974

Dear Follow-Up Small Group Participant:

As an outside evaluator, the John Howard Association utilizes several methods in evaluating the effectiveness of the training program sponsored by the Wisconsin Division of Corrections. In this phase the John Howard Association would like the participants of the follow-up small group training held in Madison April 24-26 and May 7-9 to respond to the questions on the attached questionnaire so we may obtain your valuable feedback.

We do not wish to learn the names of individual respondents. IT IS NOT NECESSARY. We wish to learn your collective feeling about the follow-up small group sessions and the training program as a whole.

Please complete the questions as indicated and return by mail in the enclosed self-addressed stamped envelope.

Thanking you in advance I am,

Cordially,

Vasco Bridges

Vasco Bridges
Survey Consultant

Past Presidents

B. Franklin Bills
Samuel A. Culbertson, II
Stanley Goodfriend
Julius L. Hemmelstein
Norman E. Heyne, Sr.
Bertram Z. Lee
Burt L. Way

OFFICERS

President

John P. Heinz

Vice Presidents

Robert W. Gettleman
John Ross
Max H. Weinberg

Secretary

Mrs. Richard W. Lieberman

Treasurer

Robert M. Newbury

Executive Director

Ira M. Schwartz

BOARD OF DIRECTORS

Hon. Marvin Aspen
W. W. Bull
Justine M. Cordwell, Ph.D.
George A. Dauphinais
Mrs. E. H. Davis
Vern L. Davitt
Robert E. Dunham
Howard Eglit
Angelo Fosco
Phillip Gerber
David Goldberger
Mrs. Alvin K. Goodman
Eric Graham
James Hoffa
Robert B. Hulsen
Carell Hutchinson, Jr., M.D.
Herbert C. Jackson
Mrs. Harold B. Larson
Karl Menninger, M.D.
Abner J. Mikva
Mrs. Robert M. Newbury
Michael R. Notaro
Richard B. Ogilvie
Milton Radice
A. L. Reynolds, III
Maurice Rosenfield
Nathan Schwartz
David J. Shipman
John D. Spence
Marvin N. Stone
W. Clement Stone
David M. Sweet
Ronald Y. Wainer
David B. Wallerstein
Mrs. Jane Weinberg
Hon. Hubert L. Will
Hon. Minor K. Wilson

ASSOCIATE MEMBERS

Mrs. Harry La Bar Drake
Hon. Raymond P. Drymalski
Gerald J. Graham
Mr. Justice George N. Leighton
Mrs. Frederic A. Slaughter



Member, Council for Community Services in Metropolitan Chicago. Partially supported by the Community Fund. Endorsed by The Chicago Association of Commerce and Industry.

John Howard Association
537 South Dearborn Street
Chicago, Illinois 60605

FOLLOW-UP SMALL GROUP INVENTORY

PART 1 - PLEASE CIRCLE APPROPRIATE CHOICE

1. The institution at which I work is:

- a. Wisconsin State Prison
- b. Wisconsin State Reformatory
- c. Wisconsin Correctional Institution
- d. Wisconsin School for Boys
- e. Kettle Moraine Boys School
- f. Lincoln Boys School
- g. Wisconsin Home for Women
- h. Wisconsin School for Girls

2. What is your working title? _____

3. Please indicate age:

- a. 21-30
- b. 30-35
- c. 35-45
- d. 45-65

4. I have worked for the Wisconsin Division of Corrections for:

- a. 1-2 years
- b. 3-5 years
- c. 5-10 years
- d. 10-25 years

PART 2 - IN THE SPACE PRECEDING EACH STATEMENT, PLEASE MATCH ONLY ONE OF THE RESPONSE(S) LOCATED IN THE RIGHT HAND CORNER (BY NUMBER) THAT YOU FEEL IS THE APPROPRIATE CHOICE.

- 1. Agree
- 2. Somewhat Agree
- 3. Undecided
- 4. Somewhat Disagree
- 5. Disagree

- 1. _____ I am clearly aware and fully understand the purpose of the follow-up small group training.
- 2. _____ Central Office staff do not get enough feedback from front-line staff.
- 3. _____ All of this training business is a waste of the taxpayers' money and my time.

- 1. Agree
- 2. Somewhat Agree
- 3. Undecided
- 4. Somewhat Disagree
- 5. Disagree

- 4. _____ The purpose of the follow-up small groups was not clearly defined by my immediate supervisor.
- 5. _____ The instructors have a good understanding of small group training.
- 6. _____ Department of Corrections staff at the Central Office are aware and understand the objective of the follow-up small group sessions.
- 7. _____ The three days spent in Madison served no meaningful purpose except for rest and relaxation.
- 8. _____ My immediate supervisor fully understood the purpose of the follow-up small group session.
- 9. _____ I did not understand the purpose of the small group follow-up training.
- 10. _____ My immediate supervisor encouraged me to attend the follow-up small group session.
- 11. _____ The follow-up small group training was more beneficial to me than the initial small group training.
- 12. _____ Training as a whole could be more effective if they (staff at Central Office) had more feedback from front-line staff.
- 13. _____ The instructors did not perform their jobs well.
- 14. _____ What I learned at the follow-up small group session can be applied to my present job.
- 15. _____ The information presented to me was organized in such a way that it is easily understood.
- 16. _____ The atmosphere at the Ramada Inn is more conducive to training than the Academy in Oshkosh.
- 17. _____ The training would have been more effective if there were not any hippie instructors.
- 18. _____ My immediate supervisor does not know the difference between the follow-up small group training and any other training program sponsored by the Division of Corrections.
- 19. _____ The money spent on all the training could have easily been spent on staff salaries with better results.
- 20. _____ The purpose and objective of the follow-up small group session was clearly outlined by the instructors.
- 21. _____ The basic content of instruction is useful in fulfilling my job function.

G.1

APPENDIX G

VERBATIM COMMENTS

OF

STAFF AND INMATES

PROBLEM IDENTIFICATION SESSION

KETTLE MORaine
STAFF PROBLEMS GROUP #1
GROUP INTERVIEWED - 5

RATINGS

3.2	Insufficient equipment for type of work expected.
3.6	Takes too long to get an item to the superintendents' staff meeting and too long to get change adopted.
4.2	Top level administrators interfere in job performance.
4.4	Poor supervision in some areas.
4.8	Wages too low for blue collar and security personnel.
5.4	Insufficient funds for program, equipment, supplies, etc.
6.0	Too many rules, variously interpreted. Non-working chain of command. Poor policy.
6.2	Lack of communication from state level on down. Nobody seems to know anything or is willing to commit himself.
6.8	Staff doesn't pull together. Not enough pride in job and morale is low. Need to start at top. Getting better recently.
9.0	Inmates get whatever they want. Get over and above rules. Superintendent says he wants to tailor rule to individual (staff and inmate). This means there is no rule and you are afraid to enforce them.
9.2	High paid jobs at top; regular workers are snowed under.

