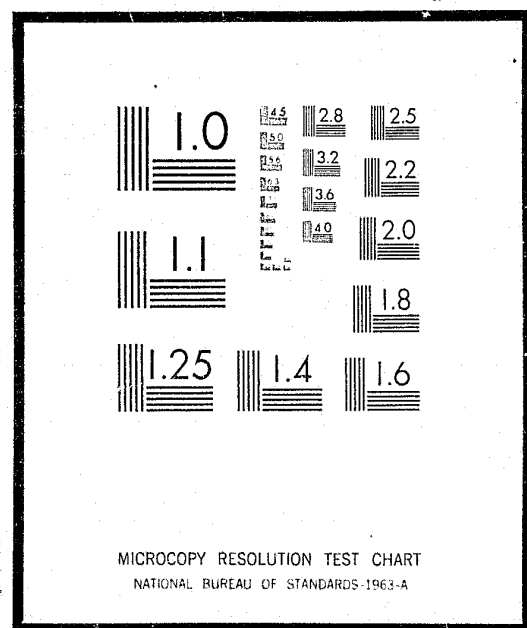# NCJRS

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.

1.0			4.5	2.8	2.5
1.1			3.2	3.2	2.2
			3.6	4.0	2.0
					1.8
1.25	1.4				1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

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

6/3/77

Date filmed

39078

AD-764 141

AN ACTION RESEARCH REPORT NUMBER 3 ON PLANNED CHANGE IN THE MILITARY JUSTICE SYSTEM. PHASE 3. INCREASING ORGANIZATIONAL EFFECTIVENESS IN THE DEVELOPMENT OF MILITARY HUMAN RESOURCES

Philip R. Harris

Management and Organization Development, Incorporated

Prepared for:

Office of Naval Research

31 July 1973

NCJRS

DISTRIBUTED BY:

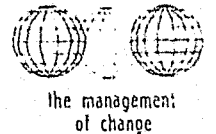**NTIS**

National Technical Information Service
U. S. DEPARTMENT OF COMMERCE
5285 Port Royal Road, Springfield Va. 22151

MANAGEMENT &

ORGANIZATION

dEVELOPMENT

Inc.
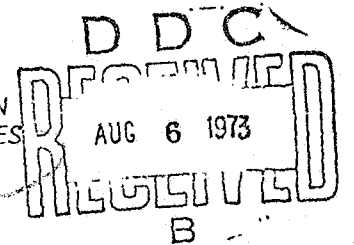
BOX 2321, LA JOLLA
CALIFORNIA 92037

the management
of change

714 / 453-2140   714 / 453-7321

An Action Research Report No. 3
on Planned Change in the
Military Justice System

Phase Three

*INCREASING ORGANIZATIONAL EFFECTIVENESS IN
THE DEVELOPMENT OF MILITARY HUMAN RESOURCES*

D D C
AUG 6 1973
RECEIVED
B

on behalf of

U N I T E D   S T A T E S   M A R I N E   C O R P S
Security and Law Enforcement Branch
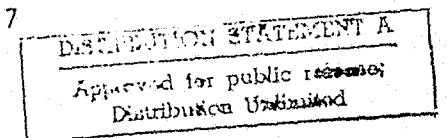Washington, D. C. 20380

by Philip R. Harris, Ph.D., Project Director
President, Management & Organization Development, Inc.
La Jolla, Ca. 92037

Final Project Report for the

O F F I C E   O F   N A V A L   R E S E A R C H
Organizational Effectiveness Research Programs
Psychological Sciences Division
Department of the Navy
Arlington, Virginia 22217

July 1973

AD-794 141

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author)	2a. REPORT SECURITY CLASSIFICATION
MANAGEMENT & ORGANIZATION DEVELOPMENT INC. (MOD INC.) Box 2321, Suite 3, 8060 LaJolla Shores Drive LaJolla, Ca. 92037 (714/453-2140)	Unclassified 2b. GROUP

3. REPORT TITLE

An Action Research Report No.3 on Planned Change in the Military Justice System: INCREASING ORGANIZATIONAL EFFECTIVENESS IN THE DEVELOPMENT OF MILITARY HUMAN RESOURCES (Phase Three)

4. DESCRIPTIVE NOTES (Type of report and inclusive dates)

Final and annual report for period - 1 January 1972 to 31 August 1973

5. AUTHOR(S) (First name, middle initial, last name)

Philip R. Harris, Ph.D., Project Director

6. REPORT DATE	7a. TOTAL NO. OF PAGES	7b. NO. OF REFS
31 July 1973	481	139

8a. CONTRACT OR GRANT NO.	9a. ORIGINATOR'S REPORT NUMBER(S)
N00014-72-C-0165 (P00001)	NR 177-936 Code 452
b. PROJECT NO. N.A.	SCD-C-S0514A
c. (Note: related to N00014-71-C-0332;	9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report)
d. M00027-73-C-0066)	Action Research Report No.3

10. DISTRIBUTION STATEMENT

Approved for public release; distribution unlimited.

Details of illustrations in this document may be better studied on microfiche.

11. SUPPLEMENTARY NOTES	12. SPONSORING MILITARY ACTIVITY
Project accomplished on behalf of and with the cooperation of Security and Law Enforcement Branch, U.S. Marine Corps	Organizational Effectiveness Research Programs, Psychological Division, OFFICE OF NAVAL RESEARCH, Arlington, Va. 22217

13. ABSTRACT

This third and final report records the accomplishments in five separate, but related areas of action research by a team of behavioral scientists on behalf of the U.S. Marine Corps. The first two components dealt with the design, testing, evaluation, and reporting of a prototype training program then entitled, Professional Development Institutes for Military Correctional Personnel (PDIMCP). The pilot project of six sessions focused upon twenty-four learning modules which comprised the staff and administrators' courses. The follow-up study of the action learning experiences in 1971-72 reported the subjects' evaluation of the program six to twelve months after completion of training, as well as its behavioral consequences. Of the 184 questioned, 106 returned the inquiry forms, or more than 50% of the subjects. On a five point rating scale, 75.3% continued to rate the training in the categories, "excellent/good"; 86.3% found the course helpful in their professional development; 89% indicated that the program had a positive influence on their performance of duty. The subjects recommended that both courses become required for all military occupational specializations in corrections, and the PDI paradigm be considered for its usefulness in the professional preparation of other military on human resource duty assignments.

Another component had to do with evaluating a Military Training Officers Seminar, a third course in the PDI program intended for instructors which was designed, tested, and analyzed in 1973. Two sessions were conducted on the East/West Coasts for those with training responsibility to enable them to teach the now expanded staff course of the revised Professional Development Institutes on Human

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
ACTION LEARNING						
ACTION RESEARCH						
APPLIED BEHAVIORAL SCIENCES						
BEHAVIOR MANAGEMENT/MODIFICATION						
CONFINEE (PRISONER)						
CORRECTIONAL FACILITY (PRISON)						
CORRECTIONAL PERSONNEL						
GROUP DYNAMICS						
LEADERSHIP DEVELOPMENT						
LEARNING MODULE						
HUMAN RESOURCE DEVELOPMENT/SPECIALIST						
MANAGEMENT — Behavior Science Approach						
ORGANIZATION DEVELOPMENT/EFFECTIVENESS						
PENOLOGY						
PROFESSIONAL DEVELOPMENT						
SOCIAL PSYCHOLOGY						
TEAM BUILDING						
TRAINING/TRAINING OFFICER						

Continued, item 13, Abstract:

Behavior, as well as to use a learning system
provided to strengthen internal military capability
for conducting the courses. Analysis of the pre-
post data from the 54 participants in the project
supported the hypotheses that there would be a
significant increase in teaching confidence for
the adult educators involved, and in scope of skill
in behavioral science methodology as perceived by
the military personnel participating in the 48
hour experimental course. In comparison to other
military training programs, 72% of the group rated
the learning experience in the "Excellent/Very
Good" categories, while 20% rated it "Good" and
8% rated it "Fair". Among the conclusions of the
investigation is that human resource training in
the Marine Corps is fragmented, and that a central
agency in the command structure is needed to
coordinate all human service activity for the
purpose of procurement, training, and assignment
of personnel engaged in human resource development.
    Two special and related research components
were also reported. One had to do with a feasibility
study of team building as a technology for increas-
ing staff morale and effectiveness. By taped
interviews and group sessions, the investigator
documented the perceptions and feelings of a guard
force and administration as to their role and
functions, and tested a team building model. Until
situational conflicts are resolved on duality of
control between the base and facility, the study
concluded that team building is premature, although
further research is recommended on its use in larger correc-
tional facilities or other human resource staffs.

Security Classification

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author)	2a. REPORT SECURITY CLASSIFICATION
MANAGEMENT & ORGANIZATION DEVELOPMENT INC. Bix 2321, La Jolla, Ca. 92037	Unclassified N00014-72-C-0165 (P00001)

3. REPORT TITLE

An Action Research Report No. 3 on Planned Change in the Military Justice System: INCREASING ORGANIZATIONAL EFFECTIVENESS IN THE DEVELOPMENT OF MILITARY HUMAN RESOURCES

Continued, item 13, Abstract:

The last component of this report reviewed behavior management research with the staff and confinees of the Marine correctional facility in Camp Lejeune, N.C. For the first time in a military corrections setting, an experiment in contingency management was conducted. The project surveyed present practices and behavior desired by staff among confinees to establish the "baseline" conditions, as well as the reward period for which the desired behavior was to be re-inforced. The subjects were a group of approximately 35 confinees in a dormitory whose behavior was studied relative to their performance of assigned tasks, personal and room cleanliness, and actions in the dormitory. The rewards to be earned were privileges, such as access to television, library, and games. The experiment reveals a marked improvement in behavior of the confinees from the baseline period to the time of counting during the reward period, as well as a corresponding drop in the undesirable behavior. The staff was so impressed by the results that they plan to expand its use in the facility based on the training received in a point economy motivation system. The investigators recommend further research with other problem populations in the military using this methodology (e.g., drug exemptees).

The researchers have demonstrated that behavioral science input and methodology can be successfully utilized in the professional development of human resource specialists in the military, especially among correctional personnel. They recommend that the three courses resulting from this research be included in regular Marine Corps inservice education and be required for those seeking occupational specializations in human service. Furthermore, they recommend that such training programs be reviewed for their applicability in the leadership development of officer candidates and non-commissioned officers.

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT

-4-

DEDICATION

In the decade ahead the military is challenged as never before to manage change as it emphasizes an all-volunteer, peace-keeping service and career development. Since the military is a microcosm of society, research within this human system also has implications for the civilian community. This book is an expression of gratitude to all the servicemen who assisted in the development of these materials.

It is especially dedicated to the Securities and Law Enforcement Section, U.S. Marine Corps Headquarters, whose leadership has made this volume possible. By promotion of this program for the professionalization of military correctional staff, administrators and trainers, they have furthered human resource development with the Marine Corps and inaugurated planned change in the military justice system.

TABLE OF CONTENTS

T A B L E   O F   C O N T E N T S (contd)

G E N E R A L
A P P E N D I X E S

GENERAL PREFACE

This 1973 report is the third and final presentation of results for a project that began in August 1971, under the sponsorship of the Office of Naval Research. (Originally known as Contract N00014-71-C-0332, it subsequently was renumbered for Management and Organization Development, Inc. as N00014-72-C-0165, P00001.) The focus of these studies began with the professional development of military correctional personnel and was eventually broadened to include human resource specialists. The subject population for these investigations were the United States Marine Corps, although a small number of Navy personnel were also involved.

The record of accomplishment over the past three years has been considerable. Three new inservice education courses were designed, tested, and evaluated. Two student workbooks, three annual reports, and miscellaneous publications were produced. Two special projects with Marine correctional personnel were successfully completed in behavior management and team building. A related contract emerged with the Marine Corps (M00027-73-3-0066) that resulted in the creation of an instructional system to accompany the revised PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR. It consisted of two instructor's manuals, six sets of slides and cassettes with behavioral science input, and five sets of resource materials for trainees.

The following volume is a report of the third phase of this activity inaugurated by a formal proposal to O.N.R. on June 10, 1972 for "Improving Organizational Effectiveness in the Military Correctional System." It is also an opportunity to express gratitude here for the 450 servicemen who

cooperated in some facet of this research from 1971-73. Particular appreciation is due to the two government agencies most involved in this activity: O.N.R.'s Organizational Effectiveness Research Programs with its two program managers, Dr. Bert King and Dr. William E. Gaymon; U.S.M.C.'s Security and Law Enforcement Branch and the military program managers, LCol. Archie Van Winkle and Capt. David T. Penman.

As contract coordinator, the Project Director would like to cite the key roles performed by eighteen outstanding behavioral scientists - all members of the Resource Network of Management & Organization Development, Inc. - who assisted him throughout the research. In particular, he would like to give recognition to those consultants who were a part of the phase three activities: his wife, Dr. Dorothy L. Harris, who served as Research Director and supervised two research assistants, Arnold N. Hafner and Gustave Ehrentraut; program managers, Dr. Ralph E. James, Jr., Dr. Woodrow H. Sears, Jr.; and Dr. Charles L. Newman, the criminal justice specialist for the whole project. Finally, he acknowledges the unique services of M.O.D. staff members, Elsie R. Schneider, secretary, and Richard L. Fletcher, Sr., accountant. All of these professionals contributed unusual talent to the successful accomplishment of this action research.

Philip R. Harris, Ph.D.
Project Director/Editor
La Jolla, California
July, 1973

GENERAL INTRODUCTION

In response to a United States Congressional investigation and report on disturbances in Marine Corps "brigs," this research was undertaken to deal with two critical problem areas reported: poor staff training and low morale of the personnel assigned to correctional facilities. Under the Security and Law Enforcement Branch of Headquarters Marines, activities such as drug and alcohol rehabilitation are also included. In November 1972, the Corps requested the contractor to broaden the scope of his research activities to include human resource specialists, since the findings and materials being developed by M.O.D. Inc. would be applicable to these servicemen as well. Thus, the programs resulting from this action research were subsequently renamed the Professional Development Institutes on Human Behavior. Figures One/Two provide a schematic of the present and projected elements in the total paradigm brought forth through the funding of the Office of Naval Research.

Now that three prototype training models and accompanying learning materials have been produced, it is the hope of the contractor that these significant results will be incorporated into the regular inservice educational programs of all branches of the Armed Forces. Although this work was undertaken as a strategy for planned change in the military justice system, it is now evident that the findings at the completion of these studies have implications for increasing organizational effectiveness within various human service activities of the military.

The third phase of this research for the academic year 1972-73 consisted of five components which make up the various chapters of the following report. Component A is an accounting of the action research reported

for the second phase of this endeavor, namely, the Professional Development Institutes for Military Correctional Personnel. Its emphasis was upon research connected with the staff and administrators courses. Since Action Research Report No. 2 was issued in September 1972 for this purpose and consisted of 195 pages, it is not being reproduced here. However, to provide continuity and to give the reader a background for the undertakings of this current year, the Table of Contents, Introduction, and Summary of that volume have been included in this first section.

Component B contains the results of a follow-up study of the experimental training programs described in the first chapter. At the close of the staff and administrators courses in 1971-72, the participants had been extremely positive in their evaluations of the Professional Development Institutes for Military Correctional Personnel. A reality check made some months later was undertaken to determine the behavioral consequences of the six courses which comprised the pilot project. It provides a reality check on the original findings six to twelve months after the learning experience in the behavioral sciences. The results indicate continued high post-institute evaluation of both courses relative to their helpfulness in duty assignments. Therefore, the prototype model can now be safely recommended to the military for incorporation into their training schedule.

Component C reports on a feasibility study relative to team building for a military correctional staff. This technology from the field of organization development holds promise for increasing staff effectiveness, but appears to be premature for use in the Marine Corps at this time. Once internal problems have been resolved and the Corps establishes a correctional system, then team building should be a worthwhile tool for improving staff morale. The value of the present investigation is that it documents for the first time the perceptions of a guard staff as to

their role and functions with reference to the rehabilitation of military confinees.

Component D reports an experiment in the application of behavior modification within a military correctional facility. A pilot project was successfully completed with a Marine staff utilizing contingency management as a means for reaching institutional goals. It is the first known application of the theories of psychologist B. F. Skinner within a military correctional situation. The results were further expansion of this behavior methodology to other areas of problem behavior within the Armed Forces, such as drug exemptees.

Component E involves the evaluation of the third course in the professional development institutes. It concerns the pre-post assessment of participants in two Military Training Officers Seminars. These were intended to increase Marine Corps capability for teaching the staff course of the P.D.I. An action learning experience was designed to increase adult education skills and increase knowledge of behavioral science methodology. It was at this occasion that a complete instructional system was provided to the Marine Corps to enhance their own ability to teach the staff course that resulted from the research during the Phase I/II period.

The final chapter "F" provides a general summary, conclusions, and recommendations for the last phase of this current research. In addition, the general appendix has sections on the resource materials and trainee reports from the Military Training Officers Seminar. A summary report on the Marine Corps Correctional Program is also included, as well as further biographical information concerning the principal consultants.

F I G U R E   1

Original Design and Training Topics
PROFESSIONAL DEVELOPMENT INSTITUTES FOR CORRECTIONAL PERSONNEL

Learning Modules (4 hours each)   Staff Course

I-Dynamics of Human Behavior & Prison Life Dr.L.N.Solomon Dr.D.K.Chigos (Dr.P.R.Harris)	II-Understanding Deviant Behavior Dr.L.N.Solomon (Dr.P.R.Harris)	III-Improving Correctional Communications Dr.P.R.Harris (Mr.R.J.Scanlon)	IV-Overcoming Communication Barriers Between Prisoners & Staff Dr.D.C.Wigglesworth (Dr.P.R.Harris)	V-Creative Approaches to Conflict Resolution Dr.W.H.Sears,Jr. (Dr.P.R.Harris)	VI-Insights From Inmate Feedback Mr.T.Shipman (Dr.P.R.Harris)
VII-Cultural Influences on Prisoner/Staff Behavior Dr.M.S.Wadia (Dr.P.R.Harris)	VIII-Cultural Influences on Decision Making in Correctional Facilities Dr.M.S.Wadia (Dr.P.R.Harris)	IX-Understanding Group Behavior and Its Implications for Prison Life Dr.S.H.Gilbreath (Dr.P.R.Harris)	X-Inter-Personal Skills for Correctional Personnel Mr.W.Smith Mr.G.H.Mack (Dr.P.R.Harris)	XI-Changing Role of Correctional Personnel Dr.C.L.Newman (Dr.P.R.Harris)	XII-Behavioral Strategies With Military Prisoners Dr.C.L.Newman (Dr.P.R.Harris)

Administrators Course

XIII-Management of Change in Correctional Systems Dr.P.R.Harris (Dr.L.N.Solomon)	XIV-Behavior Modification in Military Corrections Dr.L.N.Solomon (Dr.P.R.Harris)	XV-Management by Objectives in Military Corrections Mr.R.J.Scanlon (Dr.P.R.Harris)	XVI-Problem Solving Workshop Mr.R.J.Scanlon Dr.P.R.Harris	XVII-Improving Organizational Effectiveness Dr.W.H.Sears Dr.P.R.Harris	XVIII-Team Building Dr.W.H.Sears,Jr. (Dr.P.R.Harris)
XIX-Behavioral Science Approach to Military Correctional System Dr.M.S.Wadia Dr.P.R.Harris (Dr.W.H.Sears,Jr.)	XX-Management Simulation Dr.P.R.Harris Dr.M.S.Wadia (Dr.W.H.Sears,Jr.)	XXI-Improving Administrator/ Staff Relations Mr.G.H.Mack Dr.P.R.Harris (Dr.S.H.Gilbreath)	XXII-Trends in Military Corrections Administration Dr.C.L.Newman (Dr.P.R.Harris)	XXIII-Staff Training Needs & Models Dr.C.L.Newman Dr.P.R.Harris	

*The name of the principal M.O.D. consultant who designed and tested the learning unit is listed first, while the other behavioral scientists who assisted in the pilot project presentation have their names in parentheses....The revised Staff Course for human resource specialists is in Component E as Design #102.

F I G U R E 2

THE U.S.M.C. PROFESSIONAL DEVELOPMENT PROGRAM

MISSION: (1) To increase organizational effectiveness by improving the leadership and managerial skills of Marine human resource specialists (in drug/alcohol education, corrections and security, human relations/ affairs, leadership development).

(2) To enhance the career development of commissioned and non-commissioned officers by training in the behavioral sciences.

(3) To provide professional preparation for various M. O. S. related to human service duty assignment.

ONR SPONSORED RESEARCH

USMC APPLIED RESEARCH:
LEARNING MATERIALS

P.D.I.
The U.S.M.C. Professional Development Institutes on Human Behavior

STAFF COURSE ------- basic program $(PDIHB_1)$*
(code)
(1971)

Vol. I: Workbook for Military Correctional Personnel - Staff

ADMINISTRATION COURSE ---- advanced program $(PDIHB_2)$
(1972)

Vol. II: Workbook for Military Correctional Personnel - Administrators.

TRAINING OFFICERS SEMINAR ---- instructor program $(PDIHB_3)$
(1973)

-for basic course $(PDIHB_1)$
1. Instructor's manual: Organizational Dynamics
2. Supplement #1: "The Professional Development of Correctional Specialists"
3. Six sets of slides/cassettes: "Improving Organizational Effectiveness Series"

COUNSELORS COURSE ----- Human Resource Counselors Program and Experimental Materials $(PDIHB_4)$
(1974)

Proposed: eight more sets of slides and cassettes for $PDIHB_2$. Second Training Officers Seminar. $(PDIHB_5)$

Each course consists of 48 hours of instruction arranged in 12 learning modules or units with accompanying instructional system.

*The staff and administrators' courses were originally called: "Professional Development Institute for Military Correctional Personnel" (PDIMCP) but were subsequently expanded to include all human resource specialists. Now re-entitled: "Professional Development Institute in Human Behavior" (PDIHB).

MANAGEMENT &
ORGANIZATION
DEVELOPMENT
Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037
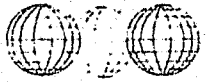
COMPONENT A

EXTRACTS FROM
ACTION RESEARCH REPORT NO. 2
ON PLANNED CHANGE IN THE
MILITARY JUSTICE SYSTEM

Phase Two

PROFESSIONAL DEVELOPMENT
INSTITUTES FOR MILITARY
CORRECTIONAL PERSONNEL

Project Director: Philip R. Harris, Ph.D.*

Contract: ONR N00014-72-C-0165

Issued: September 1972

---

*As part of the third phase activity, this
181-page report was issued for Phase Two.
Portions of the key elements in that volume,
including its original table of contents,
are reproduced here for the convenience of
the reader.

15 a

C O M P O N E N T   A

(Phase Two Report - Original Pagination)

T A B L E   O F   C O N T E N T S

APPENDICES

COMPONENT A

INTRODUCTION

In July 1970, this investigator prepared a proposal for the Office of Naval Research relative to a project for planned change in the military justice system. Specifically, he suggested the strategy of entering into that system by means of a prototype training model for the purpose of staff development in military correctional institutions. This, he hypothesized, could become the means for gathering data which would eventually improve organizational effectiveness in both military and civilian correctional facilities. The first phase of this study was funded in August 1971 through ONR as Contract No. N000-14-71-C-0332, and focused upon a designing of a prototype staff course entitled, "Professional Development Institutes for Military Correctional Personnel." The second phase of this five-year plan was inaugurated through MANAGEMENT AND ORGANIZATION DEVELOPMENT INC., in January 1972, as Contract No. N000-14-72-C-0165. In addition to further testing of the staff design, the emphasis was upon development of another training model for military correctional administrators. Over the course of the past two years, approximately 178 subjects were involved in this action research, primarily from the United States Marine Corps (four Navy personnel were also involved). In addition, ninety Marines on correctional assignment were also utilized as control groups in Phase I/II, and another fifty-nine Marines and Navy servic   are participants in the videotape interviews connected with this project. In all, 327 servicemen have participated in the research to date.

Throughout 1971-72, three military bases were the principal sites for the training aspects of the research: the Marine Corps Recruit Depot,

San Diego; the Marine Corps Base, Camp Pendleton, California, and Camp
Lejeune, North Carolina. The staffs of six different military correctional
facilities were included. A behavioral science research team of some
fifteen consultants participated in the first two stages of the project.
Geographically representative of the whole nation, these resource persons
were drawn largely from universities and private research corporations.
Ten of these outstanding professionals on the staff possessed the doctorate
degree. They designed and tested twenty-three learning modules (four hours
each) for two separate courses, as well as contributed to the contents of
two different training workbooks. These manuals, and related learning
materials, were edited by the Project Director for use in the four staff
and two administrative programs which have been conducted to date. In
the course of the investigation, eight research instruments were also
developed to gather pre-post data from both the training and control groups.
The results have been recorded in two major research reports of which this
is the second; the first was filed with the Department of Defense in three
volumes in January 1972.

Generally, the evaluations of the participants in training ana-
lyzed so far have demonstrated sufficient success to encourage additional
study. Significant insights have been obtained into the problems and
opportunities for improvement in the military correctional system, par-
ticularly by the contributions from the applied behavioral sciences. The
overall progress obtained in this investigation has warranted the sub-
mission of a third proposal by the Project Director to undertake new
aspects of the research in FY'73, which was begun in the Fall of 1972.

The third stage of this study will focus upon (a) a follow-up study of all participants in the PDIMCP experiment; (b) a pilot project on team building with one Marine correctional staff, probably at Quantico, Virginia; (c) a pilot study in behavioral management with the staff and confinees of the Camp Lejeune Correctional Center--it involves the introduction of a point-economy system for modification of deviant behavior; (d) two training officers' seminars to prepare the military who train correctional personnel in the philosophy, methodology, and technology of the <u>Professional Development Institutes for Military Correctional Personnel</u>. Hopefully, the U. S. Marine Corps will also provide direct support for the production of a trainer's manual for the staff course, as well as accompanying learning aids.*

The appropriateness of this research is amply dramatized in these related contemporary events: (1) it originated as a result of major disturbances in military correctional facilities; (2) the first training project began as civilian prisons erupted in violent riots--Attica being the most notorious; (3) the second phase of this investigation was inaugurated as the President, the Congress, the general public, and prisoners cried out over the obsolescence and need for change in the present penal system; (4) the third phase is now getting underway as a distinguished citizens' commission submits a critical report on the causes of the Attica riots and the failures of the American penal system. Thus, this research is viewed as a tentative effort toward the humanization and renewal of the "correctional" process, so that it may become more responsive to current needs.

---

*In fact, this aspect of the research was accomplished in 1973 and is reported here as Components B, C, D, and E.

C O M P O N E N T   A

SUMMARY

Conclusions and Recommendations

This action research utilized behavioral science insight and
methodology in the training of military correctional personnel as a
means for promoting planned, positive change in the Naval criminal
justice system. Specifically, Phase II of this continuing investi-
gation focused primarily upon members of the U. S. Marine Corps
assigned to five correctional facilities in North Carolina and Southern
California. Under a contract from the Office of Naval Research, a team
of ten behavioral science consultants tested two prototype training
models with 111 subjects at Camp Lejeune and Camp Pendleton. Entitled
Professional Development Institutes for Military Correctional Personnel,
the program consisted of two forty-eight-hour courses which utilized an
action—learning format. In 1972, two more sessions of the staff course
received further trial; it consisted of twelve, four-hour learning mod-
ules centered around the theme of understanding human behavior and
developing human relations skills with confinees. An administrators'
course was also designed and tested for the first time in two different
geographic locations; it contained eleven learning modules aimed at
understanding the behavioral science approach to correctional management
and developing skills for improving organizational effectiveness.

In addition to the pilot training models and the examination of
appropriate learning materials which eventually could be used in

-22-

inservice training courses by the military, a research evaluation
design and instrumentation was experimented with a view to measuring
the effects of the training experience. Four assessment instruments
were administered on a pre-post basis to assess by analysis of variance
changes in attitude, values, and perceptions in the subjects during
the four training sessions. A control group of sixty other military
correctional personnel who did not participate in the learning were
also tested. Generally, the data from these instruments did not
appear to be statistically significant except to verify a more posi-
tive attitude on the part of the training group toward confinees.
However, the three evaluation instruments developed to determine the
appropriateness of the training design, methodology, content, and
presentation for the professional development institutes did reveal
valuable data. Essentially, both program and module evaluation indi-
cated that the great majority of participants rated the two-course
experiences in the "excellent/very good" category (Staff course:
1971 Phase I - 8/%; 1972 Phase II - 94.2%; 1972 Administrators'
course - 84.9%).

The principal conclusions and recommendations of the investiga-
tion are: (1) that a conference of military professionals is necessary
in the field of corrections and allied activities to examine the "mili-
tary justice system," particularly with reference to the Marine Corps;
(2) that the professionalization of military correctional personnel be
promoted so as to relate this to overall career development in the U.S.M.C.;

(3) that preventative programs be increased on military bases so as to reduce the number of servicemen in confinement; (4) that the introduction of the "reintegration" treatment model be considered for military correctional institutions; (5) that research be promoted within the field of military corrections to improve planning and decision making; (6) that alternative ways of serving military sentences should be explored; (7) that military trainers be instructed in the findings of this research so as to improve inservice education for military correctional personnel; (8) that this prototype training model be adapted for other groups within the military justice system; (9) that new forms of performance appraisal should be introduced in correctional facilities which are based upon a setting of objectives and targets; (10) that a follow-up study become a part of the evaluation design so as to include feedback from significant "others" who observed the trainee on the job; (11) that assessment of such learning experiences should focus on the measurement of behavioral consequences, rather than on the subjects' attitudes and values; (12) that a pilot project should be undertaken with military correctional administrators across the nation, so as to determine the effectiveness of organizational development technology within the military justice system.

The experiences of the researchers in working with the elements of the "Naval criminal justice system," especially with key segments

of the Marine Corps' correctional "system," has led to the following general observations:

It is evident that under the leadership of the U. S. Marine Corps' Security and Law Enforcement Section, local Marine correctional staff and administrators are making valiant efforts to upgrade the quality and skills of personnel assigned to their military correctional facility and to improve their rehabilitative services with military confinees in their care. The recent M.O.S. in corrections, the new correctional facilities and procedures, the use of external consultants and resources, the experimentation with innovative treatment models (such as the pre-release program), expanded staff training, and the commitment of officers in charge of correctional facilities, are all supportive of this observation. Positive change is underway in military corrections that can lead to the greater development of human resources on the part of both staff and confinees in military correctional facilities. Nevertheless, if such endeavors are to be truly effective, then local operations need the understanding and assistance of the larger military system of which corrections is only a part. This investigator suggests, therefore, based upon two years of consulting experience with Marine corrections, consideration of these general conclusions and recommendations:

(a) THERE IS NEED FOR MORE STUDY OF THE VARIOUS COMPONENTS OF MILITARY JUSTICE WITHIN THE MARINE CORPS TO FACILITATE THE EVENTUAL ADAPTATION OF A "SYSTEMS" APPROACH, ESPECIALLY WITH REFERENCE TO SOME THIRTY CORRECTIONAL FACILITIES WITHIN THE CONTINENTAL UNITED STATES WHICH ARE ADMINISTERED OR STAFFED BY THE MARINE CORPS, AS WELL AS SOME FIFTEEN OTHER SIMILAR FACILITIES OUTSIDE OF THE U.S.A.

1. It is recommended

    - that in a subsequent phase of this research
    into military corrections, a major convoca-
    tion of the Marine military justice "system"
    be held, with a view to providing a manage-
    ment model that would also prove useful to
    other branches of the Armed Forces. One
    part of this conference should be devoted
    exclusively to directors of military correc-
    tional facilities.

(b) IT IS ESSENTIAL TO DEVELOP A STABLE GROUP OF QUALIFIED
MILITARY PROFESSIONALS IN THE FIELD OF CORRECTIONS AND TO
REDUCE THE PERSONNEL TURNOVER IN SUCH DUTY ASSIGNMENTS.

2. It is recommended

    - that the M.O.S. in corrections be required of
    all those Marines assigned to duty in correc-
    tional facilities;

    - that such M.O.S. would contribute to the over-
    all career development of a Marine and permit
    regular promotion within the specialization;

    - that professional preparation in human behavior
    and corrections be a requisite for such an occu-
    pational speciality (such as, attendance at some
    training comparable to the two courses which were
    the subject of this research;

    - that preference in transfers to duty in the vari-
    ous Marine correctional facilities be given to those
    who have demonstrated professional competence in
    correctional work or training;

    - that "team building" techniques be inaugurated with
    correctional staffs to improve organizational rela-
    tions, motivation and morale (as is projected for
    the third stage of this research).

(Note: The investigator realizes that to attain such a
goal it may be necessary to consolidate some smaller cor-
rectional centers into larger more viable facilities, or
to utilize the services of some civilian correctional
specialists to supplement the military professionals.)

(c) IT WOULD APPEAR THAT THE MARINE CORPS SHOULD CONSIDER THE
POSSIBILITY OF REDUCING THE NUMBER OF ITS SERVICE PERSONNEL
IN CONFINEMENT, AS IS THE TREND IN OTHER BRANCHES OF THE
ARMED FORCES.

3. It is recommended that efforts be expanded

- to improve the recruitment and selection of men and women more suitable to Marine Corps life and mission;

- to increase preventative programs on military bases which would reduce absence without leave, the principal cause of incarceration (e.g., human relations programs, leadership training in the behavioral sciences for N.C.O.'s, requiring local commanders to assume responsibility for constructive discipline relative to the Military Code of Justice and providing them with the necessary support services for this, and humanizing "barracks life," etc.;

- to undertake analytic studies of the present confinee population's relative conditions of entrance into the Marine Corps and background demographic data, in order to construct prediction formulae which would better identify "high risk" recruits.

(d) IT IS REASONABLE TO EXPECT THAT THE MARINE CORPS WILL CONTINUE TO EXPERIMENT WITH CREATIVE PRACTICES IN THE REHABILITATION OF CONFINEES TO ENSURE THEIR EARLY AND SUCCESSFUL RETURN TO DUTY OR CIVILIAN LIFE.

4. It is recommended that to ensure progress in the military correctional field, careful analysis be given to these possibilities:

- that the introduction of a "reintegration treatment model" into U.S.M.C. correctional institutions be made in order to provide a bridge for the confinee's productive return to military or civilian community status. Such an approach helps the inmate become more responsible and self-controlled; utilizes community resources more fully in the correctional program; aims at depopulation of correctional facilities and reduction in recidivism;

- that experimentation with behavior management or positive reinforcement methods be made with confinees (such as is proposed in the next stage of this current research);

- *that greater participation by both the staff and the confinees be permitted in the development of local correctional programs.* *

(e) IT IS APPARENT THAT A MINIMUM OF APPLIED RESEARCH IS BEING CONDUCTED ON THE MILITARY CRIMINAL JUSTICE "SYSTEM" IN GENERAL, AND ITS CORRECTIONAL PROGRAMS IN PARTICULAR.

5. *It is recommended*

- *that military policy encourage its personnel engaged in graduate research to make military justice and corrections a subject of their studies;*

- *that a "research and development" unit be established in the Securities and Law Enforcement unit of Headquarters Marines;*

- *that local directors of correctional facilities undertake limited research studies within their own institutions relative to program effectiveness, follow-up of ex-confinees, and confinee demographic data.*

(f) IT WOULD SEEM DESIRABLE FOR MILITARY CORRECTIONAL FACILITIES TO IMPLEMENT PROGRESSIVELY A MORE COMMUNITY BASED TREATMENT PROGRAM.

6. *It is recommended*

- *that headquarters' guidance be given to local command leaders concerning the desirability of admitting back into their units members now in confinement who might be paroled before completing their formal sentence;*

---

*The videotape information provided in this research by confinees in Phase I, and by staff in Phase II, demonstrate the feasibility. The data reported through group process assignments in the Professional Development Institutes for Military Correctional Personnel also support this possibility. (Refer to Appendix C of this 1972 report and Appendix E of the 1971 study [Phase I].) The above observation on the need for a more participative administration style in military correctional facilities--at least with reference to non-security matters--is substantiated somewhat by incidental findings of this study relative to staff needs. Using the Maslow hierarchy of needs model, Marine correctional personnel generally scored at the upper three levels; their needs were for belonging, esteem or recognition, and self-fulfillment. Apparently the military life adequately provided for their lower level needs for survival and security. One interpretation of these results is that the staff is saying to the correctional administration, "help us to really feel a part of this institution and make our work more meaningful" (as is possible when one is part of the decision-making process).

- *that military assignments and units be expanded which can serve as "half-way houses" for the re-integration of confinees before their full sentences are served (e.g., the concept of community treatment centers which provide educational/career counseling);*

- *that acculturation counseling for military offenders be provided on entrance into and exit from confinement (e.g., helping to bridge the gap back to military/civilian life for the "ex-con");*

- *that experimentation be conducted on alternative ways of serving sentences for offenses against the Code of Military Justice (e.g., the open-prison concept without bars, locks or guards, marital privileges, community correctional centers with educational/career counseling;*

- *that an examination be undertaken of H.F. 11605, a bill proposed in the 92nd Congress relative to minimum standards for treatment of prisoners, to determine if the present conditions of military confinees would meet such criteria.*

The results of this current action research on the professional development of military correctional personnel have been sufficiently promising as to warrant these specific conclusions and recommendations relative to the original hypotheses (see Chapter I, pages 4-5 of the study):

Upgrading the professional competencies of staff can also improve the operation of military correctional facilities.

(g) *FOLLOW-UP INFORMATION IN 1972 OF THE PHASE I TRAINING CONFIRMS THIS AS A FACT (e.g., PART OF THE CONTENT OF THE STAFF COURSE WAS USED IN THE PRE-RELEASE PROGRAM WITH CAMP PENDLETON CONFINEES). UPON THE COMPLETION OF THE PHASE II COURSES, CAMP LEJEUNE CORRECTIONAL FACILITY BEGAN PRELIMINARY PLANNING FOR THE INAUGURATION OF A PILOT PROJECT STUDY IN BEHAVIOR MANAGEMENT AS THE SUBJECT OF ONE LEARNING MODULE IN THEIR TRAINING COURSE; THE INVESTIGATION IS PROCEEDING SATISFACTORILY AS OF THIS DATE. (ALSO REFER TO APPENDIX C, III.)*

7. *It is recommended, therefore,*

    *- that military trainers be instructed in the
    content, methodology and approach of this
    PDIMCP research so as to upgrade the skills
    of correctional personnel in the Armed Forces,
    and thereby improve the operations of mili-
    tary correctional facilities.*

A premise of this investigation was that military correctional

training programs could be designed and executed which would make

a correctional assignment more acceptable to service personnel.

(h) IT CAN BE CONCLUDED FROM THIS RESEARCH THAT ADULT EDUCATION
CAN OPEN THE MINDS OF TRAINEES TO THE CHALLENGE AND CAREER
POSSIBILITIES WITHIN THE CORRECTIONS FIELD. DURING THE
COURSE OF THE TRAINING, NUMEROUS PRIVATE REMARKS WERE MADE
TO THE CONSULTING TEAM BY THE TRAINEES THAT THEY WERE CON-
SIDERING A CORRECTIONS' CAREER OR FURTHER STUDY IN THIS
FIELD (REFER TO APPENDIX C, I). FURTHERMORE, THE EVALUA-
TION DATA REVEALED THAT THE LEJEUNE TRAINEES PLACED INCREAS-
ING VALUE ON THEIR CORRECTIONAL ASSIGNMENT AFTER THE PDIMCP
TRAINING. IT IS LIKELY THAT SIMILAR RESULTS WOULD HAVE BEEN
OBTAINED FROM THE PENDLETON PARTICIPANTS HAD THERE BEEN A
MORE HOMOGENEOUS GROUP.

8. *It is recommended*

    *- that future use of the PDIMCP format by the
    military be limited to those in or going into
    a military correctional assignment, and that
    a special adaptation of the content be ex-
    plored relative to other segments of the mili-
    tary criminal justice system (e.g., military
    police, staff of the Judge Advocate General's
    office, etc.).*

The motivation and professional commitment of military correc-

tional personnel can be increased by personal-growth training expe-

riences.

(i) THE ANECDOTAL DATA COLLECTED FROM BOTH PHASES OF THIS
RESEARCH WOULD SEEM TO SUPPORT THIS THESIS (REFER TO
APPENDIX E IN THE PHASE I REPORT, AND APPENDIX C, I
IN THE PHASE II REPORT). THE VIDEOTAPE INTERVIEWS
(APPENDIX D/I-A) WITH STAFF WHO BENEFITTED BY THIS
PDIMCP TRAINING SPECIFICALLY CITES THAT AS A RESULT
OF THE TRAINING THE MOTIVATION OF STAFF IS INCREAS-
ING, ALONG WITH THEIR ACCEPTANCE OF CHANGE AND THEIR
ABILITY TO COMMUNICATE. THEY ALSO REPORTED THAT
AFTER THE PHASE I TRAINING, AN INCREASED NUMBER IN
THE GROUP SOUGHT THE M.O.S. 5800--A CORRECTIONS
OCCUPATIONAL SPECIALIZATION.... FURTHERMORE, THE
STUDY INFORMALLY ASCERTAINED THE MOTIVATIONS OF
STAFF THROUGH AN INVENTORY (#3CJ-C) ADMINISTERED
DURING THE LEARNING MODULE I ON THE DYNAMICS OF
HUMAN BEHAVIOR (VOL. I, PDIMCP WORKBOOK). AN IN-
FORMAL CONCLUSION IS THAT THE TRAINEES SEEMED MORE
MOTIVATED BY THE SATISFACTION OF NEEDS AT THE THREE
UPPER LEVELS OF THE MASLOW "HIERARCHY OF NEEDS" (i.e.,
BELONGING, ESTEEM, SELF-FULFILLMENT).

9. It is recommended

- that the formal assessment of both staff
  and confinee motivations, before and
  after learning experiences, should be
  considered by military training officers
  in correctional facilities;

- that some measure of professional commit-
  ment by staff might be obtained through
  the introduction of a personnel appraisal
  method -- such based upon the mutual estab-
  lishment by supervisors and subordinates
  of work objectives and targets, and the
  continuing evaluation of progress in achiev-
  ing these professional goals for the rehabil-
  itation of confinees.

The researchers maintained that behavioral science learnings

obtained through training would promote a more humanistic treatment

of prisoners.

(j) THIS SEEMS TO BE BORNE OUT PARTIALLY BY THE RESEARCH TO DATE.
THE PHASE I DATA DID REVEAL A SIGNIFICANT CHANGE IN THE DIREC-
TION OF MORE HUMANISTIC ORIENTATION, WHILE THE PHASE II
RESULTS ON THE POLARITY SCALE DID INDICATE THE LEJEUNE
TRAINEES INCREASED ON THE HUMANISTIC INDEX AFTER THE PDIMCP.

10. *It is recommended, however,*

  - *that for a more effective assessment of the training experience on correctional personnel in terms of improved treatment of confinees, a follow-up study be conducted of the participants some months after the training to determine its transfer value;*

  - *that the evaluation of these after-effects on the trainees might be extended to "significant others" with whom the subjects relate (e.g., supervisors, confinees, peers), to determine the full extent of their application of the behavioral science learning.*

The hypothesis was rejected concerning the feasibility of measuring attitudinal changes in the correctional staffs who received the PDIMCP training.

(k) IT CAN BE CONCLUDED THAT THE RESEARCH EVALUATION INSTRUMENTS WERE INADEQUATE FOR THIS PURPOSE, AS PREVIOUSLY INDICATED. YET, THE FAITH IN PEOPLE SCALE DID REVEAL SOME INCREASED "FAITH IN PEOPLE," BUT ONLY THE CHANGES RELATIVE TO THE CATEGORY "CONFINEE" REACHED STATISTICAL SIGNIFICANCE. THE MODIFIED POLARITY SCALE ALSO REVEALED IN THE TWO GROUPS TESTED IN PHASE I AND THE TWO CLASSES AT CAMP LEJEUNE IN PHASE II, A TREND TOWARD A MORE HUMANISTIC ORIENTATION BETWEEN THE PRE- AND POST-TESTING.

FOR FEASIBILITY REASONS, A PRE-POST METHODOLOGY WAS EMPLOYED, UTILIZING GROUP PAPER AND PENCIL INSTRUMENTS. THE INHERENT WEAKNESSES OF THIS APPROACH WERE RECOGNIZED. IT WAS HOPED THAT THE INCLUSION OF A RESEARCHER-DESIGNED INSTRUMENT UTILIZING SEMANTIC DIFFERENTIAL TECHNIQUE MIGHT HAVE AN OFFSETTING INFLUENCE. THIS DID NOT PROVE TO BE THE CASE. THE EVALUATION OF ATTITUDES AND VALUES CONTINUES TO BE ENIGMATIC IN BEHAVIORAL SCIENCE RESEARCH.

A MORE PRODUCTIVE APPROACH IN THE FUTURE MIGHT RELATE TO THE EVALUATION OF POST-TRAINING PROGRAM BEHAVIOR. THERE IS A TREND OF THOUGHT WHICH NOW SUGGESTS THAT THE ONLY TRUE EVALUATION OF A TRAINEE'S ATTITUDES AND VALUES IS IN RELATIONSHIP TO HIS DEMONSTRATED BEHAVIOR AFTER TRAINING.

11. *It is recommended*

   - *that future research evaluations of this type be concentrated on the measurement of behavioral change through job performance and satisfaction;*

   - *that new statistical techniques being applied in phenomenological methodology would perhaps prove to be more sensitive measures of difference and significance than the more traditional approaches herein utilized;*

   - *that the extension of evaluation--through the use of non-parametric techniques--also holds promise;*

   - *that the module/program evaluation procedure, however, has produced reliable data and should therefore be retained.*

A prototype training model can be developed which has wider application for the inservice training of military correctional personnel, and the participants in such a pilot project are capable of evaluating such a learning design for its usefulness and desirability.

(L) *THE RESULTS REPORTED FROM THE FIRST AND SECOND PHASES OF THIS ACTION RESEARCH IN 1971-2 HAVE DEMONSTRATED THE VALIDITY OF THIS THESIS. IT CAN BE CONCLUDED THAT THE HIGH RATINGS GIVEN THE PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL BY THE PARTICIPANTS THROUGH THE MODULE/PROGRAM EVALUATION SUPPORT THE SOUNDNESS OF BEHAVIORAL SCIENCE TRAINING FOR MILITARY CORRECTIONAL PERSONNEL, AS WELL AS THE VALUE OF THE ACTION LEARNING APPROACH. (REFER TO TABLES 18, 19, 20 IN THE PRESENT REPORT, AND APPENDIX C, I.)*

12. *It is recommended, therefore, that the design and learning modules of the Professional Development Institutes for Military Correctional Personnel be adopted by the Armed Forces in the preparation of correctional staff and administration. It is further suggested that consideration be given to the following points by directive of military correctional divisions before the further application of this research:*

   - *that the PDIMCP format be tested on correctional personnel from one other branch of service (e.g., the Army);*

   - *that adequate educational technology be made available to assist military training instructors in the teaching of these courses;*

   - *that the participants in such training programs as developed through this research should be relieved of all other military duties during the course of the learning experience;*

   - *that the length of the PDIMCP staff and administrators' courses should be doubled from forty-eight to at least ninety-six hours. This is advisable because of the average level of education of the military trainees, the scope and content of the programs, and the increased opportunity for meaningful assessment of training impact.*

Finally, it is evident from this research that modern management practice, particularly the behavioral science and systems approaches, have direct application to the strengthening and renewal of the military justice system.

(m) *ORGANIZATION DEVELOPMENT TECHNOLOGY, SUCH AS IS BEING UTILIZED IN THE NAVY'S NEW COMMAND DEVELOPMENT PROGRAM, HAS IMPLICATIONS FOR THE MANAGERS OF VARIOUS FACETS OF THE MILITARY JUSTICE SYSTEM.*

13. *It is strongly recommended*

   - *that a pilot project be undertaken with military correctional administrators at the commissioned officer level, to examine possible adaptation of organization development theory and practice;*

   - *that such an exploration might extend from the headquarters level of Security and Law Enforcement to the officers in charge of correctional facilities as a planned effort;*

   - *that the Office of Naval Research be urged to consider this suggested pilot project as an area for future investigation as a planned effort toward increasing organizational effectiveness.*

MANAGEMENT &
ORGANIZATION
dEVELOPMENT
Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

the management
of change

PHILIP R. HARRIS, Ph.D.
President

Psychological/Management Consultant

714 / 453-2140   714 / 453-7321

C O M P O N E N T   B

A FOLLOW-UP STUDY
OF AN EXPERIMENTAL TRAINING PROGRAM
FOR MILITARY CORRECTIONAL PERSONNEL

Program Manager: Mr. Gustave Ehrentraut, M.A.*

Contract: ONR N00014-72-C-0165 (P00001)

35 α

COMPONENT B

TABLE OF CONTENTS

COMPONENT B

LIST OF TABLES

COMPONENT B

Chapter 1

THE PROBLEM

In an effort to improve the operations of military
correctional facilities by upgrading the professional com-
petency of the staff of these institutions, the United
States Marine Corps completed two phases of a three-phase
experimental training program entitled, the Professional
Development Institutes for Military Correctional Personnel.
Trainees' evaluations of the program, made upon completion
of the training, yielded a positive value for the training
received (Harris, 1972). The problem yet to be resolved
was whether or not, the trainees, six and twelve months
after completion of training, still evaluated the program
in a positive manner; i.e., did the course content prove
practical empirically?

Background

Since the beginning of the United States Navy, the
duties of staffing naval prisons and brigs, ashore and
afloat, has been a function of the United States Marine
Corps. The patterning of the United States Navy and Marine

Corps after that of the British not only limited them to the adoption of the British organizational structure, but also included the adoption of British strict disciplinarian theories as well. The adherence to this punitive attitude made it unnecessary to equip those United States Marine Corps personnel assigned to correctional custody duty with any type of correctional training.

The system of assigning personnel to correctional custody duty without regard for their competency to perform such duty persists in the military establishment today. Nevertheless, in the late 1960's the United States Departments of the Navy and the Marine Corps recognized that the correctional custody staff's lack of professional skills was one reason why the military confinee often failed to be rehabilitated back to duty. In an effort to correct this problem, the Professional Development Institutes for Military Correctional Personnel was commissioned to serve as a training program for United States Marine Corps correctional custody personnel. Two phases of a three-phase pilot program, designed to improve the operations in military correctional facilities by upgrading the professional competencies of the staff and administrators of those facilities, were completed in the Fall of 1971 and the Spring of 1972. The Marine

Corps Recruit Depot (MCRD), San Diego, California, and the Marine Corps Base, Camp Pendleton, California, were selected as the sites of the Phase I-1971 training; and the Marine Corps Base, Camp Pendleton, and the Marine Corps Base, Camp Lejeune, North Carolina, were chosen as the sites for Phase II-1972 training. The subjects were drawn from the staffs of six different Marine correctional facilities. Trainee evaluations of the training program, made immediately upon completion of the training, indicated the program would be of value in the execution of their correctional custody duties.

This present study was conducted in conjunction with Phase III of the aforementioned program, and was deemed necessary to the task of determining whether the trainee, six and twelve months after completion of the training, continued to feel that: (1) the training modules were useful in the performance of his correctional custody duties; (2) the total course was helpful for the professional development of military correctional personnel; (3) the training had a positive influence on the performance of duty; (4) this type of training should be considered as a requirement for military corrections inservice training; and (5) a similar type of behavioral science course should be included in

the leadership training of non-commissioned and commissioned officers. Further, if it was determined that this experimental training program was beneficial to the maintenance and operations of Marine correctional facilities, then all the branches of the military complex should be able to profit from it.

Purpose of the Study

The purpose of the study was to gather data on the trainees' evaluations concerning the Professional Development Institutes for Military Correctional Personnel experimental training program six and twelve months after their completion of training. A second purpose was to analyze the data to determine if the trainees' evaluations were still of a positive nature; specifically, if, after they had time to test the content of the course in real practice, they continued to be convinced of the program's worth.

Statement of the Problem

The study was directed toward the following questions:

1. To what extent did the subjects believe the training course modules were useful in the performance of their correctional duties?

2. To what extent did the subjects believe the total course was helpful for the professional development of military correctional personnel?

3. To what extent did the subjects feel that the Professional Development Institutes for Military Correctional Personnel training had a positive influence on the performance of duty?

4. To what extent did the subjects feel that this type of training should be considered as a requirement for military corrections inservice training for the military occupational specialty in corrections?

5. To what extent did the subjects recommend that a similar type of behavioral science course be included in the leadership training of non-commissioned or commissioned officers?

Delineation

The failure of the rehabilitative measures of the correctional program in military correctional facilities has been attributed to the lack of professional training of the custodial personnel. This fact was confirmed by the findings of a House of Representatives Investigating Subcommittee report in 1970 regarding conditions in a Marine Corps correctional center. Glasser (1965) stated that everyone who

comes in contact with the confinee must be trained in the ways which can help to rehabilitate the prisoner. Earle (1972) found that humanistic, non-stress, non-authoritarian-trained sheriffs outperformed their traditional, authoritarian-trained sheriffs two years after the completion of their training. The two phases of the Professional Development Institutes for Military Correctional Personnel experimental training program were oriented along the same lines as the program conducted by Earle. The objectives of the study were to investigate the trainees' evaluation, six and twelve months after the training, of the training modules' usefulness in the performance of their correctional duties, of the total course's helpfulness for the professional development of military correctional personnel, of the training's positive influence on the performance of duty, of the requirement of this type of training for military corrections inservice training, and of the inclusion of a similar type of behavioral science course in the leadership training of non-commissioned and commissioned officers.

Definitions

Administrator. A person performing administrative and/or supervisory duties.

Afloat. A naval term meaning on board a vessel.

CONTINUED

1 OF 9

Assumptions

The study was based upon assumptions concerning the instrument used and the subjects of the study. First, it was assumed that the instrument would yield a valid measure of the areas of interest. Second, it was assumed that the subjects would render an honest evaluation. Third, with regard to the "Halo Effect," it was assumed that the trainees' evaluations made upon completion of training would show that the tendency of initial impressions to influence subsequent evaluations would have no effect on the subjects. Fourth, it was assumed that the design of the questionnaire eliminated any rating error or experimenter bias. Fifth, with regard to the "Hawthorne Effect," it was assumed that the absence of names on the questionnaire, and the knowledge that no information on the results of the study would be made available to them made the tendency to over-or under-evaluate non-significant.

Delimitations

Limitations specific to this study dealt with the subject population, time, course content, and measurement. They included:

1. Subjects were limited to those United States Marine Corps personnel who attended one of the two

experimental training phases.

2. Phase I of the training program was designed for staff personnel only. This limited the twelve month portion of the study to staff personnel only.

3. Phase II of the training program included courses for both staff and administrator personnel.

4. Trainees who completed Phase I of the training program acted as the twelve-month subjects to the study.

5. Trainees who completed Phase II of the training program acted as the six-month staff and administrator subjects to the study.

6. The "Human Resources Development in Correctional Facilities" Training Module VIII offered to staff personnel in Phase I was changed to "Cultural Influences on Decision Making" for staff personnel in Phase II.

7. The data were collected by an instrument with certain limitations as to validity and reliability.

Importance of the Study

Since corrections personnel are in human service, the successful application of the behavioral sciences in their professional development would have significance for the training of all human resource specialists.   An evaluation could aid

in the adoption of a specialized training program for United States Marine Corps correctional custody personnel. Further, the need for a unified method of treatment of prisoners, spelled out by Newman (1967), could be advanced by the study.

Summary

The research was concerned with investigating the trainees' evaluations of an experimental training program for United States Marine Corps correctional custody personnel six and twelve months after completion of training. Five main questions were asked: (1) To what extent did the subjects believe the training course modules were useful in the performance of their correctional duties? (2) To what extent did the subjects believe the total course was helpful for the professional development of military correctional personnel? (3) To what extent did the subjects feel the Professional Development Institutes for Military Correctional Personnel training had a positive influence on the performance of duty? (4) To what extent did the subjects feel that this type of training be considered as a requirement for military corrections inservice training and for the military occupational specialty designation in corrections? (5) To what extent did the subjects recommend a similar type of behavioral science course be included in the leadership training

of non-commissioned officers or commissioned officers? A theoretical base was delineated, and the objectives stated. Certain definitions were established and assumptions made. Limitations specific to the study were concerned with the subject population, time, course content, and measurement. The importance of the study was seen as necessary in establishing evaluations of the training six and twelve months after completion of training, which could aid in the adoption of a specialized training program for United States Marine Corps correctional personnel. Further, the unified method of treatment of confinees might be advanced.

Chapter Two contains a review of selected literature. Chapter Three describes the methodology. Chapter Four is an analysis of the data. Chapter Five consists of conclusions, implications and relevance of the findings of this study. A bibliography concludes this report.

Chapter 2

REVIEW OF SELECTED LITERATURE

The chapter is concerned with current literature
relevant to the explicit question in this thesis of whether
United States Marine Corps trainees who completed one of the
two phases of the Professional Development Institutes for
Military Correctional Personnel's experimental training pro-
gram, six and twelve months after completion of training,
still evaluated the program in a positive manner; i.e., did
the course content prove practical empirically? Literature
analyzing the image and attitude of the military enlisted
man, the military establishment's view on corrections, and
the military correctional institutions as presently operated
were deemed relevant to the overall implicit question of
whether or not changes in this area are called for.

The Enlisted Man

Moskos' study of the enlisted man (1970) gave the
reader an overview of the typical enlisted man in today's
military forces. His study was judged relevant to this
study because the enlisted man fills the majority of military
custodial billets in the military's correctional facilities,

thereby making an understanding of his attitude toward the military a necessity in understanding his behavior in the execution of his correctional custody duties.

Moskos interviewed American soldiers in Germany, Korea, the Dominican Republic, and Vietnam. From these interviews he constructed an account of four distinct periods of time which reflect different images of the enlisted culture, and the general attitude of the enlisted man. The first period included the years immediately preceding World War II, plus the actual war years and the years immediately following the conflict. In the years immediately prior to World War II, and the years between the close of World War II and the beginning of the Korean War, the soldier felt that he was giving his services more for his own financial security than as a service to his country. The larger society generally viewed the peacetime soldier as a failure, as one who stayed in the military because he was unable to make it in civilian life. During the war years there was little moral commitment on the part of the American serviceman toward his participation in the war. He was unaware, or vaguely resentful of, official pronouncements on the higher purposes of the conflict. Despite his non-ideological nature, the American soldier was fundamentally loyal to his

country during this period. The enlisted man during this
period became bitter and hostile toward officers and the
formal system. This feeling was counterbalanced by his
strong informal ties to those in his immediate unit, and it
was the soldier's strong primary relations with fellow en-
listed men that underlay his adaption to military life.
Informal norms arose out of these small-group relations,
and the small military unit became a microcosm of American
society, with an assortment of ethnic, regional, and class
types. It was during the war years that the civilian popu-
lation began to view the American soldier as superior to any
other nation's serviceman.

The second period began with the Korean War (1950)
and ended in the middle of the 1950's. It was highlighted
by a movement for rectification of the many abuses suffered
by enlisted men. One direct outcome was the establishment
of a special board of the War Department which was to make
recommendations on officer-enlisted relations. This board,
commonly referred to as the Doolittle Board, recommended
such changes as this: the elimination of the terms "offi-
cers" and "enlisted men" and the substitution of the term
"soldier" for everyone; the reduction of privileges for
officers and removal of discrimination against enlisted men;

the abolishment of the salute off-base; the abolishment of

rules that forbid social association between officers and

enlisted men; and the modification of the military justice

system. The enactment of the Uniform Code of Military

Justice by Congress in 1950 was largely due to this board's

recommendation. All the other recommendations, however,

were ignored. At the close of the Korean war, the unprece-

dented collaboration of American prisoners of war disillu-

sioned the general public with the military, and while some

amount of correction to the original reports of collaboration

had taken place, the blemish remains with us today. In com-

parison with his World War II counterpart, the soldier in

Korea was probably more inclined to accept his fate in a

matter-of-fact fashion. If there was a serious morale

problem, it was at the top leadership levels rather than

among the rank and file.

The third period was dated from the middle 1950's

through the early 1960's. This period saw a different type

of draftee than the predominantly lower-socioeconomic

draftee of the Korean War. The malcontent of the college-

educated enlisted man began because his civilian status did

not have commensurate recognition within the armed forces

during this period. The college-educated enlisted man was

far more alienated from his enlisted peers of lower socio-
economic background than he was from officers with whom he
shared similar class background. The regular volunteer
versus the draftee cleavage obscured the older enlisted-
officer distinction. Rather than objecting to the military
caste system on intrinsic grounds, the college-educated
enlisted man often appeared disgruntled because he did not
enjoy a commission himself. Coming into sharp prominence in
descriptions of the post-Korea military at the enlisted
levels were the racial integration of the armed forces, and
the adjustment of American servicemen to semi-permanent over-
seas assignments. Certainly from any standpoint the racial
integration of the armed forces which began haltingly in the
late 1940's and was largely completed during this period,
stands as one of the most remarkable achievements in directed
social change. In less than a decade the military was trans-
formed from one of the most rigidly segregated institutions
in American society into one that leaped to the forefront
of racial equality. And as was to be expected, the new
racial situation in the armed forces had concomitant con-
sequences on images of military life.

The fourth period, known as the Vietnam period,
started from about 1964 and continued to the time of Moskos'

writing in 1969. Moskos felt that, while it was premature
to specify the exact forms the image of the enlisted man
would finally take, existing accounts offered some indica-
tions that would allow for speculation. The irrelevance of
ideological motivation or patriotic appeals for rank-and-
file combat soldiers remained a constant. The participation
of career soldiers in the war was explained as simply doing
a job requiring little moral commitment. Significantly,
neither the anti-officer features of World War II, nor the
anti-regular volunteer aspects of the third period seemed to
be important. Rather, animus appeared to be directed toward
peace demonstrators than toward grievance within the military
system. The youth of the general public tended to view the
enlisted man as a paid killer and therefore not deserving of
their concern for equality within the military system. Also
during this period, the racial integration was seen as taking
a set-back.

The above description of the enlisted man's image
and his attitude toward the military showed while there was
a change in the image that the general public held and in
the enlisted man's attitude during the four periods of time,
the discontent of the enlisted man toward the military was
not lessened but merely transferred from one object to
another. The absence of concern for his fellow-serviceman

that was predominant in the World War II period, and the
lack of ideological commitment tended to alienate the
enlisted man from both his brothers in service and from the
American society.

The Military Establishment's View of Corrections

To fully understand the behavior of the military
correctional personnel one should consider the beliefs held
by the top echelon, for these views tend to filter down and
influence the behavior of those who are responsible for the
maintenance and operations of the correctional facilities.
In turn, the views held by the staff's and guard's immedi-
ate superior affect the behavior of the staff and guard
force. It is the behavior of the staff and guard personnel
that ultimately determine the success or failure of the
corrections program. Two studies presenting different views
held by the upper echelon illustrate the importance of this
influence.

The first study, and perhaps the most enlightening
one, is Fred Gardner's account of the Army's Presidio Mutiny
Case (1970). Gardner wrote a detailed description of the
physical layout and staffing of the Stockade at the Presidio
of San Francisco, of the causes of the mutiny, and of the
Army's views regarding the disposition of the offenders.

The stockade was located in a remote section of the Presidio. The stockade building was originally designed as an office. The building was modified to hold, at the most, forty-three prisoners, but in the summer of 1968, the upstairs alone was often crammed with about seventy-five prisoners. The plumbing was never adequately expanded when the building was converted. Medium-custody security cell blocks were on the upper north side; the upper south side held maximum-security prisoners and noncooperators. Cell block 4 was known as "the cage." The cage had about twenty square feet for each man. It was barred and a metal grid blocked the light from the only window. The ground floor consisted of cell block 5 for minimum-security prisoners, the segregation cell block, offices, and the visiting room. The disciplinary segregation cells were five feet wide, six feet three inches long, and eight feet high--some eighteen square feet smaller than Army Regulations. The one window and the cell block door were covered with thick wire mesh greatly reducing the amount of natural light. There was no bed or furniture. A mattress was furnished at nine-thirty and collected at five-thirty in the morning. The basement contained the stockade mess hall and the boiler room which also served as the laundry, barbershop, and library.

The staff and guards at the stockade were military
policemen. Only one man on the staff had received training
at the Army's school for confinement specialists. Some of
the guards displayed callous indifference toward prisoners'
attempts to commit suicide. One guard went so far as to
tease a prisoner who had just attempted suicide, to the point
where the prisoner began shrieking and banging his head
against the bars. Incidents of guards taking prisoners to
the boiler room and beating them unmercifully were frequent.
One prisoner was shot and killed as he jogged away from a
work detail. Not one of the guards was reprimanded for the
above incidents.

The killing mentioned above was the immediate cause
of the mutiny. There were other underlying causes, however,
for the prisoners' refusal to obey orders, for taking part
in demonstrations, for being absent without leave, and for
escaping from the Presidio. These circumstances, while not
excusing the prisoners' actions, makes the charge of mutiny
too severe to fit the crime. Some of the causes listed in
Garner's account are as follows: (1) broken promises made
to the men on enlistment; (2) the failure of the Army to
respect their conscientious objections to the war; (3)
brutality in the stockade; (4) overcrowding in the stockade;

(5) assignment to menial work details; and (6) the belief
that they were being denied their right to express their
convictions.

The charge of mutiny and the assignment of trial by
general courts-martial in the Army was the responsibility of
the Commanding General of the Army in which the offense was
committed. The Commanding General of the Sixth Army at the
time of the mutiny was described as an extreme right-winger
who became infuriated by any threat to discipline. While no
attempt was made by the Department of the Army to direct the
Commanding General of an Army on what charges to level
against an offender, publicity-conscious lawyers at the
Department stated that subtle hints were given. The failure
of the Department, however, to intervene or direct the Com-
manding General in this case undoubtedly strengthened his
conviction that he had selected the appropriate charges.
Another factor which must have influenced the General's
selection was the deliberate misplacement of recommendations
for lesser charges made by one of the investigating officers.
This investigating officer was reprimanded by the Legal
Officer for his recommendations. Gardner concluded that had
it not been for the intervention of a concerned lawyer, who
brought the facts to the attention of the public, this

-59-

miscarriage of justice would have been consummated because of the lack of human concern by the upper-echelon of the Army.