The rating indicates the relative importance of the statement to the participants. The lower the number, the greater the importance. To obtain a 1.0 rating all participants would have had to rate the statement as being the most important problem of those listed.

KETTLE MORaine
STAFF PROBLEMS GROUP #2
GROUP INTERVIEWED - 6

RATINGS

- 3.0 No clarification of policies. Inmates read them one way, administration another and correctional counselors are in the middle.
- 3.2 Administration sets policies without conferring with cottage officers as to effects these policies may have on residential care.
- 3.8 People who make decisions are not trained in corrections and security. Makes for low morale.
- 4.6 Too much permissiveness to residents. They ask and receive. Administration buckles to resident demands.
- 6.4 Too many people working outside of their classification. (If you need a carpenter's job done you should ask a carpenter, not an English teacher.)
- 7.0 Communication poor, failure to follow through. Particularly aggravated with split shifts, holidays, etc.
- 7.0 Haphazard (and slow) methods of appointments and promotions.
- 7.0 General lack of administration. (Pretends not to know rules he sets.)
- 8.0 Supervisor will come into cottage, tell you how certain things are to be run without taking into consideration clientele and their quay system rating. (Can't expect aggressive extroverts in cottage for cottage to be quiet "according to the book.")
- 8.0 Too much emphasis on "Responsible Living Program" (all rights and no responsibilities). Involves having your own alarm clock and waking yourself in the morning, cottage chore assignments, keeping room clean, etc. Getting to school on time, etc.
- 9.4 Realistic goals for clientele not clearly spelled out, too many leisure hours. Not enough programs to keep men busy.
- 9.4 Too many off ground work and school activities to enforce strict drug control (not appreciated).
- 9.4 Improper placement of residents in institution. (Racially, population 30% black but some cottages over 50% black.)

KETTLE MORaine
STAFF PROBLEMS GROUP #2
GROUP INTERVIEWED - 6
(continued)

RATINGS

- 10.4 Too many chiefs and not enough Indians.
- 10.6 Slipshod performance by some staff leads to things having to be done over again (e.g., fitting clothing), changing programs in school all the time.

G.5

TRAINING KETTLE MORaine
GROUP #1
5 IN GROUP

1. Didn't get anything from cultural awareness. All they did was push minorities.
2. Allowed group discussion to take its own course and then cut off completely when didn't get to item he had planned. (Think he may have been psycho-analyzing group.) (Cultural awareness)
3. Training limited to maintenance and other staff. Don't want to educate us. Only sent to cultural awareness.
4. In cultural awareness no recognition of fact that WASPS have problems too. Made to feel you're a bastard and holding everyone else down.
5. Individual development - trainees a bunch of actors. Talk a good fight but stink in relating to kids. A big farce.

G.6

TRAINING KETTLE MORaine
GROUP #2
5 IN GROUP

1. No way provided to determine what a person has learned and retained. Should have tests and salary increase for those who receive passing grade.
2. Biased instructors (cultural awareness). Assumed trainees prejudiced. Put you on defensive.
3. Not relevant to job - makes you more bitter. (Cultural awareness)
4. Too much game playing.
5. Instructors immature and lost cool.
6. Didn't get enough of what you need (legal) and too much of what you didn't.

RESIDENTS (10)
KETTLE MORaine
(COMPLAINTS)

RATINGS

4.9 Should receive \$300.00, not \$50.00 gate fee. Also, loans through probation officer.

6.9 Visiting hours not enough. Only once a week now. Should be anytime. During visiting hours, can't bring picnic baskets as at Fox Lake. Anybody should be able to visit not just family. Shouldn't have red tape permission crap. Should open mail in front of resident. Staff reads mail and they shouldn't. Also, too often they open legal mail.

6.9 Minimum wage too low. Should be at least \$1.00 per day. Should have cost of living clause.

6.9 Social workers uninformed about vocational training opportunities and grants in free community. Should have experts on staff. Now, only learn from fellow residents.

7.9 Should have furloughs and conjugal visits for everyone in all institutions. Should be earned.

8.4 Petty cottage rules (two to a pool table, four in library). Written up for minor infractions.

8.7 No janitor in cottages. Residents have to do all the work. Some men willing to do this job. Allegedly demeaning but actually deprives some men of wages they might earn. It's more demeaning to bum cigarettes. All jobs should be paid for.

8.9 Institution has nothing to offer but GED. No certificate program. Not fair to resident/ Can't work on programs for self-improvement. Purpose of institution is to keep the staff employed.

9.0 Not being able to move around as freely as Fox Lake.

9.1 Now that they have a fence, should be allowed freer access to grounds. Need more time and space for recreation.

9.3 Should be allowed to bring in TV from home or buy used TV. Not just buy new from catalog. Should be able to buy TV, musical instruments, etc. from other residents.

9.4 Staff not equipped to handle adult institution. "When the boys were here..." We're treated like kids, not adults.

RESIDENTS (10)
KETTLE MORaine
(COMPLAINTS)

RATINGS

9.4 Teachers don't care if they teach or not...show movies, pulling time like residents. Teachers unqualified. Need more vocational and rehabilitation classes. Restricted to drug and alky offenders. Without this you don't qualify for training in the free world.

9.4 Jacket should be confidential. Restricted to superintendent and social worker. Team concept leads to teachers and others reading Jacket. Holding record against man and gossiping to others. Team can veto transfer to camp. Unqualified teachers, welders, maintenance men, etc., make what should be a professional decision.

9.4 Should have legal assistance available to residents. Qualified lawyer or law student not teacher or other unqualified staff. Should have a lawyer at parole hearing.

9.6 The food is very bad. It has high starch content and it is also not edible.

9.7 Should be given more responsibility. Should be considered trustworthy until proven otherwise.

9.9 Should eliminate minor conduct tickets. Eliminate room confinement, unlimited number of institution rules.

10.0 Not enough teachers for some classes; no substitutes, nor replacement when teacher is absent or on vacation.

10.0 Should be allowed to make phone calls on the day you ask, not five days later. Calls allowed once a month; should be once a week.

10.0 Should have prison industries and profit sharing.

10.0 Should use probation and restitution for non-violent crimes.

10.1 Bugs and mice in the cottages.

10.3 Disciplinary committee should include correctional officers rather than accountants and teachers.

10.3 Men who work on landscape should be able to change pants three times a week, not just once a week. Should supply uniforms for this type of activity.