In contrast to the above study, Boder's (1965) offered the Air Force's view on corrections. Broder described the physical layout and the treatment program of the 320th Retraining Group, Amarillo Air Force Base, Texas.

The Retraining Group occupied an eight-acre tract of land on one portion of Amarillo Air Force Base. To the casual observer, the Group could not be distinguished in its general appearance from other units on the Base. The Retrainee arriving at the Group found that he would live in a normal Air Force environment, although he was officially in confinement. There were no fences, guards, bars, or weapons; nor were individual room doors locked at night. Only those rules and regulations necessary to provide a minimum degree of custody were permitted. Discipline was similar to that of a normal Air Force Organization. Minor infractions were handled through counseling activities. Major infractions were reviewed by a disciplinary Adjustment Board, and were considered in relation to the Retrainee's overall progress in the Group. The Retrainee had relative freedom to come and go within the Retraining Group area. As he advanced in

the program, he was allowed to attend most Base facilities and some specified off-Base activities. Married men stayed with their wives in the Base Guest House, if their wives or families visited the Group.

The Retrainees assigned to Amarillo had been sentenced by courts-martial to confinement. The major percentage of the offenses committed by the Retrainees continued to be those involving absence, dishonesty or fraud, and violence. Although airmen convicted of serious crimes were normally prohibited by regulation from coming to the Retraining Group, exceptions were made. The Retrainees travelled to Amarillo by commercial transportation and without escort. Coming to the Retraining Group unescorted was, of course, a vital beginning to the program of rehabilitation.

The Retraining Group staff consisted of 120 officers, airmen, and civilians and included a diversified background of skills and training. The organizational structure closely resembled a normal nontactical Air Force unit. There were four basic Divisions within the Group, operating under the direction of the Commander: (1) The Chief of the Operations and Training Division also served as the Deputy Commander. He was the central coordinator and administrator for the day-to-day operations of the Group. (2) The Supervisory

Division was responsible for the welfare, housing, custody, and discipline of the Retrainees. This Division was directed by an Air Police Officer, and was composed predominantly of airmen and non-commissioned officers drawn from the Security and Law Enforcement career fields. (3) The Educational Services Division was responsible for all Group training programs, including academic training, vocational training, and attitude development and adjustment. This Division was composed of five civilian instructors who had experience teaching in correctional settings. (4) The Analysis Division combined the research and clinical and counseling psychological services of the Retraining Group. The three Branches of this Division were the Data Collection/Processing Branch, the Program Evaluation Branch, and the Psychological Services Branch.

The Retraining Group had three Treatment Teams, each of which was headed by a civilian Correctional Treatment Specialist. The Team Leaders had educational backgrounds in psychology and/or sociology. Other members of the team included a representative from the Psychological Services Branch, a civilian instructor from the Educational Services Division, a military Vocational Training Specialist, and several Supervisory Division non-commissioned officer counselors. The Treatment Teams were the heart of the Retraining

Group's multidisciplinary approach to prisoner rehabilitation. Periodic evaluations have all concluded that the Treatment Teams had clearly demonstrated their value as a therapeutic tool.

The Retraining Group program was divided into five phases. The first seven days of reception, orientation, and evaluation were called Phase I. Phase II lasted three weeks and was called Attitude Development and Adjustment. Phase III consisted of academic and/or vocational training. After one month in Phase III Retrainees were eligible to advance to Phase IV. Phase IV was an Honor Phase characterized by an increasing number of privileges and additional freedom of activities on the Base. It was during this phase that the team prepared a recommendation for discharge or restoration which would be considered by a Classification Board. The retrainees moved to Phase V when they had completed the confinement portion of their sentences. Phase V retrainees had the same privileges as full-duty airmen, including complete freedom of the Base and the surrounding communities.

The Analysis Division of the Retraining Group conducted continuing follow-up studies of all retrainees restored to duty. The results of these follow-up studies for 1963 and 1964 indicated that the restored retrainee served

the remainder of his enlistment in acceptable manner in excess of 80 percent of the cases, also that the quality of service performed was Above Average 51 percent, Average 36 percent, and only 12 percent Below Average.

A comparison of these two studies clearly indicates that the commitment to helping the military offender held by the Air Force has proved its superiority to that held by the Army. The fact the Air Force retrainee was screened for restoration potential before being assigned to the Amarillo Retraining Group, while no such screening was attempted by the Army, does not affect the comparison. Rather, it points out the need for the adoption of similar methods by the other services. In fact, the Army has successfully introduced a Retraining Brigade at Fort Riley, Kansas.

The Military Correctional Institutions

In view of the fact that one's physical surroundings are able to affect one's behavior, an understanding of the physical structure of the military correctional institutions was determined to be of importance to the understanding of military correctional personnel's behavior in the performance of their correctional duties. The study of Brodsky and Eggleston (1970) described the staffing, objective, and physical structure of the military prisons, stockades, and brigs for all branches of the Armed Forces.

Staffing

The staffing at military correctional institutions consisted of military career personnel at the upper and middle management levels, enlisted personnel at the guard level, and civilians in vocational training and various administrative posts. The belief that prisoners tended to model their behavior after the staff led Brodsky and Eggleston to conclude that the staff should be screened and trained to be effective as models, and to guard against the assignment of personnel with adjustment problems, sadistic and paranoia tendencies. The military nature of the prison, with enlisted men and officers serving as guards and staff, has a potentially powerful motivational and identification-producing effect. The prisoner needed successful individuals not as guards or jailer or keepers, but as soldiers--as models to identify with. On the negative side, for some career soldiers who are strongly identified with the military the rejection of the Service by the prisoner implied rejection of patriotic duty and, more specifically, rejection of the value system of the career soldier himself. The guards or other staff members sometimes overreacted and became punitive in treatment of the inmate. For the younger, lower-ranking staff who are newly assigned, there was a more threatening and fluctuating pattern of identification with the

prisoner who is so similar to himself, with phases of rejection and overidentification.

The Objective

The objective of the military correctional institutes is restoring the confinee to active military duty in the shortest possible time. Brodsky and Eggleston stated that one of the important goals of the military confinement system is identical in many cases with the prisoner goals: that of restoration to honorable duty.

The Physical Structure

The military prison at Fort Leavenworth, Kansas, was established in May, 1874, and serves today as the maximum-security confinement for both Army and Air Force prisoners. Only Air Force prisoners who are not considered for restoration to duty are sent here. Like all military prisons it shares a post with other military activities. The wall surrounding the institution is three feet thick and rises to a height of forty feet in places. Numerous guard towers and floodlights are located on top of the wall. The large rectangular courtyard is framed on both sides by brick buildings, and at the far end of the yard is "the castle," the central housing facility. The castle has a round core with eight wings extending from it. Four wings are used for cell blocks

and the remainder for the mess hall, basketball court,
office space, and other activities. There are two housing
and living units outside the walls. A small farm can house
up to forty prisoners, and a new minimum security unit main-
tained up to 150 prisoners in several small connected
buildings. A second Army facility directed toward restora-
tion training is located at Fort Riley, Kansas.

The U.S. Naval Disciplinary Command at the Portsmouth
Naval Base, Portsmouth, New Hampshire, has been the perma-
nent home for Naval confinement since its establishment in
1908. The prison is surrounded by an eight-foot cyclone
fence that rises up and down in accordance with the whims of
the rough New Hampshire countryside. The institution is
dominated by a huge grey building with many gun turrets and
steep towers in the central portion of the building, called
"the castle." Most of the activities including inmate
housing, are within this building, although some industries,
shops, and a chapel are in small separate buildings.*

The stockade and brigs are local facilities confining
from two to five hundred men. Their function is to act as
holding facilities. Their physical location and security
measurements are largely left to the discretion of the base
commander. Two important results of this local control are
these: (1) the stockade has low priority on the post, since

*See note on p. 69

-67-

military posts do not exist for the purpose of running good stockades, and (2) the least desirable men in the units furnishing the staff of the stockade are relinquished from the unit permanently.

The Air Force's major confinement institution, the 320th Retraining Group at Lowry Air Force Base, Colorado is a small, intensive, very progressive retraining facility with less than two hundred men, who are trained for periods up to six months. The base is surrounded by two rows of barbed wire atop a six-foot chain fence. The guards at the sentry boxes seem disinterested in screening visitors, and there is ready access to the base. Row after row of neatly landscaped white barracks on the base display thirty-foot-high brick chimneys, and each group of buildings bears a four-digit identification. Follow-ups on success rates in restoration range from 60 to 80 percent for group retrainees.

While the staffing and objective for all branches of the Military are the same, the physical description of the institutions shows a large difference between all three of the branches. Taking into account the fact that the Air Force Institute only retains those prisoners they feel are restorable, the success rates in restoration support the belief that the physical surroundings have a strong influence on the staff's and inmates' behavior.

Summary

The literature indicated that if the military correctional program is to accomplish its objective of restoration to productive duty of the military prisoner, then it must recognize the need for change in the image and attitude of the military enlisted man, in the military establishment's view on corrections, and in the military correctional institutions. While the change in any one of these three areas is preferable to the present system, it is doubtful whether change in only one of the three areas could offset the negative consequences of the remaining two unchanged areas. As evidenced by the Air Force's concern for all three areas, some amount of success has been achieved. *

---

* Those convicted in the Navy and Marines of serious offenses and given long-term sentences have been traditionally incarcerated at the Portsmouth Naval Disciplinary Command. That prison is to be closed by 1974, and Marine prisoners will be housed at a military penal institution in Fort Leavenworth, Kansas.

Chapter 3

METHODOLOGY

This chapter is devoted to describing the subjects, the instrumentation and the collection and analysis of the data.*

Subjects

There were 106 subjects in the study. All subjects were United States Marine Corps personnel who completed one of two phases of the Professional Development Institutes for Military Correctional Personnel's experimental training program for military correctional custody personnel. Subjects were divided into three groups using the following criteria:

Group I. All staff personnel who completed Phase I of the experimental training program were assigned to this group.

Group II. All staff personnel who completed Phase II of the experimental training program were assigned to this group.

Group III. All administrator personnel who completed Phase II of the experimental training program were assigned to this group.

---

*See note on p. 73

Group I was utilized as the twelve-month staff follow-up study. Groups II and III were utilized as the six-month staff and six-month administrator follow-up studies respectively.

The acceptance of the subjects as a representative sample of the one hundred and eighty-six United States Marine Corps correctional custody personnel who completed one of the two phases of the experimental training program was based on the adequacy of the sample, and on the rank and geographical representativeness of the sample.

Instrumentation

The instrument used in the study was a questionnaire which was constructed by the researcher. A copy of the questionnaire for staff personnel is presented as Appendix B. The copy of the questionnaire for administrator personnel is the same except for question #17. The questionnaire was designed to measure the subject's evaluations of the training modules of the program. The questionnaire was designed to consider the following factors: (1) The training program's usefulness in the performance of correctional custody duties. (2) The total course's helpfulness for the professional development of military correctional personnel. (3) The training program's positive influence on the performance of

-71-

duty. (4) The requirement of this type of training for military corrections inservice training. (5) The inclusion of a similar type of behavioral science course in the leadership training of non-commissioned and commissioned officers. Because of the differences in training modules in the two programs (administrator and staff personnel), Page 3 of the questionnaire was different for groups I and II than for group III. Also, since Training Module VIII was different for groups I and II (staff phase I and staff phase II), the staff questionnaire (Appendix A) included two different Training Modules VIIIa and VIIIb. Demographic information regarding rank, length of service, duty assignment, marital status, and educational background was included in order that additional relevant information might be obtained from the sample.

Collection of the Data

The first step in collecting the data was to obtain permission from the Commandant, United States Marine Corps, Washington, D.C., to conduct the study. The questionnaire was then mailed to all personnel who attended one of the two phases of the experimental training. A return-addressed, postage-paid envelope was included for the return of the completed questionnaire. A follow-up letter containing

another copy of the questionnaire was mailed forty-one days later to all who had not responded to the original request (Appendix A).

Data Analysis

Tabulation of the data was accomplished by tallying the responses for each of the three groups. The frequencies were then used to compute either the mathematical means or the percentages of total respondents in each category. Comparative analysis of the responses represented the qualitative treatment of the questionnaire data. The following chapter contains an analysis and interpretation of the data collected. The data is presented in table form.

*The focus of the research conducted by Management & Organization Development, Inc. for the Office of Naval Research has been on a fourth area of change in the military criminal justice system - namely, the professional development of those who staff the correctional facility. The follow-up study reported here deals with an analysis of these efforts.

Chapter 4

ANALYSIS OF DATA

The chapter is presented in two parts. Part one was concerned with the sample. The second part dealt with the subject's evaluations of the training program, and included a discussion of the subjects' comments on the training program.

The Sample

One hundred and eighty-four questionnaires were sent to the participants in Phases I and II of the Professional Development Institutes for Military Correctional Personnel. One hundred and six were returned; eighteen were undeliverable and were excluded from the analysis. The returned questionnaires were tested to determine their adequacy and representativeness. Demographic data was requested in order that additional relevant information might be obtained from the sample.

Adequacy

Table 1 gives a breakdown of the posted and returned questionnaires by training phase and geographical location. It was decided that a return of fifty percent or better would determine adequacy of the sample. An examination of Table 1 revealed that all phases had a return of fifty

-74-

percent or better. It was therefore determined that adequacy of the sample was achieved. Appendix C provides additional data on those returns which arrived too late to be included in this report.

Table 1

Distribution of Returned Questionnaires

		Phase I Staff	Phase II Adminstrator	Staff
MCRD San Diego	n posted	27[a]		
	n returned	19		
	% returned	70.37		
Camp Pendleton	n posted	30[b]	31	28[e]
	n returned	16	20	18
	% returned	53.33	64.51	64.33
Camp Lejeune	n posted		24[c]	26[d]
	n. returned		15	18
	% returned		62.50	69.23
Total	n posted	57	55	54
	n returned	35	35	36
	% returned	61.40	63.63	66.66

[a]Three questionnaires marked "undeliverable" and one questionnaire marked "deceased" were returned and are excluded from the posted questionnaires.

[b]One questionnaire marked "undeliverable" was returned and is excluded from the posted questionnaires.

[c]Six questionnaires marked "undeliverable" were returned and are excluded from the posted questionnaires.

[d]Three questionnaires marked "undeliverable" and two questionnaires marked "deceased" were returned and are excluded from the posted questionnaires.

[e]Two questionnaires marked "undeliverable" were returned and are excluded from the posted questionnaires.

Representativeness

Table 2

Distribution of Staff Questionnaires by Pay Grade

		Phase I-1971[a]			Phase II-1972[b]		
		Posted	Returned	Diff.	Posted	Returned	Diff.
Pvt.	n	1	0	1	3	1	2
	%	1.75	0	1.75	5.55	1.85	3.70
Cpl.	n	21	11	10	26	16	10
	%	36.84	19.30	17.54	48.14	29.62	18.52
Sgt.	n	30	21	9	25	19	6
	%	52.63	36.84	15.79	46.29	35.18	11.11
Off.	n	5	3	2	0	0	0
	%	8.77	5.26	3.51	0	0	0
Total	n	57	35	22	54	36	18
	%	100	61.40	38.59	100	66.66	33.33

[a]Four questionnaires marked "undeliverable" and one questionnaire marked "deceased" were returned and are excluded from the posted questionnaires.

[b]Five questionnaires marked "undeliverable" and two questionnaires marked "deceased" were returned and are excluded from the posted questionnaires.

Table 3

Distribution of Administrator
Questionnaires by Pay Grade

| | | Phase II-1972[a] | | |
		Posted	Returned	Diff.
Sgt.	n	41	25	16
	%	.74.5·	45.45	29.09
Off.	n	14	10	4
	%	25.46	18.18	7.28
Total	n	55	35	2ʋ
	%	100	63.·3	36.37

[a]Six questionnaires marked "undeliverable" were
returned and are excluded from the posted questionnaires.

Representativeness was determined by comparing the
percentages of returns by pay grade and by geographical
location of training with related percentages of posted
questionnaires. Table 2 shows the number of posted and
returned questionnaires by pay grade for the staff per-
sonnel for Phases I and II. Nine questionnaires marked
undeliverable and two questionnaires marked deceased were
returned and are excluded from the posted questionnaires for
staff Phases I and II. The percentage is given for each
pay grade posted and returned, and a percentage difference

column is included. Percentages were computed using the
total number of questionnaires posted. Table 3 shows the
same information for the administrator personnel for Phase
II. There were six questionnaires marked undeliverable and
one questionnaire marked deceased returned and are excluded
from the posted questionnaires for administrator Phase II.
Even though each phase was conducted at two separate geo-
graphical locations, and several of the training modules at
the two locations were offered by different instructors, the
findings for both locations in each phase are combined.

Table 1 illustrates that all geographical locations
were represented by at least 50 percent. Tables 2 and 3
show that no difference between the percentage of posted and
returned questionnaires exceeded 30 percent in any pay grade.
It can be concluded from the foregoing that the sample was
representative of all the trainees in Phases I and II, both
by geographical location and by pay grade.

Demographic Data

Demographic data, regarding months in service,
months in corrections, other training in corrections prior
to and since the Professional Development Institutes for
Military Correctional Personnel training, marital status,
and years of education is given in Table 4 for both phases
of the experimental training program. The data revealed

Table 4

Demographic Data

	Months in Service				Months in Corrections		
Phase I Staff	number mean	35 113.7		Phase I Staff	number mean	35 33.9	
Phase II Staff	number mean	36 49.5		Phase II Staff	number mean	36 26.5	
Phase II Admin.	number mean,	35 163.9		Phase II Admin.	number mean	35 59.6	

		Other Trng. in Corr. Prior to Since PDIMCP PDIMCP				Marital Status		
						Yes	Div.	No
Phase I Staff	n M	14 40.00	14 40.00	Phase I Staff	n %	29 82.86	0 0	6 17.14
Phase II Staff	n M	28 77.77	9 25.00	Phase II Staff	n %	25 69.44	0 0	11 30.56
Phase II Admin.	n M	28 80.00	18 50.00	Phase II Admin.	n %	33 94.29	2 5.71	0 0

		Years Education			
		9 to 11	H.S. Grad.	1 to 3 Col.	Col. Grad.
Phase I Staff	n %	2 5.95	21 60.00	10 28.00	2 5.95
Phase II Staff	n %	2 5.6	18 50.00	16 44.4	0 0
Phase II Admin.	n %	2 5.71	15 42.85	14 40.00	4 11.43

the following variations among the three groups: First, Phase II staff averaged less than half the number of months in service than Phase I staff and Phase II administrator subjects. Second, Phase II staff averaged less than half the number of months in corrections than Phase II administrators, and over seven percent less than Phase I staff. Third, that while Phase II staff averaged approximately the same amount of other training in corrections as Phase II administrators prior to the training, they trailed Phase II administrators by 25 percent and Phase I staff by 15 percent in this category since completing the training. Fourth, Phase II staff had 13.8 percent fewer married subjects than Phase I staff, and 24.8 percent fewer married subjects than Phase II administrators. Fifth, Phase I staff had 17.48 percent fewer subjects with higher than a high school education than Phase II administrators.

It can be concluded from the foregoing that the groups possess different backgrounds, when compared with the factors included in the questionnaire. Phase I staff and Phase II administrators tended to exhibit more similarity than did Phase II staff.

The Training Program

The investigation of the training program was concerned with the training modules, the overall program, and the subjects' comments.

The Training Modules

Table 5

Module Evaluation--Staff Phase I

Learning Module Description		XLTN.	GOOD	AVRG.	FAIR	POOR	TOTALS
Dynamics of Human Behavior and Prison Life	N	13	16	2	1	0	32[b]
	%	37.1	45.8	5.7	2.9	0	91.5[a]
Understanding Deviant Behavior Among Confinees	N	17	10	3	2	0	32[b]
	%	48.6	28.6	8.6	5.7	0	91.5[a]
Improving Correctional Communications	N	15	7	9	1	0	32[b]
	%	42.9	20.0	25.7	2.9	0	91.5[a]
Overcoming Communication Obstacles Among Confinees and Staff	N	12	12	7	1	0	32[b]
	%	34.3	34.3	20.0	2.9	0	91.5[a]
Creative Approaches to Conflict Resolution	N	9	12	10	1	0	32[b]
	%	25.7	34.3	28.6	2.9	0	91.5[a]
Insights from Inmate Feedback	N	9	10	5	3	3	30[c]
	%	25.7	28.6	14.3	8.6	8.6	85.8[a]
Cultural Influence on Prisoner/Staff Behavior	N	13	12	5	1	0	31[d]
	%	37.1	34.3	14.3	2.9	0	88.6[a]
Human Resources Development in Correctional Fac.	N	11	12	8	1	0	32[b]
	%	31.4	34.3	22.9	2.9	0	91.5[a]
Understanding Group Behavior and Its Implications for Prison Life	N	16	10	5	1	0	32[b]
	%	45.8	28.6	14.3	2.9	0	91.5[a]

-81-

Table 5 (continued)

Learning Module Description		XLTN.	GOOD	AVRG.	FAIR	POOR	TOTALS
Interpersonal Skills for Correctional Personnel	N	9	16	6	1	0	32^b
	%	25.7	45.8	17.1	2.9	0	91.5^a
Changing Role of Correctional Personnel	N	13	14	4	1	0	32^b
	%	37.1	40.0	11.4	2.9	0	91.4^a
Behavioral Strategies with Military Prisoners	N	9	12	9	1	0	31^d
	%	25.7	34.3	25.7	2.9	0	88.6^a

[a] Percentages are computed using 35 subjects.

[b] Three subjects failed to answer this question.

[c] Five subjects failed to answer this question.

[d] Four subjects failed to answer this question.

Table 6

Module Evaluation--Staff Phase II

Learning Module Description		XLTN.	GOOD	AVRG.	FAIR	POOR	TOTALS
Dynamics of Human Behavior and Prison Life	N	7	20	5	0	2	34[b]
	%	19.4	55.6	13.9	0	5.6	94.5[a]
Understanding Deviant Behavior Among Confinees	N	15	16	1	0	2	34[b]
	%	41.7	44.4	2.8	0	5.6	94.5[a]
Improving Correctional Communications	N	14	10	8	1	1	34[b]
	%	38.9	27.8	22.2	2.8	2.8	94.5[a]
Overcoming Communication Obstacles Among Confinees and Staff	N	13	13	5	2	1	34[b]
	%	36.1	36.1	13.9	5.6	2.8	94.5[a]
Creative Approaches to Conflict Resolution	N	5	15	8	5	1	34[b]
	%	13.9	41.7	22.2	13.9	2.8	94.5[a]
Insights from Inmate Feedback	N	1	15	12	4	2	34[b]
	%	2.8	41.7	33.3	11.1	5.6	94.5[a]
Cultural Influence on Prisoner/Staff Behavior	N	9	13	9	1	2	34[b]
	%	25.0	36.1	25.0	2.8	5.6	94.5[a]
Cultural Influence on Decision-Making	N	13	14	5	0	2	34[b]
	%	36.1	38.9	13.9	0	5.6	94.5[a]

Table 6 (continued)

Learning Module Description		XLTN.	GOOD	AVRG.	FAIR	POOR	TOTALS
Understanding Group Behavior and Its Implications for Prison Life	N	8	19	4	1	1	33[c]
	%	22.2	52.7	11.1	2.8	2.8	91.6[a]
Interpersonal Skills for Correctional Personnel	N	7	18	7	0	1	33[c]
	%	19.4	50.0	19.4	0	2.8	91.6[a]
Changing Role of Correctional Personnel	N	14	8	8	0	3	33[c]
	%	38.9	22.2	22.2	0	8.3	91.6[a]
Behavioral Strategies with Military Prisoners	N	9	16	5	1	2	33[c]
	%	25.0	44.4	13.9	2.8	5.6	91.7[a]

[a] Percentages are computed using 36 subjects.

[b] Two subjects failed to answer this question

[c] Three subjects failed to answer this question.

Table 7

Module Evaluation--Administrators Phase II

Learning Module Description		XLNT.	GOOD	AVRG.	FAIR	POOR	TOTALS
Management of Change in Correctional	N	16	9	6	1	1	33[b]
Systems	%	45.7	25.7	17.1	2.8	2.8	94.1[a]
Behavior Modification in Military Correc-	N	11	18	3	0	1	33[b]
tions	%	31.4	51.4	8.6	0	2.8	94.2[a]
Management by Objectives in Military	N	13	15	3	1	1	33[b]
Corrections	%	37.1	42.9	8.6	2.8	2.8	94.2[a]
Problem-Solving Workshop	N	17	11	3	1	1	33[b]
	%	48.6	31.4	8.6	2.8	2.8	94.2[a]
Improving Organizational Effectiveness	N	13	11	6	3	0	33[b]
	%	37.1	31.4	17.1	8.6	0	94.2[a]
Team Building	N	9	17	5	1	1	33[b]
	%	25.7	48.6	14.3	2.8	2.8	94.2[a]
Behavior Science Applications to Military	N	11	12	7	2	1	33[b]
Correctional Systems	%	31.4	34.3	20.0	5.7	2.8	94.2[a]
Management Simulation	N	11	13	7	2	0	33[b]
	%	31.4	37.1	20.0	5.7	0	94.2[a]
Improving Administrator/Staff	N	15	8	3	3	2	31[c]
Relations	%	42.9	22.6	8.6	8.6	5.7	88.4[a]

Table 7 (continued)

Learning Module Description		XLNT.	GOOD	AVRG.	FAIR	POOR	TOTALS
Trends in Military Corrections Administration	N	10	13	6	1	3	33[b]
	%	28.6	37.1	17.1	2.8	8.6	94.2[a]
Staff Training Needs and Models	N	9	17	3	3	1	33[b]
	%	25.7	48.6	8.6	8.6	2.8	94.3[a]

[a]Percentages are computed using 35 subjects.

[b]Two subjects failed to answer this question.

[c]Four subjects failed to answer this question.

Training modules in Tables 5, 6, and 7 were rated
on a five point scale, ranging from "Excellent" to "Poor."
An interpretation of the data was contingent upon the
following factors. (1) The administrator and staff
modules were entirely different. (2) Module eight for
staff Phase I was different than module eight for staff
Phase II. (3) The time and geographical locations were
different for each phase. (4) There was an instructor
difference between each phase. (5) There appeared to be
a background difference between the subjects of each phase.
The data indicated that (1) with the exception of staff
Phase II evaluation of training module six "Insights from
Inmate Feedback," the combined "Excellent" and "Good" cate-
gories for each phase received better than 50 percent of
the responses in every module. (2) The administrator
Phase II averaged higher in the combined "Excellent" and
"Good" categories than did the other groups. (3) Staff
Phase II rated lowest in the combined "Excellent" and
"Good" categories. (4) Both the administrator and staff
Phase II groups had a substantially higher average of
responses in the combined "Fair" and "Poor" categories than
did the staff Phase I group. (5) The responses in the
"Excellent" and "Good" categories for the combined phases

-87-

was 75.3 percent of the total responses.

The findings indicated that, with the exception of training module six for staff Phase II, the training modules were determined to be of value to the subjects, six and twelve months after completion of the training. The tendency of the staff Phase II group to rate the modules lower than did the other two groups might be attributed to shorter length of service in the Corps, fewer months in the correctional field, lack of involvement in correctional training, or marital status. A conclusive statement regarding the cause cannot be made without more research involving controls for these variables.

The Overall Program

Table 8 evaluates the helpfulness of the total course for the professional development of military correctional personnel for staff Phases I and II on a five point scale ranging from "Excellent" to "Poor." Three subjects in Phase I and three subjects in Phase II failed to evaluate this question and were excluded from this portion of the study. Subject to the contingency factors heretofore delineated the data indicated the following. (1) Phase I staff evaluated the helpfulness of the total course for professional development of military correctional personnel as being either "Excellent" or "Good" over 84 percent of the

Table 8

Staff Evaluation of the Total Course

		Phase I		Phase II	
Excellent	%	59.50^a	40.62^b	59.70^a	42.42^b
Good	%	27.50^a	43.75^b	34.50^a	48.48^b
Average	%	11.50^a	9.37^b	5.04^a	0.0^b
Fair	%	1.50^a	0.0^b	0.80^a	3.03^b
Poor	%	0.0^a	0.0^b	0.0^a	6.06^b
Number of evaluations:		60^c	32^d	58^e	33^f

[a] Evaluation by trainees upon completion of training to the question: "How would you rate the overall program from your point of view?"

[b] Evaluations by trainees to this study's question: "Evaluate the helpfulness of the total staff course for professional development of military correctional personnel."

[c] Of the 62 trainees attending Phase I, two trainees failed to complete this question upon completion of training.

[d] Of the 35 subjects to this study, three subjects failed to complete this question and are excluded from this part of the study.

[e] Of the 61 trainees attending Phase II, three trainees failed to complete this question upon completion of training.

[f] Of the 36 subjects to this study, three subjects failed to complete this question and are excluded from this part of the study.

time. (2) Phase II staff evaluated the helpfulness of the
total course for professional development of military cor-
rectional personnel as being either "Excellent" or "Good"
over 90 percent of the time. (3) There were no responses
in the "Fair" or "Poor" categories for Phase I staff sub-
jects. (4) Phase II staff made no responses in the
"Average" category. In comparing the subjects evaluations
made for this study with those evaluations made upon com-
pletion of training, it was found that Phase I staff had a
decrease in the combined "Excellent" and "Good" categories
of only three percent, and Phase II staff had a decrease in
these same combined categories of only four percent. Phase
I staff had a decrease of one point five percent in the
combined "Fair" and "Poor" categories, and Phase II staff
had an increase of eight percent in these same categories
since the evaluations made upon completion of training.

These findings indicated that both groups strongly
felt that the total course was helpful for professional
development of military correctional personnel. Phase II
staff's slight increase of responses in the "Fair" and "Poor"
categories, and the absence of their responses in the "Aver-
age" category displays a tendency for this group to evaluate
the question on the "all" or "none" method. While no

inference is made, the investigator could not fail to note
that the demographic findings of these two groups indicated
that the subjects in Phase I staff had a different background
from the Phase II staff subjects.

Table 9

Administrators Evaluation of the Total Course

		Phase II	
Excellent	%	36.8[a]	44.11[b]
Good	%	48.1[a]	41.17[b]
Average	%	12.3[a]	8.82[b]
Fair	%	0.9[a]	5.88[b]
Poor	%	1.9[a]	0.0[b]
Number of Evaluations:		55[c]	34[d]

[a]Evaluations by trainees upon completion of training
to the question: "How would you rate the overall program
from your point of view?"

[b]Evaluations by trainees to this study's question:
"Evaluate the helpfulness of the total administrator course
for professional development of military correctional per-
sonnel."

[c]Of the 61 trainees attending Phase II, six trainees
failed to complete this question upon completion of train-
ing.

[d]Of the 35 subjects to this study, one subject
failed to complete this question and was excluded from this
part of the study.

Table 9 evaluates the helpfulness of the total

course for the professional development of military correc-

tional personnel for administrator Phase II on a five point

scale ranging from "Excellent" to "Poor." One subject

failed to evaluate this question and was excluded from this portion of the study. Subject to the contingency factors heretofore delineated the data indicate the following.

(1) The percentage of responses in the combined "Excellent" and "Good" categories were over 85 percent. (2) There were no responses in the "Poor" category. In comparing the subjects evaluations made for this study with those evaluations made upon completion of training, it was found that there was a slight increase in the combined "Excellent" and "Good" categories. Also, there was a decrease in the "Poor" category. These findings showed that the subjects in the administrator Phase II not only felt that the total course was helpful for professional development of military correctional personnel, but that the favorable evaluations increased six months after completion of training.

Table 10 shows the staff Phase I; Table 11 shows the staff Phase II; and Table 12 shows the administrator Phase II evaluations of the training's positive influence on the performance of duty. The tables are presented in two parts. Part one dealt with the subjects' evaluations on the course's positive influence on performance of duty. Subjects evaluated part one as either "A Great Deal," or "Somewhat," or "Not At All." Part two dealt with the subject's evaluations

Table 10

Positive Influence on the Performance of
Duty--Staff Phase I

Did PDIMCP have a positive influence on performance of duty?		A Great Deal	Somewhat	Not at All	Total
	N	14	19	2	35
	%	40.0	54.3	5.7	

After PDIMCP train-
ing, did your per-
formance of duty
improve in:
  Total N = 34[a]

	Yes	No	Undecided
A. Personal relationships:			
With confinees? %	70.6	26.5	2.9
With correctional staff? %	67.6	17.6	14.7
With other Marines? %	61.8	26.5	11.7
With family? %	55.9	17.6	26.5
B. Better able to contribute to the effectiveness of your U.S.M.C. unit? %	76.5	8.8	14.7
C. Better able to contribute to the morale of:			
The confinees? %	64.7	23.5	11.7
The correctional staff? %	61.8	23.5	14.7
Other Marines? %	44.1	26.5	29.4
D. More concerned about human-istic treatment of con-finees? %	73.5	17.6	8.8
E. More concerned about con-finee rehabilitation and restoration to duty? %	76.5	2.9	20.6
F. Better able to promote constructive change in your U.S.M.C. unit? %	44.1	35.3	20.6

[a]One subject failed to evaluate this portion of the
questionnaire and was excluded from this part of the study.

Table 11

Positive Influence on the Performance of
Duty--Staff Phase II

Did PDIMCP have a positive influence on performance of duty?		A Great Deal	Somewhat	Not at All	Total
	N	13	18	5	36
	%	36.1	50.0	13.9	

After PDIMCP train-
ing, did your per-
formance of duty
improve in:
  Total N = 35[a]

	Yes	No	Undecided
A. Personal relationships:			
With confinees?	% 62.9	25.7	11.4
With correctional staff?	% 60.0	25.7	14.3
With other Marines?	% 71.4	25.7	2.9
With family?	% 65.7	25.7	8.6
B. Better able to contribute to the effectiveness of your U.S.M.C. unit?	% 62.9	22.8	14.3
C. Better able to contribute to the morale of:			
The confinees?	% 68.6	14.3	17.1
The correctional staff?	% 60.0	20.0	20.0
Other Marines?	% 60.0	17.1	22.8
D. More concerned about humanistic treatment of confinees?	% 74.3	11.4	14.3
E. More concerned about confinee rehabilitation and restoration to duty?	% 77.1	14.3	8.6
F. Better able to promote constructive change in your U.S.M.C. unit?	% 51.4	28.6	20.0

[a]One subject failed to evaluate this portion of the
questionnaire and was excluded from this part of the study.

Table 12

Positive Influence on the Performance of Duty
Administrator--Phase II

Did PDIMCP have a positive influence on performance of duty?		A Great Deal	Somewhat	Not at All	Total
	N	11	20	4	35
	%	31.4	57.1	11.4	

After PDIMCP train-
ing, did your per-
formance of duty
improve in:
  Total N = 35:

	Yes	No	Undecided
A. Personal relationships:			
With confinees? %	70.6	17.6	11.8
With correctional staff? %	70.6	17.6	11.8
With other Marines? %	79.4	11.8	8.8
With family? %	52.9	20.6	26.5
B. Better able to contribute to the effectiveness of your U.S.M.C. unit? %	82.4	8.8	8.8
C. Better able to contribute to the morale of:			
The Confinees? %	64.4	14.7	20.6
The correctional staff? %	58.8	17.6	23.5
Other Marines? %	70.6	20.6	8.8
D. More concerned about humanistic treatment of confinees? %	76.5	20.6	2.9
E. More concerned about confinee rehabilitation and restoration to duty? %	73.5	23.5	2.9
F. Better able to promote constructive change in your U.S.M.C. unit? %	50.0	26.5	23.5

of the improvement in performance of duty after training in the following areas: (1) Personal relationships with confinees, correctional staff, other Marines, and family. (2) Ability to contribute to the effectiveness of their Marine Corps unit. (3) Ability to contribute to the morale of confinees, correctional staff, and other Marines. (4) Concern about humanistic treatment of confinees. (5) Concern about confinee rehabilitation and restoration to duty. (6) Ability to promote constructive change in their Marine Corps unit. Subjects evaluated part two either "Yes," or "No," or "Undecided."

Subject to the contingency factors heretofore delineated the data indicated the following. (1) The average for the three groups responses in the combined "A Great Deal" and "Somewhat" categories was 87.7 percent. (2) Phase I staff subjects were the highest with a 95.3 percent response in the "A Great Deal" and "Somewhat" categories. (3) Phase II staff subjects were the lowest with a 86.1 percent response in the "A Great Deal" and "Somewhat" categories. (4) The averaged "Yes" responses to the questions regarding the improvement of their performance of duty after training for all groups was 65.4 percent. (5) The averaged "Undecided" response for all groups was 14.4 percent.

(6) The averaged "No" response for all groups to the question regarding their ability to promote constructive change in their Marine Corps unit was 30.1 percent. No other category received so high a "No" response. (7) Phase I staff subjects felt they were either not sure or unable to contribute to the morale of other Marines 55 percent of the time. These differences notwithstanding, it was shown that all three groups overwhelmingly felt that the Professional Development Institutes for Military Correctional Personnel's training did have a positive influence on performance of duty, and that the majority of the subjects felt that the performance of duty improved in connection with their personal relationships.

Table 13 shows the results of the subjects' recommendation that this type of training be considered as a requirement for corrections inservice training and the military occupational specialty designation in corrections, and that a similar type of behavioral science course be included in the leadership training of non-commissioned or commissioned officers. Subjects were asked to respond to "Yes," "No," or "Undecided."

Subject to the contingency factors heretofore delineated the data indicate the following. (1) Phase II

Table 13

Recommendation of Training

Staff--Phase I

Would you recommend that this type of training be considered as a requirement for:	Yes	No	Undecided
A. Military corrections in-service training?	% 88.6	8.6	2.8
B. The MOS in corrections?	% 91.4	0	8.6
Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?	% 94.4	2.8	2.8
Total evaluations considered. 35			

Staff--Phase II

Would you recommend that this type of training be considered as a requirement for:			
A. Military corrections inservice training?	% 83.3	13.9	2.8
B. The M.O.S. in corrections?	% 83.3	11.1	5.5
Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?	% 83.3	8.3	8.3
Total evaluations considered: 36			

Administrator--Phase II

Would you recommend that this type of training be considered as a requirement for:			
A. Military Corrections inservice training?	% 89.0	5.9	5.9
B. The M.O.S. in corrections?	% 91.1	2.9	5.9
Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?	%100.0	0.0	0.0
Total evaluations considered: 34[a]			

[a]One subject failed to evaluate this question and is excluded from this portion of the study.

staff made substantially more "No" responses than either
Phase I staff or Phase II administrator subjects. (2)
Each individual phase made more than 80 percent "Yes"
responses to every question. (3) Phase II administrator
subjects unanimously recommended a similar type of behavioral
science course be included in the leadership training of
non-commissioned or commissioned officers.

From the above findings it can be concluded that
regardless of which phase of training the subject attended,
he unquestionably was in favor of making this type of train-
ing a requirement for military corrections inservice train-
ing and for the military occupational specialty designation
in corrections. He also felt that a similar type of behav-
ioral science course should be included in the leadership
training of non-commissioned or commissioned officers.

The Subjects' Comments

In the judgement of the researcher the written
comments of the subjects enrich the total data. For this
reason the 61 comments received are paraphrased in Table
14. Substantial duplicates are eliminated and indication
is noted of how many times the duplication occurred.

Table 14

Comments

No.	Comment	Occurrence
1	The course helped a great deal. We need more of the same.	4
2	Very good course for E5's and below.	1
3	Very good course for E5's and up.	2
4	Should be mandatory for everyone.	2
5	Great. Since taking it have recommendations in for new confinee programs.	1
6	Great course, but had little, if any, impression on this command.	2
7	Course helped me in dealing with prisoners.	2
8	Outstanding. Should be required for all correctional personnel and leadership programs. Also need refresher courses.	20
9	Course is too anti-military.	1
10	Like more in-depth study on Behavior Modification.	1
11	Needs more emphasis on policy, technique and procedure.	1
12	Should be presented by military personnel.	1
13	A definite asset in my military and post-military career.	3
14	Confinee needs courses so he could understand the staff behavior.	1
15	Needs more emphasis on the effect one's performance has on others.	1

Table 14 (continued)

No.	Comments	Occurrence
16	Excellent course. Makes me aware of my weaknesses.	1
17	The course added substance, knowledge, and visible meaning to what I always practiced.	1
18	Excellent course, but the Marine Corps is not ready to accept a good correctional program, as long as the "Pound of Flesh" is still needed.	1
19	Knew how to instill fear and discipline before the course and can still cut it after attending the course.	1
20	Great course, but do something for the man that keeps his nose clean.	1
21	Excellent course. Should be given at the U.S.N. Disciplinary Command, Portsmouth.	1
22	Fantastic program, but the ignorance of Camp Pendleton Corr. Fac. administrators will have to be overcome to be beneficial.	1
23	Course proved man should not be locked up for unauthorized absence.	2
24	Everyone wanted to become involved during training but did nothing about it after.	1
25	Course reinforced my beliefs about proper treatment of a fellow human.	1
26	Important in the development of basic attitudes of officer candidates. Perhaps less incompetency in the field would result.	1
27	Need more studies on prejudices between confinee-confinee and staff-confinee. There is very little in the course on racial prejudices.	1

Table 14 (continued)

No.	Comment	Occurrence
28	Need more on grievances between senior staff and officers towards Jr. enlisted men--especially guards.	1
29	More consideration to members of correctional staff for thoughts and ideas to improve the field. Also, corrections personnel should be carefully selected.	1
30	Extremely frustrating and aggravating to learn a change and not be able to apply it. Learning was ignored by superiors.	1
31	Material presented hit home where it was needed most--those working in corrections. Should be continued and expanded.	1
32	The course contributed to my being selected for a college program in police science and to my being selected for Warrant Officer.	1
	Total Occurrences:	61

Examination of Table 14 revealed the following factors. (1) The 61 comments represented over 57 percent of the subjects of this study. (2) Comment six occurred 20 times. This represented over 32 percent of the total comments. (3) Comment one occurred four times. (4) Comment 13 occurred three times. (5) Comments three, four, six, seven, and twenty-three occurred two times. (6) All other comments occurred once. (7) Only comments nine and

nineteen are viewed as unfavorable to the program. These

two comments represented less than four percent of the

total comments. (8) Comments 6, 18, 20, 22, 23, 26, and

30 indicated that nine subjects felt the course was of a

value, but influencing factors not under the control of the

course must be resolved if the training was to be of opti-

mum benefit. The comments support the subjects' favorable

evaluations of the training program, and offer valuable

suggestions for planning future programs.

Summary

The chapter was presented in two parts. Part one

was concerned with the adequacy and representativeness of

the sample, and included demographic data regarding months

in service, months in corrections, other training in cor-

rections, marital status, and years of education. Part two

dealt with the subjects' evaluations of the training pro-

gram, and included a discussion on the subjects' comments

on the program. The data were presented in table form.

The return of more than 50 percent of the posted

questionnaire for each training phase was determined to

satisfy the adequacy of the sample. Representativeness of

the sample was determined by comparing the percentage of

returns by pay grade and geographical location of training

with related percentages of posted questionnaires. The
representativeness of the sample was determined to be met
when the findings showed that all geographical locations
were represented by at least 50 percent, and there was no
difference between the percentage of posted and returned
questionnaires exceeding 30 percent in any pay grade.
Demographic data indicated that the three groups possessed
different backgrounds. Phase I staff and Phase II adminis-
trators tended to exhibit some background similarities.

The training modules, the overall program, and the
subjects comments were utilized to evaluate the training
program. The training modules were rated on a five point
scale, ranging from "Excellent" to "Poor." A combined
average of 75.3 percent of the total responses was made in
the "Excellent" and "Good" categories. The subjects'
evaluations of the overall program was presented in the
following three parts. (1) The course's helpfulness for
the professional development of military correctional per-
sonnel. (2) The course's positive influence on the per-
formance of duty. (3) The subjects' recommendation of the
training. The subjects evaluated the course's helpfulness
on a five point scale, ranging from "Excellent" to "Poor."
A combined average of 86.3 percent of the total responses

was made in the "Excellent" and "Good" categories. The subjects evaluated the course's positive influence on the performance of duty by responding to "A Great Deal," "Somewhat," or "Not at All." The average for the three groups' responses in the combined "A Great Deal" and "Somewhat" categories exceed 87 percent. The subjects' recommendations of the training program exceeded 89 percent. The subjects' comments supported the favorable evaluations of the training program, and offered valuable suggestions for future programs.

Chapter 5

SUMMARY AND CONCLUSIONS

The study was conducted in conjunction with Phase
III of an experimental training program designed by the
Professional Development Institute for Military Correc-
tional Personnel for United States Marine Corps correc-
tional custody personnel. The purpose of the study was to
collect and analyze, six and twelves months after completion
of training, the trainees' evaluations of the program.
Factors evaluated were: (1) The training modules' useful-
ness. (2) The helpfulness of the total course for the
professional development of military correctional personnel.
(3) The program's positive influence on the performance of
duty. (4) The inclusion of this type of training as a
requirement for military corrections inservice training and
the military occupation specialty in corrections. (5) The
recommendation that a similar type of behavioral science
course be included in the leadership training of non-
commissioned and commissioned officers. A theoretical base
was established and the objectives of the research were
stated. Assumptions, limitations, and definitions peculiar

to the study were established. The importance of the study was related to the establishment of a professional training program for United States Marine Corps correctional custody personnel. A review of selected literature pointed out the need for such training and some of the efforts that have been made.

Subjects of the study were 106 United States Marine Corps correctional custody personnel who attended one of the first two phases of the experimental training program. In order that a comparison of findings could be accomplished, subjects were divided into three groups. Group I was composed of all personnel who attended Phase I of the program. Group II was made up of all staff personnel who attended Phase II of the program. Group III was made up of all administrator personnel who attended Phase II of the program. Phase I was completed in the Fall of 1971, and Phase II was completed in the Spring of 1972. The instrument used to gather the data was a questionnaire designed by the researcher. The method of collecting and analyzing the data was discussed. The findings were presented in table form with discussion.

The respondents were found to constitute both an adequate and representative sample of the personnel who

attended both phases of the experimental training program.
It was found that the "Excellent" and Good" categories
accounted for 73.9 percent of the trainees' evaluations of
the training modules. The trainees' evaluations of the
total program's influence on the performance of their cor-
rectional duties indicated that 90.5 percent of their
responses were in the "A Great Deal" and "Somewhat" cate-
gories. Eighty percent of the trainees' evaluations were
in the "Excellent" and "Good" categories when they evalu-
ated the helpfulness of the total course for the profes-
sional development of military correctional personnel.

In conclusion, the findings indicated that the
trainees, six and twelve months after completion of train-
ing, still felt that the experimental program was of posi-
tive value. They supported the institution of a similar
type of course for military inservice training and for the
military occupational specialty in corrections. The sub-
jective data provided by the trainees in the form of
comments on the questionnaire instrument offered valuable
suggestions concerning additions that should be made to the
program, personnel that should be considered for the program,
and utilization of the training in the performance of their
correctional custody duties. In the researcher's judgment

both subjective and objective data of the study provides

useful evaluative information.

****

C O M P O N E N T   B

APPENDIXES

11 9-a

MANAGEMENT &

ORGANIZATION

DEVELOPMENT

Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

the management
of change

PHILIP R. HARRIS, Ph D.
President

Psychological/Management Consultant

714 / 453.3140   714 / 453.7321

October 30, 1972

TO: Marine Corps & Navy Participants in the ONR
PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL

Greetings, again! You may recall that in either 1971 or 1972, you were
a valued participant in a training research project conducted under the
sponsorship of the Office of Naval Research. Those of you who were in the '71
sessions at MCRD and Pendleton, or the '72 A.M. sessions in Lejeune or Pendleton
were in the staff course. Those who took the P.M. sessions in '72 in Lejeune or
Pendleton were in the administrator course.

As the contractor on this project, we are now conducting a follow-up
study of the trainees relative to the effectiveness of the learning experience.
With the encouragement of the Securities and Law Enforcement Section, Headquarters
Marine, as well as the support of the Office of Naval Research, we are asking you
to cooperate by filling out the enclosed questionnaire and returning it to us
at your earliest convenience!

At the opening of that training, I informed you that you were an important
part of this long-range research, and that your "feedback" was essential to us.
I emphasized then that we were developing a prototype training program in human
behavior that might eventually become a regular part of correctional in-service
education. Hopefully, these courses which focus upon human behavior and people
management skills will become a requirement for the MOS in corrections.

In March 1973 we are planning two seminars for military trainers, those
Marines who would be responsible for teaching the courses for those newly assigned
to military corrections. We would like to share with these Marine trainers the
results of this present survey. Your opinion is important to us! Many of you told
us at the time of the sessions that the PDIMCP was different from any other kind
of training you had in the military for it was so varied and permitted group
participation. But as you look back on that learning experience, what impact did
it have on your life and attitudes? How helpful was it to you in your correctional
or other military duties? PLEASE TAKE THE TIME TO PROVIDE THE INFORMATION REQUESTED
ON THIS SIMPLE INQUIRY FORM.

The other behavioral science consultants and myself enjoyed working with you
in these past two years, and we hope you will continue to assist us now for the
good of the Corps. The information you provide is confidential and no individual
will be identified. Our report to ONR and USMC will be in terms of group statistics.
THANK YOU SO MUCH FOR YOUR HELP.

Phil

Dr. Philip R. Harris
Project Director, ONR
Contract N00014-72-C-0165 P00001

MANAGEMENT &
ORGANIZATION
DEVELOPMENT
Inc.
BOX 2321, LA JOLLA
CALIFORNIA 92037

the management
of change
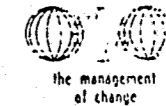
PHILIP R. HARRIS, Ph.D.
President

Psychological/Management Consultant

714 / 453-2140   714 / 453-2321

December 11, 1972

TO: Marine Corps & Navy Participants in the ONR
PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL

We have not received the previous inquiry form mailed to you on October 30, 1972. Your reply is needed in order that a proper evaluation may be made in our follow-up study of the trainees relative to the effectiveness of the learning experience. It would be greatly appreciated if you would please complete the enclosed simple inquiry form and return in the envelope provided as soon as possible. If you have already filled out the questionnaire previously sent you on October 30th, and have mailed it to us, then you may disregard this duplicate form.

Thank you, again, for your cooperation.

Dr. Philip R. Harris
Project Director, ONR
Contract N00014-72-C-0165 (PC0C01)

Enclosures

-iii-

Follow-up Survey Instruments -
Staff and Administrators Courses

PROFESSIONAL DEVELOPMENT INSTITUTES
FOR MILITARY CORRECTIONAL PERSONNEL (PDIMCP)
U. S. MARINE CORPS/OFFICE OF NAVAL RESEARCH
MANAGEMENT AND ORGANIZATION DEVELOPMENT, INC.
CONTRACT N00014-72-C-0165 (PGC201)

F O L L O W - U P   S U R V E Y

- -

<u>Directions</u>: Please check the most appropriate answer or supply the information re-
quested to the best of your ability. If the question does <u>not apply</u>
to you, write in "N.A." Additional comments are welcome on page 4.
Thank you for your cooperation!

PART I

1. Present rank?_____; 2. Duty Station_____

3. Length of Service: _____years _____months

4. Have you received any promotion since the PDIMCP training? Yes_____ No_____

5. If you have left the Service, what is your present occupation?_____

_____

6. Indicate your highest level of education:

A. 9th to 11th grade _____   D. College graduate _____

B. High School graduate or   E. Master's degree _____
equivalency diploma _____
F. Other _____
C. 1 to 3 years college _____

7. Check if you are currently engaged in any of the following educational programs:

A. Inservice training   ( )   D. Correspondence course   ( )

B. Non-degree course work ( )   E. Others (specify)   ( )

C. Degree course work   ( )   _____

8. Have you taken any other training in the field of criminal justice or corrections?

A. Prior to PDIMCP?   Yes _____ No _____

B. After PDIMCP?   Yes _____ No _____

9. Check the PDIMCP training course which you attended:

A. <u>Type</u>:   Staff_____ Administrators_____

B. <u>Session</u>: 1971 MCRD, San Diego _____   Camp Pendleton _____

1972 Camp Lejeune   _____   Camp Pendleton _____

10. A. During that training program, was your duty assignment at a correctional facility?

                    Yes _____ What billet?_____

                    No _____ What billet?_____

    B. Do you now have a duty assignment in corrections or a related activity in the field of military criminal justice?

                    Yes _____ What billet?_____

                    No _____ What billet?_____

11. A. Did you have an M.O.S. in corrections at the time of the training program?

                    Yes _____ No _____

    B. Do you have an M.O.S. in corrections at present?

                    Yes _____ No _____

12. A. Did you voluntarily choose the military correctional field?

                    Yes _____ No _____

    B. How long in corrections?_____

13. As a result of PDLMCP training, do you find a military correctional assignment more acceptable?

                    Yes _____ No _____ Undecided _____

14. Would you now consider a post-service career in the corrections field?

                    Yes _____ No _____ Undecided _____

15. Did the PDLMCP training improve your:

    A. Job attitude?   Yes _____ No _____ Undecided _____

    B. Morale?   Yes _____ No _____ Undecided _____

16. Did the training influence your career goal?

              A great deal _____ Somewhat _____ Not at all _____

PART II

(Note: To be completed only by those who attended the staff course.)

17.A. Below are listed the titles of the subjects that have made up the program in which you participated. Please evaluate these learning modules or sessions individually in terms of their current usefulness to you in your military assignment. Please use the following scale:

1 - Excellent	- Average	5 - Poor
2 - Good	- Fair	

Learning Module #		Scale #
I.	Dynamics of Human Behavior and Prison Life	( )
II.	Understanding Deviant Behavior Among Confinees	( )
III.	Improving Correctional Communication	( )
IV.	Overcoming Communication Obstacles Among Confinees and Staff	( )
V.	Creative Approaches to Conflict Resolution Among Confinees and Staff	( )
VI.	Insights from Inmate Feedback [videotape playback]	( )
VII.	Cultural Influence on Prisoner/Staff Behavior	( )
VIII. a.	Cultural Influences on Decision Making [1972 course]	( )
	-OR-	
VIII. b.	Human Resources Development in Correctional Facilities [1971 course]	( )
IX.	Understanding Group Behavior and Its Implications for Prison Life	( )
X.	Interpersonal Skills for Correctional Personnel	( )
XI.	Changing Role of Correctional Personnel	( )
XII.	Behavioral Strategies with Military Prisoners	( )

B. Using the above rating scale, please evaluate the helpfulness of the total staff course for the professional development of military correctional personnel.   ( )

18. Did the FDIMCP training have a positive influence on your performance of duty?

A great deal _____   Somewhat _____   Not at all _____

19. After FDIMCP training, did your performance of duty improve in any of the following ways?

		Yes	No	Undecided
A.	Personal relationships:			
	With confinees?	___	___	___
	With correctional staff?	___	___	___
	With other Marines?	___	___	___
	With family?	___	___	___
B.	Better able to contribute to the effectiveness of your Marine Corps unit?	___	___	___
C.	Better able to contribute to the morale of:			
	The confinees?	___	___	___
	The correctional staff?	___	___	___
	Other Marines?	___	___	___
D.	More concerned about humanistic treatment of confinees?	___	___	___
E.	More concerned about confinee rehabilitation and restoration to duty?	___	___	___
F.	Better able to promote constructive change in your Marine Corps unit?	___	___	___

20. Would you recommend that this type of training be considered as a requirement for:

A.	Military corrections inservice training?	___	___	___
B.	The M.O.S. in corrections?	___	___	___

21. Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?   ___ ___ ___

22. Additional Comments:

Date questionnaire completed: _____, 1972.
Kindly return questionnaire in attached envelope.
G. Ehrentraut, Program Manager, MOD Inc., Box 230?, La Jolla, Ca. 92037.

PART II

(Note: To be completed only by those who attended the administrators' course.)

17. A. Below are listed the titles of the subjects that have made up the program in which you participated. Please evaluate these learning modules or sessions individually in terms of their current usefulness to you in your military assignment. Please use the following scale:

1 - Excellent   3 - Average   5 - Poor

2 - Good   4 - Fair

Learning Module #		Scale #
XIII.	Management of Change in Correctional Systems	( )
XIV.	Behavior Modification in Military Corrections	( )
XV.	Management by Objectives in Military Corrections	( )
XVI.	Problem Solving Workshop	( )
XVII.	Improving Organizational Effectiveness	( )
XVIII.	Team Building	( )
XIX.	Behavioral Science Applications to Military Correctional System	( )
XX.	Management Simulation	( )
XXI.	Improving Administration/Staff Relations	( )
XXII.	Trends in Military Corrections Administration	( )
XXIII.	Staff Training Needs and Models	( )

B. Using the above rating scale, please evaluate the helpfulness of the total administrators' course for the professional development of military correctional personnel.   ( )

APPENDIX C

ADMINISTRATORS   Total = 8

PROFESSIONAL DEVELOPMENT INSTITUTES
FOR MILITARY CORRECTIONAL PERSONNEL (PDIMCP)
U. S. MARINE CORPS/OFFICE OF NAVAL RESEARCH
MANAGEMENT AND ORGANIZATION DEVELOPMENT, INC.
CONTRACT N00014-72-C-0165 (P00001)

F O L L O W - U P   S U R V E Y
- -

Directions: Please check the most appropriate answer or supply the information re-
quested to the best of your ability. If the question does not apply
to you, write in "N.A." Additional comments are welcome on page 6.
Thank you for your cooperation!

PART I

1. Present rank?_____; 2. Duty Station_____

3. Length of Service: _____years _____months

4. Have you received any promotion since the PDIMCP training? Yes __1__ No __7__

5. If you have left the Service, what is your present occupation?_____
    _____

6. Indicate your highest level of education:

    A. 9th to 11th grade _____   D. College graduate _____

    B. High School graduate or   E. Master's degree _____1_____
        equivalency diploma ___3___
                                        F. Other _____
    C. 1 to 3 years college ___4___

7. Check if you are currently engaged in any of the following educational programs:

    A. Inservice training   (2)   D. Correspondence course   (1)

    B. Non-degree course work (1)   E. Others (specify)   ( )

    C. Degree course work   (3)   _____

8. Have you taken any other training in the field of criminal justice or corrections?

    A. Prior to PDIMCP?   Yes __3__   No __4__   Failed to answer _1_

    B. After PDIMCP?   Yes __0__   No __7__

9. Check the PDIMCP training course which you attended:

    A. Type: Staff_____   Administrators_____

    B. Session: 1971 MCRD, San Diego _____   Camp Pendleton_____

                 1972 Camp Lejeune ___3___   Camp Pendleton ___5___

10. A. During that training program, was your duty assignment at a correctional facility?

                Yes ___5___ What billet? _____

                              1 NBC Spec.

                No ___3___ What billet? 1 Disb._____1 ?_____

B. Do you <u>now</u> have a duty assignment in corrections or a related activity in the field of military criminal justice?

                Yes ___6___ What billet? _____

                No ___2___ What billet? _____

11. A. Did you have an M.O.S. in corrections at the time of the training program?

                Yes ___4___ No ___4___

B. Do you have an M.O.S. in corrections at present?

                Yes ___4___ No ___4___

12. A. Did you voluntarily choose the military correctional field?

                Yes ___5___ No ___3___

B. How long in corrections? _____

13. As a result of PDIMCP training, do you find a military correctional assignment more acceptable?

                Yes ___7___ No _____ Undecided _____ No Answer _1_

14. Would you now consider a post-service career in the corrections field?

                Yes ___5___ No ___1___ Undecided ___2___

15. Did the PDIMCP training improve your:

A. Job attitude?   Yes ___5___ No ___2___ Undecided _____ No Answer _1_

B. Morale?   Yes ___6___ No ___1___ Undecided ___1___

16. Did the training influence your career goal?

                A great deal ___3___ Somewhat ___3___ Not at all ___2___

PART II

(<u>Note</u>: To be completed only by those who attended the <u>administrators' course</u>.)

17. A. Below are listed the titles of the subjects that have made up the program
          in which you participated. Please evaluate these learning modules or
          sessions individually in terms of their current usefulness to you in
          your military assignment. Please use the following scale:

<div style="text-align:center">

1 - Excellent   *3 - Average*   *5 - Poor*

2 - Good   *4 - Fair*

</div>

1	2	3	4	5	Learning Module #		Scale #
3	3	1	0	0	* XIII.	Management of Change in Correctional Systems	( )
4	3	0	0	0	* XIV.	Behavior Modification in Military Corrections	( )
3	4	0	0	0	* XV.	Management by Objectives in Military Corrections	( )
6	1	1	0	0	XVI.	Problem Solving Workshop	( )
3	4	1	0	0	XVII.	Improving Organizational Effectiveness	( )
2	6	0	0	0	XVIII.	Team Building	( )
4	2	1	0	0	* XIX.	Behavioral Science Applications to Military Correctional Systems	( )
2	5	0	0	0	* XX.	Management Simulation	( )
4	3	1	0	0	XXI.	Improving Administration/Staff Relations	( )
2	3	2	0	0	* XXII.	Trends in Military Corrections Administration	( )
4	3	0	0	0	* XXIII.	Staff Training Needs and Models	( )

1	2	3	4	5			
5	3	0	0	0	B.	Using the above rating scale, please evaluate the helpfulness of the <u>total administrators' course</u> for the professional development of military correctional personnel.	( )

*One failed to answer these questions

18. Did the PDIMCP training have a positive influence on your performance of duty?

A great deal ___5___ Somewhat ___3___ Not at all ___0___

19. After PDIMCP training, did your performance of duty improve in any of the following ways?

	Yes	No	Undecided
A. Personal relationships:			
*With confinees?	5	1	2
* With correctional staff?	4	2	0
With other Marines?	6	2	0
** With family?	3	4	0
B. Better able to contribute to the effectiveness of your Marine Corps unit?	5	2	1
C. Better able to contribute to the morale of:			
***The confinees?	5	0	0
***The correctional staff?	2	3	0
Other Marines?	6	2	0
**D. More concerned about humanistic treatment of confinees?	7	0	0
**E. More concerned about confinee rehabilitation and restoration to duty?	6	1	0
F. Better able to promote constructive change in your Marine Corps unit?	3	2	3

20. Would you recommend that this type of training be considered as a requirement for:

	Yes	No	Undecided
**A. Military corrections inservice training?	7	0	0
B. The M.O.S. in corrections?	8	0	0

21. Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?

	Yes	No	Undecided
	8	0	0

22. Additional Comments:

* Two failed to answer.
** One failed to answer.
*** Three failed to answer.

Date questionnaire completed: _____, 1972.
Kindly return questionnaire in attached envelope.
G. Ehrentraut, Program Manager, WOD Inc., Box 2321, La Jolla, Ca. 92037.

STAFF   Total = 13

PROFESSIONAL DEVELOPMENT INSTITUTES
FOR MILITARY CORRECTIONAL PERSONNEL (PDIMCP)
U. S. MARINE CORPS/OFFICE OF NAVAL RESEARCH
MANAGEMENT AND ORGANIZATION DEVELOPMENT, INC.
CONTRACT N00014-72-C-0165 (FC8001)

F O L L O W - U P   S U R V E Y

- -

Directions: Please check the most appropriate answer or supply the information requested to the best of your ability. If the question does not apply to you, write in "N.A." Additional comments are welcome on page 4. Thank you for your cooperation!

PART I

1. Present rank?_____ ; 2. Duty Station_____

3. Length of Service: _____years _____months

4. Have you received any promotion since the PDIMCP training? Yes_____ No_____

5. If you have left the Service, what is your present occupation?_____

_____

6. Indicate your highest level of education:

    A. 9th to 11th grade _____   D. College graduate _____

    B. High School graduate or   E. Master's degree _____
        equivalency diploma __8__
                                           F. Other __1 GED_____
    C. 1 to 3 years college __4__

7. Check if you are currently engaged in any of the following educational programs:

    A. Inservice training   (5)   D. Correspondence course   (5)

    B. Non-degree course work (1)   E. Others (specify)   ( )

    C. Degree course work   (5)   _____

8. Have you taken any other training in the field of criminal justice or corrections?

    A. Prior to PDIMCP?   Yes __9__ No __4__

    B. After PDIMCP?   Yes __6__ No __7__

9. Check the PDIMCP training course which you attended:

    A. Type: Staff _13_   Administrators_____

    B. Session: 1971 MCRD, San Diego _3_   Camp Pendleton _6_

                   1972 Camp Lejeune   _1_   Camp Pendleton _3_

10. A. During that training program, was your duty assignment at a correctional facility?

Yes __11__ What billet?_____

No __2__ What billet? 1 H&SBn. GSgt.
1 NBC Spec.

B. Do you now have a duty assignment in corrections or a related activity in the field of military criminal justice?

Yes __8__ What billet?_____

No __5__ What billet?_____

11. A. Did you have an M.O.S. in corrections at the time of the training program?

Yes __8__ No __5__

B. Do you have an M.O.S. in corrections at present?

Yes __7__ No __6__

12. A. Did you voluntarily choose the military correctional field?

Yes __6__ No __7__

B. How long in corrections?_____

13. As a result of PDIMCP training, do you find a military correctional assignment more acceptable? __2__ Stated acceptable before training.

Yes __5__ No __2__ Undecided __4__

14. Would you now consider a post-service career in the corrections field?

Yes __6__ No __3__ Undecided __4__

15. Did the PDIMCP training improve your:

A. Job attitude? Yes __9__ No __2__ Undecided __2__

B. Morale? Yes __8__ No __2__ Undecided __3__

16. Did the training influence your career goal?

A great deal __2__ Somewhat __8__ Not at all __3__

PART II

(Note: To be completed only by those who attended the staff course.)

17.A. Below are listed the titles of the subjects that have made up the program in which you participated. Please evaluate these learning modules or sessions individually in terms of their current usefulness to you in your military assignment. Please use the following scale: *

1 - Excellent   3 - Average   5 - Poor

2 - Good   4 - Fair

Scale #					Learning Module #		Scale #
1	2	3	4	5			
2	4	1	1	0	I.	Dynamics of Human Behavior and Prison Life	( )
3	4	0	1	0	II.	Understanding Deviant Behavior Among Confinees	( )
1	3	2	2	0	III.	Improving Correctional Communication	( )
4	1	2	1	0	IV.	Overcoming Communication Obstacles Among Confinees and Staff	( )
1	3	3	1	0	V.	Creative Approaches to Conflict Resolution Among Confinees and Staff	( )
1	1	3	2	0	**VI.	Insights from Inmate Feedback [videotape playback]	( )
1	4	3	0	0	VII.	Cultural Influence on Prisoner/Staff Behavior	( )
1	2	0	0	0	VIII. a.	Cultural Influences on Decision Making [1972 course]	( )
						-OR-	
1	2	2	0	0	VIII. b.	Human Resources Development in Correctional Facilities [1971 course]	( )
1	5	2	0	0	IX.	Understanding Group Behavior and Its Implications for Prison Life	( )
1	4	2	1	0	X.	Interpersonal Skills for Correctional Personnel	( )
2	2	2	1	1	XI.	Changing Role of Correctional Personnel	( )
2	3	2	0	0	***XII.	Behavioral Strategies with Military Prisoners	( )
3	5	2	0	0	B. #Using the above rating scale, please evaluate the helpfulness of the total staff course for the professional development of military correctional personnel.		( )

* 5 Failed to answer any of question 17A.
** 1 Failed to answer this question.
*** 1 Failed to answer this question.
# 3 Failed to answer question 17B.

APPENDIX C (Staff) contd.

* 18. Did the PDIMCP training have a positive influence on your performance of duty?

A great deal __0__   Somewhat __10__   Not at all __1__ .

* 19. After PDIMCP training, did your performance of duty
improve in any of the following ways?

	Yes	No	Undecided
A. Personal relationships:			
With confinees?	7	4	0
With correctional staff?	5	5	1
With other Marines?	8	2	1
With family?	6	5	0
B. Better able to contribute to the effectiveness of your Marine Corps unit?	8	2	1
C. Better able to contribute to the morale of:			
The confinees?	6	4	1
The correctional staff?	4	4	3
Other Marines?	4	3	4
D. More concerned about humanistic treatment of confinees?	7	4	0
E. More concerned about confinee rehabilitation and restoration to duty?	7	2	2
# F. Better able to promote constructive change in your Marine Corps unit?	6	2	2

* 20. Would you recommend that this type of training
be considered as a requirement for:

	Yes	No	Undecided
A. Military corrections inservice training?	9	2	0
B. The M.O.S. in corrections?	10	0	1
* 21. Would you recommend a similar type of behavioral science course be included in the leadership training of N.C.O.'s or Officers?	11	0	0

22. Additional Comments:

* Two failed to answer 18 through 22.
# One failed to answer 19F.

Date questionnaire completed: _____, 1972.
Kindly return questionnaire in attached envelope.
G. Ehrentraut, Program Manager, MOD Inc., Box 2321, La Jolla, Ca. 92037.

-124-

C O M P O N E N T   B

BIBLIOGRAPHY

124a.

BIBLIOGRAPHY

REFERENCES CITED

Broder, G. J., 1965, Multidisciplinary Approach to Prisoner Rehabilitation in the Air Force, cited by S. L. Brodsky and N. E. Eggleston, The Military Prison: Theory, Research, and Practice. Carbondale, Illinois: Southern Illinois University Press, 1970.

Brodsky, S. L. and N. E. Eggleston, 1970, The Military Prison: Theory, Research, and Practice. Carbondale, Illinois: Southern Illinois University Press.

Earle, H. H., 1972. "An Investigation of Authoritarian Versus Non-authoritarian in the Selection and Training of Law Enforcement Officers." Unpublished Doctor's dissertation for the School of Public Administration, University of Southern California.

Gardner, F., 1970, The Unlawful Concert. New York: The Viking Press.

Glasser, W., 1965, Reality Therapy: A New Approach to Psychiatry. New York: Harper & Row Publishers.

Harris, P. R., 1973, Organizational Dynamics. A Staff Course for Professional Development Institutes on Human Behavior. La Jolla, Calif.: Management & Organization Development Inc.

Harris, P. R., 1972, An Action Research Report on Change in the Military Justice System. Phase II report of Office of Naval Research Contract N000-14-72-C-0165. La Jolla, California: Management & Organization Development, Inc.

Harris, P. R., 1972, An Action Research Report on Change in the Military Justice System.Through Professional Development of Correctional Personnel. Phase I report of Office of Naval Research Contract N000-14-71-C-0332. La Jolla, California: Copley International Corp.; reissued by M.O.D. Inc.

Moskos, C. C . Jr., 1970, The Enlisted Man. New York: Russel Sage Foundation.

REFERENCES

Brodsky, S. L. and N. E. Eggleston, 1967, Role Perceptions in the Military Prison. Publication 2-65. Council for Research and Evaluation.

Force, R. C., 1965, The Air Force's New Correctional Treatment Team. Amarillo Air Force Base, Texas: 320th Retraining Group.

Gunderson, E. K., 1959, Rehabilitation of Naval Disciplinary Offenders Status Report. U.S. Naval Training Command, San Diego, California: ONR Project Nonr 1535 (00).

Johnson, Elmer H, 1968, Crime, Correction, and Society. Rev. Homewood, Illinois: The Dorsey Press.

Jones, W. K., Lt. Gen., 1972, An Interview on FMFPac Survey Reveals "Fear Syndromes." Camp Pendleton, California: Navy Times.

Korn, R. R. and L. W. Mc Corkle, 1959, Criminology and Penology. New York: Holt, Rinehart, and Winston.

Maslow, A. H., Motivation and Personality, 1970, 2nd. New York: Harper & Row Publishers.

Menninger, K., 1968, The Crime of Punishment. New York: The Viking Press.

Newman, C. L., 1972, The Quarterly: Educational Issues and Strategies for the Field of Corrections. Vol. XXIV, No. 1, Spring 1967. The Pennsylvania Association on Probations.

Zimbardo, P. R., 1971, The Psychological Power and Pathology of Imprisonment. A Statement Prepared for the U.S. House of Representatives Committee on the Judiciary. Palo Alto, California: Stanford University (Mimeographed).

COMPONENT C

TABLE OF CONTENTS

COMPONENT C

Chapter 1

INTRODUCTION

This action research, conducted during October and November, 1972, was undertaken to test the feasibility of using procedures and processes known as "Team-Building" in a Marine Corps Correctional Facility. These procedures and processes are frequently used in civilian industry, business, and government agencies as a means of improving the effectiveness and productivity of work groups. The primary assumption underlying team-building activities is that most groups can be made more effective if they can be encouraged to analyze (a) the nature of the work they do; (b) the relationships of the individuals who do the work; and (c) the way in which the work is structured.

Further, various researchers have shown that there is a relationship between the perceived relevance of organizational goals, and the kind and degree of enthusiasm and participation toward achieving those goals exhibited by people in the organization.

A key rationale for engaging in team-building activities is that while there is the widespread assumption that everyone knows what it is he is doing and why he is doing it, there are relatively few people who can articulate, with any precision, the exact nature of the job they are supposed to perform.

While it is presumed that all organizations are goal-orientated, the fact is that many people in most organizations have difficulty in describing the goals of their organization. Without a clear understanding of the goals of the organization, it is difficult for members of the organization to have a clear understanding of what their responsibilities are. The kind of understanding of the jobs that people do is typically described in very limited, narrow terms. To the extent that people perceive their jobs in very narrow dimension, they will have difficulty in assuming the degrees of responsibility and the high standards of work conduct which make it possible for groups of people to work effectively as teams.

The decision to undertake this particular research was predicated on the assumption that while the Marine Corps is, in many respects, quite unlike a civilian organization, most civilian organizations are organized in a manner which closely approximates the military organizational model. Consequently, it was assumed that team-building activities of the type frequently used with non-supervisory production personnel could be used with the guard sections in a Marine Corps Correctional Facility. The procedures employed in a team-building situation involve having a consultant meet with the members of a work team to get the participants to address such questions as: (1) What is it like to work here? (2) What kinds of things make it hard for you to do your job? (3) What is your job? (4) How is your job different from what you thought it would be before you came here? (5) What things would you most like to change about your job? (6) What are your responsibilities in this job?

(7) What kind of broader responsibilities could you assume?

(8) What would be necessary to make it possible for you to assume broader responsibilities?   (9) How can your work unit perform more cooperatively?

Confronting people with these kinds of questions generally causes them to begin to look at their jobs in an analytical and thoughtful way. For many participants, it provides them with a first opportunity for verbalizing disappointments they have found in their work and, as a result, opens the door for them to consider constructive ways in which they can cope with these frustrations. While it can be anticipated that the initial responses from the participants will approximate a "Gripe Session", most participants quickly pass this stage and move on to mature, thoughtful discussion.

Beyond the obvious cathartic effect of such interchanges between workers and an outside consultant, such situations provide an opportunity for the whole work group to sit down, as a body, to discuss problems they have in common. In many instances, individuals discover that their perceptions, their frustrations, and their anger are shared by other members of the group. When this commonality of concern is acknowledged, it is frequently possible for the team to move into a problem-solving approach. The consultant's role, at this point, is generally to confront the group with questions, such as: (10) What would you be willing to do to help change things? (11) What does each individual in this group need to do differently? (12) What is there in the relationship between you and your supervisors that you might be able to change?

As the above suggests, there is nothing in team-building
of this type which is "soft" or "permissive". Rather, it is
an attempt to confront people who perceive themselves as respon-
sible adults with their individual and collective responsibility
to the organization for which they work. Further, it is an at-
tempt to provide them with an opportunity to participate in
shaping realistic alternatives to the aspects of the work they
dislike. A constant constraint in this process is continuous
testing of ideas and comments against the reality of the organ-
ization's mission and the availability of resources, in terms
of people, facilities, and finances. This "reality testing"
insures that the focus of the process is on the goals the organ-
ization wants to achieve. In most instances, participants in
such a process cannot miss being impressed with the fact that
someone among their superiors cares enough about them to pro-
vide an opportunity for them to examine, not only their job,
but the organization which employs them. This tends to in-
crease the importance of that organization to the participants.
This is significant at a time when so many people appear to go
to work only to make money so they can afford to do the things
they enjoy on their free time. In other words, this process
offers, as a potential secondary benefit, the renewal of some
primary interests in the jobs each participant performs, as well
as a heightened allegiance to the employing organization.

Chapter 2

PURPOSES

The purpose of this component was to develop and test a
model which can be employed by Marine Corps staffs in correctional

-131-

facilities or other human resource centers to (a) enhance the sense of team and improve morale; (b) increase the degree of team work among members engaged in human service. It was hoped that a by-product of team-building would be better service and treatment to the clients, in this case, confinees in military correctional facilities. This prototype effort was designed to permit a broad segment of correctional personnel to participate in developing statements concerning their perceptions of what it is like to be a member of the guard force in such a correctional facility. (The investigator was told by Headquarters Marine Corps Personnel that no such data existed.)

The model proposed provides members of the guard force with an opportunity to state what they individually or personally want from their jobs in the correctional facility. These data should be descriptive of the reasons why members choose or chose to retain their Corrections MOS (Military Occupational Specialization). Eventually the results should offer the Officers-in-Charge insight for use in staff development and training activities. In effect, these data may suggest means for directing correctional training to the specific needs of the personnel working within those facilities.

Further, this team-building model was designed to be conducted with the least encroachment on the personal time of the participating guard force members. In the same vein, this program was scheduled to be employed over a relatively few weeks, so that the potential impact could be maximized. Another consideration in compactness of the time frame was that this model may be subsequently employed by correctional facili-

ities using the service of reserve officers or short-term
active duty personnel.

Finally, each step in the process was documented so that
it will be possible for selected Marine Corps Trainers to take
the step-by-step process and, with such modifications as may be
required by circumstances and situations in a given Correctional
facility, use the model as it was originally designed. (One
possible future use of this project would be to employ reserve
officers to conduct simultaneous activities in several correc-
tional facilities to provide the Law Enforcement Security Sec-
tion, HQMC, with attitudinal and morale data which might be
useful in the screening and assessment procedures utilized in
the selection of individual Marines for a Corrections MOS.)

Chapter 3

SIGNIFICANCE OF THE STUDY

Beyond providing, for the first time, a more precise descrip-
tion of work life in a Marine Corps Correctional Facility and
the attitudes and pressures associated with such work, this
study is significant for the following reasons:

1) The data collected from the guard force, using the model
developed, may provide guidance for both the selection and
orientation of members of the guard force.

2) The results may also assist in the on-going training and
development activities within a specific Correctional
Facility.

3) The model developed may be recycled periodically for con-
tinual, systemic problem-solving based on issues and con-
cerns perceived by members of the guard force.

4) The application of this model,in the future,in several
Correctional Facilities, may generate data suggesting
revision in the types of training provided to servicemen
who have been selected for the corrections specialization.

-133-

Chapter 4

METHODOLOGY

The following procedures were employed in the development of this team-building model for use in a Marine Corps Correctional Facility:

1) Preliminary discussions with personnel from the Law enforcement and Security Section, HQMC.

2) Exploratory meeting with the Officer-in-Charge, Correctional Facility, Marine Corps Station in Quantico, Virginia, and local security section representatives.

3) Tentative procedures outlined and presented to Officer-in-Charge for approval.

4) Meeting with Officer-in-Charge and his senior staff to explain the process and procedures to be employed in the project.

5) An initial session with each of the guard sections in which the Officer-in-Charge explained the team-building process in which they were to engage. Part of the discussion during that initial session with the consultant was tape recorded. Transcriptions were made of the tapes and given to each participant at the second session. Additionally, each participant was requested to fill out a brief questionaire. Tabulations of the questionaires by groups were also presented to participants at the second session. The consultant met with each guard section five times. (See Figure 2h)

The procedures and instrumentation employed by the consultant at each meeting with the guard sections are contained in the Appendix.

6) A tape recorded session was also conducted with the Officer-in-Charge and his senior staff.

FIGURE 1:   THE MODEL
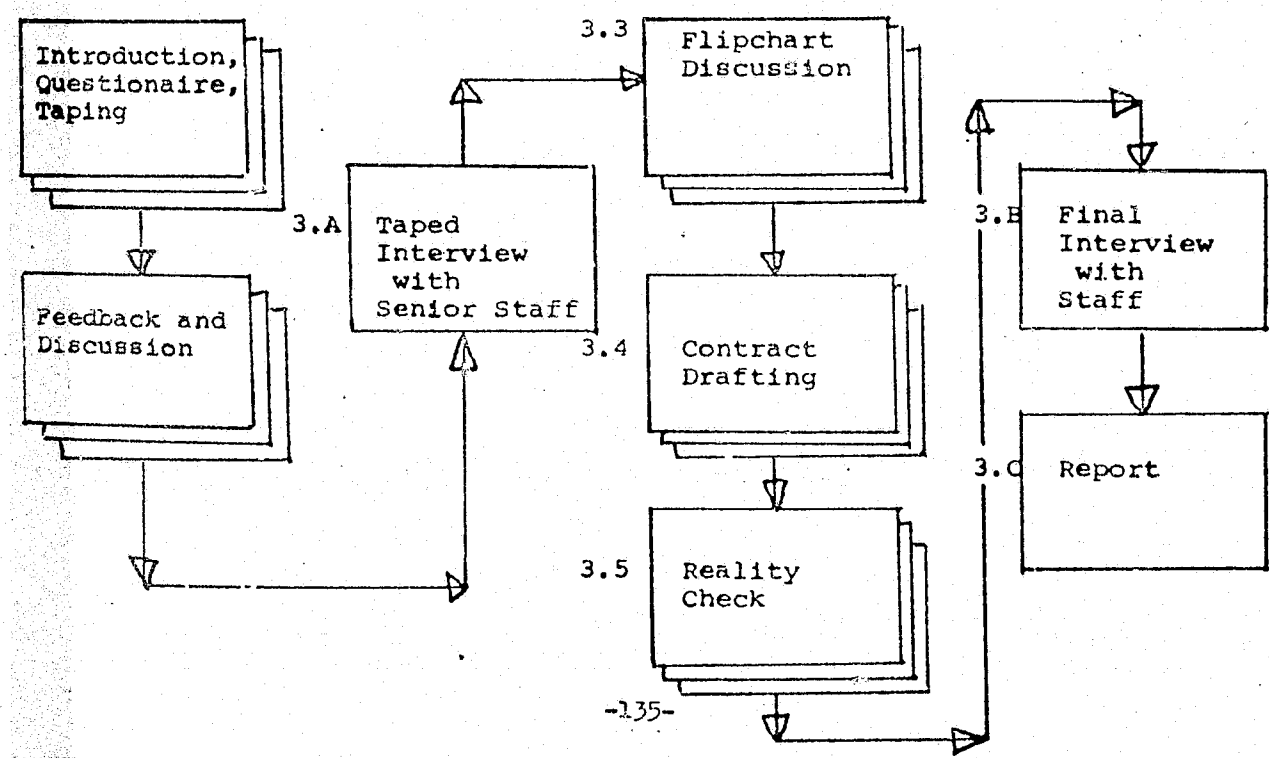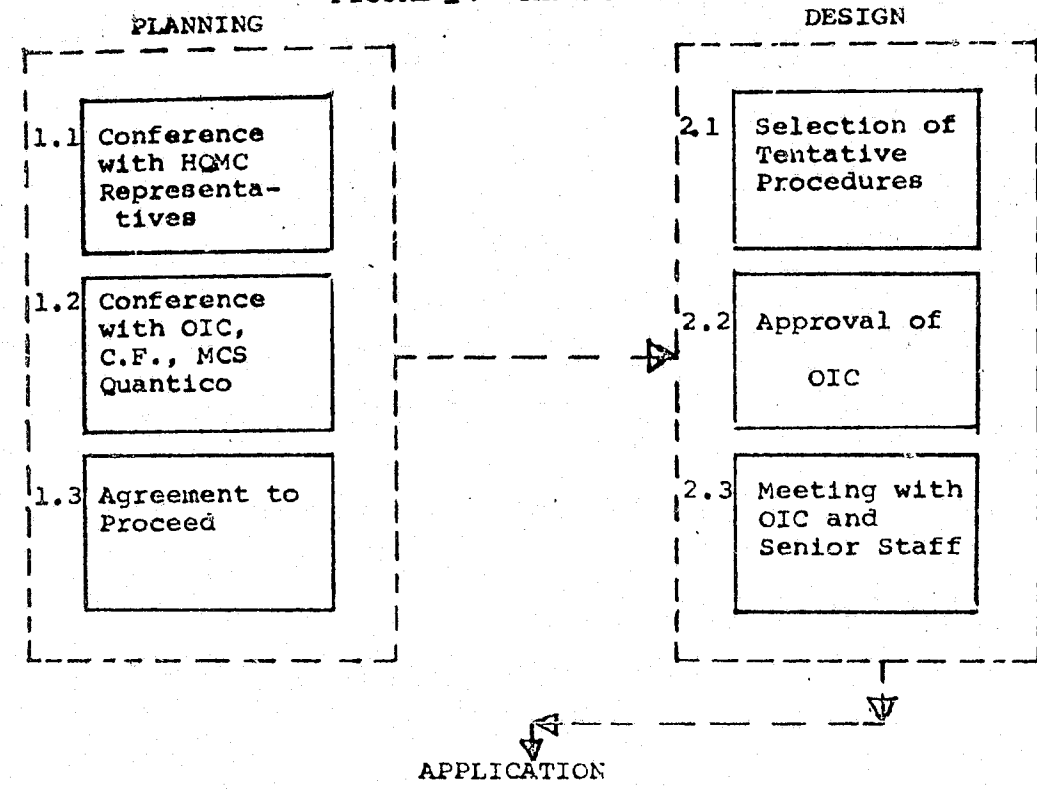
7) With the exception of the transcription made from the meeting with the Officer-in-Charge and his senior staff, all transcripts were anonymous. To provide the promised degree of anonymity, no one but the consultant and his secretary saw any of the papers or heard any of the tapes coming from sessions with the guard sections.

Chapter 5

OPERATIONAL MODEL

Figure 1 provides a pictorial representation of the steps employed in the model. The following brief description of the events which took place in each step in the model, as applied, highlight the significant occurences:

Step 1.1 Conference with HQMC Representatives. This step involves a number of discussions between representatives of HQMC and M.O.D. Inc. representatives over a period of six (6) months. Once the intent of this research had been made clear, the only reservation expressed by HQMC Law Enforcement and Security personnel concerned the location of a facility whose Officer-in-Charge would agree to participate. Time, travel, and cost considerations made the Correctional Facility at MCS Quantico, the ideal location for testing the proposed model. Fortunately, the OIC at that facility agreed to consider involving his staff in such a project.

Step 1.2 Conference with the Officer-in-Charge of Quantico Facility, (hereafter referred to as OIC). This conference was held on-site in Quantico, Virginia. Participants in the conference were the OIC, the HQMC representative, and the consultant. The focus of the conference was on the consultant's expla-

nation to the OIC of the process being proposed. A key point in the consultant's presentation was the provision of prior approval from OIC for any activities undertaken in his facility. The OIC's concern centered around the following issues: Would the project be constructive, or would it just be an attenuated bitch session? How much time would be required? Would the proposed project create additional hardship for members of his guard force?

Step 1.3 Agreement to proceed. This element in the process is given a separate "box" because of the significance of the OIC's willingness to permit himself and his staff to engage in this process. Having obtained, from the consultant, assurances that there would be no demands for disruption of guard schedules, nor undue encroachments of the free time of guard force members, as well as being assured of having unquestioned authority to veto any suggestion of the consultant, the OIC agreed to the project.

Step 2.1 Selection of Tentative Procedures. By agreement with the OIC, the consultant developed an outline of tentative procedures to be employed. These were presented in a second meeting between the OIC and the consultant, without the HQMC representative being present. This element in the model was crucial, because it provided the OIC an opportunity to develop a one-to-one relationship with the consultant. Likewise, it provided the consultant with another opportunity to assure the OIC that he, not HQMC, was the primary client in the application of this model.

Step 2.2 Approval of the OIC. Again, this element in the

model is given a separate box, because it was most signifi-
cant. It was the first time that the OIC was given the oppor-
tunity to look at specific action proposals and to reject or
approve them.

Step 2.3 Meeting with the OIC and Senior Staff. This
meeting was scheduled by the OIC at the request of the consult-
ant so that senior staff would have an opportunity, not only
to be apprised of the team-building activities to be conducted,
but also to have an opportunity to meet the consultant, to
ask questions, and to be assured that the consultant was in
the facility with the express permission of the OIC. This ele-
ment was important, because it provided the consultant with an
opportunity to meet the Senior Staff as a group, and to give
the Senior Staff an opportunity to discover that the consult-
ant was not unaware of the realities encountered in a Marine
Corps Correctional Facility. It should be noted that the Senior
Staff was cooperative and supportive throughout the duration
of this model. (In this study the Senior Staff consisted of
the assistant OIC, the Warden, one Navy and two Marine counse-
lors. See Figure 2A for description of subject population)

Step 3.1 Introduction to the Team-Building Process by the
OIC. At the consultant's initial meeting with each of the
three guard sections, the Officer-in-Charge introduced the con-
sultant to the members of the guard force and explained to
them the essential nature of the project. Moreover, he em-
phasized that this research was considered, by him, to be a
part of their professional development. At this initial session
each man was requested to fill out a short questionaire (see

Figure 2 : DEMOGRAPHIC DATA

A. DESCRIPTION OF THE GUARD SECTION POPULATION

N = 36

Age: 18 to 35; Median: 24 years, 9 months

Time Span:

- Marine Corps: 1 year 6 months to 17 years 6 months
Median: 6 years 2 months.

- On Brig Staffs: 2 months to 7 years 6 months
Median: 2 years 6 months

Correction MOS: 23 yes, 13 no

B. CONSULTING SESSIONS: TYPE OF MEETINGS WITH QUANTICO STAFF

6 meetings with each Guard Section

2 meetings with CIC and Staff

4 formal meetings with CIC

12 Total number of meetings with external consultant

Appendix A). Upon completion of the questionaires, the consultant engaged each group in a taped conversation, after explaining that a transcript would be made of the tape and that each member of the group would receive a copy of the transcript. The time required for each of the initial sessions was approximately one hour and fifteen minutes.

Step 3.2 Feedback to Participants. At the second meeting of the consultant with the three guard sections, each man was provided with a transcript of the taped interview conducted at the initial session (see Appendix B) Likewise, each member was presented with a tabulation of the questionaires filled out by each man in the respective section. After the participants were given an opportunity to read through the transcript, they were asked by the consultant for their comments. Many of the comments reflected surprise that the transcript was indeed a verbatim transcript -- including the profanity -- but it was important that this be done to maintain the integrity of individual comments as well as to develop a trust relationship between the participating guard force members and the consultant.

Step 3.A Taped Interview with OIC and Senior Staff. This interview session was conducted after the senior staff had had an opportunity to review the transcript from two of the guard sections. The focus of the group interviews conducted with guard section members was on their perceptions of what it was like to work as staff within the Correctional Facility. The focus of the interview with the senior staff was to obtain their perceptions of what it was like to work in a correctional facility, as well as to get their statements of the constraints under which they have to operate. (This transcript is included in Appendix C .)

-140-

Step 3.3 Flip Chart Discussion. At the third meeting
with each of the three guard sections, the consultant con-
ducted a flip chart discussion. The procedure was to list on
a newsprint paper some comments about responsibility and to
engage the participants in a discussion of that item. Signif-
icant participant observations were listed on the flip chart,
and these comments became the focus of the discussion. The
results of this discussion about the items which appear on the
flip chart are included as Appendix D.

Step 3.4 Contract Drafting. An examination of the comments
made by participants in the several appendices referred to above
will show that the members of the guard force seem to have very
limited views of their responsibility. In an attempt to get
them to rethink these limited points of view, a "Two-Week Contract"
was employed. (The contract form appears as Appendix E , but
the specifics listed in the contracts are not recorded.) The
specifics of the contract were less important than the reactions
of the men to the notion of a contract. Several refused to fill
out a contract because of the signature line. This seemed to
reflect a lack of trust. Others apparently found the signing or
the completing of such a contract a meaningless exercise. The
rationale for employing the contract -- which essentially asks each
member of the guard force to think of things he might do differently
for a period of two weeks--was to test the extent to which each
could assume more responsibility for his own morale and attitude.
This was not a popular exercise.

Step 3.5 Reality Check -- At the fifth and final meeting of
the three guard sections with the consultant, the focus of the
discussion was on the outcome of the changed behaviors they planned

to try for the intervening two-week period. Most of the participants acknowledged that the exercise had been a waste of time. A variety of reasons were given for their inability to maintain the changed behaviors they had listed on the contracts, not the least of which was a single troublesome confinee, who tested the patience of many members of the guard force. If a single statement could be made to characterize the typical comments of participants during this final session, it would be, "Don't try to make us responsible for anything here. There are too many things over which we have no control and too many reasons we have learned not to care. It is unfair of you to try to make us care." The degree of cynicism reflected speaks for itself and points up why an actual team-building project was not feasible.

Step 3.B   Final Interview with Staff. This block in the model represents the consultant's final meeting with the guard sections and with the OIC to summarize what had been accomplished, to field any last minute questions, to talk about the report to be issued, and to exit from the organization.

Step 3.C   Report. This block in the model is symbolic of the preparation of this report.

Chapter 6

SUMMARY AND FINDINGS

This study was stimulated by desire to provide a team-building model which could be used by Marine Corps Personnel to enhance the effectiveness of Correctional Facility guard forces. A team-building approach was tried on the analogue of "team work" as traditionally viewed in terms of football or basketball. The reality of most work situations, however, is that individuals do not work together in that team sense. Instead, they tend to get together as a total group rather infrequently, suggesting that most of the work activities and interactions among team members occur on a one-to-one basis rather than a team basis. The rationale for involvement in a team effort is to increase effective activities oriented toward meeting the goal of the organization or subunit.

The principal findings and conclusions from this experimental study are as follows:

(1) One of the major efforts in this action research was an attempt to get members of three guard sections to reexamine the goals and objectives of the Correctional Facility and the role that each assumes in meeting those goals. The investigator discovered, as substantiated by the appended material, that the participating Marines tended to view their roles very narrowly; that they reflected a good deal of frustration and bitterness over the limitations of those roles; and that they saw little, if any, hope that their functions would be enlarged. Another related finding of this study is the possibility that the correctional training which these Marines receive at Fort Gordon, Georgia does not equip them for the reality of

the   roles they must fill in a Marine Corps Correctional
Facility. There is a dissonance between what they are taught
is corrections work, and what they actually have an opportunity to
perform on the job. For example, in the above preparatory
course, the guards report that they are trained in a basic
counseling approach and encouraged to involve themselves with
helping prisoners resolve individual problems. They learn to
perceive the corrections field as a high involvement activity;
the reality they find, as they expressed it, is that they are
merely "turn keys" whose only role is to open and shut gates.
They perceive that the guards' relationships with confinees are
superficial and that a helping relationship is the sole prerog-
ative of those in the Correctional Facility who have the formal
title of "counselor".

(2) A second finding of importance deals with the atti-
tudinal problems associated with battalion training. The appended
transcripts are full of references to "other commitments" and
battalion training, which take place on the Marine's time off.
Participants reported that after coming off a 24-hour tour in
the Correctional Facility, they often have to participate in
various forms of battalion training, field days in the barracks,
or physical training (occasionally all three on the same day).
Additionally, guard force members are withdrawn from duty in
the Correctionaly Facility   for   guard details in other
parts of the base (for example, at the ammunition dump and to
mess duty for 30 days at a time). These "other commitments"
which occur regularly, despite the fact that the Correctional
Facility staff is not up to full strength, reinforces in the
minds of guard force members the low priority their assignment

has. They perceive a hardship in the fact that Marines with
other duty assignments attend battalion training, field days,
and P. T. as a part of their regular working hours, while
Correctional Facility personnel must engage in these activities
after completing their corrections tours of duty. The "other
commitments", including the rifle range, occasionally take so
many men from the effective roster that the OIC is forced to
put men on "running guard ." For the Marines in-
volved in this study, this is ample evidence that superiors
have no concern about the Correctional Facility, nor the men
who staff it. This apparent command indifference to the needs
of the Correctional Facility and its personnel appeared to
provide a rationale for guard force members to have a minimal
interest in the jobs they do. They said that such command deci-
sions negated their need to be professional. They steadfastly
refused to see that a part of being a professional is learning
to cope with such pressures and organizational inconsistencies.
Apparently, until the guard force experience more humane
treatment themselves, it is not likely they will be very moti-
vated to express care and concern for the confinees.

(3) A third finding was that few, if any, of the partic-
ipants based any value on this team-building project other than
the distant hope that the publication of this report might have
some impact on the command decisions which affect the operation
of the Correctional Facility. One positive note was that some
of the participants seemed to obtain a greater understanding
of the organizational realities which limited the options avail-
able to the Officer-in-Charge. This is to say that in the minds

of some of the participants, the OIC was as much a victim as were they, with reference to command decisions over which he had little control.

Chapter 7

SPECIFIC CONCLUSIONS

More general conclusions and recommendations, building research will appear in the final chapter with the over-all project conclusions and recommendations. Specifically, this feasibility study on team-building, provided a developing picture of what life is like for the staff in one military correctional facility; this information may have implications for other similar programs. However, this researcher concluded from this pilot project (1) that <u>team building now in Marine Correctional Facilities is premature</u> for this experiment apparently had limited impact on the participants because of system constraints. Further, it would seem that this study provided additional data to the already well documented findings in the literature of changing behavior; namely, that the attitude and morale of groups at work cannot be improved beyond minimal level in the face of the continued existence of significant organizational constraints. Yet according to the OIC, morale is not bad among the staff who participated in the experiment. There have been no reported incidents of prisoner abuse or harassment by members of the guard force in almost a year despite the fact that the staff is continually maintained at about two-thirds of normal strength and serves a prisoner population which is double the facility's designed capacity.

Another conclusion which appears significant is (2) that the nature of the confinees and their offenses reinforces for the participating guard force members the belief that little they do will ultimately benefit anyone. Their perception that they are "baby-sitters" for immature people who cannot stand the discipline of the Marine Corps and who, upon release, will be back in confinement for another AWOL offense. The majority of the guard force members feel that they are being wasted working in the Correctional Facility. It would appear that the traditional elements used to get increased motivation, participation, and involvement at the work place are absent in the Correctional Facility where the participating subjects were assigned.

Finally, it must be concluded (3) that the apparent duality of control and the low status of the Correctional Facility within the larger Marine system (as represented by the "other commitments" and the generally dissatisfying and demoralizing relationship with the Service Battalion) is a major impediment to any team-building or other activities directed at greater professionalization of the Correctional Facility staff. While it might be said that the Guard Company is just one of several companies within the Battalion and is consequently not entitled to any special considerations, the nature of the assignment, the hours worked, and the uniqueness of the training required for correctional supervision create significant differences in the minds of duty personnel. The guards argue that while they must continue Battalion training as "field Marines," no one else in the Battalion not assigned to corrections is required to know anything about the operation of a correctional facility; that they

-147-

work more hours than any other group in the Battalion because
the others participate in Battalion training as part of their normal
duties; that if their correctional role was so significant
as to require special training and the excess hours, guard force
members should not be subject to "housekeeping" details, especially
when the guard force is approximately one-third undermanned;
that no one outside the Correctional Facility appears to appre-
ciate the potential hazards of an over-populated, understaffed
brig. Furthermore, such perceptions make the guard force feel
that it must respond to two major supervisors of equal impor-
tance -- the OIC of the Correctional Facility and the Battalion
Commanding Officer.

Where there is this perception of a violation of the prin-
ciples of unity of command or chain of command, members of the
organization experience role conflict which results in decreased
individual satisfaction and decreased organizational effectiveness.*

As an extension of the above conclusion, it should be noted
that there is an absence of standards in Marine Corps correc-
tions regarding the field of corrections as a separate profes-
sional discipline. Likewise, what constitutes an efficient
Corrections Facility and an effective staff? Is the command
criterion too limited (e.g., merely to ensuring that behavior
within a corrections facility cause no public embarassment to
the Marine Corps or any of its commands)? Or are there a host
of other, unstated, but assumed, criteria revealed only in the
operational relationship between an OIC and his commanding officer?

If the goal of corrections within the Marine Corps, as

---

* See House, Robert J.,   in Bibliography Section

operationally defined by command decisions and the allocation
of resources, is limited to "running a quiet brig" with no es-
capes, then it is likely that both the intent of this research
and the issues and concerns contained in the appended material
may be irrelevant. However, a careful review of this signifi-
cant tape transcript and other materials would seem to indicate a ser-
ious need for planned change in the command approach to the existing
Marine Correctional subsystem.

Chapter 8

RECOMMENDATIONS

In its present form, the model can be used as a point of
departure in other correctional facilities to develop data from
staff, which can be used to plan training and development
activities. However, the following recommendations are made:

(1) It is recommended that if this research be replicated
in another military Correctional Facility, that the same pro-
cedures be used with only such minor modifications as may be
required by the local setting in order to further test the
validity of the model.

(2) It is further recommended that subsequent research
be designed to demonstrate how the data derived from an ini-
tial team-building activity can be incorporated into on-going
training and development programs for the participating guard
force.

(3) It is recommended that Marine personnel, both active
duty and reserve, who have a strong interest and backround in
corrections, psychology, or counseling, be involved in some type of

systematic research activity within the correctional facilities. It is only in this fashion that sufficient information on military correctional programs and procedures, staffing patterns and problems, training and development activities can be obtained. With this type of data, a uniformly high level of professionalism can be developed throughout the Marine Corps correctional subsystem.

(5) It is recommended that other models for team-building or staff development be developed and tested, and that these be applied with other personnel in Law Enforcement and Securities Section (e.g., military police, drug abuse counselors, etc.)

(6) Finally, it is recommended that guidelines be developed to assist OIC's and their staff in the design and conduct of local team-building or related activities.

C O M P O N E N T   C

APPENDIXES

APPENDIX A

(Summary)

I. INITIAL INTERVIEW QUESTIONNAIRE

This brief questionnaire is designed to provide (1) some statistical information about the Brig staff; (2) some indications of problem areas you might want to discuss; and (3) some help to you in focusing your thinking on the aims of this team-building activity. Everyone who fills out a questionnaire will get a copy of the tabulated results. DO NOT SIGN YOUR NAME.

1. Age_____   2. Time in the Corps_____
                                        years   months

3. Time on Brig Staff(s)_____   4. Completed Ft. Gordon_____
                          years   months   month/year

5. Corrections MOS___yes / no___   6. Did you volunteer for Brig duty?___yes / no___

7. The PLUS side of Brig duty is_____

_____

8. The MINUS side of Brig duty is_____

_____

9. As I look at the kind of duty I pull here, if I could change one thing it would

be to_____

_____

10. The most UNREAL thing I learned at Ft. Gordon was_____

_____

11. My biggest disappointment here came when I found out that_____

_____

12. My view of most of the confinees we get here is that they are_____

_____

13. Other Comments:

II. TALLY

1. AGE	RANGE	AVERAGE
Section I	19-34	24-1/2 yrs.
Section II	18-34	24 yrs. 9 months
Section III	19-35	25 yrs. 5 months

2. TIME IN CORPS	RANGE	AVERAGE
Section I	1 year 9 months - 17 years 8 months	6 years 3 months
Section II	18 months - 16 years 4 months	6 years 2 months
Section III	1 year 9 months - 17 years 6 months	6 years 1 month

3. TIME ON BRIG STAFF(S)	RANGE	AVERAGE
Section I	6 months - 17 years 8 months	2 years 10 months
Section II	18 months - 16 years 4 months	1 year 5 months
Section III	2 months - 5 years 2 months	1 year 11 months

4. COMPLETED FT. GORDON	N/A	RANGE
	24	10 (from 6/71 - 3/72)

5. CORRECTIONS MOS?	YES	NO
	23	13

6. VOLUNTEER FOR BRIG DUTY?

	YES	NO
	15	21

7. The PLUS side of Brig duty is....

1. Only possible if you are a sadist or a masochist
2. I like working with people, and in this job you meet all kinds.
3. Work with people; see all kinds and types (personalities) of people.
4. None
5. You get to try and help people who don't or can't accept authority and our society.
6. Experience and a decent amount of time off.
7. Provides a skill for civilian life
8. It's a shore duty station
9. That it will build leadership ability in an NCO. Will appreciate the active fleet more.
10. An opportunity to study people as they really are; also to give you working experience for further development in a correctional career to be used outside.
11. Learning what not to do that will make me a confinee.
12. You don't have to run in the woods and play Marine
13. An ever-changing atmosphere of conditions and new faces.
14. You're indoors and you don't have to run around out in the bushes playing Marine.
15. I never look at it in that sense.
16. It's a good field to work in and could lead to many jobs after I get out.
17. Right now we are on a good work schedule.
18. Helping prisoners return to duty when possible
19. Time off--enjoy working with people.
20. Is there?
21. That the staff personnel are good to work with
22. I enjoy it.
23. That most of the staff are easy and good to work with.
24. The challenge of working with and trying to understand people.
25. 7 answered --"none."
26. 6 left the question blank.

8. The MINUS side of Brig duty is ....

1. Almost everything about it because you are overworked, undermanned with too much unessential training.
2. Sometimes feel that you are fighting a losing battle.
3. Hours on the job; too many people gone from the job.
4. You have to stay 24 hours and living conditions are bad. Then you still have to attend to other commitments.
5. Excessive hours on duty due to lack of personnel.
6. Too much to do with a shortage of guards (training, extra details--no one seems to realize this problem)
7. Long hours; mental stress; easy way to lose rank by making a mistake.
8. Working without enough personnel that the Brig needs.
9. It's worse than sea duty.
10. Lack of personnel

11. Trouble is always around the corner.
12. That not enough of the unqualified superiors really appreciate our job. And when they are asked to take our place, they reply in the negative I further believe that pro-pay for all would be a move in the right direction.
13. Not being able to say what's on your mind when talking to a smart confinee.
14. You get little time off.
15. Long hours, hard work, shortage of staff.
16. There are long hours of idleness.
17. Time off, working conditions.
18. Long hours, bad working conditions.
19. Many times we're very short-handed; therefore we must work many continuous hours.
20. The things and people you have to put up with.
21. Poor cooperation between facility and units on the base (administrative) --Lack of concern by higher echelons of the Marine Corps.
22. Lack of communications from the top down; no basic daily routine.
23. The way the system is run. I mean, most of the staff personnel just say what to do and don't really know what's going on.
24. Temporary work assignments which increase the work load and strain on the other guards.
25. The confinees think that we are here to cut them down or pick on them.
26. The atmosphere and restraints of your job.
27. Lack of communication--and don't stick to Correctional Manual; no discipline.
28. The odd working hours (has to be to maintain a 24-hour day.)
29. The hours--24 hours straight. If a person is married.
30. The rules aren't always followed.
31. The long hours without enough guards to perform all the tasks.
32. "Everything" - answer from 2
33. "None" - answer by 2
34. Blank - 1

9. *As I look at the kind of duty I pull here, if I could change one thing it would be to....*

1. My incoming attitude.
2. Increase our manpower
3. Stop having so many meetings.
4. Change the hours of work
5. Double the staff that works here. This job puts a lot of mental strain on a person
6. Put less commitments on staff personnel
7. No answer - not on guard force.
8. Increase the staff. There are too many things the Marines have to do on their time off.
9. Keep the guard force to T/O wothout taking all the guard for mess duty, ammo guard, and so on.
10. Have more staff personnel.
11. Have more people to man the facility.
12. Run a red-line brig and put more discipline on the prisoners.
13. Educate some of the CO's, First Sgts. on this base about basic leadership and how to treat their men humanely.

14. The Warden. Enforce Brig regs. more. So back to a red-line type Brig.
15. The attitude of certain E-6's and E-7's.
16. An increase in staff, rotation of duty posts, get rid of inept personnel, etc. Many changes are necessary.
17. Make the confinees show more respect to the staff that have to work here.
18. Bring the staff to working together.
19. Change the Brig Warden.
20. Drop training on the staff's off-time.
21. Stop all training at Bn and see if we could stop sending people to mess duty , ammo dump.
22. Make everything run in a complete uniform way.
23. Get a system so everyone would work on the same plane and not as individuals
24. Come here and do my job and not be harassed by the people I work with and for.
25. Train the prisoners for meaningful jobs after release and not just send them back to their old units the same as they arrived.
26. Get rid of all non-effectives.
27. Shorten hours.
28. Improve living conditions for guards and staff personnel and to cut back on outside commitments.
29. Have more coordination among sections.
30. Get more guards. Better trained and more mature guards.
31. Run the facility strictly by the corrections manual; be more selective of personnel.
32. Try and let corrections people BE corrections people and stop giving them extra duties such as mess duty, BN training, parades because it takes them away from their duty.
33. Enlarge the staff to where everyone could do a more complete job.
34. Change unnecessary duty.
35. No answer - 2

10. *The most UNREAL Thing I learned at Ft. Gordon was* .....

    1. N/A - 22
    2. Blank - 6
    3. That the lower ranks do not get the respect from prisoners or control.
    4. I believe that I was part of an essential group of men in a critical MOS-- not only to find that anyone could perform the duties I perform.
    5. That it was there. No use to USMC-type facilities
    6. That the Marine Corps didn't operate like the Army for no constructive reason.
    7. Nothing was unreal--it was an outstanding course.
    8. Everything. Ft. Gordon was a joke
    9. Everything was presented well.

11. *My biggest disappointment here came when I found out that.....*

1. I was not to be on the guard force.
2. N/A
3. When the new staff (E-6 and above) comes, they become the top man duty wardens.
4. I was going to work in the Brig.
5. We have to come in so the Marines can go to inspections.
6. Prisoners seem to have more rights than guards.
7. I had to carry on two jobs as a Marine and as a Correctional Guard.
8. This place was not run like the facility in Brooklyn, N.Y.
9. After over four years in the corrections field I could not get the MOS 5831.
10. The long hours.
11. This is not a correctional facility but a holding-pen for other peoples' problem men. 50% or _more_ shouldn't even be here.
12. There were no discipline regulations.
13. The guards and the staff weren't for the prisoners but for themselves and more concerned with hurting each other.
14. No disappointments. I knew what to expect.
15. The prisoners run the Brig; lack of discipline.
16. The lack of discipline.
17. I had to stay here for 24 hours.
18. Lack of discipline - lack of respect for guards.
19. This is not a correctional facility, but a jail (Brig)
20. The guards don't control the Brig, in a sense, the prisoners do.
21. The building I was to be working in should have been condemned.
22. The prisoners have more rights than they should
23. Structural condition of the facility.
24. The prisoners have too much backing from correctional officers.
25. Having to forget my training at Ft. Gordon and do it exactly opposite from what I was taught.
26. The rights of the prisoners are protected more vigorously than those of the guards.
27. There is a constant change in how the place is run without regard for anyone.
28. To the confinees, the Brig is a big joke. It's like an R & R center to them.
29. Confinees get too much and have too much power.
30. Prisoners have too much freedom and don't comply with prison rules and regs.
31. We had other commitments to go to on off-time.
32. The prisoners have more control over the Brig than you think.
33. The prisoners have more leeway (freedom) than they should have.
34. The facility is overcrowded for its size.
35. Blank
36. None

12. *My view of the confinees we get here is that they are.....*

1. Out to use the guards to their own advantage, even playing one against the other.
2. Immature.
3. Sorry for themselves for being in the predicament they're in.
4. Blank
5. Young and dumb
6. Always the same ones that goof up.
7. Very immature and have an "Idon't care" and "you can't help me" attitude.
8. Confused, childish, irresponsible.
9. Immature.
10. Looking for a discharge any way they can get it.
11. The majority want out and should be put out.
12. Quite childish and immature.
13. Children and should be treated as such
14. O.K.
15. Mostly two- and three- time returnees.
16. Confinees and can be handled in any situation. But most of the Staff NCO's have the DI attitude on being hard and it just causes trouble.
17. Immature and ignorant
18. (People who) could have had their problems solved if listened to with concern.
19. Persons who put on a show to be big in others' eyes.
20. Childish.
21. Immature for their age and just want out of the Marine Corps.
22. People who had a problem and used the wrong way to solve it.
23. The most uneducated people I've ever met.
24. Most of them made a mistake and some are permanent-bound jail birds.
25. A group of so-called men who are very immature in their ways and who are treated as hardened criminals
26. Immature, and with real problems that should have been taken care of at the unit level
27. Immature people who don't know about life
28. Immature and childish
29. People who need a lot of help. They can't accept our society.
30. Young and immature and need more discipline
31. Quitters, no self-discipline, emotional
32. Lazy, immature, uneducated, inable to adjust, young.
33. No good.

13. *OTHER COMMENTS*

1. I personally hate this place and everything concerned with it because I feel that it is one big farce. It is a large nursery home and i feel useless!
2. Some guards tell prisoners what to do and regulations to follow and he himself doesn't follow this reg. In this type of job you should have a high degree of professionalism, but due to so many commitments, there is a lack of professionalis For example, a new LCpl arrives here at the facility straight out of Ft. Gordon. At this time, the man is sent to mess duty, ammo dump guard and numerous other places when he should be at the Facility learning his job when his schooling is still fresh in his mind. Lack of understanding from staff and officers at Battali level. When you 're on your own time you still have other commitments to make.

[Other Comments]

3. Most staff personnel think you have to be a bad ass to get a job done.
4. There was, several years ago, an emphasis on Corrections. This seems to have been lost in the shuffle from '68 to present.
5. The Marine Corps says it is looking for a few good men. But all they really want is bodies.
6. Brig duty should be for E-5 and E-6 personnel; the guards should have the proper backing from the wardens and officers; duty personnel should be screened before reporting here and should be schooled in same type of brig training.
7. 30 - blank.

APPENDIX B

TEAM BUILDING FEASIBILITY STUDY

Transcripts of Consultant's Interviews with the Three Guard Sections:

- *Guard Section I* - Taped October 17, 1972

- *Guard Section II* - Taped October 16, 1972

- *Guard Section III* - Taped October 31, 1972

This portion of the appendix contains the transcripts of taped interviews with the three guard sections. Each parallels the other, and each reflects the major themes cited in the body of the report. Specifically, the guard forces' taped comments reveal that they:

--Have little sense of professionalism.

--Have little or no commitment (as a total group) to the goals of the Correctional Facility.

--Are there as non-volunteers (though some did volunteer and carry the Corrections MOS).

--Feel wasted, doing an undesirable job with little prestige and low priority as far as higher command echelons are concerned.

--Know they are a low-priority activity since they operate with two-thirds of their assigned strength in a facility which is double its designed capacity.

--Feel contempt for the majority of the confinees, and see themselves as babysitters running a nursery home for the immature.

--Feel harassed by having to attend battalion training, field days, and PT on their own time while other Marines perform such chores as a part of the normal work day.

--Resent the fact that guards are pulled away from the Correctional Facility for mess duty, chasers, or ammo dump guards while they are understaffed.

The general tone of the transcripts is one of despair, disgust, and profound disinterest. The positive aspects of duty in the facility are that it might equip them for a civilian job in corrections and that, "It beats running around in the woods playing Marine."

-159-

GUARD SECTION I (Taped October 17, 1972)

CONSULTANT: As I mentioned to you, you'll get a transcript of this tape. One of the things we'd like for you to begin to think about and talk about is what it's like working here. (Silence) How many of you volunteered for Brig duty? (Some hands raised) Five of you? How did the other seven of you get here?

VOICE: I was sent here.

VOICE: I was just lucky, I guess.

CONSULTANT: Just lucky? What, are you on somebody's list? (Laughter.) How do you feel about the confinees? Are you doing them any good?

VOICE: Take the fifty percent who just want a discharge, they don't want you to do them any good.

CONSULTANT: Well, if they don't want you to do them any good, how does that make you feel about them?

VOICE: After you see a guy come back to the Brig for the fifth time, and the Marine Corps hasn't got the hint to put him out yet, I mean to me its a waste of money. A waste of time and a waste of effort.

CONSULTANT: Is that the way most of you feel? (Some nods of agreement.)

VOICE: We get a lot of young kinds who are hung up and they're going to want to go their own way. It's hard as hell to explain anything to them. If they're going to go their own way, it's hard as hell to do anything for them. Most of them are going to waste whatever you try to do for them.

VOICE: Most of them are followers.

CONSULTANT: Most of them are followers?

VOICE: Yeah, when one of them wants a BCD, all of them want a BCD. If they think they can make it on the outside, then let them get on the outside and make it.

VOICE: I'm talking mainly about the hard-core case. The day he gets released, he goes up to the company and collects his money and the next five munutes he's out on 95 or Route 1 with his thumb out and he's gone again.

CONSULTANT: So you chase them, turn them loose, and go chase them again. Is that it?

VOICE: I think it's a rest home, myself.

CONSULTANT: A rest home:

VOICE: That's right, all it is, is a rest home. A guy lays up here for four or five months, gets five or six hundred dollars, then gets booked for another one. (Silence)

CONSULTANT: Well, how do you feel about running a rest home:

VOICE: I came here with a job to do, and I'm going to do it to the best of my ability. That's all I can say. (Silence)

-160-

CONSULTANT: Do you notice anything about them that's different than what you expected?

VOICE: Some of them come in with a bad attitude, but they don't all leave with that attitude.

CONSULTANT: So you do get through to some of them.

VOICE: 'Course then again, they may go back and do the same thing. But they do come in with one attitude and go out with another. But they may go back and go UA again. We've had some up there that are pretty hard, but they soften up.

VOICE: I also believe that some of them are trying to be a professional type prisoner. Like they'll come here looking for people to care about them. This is why they don't commit something serious enough to warrant a BCD or a DD. They come here wanting people to give them attention, then when it's time for them to leave, they don't really want to leave. So they go and come back. It's costing the Government a lot of money and us a lot of problems.

CONSULTANT: Is this a function of immaturity:

VOICE: Immaturity, yeah. (Several nod in assent)

CONSULTANT: Is that the case with most of the confinees you get?

VOICE: Most of the UA's, anyway.

CONSULTANT: Are there more people going UA these days?

VOICE: I think so. I've been in the Brig since '65, and back then more people were in for disobedience of a direct order, assault, smacking a sergeant, a staff, or a lieutenant or something like that in comparison to UA's back then.

CONSULTANT: Were the confinees different back then?

VOICE: I think so.

CONSULTANT: How were they different:

VOICE: Well, he might have been different when he went in, but he was different when he went out. I mean, corrections since '65 has done, I think, a one-eighty. Maybe it was just the base I was on.

CONSULTANT: A one-eighty away from what and toward what:

VOICE: Away from discipline. Back in '65 in the Brig in Charleston, S.C., when a man left the Brig there, there was no way in hell he wanted to come back. You had your five-percent going after a discharge. But today I think it's 65 or 70%. They'll stand right there and tell you, "Well, they didn't give it to me this time. I'll see you in a couple of months." And in a couple of months they come right back in the door.

CONSULTANT: Have you given any thought to why this happens?

VOICE: We're too easy on them.

CONSULTANT: You 're too easy on them?

VOICE: Right!

VOICE: The Brigs have dropped down on their discipline.

VOICE: Right. Guy gets three hot meals. He don't do nothing but sit around, go on light working parties, picking up tin cans and paper and come on back in. Say something to him, he requests mast, then somebody's in deep trouble. He's got all the protection he could want, so there ain't too much you can do to him.

CONSULTANT: Not too much you can do to him, or for him?

VOICE: You've got some people who need hard discipline, and the correctional system is more laX than it was. At least to me it is.

CONSULTANT: How is it lax around here: When you say it's lax, what are you referring to?

VOICE: Well, just like a Marine in Boot Camp. When a guy goes to boot camp, he's taught that everything that moves is called Sir. And while I was there in '69, they cut the Sir. And as far as standing at attention, they cut that too, anytime he was being addressed by staff personnel. I can't see what harm it could do. The only thing It could do was get more respect for authority, and maybe get discipline back into their life. Maybe they've been UA for eight months and it's "Hey Joe" or "Hey Bob" out on the street, but they're back in a military way of life.

CONSULTANT: Anybody else got any ideas on the kind of lax discipline?

VOICE: We don't get no respect around here.

VOICE: We get more hard times than respect.

CONSULTANT: How do they give you a hard time?

VOICE: Well, a whole bunch will come up and just take spoons. I've got to count the silverware and so I tell them to take a whole set instead of just a fork or a spoon or something. They want to ask why do they have to take a whole set. I get orders, and so I do it, and I expect them to do the same thing. That's just one example. Or like when a bunch of them get around banging on trash cans or something and that noise gets a ringing in your ears...banging on your head...

CONSULTANT: So you 're saying it would be a little easier if you could bang on their heads a little bit?

VOICE: You don't have to bang on their heads. Like this morning, when they fell out for PT at 5:30. You can't do PT in a field jacket and it really wasn't that cold, so we passed the word topside no field jackets. So one whole dorm -- eight people -- come down here with field jackets on and I'd passed the word on the box that they would NOT wear their jackets. So they did, just in defiance, they came down saying it was cold outside, and maybe one or two from the other dorms. All it was was to see what they could get away with.

CONSULTANT: How did you get the jackets off them?

VOICE: We sent them back up to take off the jackets, but that cost us about 20 minutes. Then a couple of them get mouthing off and you put them on report. But that takes up the time of the Gunny, the Captain holding mast, and the Colonel -- and that's something else: the Colonel's got to stay around in the evening to hold mast. Then he goes into the cell block and that means the cook's got to fix special meals for him.

All that's just wasting our time and energy.

CONSULTANT: How about the kind of hours you have to put in around here? Is that different from other Brigs you've worked in?

VOICE: Here about a month ago it was tight. We were working day on, day off. You work two days to get two days off. But our commitments, they just killed us. Right now it's the best duty I've been standing. There's not one weekend I have to work, and if I do, I make up for it the next two weeks, one day on, one day off. But you're here for 24 hours. We still get our training in, we get our Battalion classes, formations, stuff like this, and we do it on our off time. But the way the section is working now, there's no complaint whatsover. There's really no cause to complain even with one day on, one day off, because we didn't have the people. So you do it until you get the people.

CONSULTANT: Well, the group yesterday seemed to be kind of unhappy about some of the hours they were putting in here. Does that sort of reflect in this group too?

VOICE: Well, the only time it really gets you uptight, I know what (   ) did--well I mean -- I don't blame the Marines that we work, I blame the man overtop of us. You got to give up time with your family to come in just to stand in the cold so that a Marine can go through an inspection. Its kind of ridiculous. In the Navy, when you are working or on duty, your on a duty status, you don't go to no inspection.... you stand your duty.

CONSULTANT: So maybe there's a little extra hardship then in having brig duty or carrying a 5800 MOS?

VOICE: I don't think so. I sure would rather sit there on a control center super- vising prisoners moving around and answering the phone, then to be down at Camp LeJeune, with field transport packs and rifles marching from Drop Zone Zebra back to mainside. That's 25 miles.

CONSULTANT: Yeah, I can appreciate that.

VOICE: Could I continue with something that was said in the group you had in here yesterday? The thing about the hours they're working? They're only working 10 days a month.

CONSULTANT: Only working 10 days a month?

VOICE: We was discussing that a few days ago how the Marines have these extra duties and the sailors had to come in and fill in for them. But right now there is nothing like that.

VOICE: It's the best duty on the base, I think.

CONSULTANT: It is the best duty on the base?

VOICE: Right now as far as time off -- you get time off -- you can plan ahead -- you know what your schedule will be, you know whether you have training or not and, like

I said on that one week you only work one day. You are off Monday, Tuesday and Wednesday; you work Thursday, you are off Friday, Saturday and Sunday. I mean, there are people who want to make a weekend move to Ohio. You've got plenty of time. Two days at home, come back on the third day.

CONSULTANT: That's finding some difference of opinions.

VOICE: You can't please everybody.

CONSULTANT: Oh, no you never please everybody. You find some difference of opinions between the two sections.

VOICE: They were talking about when we were on the old schedule. I mean, everybody was here, no problem about that. And if they just sat down and looked at it there was no way you could have avoided it. And then the Captain put the word out, so we start sending some of these people back and it eased off a little bit until we get to where we can get some time off. And I figure if this ain't getting us some time off we never will.

CONSULTANT: Yeah, that sounds a lot better than I heard yesterday.

VOICE: We got good time off. Its just before when things were rough. I've been here a little over a year and that is the best duty I've had.

CONSULTANT: How many of you carry a corrections MOS?

VOICE: Secondary.

CONSULTANT: (Softly counting up to seven) Anybody have a primary? Three of you. Four Are you starting in for a career (   ) or --

VOICE: Haven't decided yet.

CONSULTANT: Haven't decided yet. Do you want to stay in corrections if you do?

VOICE: Yes, Sir.

VOICE: One thing that I believe is the major problem is that there is not enough qualified superiors who really appreciate and understand the job we do. Because if they did, they wouldn't all the time pick on us as though we were scape goats. They pick on us for standing all these inspections. When you go on mess duty, on extra guard duty and on the ammo dump. They wouldn't say, you people got it easy down there, you work one day on and two days off. They don't understand that that one day of work is probably about equal to their week. They've got their problems. They expect us to correct them. And I just don't think that they understand or appreciate our job.

CONSULTANT: Well, let me check something out with you. You find that a lot of what you get here as confinees or prisoners that you get here because somebody down at the company level is not doing his job?

VOICE: Definitely, I believe that.

VOICE: Most of the time.

CONSULTANT: Sometimes?

VOICE: Because a lot of these prisoners that come in -- if you sat down and talked to them they got a lot -- well, they got one major problem. They blame the man that con- fined they. For being here instead of on post. For getting put in the situation. But you also got the First Sergeant, or the Gunnery sergeant or the First Class, Second Class what ever the case may be. If the man has got a problem and has left home with it, well, the man just says forget it. Instead of sitting down and taking the time to talk to the man and try to help him settle it out.

CONSULTANT: They send them down here?

VOICE: I have seen up in Philadelphia, where the Casual Company there, in Philly there is one of the main hospitals for people coming back from Viet Nam. In the main barracks we had casulaities and they run body wise 170 strong. And there was a lot of guys that came back and waiting for a medical discharge -- they got shot in the guts or legs or whatever the case might be. But they have them sitting there from anywhere between three to six months. In Casual Company up there, I think I would go UA if they put me in Casual Company there. You know, it really works on a person, then a guy's got attitudes. Instead of sitting down and trying to work out their attitudes, they didnt have the people to do it to start with -- a man, in an attitude right away -- Staff Sergeant or Gunn or whoever's in charge of him -- stuff like I don't like this guy. He might come in 15 minutes UA. To me that doesn't constitute locking a man up. You could give him a little break. Fifteen minutes UA and here they come -- hold for safe keeping.

VOICE: We have got a lot of people here who have turned themselves in in this place. I always figure if a guy turned himself in, there is no reason to lock him up. In the first place, if he turned himself in evidently he's been UA long enough. To turn himself in. They lock him up. It don't make sense.

VOICE: That's people from other outfits waiting for the transfer. But I have seen it, in Philly, people stationed there turn themselves in for treatment. But I think it is, it is not the Command setting down a policy. I remember when, here a while back, we was getting a rash of people, just a short time UA, just locking them all up. It was the Captain who went to the Colonel and have them put out some kind of instruction saying if a guy is two days UA, we don't want him. I mean, he hasn't done nothing, if he isn't really a threat of taking off again, don't give him to us. It slacked off here for a while, but it is right back to where it started from.

CONSULTANT: So you sort of became a sort of dumping ground for--

VOICE: That is what I say, we get everybody elses' problems. I figure it is a lot easier to give them to us -- this way they feel that they are safe all around and not going anywhere while we got him. And they don't have to put up with him during the day.

CONSULTANT: What are the nice things or the fun things about working in the Brig? What is it that you really get pleased about?

VOICE: You learn not to go UA.

CONSULTANT: You learn not to go UA?

VOICE: I'll tell you what you learn. Well, one thing you learn is that if you're going to do something, go ahead and do it. You might as well slap an officer, as stand there and argue with him. No matter, you get the same amount of time. You start an argument with a man and they lock you up and you get the same amount of time if you just tap him, you get the same amount of time.

(Laughter)

CONSULTANT: Let it all hang out.

VOICE: You would do the same thing.

(SILENCE)

CONSULTANT: Anthing else you learn around here?

VOICE: If anybody is going to stay in the corrections field and say they are going to make a career of it -- they got a chance to get some corrections experience behind them. Well, they could jump to damn near any job on the outside, highway police, corrections, guard at a mental institution, county heriff, truant officer, ordinary reform school -- a million oppontunities for work in the field. If you are an O-3, you spend 20 years in the Marine Corps you get out,what do you do? I kill people.

(Silence)

VOICE: I think it is good training.

CONSULTANT: How many of you in here are career,by the way?

VOICE: Are what?

CONSULTANT: Career, Plan to stay in for at least 20. Four or five. And a couple thinking about staying? You thinking about police work?

VOICE: (inaud)

VOICE: (inaud)

CONSULTANT: Yeah, please.

VOICE: I think there is one way to help orient the Marine Corps and the Navy to see a better understanding of corrections. Put corrections into the general military subjects. I think they should have more than basic knowledge of the Brig as a place where people get discipline, that's jurt not so. I think that if we put it in the general military subjects test and make it equally as important as leadership, we'd see a lot more favorable results. Results that you see are in the people that are confined. You never know who is going to be confined. When they het you, you know it is going to be for a stretched-out amount of time.

CONSULTANT: Are you saying then, that somehow the discipline in the Corps, at large, is not what it used to be and that is why you get so many people?

VOICE: I don't think it is near what it used to be.

VOICE: It went from one extreme to another, it wasn't a red line or black line, it was somewhere in the middle somewhere -- from one extreme to the other.

CONSULTANT: This thing about running a nursery. How do you feel when you run into one of these problems -- and it kind of makes you think again that you are here just running a goddamn nursery?

-166-

VOICE: Last year --

CONSULTANT: How do you feel about it?

VOICE: Last year, they had swimming for prisoners. Twice my wife and once me had to get out of the base pool over there -- and I have never done anything wrong. And I know my wife never has aboard a base. And I got to get out of the pool so that THEY can go swimming. On my day off, I got to get out of the pool so they can go swimming.

But they didn't bring it back this year, or it would be the same. Captain (   ) found out about it and the cut it out. But anytime the prisoners wanted to go swimming , go to the base football games, get a movie every week and watch T.V. every night. A single guy -- what does he have to worry about getting locked up? Like (   ) said, he comes down here and saves himself 400 or 500 dollars and gets out and just party like crazy. I've seen people leave here with $1,800. One man sat up there in cellblock and he says, I'm sitting here collecting money. Stay here long enough and get out and buy himself a brand new car. Other people have got to ship over for six years to do that.

VOICE: I believe that one way to help correct or better our morale is I would like to see the Marine Corps come up with pro-pay for all 5831's that are qualified by MOS. Everybody would get so that it can be taken away from anyone who no longer deserves it or screws up. This would help the morale, if they're going to waste it on drill instructors and recruiters, to recruit people and train them. I mean, our training is just as important if not more important, because they're going to get the Marine Corps a real bad name.

VOICE: On a subject such as that, I've got five years in grade as a sergeant. That is five years in grade and this man, who is my next door neighbor works down here in disbursing. He is under five years service, he made Gunny, and all he does is sit behind an adding machine and go like this, well great. He may have five years of college. Well, you see I have five years in grade. A man that flunks out of NCO Academy -- if you flunk out of Staff NCO Academy, that means you don't have a right to be a Staff NCO in the Marine Corps, at least that is the way they came out and said it. A guy who's just pick up a Gunnery Sergeant, he's getting all this money, he's off every night, he's off every weekend. We work nights; we work weekends. And everybody tells us we got it so nice.