RESIDENTS (10)
KETTLE MORaine
(COMPLAINTS)

RATINGS

- 10.4 Quay system for cottage assignment, based on past record unfairly labelled.
- 10.6 Inadequate medical facilities. Only part-time doctor. Should be full-time doctor. Need a psychiatrist on staff. Dental -- too long to get plates.
- 10.6 State unemployment office personnel should meet with resident four months before release, take application, etc. This would speed up job finding.
- 10.7 Inadequate law library. Should be more liberal in use of law library and in working with other inmates on legal matters. Should be allowed in book room for quiet. Should be allowed during school hours. No reciprocity between institutions.
- 10.9 Sick call resident should decide lay-in, not nurse.
- 10.9 Should be able to make small loans for hobby equipment to be paid back when item sold.
- 10.9 Each staff member interprets rules differently. They don't even get along with one another. Rules should be uniform.
- Only one TV in recreation room. Promised two but it never happened.
- Should supply free tobacco and toilet articles.
- Correctional officers should wear uniforms and be subject to dress code as are residents. Teachers should be free to teach and not have custodial responsibilities.
- People on details come in late, get at end of line and they get shorted on food.
- Should have better drug group. Staff unqualified. Should have off-ground drug and alcohol groups. It's now the blind leading the blind.
- Should have off-ground JC group.
- Too much red tape to get a MAP contract. It takes too long for an OK.

RESIDENTS (10)
KETTLE MORaine
(COMPLAINTS)

RATINGS

- Should eliminate time visits in front of each other's rooms. No privacy.
- Inadequate hobby display in lobby small case. Can be 90% of resident income.
- Grooming. A man should be allowed to wear beard, hair, and sideburns, as he desires.
- Students should have vacations or personal days like staff. A day to myself.
- Shakedowns should occur when residents are present.

RATINGS

- 3.1 Poor communications particularly written.
- 3.6 Need higher salaries
- 4.9 Need uniform regulations now done at quirks of individual bosses.
- 5.4 Need job descriptions - no handbook.
- 5.4 Uncertainty of institution - due to Governor.
- 6.0 System is set - nothing can be done - need to stay open at least another 1½ years to get things started.
- 6.0 Unnecessary waste.
- 6.1 Should train at WSR - not Oshkosh.
- 6.6 Need for more staff to carry out programs.
- 7.7 Need promptness in being relieved on shift.

RATINGS

- 3.1 Short staff and too many programs for amount of staff.
- 3.6 Lack of communication.
- 5.1 No staff meetings or limited staff meetings for selected staff.
- 5.1 Lack of security due to #6
- 6.0 Not enough cooperation between departments. Seven or eight little kingdoms.
- 6.1 Lack of security consciousness among non-security personnel.
- 7.4 Apathy - Here in body only - Institutional attitude.
- 7.4 Rapid transfer of inmates in and out of programs. Run to social worker after a bad day and are pulled out.
- 8.3 Little in-service training with regard to rules and regulations.
- 8.3 Ineffective training of newly hired security officers.
- 8.7 Lack of equality between different shift supervisors and staff.
- 9.7 Failure of clinical and social services to see inmates on regular basis.
- 12.0 Office too large with too many people - unable to concentrate.

G.13

INMATES
GREEN BAY - 5/28/75
GROUP INTERVIEWED - 6

RATINGS

3.5 Lack of communication between resident and "guard staff".

4.0 Not enough "community" programs. Unnatural environment of institution provides no training for return to society and societal pressures.

4.7 Resident has no input in planning his own life and goals, - chaos results - .

7.5 Staff can be more helpful.

7.5 More liberal visiting privileges. Should be able to receive more packages from outside.

7.7 No overall coordination of programs within and between institutions.

8.0 Poor food - limited canteen.

8.0 Resident cannot earn enough capital to "survive".

8.5 Improper and inconsistent medical services.

8.5 Arbitrariness of the parole board.

8.7 Philosophy is: "resident can do nothing right; and the staff can do nothing wrong".

9.3 No client involvement.

9.3 The system(s) is, or are, designed to provide jobs for staff.

9.7 Staff bringing problems to work.

9.7 No furlough system.

9.7 No efficient drug or social skills programs.

10.0 Social service understaffed.

10.0 Proper consideration is not given to residents who have illnesses, deaths, etc. in the immediate family.

10.7 Mail Department inefficiency.

10.7 Need review of teaching staff, -- effectiveness.

10.7 Need more liberal dress and appearance codes.

10.8 The programs are a "waste of time".

G.14

INMATES
GREEN BAY - 5/28/75
GROUP INTERVIEWED - 6

RATINGS

Need better programs. Limited. Once you reach goal have to start over.

Staff treats residents as children - lack of mutual respect.

Staff inconsistency. Not honest. Give no reasons for actions.

"Due process", is a sham.

Staff: (Accounting office) too slow and inefficient.

Younger "offenders" shouldn't be mixed with older residents.

Too many trivial regulations used for harassment.

Need positive reinforcement.

Lack of personal privacy.

No fire control regulations. (Fire drills, etc.)

No diversity in entertainment.

G.15

TRAINING
GREEN BAY -- 5/28/75
GROUP INTERVIEWED - 5

RATINGS

- 3.5 Didn't really teach how to handle minority inmates.
- 4.0 Poor teachers - boring
- 4.4 Cultural awareness of no help and crowd analysis didn't deal with problems of this institution. Know problem but we can't solve it.
- 4.4 Underestimated intelligence of trainees - given at 1st grade level.
- 5.4 Material not prepared.
- 5.6 Too much repetition after three days of five day course.
- 5.6 Should be taught at WSR - Not Oshkosh.
- 6.4 Courses changed and were operated differently by different people.
- 6.6 Didn't really teach how to handle minority inmates.
- 9.2 Shouldn't mix security people and social workers.

G.16

TRAINING
GREEN BAY - 5/28/75
GROUP INTERVIEWED - 6

RATINGS

- 3.0 Cultural Awareness - One sided in teaching of course and stressed why minorities should be given advantages
- 3.0 Instructors had no experience in corrections. Trying to give answers to problems they have never encountered.
- 4.0 In cultural awareness - Had feeling instructor baited and wanted to learn from trainees.
- 4.5 Trainees should visit other institutions - would lead to greater uniformity.
- 4.5 Higher ups in system should attend not just line staff.
- 5.3 Cultural awareness - Instructor tried to provoke arguments.
- 5.3 Communications - Got nothing out of it. Something to draw federal monies. Instructors didn't know what they wanted to teach. Class bored and apathetic.
- 6.3 Legal training - tedious. Little participation. Contest between instructors. Lawyers go off on supreme court decisions and group is lost. Should come down to our level.