(Silence)

CONSULTANT: Well, how nice do you have it?

VOICE: It's any mother fuckin job.

CONSULTANT: Your not making the money on the job?

VOICE: You should draw pro-pay for the job. Okay? Like pulling the head count around here. Right. You're the first man through there with a flashlight and they jump up and mug your ass. Every time you walk through that door, you're taking a chance.

(LAUGHTER)

VOICE: What kind of chance does that guy take sitting behind an adding machine. His tie going to get caught in a roller or something?

(Several Voices)

VOICE: You try to psyc somebody out like you're loony in the head. Especially upstairs in cellblock now.

VOICE: Oh, Christ!

-167-

(Several Voices)

VOICE: If the dude does go through on of his acts and gets out, if you hit him you are going to get in trouble. There is a chance of you getting hurt.

VOICE: I'm going to get choked.

VOICE: But you -- there is no way in hell you are going to handle a man, unless we restrain them.

VOICE: And they got razor blades up there all the time.

VOICE: They give them 8 or 10 razor blades. If a man wants to cut your throat, your throat's cut. And there's nothing you can do about it.

VOICE: The Marine Corps' biggest problem is that it is hung up on this tradition bit. They're so much into that that they don't allow these people to be professionals. They still have to know how to give them orders, they still have to know how to shoot a gun; they still got to be able to run three miles a certain amount of time. And do so many push ups. And they still want them to be professional at their job. They spurt out all of the place -- parades, isn't that screwy! A guy goes out in a parade. Someone else can parade out around the ammo dump. He can be a professional by himself, learn something about what he's doing. That baloney out there.

VOICE: Too many non-effectives. And then there's drivers school.

CONSULTANT: Driver's school here?

VOICE: You don't hear anything you haven't heard before, and you put a whole week in on it.

VOICE: I had the same course up at Philadelphia in '68. I just got back from completing it here, I've been driving since I was 16 and I am 25 now, yet that took a whole week working away from here to go to driver recruiting classes. The Great Marine Corps says you will have them. But the Marine Corps also says they will maintain the strength of the guard force in a brig. What they are doing is just bumping heads against each other. They can't do it. If they are going to put a commitment on you, and send you someplace else instead of working on the job.

CONSULTANT: So what does that mean now? That for most of you are either here in sort of ineffective status two weeks of the year or--

VOICE: Not necessarily, a corporal on up: but your PRC's; your Privates and Lance Corporals they are the one's that really catch it. Guard out at the ammo dump, that's 30 days. Mess duty is 30 days; --

VOICE: Two weeks on rifle range.

VOICE: A man can come off the ammo dump, after 30 days out there -- go 30 days to mess duty get off mess duty and go to the ranges. He's 2-1/2 months away from the brig. He comes back here and the whole damn place could be gone.

(several Voices)

VOICE: There's one man who hasn't spent a week at the brig since he's been here. I've been here 6 months and I haven't seen him.

CONSULTANT: Where has he been all the rest of the time?

VOICE: In the ammo dump, mess duty, and all that stuff.

CONSULTANT: Somebody must know his name?

VOICE: He's on emergency leave.

VOICE: Well mention his name.

VOICE: (   )

CONSULTANT: Who's list is he on?

VOICE: I don't know.

CONSULTANT: On the non-effective list?

VOICE: Right!

(Laughter)

CONSULTANT: How many more people would you need, as you look around -- to do the job like it ought to be done?

VOICE: I don't think it is the case of needing any more. I think it's the case of getting back our non-effectives.

CONSULTANT: Okay, So, what you are saying is, if battalion would leave you the hell alone..

VOICE: Yes, sir, and get the commitments off the brig.

VOICE: If they gave us any more men they would just take a couple of our -- they would just take away from us. If they are just going to let us work the bare minimum of what it takes to supply.

CONSULTANT: Why is that?

VOICE: It makes them look good on paper. I've sent so many people here; so many people there get this training down here washing pots and pans in the scullary. Or they are out here in NCO School or Block Training. If the man is supposed to have 5800 MOS to work in the brig, why do you have to train him as a grunt? Disbursing don't go out there.

VOICE: They also take -- they want you to go on various assignments, because someone else is on their back. Well, they know better than us what we are supposed to do and they are still in the Marine Corps.

CONSULTANT: So you are saying that you Brig personnel catch more shit details than people in other companies around?

VOICE: No, sir, I"m not saying we catch more than them or not enough or we don't get our --because we do -- there's an equal balance. I'm saying our job is more important then theirs. This is not the limelight. We see ours as rehabilitation. They see theirs as 8 to 5. This is why I say, they don't really appreciate our job, they don't understand it. If we educate them, then, they'll understand it.

VOICE: Why, then make it a requirement -- they are going to take NCO leadership, let them take Armed Forces Corrections instead. They ought to make it a mandatory thing for promotions.

VOICE: They just changed, I think, last week or the week before that. Now we did PT -- we did it after we got off duty. Training; we did when we got off duty. Now t'   .. .ho works an 8 to 4 job, he did it as part of his work day, for that training. He stay an extra 4 hours to make up for the time he was in training, and they we.   ..g.

(Silence)

CONSULTANT: Well, apparently, there are some disadvantages to this kind of work. What kind of advantages are there?

VOICE: You don't have to run around in the woods and play Marine.

VOICE: That's about the only thing you got. There are no benefits.

VOICE: A physical job. That's all it is.

VOICE: It keeps the hot off you.

CONSULTANT: To keep what often?

VOICE: HOT

CONSULTANT: Hot?

VOICE: You see new faces everyday.

(Laughter)

VOICE: Every working day is different.

(Several Voices)

CONSULTANT: But they are inside problems, not field problems?

VOICE: Right.

VOICE: Makes you appreciate the fleet more.

CONSULTANT: Yes, I can imagine it might.

VOICE: It makes you appreciate working with the sane people.

CONSULTANT: What kind of insanity are you talking about?

VOICE: Primarily, I worked at the galley here. And I used the NOD's -- the no outside duty personnel. And they tried playing myself against the other cocks. They tried playing the other guards against each other. Just to see what they could get away with. And you constantly have to sort of feel your way through, do it their way completely or as described by the Captain, you can't just -- you know, have to do it your own way. You get seven people standing there arguing with you, it just goes back to the lack of discipline.

VOICE: Here's a way of summing it up. I know they could send me out here for TBS right nc
and I could be a grunt. You send some of the grunts back here put him in here, and put
him behind a post and let him be a guard. We're trained as grunt and guard, they're traine
as grunts. We've got to know everything that they know out there. There's never been a
class up there yet on Corrections. Or even the MP field. The only thing we get is the M-1
map-reading, compass, M-16, uniform regs and everything like that. There's never been anyt
like Corrections. Now, we know their job. And we had the J.O.D. come in here last night
and brought us five prisoners. And he thought it was a plaything, for me to take him
up and show him around. He was like a little kid walking through a department store. He
was really fascinated. He doesn't have the slightest idea what goes on.

(Silence)

CONSULTANT: Okay, well, why don't we wrap it up. Thanks for your time.

GUARD SECTION II   (Taped October 16, 1972)

CONSULTANT: What is your view of most of the confinees you get here?

VOICE: Most of the confinees here are one or two time or three time returnees. They just go from one brig to the other. Really what they're shooting for is to get out of the Marine Corps.

CONSULTANT: They're working for BCD, or...

VOICE: Any kind of discharge they can get.

VOICE: Most of them are immature for their age, too.

CONSULTANT: Of their age.

VOICE: Beg your pardon?

CONSULTANT: You say, most of them....

VOICE: Are immature for their age. In other words, the offense they've committed if they really thought about it or went about it in a different way, they wouldn't have ended up here at the Corrections Facility, or "brig" whatever you want to call it. And like I said -- or as the First-Class said, "All I want to do is come in and get out of the Marine Corps."

CONSULTANT: Get out at any price, then?

VOICE: That's right. Any way you can. We have some individuals try to commit suicide, just to get out of the Marine Corps; or try to say they're crazy, just to get out of the Marine Corps for medical reasons. All they want is to get out.

CONSULTANT: That makes it pretty frustrating trying to work with them, then?

VOICE: Yeah, a lot of them that we have here, are kind of actually young-- I'd say roughly 19 or 20.

VOICE: I'd say 17 - 19 -- 17 to 19 is about the average age.

CONSULTANT: 17 to 19?

VOICE: They are pretty young.

VOICE: They're still on their mother's skirt, really. They don't know what to do on their own. They get away from their parents, and their parents usually tell them what to do. They come in here, they've got to make a decision for themselves, and they can't do it.

CONSULTANT: How long do you usually have them in here -- 30 days? 45?

VOICE: We can have them here, anywhere from what? Anywhere from 30 days to maybe 6 months, even longer than that, sometimes.

VOICE: Anywhere from 30 days to 12 months. I have seen people stay in here -- for instance, one sailor we have in here, right now, he's been here 9 months, already.

-172-

CONSULTANT: And how's he like it?

VOICE: Oh, he loves it. He really loves it.

CONSULTANT: Good duty?

VOICE: They're waiting for his CA to come back.

VOICE: A lot of people have been here, like, 4 or 5 times. You hate to see the guys come back. There's nothing we can do about it, we're only part of the staff here. We have to face some of the problems -- how's my CA Action coming along. We can't tell them, because we don't know.

CONSULTANT: CA Action--?

VOICE: Waiting to hear from the lawyers -- either they've got such a work load or they just don't care; one of the two. Some of them have been in here 60 days and haven't even gone to trial.

VOICE: You get'em in here for a while, turn them loose, and they go UA again, They're going to do it anyhow.

VOICE: I think right now the General's policy on FFP Personnel -- people to be transferred -- if they turn themselves in or they are apprehended or two days UA or 6 months UA, they lock them up here. They can spend 2 to 3 weeks here before they even get them back to LeJeune or Parris Island or whatever the case may be. That's a waste of their time; Marine Corps time; our time.

VOICE: Right.

VOICE: See, we have a training program here. When they first come in -- the very next day they come in -- this man is a counselor, the administrative chief get checked in -- the valuables NCO, Supply NCO. Okay, we check them in one day, two days later they maybe getting transferred. We don't know until the time comes. So consequently, all that time, while they are here, we spend on that individual is just lost. If he's in training down stairs in the basement, they get transferred. We are just wasting our time on this individual, if he is leaving -- if he is FFT, which is further transfer, like first class says.

VOICE: Most FFT's they have out here, have to work. You tell them to do anything or anything like that, they got this one-time attitude. Well, I'm not going to do it, what are you going to do, lock me up? I'm in jail already!

VOICE: You know he's not going to be here for any length of time, because -- like a lot of times the chaser brings him in here, they have to chase him, well, he will probably be here 3 or 4 days, something like this. Them after being here 3 weeks, after that you hear from them, when am I leaving here when am I leaving here, you know. It really gets monotonous. Because everyday, I see a lot of guards here work up on Post or any place like that hear about anywhere from 50 to 100 derogatory remarks from these confinees who are locked up here. They could care less after a while. After they're here for a certain length of time. A lot of guys here look

forward to going to Portsmouth because they feel up there they can get a cut. But while they're here they can't get it. They want to leave here, to get away.

VOICE: The person with a BCD or DD or UD, whatever the case may be, usually ends up heading for Portsmouth, normally, that is. All right, we get an individual like that, like the Sarge says now, he's got an attitude not to do the duty. And once they're in here they accumulate good time. Well, they feel they got 3 months. Well, they accumulate so many days each month, no matter where it is. Once they do become aware of it, they get a BCD or DD so good time means nothing to them. You put them on report, or write them up, what are they going to do to you? I get out real soon. I am going to get out on a BCD or DD, whatever the case may be.

CONSULTANT: I'm kind of hearing you saying you don't really see that you are in the correction business here?

VOICE: No (several voices)

VOICE: Babysitting is what it comes down to.

CONSULTANT: Babysitting.

VOICE: How can you call it correction facility, if you don't have any sort of work training program. All we do is lock them up, and we send them out on working parties during the day. We send them out to rake leaves or clean somebody's head or something. Then, they come back and all they do is just lay in the dorms or watch TV and they go out the next day. That's no corrections program. The new brig is supposed to solve that problem but, this brig has been here how many years?

VOICE: It's all right to try to rectify. I mean, we aren't doing any correcting. Nobody else -- I'm not -- nobody else on this post is. It's a brig.

CONSULTANT: So then, it really doesn't make sense to you for anybody to talk about corrections -- being in a correctional facility?

VOICE: Well, the way they have the correction facility set up today, of course. I have not worked up here that long myself, but it is like the Sergeant said here. It's more like a nursery than it is anything else. Now, a few years back when a man went in the brig when he comes back out of there he had a different attitude about it. I think it should go back to the old way of running the brig. If they have to put red lines back in, put red lines back in.
When you got a bunch of prisoners around here like we have, and we got some real good ones around here. Some will stand up to you and flat say, I'm not going to do such and such, what are you going to do to them? Play it rough -- I'll get smacked on the hand and that is all it's going to amount to.

VOICE: And they know it too; they know they can get away with anything they want to. So they push it right over the line. I mean, personally I don't like to have a man stand up and talk to me like I'm -- the lowest thing on the face of the earth or spit in my face. I'm just not type of human being. I like to smack back.

CONSULTANT: Do they make many of that type of comments?

VOICE: They make derogatory remarks to everyone in this classroom right now; they'll swear at them say you ain't worth s---, or call them some derogatory remarks. What can you do to them -- you would like to get in and do a job on them, you know, but you can't. You're here to correct them. If you make a statement, well, according to the Marine Corss regulations you are not going to do this, they way, the hell with the regulations. So you put them on report, and they go down stairs and they have their good time taken away from them. Maybe they're put in a cell block for awhile. That is all taken care of. But, that ain't satisfaction, man tomorrow, if he wants to do it again, he's going to do it again.

VOICE: Like the set up we have here now, we send him to like the cell block two and they put him on diminished rations. And, the way they have it set up now, is they call it indefinite. But yet, all that man has to do is put in a Request Mast to see the Colonel. The next time the Colonel comes in he goes in to see the Colonel and says to the Colonel, "I'm going to be a good boy now," and they take him out of there. In about 3 days later, basically, the guy's the same way he was. He's doing the same trouble. He says I been in it before, I know I can get out, I don't have to worry.

VOICE: I'd say that all it boils down to is like it was said before. Most of the people are looking for a discharge. They just don't care what kind of discharge they get. If a man is asking for a discharge, why put them in the brig. Get him on out; kick him out. It doesn't take but 14 days to process a man out of the service.

VOICE: That's right.

VOICE: It can be done a lot faster than that. But here on this base, in this correction facility, we have one company here and they use this for holding company. They use this place for holding company for every little mistake they got there. But that's no place for them. Like they was 2 days UA and they take them down here and they stay here 14 days without even seeing a lawyer. Without even going to court. One man come down here for TBS stayed in here for 35 days, for 6 days over the hill, and never went to court. They put in 35 days in the brig here and never had a court for 6 days UA.

CONSULTANT: Are you saying this is just a dumping place for all the bad apples on the base?

VOICE: It's a dumping place for all the bad apples and all the scrouges.

VOICE: When a company does not want to handle it, they throw them in the brig just to get them off the company or shaped up to be back in the company, although they realize that this reflects back upon the individual. You see the individual's attitude prior to coming into the brig -- that he really didn't belong here and he didn't want to take the punishment. So they have to send him to the brig. When he comes into the brig and gets with some of these other confinees, who have been here for awhile, you listen and see what happens around here and they have a different attitude when they go out.
And, once he really does get out, he goes back to company and everybody is aware that he's been in the brig. And they don't want to work with him,

something like this. And I think this is wrong, too. Once a man has done an offense; he has paid for it. As far as I am concerned, I could care less what he's done in the past. What I care about is what he's doing now for me. If he's a good Marine, and he shows me that he wants to better himself, I'll accept him back in the company. But this is the trouble. Everybody -- he goes back to the company he essentially worked for and they say, "Hey how's the brig over there?" Before you know it, everybody is talking about it. And how would you feel if you worked for me and I called you a brig rat? Or buddy, how's the brig up there. Maybe some people weren't worried that you were in here. They know now. And this shouldn't be done.

VOICE: We've got a lot of people, like he said, that come here and ask how long they have been UA, well, at the company I was in 2 hours UA and they didn't do anything to me. And, maybe another time, you come in a day late or something, maybe the next time 2 days late or something. And they send him here, and you sit here for maybe 30 days or maybe even longer. And this man gets around these people, which are in here for a lot more of a crime, like say, drugs and stuff. And this guy knows he got the time, all he's doing is -- maybe this other man is a couple of years younger and something and actually telling him the ropes.

Not the good ropes or anything. But telling him the ropes. And this guy gets to thinking for himself, it this guy can do it, maybe I can get out. To me, I think that if I was -- if I ever had a problem, if I was 2 hours or something -- or a couple of days -- I think it would hurt me more if they took my Office hours or took some of my money away from me rather than locking me up here.

CONSULTANT: (   ), how did you get in this business? Did you want to be in it or....?

VOICE: No.

CONSULTANT: No, you didn't ask for it. It was a gift. You would just as soon be doing something else.?

VOICE: Yes.

CONSULTANT: You would? How about you, (   )?

VOICE: Right.

(Laughter.)

CONSULTANT: You didn't volunteer for it either, huh? What did you do to get this kind of duty?

VOICE: I don't know.

(Silence)

VOICE: It's the stuff you gotta take while you are working. A guy gets in here and goes insane. Like, myself, I never went up to someone. I worked for 3 years with it now and just automatically got it when I was transferred from Pendleton to Great Lakes. When a Marine goes to Great Lakes, when they get up there you wind up in the brig. And, you work up there and all of a sudden one day, they send you a piece of paper -- the

Major that you worked for said you did a good job while you worked here and everything and he recommended that you get the Brig MOS and all of a sudden, you didn't know anything about it, and here is the order stating that your MOS has been changed to the brig.

CONSULTANT: So it's kind of a conscript system, in a way, then? Did anybody in here volunteer for corrections?

VOICE: I did.

CONSULTANT: What, 3 of you. And 10 of you didn't?

(Silence)

CONSULTANT: You get hooked the same way?

VOICE: Yes. When I reenlisted I got it.

CONSULTANT: That was the other piece of that -- what did they give you -- six grand to reenlist?

VOICE: No. They just slipped it in there somewhere.

CONSULTANT: Are you a lifer (   )?

VOICE: Right.

CONSULTANT: Okay.

VOICE: I think of myself as a career man, not a lifer.

CONSULTANT: Not a lifer: Okay, I stand corrected.

VOICE: When I first came in, every dorm competed with each other. What I mean by that is, daily inspections. And the end of inspection he had so many points taken away from you. Well, at the end of the week the best dorm had the least amount of points and had the best outstanding report, they got the privilege of coming down here on movie call. And if it was summertime, the good dorms got to go swimming. We had the whole pool secured for brig personnel only. Now that's all over. Everybody gets to come down and watch the movie. Something like this.

What I am trying to say is that there is no competition with one another. In other words, if you mess up today, I mess up tomorrow, we will go see the movie. We know we'll still come down and watch T.V. There is no competition, no discipline. What I mean by that is you got inspection going on, if a man messes up, fine, he doesn't go to the movie. That's the way it should be. You should have some competing. In other words, get something in return to show that you are not just asking for anything.

When you ask for something, you get something in return. Show you put up; show you appreciate. Not, get down and kiss his hands and say you are a good boy - you can go down and see the movie. This is the benefit of everybody. Everybody in the brig is treated the same when they come in, and you get a few more privileges as you move from maximum to minimum. This is the way it should be and they are not doing it. Anybody can come watch the movie or watch T.V. calls. They get too much privilege, I think.

-177-

CONSULTANT: So you really don't have the sanctions to put on the confinees that you want to?

VOICE: Like they used to have personal competition, too. They used to have a personnel inspection every Friday and somehow along the line that's been knocked off. Since its been knocked off a lot of prisoners have gone slack. They don't shine their shoes, don't keep their brass the way they used to; they don't keep their uniform the way they used to. I've seen a lot of prisoners walk around here with ragged uniforms and you tell him to take it off and go change clothes and bring that one back here. And the first thing you hear is he's writing a chit on you for picking on him.

CONSULTANT: Well, those of you who've been in this business for 4 or 5 years, do you see any difference in the kind of guys you get. Have they always been the same?

(Several voices)

VOICE: Most of them now, you've got only a few from overseas. Now, mostly you get a lot of young kids out of boot camp wh.. .o UA when they get into a company. They come here for 2 days UA or they are an hour late and sit around here for weeks waiting to go to see a lawyer. By the time they get out of here, they could care less. Back 'n the company that's where they get the guy for 2 hours or 2 days., put him on restriction for a while and watch him. If they'd straighten up things at the company level, we wouldn't have these problems of these guys coming here going UA

CONSULTANT: So you are saying -- that maybe part of the problem is...?

VOICE: Down at the company level.

VOICE: They are down at the company level that somehow they are not doing the leadership role that they used to or....

Voice; That's about it. You take care of all the trash they have. If a guy tells a sergeant that he is not going to scrub the floors, they send him up here instead of sending him to the First Sergeant or the CO and letting them take care of it.

VOICE: If you want to come right down to it, the whole problem is in the recruiting stage of the Marine Corps, because look who they take in -- they take in 17 and 18 year old boys, who have run away from home and have personal problems. We have gotten people in here who have been given alternatives, service or jail for offenses. And, what kind of recruiting is that? You are taking somebody in that doesn't care anyway. They need to have some sort of screening system and some sort of minimum age. They need to give some sort of I.Q. test or something, because I bet you, we get half the people in here haven't finished high school. And you can tell it.

CONSULTANT: Any of them interested in getting GED?

VOICE: When they get a counselor. I guess, the counselor asks them about it. I don't -- I don't know if they even have a system set up for it.

VOICE: We had something you would think that GED was a high school diploma. I think your education is much like (   ) here said. There is only three guys that do not have a high school education. But, I personally, do not

-178-

administer the GED program. It has to be the Education Officer. Except these people that have to have courses to get ready for the tests. They don't have them. Right now though, they are not testing for the GED because of the compromise. They go right through to December and we have a very sick education system. You beg the people to come over here -- if they come over here they don't do anything. So forget about education. It's non-existent. Before, last year, he couldn't have education like we have here -- once or twice a week. Lately, for some reason, like First Class says, they just did away with it. Why? We don't know why, we can't tell them why they can't work on a GED. I don't have any answers for them.

CONSULTANT: So one of the things you are saying is, you really don't get any back-up from the other commands on the post?

VOICE: If you did get back-up, half of these people in the corrections facility would not be here.

VOICE: Another thing is they get tired -- we need a screening program for new guards. They send somebody over, and the Captain asks him if he wants to work here. And he says maybe. So whether he really wants to or not, he's working here. And you know yourself that a man don't put out when he's doing something he doesn't want to do. But we have to take them because we always send people like to mess duty, ammo dump, all kinds of weird schools. They just happen to come up and we have to send people. And the guards, who work in here -- they put the 24 hours that they work here and they work something like 18 out of 24 hours and everytime a man can think, ah man, I have to come to work today. You must dread thinking about it. Even, if you say, working one day out of 3. You still don't like the hours even, especially if you are married. It hurts the married man. Like myself, I don't like the idea of leaving my wife at home, even though the doors can be locked and so forth. But I don't like the idea of that. I know a lot of guys, who wouldn't -- you know -- don't -- they're married -- being here for 24 hours.

CONSULTANT: So what you are saying is one of the things that happen to you, if you get this MOS is that it gets to be a hardship for you? What it is you are working for 2 or 3 different commands?

VOICE: It definitely causes family problems. Especially with the wives.

VOICE: See, it's like the guys who come on since 8:00 o'clock this morning. They will go to posts from 8-2. All right, they don't go post around here until 8:00 tonight. Now, if they're from 2-8, they have you for any number of things they want. Chasers, or taking prisoners off working parties. This should be their time off. Maybe they don't get the time off for a few hours sleep or something. Then, it comes chow time.

Everybody has to eat something so the guards on duty can eat as well as people off duty. So before you know it, you are wide awake and six o'clock comes around and you can't get no sleep then because you -- you can be called in pretty soon. So 8:00 o'clock comes, you go on post. Two o'clock you come off; two to six is not much good. They have a hard time getting to sleep. You don't get to sleep much. But that time you get back up. Okay, you get off at 8:00 o'clock that next day. From 8:00 o'clock that day they got battalion training. So battalion training goes until 11:00 o'clock. So half a day is shot. They go to chow and come back at 13:00 o'clock, then they get drilled. After drill, they get PT. Okay, there goes

the whole day shot right there. One day off so far.

Next day is off--but, they can be called in for any number of reasons. Because they don't have enough guards, which I have seen done. I have seen this done. I have seen it done all the time. Or they may call you in for some other reason. Now, here you are 3 days; 2 days you have already completed when you have been away from your family so you can't spend that much time with your family. This is the main gripe. It reflects back on the individual. The individual is first doing his job. Reflects back on the corrections, you can see it. Some guy's not with his wife for 2 days, he has to work here. He gets angry. He snaps judgment. And he may be angry because of working right away for something like this. Right away the prisoner puts him on report. And there is too much stress and strain on the individual.

VOICE: Like Staff Sergeant (   ) said, if you have 24-hour duty here, then you got battalion. I'll speak to him when he's here. You got battalion training in the morning, and drill and PT in the afternoon, then turn right around, I've seen it happen here, a lot of these NCO's take duty NCO's, so that's another kind of duty.

VOICE: All right, they come right back here the next morning for another 24 hours. That's about 72 hours away from the family. Anything -- any relaxation whatsoever. I have seen it happen right here at this brig.

VOICE: I'm married. I go home, I get -- sometimes I get a lot of static from my wife. Not long ago, we were on what we called the running guard. Day on, day off. I was gone from my wife for 24 hours. The day off, you did like they said you did, all kinds of training. It just so happened, you know, and you go home and you know, you hear from your wife that she is tired of this stuff, you know, she plans on going home, more or less, if this keeps up and everything else.

And it comes down and everytime you think about it, oh, day, I have to come to work.   I know a lot -- a few people to UA to keep from going to work and it gets to him more or less. They come in here, they go upstairs, these prisoners/confinees or whatever you want to call them, are always on your back. You always got to watch what you say, because a person that they even think that is doing his job right. They just look for that person to make a mistake.

So they can write him up. So you gotta watch what you say; watch what you do like upstairs here, top deck, all these dormitories don't have head facilities in them. Actually, in fact, none of them do. In the middle of the night, sometimes, all you hear is Dorm so and so out, just as soon as you go to this dorm, there are 4 people in line, you are only allowed to let one out at a time, which it should be.

But you still got to stand there and let one out at a time, next thing you know you're going to the next dorm. Finally, you're fed up, and you say well heck, I'm not letting anybody else out, because they had what is called head/water call here and that is supposed to be the last head/water call for the night. But a lot of these people up here figure, well okay, then you say no more. Next thing you know, they've put in Request Mast sheets in to see the General and everybody else that they go to, because they didn't get to make a head call.

VOICE: And also this reflects on you when they put in request mast chits, because you wouldn't let them do something and you get so many of these built up, and you go to see the Captain and he asks you why?

CONSULTANT: So you sort of like get caught in the middle...

VOICE: right.

CONSULTANT: ...by everybody around here?

VOICE: That's right.

VOICE: We don't have a choice as a matter of fact. I got my orders to this correctional facility when I was to report to Quantico instructor/correctional center. And I came here with the understanding of being an instructor. Well, I came here, as an instructor, but I turn keys and I stand post, just like an E-3 or PFC. See what I mean. And there is no reason for it. Nothing to say here, but you can't get out of it. It's not like a job over here at the dispensary like a corpsman has, where you can get away from it. Or get transferred to another section of it. You are here, you are assigned to this place. You are assigned to this correctional facility and you can't get out.

I tried to terminate and go back to sea. That's how bad it is. I wanted to go back to sea duty. And I was personnally told by Corrections Officer here that he would not let me go until rotation date was up. He just threw that chit out unapproved. So, when you are a sailor here, you don't have a leg to stand on. Our time off is our time off. Well, not like you Marines, we have a few things we have to take care of. As far as training stuff, we don't have the same thing the Marines have. That's one of the good advantages to our side. But, as far as getting out of the field -- I never liked working in the brig anyhow, I didn't want to come here to start off with. I tried everyway in the world to get out of it. But it is one of those chores where you can't get out of it. You gotta do it.

CONSULTANT: So, you just bite the bullet for a whole?

VOICE: No matter how much you hate it or how much you dislike the job. I had one Colonel standing out there, Ex-Colonel (   ), he used to be CC of this here service battalion, he told me himself that you might not like this but the job's got to be done anyhow. So, what are you going to do, you can't fight it.

CONSULTANT: So it just gets to be your turn in the barrel?

VOICE: You may call it anything.

VOICE: When these people are standing running guard, when they work one day off the next day, they have to have training, PT drill, this is required by battalion. Like the man said, when you stand duty (inaud.) 1600 that very next day (inaud) next morning. You no sooner get off and you have to come right back on watch. So consequently, this is 72 hours away from the family. There you are with a wife and kids back home and you like to see them once in a while.

Okay. I went to higher echelons -- I won't mention no names -- and asked why they couldn't delete battalion training while we were on running guard.

-181-

They said, on the answer I received was, well, I went to see the Colonel and the Colonel said well, we have to still take it. But, little -- I'm sure that Colonel is not aware of the situation and stress that is on these people with their families. So I went to him, in fact, I went 2 or 3 times to the higher echelon, and I explained what is happening, of morale being low, real low lower than the bottom of the ocean, that is how low we was and he said well, let them put a request in to see the Inspector General.

Now, all that man had to do is stop some of the animosity and friction around here saying well, I did my best, I tried, just let these people be aware of it. They didn't even say it, they let us go on thinking. Whether they are going to do something about it. The distress shows upon the individual. It did.

CONSULTANT: So what happens, then -- if I hear what you're saying -- you go up and ask for some relief, and they don't even dignify your request with a response.

VOICE: That's true, I personnally....and I know some of these others here find that same thing.

VOICE: The thing of it is, they're too overcommitted. They just commit everything to the company, where we get our orders from. We have to do all that and still come down here and work. It's not only married people; it's single people, too. I man, I like to have my time off.

VOICE: A lot of wives worry about this. The thing is, we leave here and go up, there's another thing at the company office or something that you have to take care of. I mean if we're going to get orders, let's settle down. We should work directly for the Captain in here. Not more straight up the line, too -- get orders here, and they get another set of orders up at Company office...

CONSULTANT: So then really you have two whole jobs, is that correct?

VOICE: (inaud) You have an individual trying to get a part-time job -- let's say, some of these people that I know that help on my part-time job -- and they can't go to them; They're too tired. They either get duty with the company, or they're standing duty on day, training all the next day, they know there're going to come to work the next day; they're going to be tired as heck.

CONSULTANT: Well, realistically how, how much time do you spend at home or in real off-duty time during an average week?

VOICE: All right. I can't, myself, it's not that way on my job, I'm training NCO. But a lot of these other people, I don't (?) because some of them have a part-time job. I would say, right now, they have a little more time now, where they've changed the watch. But before. (?) Well, like, the way it's done right here (?), we don't know from one month to the next month what's going to happen. One month we'd be having fairly good hours let's say, with a little bit of time off.---

VOICE: A little bit of time!

VOICE: ...not a great deal, but a little bit of time, the way we have it. Then the next month, all of a sudden, it comes about and they say, "O.K., there's going to be a...," they want everybody here. You know,

you walk in, and next thing you notice, they say, "We're changing the hours because we've some commitments to meet....the mess duty people, the rifle range, ammo dump, grounds improvement, NCO school, (inaud) radio school, lock training -- almost anything you can think of. And next thing you know-- the guy that goes to this stuff, he thinks to himself. Wow, I'm getting away from it: Okay, I'll go, I'll go." And then, next thing you know, these people, who aren't going to training and stuff are working their rear ends off, more or less. We're killing these guys. And then maybe in 30 days they come back with, "Okay, now it's getting back to some better hours again. " Then two weeks later they say, "Okay, we got to go back to another running guard."

You never can tell. But the way it's set up now, when -- people here have to wait until, let's say almost that morning when they're getting off to know that they're really going to get that day off. Because, all of a sudden, it might change, just like that the very next day. You never know what's going to happen because of these commitments that we have all throughout this base

VOICE: The truth of it is, one guy gets discharged, and the whole guard system has to change, because one man left. Because we don't have enough people to man that one section   for that period.

CONSULTANT: Okay, we've been going for about an hour....

VOICE: This one here, this guard section here, has been changed five times in 6 months, this guard section has been changed five times. Well really there is no reason to go on a running guard, if the organizers would just sit down and go by the schedules they had set down. For instance, they had a fellow who was scheduled here for rifle range. Well, in July and August they sent nobody to the rifle range. And, then come September, because they said they were exempt in July and August, come September, somebody went through the service jackets and found nobody was qualified on the range.

So you know the first thing they do, was want to go on a 24-hour-on/24 hour-off, which is horrible to start off with. And we didn't get everybody qualified in that time. There were sixteen people on the rifle range: -- two weeks time. (whistle) Then, they'd get us qualified, and we'd be in the books. But listen, I was standing better duty than this duty at sea, at 6 months of the year at sea, away from my family; and I was seeing my family more during that time, than 1 was when 1 was on mother earth! I was working 40 hours a week at sea, and here I work 96! Even the ships on the DE patrols, I understand their people only work 40 hours a week. Now that tells me something else: somebody's not working on this place around here, and it starts right at the top and works down. Because as we all know the saying, "Shit rolls down hill."

VOICE: It's -- well our people here, it's trying to take leave, or anything like this. We don't let, say so many people go, at a time. Maybe 3 people a month, or maybe -- well, generally not even that many -- maybe -- we're lucky if we get maybe two people off a month for leave. A lot of people would, you know, would like to have a particular time of the year, say, like Christmas and that, a lot of guys don't mind doing more like what you call "running guard, " because they know that they're either going to get New Year's off, or Christmas off, as far as leave. But, as far as going other parts of the year, a person might have something they would only do, let's say, at a particular time of the year, a certain month. And you put in -- let's see, they want you put in leave, something like -- what? -- 6 months, even -- 6 months, 7 months in advance.

A person, you know, can't do this. Like Sergeant (   ) here, himself, he
had one heck of a time getting 30 days leave, and he hadn't had leave in
what? -- 3 years? 2 years? And he wanted 30 days leave. He was driving
home, all the way to Nebraska. And all they wanted to give him was what --
15 days? What was a waste to him for his time and money and effort, to drive
all that way, and have all the way back here. The only one to get a 15
he got 30, but it took him a little bit, and a lot -- well, actually they
gave it to him finally, after a little bit of griping I guess you could
say.

GUARD SECTION III   (Taped October 31, 1972)

CONSULTANT: What's it like to work in this place?

VOICE: It's like working in a nursery home.

CONSULTANT: A nursery home?

VOICE: I think working here puts a lot of tension on the guards. We are always short of personnel. As a section leader, I have to work them pretty hard. Fortunately, they understand this. When they leave, they are just like they are now. And you can see for yourself how tense they are. I think that's the main thing -- the tension that they have to work under.

CONSULTANT: When you talk about tension, what is the cause of most of the tensions?

VOICE: I think most of the tension comes from the fact that 10 percent of the people belong here. And they are doing their job. So -- they give you 10 percent hardcore, your 40 percent waiting for court martials, and the other 50 percent in here, if you don't watch them closely, and you see that they don't intermingle and get their little heartaches when they are not supposed to -- and we are constantly worrying about how to keep them apart plus live together as guards.

Its a hard situation. Its a hard situation, because we are short of personnel again, the Marine (inaud) Navy, it is unique, because I don't have the special classes that the Marines do -- the Marines are under force here and I think this is it we are undermanned.

VOICE: Being undermanned like they are, the prisoners do snipe at them. If they can catch a guard, just a little bit out -- see I get all the chits of the gripes   when the guards make mistakes but see a lot of times they don't really make mistakes its just that they are really short. If a prisoner catches a guard just that far over the center line, then he is going to write a letter to his Congressman. He's going to write to the Captain. He's going to write to me.

So maybe the guard was just a little bit out -- a little bit out to the left of where he belonged, but he is doing the best he can under the situation. And, they realize, for a fact, that if they do something wrong and I get a chit, I'm going to come find out why. The Captain's going to know about it, everybody is going to know about it. So they have to continually bust their butts to make sure that they don't do anything wrong.

The prisoner knows that if he does something wrong, he is just going to get a hiney chewing or two days diminished ration. These guards, they've got stripes left. The prisoners don't have anything left to lose. These guys do. And they are always having to worry about, am I making a mistake; am I going to be too far out this time? (Applause.)

VOICE: That's the whole point, Mr. X.   I think some of the guards here feel like prisoners themselves, really. Sure you're like a prisoner because you are locked up here for 24 hours you are on duty. You work six on and six off. But because we are short-handed, you might pull your six hours

on your post and then pull four hours of the next six hours doing something else, like chasing a prisoner to the hospital or standing there watching him have rec. call.

VOICE: Then it's two more hours, then you come back on duty.

VOICE: How can you have a well run organization when you are always undermanned? See, like this guy comes on duty now and I've got a bad back, but this man here, he's got to go on mess duty and this man here, he's got to go guard the ammo dump, and this man here, he's got to go report somewhere else. So that's three men out of the section. Now if I can't work today, that means somebody's gotta double up some more. They don't look to see if they can pull someone out of another section and kind of mix it up. They get everybody out of one section and then everybody has to bust their fanny.

Well, this is supposed to be an organization where everybody is working together, but this way, nobody is going to get anywhere. We are all trying to keep the prisoners in line, doing their jobs so they can make it through here and get back outside. While they're here, we gotta keep them from harming each other or anybody else while they're here. So while we are undermanned, I come on and do six hours at my post; then I go do six hours of somebody else's. And I sleep maybe four hours of the whole 24-hour stay. You know, its not just me but everybody in here. So maybe he only sleeps four hours out of the whole 24-hour day, then he gets off and he's gotta go to class like here.

But, if it wasn't this, it might be a class up at battalion. So you go to battalion training and sit there for six or eight hours and this is after he's just come off of 24-hours duty when he only had four hours sleep.

What kind of system is this, when a man is supposed to do his job and be a psychologist and an analyst, and he has got to be all this rolled in one. Yet, still he is not supposed to harass the prisoner and not get angry or show his emotions or show his anxieties. Everything he's got, he is out in the open. Everything that he's supposed to be in a constructive manner not a destructive manner. And all this he's supposed to do while working under all this tension and strain.

VOICE: Another thing builds tension is that we are on a three-section guard here. And the way it's run is everytime the guard changes it is three different ways things are run. Except for the rules and regulations, they don't have any way to get the job run in the same way. I run Post 2 with the First Class there. When I come on duty everyday, the Board's all screwed up. Card boxes are screwed up. Right there, when I come on duty, it puts the weight on me, because I've got to get TR's out and the card box screwed up and get the Board unscrewed up and that makes my day harder before it even starts.

VOICE: That man is correct. Again, as section leader, when I come on, I expect a lot out of my guards and I get it. When I come on watch, it takes me half a day or a quarter of the watch, if I have been off for a couple of days, just to get the Brig back running like I think it ought to. For instance, there are certain rules and regulations that all prisoners are supposed to follow, but it seems that whenever I come on duty everything has been relaxed upon. This is the thing. If you have three different sections of watches working and everybody is not working with an eye to

-186-

doing everything the same way, then it makes more work for us. My Post 3's my post 2's, my Post 1's, my Post 4's it takes them hours and hours just to get things unraveled -- from the people who preceded them on watch.

VOICE: I am here five days a week and I see all the sections -- I'm not going to say which is the best section or grade them in any way, but I can say, from seeing it, that there are no two sections alike. Now I am not going to grade them, because each section has its good points and its bad points. But uniformity is the key. I have stood every post in this Brig, because I've been here for five years. When you come on a watch, you try to do one thing, the other guards do it another way, the prisoners will pick this up and they will try to play one against the other.

Sgt. (   ) tells the prisoner to keep moving around, which is what you are supposed to do. And he says, Oh, so and so doesn't tell me to stop, and that sort of thing just to confuse everybody. The prisoner's probably lying through his teeth, you can't tell. You see the prisoners use the guards and they want things to be run uniformly, but when they are not, they will turn it against the guards. It is the same 10 percent again. You've got three groups of people here. You got the guys who are outstanding if you can call a guy who is here as a prisoner outstanding...

VOICE: They are the ones who don't belong here.

VOICE: Then you've got the other group, the real birds, and you've got a group in the middle that nobody knows, you don't even know their names. Their faces aren't even familiar when they come by. They are the people that don't do anything good or do anything bad; they're just doing their time to leave here.

VOICE: Yes, that 10 percent is always doing things bad. When you keep a man sitting around here who is supposed to be going to Portsmouth, he's a bad ass. He shouldn't be here. But instead of sending that guy on to waiting for BCD's and he's got two or three years to pull. He's sitting here and go back to pull their duty, and get out with an Honorable Conduct Discharge. But you let him sit here with the other guys and he begins to see what it's really like here and he begins to change his attitude. You see guys who come here straight out of boot camp, and they went UA and they get here and they've never done anything wrong before and they made some sort of mistake somewhere along the line or something was wrong at home or something is wrong in the company or they got an order that they didn't understand or something like that.

So the guards tell them one thing to do and then they get upstairs right after their indoctrination into the brig where they are taught that they are still in the Marine Corps and they are still under Marine Corps Regulations; or they are still in the Navy and still under Navy Regulations. We want you to go ahead and do your time here, we are not out to get you, or harm you or to give you a bad time in any way.

We just want to see you get out and get back into the Marine Corps and do your time when you leave. And so they get upstairs with all these people sitting around, who are waiting for a BCD and they don't have anything to lose, so you can never say, around here, that one prisoner is good or one prisoner is bad, because when they are downstairs, they are pretty squared away, but when they get upstairs and get under the influence

of some of these other guys, who don't care, they go sour. When he gets upstairs he is a different person.

VOICE: Another thing that I feel is hard on the prisoner population itself is that when we get new people in here, and after they have been here a couple of days they see the minimums. They are a salty lot of people, they have pretty good freedoms. The door is always open there, so they influence these others and get to thinking that if the minimums can do this and get away with it, they can too. And so, they try it and they try the guards when they do and they get themselves in trouble.

VOICE: I don't know that that is necessarily so., but this is just a personal opinion. As a counselor, when I give my class downstairs, I stress that the system here is very similar to the Marine Corps Promotion System. You come in here and you are a maximum, you are not allowed to do certain things. But, you finally make medium and then you are allowed a few more liberties and a few more benefits, so-called, and then the ultimate here, well not the ultimate now since we have Base Parolee, but then they can make minimum. Now you've really got some freedoms. You can do your job with very little supervision, and then if you are really squared away, you can make Base Parolee. I use this to try to give them a little bit of incentive.

Who's the Post 3 here? Ask him about the new man when he comes on. He comes in the first day and he is scared to death. I've done some-thing wrong, I've really screwed up, he is nervous, he is worried. What's going to happen Sarge, he asks. Are they going to kick me out, am I going to go to jail? Four days later, you see the same man and he's not worried any more. He came in here worried about getting a BCD and now he wants a UD.

VOICE: Mr. X, that's a very good point he brought up here. This is supposed to be a Corrections Facility, but it is far from being one because of the building and the guards have to supervise these people just to keep them from doing anything wrong. The guards don't seem to have any kind of corrections type work to do here.

VOICE: My whole point is that when I came here from Fort Gordon, I was taught things -- I was taught to do things a certain way down there. And I came here, and found it was two entirely different ways. Down at Fort Gordon, I was taught that the minimums are not supposed to have any contact with the maximums, because it is a known fact that they will influence them. But yet, and still, the way this brig is set up, because it is so small, there is no way to keep the maximums out of contact with the minimum and the mediums. There is just no way to get around it. There's just no way to stop it. I feel, myself, that being called a Corrections man is useless. What I should be called is a guard, a plain out and out guard.

VOICE: Well, I think one of the problems is the facility, the building we have here. In a lot of instances, like Lance Corporal (   ) said, we need to -- prisoners should be segregated. We've got people coming in here, who have been here four or five times, they keep coming back, they keep coming back. And we have people here for the first time, when they're locked up they're scared and they are nervous, they think they might get a BCD or something and they are scared to death, they are just kids. These people should be segregated from these constant offenders. These people that keep

-188-

coming back and back are influencing these first offenders in such a way thay they get to where they care less. They come here afraid that they will get a BCD and after they've been here a couple of weeks, they talk to a prisoner who has been here before and then they're coming back and asking you to get a UD.

VOICE: That's the thing, Mr. X. We have some people here with 30 days to do, some people with years to do. And the guards or the supervisors don't have a chance to make any influence on them that they should have. The man who is around here with three years to do, seems to have more influence over the prisoners than we do.

VOICE: And after an hour of talking with one of these sea lawyers, you ask him, well, if he is so smart, why isn't he out. I've had them come in and tell my, on their first morning, that they're really screwed up; I don't want a BCD; my parents would never talk to me again. I would be ashamed to see my friends. But, when we bring them up on the fifth day to have that final talk before we move them topside, its not the same man; its the same body, but its a different man talking. First thing he tells me is, hey, prisoner so and so tells me that I can get a UD. He has got two years left to do and he is going to get a UD., can I request a UD? I try to explain to him the difference between a UD and a BCD, and I said that they are so close it is like splitting hairs. He doesn't care, he can get out two years early with a UD, he thinks.

You can cite cases of people who have been here 10 times and still don't have that UD, but he doesn't care, all he wants is to get out two years early, because he has seen that one man who got out two years early. He can tell you his name, his serial number and the organization that he came from. You can give him 15 cases where the guys didn't make it, but he'll still hang on to the one that did.

VOICE: Okay, I feel that as a Marine, when we were off, we have to go to battalion training and all kind of off-the-wall training. And I feel that to better us in our jobs, we ought to have training that has to do with the Corrections field. Yes, you need some on military, because we are still in the military, but for a higher degree of professionalism we have to have some training on your job. You have to know how to cope with situations and how to more or less understand these people. Like, I spent 13 months at the Pendleton brig. When I was there I was a real asshole and ic still shows here. I haven't quite broken the habit of being an asshole. I go too much by the regulations, like I wouldn't have to break the regulations, but bend it a little bit and use a little bit more tact. But I don't, its an old carry-over from Pendleton.

VOICE: A corrections supervisor should have the ability to deal with the individual, but he doesn't have that authority. Unfortunately, we have to deal with groups and some of the groups that we deal with have first offenders in them.

VOICE: I think that it is not that we don't have the ability. Its that we are not given the authority to use the ability. Not by our Duty Wardens, but by the people that run this facility. We're told to do it this way. And we are not interested in you backsliding -- or not backsliding or the worse thing we could do -- would be to counsel these people. That is why you've got counselors. That if a man gets up at 2:00 in the morning and

says, now, I got a problem -- I gotta talk to somebody. What do you say, wait and see your counselor tomorrow. You got to talk to the guy, because the next thing you know you got him hanging from the bars up here and you put him in the suicide cell.

VOICE: I have to disagree partially with what he said, because my Post 2 from the time he gets on Post until the time he gets off he is busy. My Post 3, he's got at least 15-20 min and he does not have time to deal with each and every individual, because our main mission here, as we all know, is security of the prisoners to keep them from getting away.

VOICE: Then Correctional Supervisor is a wrong word to use for us.

VOICE: Guards, that's all we are.

VOICE: Well, it's a wrong word to use for us. They should just call us prison guards or something. I mean, if we had a big enough guard force, then we could do this. I mean, between 8 and 4, we've got a counselor for them to talk to, but that's the reason why most of these people are here, because some Gunny or some First Class or some Top Sergeant didn't have time to talk to them when they had a problem. They say, I don't have time to talk to you right now, so they come back a few hours later and say, I've got to talk to you, Chief. Ah, I can't see you, come back in a week and the guy says, well, go to it, and he goes. And the next thing you know, they are letting him in the front gate, because somebody didn't take care of his job aboard ship or on a station or in a company office.

VOICE: But there we are going back to the problem again of not enough people. If Sgt. (   ) had enough people to have four men in the dorm or if just two, he could have somebody to open the doors to let people up and down stairs and out for working parties and somebody else be walking around looking for problems. I think it was Sgt. (   ) who told me that, about 4:00 one morning he was walking around, I mean nobody is up at that hour, and he saw this one guy sitting on his footlocker looking like he's lost, you know, he was just really down in the dumps. That man needed somebody to talk to. Fortunately he went and talked to him, because he had a little slack and at 4:00 in the morning nobody else is up but you. But if it had been 3:00 in the afternoon, and that man was sitting there looking like he had lost his last friend, he would have been just ignored or not ignored, he would have just had to have been left alone, because there was nobody to talk to him. Or they might have sent him down to me, but if I was in one of these classes or something, he still wouldn't have anybody to talk to. So it is back to people, you need people to work people, machines don't work with people. Buildings don't work with people, only people work with people. It's people you need and we don't have them.

VOICE: If this place is going to be run like a guardhouse, then they ought to call it a guardhouse and if all you have to do here is to turn a key in a door and lock a man in or let a man out, why send a man to school? They tell him one thing and he gets up here and all of sudden he changes; all of a sudden he is useless, as far as all the little things he is taught to look for. If all he's here for is to unlock doors and keep prisoners from harassing each other or to let one go from one end to the other, or he gets tired of this grind and he says, here write out this chit and say, this man here displays an attitude that says he really doesn't give a damn and this man here has an outstanding attitude, because of what I have seen of him.

And he wants to volunteer for this and that. Other than that, that's the only contact we have with them. But after 4:00 after the counselor has left, we are the only ones that have any contact with them, we and the duty wardens. Post 2 and Post 3 and Post 4, we're the people with these prisoners day in and day out. And after hours, when there is no officer here, and there are some of these guys who might respect an officer, but they won't respect somebody with stripes. Or he looks at that Sergeant E-6 or that Sergeant E-5 or that Lance Corporal and they know it is not day time when the Colonel can come in here and throw them into the duece block. So they put out their scouts and say we are going to have a kangaroo court and straighten out this one or that one and get this pink belly who has been lying around for four days -- how do you plead guilty or not guilty? And we got to put up with all this trash that goes on, because we are under- manned and we are not doing our job, because we are not allowed to do our job. We are not corrections men, we are guards, in a sense, in this brig right here.

CONSULTANT: So one of the things that you are saying maybe, is you feel a little bit had when they send you down to Fort Gordon and they tell you about the kind of role and then you come up here and you discover that that ain't the role you are playing?

VOICE: Yes, sir. When you come in here from Fort Gordon, it is like some- body kicked your feet right out from under you, that's the way I felt.

VOICE: Like this morning, I came up to a man on Post 4, and I asked him why such and such was going on and he turned to me and said, quite correctly, Sgt. ( ), I am only one man up here, and he had 35 or 40 prisoners at one time. That's just too much for one man to handle. If you have been up topside, you know how things are, you got five or six dormitories, and you just can't watch everything at the same time. If is just impossible for one man to see everything.

VOICE: We've got enough people to run this guard force real nice, but the Gunny says that we gotta send two people out to watch this stinking ammo dump in case somebody wants to steal a bullet. And we've got to send a man over to mess duty. I think if you put every swinging man who is assigned here on guard duty -- and kept him here -- and he didn't have to go out and take care of duty NCO, mess cooking and rifle range and all these extra- numerary details, we would have -- we would have enough people so that every- one would have a job to do and he wouldn't have this about your off post one and you've got to go chase this guy to the hospital; take a work party out to Butler Stadium because the General doesn't like how it looks. They've got a chaser, its his job for 24 hours, chase, but they don't have that now. Right now, it takes 11 men to run a section, is that right Sgt. ( )?

VOICE: That's right.

VOICE: It takes 11 men! How may men are here from that section? Only eight. There are eight, just count them, and it takes 11 and that includes the duty warden.

CONSULTANT: Where are the other three?

VOICE: Two at the ammo dump and one mess cooking.

VOICE: Okay, we are Marines and we've got all these responsibilities that Sailors don't have and you have to qualify every year at a certain time. This isn't the Army or the Navy, we don't have civilian mess cooks, so somebody's got to stand mess duty. Okay, we know they are going to pull people out of here and put them on mess duty, or on the rifle range, why not? If we are in a critical MOS where you are supposed to have training to be able to do the job, why not have it manned so you can have men going off to these different places and still let everybody do his job? Why let this place run on shifts for a couple of months and then have to go on running guard, where everybody gets tired, mentally and physically? Its just the heck with you.

I am just speaking for myself. You get so tired, that when a prisoner comes up to you and says something and ordinarily you could talk to this pri- soner or listen to his problems and try to help him out, but all of a sudden he comes up to you one day, and you have had it up to here, and all of a sudden you snap at him. Why does it have to be that way? If this is a critical MOS , and they don't give us any people? When they got 20 people in last month, 15 of them went to FMC. When somebody leaves here, they don't rotate them, they send us a man that's got 60 or 90 days left to do. And when his 90 days is up and he is gone, we are still short-handed.

VOICE: What I can't understand is, as Sgt. (   ) said, we have a Base Parolee program and they send them to the laundry, to base maintenance, to the crash boat house. I can't understand why they can't put them on mess duty. Working down at the mess ahall would be very simple and very easy. We could just have them check in to the mess man and then that would take the strain off of us.

VOICE: Right. I asked this question a couple of months ago and I forget

what the answer was. But based on the theory of the Base Parolee, he is supposed to be sent out on a job that will be challenging and motivate him to be a good Marine, and so forth.

VOICE: That makes sense, right? You punish the guards by sending them out on mess duty, but you don't send the Base Parolees out. You don't want to give them anything that wouldn't be motivating. You just do that to the guards.

VOICE: Yeah, we're the guards. We're the ones that never mess up. So they send us to mess duty. But the guys who have been in here for four or five times, they wouldn't send them to mess duty. When they are here, they are good boys, but then they go out, they go UA.

VOICE: The theory is, that this is my motivated buddy here, he doesn't need any more motivations.

VOICE: Mess duty will unmotivate anybody in a minute.

VOICE: Do you have any tape left? There is another point that I'd like to make. Some of the people that we have here are not even 5800 MOS. We've got one man who is a wireman. He came here to do a wireman's job, but he got shanghaied into this job and he doesn't like it and you can't blame him for that. And that just goes to show you how short we are.

VOICE: And we have got motor transport drivers.

VOICE: And 105 men.

VOICE: And machine gunners.

VOICE: I was told in 1968, by the corrections people, that there was a big push on corrections. That they were really going to turn it into a profession. And we were going to get all the people that we need. OF course, I've got enough time in the Marine Corps to realize that that wasn't the way it was going to happen. And, now we are to the point we where it doesn't happen at all.

VOICE: I came into corrections two years ago, they told me that I would have to take courses to get the secondary job code. So, I took the courses and I got the secondary job code, but in three months I am going back to the fleet. So, what was the use of the training? Gone -- its a waste.

VOICE: I went up to Headquarters a couple of months ago to see my monitor and they told me that, in this field, we were 20 percent below standard. That we were 20 percent deficient. But yet they took a variable rein-listment bonus away. I asked him why? I asked my monitor why? And you know the answer that he told me? He just shrugged his shoulders. He is the man who is looking after my record book up there and I don't expect that kind of answer from him or anybody else.

VOICE: Well, according to an article in Navy Times, it shows all of our ranks as balanced, balanced, balanced. What this means is, we've got enough of every rank, but if we are so damned balanced, why don't we get any promotions? These people want to stay in here and be professionals. I'm not doing too damn bad with mine, but take this young Lance Corporal here, who wants to be a professional corrections man. There's no incentive for him. If he does stay in he is not going to get a variable reinlistment bonus like people in some other fields and he will be extremely lucky if he gets pro-efficiency pay. So, his rank is not going to come any faster than if he were a professional jock strapper playing football over here. You don't have anything to offer the people in the field, unless you are a nut like me and I just happen to like it.

VOICE: One other point, Mr. X, most of these people come out of Fort Gordon after they have been screened, I guess, and they really do want to help people, and it is a real let down for them when they get here and find out that they are not going to help anybody, you are just going to be a guard.

VOICE: You never get away from it. That seems to be the gist of the whole thing.

CONSULTANT: Okay, why don't we wrap it up then?

VOICE: One other thing, we don't get the support that we ought to get from some of the people who are senior to us. When you ask questions of some of the Sergeants an Gunnys around here, you get responses from them that you really wouldn't expect to get from this Lance Corporal over here. Somebody really ought to think about that.

APPENDIX C

TEAM BUILDING FEASIBILITY STUDY

TRANSCRIPT OF CONSULTANT'S INTERVIEWS WITH ADMINISTRATIVE STAFF.

Introduction:

This portion of the Appendix contains the transcript of the taped conversations of the consultant with the Officer-in-Charge and his immediate staff.

The gist of these conversations concerns the constraints placed upon the OIC by a guard force operating at two-thirds of the authorized strength for a correctional facility with double its designated population. One of the major issues discussed is the periodic need to assign the guard sections to a "running guard," and the hardships such duty entails. Also discussed are instances which suggest that the Quantico Correctional Facility has a rather low priority status in the allocation of personnel and other resources.

(The following is an unedited transcript of the audio tapes taken during interviews by the consultant with the Officer-in-Charge and immediate staff of the Marine Corps Correctional Facility in Quantico, Virginia. For obvious reasons, the researcher has deleted names.)

OFFICER-IN-CHARGE AND STAFF   (Taped 27 October 1972)

CONSULTANT: Okay, we might as well roll. The purpose of making the tape this morning is to get some perceptions from you on the guard. You have had a chance to see what two guard sections have said from my transcript. And to get, also, the perceptions of the kinds of pressures that you see in trying to run this facility, that would not be obvious to the guards in every case; and so, why don't I just let you have a go at it.

O.I.C.: I don't want to hog this. I am the one that is always doing all the talking. I don't want to hog it - because I've got my own views. X's got plenty of gripes.

SGT. X: As I read the first transcripts with guard sections, I was surprised. I didn't realize that they were really all that disenchanted. I think right now we've got the best group of guards that I have ever worked with in this facility.

OIC.: I think the way we ought to look at it - at least there may have been one or two individuals hogging the show; I was amazed. But looking at what they said, that verbatum transcript, like I said, I recognize some of the guards -- what they said and how they said it. From my point of view, I am pretty well pleased with the guard sections, in a general sense, that their morale seems pretty high. I don't see a lot of long faces when I walk around and talk to them; they seem pretty cheerful. They are attempting to do their job as they understand it, I think to the best of their ability. And, they may not realize it, but I know what they go through when they are on post up there.

I see my job as trying to give them simplified procedures, so that it is easier for them to do their job, you know. If a guy gives them a ration, you know, I have explained to them how to give clear-cut orders. If that doesn't work, you get hold of the duty warden and turn this problem over to him and get it off your hands. I have even told them, I said: "If you feel that you are losing your temper - walk off.   The prisoner isn't going anywhere - you come back and solve it later when you calm down." I have had a couple of guards try this, and it worked pretty good for them. I guess the biggest problem for the guard is not to become emotionally involved with the prisoner getting into what we call "gripe contests." Because they just waste time. And that is the toughest part. For the young guards, the LCpl., the guy that is 20-21 or younger, he is in the same age bracket as the prisoners - has a lot of the same experience, a common back- ground. Of course, what they have to understand is that they made the right decisions and the prisoners made the wrong one. I mean, most of them had the same pressures on them - the same problems at home - and they didn't run off and solve them that way.

The guard's problem is that he is alone up there on post, so he's got a lot to keep him busy. Sometimes the only guy he can talk to is a prisoner, because there is no other guard to talk to. And he's got to worry about getting too familiar with them. That's why - the older the guard is, when

he gets up around Sergeant, he's older, he's almost in a different
generation, almost. Especially if he is on his second hitch - if he
is a career Marine. And, if he is a Sergeant, he is older and he doesn't
associate with the prisoner - he looks at him differently. He doesn't
look at them as an equal, so to speak, you know he's a young kid. And so
he tends to have less problems, because he automatically makes that separa-
tion between himself and the prisoner. The younger guard doesn't neces-
sarily do that - unless he is very savvy and very smart. He will go one
way or the other. He will be like X, who has a hell of a lot of problems,
giving orders to prisoners. I don't think he is scared of them. I just
don't think he's got self-confidence in himself, in his own abilities, and
he gets flustered. Some of the prisoners really ping on this. You know,
just to see him get upset, you know, when it is not really necessary. Or
you may go the other way - where he will become too familiar with the
prisoner and get involved in his problems, and he is not really in a
position to do anything about it; because that is not what he is being
paid for. He may be paid for just standing out in there, and open and close
the gate and keep the count straight.

I think we've discussed before. The schools that they go to tend to
emphasize the counseling rehabilitation role that they are going to have,
and they may come here with ideas that they are going to be counseling
these guys and sitting down and talking to them and trying to help them
solve their problems. Whereas, the ones that they spend most of their
time with are the recalcitrant type. And they get tied up with recalci-
trant types - the ones that are always fighting their authority all the
time - and that's the one that gripes them the most, and it is always on
their mind. Sometimes they tend to judge all prisoners by this guy. So
it is difficult for them to keep their objectivity, if they have got any
to begin with. And, I guess they've got their own prejudices too that
they bring in here, and that they really haven't resolved in their own
minds.

Just for the tape, and I won't mention names, but I was up on post talking
to a guard last week and this shocked the hell out of me. I asked him,
"How's it going?" And he said, "Well, all right." And then, as an aside,
he said - and he said it very low and I don't think that he meant for me
to hear it; I think he was just thinking out loud and he slipped and said,
"These niggers got me worried. I think they're - they talk entirely too
much to each other." And I didn't know what he meant by that, but I didn't
say anything after that. I just kind of left him and I told the supervisor
to keep an eye on it. But, I don't know - but it showed a hidden attitude
that hadn't come up previously from this guy, so this is something apparently
he brought with him into this work or from his family. And, what I am just
worried about with this guy is when it comes to a crunch this may come out,
you know. It may be adverse when it does. So we'll keep him outside for
awhile, you know, so we can watch him a little bit more and get to know
him a little bit better. Unfortunately, sometimes you don't have enough
posts like this. Other brigs that I have had, you had a tower, and when
a guy couldn't handle prisoners, he would be a tower guard. He couldn't

hurt anybody in there, you know. In the new place, you don't have quite that much. But that's enough of me talking - somebody else pick up the ball.

SGT X: You were talking about the guards coming down here from school. They think they are going to come here as a counselor, like down at Gordon; they get kind of deep with the problems of the prisoners. Some of the guards here happen to have a good outlook on this thing. Take Sgt. X: he talks to the prisoners - he hears the prisoners. But Sgt X doesn't try to get them solved. He will come and he talks. I know he has been in X's office several times. He'll say,"I think you ought to talk to so and so. Something is going on and he's got a problem." This is good - I like that. Some of the guards just - they take it too serious - I don't want to talk about their problems or go see the counselor, so they think they can help. And, some of the prisoners can relate better to a younger guard than, say, me, or the Top. I'm bald-headed, a bunch of stripes and he's not doing too well in the hair department either. And, they'll tell a guard part of it - part of something that he wouldn't even think of telling me - so, when a guard comes and tells me about it and I bring him in and I say, "Well, look, I know so and so..." Well, he figures I already know some of it - so, he might as well tell me the rest." So, there is a degree of feedback. When they say something to the older sergeants, if they'll talk to them at all - other than to tell them what to do. So, we've got three types. We've got this young guard who thinks he wants to be a counselor, and gets too involved and doesn't have any control over it; the sergeant that doesn't care, or is too removed to even work with them; and then that middle group - he's mature, but he's not separated by the gap too far that the Captain was mentioning.

GySGT X: The prisoners are smart characters, are they not? Okay. And the Skipper, right here, taught me a lesson. I was doing a lot of your counselors' work at night. And the Captain said, "Wait a minute." And I saw the light. So I tell you, the guards, if they do relate and sort of counsel the prisoner, when the B.S. hits the fan, the prisoner is going to use - say, "Hey, you know my troubles Sarge - come on Corporal," right? "Hey, it's me and you - now we've talked about this" (and he is questioning his authority. And the man says, "Get in the dorm." And he says, "You know my problem. I got this hang-up, right?" "No, we don't have no hang-up. Get in the door." Right? You guys are the professionals and I don't think they should be beyond that. I mean, you know, of course they've got to communicate, and they've got to talk. But these prisoners are smart characters. And he uses it - and he does use it; and he has used it. This morning up on the post, I put a man in the cell this morning, I haven't even told the Captain yet. They were up there giving the Black Power, okay. The - whatever the hell you call it - Lance Corporal X, being a black Marine, says, "Knock it off," okay. So this guy says, "Say, I'm black and you're black, right? Come on." You know, words like, "I'm your brother, now, knock it off." So soon these two were arguing and the guy says, "I'm going to kick your ----." So, Sgt. X stepped in, and being Big X, it stopped right then. Okay. Now there you go. Now, there's a black saying me and you are tight now, right? Okay. What are you going to do?

O.I.C.: Who was that, X?

GySGT X: That was a real problem. Yes, sir. I was surprised, he reacted, he just went off the deep end, because he said he was showing his manhood, so to speak. He says the prisoner said, "I'm going to beat your --- when I get out," and X said, "You don't have to wait until you get out." Okay, you know two wrongs don't make a right, but he did react well to the situation.

O.I.C.: That is outstanding for X. This is an outstanding response in his particular case because, when I came here, Gunny X came to see me about him. Gunny X was a black Gunnery Sergeant and said that he didn't think this guy can work in the Brig, because this guy's got a lot of problems in this area of black/white and, you know, making the proper associations, and he tends to feel negatively toward whites. And we were going to set up a psyc evaluation about it, remember? I don't think he ever got it, and we just kind of watched him. He's of - he's had his ups and downs. This is very - this really surprised me. This -

GySGT X: I came in to tell you about it.

O.I.C.: Part of the problem may be that he - who was it, X? - that he may not personally like the guy and that - that's good too, I'm glad a black man, you know, is making -

GySGT X: That wasn't what I wanted - it was the black prisoners looking at you. If he did have a, you know, a hard on with this X, that wasn't personal to him, because there are other blacks who saw it, and the one who was giving the power too, you know, just shut up and knocked it off, right?

O.I.C.: That's good! The one thing that I like about the troops that we get from Fort Gordon, and I think it is a positive - I think they have a much more positive approach toward corrections programs. I think since they are young and still impressionable, they believe that something can be done, and this way it reflects a lot in the way they handle the prisoners. Now this is not every case, across the board, but I figure this is a general trend - you get this - since they don't have any bad experience to relate to. They also had boot camp training, school, and then they come to work. And for most of them this is the first brig that they get into the correctional facility. What I like is that they do have a more positive approach to their work. Now, how long this is going to last, I don't know.

MGySGT X: One of the problems too, that we got into, is we get (inaudible) - they are motivated all the time. They get here and what do they find? - That their basic job is not just in the brig. They've got battalion training and they've got all this other stuff along with it, and all of a sudden they become disenchanted with the whole damn mess. And, we've got to keep them motivated.

O.I.C.: Let me just say this. I've been here since the beginning of March of this year, and there has not been one case of maltreatment; or one case of a guard losing his temper and using his hands when he shouldn't have, and no real case of, or proven case of, harassment. I'm sure a little bit of games going on here; but, if they are on a level with the prisoners, want to be set with the way they are and they don't think too seriously of it. But, really, I see very little in this area now. Either we get

-198-

prisoners that are easy to handle this year, or I think it's the general outlook from a lot of the guards. It's got to be reflected down - I don't see where else it could be reflected.

GySGT X: I don't know. I'm not trying to be asinine, but the section leaders have a lot to do with it, and I think the Captain, Top X, all of you, including myself, we sit down, we talk, right? - how many offsets have we had? How many Meritorious promotions? We sit back with the Captain, and wow, five Meritorious promotions and we are doing this. Even though guards   , and they moan and groan about time off and what have you, they still know that they've got a lot of backing and they have a lot of respect for every man in this room. And I know they do. They told me and, you know, in a round about way even the hard core, you know - gripe types, say - they look up to you. And I think that is outstanding.

SGT X: What I think I was talking about was the fact that these guards I consider good. I came here originally in '66 and I have been here, except for 10 months, ever since. A lot of guards come and a lot of guards go. And what the Captain is saying, is sort of what I was basing it on. We haven't had the fights between the prisoners and the guards, which we used to have. And I try to be straight with the guards. The guard that is sitting on his hiney doing nothing and there is a guy on the other end of the hall when the fight is going to start. So these guards, pretty much, stay on their feet up there. They stay on top of it, and if they see something going on they get there. Things calm down - the authority presence, actually, tends to cool them down a little bit. And, the office hours back there, we never, oh, what was his name - the one we finally sent up to be a police ganger?

O.I.C.: X?

SGT X: Yes, X. But, all in all, the group of these guards are mature beyond their years. And even the ones that are discontented with the job, like you said, they realize that they've got people that are going to back them and all, and they still do a good job - realizing, maybe, that they don't want to be in this job.

GySGT X: Read the other tapes, Mr. X. I got a kick out of some of the remarks, but every guard that I talked to - that I have asked, "What do you think about the guard roster? Can you make it any better, you know, time off wise?" And, I told them that the Captain doesn't care if you don't work one day out of the month, as long as you get the job done - and he wants to see the results. And they know that. And you know what they are working - they are working 10 days out of 30. It's not that bad. And they're doing their job, obviously. We haven't had a bit of trouble. And, that to me it's, you know - that's a very well done with the Captain. He wants to see them have the time off, and he wants to give it to them - and they've still got time for the other crap - but still, when we got here, they had some horrible watches. Really bad - and wives were calling the Colonel, and they weren't seeing their husbands, and what have you. And it was - just before I got there - this is what I heard from the Top and a couple of other people. But, I think they know and realize that

-199-

what we are trying to do is to say thank you by giving them a day off,
or two days off, or that three-day weekend that they get once every
third week. And I will be quite frank with you, I have never seen a
better watch bill that works, you know. And, it does work.

O.I.C.: The only way we can really compensate - we've got to give the
guy some time to get out of here and let down his hair. And, when you
come right down to it, working one day out of - or working 10 days out
of 30 in a month - sounds great, but in effect the guy's here for that
24 hours and you divide that by three. Three times 10 is 30 eight-hour
watches he works in a month - and that is a lot more than anybody else
works. Most people work five 8-hour days out of every seven. I mean,
it's just the way we can split the time. In effect, this is what I
intend to do next Spring. They have a thing in the Marine Corps called
Outstanding Effectiveness Pay. Well, this will only be the second year
that they have had it, where a guy can get an extra $30 a month. What
I intend on doing is - my policy next Spring is going to be that every-
body automatically is going to be recommended for it, unless he hasn't
been doing his job properly here. Rather than trying to take the cream
off the top and only recommending them, I am going to recommend every-
body else, unless there is something against them. So, this way, we
ought to have the vast majority of them being put in for Outstanding
Effectiveness Pay. Whether they get it or not, that may be something
else. But, that is the only other thing I can get for a guy. I get
him promotion, and I can get him money, but that's - you know - you
can't get that for everybody.

CONSULTANT: In another conversation you mentioned that in terms of per-
formance they would do it well, or they don't do it well, and there were
no shades of gray in it. Now, what does this do to you as a group in
your supervisory roles?

O.I.C.: As I discussed with you once before and I think it is a good
point for the guard, who is up there supervising prisoners, since I can't
be in his hip pocket to watch him 24 hours a day in order to make sure he
is doing what I want him to do - sometimes there are pretty rigid rules.
If he is following those rules and my procedures, then that is the
accepted norm, so therefore that's average. If he is not doing it, well,
then, he's not carrying out my orders - then he is kind of goofing off
or fouling up, if you want to say it. And it's no gray area in between,
which is difficult. And, either you are doing your job or you are not,
in this kind of work. And, it's not like where you could be - well, he's
an acceptable clerk with supervision, or the better man doesn't need
supervision. Here, since you can't give him that amount of supervision,
it's either he's great or he's lousy, if you want to see the lad benefit.
It doesn't pose that much of a problem. Most of the people make every
effort to carry out every order that I give or put in writing. That is
one of my pet peeves - I put everything in writing, so that they know it.
And, they've got something to refer to and they don't have to worry about
that, "Gee, what the hell did he say? Can we do this or can't we do this?"
All they have to do is call down to the duty warden. He's got a copy of
every one of these memos that I have put out, and he can look it up for
him. Now, we stress this in their training - that is, if you don't know
the right answers, just ask. You know, don't go back and correct a mis-
take - try and do it right the first time. And it seems to pay off, even

though it is a bad point, you know, in this kind of work, in that since you are not there to supervise the man's every day of performance, you have to rely on indicators - what you hear from prisoners, how he writes up incident reports, how he writes up spot evaluations. So you've all got to get all of your information sort of second-hand rather than by first-hand observation. But, it is a built-in problem in this kind of work, and I can't see any other way you can solve it. We are greatly decentralized. A guard is put in charge of a certain group of prisoners or a certain deck within this place, and as soon as I come up there he knows I am there, and I am watching him. So, therefore, I can't - and since I can't stay with him, he is going to be on his toes for that period of time and he better not screw up then. However, our problem is, what is he doing when I am not up there watching? Of his supervisor? So, a lot, you know, is - in many ways he is performing as a Corporal or a Sergeant in the way that you expect a Staff NCO to perform - doing his job without direct close supervision. On top of that, it's not a job where he sits back and passes paper or puts skivvies in a stack, or anything of this nature. He's got to handle prisoners, who don't want to be here, obviously, nonvolunteers, and he has got to get results out of them. Maye it is pretty amazing that the system works at all. Something like that.

SGT X: We have our indicator when a man is not doing his job. In some cases you will see a man - or maybe he is not doing his job, it's well - who springs on him. If a man does his job supposedly too well, he will log a lot of bad spot evaluations because he is riding too hard. If he is going to do it well or not he is going to get a lot of bad spot evaluations. Well, the one that is right here in the middle - you take a lot of times it doesn't take the report chit, it just takes diplomacy or authority or maturity, I guess you would say, to get the prisoners to go along with what you have been told to do. And we've got a lot of guards here that when he writes up a report chit, it was one that should have been written up. There is no question as to whether he is making a fallacy or anything else, he knows when this man put in a chit, it was right. A couple of others, when I get a chit from them, I want to know - - I know this man, and maybe what happened wasn't as bad as it seemed to him at the time. So, you've got the indicators. This is second-hand information.

GySGT X: What happens when he cries wolf, and it comes out to be true? You know, all right, what you are going to do about that.

SGT X: Well, you are going to have to check with ( ).

GySGT X: What you are saying is that you've got a weak and a strong - and you know better the ones that aren't as strong, right?

O.I.C.: It is difficult to sense this to supervise the man - you still have indicators, is what he is saying, so that you can put these guys in some kind of chronological order from best to worse. You can still do it with a fair amount of accuracy. And you do it through that pretty rigid chain of command, from me to the warden down to the duty warden, and this is where this watch system helps out. Because the duty warden is the section leader in charge of the people in his section, and unless there is a need

to shift personnel because of inequities in the amount of people in each section, you know, balancing up, you might work for the same staff NCO all the time he is here as a guard. So this good - so they all get to know each other in the section and, of course, you have natural competitiveness from section to section, and this is good. But what Sgt. X was saying that is part of the training, that; where I say, we try to simplify things. In other words, the guards are all trained that you are here (1) to carry out the daily routine; (2) enforce the prisoner regulations; (3) follow out your original orders for your post. I said, if you are issuing clear-cut, simple, easily understood orders, the prisoner will obey. If the prisoner doesn't obey, you've got him. Then there is a clear-cut offense, and there is not a reason for argument or anything. You told the guy to do something and he didn't. The guy he's got to ask "why" is me, not the guard. And, by doing it this way, now, I said about the only other offense that a man should have is disrespect. And I said, neither one is going to be tolerated, and over a period of the six or eight months that I have been here, we have been able to back this up. Just about everybody who gets into any kind of serious trouble here, it is because of one of those two things.

GySGT X: Now, I want to say one thing here, Skipper. You have been in the Marine Corps 20 years, and Gunner X has been in 26 years, and you guys are the most relaxed people I have ever seen. I don't think I have ever seen you get excited. Okay. Because you say, do it. Okay. Now, that guard, Lance X, says, do it, and the guy says, "Drop dead!" Well, it is natural - and he just reacts so far that he would probably say you drop dead too, you see? All right. Now, if he had your maturity and, you know, your learning about the brig that he is in, great! But, on the whole, most of them do react in a right - in the right way.

O.I.C.: I tell all of them, if I was a guard, the best one is the one who can stand there when the spit's right off the end of his nose and calmly say, "You are on report." And I tell them that's the way you've got to be. I say, don't worry about it, the guy will get his. I'll take care of it for you. And then, they just have to trust and have confidence in me. After reading the tape, where they are talking about wanting to have more respect from the prisoners, of course they want to have more respect. But, what they've got to remember is that I've got guys who do not even respect their own officers back in their company. And, I said, what you must first get is obedience to your orders and if you are fair, and firm, and all the other things about good leadership, you WILL gain the respect of most of the prisoners. You won't get it from all of them. I think that inwardly, the guards would like to see the outward signs of respect. The prisoner is rigid who stands there saying, "Yes, sir; no, sir." Well, this isn't authorized anymore, and it never really was. They relate back to their boot camp experience, where they were required to do this recruit thing themselves, so, therefore, they think it should be for prisoners. This is a deceptive kind of respect - it's surface veneer, and it doesn't even mean if the guy respects you or not. But, this is what a lot of them would like to see. This, of course, to me is immature thinking - but, some of the guards think this way, because they are in the service. It just takes a while for them to grow out of it to realize that a guy can say, "Yes, sir" and be very respectful about it, and say the same two words in a different tone of voice and be extremely disrespectful. I mean, it takes a while for a guy to learn this - and this comes with age and experience. But, I am talking about within the parameters of their

ability, and within the limits of the job they're assigned, I'm pretty
well pleased. If I wasn't, I would be working here nights, believe me.
I may work late, but I go home and I don't worry about this place. And
I leave on weekends too. If they call, fine, but I can only do this
because I fairly well have the confidence in the people who work here.
Let's face it, I am personally responsible to the Commanding Officer, to
the Commanding General, for everything good or bad that happens in this
place. This place is here seven days a week, 24 hours a day, and I am
only in here roughly five days a week for 5 to 10 hours a day. That
leaves a lot of empty time and a lot of things can happen. A lot of
"mickey mousing" can go on, and a lot of problems arise. Those are the
times that I usually have to answer for - and, I'm not worried about it.

CONSULTANT: How much of a pressure is this subject of intervention by
the company or the battalion on your guards' time?

O.I.C.: I think what it is, from my opinion, is a nit-picking kind of
problem - it is like spending money. You know that you've got to save -
you've got to pay your rent for your house or your apartment once a
month. Well, if you had to pay the rent every day, that would be just
a pain in the rear. That little nit-picking nagging problem. The big
problem is the commitments made for us which rob us of staff. That's
why I made that board, there, so you can see who's gone.

CONSULTANT: They say empty slots there are the - -

VOICE: There is none.

CONSULTANT: ....missing people?

O.I.C.: But those are posts. So you see, a blank requirement in there -
but that shows up as a blank space on the guard roster.

GySGT X: And I tell you where that blank is. You know where that blank
man is - he is walking around the ammo dump - that's what he is doing,
you know - or, working in the mess hall.

(Several voices.)

O.I.C.: Years ago, I had one Commanding Officer that said to me, "Well,
the PMO is short of people, and the brig is short of people. Well, since
I am sort of responsible for both, I'd rather not take the chances in the
brig, so I am going to keep them up to strength - and leave them alone,
so that I don't have problems there" - and he made that decision. What
is required is for somebody, beyond me, and usually beyond the Commanding
Officer of the brig here (although he could make the decision since most
of the requirements originate at that level - or, at least he pro-rates
them out from his level within the battalion. He could just say, the
brig doesn't need these commitments. He could do it - and he could just
put the levy on somebody else). It is just a matter of where you want to
take the risk - and they are telling me that they don't care that they
take the risk here. That's just what it boils down to. They could say
what they want. The General could stand out there in the brig for inspec-
tion and say, "Gunny, tell your men in the brig that I know that they've
got the hardest job on the base." But, those are empty words if you don't

take some positive action too. I mean, some of these kids aren't dumb. They say, "Well, sure, he says I've got a tough job, but here I am, breaking my back down here with no relief. And, people and money, and -- I don't need any money, I need people. And I need the people who can do the job." And, that is what it all boils down to.

GySGT X: You know, Mr. X (consultant), what was it - two weeks ago, Colonel X came in here, I hope you understand your track, but I am still thinking about it - he walks in, full colonel, right, I guess about 10 years. He walks in and he says, "That's got to go." He was referring to the non-effectives. I'm a Gunnery Sergeant; I could have told him that a year ago, or eight months ago when I got here. The brig shouldn't have non-effectives in it, right? But now it's been two weeks. I'm thinking negative about it, and I can't help but think that way, because I've seen too many people say, well, you can't - you know, we'll fix it so you don't have non-effectives here and you don't have to do that. And the next year, you are still doing this and still doing that, so nothing has really changed. How in the hell these people still got the morale that they've got doing the other commitments is beyond me. We had CG, October 13th. It was brought out by the Commanding General, and by the Inspection Parties that the brig's morale was very high. You know, it was a pat on their backs, and the General pats a guy on the back and says, "You look real good," and talks to a couple of them and really praises them. How in the hell they've got morale is a - -

O.I.C.: And this was based on how they were standing at the General's Inspection - you know, the clothing.

VOICE: It had nothing to do with their job.

GySGT X: Of course, we can put up with that. That's part of being a Marine - this is going to go on forever. It has been since 1775.

CONSULTANT: So the next good word that they heard from the General is report to the ammo dump - not from the General, but from the chain?

O.I.C.: In some cases for the guard - it"s not really that great, but at least he is getting out of the brig - and he can go home just about every night - so he works a long day. In some ways it's not bad. For him, having to go to the rifle range is a change of pace for two weeks. In the wintertime it is a little cold, but at least he is out of the brig for two weeks, and he can relax a little bit. So, maybe some of the commitments aren't too bad on the individual person himself. Though everybody I've talked to (and I don't know if they are trying to snow me, or not) when they come back here and I ask them, "How did you like it up there?" - they say, "So, so," or some such answer, "but I am glad to be back here." Now I don't know if they are trying to snow me or what, but that is what they tell me. They are glad to be back here. Maybe they feel that this is their primary job and this is what they are being paid for and, no matter how tough it is, they take a certain point of pride in the fact that they are doing a tough job. And so, that would be nice if you could pick them out from the rest of the Marines here. If they would wear name tags saying Correctional Facility on it, I don't know how many of them would wear them or not in the brig. Maybe they would do that - maybe that is a point in pride.

SGT X: I would just like - - - I'm a Marine, and I can gripe about it. But I don't want any civilian - I don't want any soldier telling me how bad my Corps is. They are Corrections Facility Guards - they can gripe about it. But, if you want to see some hot and heavy going together, you see them standing out in the hallway with PMO, you know, "You Marines don't do nothing! We got a job down here, you know."

GySGT X: "Whatever you can't handle you bring to us," that's what they tell them. If you can't handle it, bring it over to us.

SGT X: And I heard those exact words: "Hey, just send your fellows on over to us, we'll take care of them." So, there is a pride in the fact that you are doing something.

O.I.C.: I said that to them. I'm glad that they picked that up, because I said that. I said that we are here to handle everybody else's leadership problems. If a guy can't make it in the company, all the Company Commander can do is lock him up, and we've got to live with them. I can't kill them or make them escape, or send him away to someone else. I said, "He is our problem; you are stuck with him. So, you've got to learn to live with him." But, I think they must really take the point of fighting.

GySGT X: The barracks - we've got the reputation in the brig - the men do - of having their own squared away barracks. When the Colonel took over, the Guard Company was the best in his company - in his battalion. Why? I'm going to tell you why - the brig. When the Colonel came in, and he wanted to show off his barracks, his battalion, he went to the Brig Section. And that is a tribute to the men. They do it.

CONSULTANT: Let me cut in here with another issue you were mentioning, Sergeant X, that they don't want the soldier complaining. How about a sailor? I know you've got a mixed force here.

SGT X: Well, you know, its surprising but the sailors here, about the only gripe they have is when they have to stand duty because a Marine has this so-called commitment - which we had during this IG or CG he was talking about.

PN1 X: No, we didn't have that. (Inaudible)

VOICE: A sailor would standby, I want you to understand that. They don't standby for CG. But, they didn't do it.

VOICE: No.

(Several voices)

SGT X: Maybe the Marine relationship here, I think, is probably better than I have ever seen anywhere. I know, I went to school at Fort Belvoir with soldiers, and we fought like cats and dogs. I had 45 Marines and it was just, you had to look out every night. But here, I don't know, it looks like they are running with the Marines on liberty - they are back and forth from each other's homes. Now, some of the Marines are a little harder. Well, I wouldn't say a little harder on Navy prisoners, but they have been known to call them "swabbies," you know. And I guess they expect some of the Navy to be down on the Marine prisoners. As far as staff personnel - I think we get along great. Better than you would think.

GySGT X: I think on the whole - well, what we strive for - especially I know Captain X does - is uniformity, right? Everybody doing the same job or carrying on, so that the prisoner will say, "Well, the other section didn't...," but, you are not going to get uniformity with the Marine Corps and the Navy. I'm sorry, you're not going to do it. The majority of our NCO's are pro's. They are career men - career minded. They react well to almost any given situation. The young Lance Corporal sees a First Class Petty Officer with long hair and a beard - I'm sorry - he doesn't like it. He doesn't say it, but he doesn't like it. Now I can accept this and any man that has been in for a little while, of course can. That is their tradition. Why knock it. We have ours. Our tradition is short hair. Okay, the sailors don't knock us. They might jokingly. But a sailor might react to something that happens in a cell block and he reacts to it probably in a cool, calm, collected way. Why? Because he is older. He is much older than the Marine, and he has been around a bit more, because all of them are senior Navy men, you know.

CAPTAIN X: Another problem is that the Navy will never work in the brig again, right?

PN1X: Correct.

VOICE: And PN1X is a school trained counselor. He is a school trained PN, and if it's anybody's job in the Navy, it's his, to work in the brig again. And you tell me he will probably never see the inside of a brig again after this cruise, right?

PN1 X: I imagine so.

CAPTAIN X: Let me tell you, I have never met a Navy Counselor that had more than one tour in the brig.

GySGT X: When I went to school, Sir, they told us that they were going to give the sailors a primary MOS of corrections. Because they were doing their own. That was in July. But they said they were going to give them their own primary MOS.

CAPTAIN X: Then why didn't they do it? I don't know if they will or not. Most of these Navy guys are boiler tenders, or machinist mates, and there are very few boatswain's mates coming here and so, essentially, they are used to handling machinery and not people, so I don't blame them. I think they've got a gripe with the CNO for sending them here. That's the problem. I don't think you can run a small guard force, such as we have here, with people from two branches of the Armed Forces. Where the Navy has always excelled is when they are working in their primary job(s) - personnel men, working as counselors; the yeoman working as my chief clerk is outstanding, better than any Marine that I have had, because I can never get a Marine Staff Sergeant a rate. He is doing an outstanding job. I've got another one working out here in my supply - fantastic! He must be Jewish - -

VOICE: He is Jewish.

(Several voices.)

VOICE: He is very, very good, and he is a machinist, I guess, isn't he?

VOICE: Yeah, he is a machinist.

CAPTAIN X: He's got the training, and he is doing a very fine job. The difficulty is that they are not really in competition with anybody. I can't relate their forms of duty with the Marine that works side-by-side with him. On the Guard Force, it's nothing to do with bad jobs. It's just that they have different approaches to the problem.

SGT. X: Well, we have some cases - we have some cases where we have not put a person on a post because he is Navy. Post 3 indoctrination down here. All right, we have to put Marines down there, because most of the Navy doesn't know that much about drill. When are they going to drill on a damn ship? They go over the sides. So, we put a Marine or maybe a junior sailor on Post 2, which is our main supervisory post, so that we can cut a Marine loose to go down and give them drill and what, you know, general military subjects.

GySGT X: What does this make the Marine think? He has got to form an opinion. He says, "Probably because I am better." See? And in that particular case, he is - only because he has had the training.

CONSULTANT: As a Navy representative, do you want to respond to some of this?

PN1 X: Well, no, it's all true.

CONSULTANT: And the Navy Personnel would just as soon be someplace else?

PN1 X: Yes, Sir. They resent being sent here in the first place. Ninety percent of them are not volunteers. In fact, we have a few that are not qualified, according to our standards. And, they wait around, some of these machinist mates, and boiler technicians, might wait seven or eight years to get shore duty. They expect to be assigned to the job that gives them a little leisure time.

(Several voices.)

PN1 X: And, they get slammed in here and they resent it.

CONSULTANT: I guess that's understandable.

CAPTAIN X: But unfortunately, what this shows is that he can't help but show it here, you know, and it is natural for a man to take it out against the environment that is close at hand, and we fully sympathize with them. The thing is, in a small unit, just out of fairness, they've got to stand the same watches as the Marines, otherwise the Marines would start griping, you know. And, in the long run they make out in some ways comparatively, because they don't have the off-duty commitments as the Marines have, so therefore the system works good for them. It gives them a lot of time off that the Marine wouldn't have because he's got these outside commitments throughout the week.

-207-

MGY SGT X: But we'd still be, by far, better off to get rid of them. Getting one or two of them is a crime. He is a sour apple in the barrel, and he is going to turn the good apples bad if we don't get rid of him.

GySGT X: Not only that, when he comes, he doesn't want to be here to begin with and it reflects. It reflects to the prisoner and it reflects to the duty man. And the prisoner sees it - and you can bet your bottom dollar they see it - because they have told me about it. And, you know, these guys have it because - are they really to blame? So, like the Top says, I don't say get rid of them, but move them, you know. They rate this shore duty and rate the damn time off so, you know, that's right, but we - - -

VOICE: That's the problem with the Nav.

GySGT X: Yes, but wait a minute now, we had one boy here that the Captain and I've got over here - the ambulance driver. But, if you take those five or six sailors that we've got in the guard now and take them away, you can't run a guard that way.

CAPTAIN X: The Marine Corps, you know, would not make up the difference. Or, they wouldn't reduce the population of this place within what the Marines could handle. Just for the record, this is a 52-man brig and we run an average of 95 to 100 all the time. Almost 100 percent overcrowded all the time, without the appropriate guard force of the 67 people it takes to run this place. And in many cases, our total effective - Navy and Marine - here for the job at any given time averages between 45 and 50. Sometimes it's less than that, and I believe all 67 are needed to run the place. This is ridiculous! It's poor economics, or whatever the hell you want to call it. And some day, you know, this poor planning has got to catch up with you and you are going to pay the price for it. So far we have been pretty lucky and haven't had to.

MGY SGT X: When you are running short of people, you will cut corners to keep that guy that is not doing his job that you really want him to do - like that sailor who is griping about shore duty that he's got. What we need is his body, and we've got to keep him. You are stuck with him.

GySGT X: We probably have five or six people that I know that the Skipper would love to have transferred to another duty station - or get out of this brig - and we have to live with them. We get that man and if we do get rid of him, we are just hurting ourselves, really.

CONSULTANT: So, would it be reasonable to say that it is hard for your guard sections to consider themselves as professional people, or professional correctional people?

VOICE: Are you talking about the Marines?

CONSULTANT: Marines, right.

GySGT X: I think the Marines do consider themselves professionals.

CONSULTANT: Professional Marines or professional corrections people?

GySGT X: A little bit of both. They are forced to be Marines that they are trained for here. They are obviously professionals - but the majority, the vast majority.

MGY SGT X: I would qualify with the problem of the NCO's. They think the junior types are all shakey, but I think that would change through maturity - -

CAPTAIN X: Don't misinterp: the professional

MGY SGT X: I'm not. I don't think he should be a professional - unless he develops this self-confidence.

CAPTAIN X: Okay, I see what you are thinking. All right, I don't want to get us involved in a battle. You know, when you get your answer. Maybe you had better say the question again so we can think about it.

CONSULTANT: Well, the question is: Given the kinds of circumstances your guards have to work under, can they really perceive themselves as professional corrections people?

CAPTAIN X: Well, I think they do by what we stated before. At least the Marines take pride in what they do, especially outside of the brig. And this, to me, is the beginning of a professional, when you take pride in what you do, and you brag about what you do, and take offense to anybody who is degrading your position or what you are trying to accomplish. I think this is the first step to your becoming a professional. If you weren't a professional and didn't care, and say. "Well, you're right and we are wasting time," or whatever they say as a group, but they don't. They right away fight the outsider who tries to shoot them down, because they really think they are doing something. And so, I think, even under the conditions, they can still try to act professional. Actually, under these conditions you need more professionalism, not less.

SGT X: I think they resent the outside things much more than they do what's here. Let's say, for example, the male mess duty. He still goes home every night, whereas he might have to stay here. But, if you want to hear a man cry, wait until he has to stay on two extra days because we don't have a replacement for him, you know. He would rather be back in here, with all the problems we've got, than to be up there with the hours and what have you. Even the ammo dump people, they'll say, "I'm not doing nothing - I'm walking around a building." At least in here, they know that when they make a mistake it is going to show - and you get talking with them and they will tell you pretty quick, you know. Well, say a problem arose and they will be talking about it. They will tell you, "Things could have gone a bit different, if I would have done this or that." They know. I still think - - -

GySGT X: To give you a for instance Mr. Consultant, last Friday night a Lance Corporal called me at my home - and he really started to ring here. He said, "Gunny, I really got some problems. Can I see you?" And I said, "When do you want to see me?" "Well," he said, "I would like to see you now." I asked, "What's the matter?" He said, "It's all personal," and he was jimmering and jammering. And I said, "I will talk to you in the morning." And he said, "Okay." I came in in the morning and he says, - - I said, "What's the matter?" He said, "Nothing. After I gave it a lot of thought, I really don't have a problem. I did when I came in

-209-

yesterday,"he said, "but staying around here - - the prisoners," he said, "My problem isn't nearly as big as theirs." You know, and this was a young Lance Corporal.

CAPTAIN X: They are mature or they are beginning to mature - sort of objectively, and maybe logically, with their problems and put them in their proper context.

GySGT X: I think that is why our Marines and our sailors aren't that much older in their thinking than the every-day Lance Corporal, PFC, NCO that we have in the Marine Corps. And they see it, and they are confronted with it and they might come in with a problem. Perhaps they had a beef with their wife, or not enough grocery money that week. Bills are catching up with them and they come in and see what they are surrounded with, and how they reacted to it and they are in jail. So, the guy really stops and sits down and he thinks about it, you know. He finds out that his problems are not really that big, if he takes the right way to go about solving them.

SGT X: I have never seen any statistics on the punitive problems with 5800 personnel. But, just speaking off the cuff, I think we probably have the lowest UA rates, or office hour rate, of any group of people this size you can class. It comes from the fact that they see what happens, you know. If I go UA, this is what happens. If I call that Staff Sergeant an SOB, this is what happens. If I don't pay my bills, or steal a car, this is what happens. And, you know, it is better to learn from somebody else's mistakes than to do it yourself. And, these kids - that's the wrong term - these young Marines have learned from just seeing, and are getting along.

CAPTAIN X: We have had this one guy who went UA working here, and he was a 58, one of the young ones who went through school and came here. He was UA over 30 days, and he came back and got his court martial, so he now no longer meets the criteria to stay in this field. We have put in a letter to have his MOS voided out and give him another MOS. What is kind of remarkable, considering all of this, he knows what the problems of the job are - he went UA; been in trouble himeslf, and he wants to keep the MOS. He wants to stay here and work!

GySGT X: He learned. He learned a lesson, and he thinks he can relate to the prisoners.

MGY SGT X: Could he? Maybe with a hair cut.

CAPTAIN X: That is my counsel - senior counsel over there.

(Laughter.)

CONSULTANT: Okay, anybody got any parting shots that you want fired before we wrap this up?

CAPTAIN X: We have raked it over the coals quite a bit. X didn't have much to say (referring to PN1).

PN1 X: No.

VOICE: He wasn't talking loud enough - is that it?

VOICE: Yes.

CAPTAIN X: Feel free to chime in at anytime if you think what I am saying, or anybody else is saying a lot of nonsense - just say it.

MGY SGT X: I think we have to be careful with these youngsters to keep their perspective because a lot of times - I remember when I was working in Portsmouth - I got to a point sometimes where I felt there weren't any good Marines or good sailors or nothing. Everything that I touched was a piece of garbage. You've got to stop and back off every once in a while, and remember that these are a very small portion of things, whether the guy's in the service or not.

GySGT X: We say, we can't wait until we get back in the Marine Corps, right? That is what every guy says, "Can't wait until I get back in the Marine Corps."

MGY SGT X: Just let me back in the Corps. So, where do I go? I go to another brig!

(Laughter.)

CONSULTANT: Okay, why don't we call it quits then.

# # # # # #

APPENDIX D

TEAM BUILDING FEASIBILITY STUDY

TASK REPORTS OF THREE GUARD SECTIONS AT
THE MARINE CORPS CORRECTIONAL FACILITY,
QUANTICO, VIRGINIA.

(The following is a summary of results when three guard
sections met at the third consultant meetings. The group
was assigned a task to produce on newsprint flipchart a
consensus answer to key questions about the role and
functions of correctional staff.)

SECTION I, FLIPCHART SHEETS, 10/30/72

Page 1

What are the Characteristics of an Effective Guard?

- Enough guards
- Attitude
- Personal Appearance
- Military bearing
- Self-descipline
- Complete backing from seniors.

Page 2

Attitude

- Has to want the job.
- The ability to control the need to express personal
  feelings when you get too much pressure - harassment
  from confinees.
- Toward prisoners/confinees
  - should be: unprejudiced, fair.
  - is: There's a reason he's here.
         Makes no difference.
         They're all the same.
- My post - my responsibility.

Page 3

My Responsibility Begins When:

- You sign the book and take the keys.
- You report to the Brig.
- My responsibility to the Brig -
  - Is to do the best job I can.
  - Is to enforce rules and regulations.
  - Is to maintain peace/order.
- To the Capt/Col. to ensure safety and well-being of prisoners.
- To keep my stripes and get more.
- Not to stir up prisoners then turn them over to the next shift

Morale

- If my morale is poor, I can't do a job; if the prisoners know your
  morale is low, then they can harass you more easily.
- It starts with the duty warden.
- There are a couple of E-6's around here who blow up in
  your face all the time.
- The duty wardens ought to be more consistent about what
  they let people get away with.

Page 5

You know you have a TEAM when

- Everybody works together toward the same thing.
- Other guards <u>and</u> seniors back you up.
- A fellow guard will correct you when you do something wrong.
  In another section, one guy thinks he's the quarterback, halfback,
  and everything else. In that situation, you're afraid to make
  a move. If you can't work with the duty warden, you can't work
  with each other or the prisoners.

Page 6

Self-Discipline: The hard thing is

- To control your emotions when a prisoner spits at you or refuses
  an order. Other prisoners watch and try the same thing.
- To keep from fraternizing with the long-time prisoners, especially
  when you've served with them elsewhere (like old buddies).
- To behave the same way every day - regardless of how you feel.

Page 7

You DON'T have a team when

- You dread to come to work.
- You know you have to put up with a lot of griping all over again today.
- You don't have enough guards and you know you're going to have to
  double-up - especially when you have to cover for somebody who's
  fouled up. This happens when another section fouls up. After a while,
  you develop a negative attitude from having to cover for another section
  all the time. You get to where you don't care.

Page 8

If I could change anything about the way I feel about my job here, it would be to

- I like my job - no change.
- Once you foul up, it follows you.
- When two men can't talk, there's something wrong - even though
  he is senior to you, you're both still men.
- Get rid of some of the "Old Corps" ideas about "lists."
- Jealousy over early promotions.
- You expect some griping from the prisoners, but not from the staff.

SECTION II, SESSION 3, FLIPCHART SHEETS, 11/1/72

Page 1

An Effective Guard

- Good results.
- Knowledge of rules.
- Firm w/rules.
- Good judgment.
- Marines!
- Able to make decisions on his own.
- Able to give clear and concise orders - verbal skill.
- Appearance.
- Able to recognize problems.
- Willing to play the turnkey role.

Page 2

Able to Make Decisions

- To put a guy on report or in the cellblock.
- To put on report or take to duty warden right away.
- Job supervision - standards.
- To know when to ask for help, when to handle a disturbance yourself.

Page 3

Willing to Accept Turnkey Role

- No responsibility.
- "I have never seen so much authority and supervisory ability not being used: -lack of responsibility."
- An E-5 turns keys all day - and keeps a log.
- "As an E-6, I sit all day and answer the phone, keep a log - Dorm to chow, med call, etc."
- Not much of a job

Page 4

Lack of Responsibility

- There's nothing to talk about - just be here at 0730.
- Somebody has to be there.
- Keep those monkeys from killing each other.
- Q. "How do you write a fitness report on a sergeant when all he does is turn a key?"
- A. "He turns it good!"
- A. "When the prisoners don't turn in a bad chit on you."

SECTION II, SESSION 3, FLIPCHART SHEETS (contd)

Page 5

Responsibility, contd

- What I learned here is that responsibility means worrying
  about keeping the new stripe.
- There's no way you can get involved with your work here.
- If you talk to them, that's fraternizing. Too true! And wrong.
- He's 17 - it's his 3rd time here - still in 3rd week of boot training.

Page 6

Responsibility, contd

- I'd like to be an instructor - that's what I volunteered for.
- Not even GED programs here.
- The size of the building restricts opportunities.
- This is a brig - a confinement facility - not a corrections facility.
- How do you take irresponsible people and make responsible people
  out of them? By behavior modification, not psychological changes.

SECTION III, FLIP CHART SHEETS, 11/5/72

Page 1

An Effective Guard is

- Knowledgeable, well-schooled
- Fair, just
- Mature
- Professional
- Available for duty
- Versatile
- Tactful
- Interested
- Has respect of/for prisoners
- Has support from superiors

Page 2

Respect of/for Prisoners

- They know you're doing your job as it's supposed to be done.
- He does not displace anger on other guards - doesn't come to work with a hard on.
- I'm here to do my job, not to harass you.
- Some prisoners who always try to screw things up.
- Always some guards who do it, too.
  - Some guards set it up, sneaking up on hands and knees.

Page 3

How do you feel about Authority?

- I think the prisoners expect you to be authoritarian.
- It goes back to the Golden Rule.
- You're always part of the system.
- They could be your neighbors some day.
- The stripes and the duty belt are enough.

Page 4

Responsibility

- To see that prisoners don't get screwed over.
- Some guards are afraid to assume responsibility - like when the duty warden is asleep.
- You've got to be responsible for your actions.
- You've got to be able to depend on each other - loyalty in the section.
- How do you deal with the tension, bitterness that builds up?
- Anytime you go over the Gunny's head, you get on the bad list.

SAMPLE: TWO-WEEK CONTRACT FORM INTENDED
FOR MEMBERS OF THE THREE GUARD SECTIONS

A TWO-WEEK CONTRACT

Being a conscientious Marine, and an adult, I recognize that I will frequently be frustrated by things beyond my control. There are some things that frustrate me which cannot be alleviated by my Duty Warden, the Gunny, the Top, the Gunner, nor the Captain. Consequently, I recognize my responsibility to tolerate these inconveniences with Good Humor and with Understanding. I have listed below three things which have been constant irritants, and along side each of them I have listed things I am going to try for a period of two weeks to overcome the irritation, aggravation, and frustration I feel when these irritants get in my way. I attest to my willingness to try these alternatives to aggravation by my signature, which appears below.

THINGS WHICH IRRITATE ME   ALTERNATIVE RESPONSES I WILL TRY

#1 _____   _____

   _____   _____

   _____   _____

#2 _____   _____

   _____   _____

   _____   _____

#3 _____   _____

   _____   _____

   _____   _____

Signature _____

Date _____

C O M P O N E N T   C

ANNOTATED BIBLIOGRAPHY

Note: While team-building is an implicit part of many organizational intervention strategies, there is little in the literature about team-building, per se. Consequently, this portion of the Bibliography appears in annotated form since the titles do not always suggest the relationship to team-building as a discrete activity.

1. Argyis, Chris. Intervention Theory and Method: A Behavioral Science View. Reading, Mass.: Addison-Wesley Publishing Company, 1970.

--This text by a leader in the field of the behavioral sciences talks to the strategies he has employed successfully as a consultant to a variety of organizations. Of particular relevance to this research are Chapter One,"The Primary Tasks of Intervention Activities" and Chapter Five, "Organic Research."

2. Beckhard, Richard. Organization Development: Strategies and Models, Reading, Mass.: Addison-Wesley Publishing Company, 1969.

--Chapter Three, "Strategies, Tactics and Activities in Organization Development" talks directly to team-building. Beckhard states: "The basic building blocks of an organization are groups (teams). Therefore the basic units of change are groups, not individuals. (Pg.26)

3. BEHAVIORAL SCIENCE: Concepts and Management Application. New York: The Conference Board, Inc., 1971.

--This volume is a concise compilation of the major theoretical thrusts of the behavioral sciences, and includes 10 case studies describing the application of these theories to creating more effective work groups and organization. Written for business executives, it probably contains more information in fewer pages than any other source available.

4. Bennis, Warren, and Slater, Phillip E. The Temporary Society. New York: Harper and Row, Publishers, 1968.

--In this text, the authors describe the socio-cultural forces dictating a greater reliance on the inter-dependent work group than upon   individual initiative. They talk of the team-building skills required of a leader which are unique to this highly technological age; a very readable text.

5. Eddy, William B., et. al, Editors. Behavioral Science and the Manager's Role. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969.

--This reader contains 23 articles by leaders in the behavioral sciences, covering philosophy of individual development to adapting whole organization s for dealing with change. It contains many references to the development of more effective work groups or team.

6. House, Robert J. "Role Conflict and Multiple Authority in Complex Organization." _California Management Review_, XII, No. 4 (Summer, 1970), Pg. 53

   --This article, cited in the report, outlines dilemmas for people in organizations which seem to parallel those of the Correctional Facility guards discussed in the report.

7. Jones, John Paul _The Ties That Bind: Findings and Concepts About People and Organizations_. New York: National Association of Manufacturers, 1971.

   --This small booklet, prepared for NAM members, talks specifically to converting behavioral theories into profitable application through increasing the productivity of work groups. Highly readable, it is a small classic.

8. Leavitt, Harold J. _Managerial Psychology_ (Third Edition). Chicago: The University of Chicago Press, 1972.

   --An inexpensive (paperback) basic text which covers more than adequately what the title implies. Of special interest here is Part Three, "People in Threes to Twenties: Efficiency and Influence in Groups." A good text for discussion groups.

9. Lippit, Gordon L. _Organization Renewal._ New York: Appleton-Century-Crofts, 1969.

   --A somewhat wordy and tedious text, but a useful compilation of team-building strategies and techniques for the serious reader

10. Schein, Edgar H., and Bennis, Warren G. _Personal and Organizational Change Through Group Methods: The Laboratory Approach._ New York: John Wiley & Sons, Inc., 1965.

    --This large volume of readings covers the fundamentals of small group theory and change strategies, on which all team-building activities rest. The reader should be cautioned not to construe the "laboratory approach" to mean T-group activities exclusively.

C O M P O N E N T   D

BEHAVIOR MODIFICATION RESEARCH:
Contingency Management
in
Military Corrections

Program Manager: Dr. Ralph E. James, Jr.*

Contract: N00014-72-C-0165 (P00001)

219-a

C O M P O N E N T   D

TABLE OF CONTENTS

FIGURES

Fig. 1. Mean percent of subjects on task per day in each of the four experimental conditions.

Fig. 2. Mean percent of subjects in uniform per day in each of the four experimental conditions.

Fig. 3. Average total dormitory rating per day in each of the four experimental conditions. The arrow designates a data value which deviated from the other values under the same experimental conditions.

Fig. 4. Number of excuses recorded per day in each of the four experimental conditions.

Fig. 5. Mean number of subjects recorded as on rack per day during each of the four experimental conditions. The arrow desinates a data value which deviated from the other values under the same experimental conditions. (See text.)

PREFACE

In the administrators course of the PROFESSIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL, one learning module had been devoted to the subject of behavior modification and its possibilities for use in military penal facilities. The correctional personnel at Camp Lejeune, North Carolina, responded so enthusiastically to this technology presented during Phase Two (1972) of this research that a pilot project was undertaken in Phase Three to test the applicability of psychologist B. F. Skinner's theories in this new setting.

The overall purposes were: (1) to survey existing staff reinforcement as the basis for a more scientific plan for positive reinforcement of desired behavior; (2) to provide correctional staff with short basic training in contingency management; (3) to design, implement, and analyze a point-economy motivation system with Marine Corps confinees. Essentially, this preliminary study substituted in the Marine Corps a reward for a punishment system.

The success of the pilot study warrants expansion of behavior management methods to other aspects of military life.

COMPONENT D

Chapter 1

INTRODUCTION

A. Background

In the spring of 1972, Behavior Management Systems, Associates submitted a subproposal to Management Organization Development, Incorporated for the development of a contingency management research project at the Correctional Facility at Camp LeJeune, North Carolina. Upon approval of M.O.D.'s inclusive proposal, "Professional Development of Correctional Personnel, Phase III" by the Office of Naval Research, the program was begun in the fall of 1972.

Preparations began with a series of meetings between the Correctional Staff, B.M.S.A., and Carolina Coastal Community College. The latter participated in early attempts to establish a learning lab in the facility. These plans were dropped due to difficulties in finding a community college instructor. It was determined that the program would focus instead upon dorm conduct and work behavior.

This report adds military correctional facilities to this growing list of environments in which behavior has been changed upon applied behavioral analysis. This approach entails strict adherence to empirical method. The data reported here are the result of scientific observations rather than speculation or guess-work. It is this feature that most distinguishes contingency management programs from traditional treatment and counseling methodologies.

B. Statement of the Problem

Most correctional programs are currently nontreatment oriented. Treatment staffs may be more available in military correctional facilities than civilian, but both types exhibit a holding strategy rather than a treatment strategy. "Time served" rather than "performance achieved" is the dominant conceptual framework. Resource limitations appear to preclude serious behavioral change efforts in most military correctional facilities.

This practical situation poses the first dimension of the problem addressed in this research. The problem is how to cause the regular staff to provide a corrective environment since supportive staffs are in such short supply. The practical situation is that the dorm sergeant spends far more time influencing behavior simply because he spends much more time interacting with prisoners than treatment personnel can spend. Unless the regular facility environment, including duty personnel, function to correct behavior, behavior correction can hardly occur. High recidivism rates tend to confirm the hypothesis that correction is generally not occurring.

The second dimension of the problem to which this research is addressed is the question of whether positive reinforcement could be an effective alternative to the normal negative contingency: "If you do not cause trouble you will not be disciplined." Prisoners receive most attention for misbehavior. Since attention, even negative attention, can function as a reinforcer that increases behavior, the present approach may actually retard positive behavior change. In the larger picture of military life positive reinforcement in the form of promotions,

raises, commendations and medals is often used. Such reinforcement is seldom used inside a correctional facility. Since it apparently has value outside, the problem is to determine its effect inside.

Finally, the problem is not just to determine the effect of positive reinforcement by regular personnel; it is to determine its effect when delivered contingently. Hence, the full problem is: can regular personnel (non-treatment) effectively manage behavior in military correctional facilities through contingent delivery of positive reinforcement for adaptive behaviors? Adaptive behavior here refers to those achievement objectives as outlined in behavior work and study programs currently approved for military facilities.

C. Purposes of the Study

The purpose of this study is to address the problem described above using the formal empirical research tools of applied behavioral analysis. This research will specifically attempt to ascertain whether on task, in uniform, cleanliness, nonexcuse making, and off racks behavior can be maintained by one regular sergeant in a dorm of thirty men. It will determine the effect of contingently delivered positive reinforcement in this type of setting by using reinforcers that are practical and generally available.

The purpose is to test the hypothesis that positive reinforcement can control maladaptive behaviors (i.e. off task) while increasing adaptive behaviors (i.e. on task). The study aims to demonstrate that a sergeant with limited training can successfully operate a point economy or point system so as to insure proper administration of contingencies. An increase in positive interaction between staff and prisoners, increase

-225-

prisoner achievement in defined areas including compliance with military regulations and work and learning achievement stand as corollary purposes to the proper administration of such a point system.

D. Delimitations

Since the data reported here shows results with an intentionally restricted set of behaviors, it is dangerous to generalize from this data to claims that this is the path to rehabilitation in military corrections. What this study will attempt to show is that some of the behaviors that would normally be included in rehabilitation programs can indeed be improved through this technology. Moreover, one experimental sergeant hardly proves that all sergeants can obtain similar results. It does lead us toward further investigations and hopefully replications in other correctional facilities when results with one sergeant and one dorm are good but it does not prove that all will succeed.

Rehabilitation inside a correctional facility is difficult to define but it generally means markedly increasing the probability that post-release achievement will be good. Since post-release contingencies largely control post-release behavior, rehabilitation inside a military correctional facility cannot properly be defined as full rehabilitation. This study is therefore limited to management of behavior inside a correctional facility so that the probability of full rehabilitation in the larger sense is increased.

E. Review of the Literature

Contingency management programs have been widely used in mental hospitals (Ayllon and Azrin, 1965, 1968) in schools (Madsen and Madsen, 1970), homes (Patterson and Gullian, 1968), industry (Brethower, 1972), and even in therapeautic summer camps (Richard and Dinoff, 1971). In these relatively structured environments emphasis has consistently been placed upon token or point economies which enhance careful measurement of daily performance. Achievement is directly observed and immediately rewarded.

In less structured environments self reporting, indirect observation using third parties and weekly contingency contracting have tended to appear in the methodologies. These strategies have made contingency management possible with juveniles who remain within their natural environment (Tharp and Wetzel, 1969) or with children using their own mothers as therapists (Guerney, 1969). A key feature of both the less structured and structured strategies is the assumption intrinsic motivation to seek assistance is lacking and that extrinsic motivation is required in order to make services available. Slack (1960), Schwitzebel (1964) and Schwitzgebel and Kolb (1964) found this to be particularly true of hard-core delinquents. Using the systematic application of extrinsic reinforcement, a home style token economy, Phillips (1968) set up a home for pre-delinquent boys. Older adjudicated delinquents were similarly treated by Cohen and Filipczals (1967).

McKee and Clements (1971) found that providing extrinsic motivation with actual prison populations was necessary and desirable in order to provide maximum achievement in a learning program set inside a prison. (Draper, Elmore, Ala) Miller (1972) and James (1972) extended this

principle to an entire inmate environment with a banking point economy

inside a 150 man unit.

Chapter 2

METHODOLOGY

A. Introduction

In order to avoid research confoundment based upon the possibility of the experimental dorm thinking of itself as a special group (Hawthorne Effect) and potential problems associated with the use of control groups (lack of perfect match, etc.) an A B A B research design was used. This design has recently been gaining wide acceptance because of its ability to control experimental conditions (Hall, 1971). In this case, it tested the predictions that contingency management conditions would improve performance of stated objectives in the dorm over prior conditions (A). This environment, "If I perform them I will earn a reward" (B) did, as the Data Analysis contained in this report shows, produce the desired and expected change in behavior. That it was contingency management instead of other forces that caused the change was demonstrated by removal of experimental conditions (A) resulting in the predictable drop in performance. Confirmation was then obtained when high performance returned upon reinstatement of the contingency management program (B).

B. Subjects

The subjects were all Marine detainees residing in one of the dormitories at the brig within the Marine Base complex. It was reported that approximately 80% of the subjects were Marines who had gone AWOL. The size of the sample varied between 35 and 42 subjects. The dormitory where the study was conducted had a turnover rate (number of subjects leaving the dormitory) of approximately 6.3 men per month.

Experimental Design

Two different conditions were repeated twice, a "baseline" condition and a "reward" condition. Under the baseline condition, unit operations were handled in a manner identical to the handling of unit operations prior to the introduction of this project. During the reward conditions, various items and events which were expected to act as "reinforcers" were made contingent upon completion by the subjects of a number of unit maintenance operations.

Items which were made contingent upon successfully completing the required behaviors during the reward conditions included access to the television, library and to various games, such as cards and monopoly. Availability of the above items was dependent upon earning a specified number of points within each behavioral category. During the two baseline conditions some of the above items were available on a non-contingent basis.

C. Criteria

In arriving at conclusions as to what the data appears to signify within any given count category, the following criteria were considered:

    a. Were the response rates of the behaviors directly consequated (as opposed to being indirectly effected) during the reward conditions?

    b. Were the definitions of the behaviors reasonably clear and was reliability of measurement at an acceptable level (greater than 80%)?

c. Were there any identifiable contaminating variables? This refers to procedures or events in the environment which occurred during one or more (but not all) of the experimental conditions which may have affected the results but were not specifically stated as independent variables under the original design proposal.

The section Criteria Fulfillment which precedes each of the discussions of the behavior counts compares the counts to these criteria.

Omitted from this report is a discussion of the "bonus point data." This data reflects each subject's performance on a number of counts during the evening hours (non-work time). This data is omitted from the report because it appears to be incomplete.

Count Procedures

All counts were conducted on a daily basis by the sergeant in charge of the dormitory where the project was in operation. Reliability counts were conducted by the sergeant and a second observer not directly connected with the project.

During both the baseline and reward conditions, group counts (counting the number of individuals engaged in some activity or who met a specified "appearance" code) on a number of behaviors were taken. Counts were also done considering the appearance of the dormitory. Only during the reward conditions were records kept of individual subject performance. Because only the group counts in this study can be utilized as a measure of the success or failure of the experimental manipulations,

this report will focus on the data from these counts. The records of individual performance will be discussed only insofar as they relate to the group count.

The subjects of the experiment were reportedly not told of any of the group counts. However, at the beginning of each reward condition, approximately three hours were spent explaining to the subjects what was expected of them if they were to earn the points necessary for the various contingent rewards.

The dates for the various conditions are presented in Table 1 below:

Table 1

Calendar Periods for the Experimental Conditions

Baseline 1:	Nov. 7	– Nov. 27
Reward 1:	Nov. 29	– Dec. 15
Baseline 2:	Dec. 19	– Jan. 15
Reward 2:	Jan. 18	– Feb. 5

D. Program Management.

Records of individual performance during the two reward conditions were primarily kept as a means of determining point earnings per subject. Each subject had to obtain a specified number of points in order to obtain the evening's privileges. Observations of subject performance to determine point earnings varied from continuous observations for prolonged periods to

short checks throughout the day. Because of this scheduling arrange-
ment, data on point earnings does not correlate with the data collec-
ed during the group counts (which were conducted on a more systematic
interval basis).

A major problem which became obvious in the analysis of the in-
dividual data was the rather arbitrary method of determining the quan-
tity of points lost for inappropriate behavior. It appears that for
any given incident of an inappropriate response, the amount of points
which the subject lost was not a constant quantity. For example, it
was reported that off task behavior resulted in a two point loss each
time an incident was observed. On some occasions, however, it ap-
peared that the amount of points lost was actually either one or
three points per incident of off task behavior. The implications of
this with respect to the data will be discussed in the section en-
titled "Additional Observations."

Chapter 3

RESULTS

A. Analysis of the Data

Introduction

The data in this study was analyzed from the viewpoints of five behaviors of the subjects: on task/off task, in uniform/out of uniform, dormitory cleanliness, excuse making and on rack. For each behavior the researcher has listed criteria fulfillment, definitions, count schedule, reliability of measurement, results and conclusions. Additional observations are provided at the end of this section.

On Task / Off Task

Criteria Fulfillment

The following list displays how well the data measures up to the evaluative criteria utilized in this project. (See section entitled Criteria).

a. On task and off task behaviors were directly consequated during the reward conditions. Subjects could earn points for being observed "on task" during a count.

b. The definitions of the behaviors were clear and reliability of measurement was above 80% (see below).

c. No variables were identified which may have contaminated the experimental findings.

Definitions

On task: Number of men engaged in assigned activities. Assigned activities varied from day to day. On some days, activities included dormitory clean-up and working on

- 34 -

personal gear (uniforms, beds, foot lockers). On

other days, the assigned activities were maintenance

duties on the grounds or repair work.

Off task: Anyone not engaged in assigned activities. Examples

of behaviors which were considered "off task" were

reading, writing letters, sleeping and sitting with

a group of men engaged in conversation.

Count Schedule

Counts were conducted on the average once every half hour during

the work day. Table 2 presents the average number of counts conducted

per day within each of the four conditions.

Table 2

Average Number of Counts per Day and Range

	No. Days	Mean No. Counts	Range
Baseline 1:	11	8.7	6-12
Reward 1:	12	12.0	0
Baseline 2:	14	11.1	6-12
Reward 2:	11	12.0	0

Reliability of Measurement

The average reliability of measurement for the two counts is presented

in Table 3 below. Reliability counts were conducted within two of the four experimental stages.

Table 3

Mean Reliability of Measurement

	Baseline 2	Reward 2
On task:	85.7%	98.1%
Off task:	97.7%	88.9%

Results

As can be seen from Table 4 and Figure 1 below, the percentage of subjects who were recorded as on task in the group counts increased during the reward conditions.

Table 4

Mean % of Subjects On-Task and Off-Task

	On-Task	Off-Task
Baseline 1:	59.1%	40.0%
Reward 1:	99.2%	.8%
Baseline 2:	26.4%	73.6%
Reward 2:	99.8%	.2%

Figure 1: Mean percent of subject's total sessions time in ecc of the four experimental conditions.
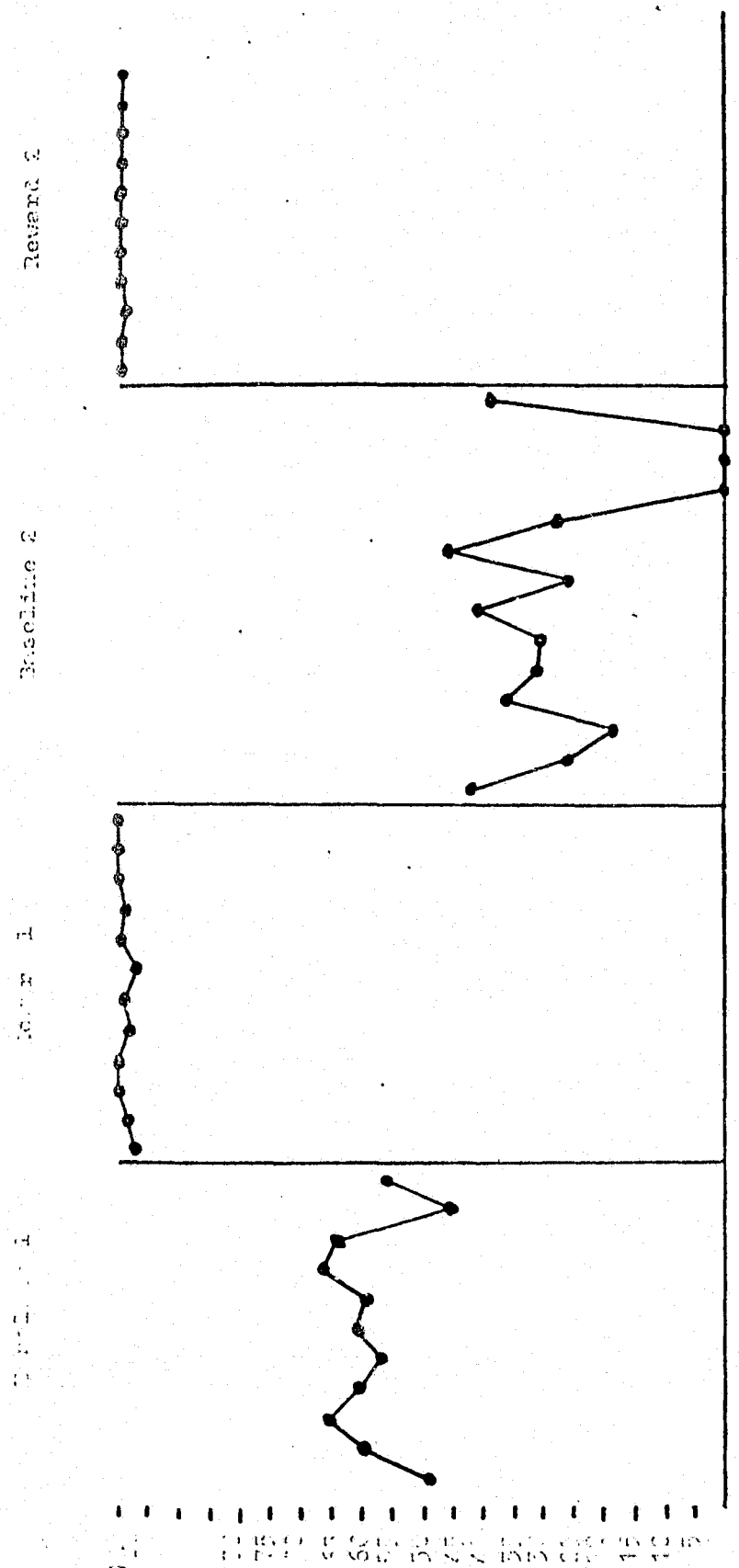
Implications

Assuming that count accuracy is present throughout the study, the data presented clearly supports the hypothesis that a functional relationship exists between the contingencies operative during the reward conditions and the response rates of on-task behavior.

In-Uniform / Out-of-Uniform

Criteria Fulfillment

The following list displays how well the data measures up to the evaluative criteria utilized in this project. (See section entitled Criteria.)

a. During the reward conditions, points were gained or lost contingent upon dress.

b. Definitions were highly specific and reliability of measurement was good.

c. One possible contaminating variable was present. During the two reward conditions, military inspections were held in order to determine some of the point earnings for individual subjects. The existence of this type of inspection could have effected the "random counts" of subjects in-uniform which were conducted throughout the day (Points were also earned or lost as a result of these group counts.)

Definitions

In-uniform: A subject "In uniform" has shoes which have been cleaned and shined, his belt brass has been shined, all buttons on his dress are buttoned, shoe laces are tied and his belt is on and buckled, he is wearing a clean uniform (including an undershirt), and his pant legs are tucked into his shoes. If a subject does not meet all of the requirements above, he is considered "out-of-uniform."

Count Schedule

Usually, this count was conducted four times a day. Approximate times for the counts were 7:30 a.m., 9:30 a.m., 12:30 p.m., and 3:30 p.m. This schedule applied to "group counts" which were made without the subjects being informed as to what was being counted. During the two reward conditions, these counts were supplemented by approximately three other counts which were conducted in the form of official inspections. Subjects were informed ten minutes in advance of the inspection. During the inspections, subjects were rated individually and earned points for their appearance.* During the reward conditions, subjects also lost points if they were "out of uniform" during any of the unannounced inspections. Table 5 gives the average number of counts per day.

Table 5

Average Number of Counts and Range

	No. Days	No. Counts/Day	Range
Baseline 1:	13	3.3	1-4
Reward 1:	12	3.9	3-4
Baseline 2:	14	4.0	0
Reward 2:	11	3.9	3-4

*Within these same inspections, the dormitory was checked for cleanliness (see Dormitory Cleanliness).

Reliability of Measurement

Reliability counts were conducted within two of the four experimental stages. The average reliability of measurement for the two counts is presented in Table 6 below.

Table 6

Mean Reliability of Measurement

	Baseline 2	Reward 2
In-uniform:	93.8	100.0
Out-of-uniform:	86.9	100.0

Results

As can be seen in Table 7 and Figure 2, a sharp increase in the percentage of subjects in uniform during the group counts occurred during the first reward condition. During the baseline 2 condition, the response rate did not drop back to its original level; however, a downward trend does appear to have occurred. During the reward 2 condition, the percentage of subjects in uniform returned to a level identical to that which occurred in the reward 1 condition.

Table 7

Mean % of Subjects In and Out of Uniform

	In Uniform	Out of Uniform
Baseline 1:	73.9	26.1
Reward 1:	100.0	0
Baseline 2:	94.5	5.5
Reward 2:	100.0	0

(See following page for figure.)

Implications

Despite the failure of the response rate to return to the baseline 1
level during the baseline 2 condition, it seems that the contingencies
operative during the two reward conditions did exert some control over
dress behavior. It is apparent, however, that the presence of inspec-
tions during the reward conditions (see Criteria Fulfillment) leaves
open the question of which environmental variables actually controlled
the behavior. Increases in the number of subjects in uniform may have
been the result of either or both the inspections and the point contin-
tencies. Repetition of the experiment with the inclusion of official
inspections in both the baseline and reward conditions would experimen-
tally control for the possible effects the inspections may have on dress
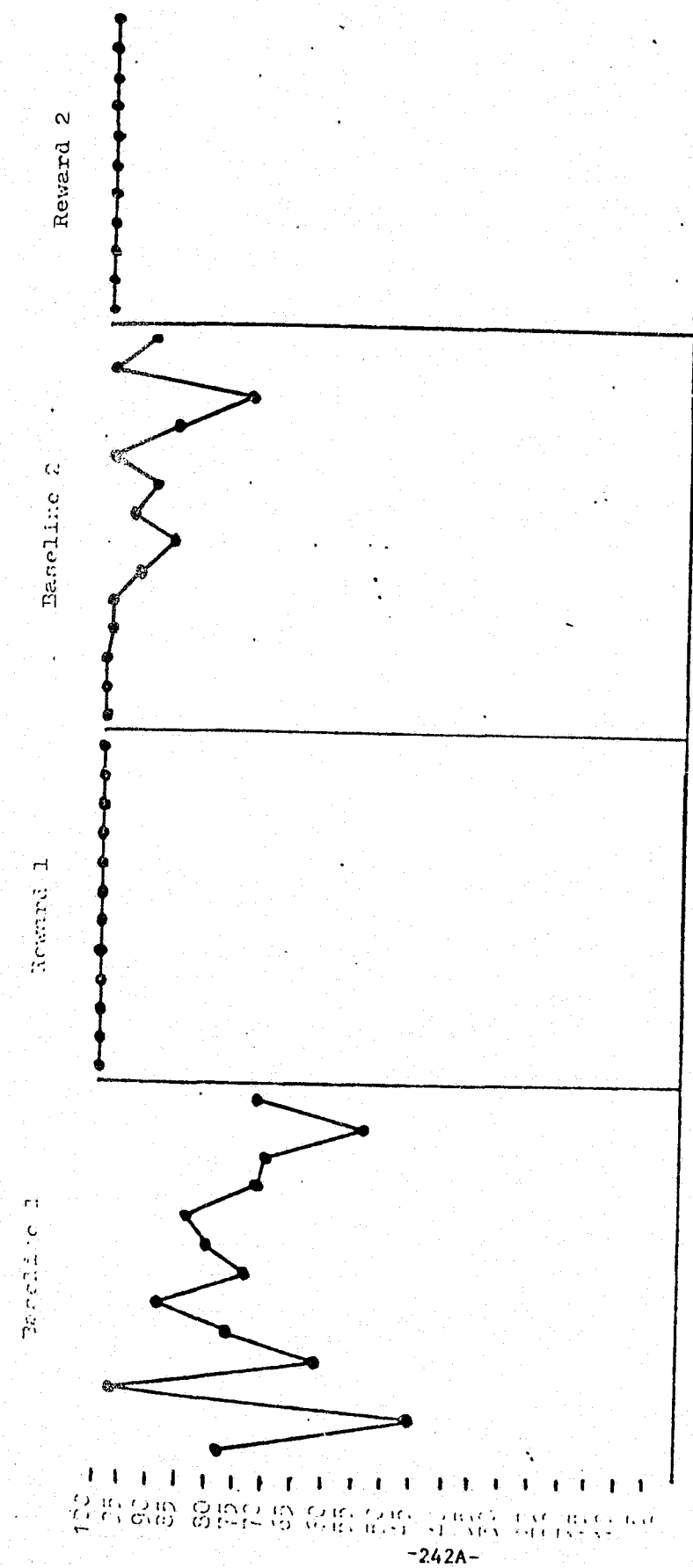behavior.