G.17

WAUPUN
GROUP INTERVIEWED - 5
OBSTACLES

RATINGS

3.8 Staff shortage - affects quality and quantity of work. Too much pressure and rush. Heavy workload.

3.8 Lack of cooperation from inmates - some poorly motivated.

4.2 Lack of money to meet needs of inmates via programs.

5.8 Unavailability of inmates - due to visits, passes, medical, etc.

6.0 Constant interruptions.

6.6 Use of inmates to handle confidential material time consuming because of supervision needed.

7.0 Inadequate facilities to handle programs (particularly in education).

7.2 Petty rules result in poor staff morale. Mature staff capable of making decisions.

7.8 Salary and promotions - not based on performance. No merit program.

8.4 Production schedules upset by emergency orders during peak production periods.

8.6 Necessity to compromise production because of security.

8.8 Illiterate inmates cause problems.

10.0 Lack of cooperation from some staff.

G.18

WAUPUN - STAFF GROUP - 6/5-6/75
GROUP INTERVIEWED - 5
OBSTACLES

RATINGS

2.0 Better communications between departments and between institution and central office.

4.6 Interference from outside institution interferes with operation of institution.

5.8 Pampering of a few "complainers" by central office and administrators of institution. They gain sympathy of media and Governor, etc. and everybody "jumps". (Brutality-racism complaints) distorted and untrue. Picked up by inmates.

5.8 Loss of discipline within institution.

6.6 Central offices push for new construction projects and neglect repair and maintenance of existing structures.

6.8 Inconsistency in rules and regulations. All verbal - one says one thing and one says something else.

7.0 Too little notice on transfers from institution to camp system and/or other intra-institution departments.

8.0 Incompetents trying to run things who don't know whats going on - too many of them.

8.8 Bureaucratic delays -- red tape in Madison.

9.0 Assign more duties but not more staff.

9.2 Lack of respect by inmates of staff due to legal rulings.

9.2 Given responsibility without authority (e.g. to run shop).

9.4 Lack of prioritizing assignments.

9.6 Passes - to other departments disruptive of programs.

10.0 Constantly changing rules and regulations. Change for the sake of change.

10.2 Inmates gold brick on rehabilitation programs to get out of work.

10.4 Need better regulated visiting.

10.8 Some officers harass inmates over petty things.

10.8 Noise and distraction on job. Physical set up. Big room too much traffic.

RATINGS

3.6 Salary doesn't keep up with cost of living.

4.2 Lack of funds to bring work areas up to modern work standards and to start new programs.

4.2 Too many programs and activities fosters competition for inmates time on pass and visit a lot.

6.0 Inmates turnover on jobs disruptive. When they learn a job they are pulled off for something else.

6.0 Lack of communication. Poor communication both verbal and written within institution and between central office and institution.

6.4 Industry personnel not treated equally with correctional officers. (Hazardous duty pay.)

6.4 Need for more staff in most departments.

6.6 Placement of inmates not based on inmate's ability or needs.

7.0 Overcrowded conditions.

9.2 Need for more work sites for inmates. Too many unassigned.

9.4 Not enough telephones.

9.6 Some staff jobs are boring and routine (e.g. Boiler operators).

10.2 Problems in transfers (seniority) pay differentials.

10.8 Problems in scheduling days off and vacations.

RATINGS

1.4 Some instructors too opinionated. We are supposed to be open-minded but you couldn't tell them anything. (Prejudiced and bitter people as instructors) too much black.

2.8 Not enough solid information played a lot of games. Fun but didn't learn much.

3.8 Some instructors discourteous, hostile and angry. (Cultural awareness).

5.4 Some instructors uninformed. Instructors learned from trainees. (Crowd-analysis)

5.6 Some courses should be mandatory (legal training).

5.8 Courses sometimes too deep and not basic enough. (Barrington's course)

6.6 Impractical for trainees. Should have been for administrators. (Communications - Ken Lehman)

6.8 Some trainees too closed minded. Bad combination with 1.4 rating above.

8.8 Not enough handouts.

9.2 Tried to cram too much in too few days.

G.21

WAUPUN GROUP #2 - 6/5-6/75
GROUP INTERVIEWED - 4
TRAINING COMMENTS

RATINGS

- 3.8 Sessions could have been compressed and covered same ground in shorter time.
- 3.8 Poor selection of individuals to attend sessions - should not be mandatory but incentives to attend and pre-training orientation.
- 4.5 Lack of leadership (small group training).
- 4.8 Could have presented more information.
- 5.3 Programs unrelated to job position (Cultural awareness).
- 5.5 Instructors not well organized.
- 6.3 Too many job classifications included in trainee groups. People of like jobs should train together to learn new policies.
- 6.3 Instructors not open-minded in way they wanted to control flow of ideas.
- 6.5 Instructors too personal.

G.22

WAUPUN
GROUP INTERVIEWED 5
TRAINING COMMENTS

RATINGS

- 1.2 Some material not geared to prison administration - should have used some of the money for training within prison itself.
- 2.0 Material too general. Should have been divided into adult and juvenile.
- 3.4 Lack of continuity (in small group training all trainees of 1st group did not attend second session).
- 4.2 Instructors biased. To much too soon. (Cultural awareness)
- 4.2 Class members poorly selected - reluctant to engage in role playing.

RATINGS

2.6 No inmate voice in system.

5.6 Rules petty, senseless and of no value (can't pass stuff between inmates). Loss of privileges for 5 days for overdue library book. Ticket for open shirt button. No clarity on rules. So many. Left to guard interpretation.

5.7 Inmates treated like children - not given responsibility or permitted to make decisions. Lack of trust in even most general situations. No respect. Treated as sub-humans not like men. Guards never wrong.

8.0 Parole board more concerned with offense and prior record rather than what you've accomplished in prison.

8.3 Visiting only one official visitor. Too many rules imposed on inmate and visitor. Poor accommodations- not large enough. Only quarterly 2 hour visits with spouse also doing time. No telephone calls if you get a visit. Restriction on non-relatives.

8.6 Too few paroles.

8.7 Wages ridiculously low. Need independent enterprise for inmates not earning money through hobbies.

9.0 Building "torture chamber" (psychological and physical) under segregation cells (can set temperature controls from 0 to 100 degrees).

9.0 Social work department understaffed and timid. Do clerical work. No treatment.

9.3 Lack of meaningful use of inmate time both in recreation and work. Jobs scarce. Six men do one mans job. Can't develop work habits useful on outside.

9.3 Recreational time restricted. Too much lock-up time. Too security conscious. (10 days recreation - evenings 2 hrs. out of month).

9.3 Some staff unstable. Bring problems to job. Should be given psychological exam before hired. Should have courses in basic social skills.

9.6 Harassment of Spanish speaking for not using English. Punished.

9.6 No social or psychological treatment (group therapy sessions limited). Staff limited. Facilities lacking. No drug group. No rehabilitation.

RATINGS

9.6 Poor medical attention. Question doctors qualifications. Understaffed. Can be locked up if disagree with his Rx for treatment.