Figure 2: Mean percent of subjects in uniform per day in each of the four experimental conditions.

Dormitory Cleanliness

Criteria Fulfillment

The following list displays how well the data measures up to the evaluative criteria utilized in this project. (See section entitled Criteria.)

a. Dormitory cleanliness was directly consequated with points during the reward condition; however, the group count encompassed more behaviors than did the individual count. The data collected under the group count was intended to be a measure of "effort" exerted by the subjects in their dormitory maintenance behaviors. The individual counts which recorded actual point earnings reportedly did not include "effort" as a determining factor of the values recorded.

b. Measurement of the degree of dormitory cleanliness and "exerted effort" was accomplished by a rating system under which all areas of the dormitory were assigned a value between 0 and 10 during each count period. An "0" value meant "totally unsatisfactory" while a value of "10" meant "very satisfactory." The definition of the degree of cleanliness which corresponded to a specific rating was unclear. Reliability of measurement therefore tended to be low particularly during the baseline condition. Measurement reliability improved during the reward condition partly as a function of the way the statistic is computed.

c. As with the "in-uniform/out-of-uniform" count, the formal in-
    spections held during the reward conditions may have effected
    the data outcome of this count.

Definitions

Racks (beds): A properly made bed includes a military fold on
               sheets and blankets, six inches of sheet exposed
               over the blanket at the head of the bed and no
               wrinkles due to a sloppy make or due to a resident
               sitting or lying on the bed after it was made.

Deck (floor): A floor is considered clean if it has been carefully
               mopped and is free of dust, the corners do not con-
               tain wads of dust, and the floor is free of litter
               and cigarette butts.

Bulkhead/overhead (walls and ceilings): It appears that the rat-
               ings given for these two items sometimes reflected
               actual work done on the walls and ceilings and at
               other times the ratings were meant to be a reflec-
               tion of the rating results of all other categories.
               Because the definition varied from day to day, the
               data on these two items was deleted from this study.

Head (bathroom): The bathroom was considered clean if the sinks
               were free of dust and stains, toilets were flushed
               and did not contain cigarette butts or paper, the
               floors had been mopped and were free of litter and
               the mirrors were clean.

-244-

Windows: The windows were considered clean if they were free

of stains and dust and the window sills had been

brushed clean of dust and paper.

As mentioned earlier, a given rating not only reflected actual cleanliness of the dormitory but was also intended to be a measure of perceived effort. For example, a dirty window could still be given a high rating if there were brush marks evident on the sill.

During a count, after each of the above items was given a numeric rating, these values were added together to form a total rating for the dormitory. It is this total rating which will be considered in the upcoming analysis of this count.

Count Schedule

Ratings of the dormitories were usually conducted three times daily. The approximate times for these counts were 7:30 a.m., 12:30 p.m., and 3:30 p.m. During the reward conditions, the count procedures were altered in that the three counts were conducted under official inspection conditions (see Criteria Fulfillment). The average number of counts per day is presented in Table 8 below.

Table 8

Mean Number of Counts Per Day of Dorm Cleanliness

	No. Days	Mean No. Counts	Range
Baseline 1:	13	2.7	2-3
Reward 1:	12	2.8	1-3
Baseline 2:	14	3.0	0
Reward 2:	11	3.0	0

Reliability of Measurement

Table 9 presents the mean reliability of measurement for the composite dormitory rating during the baseline 2 and reward 2 conditions. During the baseline 2 period, reliability of measurement for individual items ranged from 0 (two of the four counts of "racks" and "deck") to 100% (all four of the counts conducted in the "head"). During the reward 2 condition, measurement reliability for individual items ranged from 55% (one of two counts of cleanliness in the "head") to 100% (both counts of "racks").

Table 9

Mean Reliability of Measurement for Composite Rating

Baseline 2	Reward 2
62.5%	93.7%

Results

As can be seen in Table 10 and Figure 3 below, the dormitory ratings given during the two reward conditions were considerably higher than those issued during the two baseline conditions. Note the sudden drop in the rating on the last day of the reward 2 condition (see arrow in Figure 3). A similar "return" occurred on this same day in another category, "on-rack" behavior. Although no explanation has yet been found for these

occurrences, a number of possible explanations are suggested in the discussion of "on-rack" behavior.

Table 10

Mean Ratings for the Various Categories

Under "Dormitory Cleanliness"

	Baseline 1	Reward 1	Baseline 2	Reward 2
Racks:	2.0	10.0	1.7	9.6
Deck:	1.6	10.0	1.4	9.5
Head:	1.2	10.0	1.2	9.6
Windows:	6.2	10.0	6.3	9.6
Total Rating:	11.1	40.0	10.6	38.3

(See following page for figure.)

Implications

The following list summarizes the problems which are apparent from the data analysis presented above.

a. The "group rating" measurement does not adequately reflect the behaviors which were consequated during the reward conditions. This is because the group rating was also intended to be a measure of "effort" while points were only earned for actual accomplishment.

Baseline 1 Reward 1 Baseline 2 Reward 2

Figure 5: ...

b. The group ratings were conducted concurrently with official inspections during the two reward conditions. Group ratings were not conducted in the form of official inspections during the baseline conditions. Thus, the question of whether the point contingencies exerted control over dormitory cleaning behavior and the degree of this control cannot properly be answered.

c. The instrument utilized as a measure of dormitory cleanliness (the rating scale) appears to have been unsatisfactorily defined. This conclusion is evident in the low values obtained from the reliability of measurement counts (see Table 9).

The above problems exclude the possibility of reaching a conclusion concerning the relationship between the point economy and dormitory cleanliness.

Excuse Making

Criteria Fulfillment

The following list displays how well the data measures up to the evaluative criteria utilized in this project. (See section entitled Criteria.)

    a. Excuse making behavior was directly consequated by point losses during the reward conditions.

    b. The definition of an excuse was quite clear and measurement reliability was fairly high (see below).

    c. No variables were indentified which may have contaminated the experimental findings.

Definition

An "excuse" was recorded if a subject uttered a verbal complaint about any task the subject was assigned. Examples of excuses are presented below.

"The job you've assigned me is too hard."

"Why should I do it, what about someone else?"

"I'm always the one you pick for this job."

"The bathroom doesn't need cleaning."

"I'm doing something already."

Some non-verbal behaviors are also included within this category. If the sergeant instructed a given subject to carry out a chore and the subject did not immediately stop engaging in the behavior being emitted at the time of the order (reading, sitting, sleeping and so on), an "excuse" was recorded.

Count Schedule

Counts of excuse making were continuous throughout the day.

Reliability of Measurement

For the purpose of determining reliability, a number of time segments which varied in length were established in which the two observers made independent counts of excuse making behavior. The average reliability of measurement is presented in Table 11 below. As can be seen from the table, measurement reliability was good.

Table 11

Mean Reliability of Measurement

Baseline 2	Reward 2
82.2%	100.0%

Results

As can be seen in Table 12 and Figure 4 on the next page, excuse making dropped considerably during the two reward conditions.

Table 12

Mean Number of Excuses Uttered Per Day

	No. Days	Mean Excuses/Day	Range
Baseline 1:	13	27.7	16-37
Reward 1:	12	0	0
Baseline 2:	14	30.0	18-41
Reward 2:	11	0	0

(See following page for figure.)

Conclusions

The data supports the hypothesis that a functional relationship exists between the point contingencies and excuse making behavior. Excuse making was high during both baseline periods and was recorded to be non-existent during the two reward conditions.
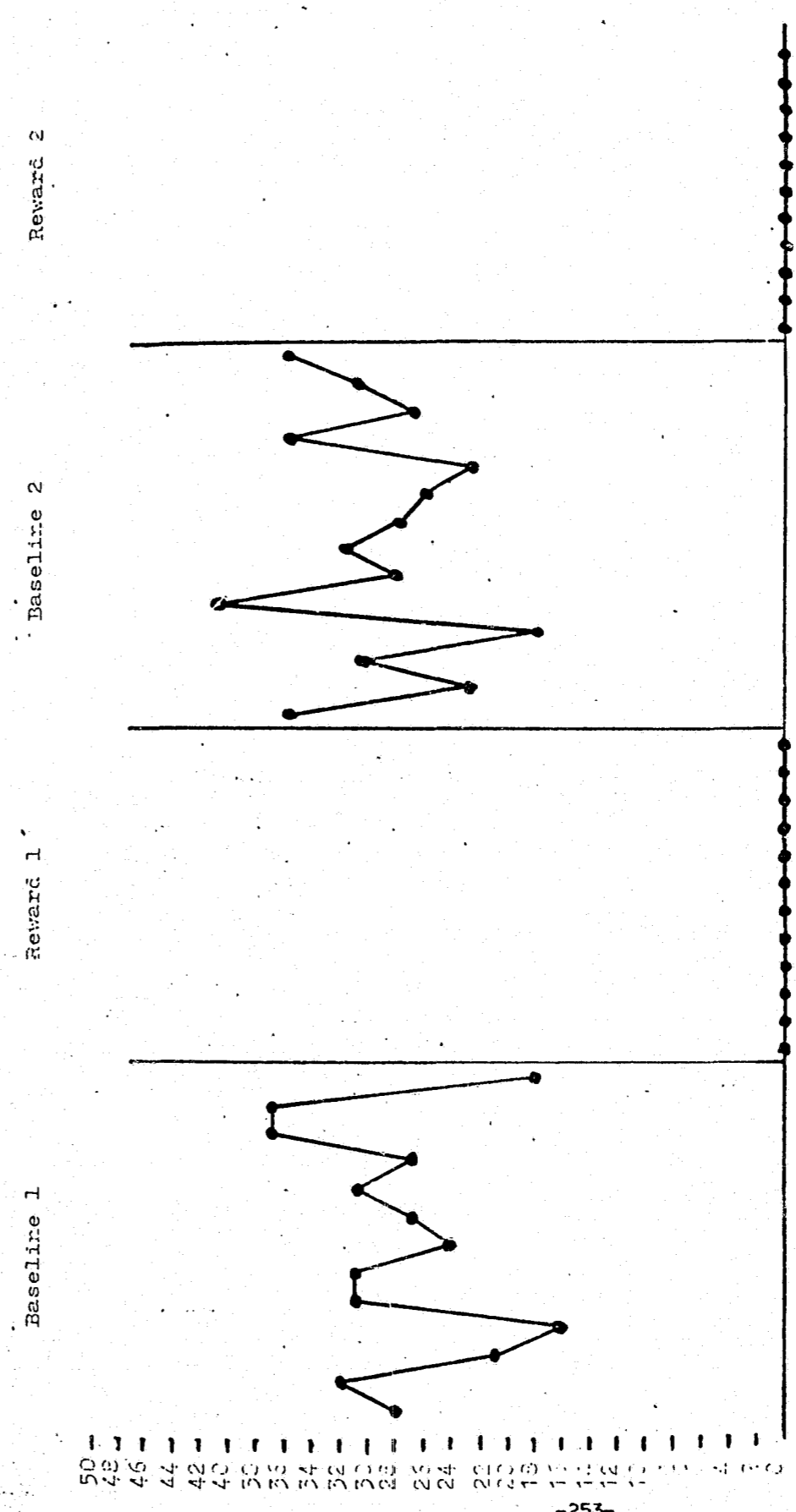
Figure 4: Number of responses recorded per day in each of the four experimental conditions.

On Rack

Criteria Fulfillment

The following list displays how well the data measures up to the evaluative criteria utilized in this project. (See section entitled Criteria.)

a. "On rack" behavior (i.e., a subject sitting or lying on his bunk during work time) was directly consequated by a loss of points within the reward condition.

b. On rack behavior was well defined and reliability of measurement was acceptable.

c. No variables were identified which may have contaminated the experimental findings.

Definition

On Rack: Lying, sitting, or leaning against a bunk during work time.

Count Schedule

Counts were conducted usually three times a day. Although the times varied, they were conducted around 7:30 a.m., 1:30 p.m., and 3:30 p.m. The average number of counts per day within each of the experimental periods is presented in Table 13 on the next page.

Table 13

Mean Number of Counts Per Day and Range

	No. Days	No Counts	Range
Baseline 1:	13	2.6	2-3
Reward 1:	12	2.8	1-3
Baseline 2:	14	3.0	0
Reward 2:	11	3.0	0

Reliability of Measurement

The average reliability of measurement for the two conditions under which reliability counts were conducted is presented in Table 14 below.

Table 14

Mean Reliability of Measurement

Baseline 2	Reward 2
83.4%	100.0%

Results

As can be seen in Table 15 and Figure 5 on the next page, on rack behavior fell sharply during the two reward conditions. The one exception to the fairly stable response rates within each condition is the last day of the reward 2 condition (Figure 5, see arrow). No explanation can be drawn from the data for this sudden jump in the number of subjects "on rack."*

Table 15

Mean Number Subjects "On Rack" Per Day

Baseline 1:	20.2
Reward 1:	.2
Baseline 2:	24.0
Reward 2:	1.7

(See following page for figure.)

*Substantial point losses were recorded on this day both within this category and within the category of dormitory cleanliness.
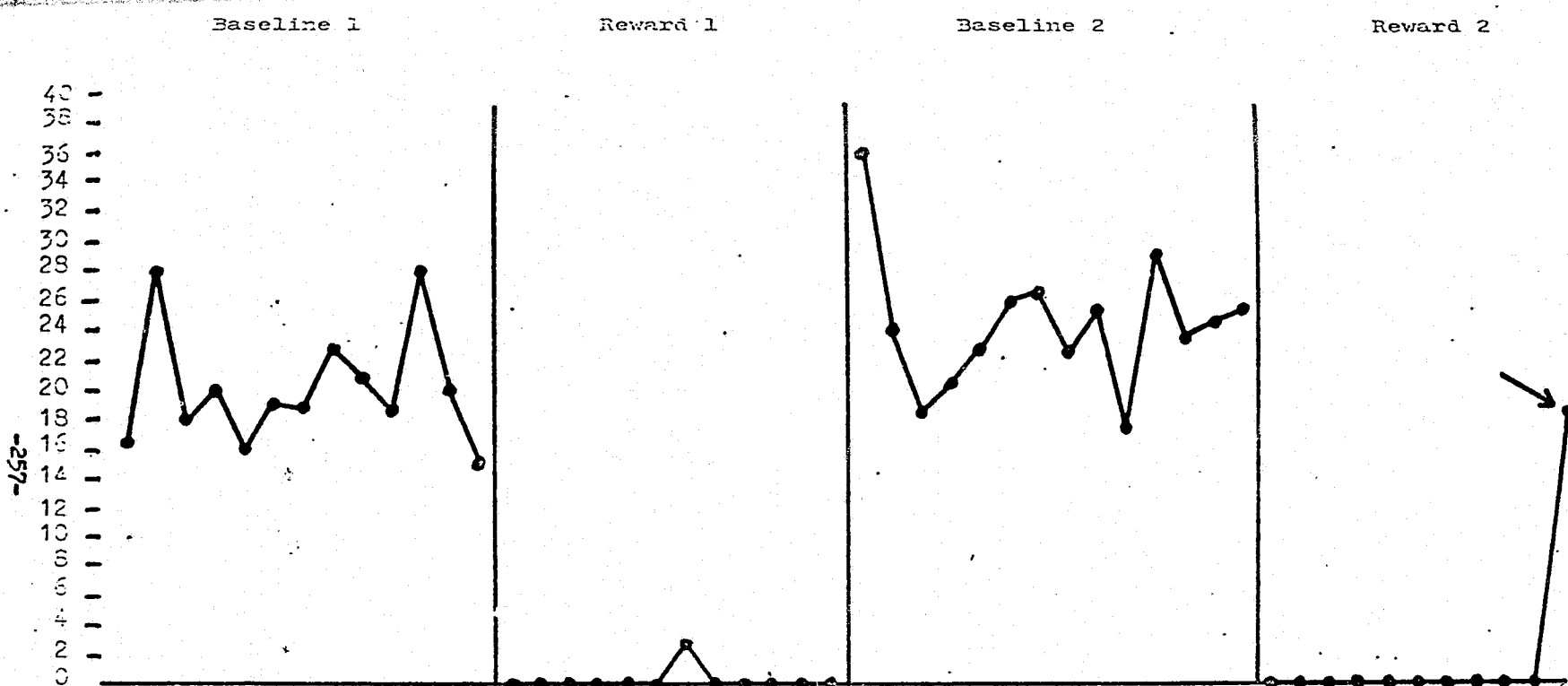
Figure 5: Mean number of subjects recorded as on rack per day during each of the four experimental conditions. The arrow designates a data value which deviated from the other values under the same experimental conditions. (See text.)

Implications

Given that an explanation could be found for the one day jump which occurred at the end of the reward 2 condition (see Figure 5), the data generally tends to support the hypothesis that the point contingencies exercised considerable control over on rack behavior. It seems that it would be important to know what events were occuring on the last day of the reward 2 condition. Research into the events of this day could lead to one of three different conclusions about this recorded value:

a. A recording error occurred.

b. The point contingencies were not in effect at full strength.

c. A number of "incidental" events (events occurring which were not under the control of the experimental contingencies) occurred which affected the data.

If any of the above three explanations were to be found to be correct, this day's data could possibly be deleted. If none of the above explanations proved to be the case, the possibility arises that the point contingencies (in the manner in which they were being handled) would prove, in the long run, to be either only temporarily or partially effective, with respect to total control over the response rates in any or all of the behavior categories.

B. Additional Observations

The data generally indicates that the program contingencies exercised considerable control over the specified behaviors. There were, however, several problems which presented themselves in the process of reviewing and analyzing the daily records of behavior counts and point earnings. These problems are summarized in the following list:

a. As mentioned earlier, the point quantity lost for engaging in any given inappropriate behavior appears not to have been a constant value at least for some of the behaviors. Thus, it is difficult to specify exactly the procedures utilized which controlled the behaviors. This problem is made even more complex by the fact that it is impossible to state with any certainty the schedule under which the observer worked with respect to observing and recording the point losses for inappropriate responses. Both verbal reports and observations by an independent observer suggests that behavior observations for the purpose of determining earnings were sometimes accomplished by brief inspections at varying times (announced and unannounced) and at times by continuous observations over relatively larger temporal periods.

b. The data made available by the brig staff does not include the two days on which reliability counts were done. The reason for the absence of this data is unknown to this observer. Of interest is the fact that the response rates of the counted behaviors on days which reliability of measurement was determined tended to be somewhat lower than the average rates both

during the baseline and reward conditions.* The regular observer even commented on what he perceived to be a deterioration in the subjects' behavior during the reliability counts. Although the data itself offers no explanation for the drop in the response rates, it was the impression of both the regular observer and the outside observer that the relatively lower response rates were at least in part the result of the presence of the "non-marine" outside observer.

c. As discussed earlier, response rates for two of the counts (dormitory cleanliness and on-rack behavior) changed abruptly on the last day of the reward 2 condition (see Figure 3 and 5). The reason for these changes cannot be realized from the data. It is, however, suggested that an examination of the events of this day may produce a reasonable explanation. If not, the duration of control over time exercised by the point contingencies is brought into question. Extension of the reward condition for a longer time period would be one method of testing control duration following the occurrence of a dramatic change in the response rate of one or more target behaviors.

*Data tables displaying this occurrence are available upon request.

Implications

The training in behavior management also had several interesting by-products. The first serendipitous effect was that methods learned on the job could be used to improve even the staff home environment on the hypothesis that a happy staff does a better job in creating the positive environment required in a contingency management program. This program relies strongly upon positive reinforcement. The experimental sergeant reported that the tape program helped him achieve this objective. A marked increase in positive interactions such as rewarding prisoners with points for achievement and a marked decrease in negative interactions such as calling prisoners down confirmed the sergeant's ability to be positive even though he reported that he had been much more negative before the program. The rate placement in disciplinary segregation from the experimental dorm during the experimental phases of the program dropped over 80%.

An unofficial program, not part of this research, was also begun in another dorm after results in the experimental dorm began to become apparent. These results generally conformed to results in the experimental dorm. This was interesting because it showed that other staff could also get results. It also suggested that the type of prisoner involved (classification) was not a major factor in getting results. The experimental dorm was composed entirely of "detainees," men awaiting trial. One reason for this choice was that this type of prisoner had generally been more difficult to manage than prisoners with more certainty in their status. The unofficial but nevertheless similarly effective program in the additional dorm was conducted by entirely with "adjudged to duty" prisoners.

In both dorms the prisoners reported that they preferred experimental conditions. Reversing the usual condition that lack of cooperation would receive peer reinforcement, the one case of physical abuse occuring during

-261-

the experimental phase actually resulted from peer insistence that co-operation occur. Prisoners viewed cooperation as in their best interest and insisted that fellow prisoners not create conditions that would re-sult in their own or the group's loss of privileges.

Of special note in this research was the high level of cooperation and support from the facility command. Command staff became familiar with the technology through briefings, training manuals and the tape programs. Live staff cooperation was apparently reinforced by command committment to the program. Final evidence of command committment, not only to the goals of this research but to the correctness of its findings as useful for facility management came with the commander's statement that he intended use of the methodology throughout the facility. Im-plementation of the program in the form of a point system for each dorm, contracts for special cases and self-management procedures for each prisoner is currently under way. In self-management, each prisoner is being asked to write down his values, goals and specific objectives each week.

Chapter 4

SUMMARY

A. Project Findings

The specific findings of this project are as follows:

1) Prisoners in the Marine Correctional Facility at Camp LeJeune perform at a higher rate when contingently reinforced for:

    a) Being on task

    b) Being in uniform

    c) Keeping their dorm clean

    d) Not making excuses

    e) Staying off racks at inappropriate times.

2) T.V. time, games and other similar readily available items can function as sufficiently strong reinforcers to cause appropriate performance in areas enumerated above.

3) The experimental sergeant remarked that systematic use of positive reinforcement made his job easier.

4) Results such as these can be obtained with minimal training.

5) Methods used in this project are practical for other facilities.

6) Insofar as the correctional staff of Camp LeJeune may be said to be illustrative of military correctional staff a high level of cooperation can be expected. It may be noteworthy that the LeJeune staff had recently had the advantage of M.O.D. Inc.'s Planned Change in the Military Justice System Through Professional Development of Correctional Staff and Administration in the United States Marine Corps and the United States Navy program - Professional Development Institutes for Military Correctional Personnel.

B. **Implications**

There are two general conclusions of special interest in this research. One is the foregoing data shows, that contingently delivered positive reinforcement is an effective management technique in a military correctional facility. Apart from the the fact that positive management tends to be more humane than negative management the rehabilitative potential of these techniques is clear. When rehabilitative objectives are systematically reinforced, rehabilitation is clearly enhanced. The vital task lying beyond the scope and authority of this research is the selection of behavioral objectives that are truely rehabilitating. When these objectives are present, contingently delivered positive reinforcement can clearly increase the likelyhood of significant achievement.

The second general conclusion is that this approach appears from the data to be practical. It was after all a working sergeant in a regular correctional dorm who obtained the results demonstrated in the data. Further evidence of the practicality of this approach accrues from the fact that comparatively little training was required of the correctional staff. The correctional facility command readily understood the purpose and design of the program after less than two hours of briefing. The sergeant who ran the experimental dorm received only about eight hours of formal training in contingency management. This was supplemented by a training manual, Rehabilitation by Behavior Management, A Training Manual and Staff Achievement Program for Correctional Agency Personnel (James and Miller, 1972) and the Family Behavior Seminar, 18 half-hour cassettes lessons in behavior management. The tape program was used in conjunction with a total 24-hour-per-day approach to staff development.

C. Recommendations

Based upon the findings of this research we recommend that general use be made of contingent positive reinforcement in military correctional facilities. This use should begin with the development of an implementation plan for each facility. This plan should include: 1) at least sixteen hours of instruction for all staff, 2) sufficient material resources such as training manuals and tapes, 3) and research designs that generate on-going evaluation through data feedbacks.

This plan should be coordinated with base-wide reinforcing systems so that programs outside correctional facilities compliment inside programs. Follow up contingency management should occur on the unit level when prisoners who are released return to duty. Preventive programs should utilize positive reinforcement in order to prevent initial incarceration. Further research should establish the exact nature of outside programs but it is clear that the larger environment should make use of this technology which has proven itself in a more limited environment. Examples of coordination would be base drug, alcohol and correctional programs.

Specific recommendation for the LeJeune correctional facility are outlined in the Correctional Model below.

D. <u>Correctional Model</u>

I. Positive reinforcement contingently delivered by entire staff throughout the facility.

    A. Award points immediately after and contingent upon appropriate achievement behaviors.

    B. Chart points and award bonuses for highest achievement.

    C. Use praise for staff and prisoner achievement.

II. Design high feed back so that prisoners know about behavioral consequences immediately and consistently.

    A. Specify daily task.

    B. Specify daily rewards.

III. Arrange cooperative rehabilative efforts so that inside achievement earns earlier release and higher recommendations.

    A. Use conditional release to units with regular performance reports from units.

    B. Use contingency contracts for unit-based follow-up and evaluation.

IV. Develop on-going training programs in contingency management for both correctional and base personnel.

A CHECKLIST FOR CONTINGENCY CONTRACTING

by

Ralph E. James, Jr.

WHY USE CONTINGENCY CONTRACTS?
    -Every relationship already entails an unwritten contract, therefore:
        . Written contingency contracts clarify human expectations,
          responsibilities and consequences.
        . Written contingency contracts can be effective in the natural
          environment.
        . Written contingency contracts can bridge the gap between institution
          and home.
        . Written contingency contracts can save time and money.
        . Written contingency contracts facilitate research and running evaluation.

WHEN SHOULD CONTINGENCY CONTRACTS BE USED?
    -Only when contract behaviors are in the best interest of the contractor
     (person receiving the service).
    -Only when necessary, that is, never continue a contract when normal
     self-management has been achieved.
    -When institutionalization can be avoided.
    -When contract contingencies have a fair chance to compete with
     non-contract contingencies.

HOW ARE CONTINGENCY CONTRACTS BEST USED?
    -When the contract manager is:
        . Consistent
        . Positive
        . Firm
        . Attentive to contingencies
        . Willing to change a non-functioning contract.
    -When the contract terms are:
        . for specific behaviors.
        . clear.
        . easy at first.
        . including generous reinforces that really reinforce.
        . providing daily or weekly feedback.
        . written down and signed.
        . recorded as achieved.
        . reinforcing positive achievement rather than obedience.
        . reciprocally inhibiting problem behaviors.
        . providing immediate reinforcement.
        . "catching him doing good."
        . focusing upon behaviors.
        . avoiding labels.
        . providing appropriate models.
        . withholding reinforcement such as attention from maladaptive behaviors.
        . providing effective consequences.

WHAT ARE THE STEPS IN WRITING A CONTRACT?
1. By asking and observing discover what reinforcers will probably work. List these.
2. Negotiate a few specific target behaviors. List these.
3. Set contingencies. This means pairing a low probability task with a high probability reinforcer. If task (a behavior on list) then reinforcer (a reinforcer on list). Include a bonus for high achievement. If necessary, include a negative contingency.
4. Evaluate the contract daily, then weekly and finally monthly and yearly. Use criteria for contract management and terms listed above. Rewrite according to feedback on performance. Do not change contracts during its life, but renegotiate terms at checkup sessions by looking at performance graphs together.

HOW CAN A NON-FUNCTIONING CONTRACT BE CORRECTED?
-Check to see if reinforcers are strong enough in relationship to competing reinforcers.
-Check for unknown reinforcers.
-Increase the number of reinforcers.
-Decrease the number of tasks.
-Check performance of contract manager, particularly his consistency.

HOW CAN CONTRACT MANAGERS BE REINFORCED?
-Each week each contract manager reports the performance percentage of each contract on a summary data sheet.
-Contract managers and supervisors negotiate a reasonable average performance expectation based upon experience with actual contracts.
-Supervisors check summary data sheets with contract managers giving verbal praise for good management and above average contracts.
-Ideas that work on good contracts are shared with other contract managers with credit to the originator of the idea.
-Supervisors make constructive suggestions on problem contracts and staff meetings may be used to seek solutions.
-The highest weekly average receives an extra reinforcer from the supervisor such as extra time off, a certificate, a promotion point, a dinner, a donated movie pass or a bonus.
-All weekly averages are posted on a staff performance chart with a summary graph.

CONTRACT # 8

Contractor: _____John Doe_____

Time: From ___March 4___ to ___March 11___

Long Range Goal: _____Regain regular job._____

Specific Behaviors	S	M	T	W	TH	F	S
1. Self-grooming (teeth brushed, hair combed, shaved).		✓	✓	✓	✓		✓
2. Self-dressed (shirt, pants, shoes)	✓	✓	✓	✓	✓	✓	✓
3. Daily work complete	✓		✓	✓	✓	✓	✓
4. Daily lesson complete	—	✓	✓	✓	✓	✓	—
5. Not shouting	✓	✓	✓	✓	✓	✓	
TOTALS	3	4	5	5	5	4	3
WEEKLY TOTALS	29						

REINFORCERS: COSTS: BONUS:
1. Desserts   2 checks   If 27 or more checks
2. Trips   10-15 checks   are earned then one
3. Movies   10 checks   extra trip or movie
4. Talk time   5 checks
5. Checkers with sister   8 checks

John Doe
(Contractor)
Mr. John Doe
(Parent)
Dr. John Doe
(Contract Manager)

Notes:
1. Condition to use of contract in institution then have same contract assumed by community based agency or relatives.
2. Gradually lengthen time of contract until complete release. Provide booster contracts if necessary, but avoid fostering agency dependence.
3. Use all possible community resources in providing reinforcers and

BIBLIOGRAPHY

Ayllon, T. and Azrin, N. H. The measurement and reinforcement of be-
    havior of psychotics. _Journal of the Experimental Analysis
    of Behavior_, 1965, 8, 357-383.

Ayllon, T. and Azrin, N. H. _The token economy_. New York: Appleton-
    Century-Crofts, 1968.

Brethower, Dale M. _Behavior Analysis in Business and Industry: A
    Total Performance System_. Kalarnazoo, Michigan: Behavior-
    delia, Inc., 1972.

Cohen, H. L., Filipczak, J. and Bis, J. Case I: An initial study of con-
    tingencies applicable to special education. Silver Spring, Md.:
    Educational Facility Press - IBR, 1967.

Guerney, B. G. _Psychotherapeutic Agents: New Roles for Nonprofessionals,
    Parents and Teachers_. New York: Holt Rinehart and Winston,
    Inc., 1969.

James, Ralph E. and Miller, Larry. _Rehabilitation by Behavior Management,
    A Training Manual and Staff Achievement Program for Correctional
    Agency Personnel_. Raleigh, N. C.: Human Behavior Institute,
    Inc., 1972.

James, Ralph E. "Contingency Management: Toward a Behavioral Philosophy"
    Paper presented at The Second Interamerican Congress of the
    Interamerican Society of Criminology, Caracus, Venezuela, 1972.

Madsen, C. H., Jr. and Madsen, M. K. _Teaching Discipline_. Boston:
    Allyn and Bacon, Inc., 1970.

Miller, Larry, et.al. _Family Behavior Seminar_. Raleigh, N. C.: Human
    Behavior Institute, Inc., 1972.

Richard, Henry C. and Dinoff, Michael. Behavior Modification in a
    Therapeutic Summer Camp. _Behavioral Intervention in Human
    Problems_. Elmsford, N. Y.: Pergamon Press, Inc., 1971.

Slack, C. W. Experimenter subject psychotherapy. _Mental Hygiene_, 1960,
    44, 238-256.

Schwitzgebel, R. and Kolb, D. A. Inducing behavior change in adolescent
    delinquents. _Behavior Research and Therapy_, 1964, 1, 297-304.

Schwitzgebel, R. _Street Corner Research_. Cambridge, Mass.: Harvard
    University Press, 1964.

Tharp, Ralph and Wetzel, Ralph. _Behavior Modification in the Natural
    Environment_. New York: Academic Press, 1969.

MANAGEMENT &
ORGANIZATION
DEVELOPMENT
Inc.
BOX 2321, LA JOLLA
CALIFORNIA 92037
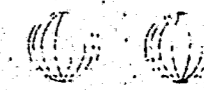
the management
of change

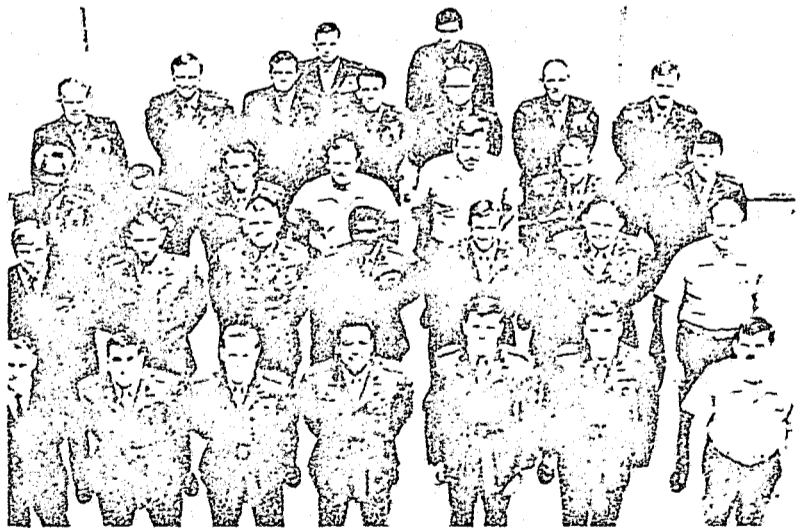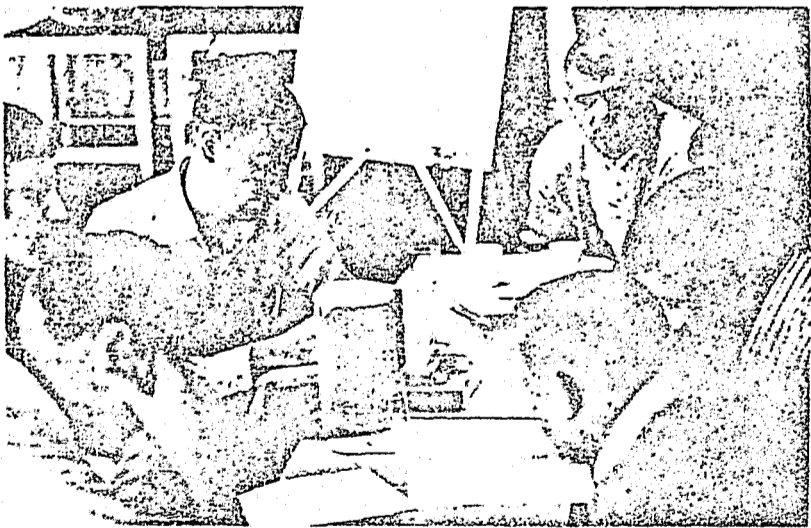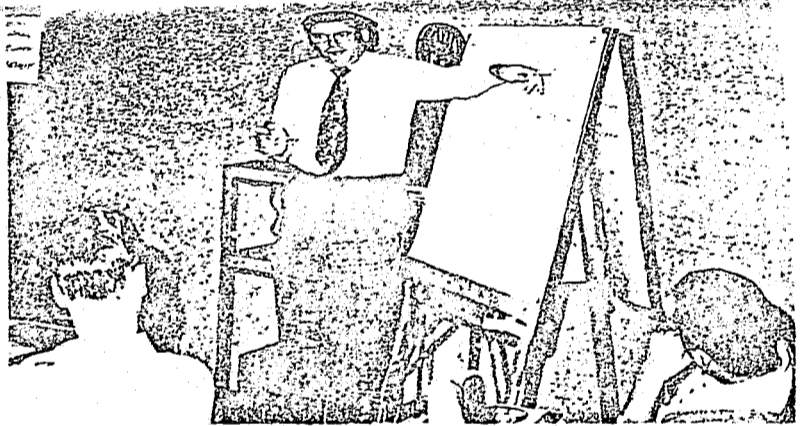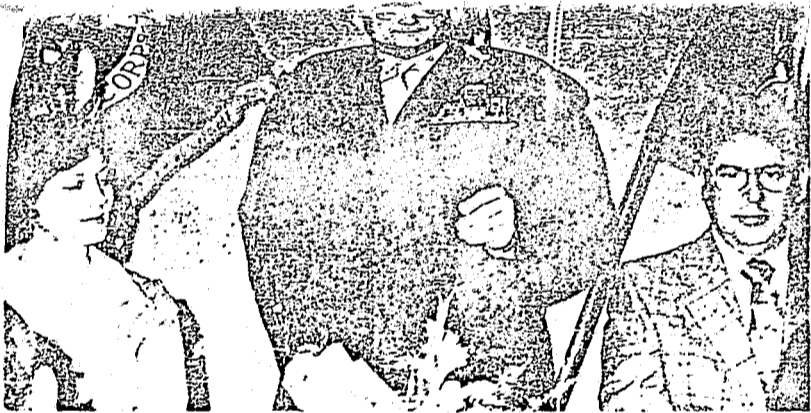714 / 453-2140   714 / 453-7321

C O M P O N E N T   E

*AN EVALUATION STUDY
OF THE EFFECTIVENESS OF
MILITARY TRAINING OFFICERS SEMINARS
FOR HUMAN RESOURCE SPECIALISTS*

Program Manager: Mr. Arnold N. Hafner, M.A.*

Contract: ONR N00014-72-C-0165 (P00001)

270-a

SCENES FROM THE WEST COAST SESSIONS OF THE ONR MILITARY TRAINING OFFICERS SEMINAR held in the Kellogg West Center for Continuing Education, California State Polytechnic University, Pomona, California, March 25-30, 1973: (upper left) LCol. Archie Van Winkle, Provost Marshal at Camp Pendleton, addresses the class at graduation exercises. Van Winkle was the military coordinator for the conference and the main inspiration of the whole ONR project for professional development of military correctional personnel....(upper right) Dr. Charles L. Newman, MOD Inc. consultant, addresses the Marines on correctional trends. Newman, President of the American Society on Criminology, is also Head of Law Enforcement & Corrections Services at The Pennsylvania State University.... (lower left) Military human resource specialists engage in seminar group problem solving....(lower right) The Pomona Class at closing ceremonies - 3 Naval and 27 Marine officers.
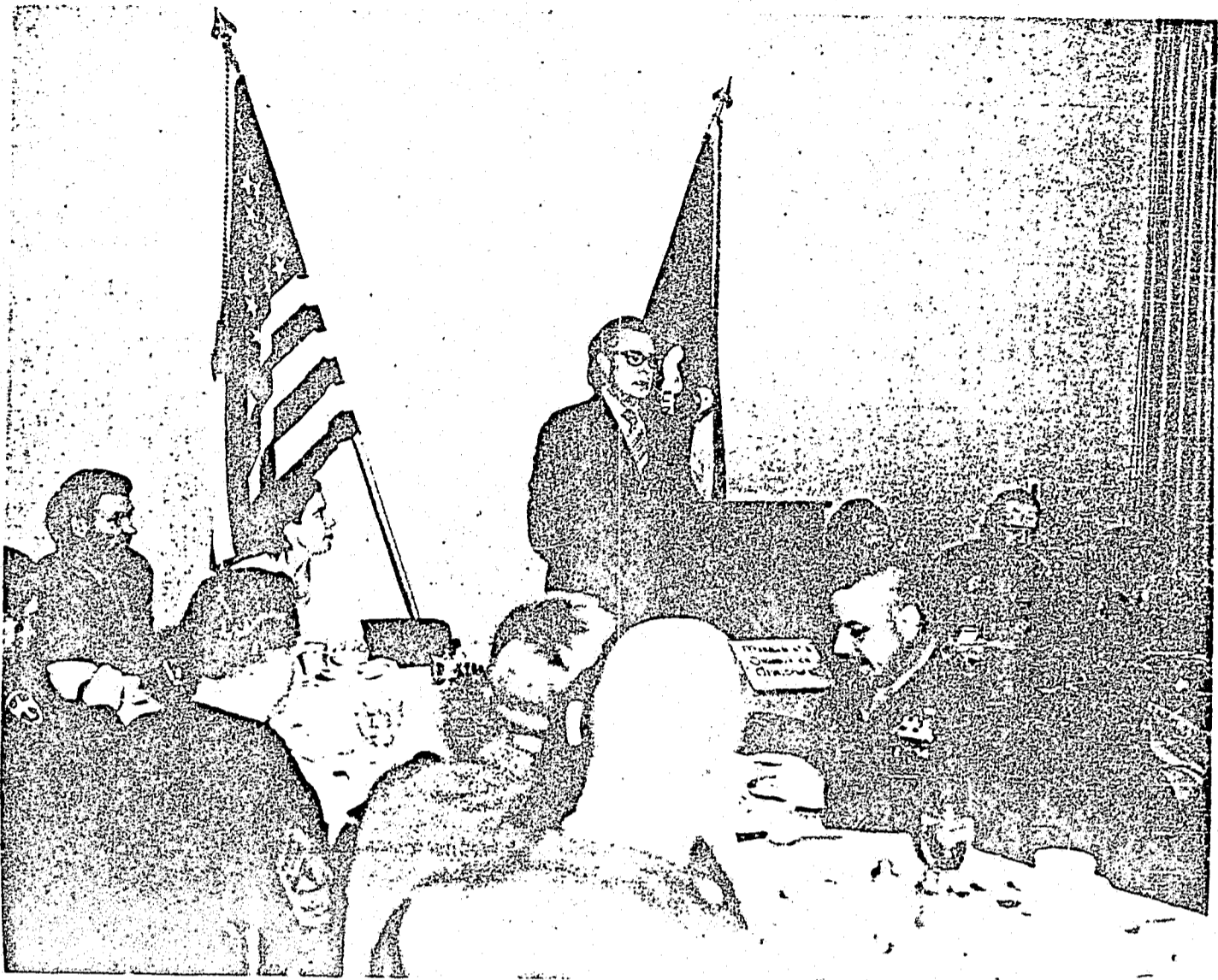
CLOSING CEREMONIES OF THE EAST COAST SESSIONS OF THE ONR MILITARY TRAINING OFFICERS SEMINAR, Williamsburg, Va., on February 24, 1973. Dr. Philip Harris, project director, addresses the Marine graduates of this Office of Naval Research prototype course. Seated at the head table (left to right) are LCol. O. V. Lippold, Commanding Officer of the Military Correctional Facility at Camp Lejeune, North Carolina; Dr. Dorothy L. Harris, project research director; Major W. E. Wright, Head of the Security and Law Enforcement Section, Headquarters Marines; Capt. D. T. Perman, military program manager for the project and corrections.

C O M P O N E N T   E

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CONTINUED

6 OF 9

PREFACE

The thrust of the research now reported is in the area of military adult education, with particular emphasis on the use of the applied behavioral sciences. Although the pilot project research on the Professional Development Institutes for Military Correctional Personnel had been successful (see Components A/B), there was a need for a support system to enable the Marine Corps to undertake the courses on their own, and without the assistance of external consultants.

During Phase III of the Office of Naval Research study, a third course was designed, tested, and evaluated. Entitled a MILITARY TRAINING OFFICERS SEMINAR (MTOS), it was intended for those military personnel who had training responsibilities for human resource specialists in the Marine Corps. Fifty-one Marine Corps servicemen, and three Naval officers, attended the sessions. In addition, the program manager from the Office of Naval Research and the captain in charge of the Navy's Corrections Division participated as official observers. The two all-male classes which were the subjects of this research had a mean average of 13.5 years in the service and 15.0 years of education. Although 77% of the group claimed instructional experience, the trainees presented a real challenge for adult education - the range of their educational attainment was from the Ph.D. degree to 6 years of formal schooling. However, 50% of the group possessed college or professional degrees. The ranks of the fifty-four participants ranged from Lt. Colonel to Gunnery Sergeant, although forty-three of them were commissioned officers. They came from eighteen different military installations, located largely in the South and California. They represented a variety of duty assignment

in the general area of human development - eighteen listed as a major area of duty concern, "corrections." The largest group - some twenty-six men - checked "human/race relations" as their principal occupational concern.

Each five and a half day seminar went from Sunday afternoon to Friday afternoon for a total of approximately 44 hours. This intensive group learning experience consisted of fifteen training modules (day sessions: each module - 3-1/2 hours; evening sessions - 1-1/2 hours). Approximately four more hours were spent by the students in outside reading, committee preparation, and conferences with instructors. Two educational programs were conducted away from the military environment - one was at the conference facilities of the Williamsburg Foundation in Virginia; the other at California State Polytechnic University in Pomona (Kellogg-West Center for Continuing Education). (Refer to the Schedule [Design #103] which follows.)

The instructional program consisted of five theory sessions relative to adult education; five demonstration lessons by the consultants and one practice teaching session by the subjects (based upon the staff course of the Professional Development Institutes on Human Behavior); two report sessions about on-going related research; and a graduation exercise.

The consulting team consisted of five behavioral scientists (all were Ph.D.'s and members of M.O.D. Inc. Resource Network who had participated in the first two years of this O.N.R. research). The project director, Dr. Philip R. Harris, was assisted by Drs. Woodrow H. Sears, Jr.; Ralph E. James, Jr.; Dorothy L. Harris, and Charles L. Newman (see general Appendix E for the consultants' biographies).

The MILITARY TRAINING OFFICERS SEMINAR was also the occasion for the introduction of the M.O.D. Instructional System. These multimedia learning aids were developed under a concurrent contract with the U. S. Marine Corps (M00027-73-C-0066) for use by instructors of the staff course for the

PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR. (See general Appendix A for a fuller description of these resource materials.)

This next component reports the evaluative study done by means of action research upon the above effort to prepare military instructors for courses in human behavior.

mANAGEMENT &
ORGANIZATION
dEVELOPMENT
inc.
BOX 2321, LA JOLLA
CALIFORNIA 92037

S C H E D U L E

MILITARY TRAINING OFFICERS SEMINAR
FOR
PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR

Williamsburg Foundation, Williamsburg, Va.　　　　　　Kellogg West Center for C. E., Pomona, Ca.
(East Coast – February 18-23, 1973)　　　　　　　　　 (West Coast – March 25-30, 1973)

Morning Session 8:30 a.m.	Sunday	T.M. 2 Monday	T.M. 5 Tuesday	T.M. 8 Wednesday	T.M. 11 Thursday	T.M. 14 Friday
	T R A V E L	PHILOSOPHY/METHODOLOGY OF ACTION LEARNING – Review PDIMCP Staff/Admin. courses & workbooks (P.R.H.)	Demonstration Lesson on CULTURE, L.M. VII/VIII – Slides/ Cassette: Set D (W.H.S.)	Demonstration Lesson on MANAGEMENT OF CHANGE IN HUMAN RESOURCE DEVELOPMENT, L.M. XI, XIII – Slides/Cassette: Set A (P.R.H.)	Practice Lessons by Participants* – A.V. Aids Demonstration – Slides/ Cassette: Set A "Understanding Human Behavior" – Film: "More Than Words";"Is It Always Right To Be Right?" Coordinator (P.R.H.)	STAFF TRAINING NEEDS & MODELS, L.M. XXIII (C.L.N.)
12 noon Lunch						

| Afternoon Session 1:30 p.m. | Educational Coordinator, Dr. P. R. Harris; Military Coordinator, Capt. D. T. Penman,USMC ---------- 4 – 6 p.m. Registration and Distribution of Materials | T.M. 3 Demonstration Lesson on COMMUNICATION, L.M. III/IV – Slides/ Cassettes: Sets B/C (P.R.H.) | T.M. 6 Demonstration Lesson on TEAM BUILDING & ORGAN.RELATIONS, L.M. XVII/XVIII – Slides/Cassette Set F (W.H.S) | T.M. 9 Report on BEHAVIOR MGT.Project at Camp LeJeune, L.M.XIV – Film:"Bus.,Behav. & the Bottom Line" Consultant: Dr. R. James, Jr. | T.M. 12 PROBLEM SOLVING ON PDIHB, L.M. XVI – Brainstorm Session (P.R.H.) | T.M. 15 Seminar Review and Research(P.R.H.) 3 p.m.CLOSING CEREMONY – Distribution of Certificates |
| 5:00 p.m. Dinner 6 – 7 p.m. | | | | | | |

| Evening Session 7:30 p.m. | *Training Module 1* ORIENTATION – Introduction – Film:"Acceleration of the Seventies" – Overview of this ONR Research Project & I.M. – Review of Adult Educ. – Team Assignments* (Dr. P.R. Harris) | T.M. 4 Report on TEAM BUILDING Project – Film: "Team Building" Consultant: Dr. W. H. Sears, Jr. | T.M. 7 MEDIA WORKSHOP – Audiovisual Review:"The Art of Motivation"; "Human Nature & Org.Realities"; possibly videotape (P.R.H.) | T.M. 10 ACTION RESEARCH ON TRAINING – Dev. a Training Research Design – Data Collection & Analysis – Follow-up Study Report (PDIMCP) Coordinator: Dr. D. L. Harris | T.M. 13 MILITARY CORRECTIONAL TRENDS, L.M. XI, XII, XXII – For trainers of correc. personnel Consultant: Dr. C. L. Newman | NOTE: *Staff members available for individual consultation before & after meals. *Trainee teams to present segment of lesson from one of these L.M. – I, II, V, IX, X* |
| 9:00 p.m. | | | | | | |

COMPONENT E

Chapter 1

INTRODUCTION

The development of new methods for human interaction
becomes particularly significant when an organization inten-
tionally attempts to inculcate these methods into the
repertoire of daily activities of its personnel. Further,
the expansion of this effort to include the development of
a cadre of professional adult educators who are competent
in the dissemination of these techniques increases in
importance in proportion to the size of the population
with which they are to interact. Such an effort is cur-
rently being made within the United States Marine Corps.
In an effort at altering some of the traditional leadership
approaches to certain sensitive areas of human interchange,
the Marine Corps has, through the auspices of the Office
of Naval Research, commissioned the development of a series
of institutes related to understanding human behavior and
improving human relations skills. It is the purpose of
this research to examine the results of one of those
seminars in the techniques of providing adult education
in behavioral science methodologies.

Background

The Professional Development Institutes on Human

Behavior (PDIHB), which this research examined, was an
outgrowth of a program created for the training of military
correctional personnel. This program, which was known as
Professional Development Institutes for Military Cor-
rectional Personnel (PDIMCP), was created in the aftermath
of the House of Representatives Investigating Subcommittee
report on disturbance in military "brigs" and prisons.
The intent was to create a higher level of motivation and
training in the personnel of these facilities. In par-
ticular, it was desired that efforts be made to improve
the field of military corrections through the application
of behavioral science insights and techniques. To this
end, the PDIMCP conducted four courses designed for the
staff personnel of military correctional institutions and
two courses which were designed exclusively for the admin-
istrators of military correctional institutions. A total
of 327 servicemen from six military correctional facilities
had participated in the research project of the PDIMCP
through the years 1971-1972.

The success of this effort was attested by the
evaluative instruments which were reported in September
1972 in Action Research Report No. 2 by Management and
Organization Development, Inc. of La Jolla, California,
the contractor. This research indicated that in excess
of 84 percent of the participants of the Staff and Admin-
istrator's courses rated the experience as "excellent/
very good" (MOD, 1972). A follow-up study of some 180

-282-

military who actually participated in the testing of the original PDIMCP Staff and Administrator's course has just been completed (Ehrentraut, 1973). In fact the assessment of the institutes was so satisfactory that the experience which had previously been intended for military correctional personnel was expanded in December 1972 to include other human resource specialists whose responsibilities encompass counseling in Marine Corps drug or alcohol rehabilitation programs, or conduct human relations programs for the military.

The purpose of this expanded Professional Development Institute is to permit the military personnel whose prime duty involves human resources, to share in the philosophy, methodology and technology of the behavioral sciences through the medium of PDIHB learning format. A complete statement of the objectives of the PDIHB along with a syllabus for the 1973 Institutes is included as Appendix A. In speaking of the successful trend towards humanistic treatment within the military, the project's director, Dr. Philip R. Harris (1972) has said,

> The tough, sometimes brutal conditions in Marine Corps brigs that existed two years ago have been replaced by a human response concept that many civilian penal institutions should copy. . . .

The punitive model of military correctional institutions gradually fell into disfavor during the years following World War II. A combination of the advent of more definitive theories of human interaction and a change

in social attitudes toward prisoners, have gradually caused
the military to seek other means of prisoner rehabilitation.
Richard Armstrong has stated:

> According to President Richard Nixon, the American
> system for "correcting and rehabilitating criminals
> presents a convincing case of failure" . . . "We have
> developed systems of correction," says Chief Justice
> Warren E. Burger, "which do not correct." (1971:14).

A technique which is receiving increasing application
involves the development of confinee human assets through
the increase of prison staff skills in behavioral science
insights and skills. The contrast engendered by this new
approach is stark since the application of self actuali-
zation techniques to prisoner rehabilitation is antithetical
to the denigrating methods of punitive incarceration. The
new rehabilitation model seeks to improve prisoner self
image by auto-transmission from custodians whose own role
image has been enhanced through education in the human
behavior. The increase in self worth engendered in the
correctional staff through an increase in professionalism
is thought to be a means for the transmission of an actuali-
zation stimulus to the prisoners. Additionally, the in-
crease in staff level skills in the areas of behavioral
science methodologies is expected to foster the more humane
(and hence, more reinforcing of personal worth) treatment
of the prisoners.

Delineation and Statement of the Problem

To improve the humanistic treatment of military

personnel with special problems, two courses had been
successfully developed and tested for the human resource
specialists who conduct programs on their behalf. Although
these Professional Development Institutes had been favorably
received when taught by professional behavioral scientists
who conducted the pilot project for the Office of Naval
Research, could the courses be replicated and expanded
when undertaken by military trainers? At issue was the
admission by the military that both the content and the
methodology of the behavioral sciences were beyond the
ability of military personnel engaged in the training
functions. The researchers were also aware of the limited
training abilities, in the sense of professional adult
education, of those military who had the title of "training
officer." Therefore, in the third phase of this continuing
research by Management and Organization Development, Inc.,
the task proposed was to develop an instructional system
with the necessary learning materials, and to design a
seminar in which the professional development of military
trainers would be advanced. The subject of this investi-
gation was to ascertain the success of this endeavor.

To reach a larger population of Marine Corps prison
staff and others within the field of human resource develop-
ment, an instructors' seminar was designed for teaching the
PDIHB and behavioral science methodologies. By this means,
two groups of selected Marine and Navy personnel with
training responsibilities were given the opportunity, in

1973, to engage in an action learning experience.

THE MILITARY TRAINING OFFICER SEMINAR is the instructors' course for the Professional Development Institutes on Human Behavior (staff). It is a five and one half day, intensive group learning experience consisting of a total of forty-four instructional hours. The program contained fifteen training modules, nine of which were three and one half hours in length. The material was presented by a faculty of five behavioral scientists, all of whom possessed the doctorate degree and were involved in the original research on the PDIHB. The instruction was offered at the level of a graduate seminar, and university credit is presently under negotiation for the benefit of the participants. The seminar components were as follows: (a) four theory sessions on adult education--action learning and research; (b) eight demonstration lessons and media workshop by the training team on the subject matter of the PDIHB learning modules; (c) one module for practice teaching by the participants; and (d) three research reports on topics related to the PDIHB/ONR research--team building, behavior management, and military correction personnel follow-up study.

The seminar was used as the mechanism for the presentation by the contractor (MOD INC.) of a learning system to be used by military trainers in the presentation of the PDIMCP and produced under contract to the United States Marine Corps. This consisted of (1) a 205 page

-286-

instructor's manual for human resource specialists entitled,
Organizational Dynamics, with five sets of accompanying
resource materials for use with students; (2) six sets of
colored slides, two hundred in number, and six cassettes
professionally recorded with thirty to forty-five minutes
of instructional materials; (3) Supplement No. 1, The
Professional Development of Correctional Specialists, a
seventy page guide for those training officers responsible
for teaching two additional modules with correctional
personnel; and (4) copies of Action Research Report No.
1/2 on the developmental aspects of the original profes-
sional development institutes, and two workbooks for the
trainees--Volume I for Staff, and II for Administrators.
All of these learning materials, plus a preview of other
audio visual aids, were made available during the MTOS to
upgrade the training potential of the participants.

This project was to form the basis of the research
reported here. The presentation of this behavioral science
and adult education material to a group of training officers
mandates, if the underlying theory is valid, that these
officers will themselves experience new feelings of self
worth and professionalism and that these feelings will
cause them to respond in such a way as to attempt to
increase their own competence in the appropriate areas of
professionalism. Consequently, it is the purpose of this
research to evaluate the change in the feelings of self
worth which occur in personnel attending the Military

Training Officers Seminar for Professional Development
Institutes on Human Behavior (MTOS). (Refer to Appendix B
for the objectives and schedule of this seminar.) This
will be accomplished by investigating the changes in the
attitudes of course participants with regard to their
abilities as adult educators and in the areas of the
behavioral science methodologies. Accordingly, this study
will investigate the following hypotheses:

H_1: That a significant increase in teaching confi-
dence as adult educators will be exhibited by those
undertaking the course.

H_2: That a significant increase in the scope of
skill in the areas of behavioral science methodologies
will be perceived by personnel completing the course. It
should be noted that these hypotheses must be restated in
the null form to facilitate statistical treatment. This
subject is addressed in Chapter 3, Methodology, and the
hypotheses are then appropriately restated.

Importance

The measurement of the effects of the seminars is
necessary because of the requirement for assessing the cost
effectiveness of government programs. It goes without
saying that a program which does not meet its goals is open
to question. Consequently, a measure of the degree to which
the MTOS attain their stated goals is required as a bench-
mark from which to determine program effectiveness.

Additionally, the thorough evaluation of a pilot project
has long been recognized as a primary tool in the further
refinement of such a program. Not only must program de-
signers know the impact, but they must also gain a detailed
insight into its strengths and weaknesses since it is only
through a thorough analysis that a good program can be
expanded into a truly outstanding one. Finally, if one
subscribes to a requirement for the professional prepa-
ration of all military human resource specialists, then
one must recognize the need for an evaluation of the
effectiveness of the training of their "trainers."

In compliment to the quantitative evaluation of
the cost effectiveness of the program there is, at present,
a high amount of interest in the techniques of continuing
education. Many of the newer methods of adult education
have grown from the observations of behavioral researchers.
It is appropriate, therefore, that a course on the methods
of behavioral sciences which includes the latest adult
educational techniques, be strictly monitored and measured
for the quality of its impact upon the participants. The
differences in the educational techniques which are appro-
priate to the adult population requires that a control
device be applied to new and developmental training
methodologies in order to insure that these techniques
continue to produce the extremely high quality results
that have come to be expected of them. Additionally,
without a measure of the effectiveness of the adult

education techniques of the institute, it is not possible to differentiate between goal achievement and educational advancement. For this reason alone, a measuring instrument needed to be developed and applied since without such an assessment, no certainty of results can be ascertained.

Finally, inasmuch as the training seminar was intended to upgrade the skills of military adult educators, it is mandatory that a measure of its ability to create the desired effect be clearly demonstrated. This approach is the natural precursor to a future evaluation of the efforts of the trainers who have attended the seminar. The data base upon which to build a file of measurements of the educational skills imparted to military adult educators must begin with the measurement of the training instrument itself.

Definitions

The following meanings, which have been defined by Harris (1972), will apply to the commonly-used terms of this thesis:

Applied Behavioral Sciences--the application of research findings about human behavior in related social sciences, such as, psychology, sociology, cultural anthropology, communications, human relations, and penology.

Behavioral Science Methodologies--the presentation of content from the behavioral sciences through an action learning experience which utilizes data collection

instruments and analysis, a variety of group dynamics, a
systems approach to training, and evaluation research.

Learning Module--a four-hour learning unit with a
specific design for objectives and formal input. Twelve
such modules were utilized for the staff course, while
eleven modules were developed for the administrators'
course (PDIHB). Fifteen modules are presented during the
training officer seminar (MTOS).

Correctional Facility--a penal institution to which
Navy or Marine servicemen are assigned after sentencing for
infractions of the Uniform Code of Military Justice. There
are approximately thirty correctional facilities in the
Naval System within the continental United States. Thirteen
of these are directly under Marine Corps supervision (three
large, five median and five small). The two facilities
which have been the center of this research are the
largest--Camp Pendleton (446 average number of confinees
for 1971) and Camp Lejeune (384 average number of confinees
for 1971). Marines are also on the correctional staffs of
a number of facilities under Navy jurisdiction, but there
is a trend toward having the Navy staff its own penal
institutions. Normally, the inmate in a military cor-
rectional facility usually spends no more than an average
of three months there before he is returned to duty,
discharged from the service, or transferred to a maximum
security prison. The correctional facility is sometimes
referred to as the "brig" which technically is the

designation for the shipboard facility of incarceration.

Confinee--is the preferred designation for the serviceman who is an inmate of the correctional facility.

Action Research--is a form of applied behavioral science research that is undertaken in the course of the normal functioning of a system with a view to promoting some action for the improvement of an organization's effectiveness as a result of the study.

Action Learning--a form of training that emphasizes variety of methodology and maximum participation by the learner, usually by means of some form of group process. This approach is most appropriate in adult education.

Delimitations

The survey sample comprises the entire body of fifty-four participants for each of the two seminars given during the Spring of 1973, one on the East Coast and one on the West Coast of the United States. This factor prohibits the use of control subjects.

There is no data available to the researcher regarding the size of the potential population of military training officers.

The researcher was unable to personally administer the survey instruments. However, these instruments were distributed and supervised through the cooperation of the project director, Dr. Philip R. Harris.

Sample selection procedures which were used in

determining course enrollment, were not available to the researcher. The Securities Law Enforcement Section of Headquarters Marines made the final selection of participants in the MTOS. The criteria were: (1) a Marine training officer of correctional or the human resource personnel; (2) a supervisor of those with training responsibility; (3) representation from major Marine Corps facilities with geographical proximity to the two training sites. A total of fifty were estimated, twenty for the East Coast and thirty from the West Coast. In addition several official observers were included from the Office of Naval Research, the Department of the Navy, and the Army. (A copy of the memorandum sent by the Commandant of the Marine Corps to Field Commanders concerning nominations of candidates to the MTOS is included in Appendix C.)

Summary

In summary, this research assessed the degree to which the professional development of military training officers was enhanced by the PDIHB. It also investigated the degree of self confidence which these officers have gained as the direct result of the skills they developed during the course. Finally, this study measured the increased ability in behavioral science methodologies which the course participants feel they have attained through their participation in the PDIHB.

Chapter 2

SURVEY OF SELECTED LITERATURE

Military Penology

The recent recognition by the military of the
humanistic model of human behavior, coming at a time when
prison life within the military was under scrutiny, has led
to an increased tempo in the search for an effective method
of dealing with military offenders and military prisoners.
This effort, which seeks not only to reduce the incidence
of imprisonment of military personnel but also to optimize
the number of rehabilitation recalcitrants, is hampered
somewhat by the dearth of serious research on the subject.
It becomes immediately apparent to the student of the
literature dealing with military prisons that, in the
past, insufficient effort has been devoted to this study,
both by penal scholars who have been negligent in their
duty to this aspect of their science and by the military
who have failed to emphasize the importance of this vital
area of their responsibility.

In consequence, the researcher, in his quest of
the historical evolution of military penology, must be
content with a broader search of the marginally adequate
literature dealing with penal institutions at large.

Nevertheless, in spite of the paucity of information, an overriding impetus for such a study is created by recently-published statistical data wherein the Correctional Division of the Bureau of Naval Personnel disclosed the rate of confinement of Naval personnel during the period from July through December 1971. These data, as quoted by Philip Harris (1972), indicate that, of the eight hundred sailors and sixteen hundred Marines confined during that period, over 41 percent were under the age of twenty-one and less than 68 percent had graduated from high school. The majority of these personnel were below the rank of E-3 when convicted and on the average they were sentenced to serve less than two months each. The highest proportion of these military offenders were sent to prison for the three offenses of Unauthorized Absence, Disobedience or Contempt, and none of them received a Bad Conduct Discharge. With these data in mind, a survey of selected literature was conducted, the results of which are presented in terms of the Historical Origins, Contemporary Trends, Military Applications of Penology and the Methods of Alleviating the Problem through Adult Education Techniques.

Historical Origins

Historically, many approaches have been made toward the reform and rehabilitation of the prison inmate. The quandary with which society has found itself faced has been one of alternately wishing to isolate and punish its

miscreants and also of wanting to reform and reclaim them.
One of the earliest evidences of societal concern with
prisoner rehabilitation was an early attempt at penal
reform which was conducted at Elmira Reformatory in the
State of New York. This fledgling attempt at increasing
prisoner self worth was perhaps the unwitting fore-runner
of the actualization model of prisoner treatment. Speaking
of this experiment F.H. Wines (1870:8) said:

> The great unyielding thought in that institution
> is that criminals can be reformed . . . [and] that
> no other form of rewards and punishments is so
> effective, in so many instances, as transfer from
> one class to another, with different privileges in
> each; but with the supreme agency for gaining the
> desired cooperation on his part is [the] power
> lodged in the administration of the prison to
> lengthen or shorten the duration of his term of
> incarceration. . . . The other great thought, here
> insisted upon, as nowhere else in the world, is that
> the whole process of reformation is education.