9.7 Clothing - not enough issued. No short sleeve shirts. Only change once a week.

9.7 Overcrowding.

9.7 Industry - should be able to make profit.

9.9 Transfers. Inmates kept here that should be either paroled or sent to lesser security institutions.

10.0 Can't show emotions - treated as a felony labeled as unstable (or worse).

10.1 Communications - too many rules. Discouraged. So much cell

10.3 Prison doesn't follow its own rules. (eg. complaint procedure).

10.3 Limited accessibility to those knowledgeable in law need more legal aid.

10.3 Should be allowed outside advocates particularly in parole hearings. Powerlessness.

10.4 ICI (Inmate complaint investigator). Cumbersome - delay discourages inmate. Supposed to be grievance procedure.

10.4 Make it hard to keep in contact with outside world and conduct business. Red tape.

10.6 Canteen inadequate and restrictive.

10.6 Discrimination against long-term offender. Limited programs.

10.6 Should use ex-cons and outside counseling agencies to work with inmates.

10.7 Lousy hobby facilities. Discouraged. Restrictive.

10.9 Tendency of white local staff to be biased. Subtle attitude rather than overt.

10.9 No furloughs or conjugal visiting.

RATINGS

Only two showers a week.

Philosophy "Do your own business and do your own time" fosters lack of concern for others. Can't say anything if you see guard harassing someone. You go to hole. Breeds alienation.

Overuse of restraints and drugs and beating for emotional outbursts.

Psychological warfare waged constantly between inmates and officers to demean each others character.

Grooming regulations too restrictive. If institutional rule - Institution should supply materials.

Treatment - Lack of facilities for individual vocational interests.

Restrictions on making cells individualized. Pictures on walls, rugs, TV, etc.

RATINGS

4.4

Need control or security cottage-present system of 2 rooms in cottage set aside for security doesn't work (kid prevails upon counselor to let him out for smoke, food, bathroom, etc. and poses risk of running) concern for staff safety.

5.3

Need help in coping with students who are emotionally disturbed.

5.6

Poor communication between line staff and administration.
a. Place more emphasis on helping rather than overseeing.
b. Decisions made without staff input.
c. Need regular staff meetings. Team meetings o.k. but not enough. Have gone from too many meetings to too few.
d. Each department a separate kingdom. Not enough inter-departmental communication.

5.7

Relatively non-structured administration program and methods leaves staff confused; roles and responsibilities not clearly defined (e.g. how to handle pregnant girl; tell teams that treatment program in cottage is up to you - assume skills and responsibilities that may not exist in that team). When program bombs individuals in team are called in and zapped. Staff needs a legal advisor.

5.9

Not enough training to help in family conferences.

6.4

Lack of adequate training for specific treatment methods (all we have is academy).

7.4

Supervisors and administrators say they'll get back with answers. Never quite make it.

7.5

No coordination between teams. Each team separate entity and ner the twain shall meet. No method for helping each other out.

7.6

Lack of inservice training at Lincoln Boys School. Have expertise on staff that isn't used.

8.0

Administration should use more management by objectives. New programs sound good but not evaluated or related to objectives.

8.1

Spread too thin. Obligations to team and to other jobs.

9.3

Lack of community resources for kids. Institution in boon-docks. "Community" far away. Volunteers have to drive 40 miles.

9.3

Need training in drug problems.

9.3

Working hours. Administration refuses to tackle problem. Should let each cottage make out own schedule.

G.27

LINCOLN GROUP #1
GROUP INTERVIEWED - 7
EMPLOYEES

RATINGS

9.4 Too much burden on staff in team to keep other staff on base (good-but sometimes an obstacle).

10.0 Too many programs kids must attend (once they sign up); cuts effect of treatment program within cottage.

10.3 Department operates without budget. Left hanging.

10.6 Poor employee orientation and training program.
Lack of communication between team members.
Lack of representative in Madison to coordinate conferences.

G.28

LINCOLN GROUP #2
GROUP INTERVIEWED - 8
EMPLOYEES

RATINGS

3.6 Lack of communication between administration and counselors and supervisors (particularly Mr. Imler and counselors).

5.5 Poor security in cottages. Security rooms in cottages. Too tough to handle those and kids in regular program.

5.9 Inadequate training for handling mentally retarded and emotionally disturbed.

6.8 Non-recognition of good job performance. Quick to criticize.

6.8 Low salary - doesn't keep up with cost of living.

8.1 Poor employee evaluation system. Supervisor sees counselor infrequently and does evaluation on hearsay.

8.3 Inconsistency in rules and policies. Conflicting directives.

8.3 Administration comes up with unrealistic programs for institution (e.g., security rooms) can't run maximum, medium and minimum security in one building.

8.3 Administration rigid - re-scheduling-when ask for change (e.g., car pool) told "too much of a hassle".

8.5 Staff not adequately trained for handling fundamentals of job.

8.5 Management overly committed to students. Overrides commitment to staff.

8.6 Staff treated like students. Directives come out like threats.

9.0 Lack of funds and materials for self-help projects.

9.5 Work schedule - 7 day stretch.

9.6 Union - management differences - communications gap.

9.9 Subordinating all ideas and thinking to team-not a human being anymore - just a team.

10.1 Not enough counselors for coverage during activity shifts to do a meaningful job with kids.

10.3 Administration does poor job in putting teams together. People with opposite characteristics.

10.3 Administration doesn't look at own faults - only at faults of counselors.

10.3 Too great an age difference (12 to 18) in one cottage - one program for all.

G.29

LINCOLN GROUP #2
GROUP INTERVIEWED - 8
EMPLOYEES

RATINGS

- 10.5 Release of kids who are 18 and can't function on outside.
- 10.6 Not enough free time during school hours for counselors to meet with teachers and other counselors.
- Not enough supervision - evening classes causes problems.

G.30

LINCOLN GROUP #1 TRAINING
EMPLOYEES (8)

1. Boring - silly for 1st 2 days (Cultural awareness).
2. Cultural awareness dealt with black problems - we deal with American Indian.
3. Too intellectual - turned most people off (cultural awareness).
4. Not related to on-the-job work.
5. Most of time given to bickering between institutions.
6. Too argumentative.
7. Small group follow-up session poor - no preparation. Tension among training staff.

LINCOLN GROUP #2 TRAINING
EMPLOYEES (7)

1. Should be more training on disturbed kids, drug and alky abuse.
2. Poor idea to mix juvenile and adult. We're outnumbered and adults dominate - waste of time.
3. Cultural awareness - vague - poor instructors. Waste of time.
4. Training in counseling. Didn't utilize questionnaire sent out in advance. Mixed adult and juvenile. Finally said he could have taught us a lot but feared we would misuse.
5. Cultural awareness - played games. Didn't emphasize how minorities feel.
6. Small group - follow-up duplication and waste of time.
7. Superficial handling of complex issues.
8. Instructors rigid - inflexible and wanted to present only pre-packaged program (Cultural awareness).
9. Non-productive use of time.
10. Not related to job- (Barrington).
11. Instructors belittled trainees and insisted we were biased.