The recognition of the impetus given to the reorien-
tation of recalcitrants through the moderating factor of
situation (class) mobility presents an exciting prospect
which, when coupled with the self worth enhancing concept
of prisoner education, cannot but be expected to succeed.
It is disappointing, therefore, to recognize that the
application of these methods failed to reach the high
expectation of Wines and his compeers. A thorough analysis
of the reasons behind this unfortunate failure has been
presented by Walter M. Wallach who raised the question
that the general failure in the application of the Elmira
rehabilitation methods might be due primarily to the

incompetence of the prison personnel. In raising this
important point, he offers a key to the latest insights
in prisoner rehabilitation, that of the necessity of
complimenting the extensive expenditure of material and
funds for prison facilities with a commensurate effort on
behalf of the selection and training of the prison staff.
Wallach (1938:12) wrote:

> One wonders how much of the failure is due to
> the last factor [inadequacy of personnel]. Is it
> not reasonable to believe that with numerically
> adequate and properly trained personnel in the
> reformatory there would result the vision, energy,
> and leadership necessary to furnish impetus for
> providing for the material needs of the situation?
> Would not such personnel constitute insurance against
> the stupidity so manifestly present . . . in applying
> the Elmira methods.

Contemporary Trends

The relevancy of the concept of self actualization
and the inherent validity of the thesis that the custodians
of prisoners must be highly equipped mentally, morally,
and emotionally has found new application in modern penology.
Certainly the appropriateness of the humane treatment of
prisoners has come to the fore in recent years. There is
little indication available to the modern researcher that
would show the existence of a widespread punitive model of
prison management. The literature on penal reform which
pre-dates the present era of prison reform; that is to say,
the period before the recent spate of activity generated
in the wake of the Attica Riots, speaks quite adequately
of a new recognition of the value which the individual

prisoner must place upon himself if he is to become a
responsible member of society. The concept of instilling
in the prison inmate a regenerated self image is readily
acknowledged by such modern writers as Kenyon Scudder who,
in the Foreward of his book, Prisoners Are People, lays
the task of heightening the self image of prisoners squarely
on the prison staff. In speaking of efforts in this
direction he alludes to a certain prison where:

> . . . the dignity of the individual is recognized
> and each is treated as a person. The staff personnel
> are selected and carefully imbued with the philosophy
> that prisoners are people and that they must be re-
> turned to society with a better attitude than when
> they entered prison . . . (Scudder, 1952:ii).

Research on the subject of the officially sanctioned
relationship between the prisoner and the prison staff has
shown a direct correlation between the attitude produced
in the inmate population and the access which the indi-
vidual prisoners have to their keepers. Evidence has also
shown that even where the institutional management permits
private consultation between prisoners and staff, the
effects of peer group pressure among the prisoners is
sufficient to minimize inter-group contact to the point
where it is correct to consider it ineffectual. Thus, as
the impetus toward specialized staff training and guided
enhancement of prisoner self image moves penology toward
the current, post-Attica model of humanistic prisoner
treatment, research writers and prison authorities have
increasingly recognized the validity in associating

prisoner-staff isolation with decrease in prisoner per-

ceptions of self worth. One such researcher, Erving

Goffman, has said:

> . . . There is a basic split between a large
> class of individuals who live in and who have restricted
> contact with the world outside the walls, conveniently
> called inmates, and the small class that supervises
> them, conveniently called staff, who often operate on
> an eight-hour day and are socially integrated with the
> outside world. Each group tends to conceive of members
> of the other in terms of narrow hostile stereotypes,
> staff often seeing inmates as bitter, secretive, and
> untrustworthy, while inmates often see staff as con-
> descending, high-handed and mean. Staff tends to
> feel superior and righteous; inmates tend, in some
> ways at least, to feel inferior, weak, blameworthy
> and guilty. (Cressy, 1961:57).

Military Application

The incorporation of these techniques, then, of

enhancement of self worth, increased staff preparation and

official sanction of prisoner-keeper interaction has carried

over into post-Attica penology. Likewise, disturbances in

military prisons at the same time have caused a heightened

awareness of the needs for these techniques within the

military penal system. Researchers of the military system

of prisons have come to the general conclusion that, just

as repressive, self denegrating techniques have no appli-

cation in military prisons, so also must they be replaced

in the military correctional system. One such researcher,

Philip Harris (1972:3) states:

> A major issue . . . is the correctional model
> currently in use to "rehabilitate" the inmate. In
> the Armed Forces, there is an implied concern for the
> restoration to military duty of the offender . . .
> In terms of the four correctional models which have

been used historically--restraint, reform, rehabili-
tation, and re-integration--only the latter seems
capable of achieving the restoration to the military
and/or society of more responsible "ex-convicts" or
"ex-confinees." Research indicates that punitive,
revengeful "treatment" approaches fail. There are
indications that progressive, re-integration treatment
models are not yet the norm in Navy/Marine correctional
facilities.

Thus, the evaluation of the call for a "non-re-
pressive" military penal institution has roughly paralleled
the similar development within the civilian community.
There is at the last, even a recognition that the military
system may contain within itself certain structures and
quasi-peer groupings which give it a marked advantage over
its civilian counterparts in this regard. The necessity
for intergroup communications and staff-prisoner association
may be enhanced by the apriori inclusion of both prisoners
and staff within the structure of a common military system.
This common bond is thought by some, to be the basis upon
which a freer exchange of ideals could be based. Stanley
Brodsky and Norman Eggleston (1970:48), in their book The
Military Prison, state:

> The status of the military prisoner is an extra-
> ordinary one. He has very recently left the peer
> group of his guards and, in the case of over one
> fourth of the prisoners, will soon be rejoining
> this group without official bias . . . the status of
> "errant soldier" reduces the social distance between
> staff and inmate.

It would seem, therefore, that the new horizon in
military penology is the increased education of prison
staff in order to enhance the re-integrative effect of
humanistic methods. As further research into the effects

-300-

of prisoner-staff interaction becomes available it will be possible for the student of military prison practices to better evaluate the effects of this new trend in penology.

Military Adult Education

In view of the increased emphasis on prison staff education, the currency of military adult educational techniques must also be scrutinized by the alert researcher. The field of adult education has, of course, a broader application than just the staffs of military prisons. It is, in fact, the very kernel of the military effort at fostering better human response through active knowledge of interpersonal, interaction patterns. Thus, for the military, the importance of the development of the humanistic model of penology is paralleled and amplified in the broader implications it holds for the humanistic development of adult education activities among service personnel. That the old educational approach to education of lecture and drill is no longer the optimal solution for the services is recognized by Bergerin et al (1963:29) who state:

> It is often said that the key to successful adult education is the situation or problem centered approach. The adult tends to see life as a series of problems or obstacles he must overcome or with which he learns to live. He is usually more likely to involve himself in a learning activity centered in problems than in organized subject matter like psychology, history, economics etc. Thus problems--undesirable conditions or obstacles--often provide a starting point in helping adults to identify their educational needs and interests.

This basic requirement for dealing with the military adult
has already been recognized in the current efforts made
within the Marine Corps by training selected human resource
specialists. In speaking of the concept of Action Learning,
Harris (1973:3) echoes the importance of treating adults
on a need oriented educational level when he states:

> Action Learning is based on certain assumptions
> about the learner and educational methodology. As
> stated by Dr. Malcolm Knowles, the noted adult
> education specialist of Boston University, these
> assumptions are:
>
> 1. Adults enter a learning activity with an
> image of themselves as self-directing, responsible
> grown-ups, not as immature, dependent learners.
> Therefore, they resist situations in which they are
> treated with disrespect. Implication for methodology:
> if adults help to plan and conduct their own learning
> experiences, they will learn more than if they are
> passive recipients.
> 2. Adults enter a learning activity with more
> experience than youth. Therefore, they have more
> to contribute to the learning activity and have a
> broader basis of experience to relate to new learning.
> Implication for methodology: those methods which
> build on and make use of the experience of the
> learners will produce the greatest learning.
> 3. Adults enter a learning activity with a
> different quality of experience and different develop-
> mental tasks than youth. Implication for methodology:
> the appropriate organizing principle for adult learning
> experiences is developmental sequence primarily and
> logical subject development only secondarily.
> 4. Adults enter a learning activity with more
> immediate intentions to apply learning to life problems
> than youth. Therefore, adults require practical results
> from learning. Implication for methodology: adults
> will perceive learning experiences that are organized
> around subject topics.

Thus, it has been established that in training even the
younger of its personnel, the military is still dealing
with adult education and as such, requires the application
of educational techniques which develop the need oriented

basis of the adult level, educational motivation.

Adult Educational Techniques

Perhaps the most crucial phase of the adult educational encounter is the initial participatory phase wherein the planning of the encounter is performed. This p'anning can be accomplished by those responsible for the encounter prior to the beginning of the effort or it can be done as a joint effort with the students. The decision as to which method is most appropriate is inherent in the technique and style after which the course will be patterned. A thorough perusal of the following techniques of adult education will give the reader a keener insight into the latitude of the educational options which are available to him. Nevertheless, the planning phase must take full measure of the following six steps which were suggested by Bergerin et al (1973:10) in their work on adult education:

        1. Identify common interests or need of those
who will participate.
        2. Develop topics.
        3. Set goals for the learning activity.
        4. Select appropriate resources.
        5. Select appropriate educational techniques
and sub-techniques.
        6. Outline each session and the various responsibilities to be carried out.

These planning steps, implemented to the fullest, provide a firm basis for the adult educational encounter which can be based upon any of the commonly recognized adult techniques. These techniques, to illustrate a few, include

-303-

Brainstorming, Buzz Groups, Colloquies, Debates, Forums,
Group Discussions, Field Trips, Interviews, Panels, Role
Playing, Symposia, Committees, Quiet Meetings, Demon-
strations, Speeches, and Seminars. Further, these tech-
niques can be used, by the educator, as the main organi-
zational vehicle around which to organize the lesson mod-
ules. The educational process can then be implemented by
means of sub-techniques. Six sub-techniques, which are
unsuitable for use as a main procedure but which serve to
facilitate the learning experience in larger groups (fifty
to five hundred) of adults, have been suggested by Bergerin
et al (1973:187). These techniques include:

> 1. Audience Reaction Teams--A representative
> group of students who represent the entire audience
> in interaction with the speakers.
> 2. Buzz Sessions--Entails fragmentation of the
> class into small sections, each section to be charged
> with responsibility to report a particular function.
> 3. Idea Inventories--A brainstorming technique
> where free interjection of ideas results in a list
> of proposals which can then be examined in detail.
> 4. Question Period--The speaker responds to
> general audience comment.
> 5. Screening Panel--A representative group of
> audience members discuss among themselves the general
> needs of the audience. The resource person (speaker)
> listens to this discussion in an effort to gain an
> insight into general audience requirements.
> 6. Listening and Observing Groups--The audience
> is divided into groups which are assigned specific
> duties in viewing the material presented to them.'

Finally, the adult program which has been planned and
designed around these techniques and sub-techniques can
then be packaged and presented in an overall vehicle which
is intended to facilitate the implementation of the adult
education experience.

-304-

Implementation of Adult Education

The major activity into which the adult learning experience is packaged has, in the past, been known as the "Course of Instruction." However, for the reasons discussed previously, it is no longer advisable to present the adult with such an uninspiring program. Additionally, several new and exciting new activities have been developed within which the adult educational experience can be categorized: the Clinic, the Workship and the Institute. The Clinic is a problem oriented experience wherein a group of adults address a problem or number of problems over an extended period of time. The Workshop is commonly a single meeting at which adults with a common interest are able to interact with recognized experts in their field of mutual interest. The Institute is an extended period during which authoritative instruction is provided regarding specific areas of interest. This instruction extends over a series of meetings and is generally oriented towards a single broad topic.

Regardless of the techniques and learning activity selected, the current technology of adult education requires that professional educators be cognizant of the different level at which the adult student operates in comparison to the adolescent. This factor is aptly illustrated by Aker (1965:148) who said:

> . . . it must be pointed out that the methods, techniques and materials of adult education should be developed especially with their use with adults

-305-

in mind. High school procedures were found inappro-
priate again and again by both the Army and Navy. To
teach adults successfully, methods and techniques
understandingly adopted to their needs and their
maturity must be employed.

Summary

The advancement of military penology towards the
humanistic model of behavior shaping and the increased
necessity to apply adult educational techniques to the
teaching of military personnel have increased the need
for professionalism in the military training system. The
discovery of the effects that prison staff-prisoner inter-
active patterns have upon the rehabilitative efforts of the
military has focused the emphasis of penal reform on the
education of the prison staff. This, in turn has led to
the increased demand for the application of more advanced
adult educational techniques within the military. The
development of such learning activities as the "Institute"
and of such learning techniques as the Buzz Group and the
Idea Inventory, have immediate implications for the field
of military training. It is this burgeoning application
of this new adult educational technology which today
challenges the military not only in penal reform but
throughout all of its human response personnel training
efforts.

Chapter 3

METHODOLOGY

Chapter 3 discusses the experimental design of the
study and presents the data collection instruments which
were employed to test the operational null hypotheses that:
participants in the Military Training Officers Seminar will
not exhibit an increase in teaching confidence, nor will
they recognize an increase in their skills in the area of
behavioral science methodologies. The chapter is presented
in three parts dealing separately with data collection,
research design and data analysis. Data display and com-
putation was treated in the data analysis subsection.

Methods of Data Collection

The experimental sample was drawn from the popu-
lation of military personnel who have responsibilities for
training the staffs of military correctional facilities,
drug or alcoholic rehabilitation centers or human relations
programs. The experimental sample was divided into two
separate groups, each of whose representation was determined
by the geographic location of the course attended. While
it is reasonable to assume that course participants in the
California group presented a spectrum similar to those in

the Virginia group, there is no reason to suspect that either group represented a random sample of the population of military training officers within the armed services. Since the majority of the participants were drawn from the United States Marine Corps, two elements which affected the sample should be considered: (1) human resource specializations are new and developing in this military organization; and (2) professional trainers within the Corps to train such emerging specialists are in short supply. The training function is often one of several assignments given to military personnel who have such designated responsibility. Factors operating to cause this condition could include both a tendency toward specific selection of attendees, which might exist because the course presented is the pilot effort in the program, and a non-random factor of assignment based on personnel availability during the specified period of the course. The probable operation of these systematic determinants presented the investigator with the need to collect meaningful data that can be successfully analyzed on a basis which does not depend upon the assumption of a random sample. Accordingly, the analysis of responses to the survey vehicles was performed with mathematical tools that are appropriate for non-parametric statistics.

The survey vehicles utilized in the study and described below were designed to be administered on a "pre" and "post" course basis. Appropriate questionnaires were

disbursed to the students en mass and the students were
then given class time to complete and return the instrument.
Students were instructed not to interact with each other in
formulating their responses. Likewise, all intergroup
discussion of personal responses to the "pre-course" in-
strument was discouraged. It was assumed that because of
physical and time constraints no effort at intergroup
communication was successful.

Research Design

The functional design of the research lent itself
most readily to discussion of the vehicles as a dichotomy
of questionnaires designed to assess self-perception of
abilities and skills, and those designed to elicit eval-
uation of the entire program and of individual modules
within the program. Examples of these vehicles are included
in Appendix D.

Evaluative Vehicles for Testing Self-Perceptions

Vehicles were designed which tested the individual
self-perceptions of course attendees on a "pre" and "post"
basis.

Self-confidence as military trainers in the field
of adult education. Survey Instruments number E9 and E10,
questions number 1, 6, and 7; 7, 10 and 11 respectively,
have been designed to elicit responses regarding the self
confidence of each course attendee with regard to his own

capability to function effectively as a military adult education specialist. This is based upon the proposition that regardless of the quality of the course or the import of the materials presented, the desired goals of the program could not be effected unless participants had or were able to reach a moderate level of confidence in their abilities as adult educators. Accordingly, a "pre-course" assessment of self confidence was administered to each geographic group. A "post-course" vehicle was also administered which further analyzed participant levels of confidence. An analysis of the similarities or differences in individual responses was performed for all members of each geographic group. The results of this analysis were correlated between the two participant groups.

The change in scope of skills in the areas of behavioral science methodologies. Survey Instruments E9 and E10, questions number 4, 5, 8 and 9 dealt with personal assessment of skills in the area of behavioral sciences methodologies. The "pre-course" questionnaire enabled the respondent to record his ability to provide training in areas such as Conflict Resolution, Feedback Utilization, etc. Likewise, the respondent was called upon to make a concise judgment of his own preparation to provide training in these areas after he has completed the course. Thus, the "post-course" instrument elicited data regarding these subjects which will be used for a differential analysis of

skill areas. This differential analysis will, in turn, be correlated between the two independent groups undertaking the course of instruction. This comparison and correlation of the individual perceptions of changes in the level of skills in behavioral science methodology will present a measure of the effectiveness of the course in imparting a working knowledge of these methodologies to military training officers.

Evaluative vehicle for assessment of program and program modules. Survey Instrument E10, questions number 1, 2, 3 and 5 presented an opportunity for course participants to select descriptive statements regarding the course program in its entirety. Questions 9 and 10 of E10 delineated specific course modules and elicited participant responses within categorized areas. These evaluation instruments were administered to the individual training groups at the same time as the "post-course" vehicles were presented. Again, no intergroup participation was permitted, as was previously discussed. The individual responses were tabulated and a correlation was made between the two distinct class groups.

The opportunity to compare the responses of these separate class groups to the same questionnaire has not been lost. Accordingly, as will be described in the analysis of data section, the responses of both class groups to the questions of the survey have been compared and correlated.

The results of this correlation were a measure of the consistency with which the same survey instrument produced similar results when applied to two similar but isolated groups. Thus, a correlation technique which was appropriate for both parametric and non-parametric data was applied in order to suggest a measure of the degree of relationship between the two separate rankings.

A number of open-ended questions were included in order to permit respondents the necessary latitude in expressing their fullest feelings regarding the program and its modules. The responses to these questions were reviewed and have been included in Chapter 4 to assist the reader in formulating an independent judgment of the effects of the course. Further, a compendium of the Future Action Plans and Learning Experiences reported by the course participants on Instrument 5E5 have been included in Appendix F.

Data Analysis

The data analysis set forth a description of the methodologies by which the separate data gathered from the survey instruments was studied. The descriptive material of this plan has been subdivided into sections which deal with the treatment of the descriptive statistical analysis and another with the inferential statistical analysis. These subsections have been further divided into the same topical areas of pre-post self perceptions and program/ module evaluations that were presented previously.

Descriptive Statistical Presentation

The descriptive statistical presentation was intended to make available to the reader a complete catalogue of the results of the survey and serve as the vehicle whereby the reader could formulate his own analysis should he so desire. For this reason, the raw data of the survey was presented in each table prior to statistical manipulation. These data are presented in as succinct a form as possible in the back of Chapter 4.

Self confidence as military trainers in the field of adult education. Data were presented in Chapter 4 which showed the frequency of responses to the individual questions of the "pre" and "post" course questionnaires for the two separate class groups. These data have been collected from questions 1, 6 and 7 of Instrument E9 and questions 7, 10 and 11 of questionnaire E10. They provided the basis for a comparison of the "pre" and "post" course responses regarding the respondent's ability as an adult educator. The increase or decrease in self confidence was indicated by the increase or decrease in the frequency of response and was displayed in the column headed f. The data were then coded using a scale extending from 1 for the least confident (e.g., "Inadequate") response to 4 for the most confident. A coded value of 0 was assigned to "non-responses" in order to normalize the data throughout. The Mode and Mean were computed and displayed as part of

the descriptive statistical presentation whenever pertinent.

Change in scope of skills in areas of behavioral
science methodologies. Data related to the self perception
of scope of skills in behavioral science methodologies have
been collected from questions 4, 5, 8 and 9 of Survey
Instruments E9 and E10. Questions 4 and 5 of the pre-
course Instrument E9 corresponded to questions 8 and 9 on
the post-course Instrument E10. The frequency of occurrence
of responses has been tabulated for "pre" and "post"
responses of each separate group of course attendees. The
Mode was identified and a weighted scale was then developed
for each response. The arbitrary coding scale was indicated
on the tabular presentation of data in Chapter 4. Gener-
ally, the coding scheme involved assigning a value of 1
to the least confident response (e.g., "I do not have the
necessary preparation . . .") and increasing the coded
value in equal increments. A coded value of 0 was assigned
to "non-responses" in order to normalize the data through-
out. From these descriptive data the Mode and Mean was
computed for each course group.

Program module evaluation. The frequency of
responses to questions number 1, 2, 3 and 5 of Survey
Instrument E10 which related to program evaluation, were
tabulated for each course group and the data were displayed
in Chapter 4. Likewise, a frequency table for program
module evaluations was constructed from responses to

questions 9 and 10 of the same Survey Instrument. These
data were also expressed as a percentage of the whole for
each separate responding group.

Responses to questions 13 and 14 or Vehicle E10
assigned a usefulness rating to selected Demonstration
Lessons, Reports and Workshops which were presented during
the course. These data were displayed in Chapter 4 in
terms of the Mean Usefulness Rating assigned to each topic.
These data were presented for each course group. The
responses to open-ended questions relating to program and
module evaluation (questions 1, 2, 3, 4, 6, 12 of Instrument
E10, and question 8 of E9 have been summarized in Chapter
1).

Inferential Statistical Presentation

The inferential statistical presentation displays
the results of the statistical manipulation of the descrip-
tive data. In general, whenever the chi-square manipulation
produced "Expected" frequencies which were less than five
data was regrouped into blocs of positive and negative
responses which increased the "Expected" frequencies to
levels which are statistically more correct (Downie and
Heath, 1970:207).

Self confidence as military trainers in the field
of adult education. The separate group responses to the
self confidence questions related directly to the Null
Hypothesis Ho_1: That no significant increase in teaching

-315-

confidence as adult educators will be exhibited by those
undertaking the course. Therefore, the "pre" and "post"
weighted scores of these responses have been subjected to
a chi-square test of significance. The results of these
tests have been reported for each separate course group in
tables in Chapter 4. Additionally, the comparison of
response scores for each separate course group gives a
measure of the reliability of the survey instrument so long
as both course groups are monogenous and independent.
Accordingly, a correlation of the "post-course" responses
has been made between the two groups, using the Spearman
Rank-Order Correlation technique. The results of this
correlation are set forth in the tables.

Change in scope of skills in the areas of behavioral
science methodologies. The group responses to questions
relating to change in Scope of Skills in the areas of
behavioral science methodologies related directly to the
Null Hypothesis Ho_2: That no significant increase in the
scope of skill in the areas of behavioral science method-
ologies will be perceived by personnel completing the
course. In order to analyze the significance of these
data a chi-square test of significance was applied to the
weighted scores of the responses by the two groups.
Further, the Spearman Rank-Order correlation procedure
was performed on the responses of the two groups in order
to provide a measure of the validity of the instrument.

The results of these analyses are presented within the tabular format of Chapter 4.

Program/module evaluation. In order to ascertain the validity of the instruments used to measure individual evaluation of the program and its modules, a correlation of the data collected within the two separate groups was performed. Again, the Spearman Rank-Order correlation technique was selected because of its applicability to both parametric and non-parametric data. The results of this analysis are presented in Chapter 4.

Summary

The descriptive and statistical treatment of the data collected in this research is separated into four categories: self perceptions of confidence as adult educators, self rating of change in scope of skills in the areas of behavioral science methodologies, module evaluation and program evaluation. The statistical data have been manipulated by non-parametric techniques and chi-square tests of significance have been applied. Finally, the validity of the survey instrument design was assessed by the use of the Spearman Rank-Order technique of correlation.

Chapter 4

ANALYSIS OF DATA

Chapter 4 presents the data collected at the Military Training Officers Seminars which were conducted in Williamsburg, Virginia and Pomona, California for the Office of Naval Research by the Contractor, Management and Organization Development, Inc. The data are divided into six subsections for ease of presentation. These sections, composed of Demography of Participants, Perceptions of Ability as Military Trainees, Perceptions of Change in Skills, Module Evaluation, Program Evaluation and General Open-Ended statements, are presented in tabular form wherein the raw data have been collected to facilitate analysis.

Demography of Seminar Participants

The demographic data were recorded by seminar participants during the pre-course introductory phase. A sample copy of the participant Data Form, E8, is presented in Appendix D. Data collected by analysis of these instruments are presented herein.

1. The Rank Structure of the class varied between Lieutenant Colonel and Master Gunnery Sergeant. The composition of the seminar classes is apparent from the

following results:

Rank	Virginia	California
Lt Col	1	2
Maj/Lcdr (USN)	7	4
Capt/Lt (USN)	6	3
1 Lt	5	9
WO	2	4
Sgt Maj	0	1
M Gy Sgt	2	1
M Sgt	0	4
Gy Sgt	0	3
Total	23	31

2. All major Marine Corps installations were represented at the seminars. However, the geographic proximity of the participant's place of duty to a seminar site and the size of the base was a determining factor in course attendance as can be seen from the following list of course attendees:

	Marine Corps Installation	Number of Attendees
Virginia Class[1]	MCB, Camp Lejeune, N.C.	5
	MCAS, Cherry Point, N.C.	4
	MCSC, Albany, Georgia	2
	MCS, Quantico, Va.	3

---

[1]One course attendee was a United States Army observer stationed in Washington, D.C. Two other observers from the Office of Naval Research and the Navy's Department of Corrections were not included in the analysis.

	Marine Corps Installation	Number of Attendees
Virginia Class	FMFLANT, Norfolk, Va.	1
	MCAS, Beaufort, S.C.	2
	MCRD, Parris Island, S.C.	2
	HQMC, Washington, D.C.	3
	Total	22
California Class[2]	MCAS, Yuma, Arizona	2
	NAS, Miramar, Calif.	1
	MCB, Camp Pendleton, Calif.	9
	MCAS, El Toro, Calif.	8
	MCRD, San Diego, Calif.	3
	NTC, San Diego, Calif.	1
	NAVSTA, Long Beach, Calif.	1
	MCAS (H), Santa Ana, Calif.	2
	MCSC, Barstow, Calif.	2
	MCB, Twenty-nine Palms, Calif.	2
	Total	31

3. A broad spectrum of job categories was represented at both classes however, all were related to the field of "human development." Conversely, a comparison of job categories with the Military Occupational Specialty (MOS) designator which had been assigned by the Marine Corps, to each of the class participants indicated a

---

[2]One course attendee and observer was a Navy Lieutenant Commander who represented the Human Resource Development Centers of the Department of the Navy.

number of disparities between the duty performed and duty for which military preparation has been certified through the assignment of MOS. A tabular correlation between job category and appropriateness of MOS is presented in Table 1.

Table 1

Job Category and Appropriateness of
Military Occupational Specialties
of Course Participants

Job Category	No. Attending		Military Occupational Specialty			
			Appropriate		Inappropriate	
	Va.	Ca.	Va.	Ca.	Va.	Ca.
Security Officer	2	0	2	0	0	0
Corrections Officer	8	5	7	5	1	0
Drug Abuse Officer	1	3	0	0	1	3
Human Relations Officer	7	7	2	3	5	4
Judge Advocate	1	0	1	0	0	0
Chaplain	1	1	1	1	0	0
Training Off/NCO	1	4	1	2	0	2
Battalion Commanding Officer	1	0	1	0	0	0
Provost Marshal	1	6	1	4	0	2
Personnel Leadership Instructor	0	2	0	0	0	2
Company Exec/Bn OPSO	0	2	0	2	0	0
Executive Assistant: Human Resource Development Center	0	1	0	1	0	0
Total	23	31	16	18	7	13

4. The composition of the two classes with regard to Educational Levels; Service Experience and Job Satisfaction; Teaching and Instructing Experience and Current Participation in Education was similar as is indicated by Table 2. The detailed data of educational levels is presented in Table 3.

Table 2[a]

Service and Educational Composition
of Seminar Groupings

Group Composition	Va. Class	Ca. Class	Mean for Both Classes
Service Experience	12.5 years	14.6 years	13.5
Mean Job Satisfaction[b]	4.0	4.1	4.0
Educational Levels[c]	15.2 years	14.8 years	15.0
Median Education Level	15.9 years	15.0 years	15.5
Teaching Experience	34.8%	45.1%	39.9
Instructing Experience	74.0%	80.6%	77.3
Current Participation in Education	61.0%	74.1%	67.5
Engaged in Degree Oriented Education	13.1%	51.6%	32.3

[a]Percentages shown represent the proportion of the total participation within each course group who have the indicated experience or are currently participating in educational programs.

[b]Job Satisfaction was ranked on a scale which showed increasing satisfaction from 0 to 5.

[c]In computing the mean for the California group one respondent who claimed 30 years and an MA and another who claimed 22 years and a BA were recorded as 18 and 16 respectively.

Table 3

Education Levels

Years Education	Va. Class	Ca. Class
20	1	0
19	1	2
18	3	2
17	3	3
16	6	7
15	1	2
14.5	0	2
14	1	2
13	1	1
12.5	0	1
12	5	7
11	0	1
6	1	0
No Response	0	1
Total	23	31

5. The most frequent response related to academic achievement was, for both course groups, the Baccalaureate degree. Table 4 presents the specific data collected.

Table 4

Academic Achievement Level

Academic Achievement	Va.	Ca.
Ph.D.	1	1
MA/MS	1	5
BA/BS/LLB	12	8
AA[a]	2	6
High School Diploma	7	9
Non-High School Graduate	0	1
No Response	0	1
Total	23	31

[a]Respondents who claimed two or more years of college level work have been included with the one person from the California group, who holds the degree of Associate in Arts.

6. Fourteen participants in the Virginia course and twenty-three from the California course indicated that they are currently participating in continuing education programs. Table 5 presents a breakdown of the data collected.

Table 5

Current Participation in Continuing
Education Programs[a]

Continuing Programs	Va.	Ca.
Inservice Training	3	2
Non-Degree Course Work	1	1
Degree Course Work	3	17
Military Correspondence Course	10	4
Non-Military Correspondence Course	3	2
Other	0	0
Total	20	26

[a]Respondents were permitted to select multiple responses. Fourteen individuals in the Virginia class and twenty-three from the California class reported as indicated.

7. Course participants who were currently engaged in work which involved either training, instructing or counseling were asked to indicate the amount of time per day spent in such duties. The average daily allocation among the thirteen respondents in the Virginia group was 3.38 hours. The average among the twenty-three California participants was 4.26. The specific response to the question regarding the number of work hours devoted to educational counseling duties was as follows:

Time	Va.	Ca.
Full Day	3	6
Three Quarter Day	0	2
Half Day	2	5
Quarter Day	6	9
No Response	2	1
Total	13	23

8. Responses to questions regarding areas of concern relative to the training of military personnel exhibited a preponderance in the area of Human/Race Relations. Respondents were permitted to make more than one selection of an area of concern. Specific data collected are set forth in Table 6.

Table 6

Area of Human Resource Concern

Area of Concern	Single Choice		Multiple Choice[a]	
	Va.	Ca.	Va.	Ca.
Corrections	5	7	5	1
Alcohol Education	0	0	7	4
Drug Abuse	1	4	7	4
Human/Race Relations	5	9	8	4
Other	1	7[b]	0	0
Total	12	27	27	13

[a]Respondents who selected more than one area of concern have not been grouped with those who indicated a single area. Therefore, line one indicates a grand total of ten respondents in the Virginia group who reported that "corrections" was an area with which they were concerned.

[b]Three California respondents specified "Leadership" and two specified "Law Enforcement" when selecting "Other" as their area of concern.

9. A comparison of responses to question 14a,
"Training area of application of Seminar techniques" and
question 12, "Area of Behavioral Concern" revealed that
most participants expected to apply the seminar techniques
in areas closely related to their expected job. Grouped
comparison of responses produced the following results:

	Va.	Ca.
Responses Compared Favorable	14	25
Responses Did Not Compare Favorably	3	3
No Response	3	3
Do Not Expect to Apply Techniques	3	0
Total	23	31

10. Most course participants expected to return
to the same job they had before attending the seminar.
Data grouped by course attended produced the following
results:

	Va.	Ca.
Same Job	13	23
New Job	3	2
Additional Duty	2	4
Change in Previous Duty	0	1
No Response	5	1
Total	23	31

Self Perception of Ability as Military
Trainers in the Field
of Adult Education

The self analysis of personal abilities as an adult

educator were recorded by seminar participants in three

areas: Abilities as an Adult Educator, Abilities to Utilize

Selected Training Methodologies and Ability to Design,

Conduct and Evaluate Training Programs. These perceptions

relate directly to the null hypotheses:

Ho_1: That no significant increase in teaching

confidence as adult educators will be exhibited by those

undertaking the course. The following data are presented

to facilitate analysis of the null hypothesis:

Self rating of abilities as adult educators. Par-

ticipants rating their own abilities as adult educators

on a "pre"-"post" basis showed a decrease in the post

course mean rating selected by the Virginia group and an

increase in the California group. Application of the

Chi-Square test failed to achieve a sufficient level of

significance to permit rejection of the null hypotheses.

A positive "post" response correlation between the two

seminar groups of .813 was demonstrated by the Spearman

Rank-Order technique. Table 7 displays a detailed com-

pilation of the data collected.

Table 7

Self Rating of Abilities as Adult Educator

Rating	Wt(x)	Va.			Ca.		
		Pre-f	Post-f[a]	Δf	Pre-f	Post-f	Δf
More than Adequate	4	11	11		14	7	-7
Adequate	3	12	7	-5	13	18	5
Inadequate	2	0	0		3	1	-2
Does Not Apply	1	0	6	6	1	3	2
No Response	0	0	0		0	2	2
Total	—	23	24		31	31	
Mean ($\bar{x}$)	—	3.48	2.96		3.29	2.80	
χ^2		.015			3.53		
df		1			0		
Correlation	.813						

[a]One respondent chose two answers.

Previous Attempts at Training

The majority of respondents rated their previous attempts at training to have been adequate. Table 8 presents a detailed breakdown of the data collected.

Table 8

Previous Attempts at Training

Rating	Va.	%[a]	Ca.	%
More than Adequate	4	17.4	7	22.6
Adequate	12	52.3	13	41.9
Inadequate	1	4.3	6	19.4
Does Not Apply	6	26.0	4	12.9
No Response	0	0	1	3.2
Total	23	100.0%	31	100.0%

[a]Percent of individual class group participation is indicated.

Self rating of qualifications in use of training methodologies. Participants rating themselves in the use of Films, Slides, Audio Tapes/Cassettes, Video Tape, Resource Instruments, Resource Papers, Group Processes, Action Learning and Action Research exhibited a general increase in self perceptions from "pre" to "post" course ratings. However, in the case of the Virginia group only the increase in Abilities to use Action Learning was statistically significant beyond the .05 level. The general increase in the data from the California group

reached an acceptable level of significance in all cases except Instructional Films and Group Processes. It is therefore advisable to reject the null hypotheses on the basis of these data only in the case of the California group. Table 9 presents a detailed compilation of the data only in the case of the California group. Table 9 presents a detailed compilation of the data collected and Chart 1 illustrates the change in the mean ranking of Training Methodologies Qualifications.

Table 9

Qualifications in the Use of
Training Methodologies[a]

		Instructional Films					
Qualified to Use Methodology	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	11	10	-1	12	19	7
Somewhat	2	7	8	+1	10	8	-2
No	1	3	5	-2	7	2	-5
No Response	0	2	0		2	2	
Total		23	23		31	31	
$\bar{x}$		2.18	2.22		2.03	2.42	
χ^2		.0876			3.722		
df		1			2		
Correlation	.917						

[a] The correlation figure relates the two sets of "Post Course" responses.

-332-

Table 9 (continued)

Instructional Slides

Qualified to Use Methodology	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	12	10	-2	12	21	9
Somewhat	2	7	7	0	10	6	-4
No	1	2	6	+4	7	2	-5
No Response	0	2	0		2	2	
Total		23	23		31	31	
$\bar{x}$		2.26	2.44		2.03	2.48	
χ^2		.349			5.25		
df		1			1		
Correlation	.950						

Audio-Tapes/Cassettes

Yes	3	8	8	0	9	18	9
Somewhat	2	6	9	+3	11	10	-1
No	1	6	5	-1	9	1	-8
No Response	0	3	1		2	2	
Total		23	23		31	31	
$\bar{x}$		1.82	2.04		1.87	2.10	
χ^2			0		5.35		
df			1		1		
Correlation	.750						

Table 9 (continued)

Video Tape

Qualified to Use Methodology	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	7	6	-1	3	13	10
Somewhat	2	3	6	+3	9	9	-10
No	1	10	10	0	17	7	
No Response	0	3	1		2	2	
Total		23	23		31	31	
$\bar{x}$		1.61	1.74		1.42	2.06	
χ^2		.1089			8.43		
df		1			2		
Correlation	.350						

Group Process

Qualified to Use Methodology	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	9	11	+2	10	19	9
Somewhat	2	8	12	+4	13	8	-5
No	1	3	0	-3	7	2	-5
No Response	0	3	0		1	2	
Total		23	23		31	31	
$\bar{x}$		2.00	2.48		2.03	2.42	
χ^2		.231			5.33		
df		1			2		
Correlation	.80						

Table 9 (continued)

Action Learning

Qualified to Use Method-ology	Wt (x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	4	13	+9	5	19	14
Somewhat	2	10	10	0	10	10	
No	1	5	0	-5	14	0	-14
No Response	0	4	0		2	2	
Total		23	23		31	31	
$\bar{x}$		1.61	2.56		1.58	2.48	
χ^2		7.55			18.96		
df		1			2		
Correlation	.95						

Action Research

Yes	3	4	8	+4	5	12	7
Somewhat	2	11	11	0	8	13	5
No	1	4	4	0	16	4	-12
No Response	0	4	0		2	2	
Total		23	23		31	31	
$\bar{x}$		1.65	2.18		1.52	2.13	
χ^2		1.802			10.07		
df		1			2		
Correlation	.85						

Table 9 (continued)

Resource Instruments

Qualified to Use Methodology	Wt (x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	4	9	+5	6	16	10
Somewhat	2	9	11	+2	9	13	4
No	1	5	3	-2	14	0	-14
No Response	0	5	0		2	2	
Total		23	23		31	31	
$\bar{x}$		1.52	2.26		1.62	2.39	
χ^2		2.679			16.177		
df		1			2		
Correlation	.600						

Resource Papers

Qualified to Use Methodology	Wt (x)	Va.			Ca.		
Yes	3	5	8	+3	6	16	10
Somewhat	2	9	12	+3	12	12	-9
No	1	5	3	-2	10	1	-1
No Response	0	4	0		3	2	
Total		23	23		31	31	
$\bar{x}$		1.65	2.22		1.68	2.36	
		.917			10.80		
df		1			2		
Correlation	.600						

Figure 1. Methodology Qualifications Training Methodologies

Action Research

Action Learning

Group Process

Resource Papers

Resource Instruments

Video Tape

Audio Tapes/ Cassettes

Instructional Slides

Instructional Films

3.0 2.8 2.6 2.4 2.2 2.0 1.8 1.6 1.4 1.2 1.0

(x̄)

Question 6 - E9
9 - E10
x - Pre-test
* - Post-test
Ca - Solid lines
Va - Dotted lines
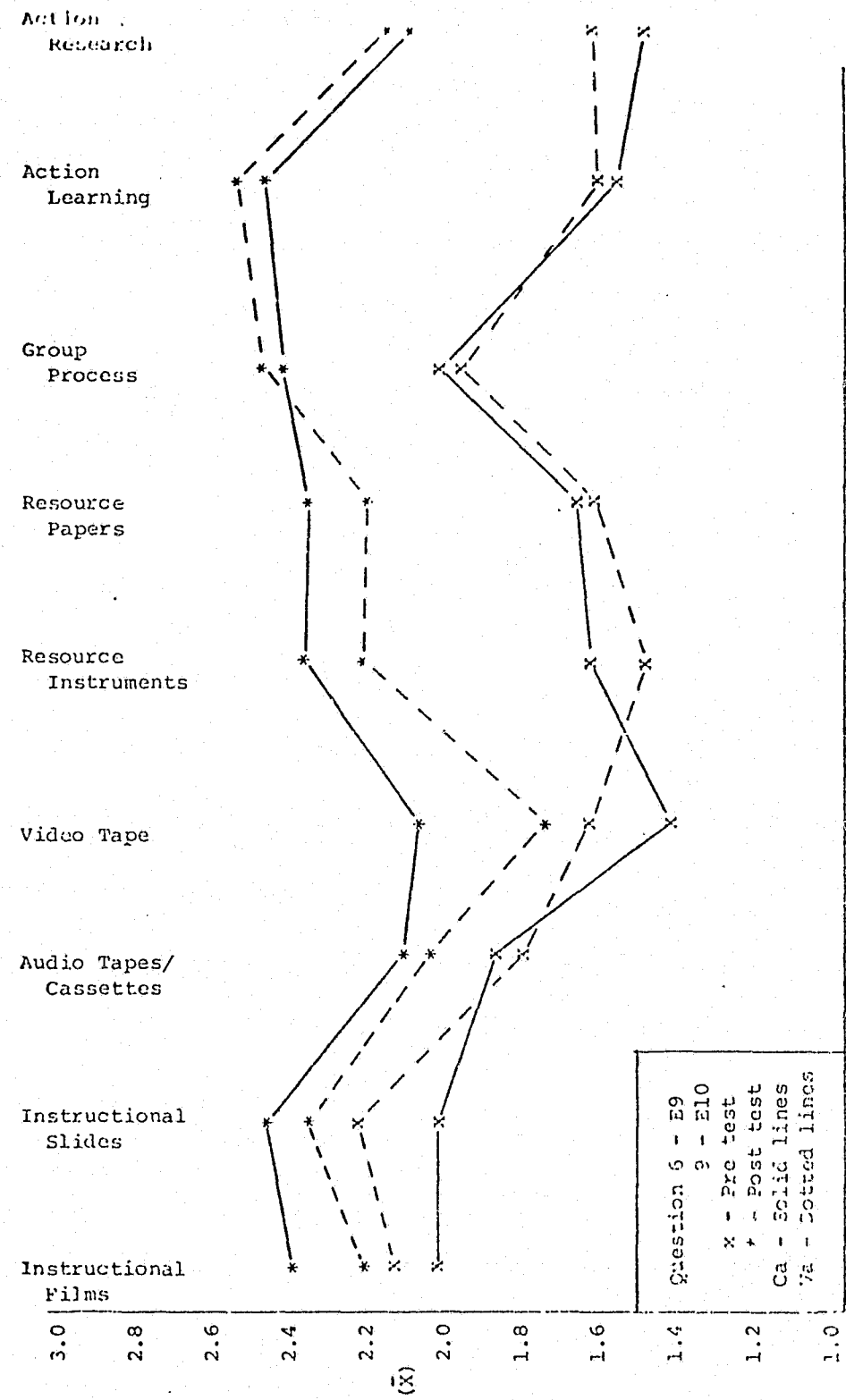
<u>Self rating of ability to design, conduct and</u>
<u>evaluate training programs</u>. The increase in the self
ratings of individual abilities to design, conduct, and
evaluate training programs reached the .02 level of signif-
icance in the Virginia group data and the .001 level in the
California group. Based upon this statistic and the
positive Spearman Rank-Order Correlation factor of 1 it is
possible to reject the null hypothesis. Table 10 presents
the statistical data collected from both course groups.

Table 10

Ability to Design, Conduct and Evaluate
training Programs

Ability Rating	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	f
Yes	3	4	12	+8	5	16	11
Somewhat	2	9	11	+2	8	11	3
No	1	9	0	-9	16	2	-14
No Response	0	1	0		2	2	
Total		23	23		31	31	
$\bar{x}$		1.70	2.52		1.52	2.32	
χ^2		6.14			15.2		
df		1			2		
Correlation	1.0						

Self-Perceptions of Change in Scope of Skills in the Areas of Behavioral Science Methodologies

The self analysis of changes in scope of skills in behavioral science methodologies was recorded in response to questions which assessed individual ability to provide training in selected behavioral areas and to teach a staff course in those methodologies. These responses provided data which is directly related to the null hypothesis:

Ho_2: That no significant increase in the scope of skill in the areas of behavioral science methodologies will be perceived by personnel completing the course.

Pre-Course Self-Perceptions of Knowledge and Skill in the Applied Behavioral Science

Participants were asked, in the pre course questionnaire, to rate their knowledge and skill in the Applied Behavioral Sciences. A majority of respondents expressed a lack of confidence in their skills. Table 11 shows the detailed distribution of the data.

Self-rating of qualifications to provide training in selected behavioral methodologies. The differential increase in self-perceptions of abilities to provide training in selected behavioral methodologies failed to reach a level of statistical significance in all but three areas in the case of the Virginia group. Conversely, application of X^2 to the data from the California group

indicated a minimum .05 level of significance in all but
two cases. Accordingly, it is generally possible to reject
the null hypothesis in the case of the California group
for all but the Cultural Influence and Feedback Utilization
methodologies. The Spearman Rank-Order Correlation co-
efficient for "post course" ratings of the two groupings
was a positive .95 and both groups exhibited an increase
in the "pre"-"post" mean ratings. Table 12 shows the
detailed distribution of the data and Chart displays the
change in mean rating of abilities.

Table 11

Pre-Course Self-Perceptions of Knowledge
and Skill in the Applied
Behavioral Science

Self Rating	Va.	%[a]	Ca.	%
More Than Adequate	7	30.4	5	16.2
Adequate	11	47.8	10	32.2
Inadequate	5	21.8	14	45.2
Does Not Apply	0	0.0	2	6.4
No Response	0	0.0	0	0.0
Total	23	100.0%	31	100.0%

[a]Percent of individual course grouping is displayed.

Table 12

Qualification to Provide Training
in Behavioral Methodologies

Qualified	Wt (x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	8	13	5	9	19	10
Somewhat	2	8	10	2	13	10	-3
No	1	6	0	-6	9	0	-9
No Response	0	1	0		0	2	2
Total		23	23		31	31	
$\bar{x}$		2	2.56		2.00	2.16	
χ^2		2.000			9.411		
df		1			2		
Correlation	.95						

Human Behavior

-341-

Table 12 (continued)

Communication

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	6	15	9	12	23	11
Somewhat	2	9	8	-1	13	5	-8
No	1	6	0	-6	6	1	-5
No Response	0	2	0		9	2	2
Total		23	23		31	31	
$\bar{x}$		1.82	2.65		1.87	2.58	
χ^2		2.000			7.94		
df		1			1		
Correlation	.95						

Conflict Resolution

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	4	10	5	10	19	9
Somewhat	2	9	9	0	6	8	2
No	1	8	4	-4	14	2	-12
No Response	0	2	0		1	2	1
Total		23	23		31	31	
$\bar{x}$		1.65	2.26		1.81	2.42	
χ^2		3.698			9.456		
df		1			2		
Correlation	.95						

Table 12 (continued)

Feedback Utilization

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	4	9	5	10	15	5
Somewhat	2	7	12	5	11	12	1
No	1	9	1	-8	9	2	-7
No Response	0	3	1		1	2	1
Total		23	23		31	31	
$\bar{x}$		1.52	3.12		1.97	2.29	
χ^2		2.67			3.61		
df		1			2		
Correlation	.800						

Cultural Influence

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	5	11	6	8	17	9
Somewhat	2	10	11	1	12	9	-3
No	1	6	1	-5	10	3	-7
No Response	0	2	0		1	2	1
Total		23	23		31	31	
$\bar{x}$		1.78	2.44		1.87	2.72	
χ^2		3.44			5.54		
df		1			2		
Correlation	.95						

Table 12 (continued)

Group Behavior

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	6	16	10	9	18	9
Somewhat	2	8	7	-1	10	11	1
No	1	7	0	-7	11	0	-11
No Response	0	2	0		1	2	1
Total		23	23		31	31	
$\bar{x}$		1.78	2.70		1.87	2.13	
χ^2		8.71			10.20		
df		1			2		
Correlation	.95						

Interpersonal Skills

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	2	10	8	6	14	
Somewhat	2	7	12	5	10	13	
No	1	11	1	-10	14	2	
No Response	0	3	0		1	2	
Total		23	23		31	31	
$\bar{x}$		1.35	2.39		1.68	2.32	
χ^2		7.22			9.96		
df		1			2		
Correlation	.75						

Table 12 (continued)

Managing Change

Qualified	Wt(x)	Va.			Ca.		
		Pre-f	Post-f	Δf	Pre-f	Post-f	Δf
Yes	3	2	9	7	5	11	
Somewhat	2	10	14	4	11	17	
No	1	7	0	-7	14	1	
No Response	0	4	0		1	2	
Total		23	23		31	31	
$\bar{x}$		1.43	2.39		1.65	1.87	
χ^2		5.86			11.30		
df		1			2		
Correlation	.95						

Behavioral Strategies with Clients

Yes	3	2	7	5	6	10	
Somewhat	2	5	13	8	11	17	
No	1	13	3	-10	13	2	
No Response	0	3	0		1	2	
Total		23	23		31	31	
$\bar{x}$		1.26	2.18		1.71	2.13	
χ^2		3.451			7.83		
df		1			2		
Correlation	.95						

Figure 2. Change in Mean Rating of Ability Rating of Ability to Teach Behavioral Methodology

Behavior Strategies

Managing Change

Interpersonal Skills

Group Behavior

Cultural Awareness

Feedback Utilization

Conflict Resolution

Communications

Human Behavior

Question 5 - E9
        8 - E10
x - Pre test
* - Post test
Ca - Solid lines
Va - Dotted lines

Mean Rating (X̄)

3.3
3.1
2.9
2.7
2.5
2.3
2.1
1.9
1.7
1.5
1.3
1.1
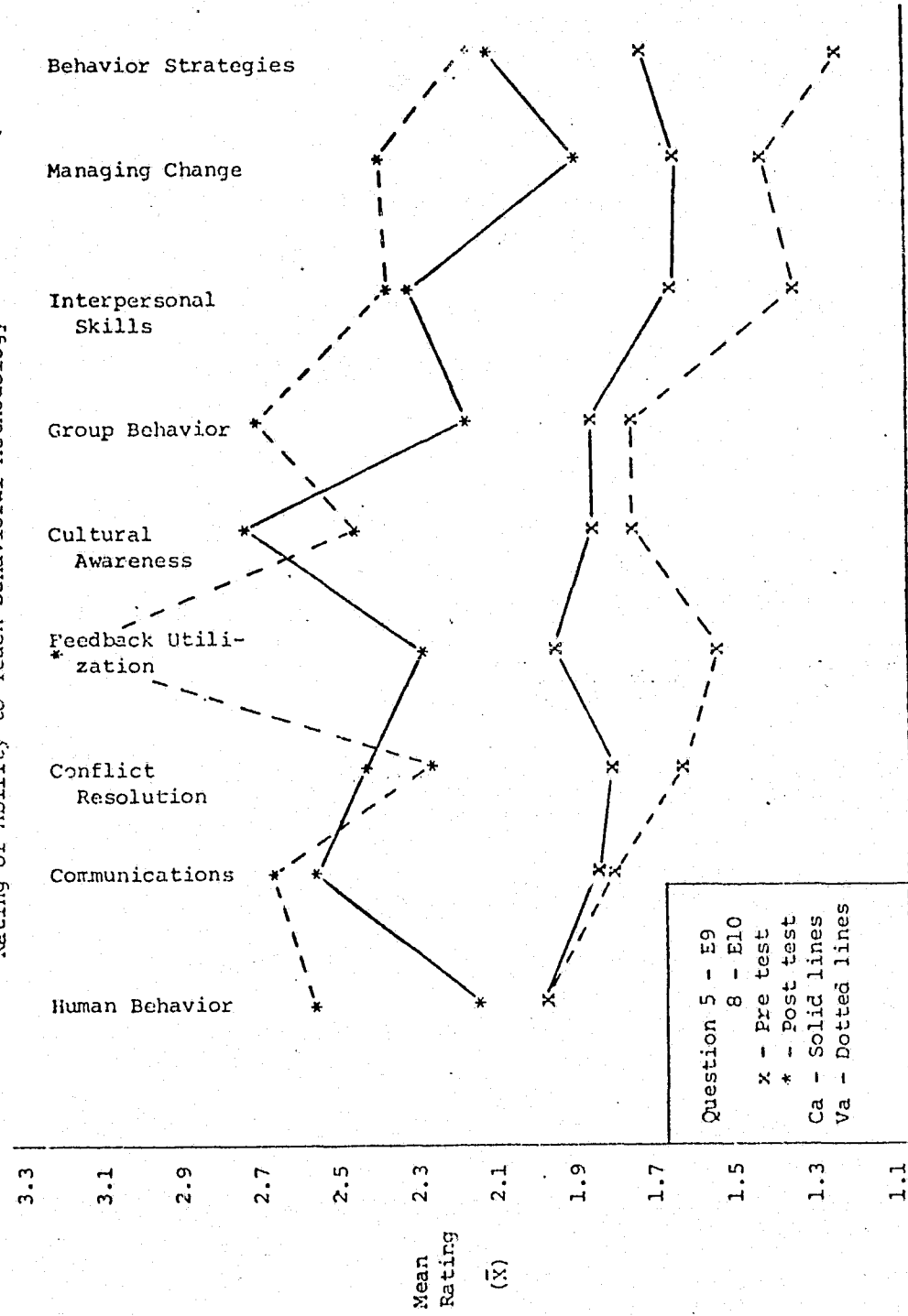
<u>Self rating of ability to teach staff course</u>.
Analysis of the rating data from the Virginia group dis-
closes an increase in confidence in ability to teach the
staff course which is not significant at the .05 level.
The California group data exhibited an inversion in the
mean ratings from "pre" to "post" response. Further, these
data did not reach an acceptable level of significance,
consequently, it is not possible to reject the null
hypotheses on the basis of responses from either group.
A positive correlation is exhibited between the "post"
course responses of the two groups with a correlation
coefficient of .886. Table 13 displays the statistical
data relating to this analysis.

Module Evaluation

The module evaluation responses, which provide
evaluative data regarding participant ratings of the
separate cause modules have been subdivided into a Demon-
stration Lessons section and a Workshop and Report section.
Data from both these sections were found to have a positive
correlation between the two class groups.

Demonstration Lessons

When rating the value of the separate demonstration
lessons, participants from both course groupings responded
favorably to all lessons with one exception. In all cases
except the Military Correctional Trends lesson, at least

50 percent of the respondents rated the demonstration lessons Good/Excellent. There is a positive correlation between all but one of the ratings assigned by the two participant groups. Table 14 presents the individual module ratings.

Workshop and report evaluation. The Mean rating of the Workshop and Report Evaluation for the Virginia course was found to be 3.26 which corresponds to a verbal score of Average/Good. The Mean for the California group was 3.37. A positive correlation was found in all cases using Spearman's Rank-Order method to compare the responses of the two course groups. Table 15 presents the detailed data gathered from the two course groups.

Program Evaluation

The evaluation of the overall program was accomplished on the basis of responses to four questions. The extent to which expectations of the course were fulfilled and the belief in the benefit of the course were reported favorably by the majority of both course groups. Effectiveness of speakers and a comparison of the program with other military training programs were generally rated "Very Good-Excellent." A positive correlation between the ratings assigned by the two course groupings was found in all cases. Table 16 displays the grouped responses to questions related to program evaluation.

Table 13

Rating of Ability to Teach Staff Course

Self Rating	Wt(x)	Va.			Ca.		
		Pre-f[a]	Post-f[b]	Δf	Pre-f[c]	Post-f[d]	Δf
Have Preparation	5	1	4	3	2	6	4
Learning Resources Exist/Well Provided by MTOS[e]	4	2	3	-1	3	S	5
MTOS Will/Has Given Me Confidence	3	11	11		17	9	-8
Not Prepared	2	5	2	-3	8	4	-4
Not My Responsibility	1	5	8	-3	4	12	8
No Response	0	1	0		0	2	2
Total	—	25	28		34	41	
$\bar{X}$		2.44	2.75		2.73	2.66	
χ^2		.383			.509		
df		1			1		
Correlation	.89						

[a] Two respondents selected two answers.

[b] Three respondents selected two answers; one respondent selected three answers.

[c] Three respondents selected two answers.

[d] Eight respondents chose two answers; one respondent selected three.

[e] This response related to the availability of resources before the MTOS and after.

Table 14

Rating of Demonstration Lessons

		Communications			
Rating	Wt (x)	Va.		Ca.	
		N	%	N	%
Excellent	5	8	34.8	17	54.9
Good	4	10	43.5	6	19.4
Average	3	4	17.4	3	9.6
Fair	2	1	4.3	0	0
Poor	1	0	0	0	0
No Response	0	0	0	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		4.1		4.1	
Correlation	6.7				

Table 14 (continued)

Culture

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	5	21.7	8	25.8
Good	4	8	34.8	10	32.3
Average	3	6	26.1	6	19.4
Fair	2	4	17.4	1	3.2
Poor	1	0	0	1	3.2
No Response	0	0	____	5	16.1
Total		23	100.0%	31	100.0%
$\bar{x}$		3.6		3.5	
Correlation	.81				

Team Building/Organizational Relations

Rating	Wt(x)	Va.		Ca.	
Excellent	5	3	13.1	9	29.0
Good	4	9	39.1	12	38.8
Average	3	10	43.5	5	16.1
Fair	2	0	0	0	0
Poor	1	0	0	0	0
No Response	0	1	4.3	5	16.1
Total		23	100.0%	31	100.0%
$\bar{x}$		3.7		3.7	
Correlation	.758				

Table 14 (continued)

Management of Change

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	3	13.1	10	32.3
Good	4	11	47.8	9	29.0
Average	3	7	30.4	7	22.6
Fair	2	2	8.7	0	0
Poor	1	0	0	0	0
No Response	0	0		5	16.1
Total		23	100.0%	31	100.0%
$\bar{x}$		3.6		3.7	
Correlation	.758				

Practice Lessons by Participants

Rating	Wt(x)	Va.		Ca.	
Excellent	5	7	30.4	9	29.0
Good	4	7	30.4	12	38.8
Average	3	9	39.2	5	16.1
Fair	2	0	0	0	0
Poor	1	0	0	0	0
No Response	0	0	0	5	16.1
Total		23	100.0%	31	100.0%
$\bar{x}$		3.5		3.7	
Correlation	.671				

Table 14 (continued)

Military Correctional Trends

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	2	8.7	8	25.8
Good	4	1	4.3	6	19.4
Average	3	8	34.8	5	16.1
Fair	2	5	21.7	5	16.1
Poor	1	4	17.4	2	6.5
No Response	0	3	13.1	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		2.6		3.1	
Correlation	-.541				

Table 15

Workshop and Report Evaluation

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	0	0	6	19.4
Good	4	4	17.4	11	35.5
Average	3	15	65.2	8	25.8
Fair	2	1	4.3	1	3.2
Poor	1	3	13.1	0	0
No Response	0	0	0	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		2.9		3.6	
Correlation	.285				

Adult Education Approaches

Table 15 (continued)

Report on "Team Building" Project

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	3	13.1	5	16.1
Good	4	6	26.1	17	54.9
Average	3	9	39.1	4	12.9
Fair	2	4	17.4	0	0
Poor	1	0	0	0	0
No Response	0	1	4.3	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		3.4		3.2	
Correlation	.285				

Philosophy and Methodology of Action Learning

Excellent	5	0	0	7	22.6
Good	4	10	43.5	12	38.7
Average	3	8	34.8	6	19.4
Fair	2	3	13.1	1	3.2
Poor	1	1	4.3	0	0
No Response	0	1	4.3	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		3.2		3.6	
Correlation	.329				

Table 15 (continued)

Media Workshop

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	1	4.3	7	22.6
Good	4	3	13.1	11	35.5
Average	3	12	52.1	5	16.1
Fair	2	3	13.1	3	9.7
Poor	1	2	8.7	0	0
No Response	0	2	8.7	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		2.9		3.5	
Correlation	.029				

"Behavior Management" Project

Excellent	5	7	30.4	13	42.0
Good	4	13	56.5	11	35.5
Average	3	3	13.1	2	6.4
Fair	2	0	0	0	0
Poor	1	0	0	0	0
No Response	0	0	0	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		4.2		4.0	
Correlation	.843				

Table 15 (continued)

Action Research on Training

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	2	8.7	5	16.1
Good	4	4	17.4	14	45.2
Average	3	12	52.2	6	19.4
Fair	2	3	13.1	0	0
Poor	1	1	4.3	1	3.2
No Response	0	1	4.3	5	16.1
Total		23	100.0%	31	100.0%
$\bar{X}$		3.1		2.9	
Correlation	.664				

Problem Solving on PDIIB

Rating	Wt(x)	Va.		Ca.	
Excellent	5	4	17.4	10	32.2
Good	4	5	21.8	8	25.8
Average	3	9	39.1	7	22.6
Fair	2	1	4.3	0	0
Poor	1	1	4.3	0	0
No Response	0	3	13.1	6	19.4
Total		23	100.0%	31	100.0%
$\bar{X}$		3.5		3.3	
Correlation	.772				

Table 15 (continued)

Staff Training Needs and Models

Rating	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	1	4.3	7	22.6
Good	4	6	26.2	8	25.8
Average	3	9	39.1	10	32.3
Fair	2	2	8.7	1	3.2
Poor	1	1	4.3	0	0
No Response	0	4	17.4	5	16.1
Total		23	100.0%	31	100.0%
$\bar{x}$		3.2		3.2	
Correlation	.757				

Seminar Review and Research

Rating	Wt(x)	Va.		Ca.	
Excellent	5	0	0	5	16.1
Good	4	3	13.1	11	35.5
Average	3	11	47.8	7	22.6
Fair	2	2	8.7	1	3.2
Poor	1	1	4.3	1	3.2
No Response	0	6	26.1	6	19.4
Total		23	100.0%	31	100.0%
$\bar{x}$		2.9		3.0	
Correlation	.643				

Table 16

Program Evaluation

To what extent were your expectations in coming to this program fulfilled this week?

Evaluation	Wt(x)	Va.		Ca.	
		N	%	N	%
Very Well	3	5	21.7	20	64.5
To Some Extent	2	15	65.2	9	29.0
Very Little	1	3	13.1	0	0
No Response	0	0	0	2	6.4
Total		23	100.0%	31	100.0%
$\bar{x}$		2.1		2.53	
Correlation	.600				

Do you believe that this week's program will assist you in improving your work in human resource development?

Very Well	3	7	30.4	23	74.2
To Some Extent	2	14	60.9	6	19.4
Very Little	1	2	8.7	0	0
No Response	0	0	0	2	6.4
Total		23	100.0%	31	100.0%
$\bar{x}$		2.2		2.61	
Correlation	.600				

Table 16 (continued)

How effective were the speakers and discussion leaders?

Evaluation	Wt(x)	Va.		Ca.	
		N	%	N	%
Excellent	5	4	12.4	16	51.5
Very Good	4	11	47.0	10	32.2
Good	3	6	26.1	2	6.5
Fair	2	2	8.7	0	0
Poor	1	0	0	0	0
No Response	0	0	0	3	9.8
Total		23	100.0%	31	100.0%
$\bar{X}$		2.7		4.06	
Correlation	.500				

In comparison to other military training programs rate the overall program.

Excellent	5	4	17.4	14	45.1
Very Good	4	9	39.1	10	32.2
Good	3	8	34.8	2	6.5
Fair	2	2	8.7	2	6.5
Poor	1	0	0	0	0
No Response	0	0	0	3	9.7
Total		23	100.0%	31	100.0%
$\bar{X}$		3.7		3.9	
Correlation	.315				

Responses to Open-Ended Questions

The following responses were made to the open-ended questions presented to each class group. Questions which were provided no response or responses which were repetitive of closed-ended questions, general or ambiguous in nature or which were addressed to subjects other than those under study, have been omitted.

Learning Analysis

Course participants were asked to indicate on instrument 5E5, the major learning gained from the PDIHB experience. The most frequently selected learning experience was the impact of interpersonal communications. Table 17 presents a list of the most frequently selected learning experiences.

Table 17

Learning Analysis

Personal Learning Experience	Number of Selections
Interpersonal Communications	16
Group Processes	13
Behavior Modification Techniques	10
Personal Insight	6
Patience	6
Changed Self-Image	6
Objectivity	5
Problem Solving	4
Training Techniques	4
Value of Research	3
Trusting Relationship	3
Consequences of Change	3
Total	79

Level of Instruction

1. Most of the material is out of reach. (High School graduate, seventeen years service).

2. Some instruction was too basic. (College graduate, thirteen years service).

3. I couldn't absorb all (the training modules)-- too much information, too fast. (Master Degree in School Administration; nineteen years service).

4. There is a need for background, more study and more professional competence. The course made me aware of my ignorance. (Master Degree, eighteen years service).

5. I think I would need more exposure to the ideas and concepts of human resources as well as the vocabulary used which is mostly alien to everyday military life and work. (College graduate, two years service).

Length of Instruction

1. (I would like to change program to) 8 a.m. to 6 p.m. classes with no more than two evenings for late sessions instead of nightly. (High School graduate; thirteen years of service).

2. Participants should receive the printed matter prior to the actual conduct of the program thereby allowing more time for each participant to practice using the modules. (High School graduate; twenty years service).

3. Too much to cover in time allotted. (College graduate; twenty-two years service).

4. Provide students advance copies of workbook so they can read material and have some basic ideas on the course content or expand length of program to allow time for reading materials after that class. (High School graduate with two years of college; fourteen years service).

5. If the format was less compact, I would have retained and been able to utilize more of the training. (College graduate, four years service).

Evaluation of Abilities

Pre course. After two years of indepth training and experience conducting five day seminars (peer group), I consider myself uniquely qualified in areas of inter/intra group relations as well as personal counseling.

Post course.

1. I feel I am more qualified than most people in general as I am more creative and resourceful than most. That's what it takes. (High School graduate, twelve years service).

2. I feel this course has been most beneficial by providing materials for future use. I don't think my skills have been modified at all. (College graduate; thirteen years service).

3. I think I was qualified before but this course has brought back into perspective many things I have learned in college. (College graduate; two years service).

(Ed. Note: Respondent had marked four out of eighteen
"abilities questions on the "pre" questionnaire "Yes" to
indicate qualification. All responses were marked "Yes
on the "post" course instrument.)