STUDENTS - LINCOLN
GROUP INTERVIEWED - 9

RATINGS

- | | |
|-----|--|
| 5.2 | Too many piddly rules and regulations. Some don't make sense. |
| 6.0 | Lack of privacy - shouldn't read and censor letters and decide who you can write to. Everything taken away to be earned back, over and over. |
| 6.3 | Can't really say what you feel without being locked up. Penalized for negative attitude. Told to express feelings but catch it when you do. Then locked up for not talking to team. |
| 7.9 | Should have more liberal furlough policy, (once every other month at present). |
| 7.9 | Need more social workers to work on an individual basis instead of just team. |
| 8.0 | Sent here to work on problems (stealing, drugs, etc.) but everyone put in same program and don't individualize problem solving. (Is long hair a problem?) Overly punished but they shut you out. Don't need two weeks to "think about" what you did. |
| 8.1 | Being forced to relate to and associate with people you may not like. |
| 8.1 | Some counselors judge you on one incident rather than on overall adjustment. |
| 8.4 | Indians don't have to get haircut but whites do. More off-grounds- cultural training. |
| 8.9 | Put in middle between other students and team. Can't keep both happy. |
| 9.1 | Staff should set example and not do things students aren't allowed to do (long hair and tank tops). |
| 9.2 | Need more opportunity to make choices (dating, etc.). Have to make choices on outside. |
| 9.4 | Too hard to earn privileges. Easy to take away. Under counselors feet all the time. (Wearing tans 1st month - personal appliances). Different rules each cottage. |
| 9.4 | Some counselors tell you one thing individually and deny it to team. |
| 9.6 | Lack of understanding on part of team. |
| 9.6 | Girls should have as much freedom as boys. (Independent living unit cottage.) |

RATINGS

- 9.6 Some counselors make themselves unavailable when you want to talk to them (paperwork). Say they'll get back to you and don't. Send you away when just visiting with other staff member.
- 9.6 Life gets too routine and boring after a couple of months.
- 10.0 Should have more recreation, off grounds, etc. with team members to get to know them better.
- 10.2 Lock-ups-security rooms-placed in them for having problems but no one comes and talks to you for from 4 to 7 days in some instances.
- 10.3 Poor food. Routine meals week after week. Need more variety. Greasy-soggy-luke warm.
- 10.3 Student who finished school forced to work too hard for too little pay. Should find easier house job if you work off-grounds.
- 10.3 Administration cons public- presents Lincoln Boys School as College campus. Don't tell the truth. Emptied security room when newspaper reporters came.
- 10.4 Some staff expect perfection and impose their values, methods, point of view on student.
- 10.4 Some counselors make accusations without searching for facts.
- 10.6 Students don't like teams meeting in private in booths with door closed. Feel they are being talked about. Students can't close doors. Counselors tell you to tell them how you feel about them but they don't reciprocate. They go to another team member.
- 10.6 Sometimes given no reason why you are being retained.
- 10.7 Too few paying jobs at Lincoln Boys School.
- 10.7 Don't like make-work jobs when you go back to cottage (say) when teacher doesn't show, should be free to sleep or lounge around.
- 10.9 Lose furloughs for stupidest things (like not talking to a counselor. If you don't have a problem, have to make one up).
Need more freedom of grounds.
Need more recreational opportunities.

RATINGS

- Some staff too old and absent-minded to do job.
- Kids who use drugs or mess up on furlough are thrown into security and put in tans. Tans are to spot AWOL risks and shouldn't be required of anyone else.
- Bread and water and strapping down for kids who mess up in max is cruel and inhumane. Must be a better way to encourage kid to behave.
- Zapped by team if board gives you less time than they recommend.
- Should do a better job of staff selection. Some don't even like kids.

G.35

WISC. SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 9
PROBLEMS

RATING

- 5.9 Inadequate Security
- 6.7 Low Morale
- 7.1 Demise of I Level System
- 7.3 Filling in on other cottages - Shifting of work units
- 7.7 Lack of Central Office Support
- 7.7 Lack of Male Youth Counselors
- 8.4 Lack of Integrated Academic and Treatment Programs
- 8.4 Not enough time for staff to deal with small group or one to one counseling level with clients
- 8.6 Stricter rules and regulations on campus. They are very weak and unstable.
- 8.6 Consistently poor relationship between staff. Inability to maturely confront differences.
- 8.7 Working alone with 20-27 girls
- 9.1 Need for greater consistency
- 9.2 Poor communication (Internally and externally).
- 9.3 Better program for male students
- 9.4 48.525 of Wisconsin Statutes.
- 9.6 Outside influences - indefinite status of place and community indifference.
- 9.6 Better medical staff and hours (for inmates)
- 9.7 School Should Be Upgraded
- 10.0 Need to become more of a correctional institution
- 10.1 Better tactical training. Physically being able to handle fights and riots.
- 10.2 Small population
- 10.2 Training and orientation for new staff.
- 10.4 Need better job descriptions.

G.36

WISC. SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 9
PROBLEMS

RATING

- 10.6 Work rules too varied and inconcise. Do too many things. "Either counselors or cooks."
- 10.6 Loss of decision making by senior counselors.
- 10.6 Hesitate to start anything new with place about to close.
- 10.7 Too many clients in one cottage.
- 10.7 No chance for advancement without moving from institution.
- 10.8 Not enough emphasis on programming - too much on surviving
- 10.8 Short staff for recreation and crafts
- 10.8 Line management too involved in personalities.
- 10.9 Dual responsibility (adm. and cottage level)
- 11.0 No money for sufficient recreational equipment.
- 11.0 Lack of information on drugs (their effects and what to look for).
- 11.0 Need to gear training to job.
- 11.0 Training program should be held within institution.
- 11.0 Not enough goal direction for staff and clients.
- 12.0 Lack of Social work staff.
- 12.0 No or limited LTE employees.
- 12.0 Location of school. Staff too different from clients.
- 12.0 Fact that school was once for girls and is now co-ed.

G.37

WISC. SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 4
PROBLEMS

Rating

- 2 Poor communication within institution, the division and other units
- 3 Lack of sufficient staff to carry out programs recommended and taught
- 3.5 Inconsistencies in administrative directives
- 5 Staff needs praise - incentives - rewards
- 5.5 Change in type of clients. More difficult - sophisticated delinquents do not fit in our program.
- 5.8 Lack of incentives for child care staff to do a good job. Built in barriers (union, more liberal sick leave, insurance to fall back on) cuts down on self-esteem. Know they are not doing a good job. These are barriers to incentives.
- 7 Innovations stifled
- 7.5 Lack of time to do assigned task - lack of lead time
- 8.5 Lack of initiative and motivation in staff "I don't care - let somebody else do it" attitude.
- 8.5 Need some sort of discipline to staff
- 9.5 Lack of being treated professionally - 8:00 - 4:30 routine

G.38

WISC. SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 9
TRAINING IMPRESSIONS

RATING

- 1.7 Should have better spoken to needs of particular group involved (mixed guards from Waupun with juvenile workers from other institutions).
- 3.7 Too many different institutions for one type of training
- 4.6 Should integrate social workers and line staff in training sessions. Helps break down barriers.
- 5.9 New trainees got more out of it. Do not mix new folks and old folks.
- 5.9 Should give new theories developed in last five years.
- 6.9 Sessions too long (for five days discussed one thing in session on counseling skills. Could have covered other things).
- 7.0 Sessions could be shorter and condensed. Boring after awhile.
- 7.3 Gripe session unrelated to our institution.
- 7.6 Instruction inadequate (session on counseling skills).
- 7.9 Goals for session unclear - particularly on follow thru.
- 8.0 Follow thru training meaningless.
- 8.4 Should have had brochure describing program so you could select (clerical).
- 8.7 Not enough concise information. Not practical or how do you do in specific situations.
- 9.0 Small group session not relevant to our job.
- 9.7 Cultural Awareness - too discriminating against whites.
- 9.9 Instructor rigid and inflexible.

G.39

WISC. SCHOOL FOR GIRLS
TRAINING IMPRESSIONS
GROUP SIZE - 4

RATING

1.5 Lack of time to cover important topics.

2.3 Training is idealistic and hard to bring back and incorporate in job which is unpredictable and varied. A real challenge.

4.3 Does not deal with my type of work (financial operations).

4.8 Didn't like handouts - Too haphazard. Should have used time to explain "how to"s.

5.3 Some sessions went too late in evening.

5.5 Liked - Too noisy in dorm to sleep.

G.40

WISCONSIN SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 15
PROBLEM IDENTIFICATION SESSION

NUMBER OF VOTES

15 There aren't enough privileges.

15 We do just about all the work to clean the cottages and we get a lousy dollar a week.

15 I think our higher phases should have more freedom.

15 The higher phases should get a weekend every two weeks and not have to wait 30 days.

15 No visits after 9:00 or during church.

15 Going to school in the summer.

14 They are too strict on small little things that can't hurt anything.

13 About the food: You can take it or leave it. It is good sometimes and literally shitty sometimes.

13 When you give the counselors power it goes to their heads.

13 There is not enough recreation.

13 When you request to see a supervisor about something you feel is important, the counselors decide whether or not it is important enough to call a supervisor or not.

13 Medical and dental are quacks!

13 Counselors don't trust the girls and guys enough.

13 Can't visit people enough.

13 Getting sent to lock-up for playing.

13 Extreme difficulties and penalties for being high.

13 Loneliness.

13 Visiting should be until 11:00 on weekends.

13 Only one hour visiting in the afternoon and night.

13 The school education part. The teachers don't do anything but say do this. If you ask for help, they say read the directions and that's mostly what you don't understand.

13 Some counselors go by some rules and some don't and the counselors don't have their shit together.

G.41

WISCONSIN SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 15
PROBLEM IDENTIFICATION SESSION

NUMBER OF VOTES

- 13 I feel that the only problem I have had to face up here is the authority thinking they can see through me. I don't see how they can or even pretend to.
- 13 Counselors laugh in your face.
- 12 Oregon would be nice if some of the kids that think they are so damn big and bad get the hell out of Oregon.
- 12 No air-conditioning.
- 12 Difficulties in avoiding fights - self defense. Too many hassles in staying out of arguments and trouble.
- 12 Mixed company should be more lenient and more often.
- 12 I think they should try to understand that at the ages of 13-18 we've gone through a hell of a lot of shit more than they did, or maybe more than they'll ever see.
- 11 The staff seems to always think they are right.
- 11 Cottage 12 - Food stinks. (Restricted cottage)
- 11 When you come into the place, you start out with the lowest ratings and I think that you should start in the middle.
- 11 Getting four to six months for getting caught with dope.
- 11 Shortage of necessary materials.
- 11 Counselors take their anger out on you.
- 10 Counselors are too quick to put students in their rooms when the students feel that they are right and counselors are wrong. In other words, they won't listen to the students.
- 10 No way of expressing your angers or inner feelings.
- 10 Learning many things that could make you worse on the outside.
- 9 Classwork could be more interesting. Maybe group discussions.
- 9 Not being able to work 8 hours a day.
- 9 Very hard to get released.
- 8 This place is getting more like Wales.
- 7 The counselors don't know how to cook.
- 7 I don't think we should have to attend group meetings in the cottage unless we are involved in the subject.

G.42

WISCONSIN SCHOOL FOR GIRLS
5/19/75
GROUP SIZE - 15
PROBLEM IDENTIFICATION SESSION

NUMBER OF VOTES

- 7 Working 30 days on grounds before you can work off grounds.
- 7 Pressures are exerted by both staff and students.
- 7 Cut off from friends and civilization.
- 6 Teachers are too old and don't understand.
- 6 Love is hard to express.
- 5 The food here isn't fit for a dog.
- 5 We don't have enough job opportunities for students.
- 5 If you're accused of something that you didn't even do, try to have a higher phase represent you to more or less defend you.
- 4 There is a lot of arguing in the cottages.
- 4 The boys hassle the girls too much and are real prickly.
- 4 The recreation and some of the rules.
- 3 Too many runaways.
- 3 No sexual intercourse or relationships allowed.
- 3 Problems arise after release because of reputation.
- 3 The counselors treat you like you are a criminal. Not only the counselors but the other people too.
- 2 Girls are supposed to care but don't act like it.
- 1 There are too many people and students.
- 1 This place just doesn't make any sense because they don't hardly do anything for the boys. The boys come here and stay for 7-9 months and leave with no problems solved.
- 0 Counselors don't act like they care enough.
- 0 The people don't really show enough concern about the kid's problems.

RATINGS

RATINGS

- 2.4 Courses did not always deal with subject matter that was relevant for all/some course participants.
- 4.4 Courses were too short (too much material in short time).
- 4.6 Mixing of adult and juvenile institution workers.
- 4.8 Not enough emphasis on actual techniques to be used when working with groups.
- 4.8 No institution specific courses.
- 4.8 Mixture of people with different training needs.
- 5.8 No observations or video tapes of actual sessions.
- 6.4 Course Material did not expand knowledge.
- 7.0 Lack of participation by participants.

- 4.2 Demand for too many staff during prime vacation time.
- 4.6 5 days --- too damn long.
- 5.2 No choice as to when you want to go or to what sessions.
- 5.2 Some instructors teaching from text-book rather than from personal experiences.
- 5.8 1st of any sessions were a "guinea pig" group.
- 6.2 Forced car pools (like to travel alone)
- 6.4 Going to a session to be baited by state personnel (legal).
- 6.6 Some of courses not geared enough for trainee participation. Some of instructors did all the talking - once in awhile we were given an opportunity to talk.
- 7.4 Long speeches by instructors boring.
- 8.2 One-sided to minority groups (cultural awareness).
- 8.6 Wales shows and other institutions don't.
- 8.8 Needed more crowd analysis on prison work and security.

WALES
6 PARTICIPANTS
GROUP INTERVIEWED #3
TRAINING COMMENTS

RATING

2.7 Too much reading from books -- boring and repetitious.
3.3 Sessions too long.
3.3 Sessions turned into bitch sessions; fostered conflict between adult and juvenile institutions.
3.7 Different problems youth counselors have from correctional officers and different classifications.
4.0 Need for more training in counseling.
5.0 Classes too large; it inhibits discussion.
6.0 Not enough courses.

RATINGS

4.8 Overcrowding in Institution. Ind. Counseling.
6.2 Insufficient personnel in all work areas.
6.4 Probable closing of WSG enhances overcrowding at WSB.
6.4 Reluctance of state to pay counselors adequate salaries.
6.4 Training of personnel lacking - particularly initially. Pushed into job!!
6.6 Overcrowding in general.
7.0 Lack of funds to get and keep good staff.
7.0 High turnover in staff. (Youth counselors)
7.6 Not aware of continuous change in court interpretations of law!
7.8 Ind. counseling makes difference for family counseling
8.0 Uncertainty as to how long and as to which institutions will stay open.
8.6 Funding issues in legislation. Bare-Bones Staff.
9.2 Forced to over-rely on Federal funds for staff. (Teachers)
9.6 Changes in Division and State policies concerning commitments of clients.
9.8 Paperwork consumes too much time.
10.0 D.O.A. taking away graduate-training money.
10.6 Review of cases by some juvenile judges give kids double messages.

RATINGSRATINGS

3.0 Over-population of cottages.

4.6 Time does not permit us to really counsel with boys.
(Strictly guards)

5.8 Staff turnover.

6.0 Should have double coverage on 3-11(night) shift.

6.2 Too many forced hirings (minorities and depressed areas).
Not used to our type of kids. People who never had a job.

6.2 Security - too many boys per counselor.

6.4 Time it takes Madison to come up with a definite answer
or certification requests.

7.2 Lack of correct communications e.g., verbal order relayed
by other staff. Interdepartmental communications poor.

7.4 Closer relationship with social services. Boys need to
see more of their social workers.

8.0 Shifting and moving of staff from one cottage to another.

8.0 My work piles up when I'm gone.

8.4 Lack of knowledge about new child replacement board. Takes
six weeks to find out boys length of stay.

3.0 Overcrowding and short staff.

3.0 Salary too low. Causes low morale and loss of staff.

5.3 "Emotionally disturbed" kids. Disruptive of cottage.
Little we can do.

5.7 The 18 year old law. Kids who reach this age realize there
is little you can do with them. Display poor attitude,
disrespectful and disobedient. Boys sentenced here at 17½.
Should be waived to adult court, some 16 year olds too.

5.8 More aggressive client than in past.

6.7 Drugs being brought into institution by outside visitors.

6.7 Not enough - clinical staff (full time) to deal with
emotionally disturbed youth.

6.8 Treating all clients as peer-equals. If you don't treat
equally you're in trouble.

7.2 Chaplains should be more involved with youths - other than
just church on Sunday. More total involvement.

8.0 Conflict with administration. Rating reports on staff
condensed and doctored.

9.3 Drug abuse by staff. Poor example.

10.2 Clothing code for staff. Can't wear jeans or clothing you
would wear outside.

10.5 Not letting self-esteem be threatened with the end result
closed communication with clients and/or staff.
(Can't be afraid of making mistake.)

RATINGS

4.1 Lack of respect shown students.

5.0 Too much force used on students in school and cottage (Physical force and lock-up.)

7.4 Discipline unfair; don't listen to student.

7.9 Social workers are not available when you need them. You're lucky to see him once a month. (Example: when you get bad or emotionally upsetting news from home.)

8.4 Should have halfway house outside the fence.

8.6 Lack of privacy in own room at night or anytime. Have to have curtains open, head out of the covers, etc.

9.0 Restrictions on freedom of movement.

9.3 Staff lies in accusing students. They know students won't be believed. Some staff provoke students.

9.4 No second chances. If you go AWOL, it's a long time before you can go home.

9.4 Should liberalize visiting; not just immediate family.

9.4 Unfair to those sentenced on serious offenses. Not eligible for furlough for six months; others, 90 days.

9.5 Violence cottage -- cold food, shot and monkey suit -- no toothbrush. Can't smoke. Take clothes away -- strapped to springs, earn return.

9.5 Poor medical attention. Same treatment no matter what the ailment.

9.6 Some social workers don't try to help. Say they will see or help you but don't.

9.8 Kids and staff put on front to try to please and impress other people.

9.9 Lack of staff listening and understanding. They knock everything you do. You're assumed guilty.

9.9 Quiet hour is silly. Student should be mature enough to study or write letters on his own.

RATINGS

9.9 Restrictions on who you can write to.

9.9 Shouldn't read our mail.

10.0 Teachers need to be more open-minded.

10.0 Need better living quarters.

10.0 Parole board considers only offense and prior record. They don't give you a chance.

10.1 Need more off ground activities.

10.1 Should be able to stay in day room until 10:30 p.m. Can't watch end of programs.

10.3 The institution cons visitors. Doesn't show M Cottages, forces clothing changes, etc.

10.3 Should permit you to double up with your friends.

10.3 Should have more time to get back to cottage.

10.3 Shouldn't have strip searches.

10.4 Too many rules; hard to remember.

10.5 Lack of freedom and not being trusted. Can't say what you mean without getting in trouble.

10.5 Confined to room for minor infractions.

10.5 Should be able to pick own classes.

10.6 Can't listen to radio or TV after 10:00 p.m. Certain time to be in room, bed, and lights out.

10.8 No positive reinforcement.

10.9 Shouldn't dig through food we get from home.

Forced into programs; lack of student choice.

Stool pigeons.

Kids try to outdo each other in cottage. (Mostly fights, spot stool pigeon.) The most suck ass with the counselor.

WALES
STUDENTS INTERVIEWED - 8

Can't visit other cottages; locked up if you do.

Teachers don't give help. They give assignments and expect you to do it without help. They overuse their power.

Visiting -- can't show visitors around; lack of privacy on visits.

Homosexual staff and students.

Have to shave whether you need it or not.

Parents should be able to take student off grounds more often.

Counselors show favoritism.

Not enough courses in school.

Social workers talk above students' heads.

Should have choice of social workers. Student social workers are young and know what's happening.

Need better recreational equipment; need a pool and tennis court.

Need more paying jobs for students -- only 30 out of 450.

Poor food.

Need better TV antennas and get more stations.

Should be free to use our money as we see fit and withdraw as we see fit.

Should supply better quality clothes or let you buy your own clothes. Clothes are out of style.

Need a greater selection in the canteen.

7. 11. 1968

END