4. [I] need further qualifications and knowledge
[to judge]. (College graduate; four years service).

5. There are very many areas I will have to
explore. (High School graduate; twenty-six years service).

6. Much more qualified due to added familiarity
with current terms, training aids, etc. (College graduate;
fifteen years service).

Post Course Statement of Action
Plans to Use Skills

1. I would like to see many of the ideas presented
in this seminar utilized in the drug counseling program at
my command. I therefore plan to explore means to accomplish
this. However, as a realist I do not intend to outline an
idealistic program that my commander would be forced to
disapprove. (College graduate; seven years service).

2. Redo training programs by adding what was
presented [and] retrain others involved in presenting
programs. (College graduate; nineteen years of school,
ten years service).

Miscellaneous

1. Course ignores the subject of punishment for
deviant behavior. The role of punishment in the continuum

of society [leads to] Laws [lead to] Self Discipline.
(College graduate; twenty-two years service).

  2. I would like to see more unit commanders
attending. (High School graduate, twenty-five years
service).

  3. After viewing the MOD Instructional System
here at Camp Lejeune, I feel that it will be a valuable
tool for academic development of the Human Relations
Instructions and Our Advanced Leadership Seminar Trainees.
. . . As for my personal use of the MOD materials, I have
used the system (tapes and slides only) in training my
fellow seminar leaders. In addition, I am attempting to
sell the idea of a Team Building experience to the staff
of the . . . Leadership School. As you well know, new
ideas, especially within the Marine Corps, require a long,
slow silly process. (from a communication received several
weeks after the PDIHB).

Action Plans

  Participants formulated action plans which will
be implemented at a future date. A summary of these plans
is presented in Appendix F.

<div align="center">

Summary

</div>

  The correlation established between the statistical
data recorded by both course groups successfully establishes
the validity of the survey instruments used during the

investigation. The application of the Chi-Square test to the data collected during the research, reached a level of statistical significance in a majority of the cases tested. Finally, the evaluation of module and program value by both course groups indicated an unusually high degree of acceptance of the PDIHB.

Chapter 5

CONCLUSIONS

The results of the investigation did not provide absolute verification of the validity of the hypotheses with certainty that can be ascribed to a complete consensus of all the responses from both class groups. However, when the inconsistencies present in the Virginia testing which are discussed under criticism and limitations are discounted, there is clearly sufficient evidence for the acceptance of the hypotheses:

H_1: That there will be a significant increase in teaching confidence as adult educators will be exhibited by those undertaking the course.

H_2: That there will be a significant increase in the scope of skill in the areas of behavioral science methodologies that will be perceived by personnel completing the course.

This chapter presents the specific conclusions drawn from this research in the order of: Demographic, Perceptual, Module and Program Summaries. Additionally, certain additional avenues of investigation are proposed which have become apparent during the conduct of the research and a compilation of recommendations which have been derived from the study are presented. Finally, the

limitations of the study are discussed in terms of a
critical analysis of the factors affecting the research
project itself.

Demographic Summary

The classes were similar in composition with a
slight preponderance of enlisted personnel in the California
group. Mean education levels, job satisfaction, overall
areas of concern and academic achievement were comparative,
but there was a marked preponderance in favor of the
California group in present participation in degree
oriented education. Further, data from the California
group indicated a 10 percent increase over that of the
Virginia group in teaching experience.

These statistics lead to the conclusion that the
California group had a broader base in concepts and value
of education, particularly in its more formalized aspects.
A comparison of number of work hours devoted to teaching,
area of human resource concern and job expectation upon
completion of the course lead to the conclusion that the
California group had a more definite focus in specific
areas of human resources than did the Virginia group which
had more representation from the field of military criminal
justice.

Perceptual Conclusions

The following conclusions have been reached based

upon an analysis of the statistical data dealing with the
self perceptions under study.

Self Confidence as Military Trainers
in the Field of Adult Education

The level of Self Perceptions of Abilities as Adult
Educators demonstrated by the responses to question 1 of
instrument E-9 indicate that an extremely high self per-
ception of these abilities was prevalent prior to the
course (Table 7). The data collected in response to
question 8 of instrument E-8 regarding teaching experience,
does not justify so high a confidence level. Further, the
inversion of "Pre" to "Post" responses which is exhibited
by the mean ratings (See Table 7) indicates that the ex-
posure of Training Officers to the stimulus of the seminar
had created an awareness of the complexity of adult edu-
cation and subsequently created a loss in the self
confidence of these trainees. This conclusion would also
appear to apply to the similarly high self evaluations of
previous training attempts presented in Table 8. The
responses to open-ended questions regarding Evaluation of
Abilities, pre and post course, appears to support these
conclusions. The faculty conducting the seminar were aware
that Marines have a "can do" attitude and generally tended
to rate themselves high in behavioral science methodology
and adult education skills before they were fully informed
of what such tasks involved by their experience in the
seminar.

An increase in the mean of the Self Perceptions of
Qualification to use Selected Adult Training Methodologies
is consistent through the study. However, the Virginia
group exhibited a low frequency of statistical significance
which has been attributed to an inordinately high self
regard displayed by that group in the areas of teaching
and training and in the knowledge of Applied Behavioral
Science (See Table 11). Additionally, the administration
of the "pre" course questionnaire to this group was per-
formed automatically and group members were left to their
own devices in completing the form. Course participants
were also permitted to complete the "post" course question-
naires in their rooms the last night of the course.
Analysis of the responses led to the conclusion that
there had been an incorrect interpretation of the items
in the research instruments, and possibly some group
conclusion regarding "post" responses by the Virginia
group. Therefore, the subsequent application of this
self assessment instrument to the California group included
a detailed set of verbal definitions and instructions, as
well as administration of the "post" instruments in class
after the last session. An analysis of the resultant data
proved to be statistically sufficient in the case of the
California group to warrant the rejection of the null
hypotheses and the identification of the PDINP technique
as the stimulus which altered the self perceptions of the
Training Officers between the "pre" and "post" course

responses. Similarly, the differential in individual perceptions of ability to design, conduct and evaluate training programs produced overwhelming evidence of the ability of the PDIHB course to increase self evaluation. Consequently, it is concluded that: There was a significant increase in the teaching confidence as Adult Educators exhibited by those undertaking the course.

Change in Scope of Skills in the Areas of Behavioral Science Methodologies

The general perceptual increase in qualifications in the areas of behavioral science methodologies and the statistical significance of the increase in perceptions in the California group, evaluated in the light of the initial high evaluations of skills in behavioral science (Table 11) are considered sufficient criteria to warrant the rejection of the null hypotheses in the case of the California group. Further, as has been discussed, the unusually high self perceptions of the Virginia group cause the researcher to conclude that factors other than the pure application of the MTOS stimulus enter into the differential analysis of the perceptions of this group. Accordingly, it is concluded that: A significant increase in the scope of the skills in the areas of behavioral science methodologies was perceived by personnel completing the course.

Module Evaluation Summary

Both course groups responded favorably by assigning
a rating of Good/Excellent to all Demonstration modules
with the exception of the demonstration of "Military
Correctional Trends." Data regarding this module is
inconclusive because of a high negative correlation between
data collected from the two course groups. The scattered
response to the Workshop and Report modules showed no
preponderance nor did it disclose causative factors. An
overall response of Average/Good leads to the conclusion
that the "participation" exercises of the Demonstration
modules were better received.

Program Evaluation Summary

Program evaluation was favorable in all cases. Of
particular note was the report that this program was "Very
Good-Excellent" when compared to other military programs
(Table 16). A study of open-ended responses lead to the
conclusion that: There is a decided resistance to the ·
"immersion" nature of the seminar as presently constructed.
Marines, it would seem are unfamiliar with such intensive
group resident learning experiences. It is possible that
the geographic dislocation of the course participants,
coupled with the abrupt shifting of their accustomed
working hours of 7:30 a.m. to 4:30 p.m. (with a 90-minute
lunch), to the seminar schedule of 8:30 a.m. to 9:30 p.m.
(with a 90-minute lunch, 120-minute supper), created a
"time shock" which made the seminar day appear to be

longer than it actually was in relation to the work-day to
which they were accustomed.

Further, the number and general nature of open-ended
responses lead to the conclusion that the attendees did not
recognize the basic nature and intent of the course as an
overview of the techniques of presenting behavioral science
methodologies. Additionally, conversations with trainees
have indicated that not only had many not been apprised
of the course content before arrival, but also they had
not been briefed as to the level of, and reason for, their
participation. Although the contractor provided such
information for distribution, the organizational communi-
cation system of the Marine Corps did not function ade-
quately. Thus, it took at least two days for some
participants to catch on to what the program was all about!

Recommendations

1. That a study be made to evaluate the qualifi-
cations and effectiveness of the general military training
officer as an adult education specialist.

2. That a follow-up study be conducted of the
long-term effects the Military Training Officers Seminar
has had on the participants in this pilot study and the
students they instruct in the Professional Development
Institutes on Human Behavior (PDIHB). This post seminar
investigation should study the continued self perceptions
of course participants, their use of the learning materials

provided, and the impact of the PDIHB upon their students. Specifically, it is suggested that both a three-month and six-month check be made of the fifty-four MTOS subjects relative to the implementation of action plans which they set forth at the end of the Virginia and California seminars.

3. That future training seminars be restructured to more nearly conform to the 7:30 a.m. to 4:30 p.m. schedule to which participants are accustomed, or that the duration of the orientation phase be extended to permit participants sufficient time to normalize to the work schedule of the course.

4. That prior to the conduct of further seminars, prospective participants be provided with course information by a direct mailing from the agency conducting the program.

5. That an attempt be made to group future seminar attendants according to the academic level of the prospective participants.

6. That the material provided to the participants in the PDIHB seminar be expanded and used to provide commonality of content to such independent United States Marine Corps efforts as:

The Personal Response Programs (FMF PAC)

The Marine Corps Human Relations Institute (MCRD, San Diego

The Advanced Leadership Seminars (Second Marine

Division, Camp Lejeune, North Carolina.

Limitations

No data were specifically requested with regard to
the primacy of the duty performed in the human relations
field. Subsequent questionnaires should ask directly if
the area of concern is a primary duty which is performed
exclusive of all other jobs.

The deviation in the administration of the "pre"
course questionnaires between the two course groupings
raises the question of the validity of the inter-group
correlation. Indeed, the detailed presentation of the
questionnaire to the California group may have had the
effect of downgrading the responses through reaction to
the presentation.

The application of the "post" course questionnaire
to the Virginia group as a "take home" assignment raises
the possibility of collusion on the part of the respondents.
Comments to that effect, which were reported to the re-
searcher, present a valid argument against the validity
of the results of the instrument insofar as independence
of response remains a requirement.

The research instruments applied in the instance
of this study were constructed specifically for the research
intended, consequently there was no prior validation of the
survey vehicles. However, the high frequency of positive
correlation between the responses of the two course groups

gives an indication of a high degree of validity of the instrument.

The lack of definition, within the Marine Corps, of the spectrum of the human resource specialist, makes it impossible that the personnel attending the two courses investigaged by this research are a representative sample of Marine human resource training officers. This, as noted in Chapter 1, has constrained the statistical techniques which could be applied to the data collected.

The availability of training officer personnel within the Marine Corps is unknown, primarily since each operational unit has a "training officer" of sorts; as no Military Occupational Specialty designator is available, there is no definition of the proficiency level to be expected of a course participant. This, in turn, presents the problem of evaluating a course which has been designed to cater to a broad spectrum of proficiency and education levels. The statistical analysis of the learning experience of a group which is composed of non-high school graduates and also of persons holding the Ph.D. degree presents a challenge for which no mathematical filtering device exists.

The general difficulty in matching the differently-worded responses to questions 4, E9 and 8, E10, compounded by the inconsistency in the respondents' selection of multiple answers, necessitated the rejection of these questions in the formulation of the conclusions.

General Comments

It is apparent that the human resource specialists in both class groups differed markedly in their previous training, abilities, duty and attitude toward their function in this field. The conduct of this research has led to the general conclusion that there is no precise definition within the Marine Corps of the training and qualifications required of a human relations specialist. Common sense suggests that the concept: "Every Marine officer a leader, every leader a counselor" does not necessarily apply to the duties of the human resource specialist. In view of this, it is finally recommended that studies be conducted through the Marine Corps which will attempt to:

1. Isolate potential areas of application of human resource methodologies.

2. Define the requirements and duties of human resource specialist in terms which will enable the Marine Corps to fulfill its goals of improved human relations management, and consolidate these duties under a new M.O.S.

3. Separate the human resource functions of drug and alcohol rehabilitation from the Security and Law Enforcement Section of Headquarters Marine Corps.

4. Describe and design a universal training program which can form the nucleus of the training of human resource specialist.

5. Coordinate the human service effort at a

single level in the command structure which will administer
the selection, training and assignment of all human re-
lations specialists within the Marine Corps.

     6. Consider the applicability of the behavioral
science material developed for the staff and administrators
course (PDTHB), as well as for the instructors' seminar
(MTOS), to the leadership preparation of all commissioned
and non-commissioned military officers.

Summary

     The conclusion of this research is that, with rare
exceptions, the MTOS did alter the perceptions of course
participants with regard to their abilities as adult
educators and the scope of their skills in behavioral
science methodologies. The personnel who attended the
MTOS exhibited either an increase in their self evaluation
of these areas or else they demonstrated a pronounced
awareness of an unjustified overconfidence before the
course and, hence a downward turn in their self perception
as a result of their exposure to the depth of the techniques
involved. Additionally, course participants demonstrated
a high degree of satisfaction with the presentation of the
program and its individual modules. In comparison with
other military programs a clear majority of participants
rated the PDIHB as "Very Good-Excellent."

     Finally, it is apparent to the researcher that a
massive general effort at human resources training is

being conducted within the Marine Corps. However, it is equally apparent that this effort, though prodigious, is fragmented and highly sectional. Consequently, it is the recommendation of this researcher that a centrally located agency be created within the Marine Corps to administer a service wide human resources program and that this agency be charged not only with the procurement, training and assignment of personnel but also with a thorough analysis and definition of those within the Marine Corps areas to which human resources training is particularly applicable.

C O M P O N E N T   E

APPENDIXES

APPENDIX A

PDIHB SEMINAR OBJECTIVES AND SYLLABUS

GENERAL OBJECTIVES

PROFESSIONAL DEVELOPMENT INSTITUTES
ON HUMAN BEHAVIOR

To provide two courses for human resource specialists which
will increase their organizational effectiveness by appli-
cation of behavioral science insights and methodologies.

A. The primary focus of the introductory <u>Staff Course</u>
    is upon understanding human behavior and improving
    human relations skills.

B. The principal emphasis of the advanced adminis-
    trator's course is upon the understanding and
    utilization of the behavioral science approach
    to management and staff development.

<u>Specifically</u>, the STAFF Course aims are:

1. To offer insight into human dynamics in terms
    of client needs and motives, in relation to
    staff leadership styles.

2. To improve human service personnel's skills in
    communications and interpersonal relations
    with clients.

3. To increase organizational effectiveness of
    staff through (a) improved utilization of feed-
    back and conflict energy; (b) greater cultural
    sensitivity and awareness of its influence on
    decision making; (c) understanding of group
    behavior and processes.

4. To enhance staff capabilities for planning and
    controlling change in the development of human
    potential, as well as the need for continuing
    role changes.

5. To humanize the treatment of the client by
    more innovative strategies and programs in
    centers staffed by these specialists.

S C H E D U L E

PROFESSIONAL DEVELOPMENT INSTITUTES ON
HUMAN BEHAVIOR - STAFF COURSE:
HUMAN RESOURCE SPECIALISTS

FIRST DAY, 8:00 A.M.-12:00 Noon. Learning Module I.
DYNAMICS OF HUMAN BEHAVIOR. Input: human motivation.
Learning aids: A.V.* Set "E"; "Motivation of Human Re-
sources," (#RP4D1); "Management Motivation Inventory,"
(#RI4D4). Group process.

1:00 P.M.-5:00 P.M. Learning Module II. UNDERSTANDING
DEVIANT BEHAVIOR. Group Process: critical incidents.
Film. Learning aids: "Motivation & Human Resource Inven-
tory," (#RI4D3).

SECOND DAY, 8:00 A.M.-12:00 Noon. Learning Module III.
IMPROVING COMMUNICATION SKILLS. Input: a behavioral
communication theory; perception and communication model.
Learning Aids: A.V. Set "B"; "Communication As a People
Process," (#RP2B1); "Communication Inventory," (#RI2B3).
Film.

1:00 P.M.-5:00 P.M. Learning Module IV. OVERCOMING
COMMUNICATION OBSTACLES. Group process: communications
laboratory. Learning aids: A.V. Set "C"; "Organization
Communications Analysis (#RI2B4); "Communication Bibliog-
raphy," (#RB2B2).

---

     *A.V. Set refers to a sight/sound presentation in
MOD's "Increasing Organizational Effectiveness Series."
Each set consists of 34 colored animated slides and audio-
cassete.... R.P. refers to a printed resource paper on the
topic, which may be used in the session or for outside
reading.... R.I. refers to a resource instrument used
for data gathering on the topic, and individual or group
analysis.... P.A. signifies a program aid for instructional
use.... R.B. stands for a resource bibliography available
on the subject.

    Increasing Organizational Effectiveness Series
      (A.V. sight/sound)
    Set A - "Management of Change"
    Set B - "Improving Organizational Communications"
    Set C - "Overcoming Communication Obstacles"
    Set D - "Increasing Cultural Awareness"
    Set E - "Understanding Human Behavior"
    Set F - "Improving Organizational Relations"

THIRD DAY, 8:00 A.M.-12:00 Noon. Learning Module V.
CREATIVE APPROACHES TO CONFLICT RESOLUTION IN ORGANIZATIONS.
Input: conflict utilization theory. Group process: anec-
dotal reports. Learning aids: A.V. Set "F"; "Organizational
Roles & Relationship Inventory," (#RK5E4). Film.

1:00 P.M.-5:00 P.M. Learning Module VI. INSIGHTS FROM
CLIENT FEEDBACK. Input: utilizing feedback. Learning
aids: audio or videotape playback; administration of
client profile - "The Helping Relationship & Feedback in
Organizations," (#RP5E2).

FOURTH DAY, 8:00 A.M.-12:00 Noon. Learning Module VII.
CULTURAL INFLUENCES ON CLIENT/STAFF BEHAVIOR. Input:
concept of culture. Learning aids: A.V. Set "D"; Group
process: "Understanding Culture," (#RP3C1).

1:00 P.M.-5:00 P.M. Learning Module VIII. CULTURAL
INFLUENCES ON DECISION MAKING.* Management game - Moon
Twenty or Hollow Square. Group process: "Intercultural
Relations Inventory," (#RI3C2) or "Supervisor/Worker
Relations," (#RI3C3).

FIFTH DAY, 8:00 A.M.-12:00 Noon. Learning Module IX.
UNDERSTANDING GROUP BEHAVIOR IN ORGANIZATIONS. Input:
group dynamics and organization relations. Learning aids:
A.V. Set "F"; "Systems Approach to Groups and Organizations"
(#RP5E1). Group process: task assignment.

1:00 P.M.-5:00 P.M. Learning Module X. INTERPERSONAL
SKILLS FOR HUMAN RESOURCE PERSONNEL. Simulation exercise:
Kerner Commission Report. Learning aid: "Behavioral Science
Management Bibliography," (#RB5E3). Film.

SIX[TH] DAY, 8:00 A.M.-12:00 Noon. Learning Module XI.
MANAGING CHANGE AND CHANGING ROLES. Input: why and how to
plan change. Learning aids: A.V. Set "A"; Film; "Manage-
ment of Change," (#RP1A1); "Change Bibliography," (#RB1A3);
"Change Inventory," (RI1A4). Group process: "Force Field
Analysis," (#RI1A5).

1:00 P.M.-5:00 P.M. Learning Module XII. BEHAVIORAL
STRATEGIES WITHIN ORGANIZATIONS AND WITH CLIENTS.* Learning
aids: Optional programs (e.g. staffs of correctional cen-
ters or drug education/rehabilitation centers. Closing

---

*Is an optional module in case the program is to be
a ten module or five-day session.

ceremony. Distribution of certificates. Evaluations.

Note: This design can be expanded into a two-week course
with each module consisting of a full day's instruction -
or, it can be scheduled for half-days - Learning Modules
I-VI in the first week, and Learning Modules VII-XII in
the second week.

APPENDIX B

PDIHB REVISED SEMINAR OBJECTIVES
AND SYLLABUS

MILITARY TRAINING OFFICERS SEMINAR

REVISED OBJECTIVES

The seminar is for selected members of the U.S.
Marine Corps and other members of the Armed Forces who have
training responsibilities for those staff assigned to
military correctional facilities, drug or alcoholic rehabil-
itation centers, or human relations programs. Specifically,
it is directed to commissioned and non-commissioned officers
who might teach one of the Professional Development Insti-
tutes on Human Behavior (PDIHB), as part of inservice
training for newly appointed human resource specialists
within the Marine Corps. The staff and administrators'
courses were originally developed for the Office of Naval
Research (Contract N00014-72-C-0165, Organizational
Effectiveness Research Programs) by MANAGEMENT AND ORGANI-
ZATION DEVELOPMENT, INC. (Dr. Philip R. Harris, project
director). This seminar will concentrate on an adapted
form of the Staff Course.

The 1973 seminar has the general purpose of sharing
the philosophy, methodology, and technology of the PDIHB,
tested out in prototype models, with those servicemen who
are challenged to apply the findings to date. The specific
aims are:

    (1)   To provide an action-learning experience for
          military training officers.

    (2)   To enhance the scope and skills of military
          trainers in the field of adult education.

    (3)   To initiate a means for the dissemination of
          project findings, and follow-up on research
          results.

    (4)   To review the action-research design and
          results of the ONR project, Professional
          Development Institutes for Military Cor-
          rectional Personnel.

    (5)   To provide participants with an overview of
          the two forty-eight-hour courses developed

for military correctional staff and administrators.

(6) To permit a representative sample of the original consulting team to demonstrate some of the learning modules which they created, and to offer counsel on the program with military training officers.

(7) To provide an opportunity for practice in teaching segments of the Staff Course by the training officers in attendance.

(8) To present instructional materials which the trainees could use in conducting the PDIHB, and to seek feedback on these learning aids.

(9) To foster the more humanistic treatment of military personnel with special problems by upgrading the human relations skills of those assigned to serve them in various human resource development programs.

(10) To promote planned, constructive change in the military system by improving the professional development of personnel.

S C H E D U L E

MILITARY TRAINING OFFICERS SEMINAR
FOR
PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR

Williamsburg Foundation, Williamsburg, Va.
(East Coast - February 18-23, 1973)

Kellogg West Center for C. E., Pomona, Ca.
(West Coast - March 25-30, 1973)

Morning Session 8:30 a.m.-12 noon. Lunch. Afternoon
Session 1:30 p.m.-5:00 p.m. Dinner 6-7 p.m. Evening
Session 7:30 p.m.-9:00 p.m.

Sunday - TRAVEL. 4-6 p.m. Registration and Distribution
of Materials. Educational Coordinator, Dr. P.R. Harris;
Military Coordinator, Capt. D.T. Penman, USMC. Training
Module 1. ORIENTATION. Introduction. Film: "Acceleration
of the Seventies." Overview of this ONR Research Project
& I.M. Review of Adult Educ. Team Assignments* (Dr. P.R.
Harris)

Monday. T.M. 2. PHILOSOPHY/METHODOLOGY OF ACTION LEARNING.

Review PDIMCP. Staff/Admin. courses & workbooks (P.R.H.)

T.M. 3. Demonstration Lesson on COMMUNICATION, L.M.
III/IV. Slides/Cassettes: Sets B/C (P.R.H.)

T.M. 4. Report on TEAM BUILDING Project. Film: "Team
Building." Consultant: Dr. W.H. Sears, Jr.

Tuesday. T.M. 5. Demonstration Lesson on CULTURE, L.M.
VII/VIII. Slides/Cassette: Set D (W.H.S.)

T.M. 6. Demonstration Lesson on TEAM BUILDING & ORGAN.
RELATIONS, L.M. XVII/XVIII. Slides/Cassette: Set F (W.H.S.)

T.M. 7. MEDIA WORKSHOP. Audiovisual Review: "The Art of
Motivation"; "Human Nature & Org. Realities"; possibly
video-tape (P.R.H.)

Wednesday. T.M. 8. Demonstration Lesson on MANAGEMENT OF
CHANGE IN HUMAN RESOURCE DEVELOPMENT, L.M. XI, XIII.
Slides/Cassette: Set A (P.R.H.)

T.M. 9. Report on Behavior MGT. Project at Camp Lejeune,
L.M. XIV. Film: "Bus., Behav. & the Bottom Line." Con-
sultant: Dr. R. James, Jr.

T.M. 10. ACTION RESEARCH ON TRAINING. Dev. a Training
Research Design. Data Collection & Analysis. Follow-up.
Study Report (PDIMCP). Coordinator: Dr. D.L. Harris.

Thursday. Practice Lessons by Participants.* A.V. Aids
Demonstration - Slides/Cassette: Set A "Understanding
Human Behavior." Film: "More Than Words"; "Is It Always
Right To Be Right?" Cordinator (P.R.H.)

T.M. 12. PROBLEM SOLVING ON PDIHB, L.M. XVI. Brainstorm
Session (P.R.H.)

T.M. 13. MILITARY CORRECTIONAL TRENDS, L.M. XI, XII, XXII.
For trainers of correc. personnel. Consultant: Dr. C.L.
Newman.

Friday. T.M. 14. STAFF TRAINING NEEDS & MODELS, L.M.
XXIII. (C.L.N.)

---

*Trainee teams to present segment of lesson from
one of these L.M. - I, II, V, IX, X.

T.M. 15. Seminar Review and Research (P.R.H.) 3 p.m.
CLOSING CEREMONY. Distribution of Certificates.

NOTE: Staff members available for individual consultation
before & after meals.

APPENDIX C

OFFICE OF NAVAL RESEARCH SEMINAR DIRECTIVE

AO1F-1mr-1B

From: Commandant of the Marine Corps
To:

Subj: Office of Naval Research Sponsired Seminar for
       Military Training Officers

Encl: (1) General Information on Military Training Officers
           Seminar

1. During 1970 - 1972 the Office of Naval Research con-
tracted the civilian research firm of Management and
Organization Development, Incorporated (MOD, Inc.) to
conduct a study directed at improving the abilities of
personnel assigned to duties connected with supervision
of prisoners and administration of correctional facilities.
This study, hereafter referred to as the "Professional
Development Institute for Human Resources Specialists
(PDIHRP)", was conducted at major Marine commands on the
east and west coasts. The results of this study have
been published and have subsequently been expanded so as
to be applicable not only to corrections, but to all fields
of human resource development including drug abuse edu-
cation, human relations training, and other forms of
leadership training.

2. Funding has been approved by the Office of Naval
Research to conduct two "Military Training Officers Seminars
(MTOS)", one each at an east and west coast location. Each
seminar will include a review of training designs and
materials that have been developed as a result of the
previous two year study noted above and will provide
attendees with the opportunity to learn the techniques
for effective utilization of these materials. Attendees
will participate in the evaluation of audio - visual
learning material developed at the direction of this
Headquarters and will be involved in demonstrating various
techniques necessary in administering training programs in
human resource development.

3. The east coast training seminar has been made available
to the Marine Corps and nominations of attendees are
requested from your command. Specific information is as

follows:

    a. <u>Date and location</u>. 18 - 23 February 1973. Berthing and training facilities will be located at the Motor House Inn, Williamsburg, Virginia.

    b. <u>Personnel</u>. Nominees should be limited to officers and staff NCO's in the grade of MSGT or above. Personnel should be assigned to duties relating to correctional administration, drug abuse education, human relations training, military police administration, and leadership training. A total of three primary nominations and three alternate nominations are requested from your command.

    c. <u>Cost</u>. Berthing and meals will be provided by MOD, Inc. at no cost to the Marine Corps or to the individual.

    d. <u>General information</u>. See enclosure (1).

4. No later than 12 January 1973 provide this Headquarters (Code AO1F) with names of nominees from your command. Include grade, organization, and duty assignment. Your command will subsequently be notified of the personnel selected to attend the seminar.

5. Point of contact at this Headquarters is Captain D.T. PENMAN, Security Branch (Code AO1F), telephone number OX4-4177 or OX4-1930.

(Note: A similar notification was transmitted for nominees to the west coast seminar, 25 - 30 March 1973.)

QUESTIONNAIRES

E#8
ONR/USMC

MILITARY TRAINING OFFICERS SEMINAR

Participant Data Form

Directions: Please check the most appropriate answer
or supply the information requested to
the best of your ability

1. Rank_____   2.a. Duty Station_____

3. MOS____/____/____   2.b. Job Title_____

4. Length of Service____yrs.____mos. 5. Total years of
schooling you have had_____

6. Indicate your highest academic achievement:

   a. High School Diploma (or equivalency)_____

   b. College Degree____(Major subject area_____

   c. Masters Degree____(Major subject area_____

   d. College level work (indicate number of years
      completed)_____

   e. Other educational credentials (certificates, etc.)____

7. Are you currently enrolled in any of the following
   continuing educational programs (excluding this course)?

   a. Inservice Training   ( )   d. Military Correspondence
                                       Course   ( )
   b. Non-degree Course Work ( )   e. Non-military Corres-
                                       pondence Course   ( )
   c. Degree Course Work   ( )   f. Other (specify_____

8. Have you ever had any formal teacher training?

   Yes ( )   No ( )

9. Have you ever had any "Instructor" training?

   Yes ( )   No ( )

10. Are you presently engaged in teaching, training, or

    instructing?   Yes ( )   No ( )

    If "yes," indicate the category below which best

    describes your work:

    Trainer ( ) Instructor ( ) Counselor ( )

    Other (specify)_____

11.A. If the answer to # 10 was "yes," please estimate the
      portion of your workday which is normally devoted to
      teaching (or instructing) and related activities:

      Full Time ( ), 3/4 ( ), 1/2 ( ), 1/4 ( )

11.B. If the answer to #10 is "no," do you supervise the
      training of personnel? Yes ( ) Indicate the type
      of military personnel for which you have a super-
      visory training responsibility:

      _____

12. In the field of human resource development for the
    military, what is your major area of concern relative
    to the training of personnel?

        Corrections   ( )   Drug Abuse   ( )

        Alcohol Education ( )   Human/Race Relations ( )

        Other (specify)_____

13. Please rate the assignment you now have in comparison
    to the other duties you have had in the military:

    Worst ( ) Fair ( ) Good ( ) Very Good ( ) Best ( )

14. If you were required to develop a new title for your
    job what would you select?

    _____

15. Upon completion of this course do you expect to be able to apply what you have learned in some type of educational work?

               Yes ( )   No   ( )

    a. If the answer to the above was "yes," please specify the work you expect to do:

_____

    b. If the answer to the above was "yes," will the assignment specified be:

      A new job? ( ) An additional duty? ( ) Change

      in previous duty? ( ) Same as before? ( )

      Other_____

16. What are your expectations or hopes relative to participation in this Military Training Officers Seminar?

    (1)_____

    _____

    (2)_____

    _____

    (3)_____

    _____

    (4)_____

    _____

                                                  E#9

MILITARY TRAINING OFFICERS SEMINAR

Pre-Instruction Survey

1. When I review my career history, I would rate my abilities as an adult educator (teaching, instructing, or training) as: (check one) ( ) Inadequate ( ) Adequate

  ( ) More than adequate ( ) Does not apply

2. When I consider my knowledge and skill in the applied behavioral sciences, I would rate my background as: (check one)

  ( ) Inadequate   ( ) Adequate   ( ) More than adequate

  ( ) Does not apply

3. Relative to my previous attempts at training in the field of human behavior, I would rate my efforts as: (check one)

  ( ) Inadequate   ( ) Adequate   ( ) More than adequate

  ( ) Does not apply

4. My present feelings concerning my capabilities to teach the staff course in the Professional Development Institutes on Human Behavior with its emphasis on the behavioral sciences are: (check one or more)

  ( ) I have the necessary preparation to teach this course.

  ( ) I do not have the necessary preparation to teach this course.

  ( ) I have a background which, with the additional training received in this course, should enable me to teach the BDIHB to the degree required by the military.

  ( ) I believe that sufficient learning resources presently exist in the military for me to teach effectively the new PDIHB.

  ( ) I do not have direct training responsibilities and this question is not applicable to my present duty.

5. I feel I am qualified now to provide training on the following behavioral science topics for military personnel:

Learning Module	Yes	Somewhat	No
(a) Human Behavior			
(b) Communication			
(c) Conflict Resolution			
(d) Feedback Utilization			

5. Learning Module (contd)   Yes   Somewhat   No

    (e) Cultural Influences   ____   _____ ____

    (f) Group Behavior   ____   _____ ____

    (g) Interpersonal Skills   ____   _____ ____

    (h) Managing Change   ____   _____ ____

    (i) Behavioral Strategies
         with clients   ____   _____ ____

6. I feel I am presently qualified to utilize the following
   behavioral science methodologies in military training:

    Methodology   Yes   Somewhat   No

    (a) Films for instructional
         purposes   ____   _____ ____

    (b) Slides/Filmstrips in
         instruction   ____   _____ ____

    (c) Audio-tapes/cassettes   ____   _____ ____

    (d) Videotapes   ____   _____ ____

    (e) Resource Instruments:
         inventories, check-
         lists, etc.   ____   _____ ____

    (f) Resource Papers on
         subjects of instruction ____   _____ ____

    (g) Group process - small
         group exercises and
         problem solving   ____   _____ ____

    (h) Action-learning
         techniques   ____   _____ ____

    (i) Action research and
         evaluation   ____   _____ ____

7. In general, I feel I am qualified
   to design, conduct, and evaluate
   training programs in the area of
   human behavior: ____   _____ ____

8. Other comments on my abilities as an instructor in the
   areas of human relations and group skills:

-394-

8. (contd)

_____

_____

_____

_____

_____

MILITARY TRAINING OFFICERS SEMINAR

Post-Seminar Evaluation

Date_____   Code #_____

      Your feedback on the general reactions to the
M.T.O.S. learning experience would be appreciated.
Please refer to the seminar schedule, and check
the categories which most appropriately reflect
your state of mind and feelings upon completion
of this instructor's course:

1. To what extent were your expectations in coming to this
program fulfilled this week?

    ( ) Very well ( ) To some extent ( ) Very little

    Comments:_____

_____

2. Do you believe the program of this week will assist you
in improving your work in human resource development?

    ( ) Very well ( ) To some extent ( ) Very little

Which part was most helpful?_____

_____

2. (contd)

Which part this week was least helpful? (If not applicable, leave blank.)

_____

3. Generally, how effective were the speakers and discussion leaders this week?

( ) Excellent ( ) Very good ( ) Good ( ) Fair

( ) Poor

Comments:_____

_____

4. What changes would you like to see in this program (parts dropped, additions made, etc.)?

Comments:_____

_____

5. In comparison to other military training programs in which you have participated, how would you rate the overall program of this week from your point of view?

( ) Excellent ( ) Very good ( ) Good ( ) Fair

( ) Poor

6. What are your action plans to apply the learning and skills acquired in the M.T.O.S. for the development of military human resources?

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

7. Relative to your abilities as an adult educator in teaching or training, would you now rate yourself as:

( ) Adequate ( ) More than adequate ( ) Inadequate

( ) Does not apply because I am not directly involved

7. (contd)

in training.

8. Relative to the Professional Development Institutes on Human Behavior, how would you now rate your capabilities to teach the staff course to military personnel? (check one or more)

( ) I have the necessary preparation to teach the course adequately.

( ) I do not have sufficient preparation to teach the course adequately.

( ) The M.T.O.S. has made me more confident that I can teach human behavior subjects to the degree required by the military.

( ) I do not have direct training responsibilities, but the information and insight obtained in the M.T.O.S. will be helpful to me in my present duty.

( ) I believe that sufficient learning resources were provided in the M.T.O.S. to enable me to do an effective job in teaching the PDIHB staff course.

9. Do you believe that you are now more qualified to provide training on the following behavioral science topics for military personnel?

Learning Module

	Yes	Somewhat	No
(a) Human Behavior			
(b) Communication			
(c) Conflict Resolution			
(d) Feedback Utilization			
(e) Cultural Influences			
(f) Group Behavior			
(g) Interpersonal Skills			
(h) Managing Change			
(i) Behavioral Strategies with Clients			
(j) Other: _____			

10. Do you believe that you are now more qualified to use the following behavioral science methodologies in military training?

Methodology	Yes	Somewhat	No
(a) Instructional films	____	____	____
(b) Instructional slides/ filmstrips	____	____	____
(c) Audio-tapes/cassettes	____	____	____
(d) Videotape	____	____	____
(e) Resource Instruments	____	____	____
(f) Resource Papers	____	____	____
(g) Group Process	____	____	____
(h) Action learning	____	____	____
(i) Action research	____	____	____
(j) Other: _____			

_____

11. In general, do you now feel more qualified to design, conduct, and evaluate training programs in the area of human behavior?   ____ ____ ____

12. Other comments on how you feel now about your abilities as a human relations instructor:

_____

_____

_____

_____

13. Below are listed some of the demonstration lessons covered in this seminar. Please evaluate each in terms of their usefulness to you as a human resource practitioner in the military. Use the following scale:

13. (contd)

<div align="right">
5 = Excellent
4 = Good
3 = Average
2 = Fair
1 = Poor
</div>

No.	Training Module Title	Usefulness Rating No.
3	Communication	
5	Culture	
6	Team Building/Organizational Relations	
8	Management of Change	
11	Practice Lessons by Participants	
13	Military Correctional Trends	

14. Below are listed some of the topics presented in special report and workshop sessions during the M.T.Q.S. Please evaluate their usefulness in helping you to become a more effective trainer, or in understanding the process of adult education. Use the following scale for this purpose:

<div align="right">
5 = Excellent
4 = Good
3 = Average
2 = Fair
1 = Poor
</div>

No.	Training Module Topic	Usefulness Rating No.
1	Orientation - Adult Education Approaches	
2	Philosophy and Methodology on Action Learning (PDIHB)	
4	Report on "Team Building" Project	
5	Media Workshop	
9	"Behavior Management" Project	
10	"Action Research on Training"	
11	"Problem Solving on PDIHB"	
14	"Staff Training Needs and Models"	
15	"Seminar Review and Research"	

Learning Analysis Form*

Note: Please list below three learning experiences you had during this training program which made a difference in your thinking and behaving.

What was the major learning you gained for yourself from this experience?

In what categories would you place this new learning?

Experience # 1:

(check one or more)

_____ New Knowledge

_____ Improved Skills

_____ Changed Attitudes

_____ Changed Behavior

Experience # 2:

(check one or more)

_____ New Knowledge

_____ Improved Skills

_____ Changed Attitudes

_____ Changed Behavior

Experience # 3:

(check one or more)

_____ New Knowledge

_____ Improved Skills

_____ Changed Attitudes

_____ Changed Behavior

by Philip R. Harris, Ph.D.   C   MOD Inc., 1973

APPENDIX E

ORGANIZATIONAL DYNAMICS RESOURCE
MATERIALS LIST

ORGANIZATIONAL DYNAMICS

an

INSTRUCTOR'S MANUAL FOR

HUMAN RESOURCE SPECIALISTS

A Staff Course

for

Professional Development Institutes

on

Human Behavior

by

Philip R. Harris, Ph.D.

President, Management and Organization

Development, Inc.

(To accompany "Improving Organizational

Effectiveness Series.")

1973

Produced by

Management & Organization Development inc.

La Jolla, California 92037

TABLE OF CONTENTS

LIST OF FIGURES

INTRODUCTION

As America moves into the post-industrial period of human development, society is in the midst of a profound transition. Technological and scientific advances have frequently outstripped cultural practices and traditions. Social institutions suffer from cultural lag, contemporary policies and procedures rapidly become archaic and obsolete. To avoid "organization shock," human systems must learn to manage change more effectively and build mechanisms for renewal into their associations, agencies or corporations. This challenge applies whether one is a part of an educa-

tional, religious, business or correctional organization. Consequently, there is a need for a whole new leadership style. Peter Drucker, a noted management consultant, has wisely observed that all of the assumptions upon which management practice have been based for the last fifty years are no longer valid--that it is necessary to develop a whole new set of assumptions from which innovative practice will flow. Research and theory in the applied behavioral science have a contribution to make in this regard, especially to those engaged in the field of human service. Therefore, this manual will attempt to highlight some of the behavioral science insights which, if applied, can improve organizational effectiveness.

During the past decade there has been increasing public disillusionment with the growing ineffectiveness existing in American institutions. As riots and disturbances spread throughout the nation's penal institutions, citizens questioned in particular the inability of present correctional programs to rehabilitate and properly restore the criminal offender to society. Obviously human needs were being frustrated and this fact led to greater violence; there must be better ways in which correctional centers could respond to the needs of both staff and confinees. The military, a microcosm of civilian society, also was experiencing similar difficulties. One major crisis in the correctional facility at Camp Pendleton, California, gained national prominence and prompted a Congressional investigation. In 1970 the Subcommittee to Probe Disturbance on Military Bases reported its findings to the U.S. House of Representatives. Among the causes cited for the problems was a "staff that is undermanned, unmotivated, and low in morale", a comment which sounds like the report of the New York State Commission which studied the Attica prison riots a few years later. Among the recommendations made by Congressman William J. Randall and his colleagues regarding the military criminal justice system was "staff development."

As a practical step in this direction, the author proposes the inauguration of two training courses; each may be accomplished in forty-eight hours or more, as desired. Known as PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR, the subject matter has been divided into two major parts--one for staff, another for administration or management. This volume will offer instructional assistance for the presentation of the Staff Course.

This instructor's manual was written for those with training responsibilities who wish to improve staff development through inservice education. The whole emphasis of this instructional system has been broadened to include a wide range of human resource specialists. The PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR have value for all government agencies, as well as for personnel development in civilian organizations.

Since this book is written for adult educators, the first two chapters provide an overview of action learning and training methods. Chapters three through eight deal with material to assist the instructor in the presentation of twelve learning modules for the PDIHB's staff course. Each unit provides information and approaches for teaching two four-hour modules. These chapters have been so organized as to offer learning objectives, content outline, group process, resource instruments and publications for use with the trainees. The final chapters in this volume contain suggestions for planning a training program and for conducting action research in conjunction with it. The appendices offer additional data on course graduation and sample research instruments.

For those who are interested, specific learning modules on correctional trends and drug abuse will be available in two supplements entitled The Professional Development of Correctional Specialists and The Professional Development of Drug Counselors. Eventually, it is anticipated that a supplement of test questions will be issued for the staff course and another trainer's manual will be produced for the administrators' course. As readers have an opportunity to utilize the above learning aids in conducting their own professional development institutes, Management & Organization Development Inc., the producer of these materials, would welcome feedback on experiences in applying this research.

APPENDIX F

ACTION PLAN SUMMARY

Action Plans

Participants were asked to formulate a personal contract with themselves wherein they would project the lessons they had learned in the course into action plans for future use. The following broad areas were the most frequently selected areas of concern (numbers in parentheses indicate the frequency of selection):

Training of Personnel (22)

Share Techniques with Superiors (15)

Apply Techniques to Subordinates (14)

Apply Techniques to Personal Contacts (5)

Apply Techniques to Family Relationships (4)

Expand Behavior Modification Programs (3)

Develop Team Building (3)

Develop Management Techniques (2)

Develop Group Participation (2)

Enroll in Further Education Courses (2)

BIBLIOGRAPHY

Penology

Andry, R.G. The Short-Term Prisoner. London: Stevens and Sons, 1963.

Armstrong, Richard (ed.). "A Prison Is People," Christopher News Notes. New York: No. 192, 1972.

Ash, P. "The Reliability of Psychiatric Diagnoses," Journal of Abnormal and Social Psychology, XLIV (1949), 272-76.

Banks, Frances. Teach Them to Live. New York: International University Press, 1958.

Barnes, Harry Elmer, and Negley K. Teeters. New Horizons in Criminology. 3d ed. Englewood Cliffs: Prentice-Hall, 1959.

Brodsky, S.L., and N.E. Eggleston. The Military Prison. Carbondale: Southern Illinois University Press, 1970.

Brodsky, S.L. Collected Papers in Prison Psychology. Publication 6-66, Council for Research and Evaluation, U.S. Disciplinary Barracks, 1967.

Clemmer, D. The Prison Community. Boston: Christopher, 1940.

Corrections Division, Bureau of Naval Personnel. Semi-Annual Statistical Report. Washington, D.C.: Dept. of the Navy, July 1-December 31, 1971. 20 pp.

Cressy, D.R. (ed.). The Prison. New York: Holt and Reinhart, 1961.

Downie, N.M., and R.W. Heath. Basic Statistical Methods. New York: Harper and Row, 1970.

Earle, Alice M. Sourcebook on Prison Education. Springfield, Ill.: Macmillan, 1971.

Ehrentraut, Gustave. A Follow-Up Study of an Experimental Training Program for Military Correctional Personnel. A Thesis presented to USIU, School of Human Behavior, San Diego, 1973.

Force, R.C. Treatment of military offenders in a relatively permissive total environment. 3320th Retraining Group. Amarillo Air Force Base, Texas, 1954.
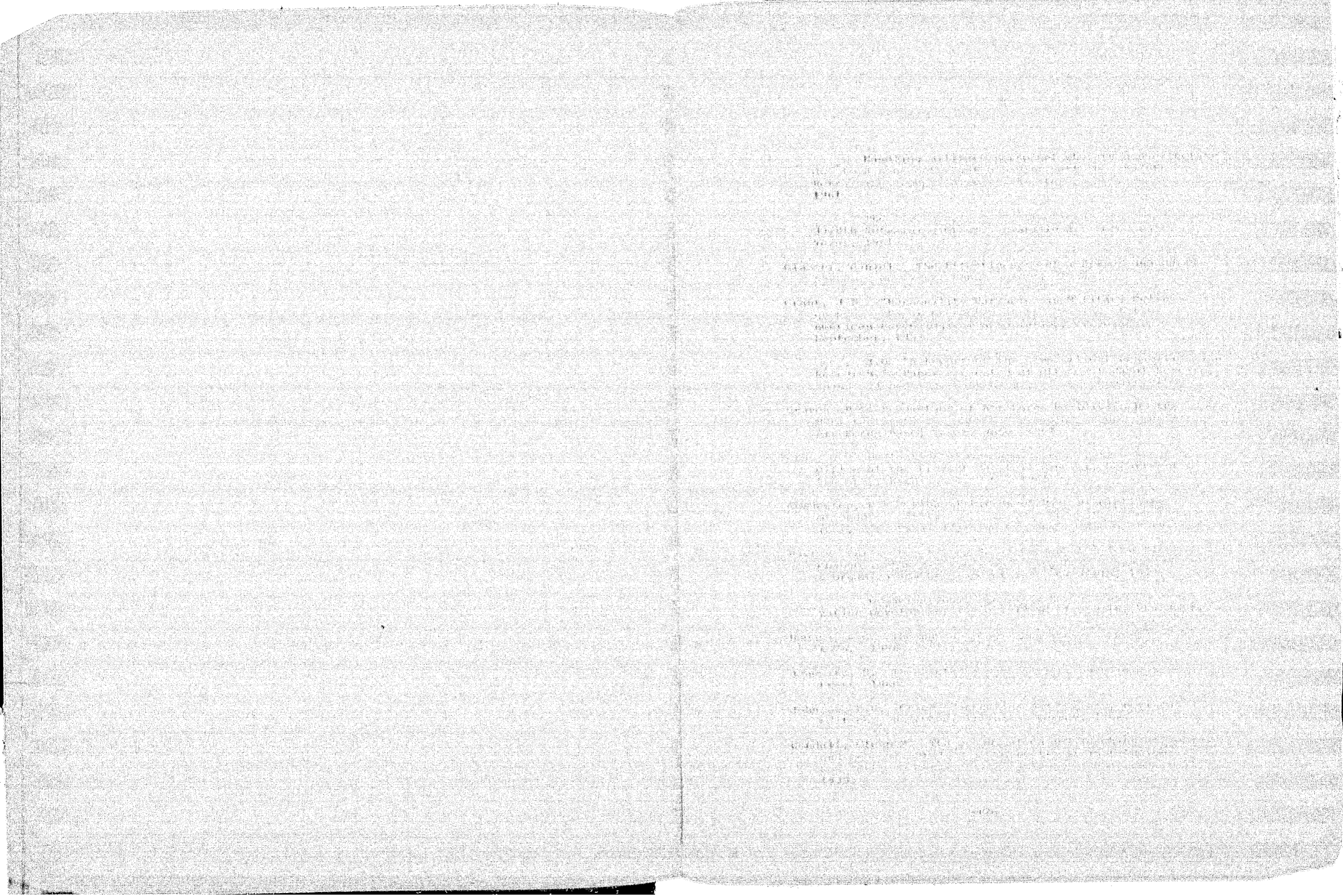
Klein, P. Prison Methods in New York State. New York: Columbia University Press, 1920.

Lewis, Orlando F. The Development of American Prisons and Prison Customs 1776-1895. Albany: Prison Association of New York, 1922.

MacCormack, Austin H. The Education of Adult Prisoners. New York: National Society for Penal Information, 1931.

McKelvey, Blake. American Prisons. Chicago: University of Chicago Press, 1936.

Menninger, Karl. The Crime of Punishment. New York: Viking, 1968.

Mooney, B.L. Characteristics of Restorees. Project 4-64, Council for Research and Evaluation, U.S. Disciplinary Barracks, 1964.

Moskos, Jr., Charles C. The American Enlisted Man: The Rank and File in Today's Military. New York: Russell Sage Foundation, 1970. 274 pp.

Richmond, Mark S. Prison Profiles. New York: Oceana, 1965.

Roberts, Albert R. Sourcebook on Prison Education. Springfield, Illinois: Charles C. Thomas, Publisher, 1971.

Scudder, Kenyon. Prisoners are People. Garden City, New York: Doubleday, Inc., 1952.

Shainberg, D., and M. Symonds. "Some Thoughts on the Sense of Self in Military Offenders." Paper presented at the meeting of the American Psychiatric Association, New York, May, 1965.

Von Holden, M.H., and P.I. Isenstadt. A Study of MOS Description Titles for Guards. U.S. Disciplinary Barracks, 1969.

Wallach, Walter M. The Training of Prison Guards in New York State. New York: Teachers College, Columbia University, 1938.

Wilkens, Leslie T. Evaluation of Penal Measures. New York: Random House, 1969.

Wines, E.C. Report on International Penitentiary Congress of London, 1872. Washington, D.C.: Government Printing Office, 1873.

Wines, F.H. 26th Annual Report of the Executive Committee

of the Prison Association of New York. New York:
National Society of Penal Institutions, 1870.

Adult Education and Human Resources

Aker, George F. Adult Education Procedures, Methods and
Techniques. New York: Syracuse University Press,
1965.

Applewhite, P.B. Organizational Behavior. Englewood
Cliffs, New Jersey: Prentice-Hall, 1970.

Bass, B. Leadership, Psychology, and Organizational
Behavior. New York: Harper, 1960.

Benne, K.D., and Muntyan, B. Human Relations in Curriculum
Change. New York: Dryden Press, 1951.

Bennis, W.G., K.D. Benne, and Robert Chin (eds.). The
Planning of Change, 2d ed. New York: Holt Rinehart,
and Winston, 1969.

Bergerin, Paul. A Philosophy for Adult Education. New
York: Seabury Press, 1967.

Bergerin, Paul, Dwight Morris, and Robert Smith. Adult
Education Procedures. New York: Seabury Press, 1963.

Bigge, M.L., and M.P. Hunt. Psychological Foundations of
Education. New York: Harper and Row, 1958.

Bradford, L.P., J.R. Gibb, and K. Benne (eds.). T-Group
Theory and Laboratory Method. New York: Wiley, 1964.

Brunner, Edmund de S., et al; An Overview of Adult Education
Research. Chicago: Adult Education Association of the
U.S.A., 1959.

Cartwright, Darwin and Alvin Zander (eds.). Group Dynamics,
ed ed. New York: Harper and Row, 1967.

Corbett, Edward P.J. Classical Rhetoric. New York: Oxford
University Press, 1965.

Diebold, S. Man and Computer: Technology As an Agent of
Social Change. New York: Fred A. Praeger, 1969.

Drucker, Peter. The Effective Executive. New York: Harper
and Row, 1967.

Festinger, L., S. Schacter, and K. Back. Social Pressure
in Informal Groups. New York: Harper and Row, 1950.

Freud, Sigmund. Group Psychology and the Analysis of the Ego. London: Hogarth, 1922.

Glasser, W. The Identity Society. New York: Harper and Row, 1972.

Gordon, Thomas. Group-Centered Leadership. Boston: Houghton Mifflin, 1955.

Haiman, Franklin S. Group Leadership and Democratic Action. Boston: Houghton Mifflin, 1951.

Haire, M. Psychology in Management. 2d ed. New York: McGraw-Hill, 1961.

Hare, A.P. Handbook of Small Group Research. New York: Free Press, 1962.

Harris, Philip R. Organizational Dynamics. La Jolla, Calif.: Management and Organizational Development, Inc., 1973.

Harris, T.A. I'm OK - You're OK: A Practical Guide to Transactional Analysis. New York: Harper and Row, 1969.

Hayakawa, S.I. Language in Thought and Action. New York: Harcourt, Brace and World, Inc., 1964.

Jones, E.E., and H.B. Gerard. Foundations of Social Psychology. New York: Wiley, 1967.

Kerber, A., and A. Smith. Educational Issues in a Changing Society. Detroit: Wayne State University Press, 1964.

Kidd, James Robbins. How Adults Learn. New York: Association Press, 1959.

Kneller, George P. (ed.). Foundations of Education. New York: Wiley and Sons, 1963.

Knowles, Malcolm. The Adult Education Movement in the U.S. New York: Holt Rinehart and Winston, Inc., 1962.

_____. (ed.)., et al. Handbook of Adult Education in the U.S. Washington, D.C.: Adult Association of the U.S. of America, 1960.

Kuhns, W. The Information Explosion. Camden, New Jersey: Nelson, 1971.

Lewin, K. A Dynamic Theory of Personality. New York: McGraw-Hill, 1935.

_____. Field Theory in Social Service. D. Cartwright (ed.). New York: Harper and Row, 1951.

Likert, R. New Patterns of Management. New York: McGraw-Hill, 1961.

_____. The Human Organization. New York: McGraw-Hill, 1967.

Lindeman, Edward Christian. The Meaning of Adult Education. New York: New Republic, Inc., 1926.

McBurney, James H., and Kenneth Hance. The Principles and Methods of Discussion. New York: Harper and Row, 1939.

McLuhan, M. Understanding Media: The Extensions of Man. New York: McGraw-Hill, 1964.

Maslow, A.H. Eupsychian Management. Illinois: Richard D. Scwin, 1965.

_____. Towards a Psychology of Being. Princeton, New Jersey: Van Nostrand, 1962.

Miles, Matthew B. Learning to Work in Groups. New York: Teachers College, Columbia University, 1959.

Miller, Harry L. Teaching and Learning in Adult Education. New York: Macmillan Company, 1964.

Moreno, J.L. Psychodrama. New York: Beacon House, 1946.

National Association for Public School Adult Education. Adult Basic Education - A Guide for Teachers and Trainers. Washington, D.C.: National Education Association, 1966.

Phillips, Gerald. Communication and the Small Group. Bobbs-Merrill, 1966.

Roby, Thorntin B. Small Group Performance. Chicago: Rand McNally, 1968.

Rogers, Carl R. Client-Centered Therapy. Boston: Houghton Mifflin, 1951.

Schein, E.H. Organizational Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Scott, J. The Management of Conflict. Homewood: Richard D. Scwin, 1968.

Shaw, Marvin E. The Psychology of Small Group Behavior.

New York: McGraw-Hill, 1971.

U.S. Department of Health Education and Welfare. Training
    Methodology, Part 1 and 2. Washington, D.C.: U.S.
    Government Printing Office, 1969.

Weinberg, H.L. Levels of Knowing and Existence. New
    York: Harper and Row, 1959.

MANAGEMENT &

ORGANIZATION

DEVELOPMENT

Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

the management
of change
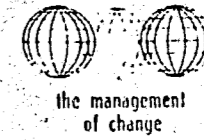
714 / 453-2140   714 / 453-7321

CHAPTER F

PHASE THREE
- REPORT SUMMARY*

I - GENERAL SUMMARY

II - GENERAL CONCLUSIONS
AND RECOMMENDATIONS

44a

C H A P T E R   F

I. GENERAL SUMMARY

COMPONENT A: PLANNED CHANGE IN THE MILITARY JUSTICE SYSTEM BY PROFESSIONAL DEVELOPMENT OF MILITARY CORRECTIONAL PERSONNEL

In response to a Congressional investigation on disturbances in
Marine Corps "brigs," this project was undertaken to deal with two major
problem areas reported: poor staff training and low morale of the correc-
tional staff. A team of fifteen behavioral scientists designed, tested,
and evaluated two training courses for staff and administrators. Entitled
the Professional Development Institutes for Military Correctional Personnel
(PDIMCP), each action learning experience consisted of twelve modules for
a total of forty-eight hours of instruction. There were six separate
sessions conducted at MCRD/San Diego, Camp Pendleton, and Camp Lejeune.
One hundred and eighty Marines and a few Navy personnel were the training
subjects, plus another ninety servicemen in the control groups. Furthermore,
twenty-nine military confinees and twelve correctional staff were involved
in related videotape interviews.

In addition to developing various research instruments, the contractor
also produced two volumes of training workbooks (approximately 150 pages
each) - one for the staff and one for the administrators course.

ACTION RESEARCH REPORT NO. 2, consisting of 200 pages, was edited,
printed, and distributed to eighty-one agencies on the ONR/USMC list of
recipients. In addition, a 32-page summary of the results from the first
two phases was prepared and sent to fifteen professional journals. Seventy-
five copies of this summary report were utilized with the participants at
the Interamerican Congress on Criminology in Caracas, Venezuela, November
19-26, 1972, as part of a presentation on this criminal justice research
by MOD Inc. consultants.

COMPONENT B: A FOLLOW-UP STUDY OF PARTICIPANTS IN THE PROFES-
SIONAL DEVELOPMENT INSTITUTES FOR MILITARY CORRECTIONAL PERSONNEL

Under contract to the Office of Naval Research, Management and
Organization Development, Inc. designed, tested, and evaluated two pro-
totype training courses for the United States Marine Corps. Entitled,
Professional Development Institutes for Military Correctional Personnel
(PDIMCP), two phases of this action research were completed for correc-
tional specialists. One of the objectives of the program was the testing
of the hypothesis that training programs could influence correctional
personnel's performance of duty.

Phase I was completed in the Fall of 1971. It was conducted at
Camp Pendleton, California, and at the Marine Corps Recruit Depot, San Diego,
California. This phase included staff personnel only. Phase II was com-
pleted in the Spring of 1972. It was held at Camp Lejeune, North Carolina,
and at Camp Pendleton, California. Two courses were conducted at each
location - one for staff, and one for administrators. Upon completion of
training, all participants were asked to evaluate the courses.

This follow-up study was made in conjunction with Phase III of the
investigation (1973). It is concerned with the subjects' reported evalua-
tions of the program - six and twelve months after completion of training.
The trainees in Phase I included only the twelve-month staff subjects for
this purpose, while those in Phase II comprised both the six-month staff
and six-month administrator subjects. The instrument used to collect
the data was a questionnaire designed by the researcher (Appendix B,
Component B).

The results of this study provide some insight into the behavioral consequences of the program for professional development of military correctional personnel, and the post-training attitudes of the participants toward the pilot project learning experience.

One hundred and eighty-four questionnaires were sent to the participants in Phase I/II of the PDIMCP. One hundred and six were returned; eighteen were undeliverable and are excluded from the analysis. The return of more than 50% of the posted questionnaires were tested to determine their adequacy and representativeness. Demographic data was requested in order that additional relevant information might be obtained from the sample.

The follow-up study focused upon assessment by the participants of the training modules, the overall program, and subject comments. The training modules were rated on a five point scale, ranging from "excellent" to "poor." A combined average of 75.3% of the total responses was made in the categories "excellent" and "good." The trainees' evaluations of the overall program was presented in three parts:

(1) The course's helpfulness for the professional development of military correctional personnel. (A combined average of 86.3% of the total responses was made in the categories "excellent" and "good.")

(2) The course's positive influence on performance of duty. (The average for the three groups responding exceeded 89% in the categories "a great deal" and "somewhat.")

(3) The subjects' open-ended comments supported a favorable evaluation of the experimental training program and offered valuable suggestions for future programs. The comment which occurred most often (20 times)

was, "Outstanding. Should be required for all correctional personnel and leadership programs. Also need refresher courses."

In conclusion, the findings indicate that one hundred and six Marine Corps personnel surveyed, six and twelve months after completion of training, overwhelmingly felt that the experimental program was of positive value. They supported the institution of similar behavioral science courses such as the Professional Development Institutes for Military Correctional Personnel for military inservice training and for the military occupational specialty in corrections. The data offered valuable suggestions for additions and improvements in the program, if it is adopted as a regular part of military inservice education. They recommended that both the staff and administrators' course become required for all military occupational specializations in corrections, and that the professional development inst'tutes which form the basis of this investigation, should be seriously considered for its usefulness in the preparation of other military on human resource duty assignments.

COMPONENT C: TEAM BUILDING FEASIBILITY STUDY

In the field of organization development, team building is a new
technology being utilized for increasing staff effectiveness. In this
approach, the behavioral scientist acts as a process consultant to a
work group, assisting it to analyze how it functions on team tasks, how
it makes decisions and solves problems, how it develops work norms and
values, how it maintains morale and utilizes conflict, how it gives feed-
back and communicates authentically at both the cognitive and feeling
levels. This investigator hypothesized that this new technology might
have value with a military correctional staff as a means for improving
organizational effectiveness. It was his original intention to conduct
a pilot project utilizing this methodology, but he had to limit the action
research to a "feasibility study." The correctional facility at the
Marine Corps Base at Quantico, Virginia, was chosen because of its medium
size and because the staff were about to move into a new building where
an improved physical environment would optimize future application of the
findings. Working with the key personnel from the forty-four Marines
who who staffed this short-term confinement facility, he collected data
by means of a tape recorder, collated and typed it, and then sent it back
to the participants for their analysis at subsequent sessions.

An eight step team building model was utilized in this experiment:

(1) Collect data from the unit on existing organizational relations.

(2) Analyze and package the data.

(3) Present the data to the group under study as relevant feedback.

(4) Work the data with the group for its full significance and
implications.

-419-

(5) Challenge the group to set priorities relative to the issues raised by the data.

(6) Encourage the group to set short-range targets for improving or changing the situation.

(7) Check on the reality of these immediate goals and suggest modification.

(8) Follow-up on participant progress in implementing the goals, and share these findings.

Thus, the researcher sought to build up the team's ability to work together by analysis of hard, legitimate organizational behavior within the job context.

The procedure employed in the team building study involved having the consultant meet with members of the work teams, to get the subjects to address such questions as: (a) What is it like to work here? (b) What kinds of things make it hard for you to do your job? (c) What is your job? (d) How is your job different from what you thought it would be before you came here? (e) What things would you like to change about your job? (f) What are your responsibilities on the job? (g) What kind of broader responsibilities could you assume? (h) What would be necessary to make it possible for you to assume broader responsibilities? (i) How can your work unit perform more cooperatively? Having helped the participants to analyze this data, the consultant hoped to confront the group with further questions, such as: (j) What would you be willing to do to help change things? (k) What does each individual in this group need to do differently? (l) What is there in relationship between you and your supervisors that you might be able to change?

The methodology also involved the following procedures:

(1) Preliminary discussions with Headquarters personnel from the Security and Law Enforcement Section, USMC.

(2) Exploratory meetings with the Officer-in-Charge of the Quantico Correctional Facility, and with local Security Section representatives.

(3) Tentative procedures outline presented to the OIC for approval.

(4) Meeting with OIC and senior staff to explain the process and procedures to be employed in the project.

(5) Briefing by the OIC of each guard section on the team building process in which they were to engage. Questionnaires for data gathering were completed. Transcriptions of each of the five subsequent meetings between the guard section and the consultant were made.

(6) A tape recorded session was conducted with the OIC and his senior staff.

(7) Anonymity of the transcriptions used in subsequent meetings with senior staff and guard section was maintained.

The principal findings and conclusions from this experimental study are as follows:

(1) Transcripts from the three guard section of this study tended to view their role as correctional staff very narrowly. They reflected a good deal of frustration and bitterness over the limitedness of the role as presently defined. They saw little hope that they could enlarge their functions. Furthermore, it was evident that the reality of their role did not match the expectations which they received through their correctional training in an Army course at Fort Gordon, Georgia. There was dissonance between what they were taught is the work of a corrections

professional and what they actually had an opportunity to perform on the job. Before coming on duty, they perceive the corrections field as a high involvement activity, whereas reality proves that they are merely "turnkeys" whose role is primarily to open and shut gates. They discover that contrary to their professional training, guard relationships with the confinees are superficial and that a helping relationship is the sole prerogative of that person in the Correctional Facility with the title of "counselor."

(2) An important finding dealt with attitudinal problems associated with the quality of command structure and duties as experienced by the Quantico staff. The guards felt that battalion duties outside of the Correctional Facility made unwarranted demands upon their time and commitment, often being fulfilled outside of their regular working hours in the Correctional Facility. To the Marines involved in this study, there could be little concern about team building until Base policy and procedures changed relative to the correctional program. This investigation indicated that the guard staff had ample evidence that: (a) Base superiors had little concern about the Correctional Facility and the men who staff it. (b) Command decisions negated the staff desires to be professionals. Apparently, until the guard force experienced a more humanistic treatment themselves, they were unwilling to express real caring concern for the confinees.

(3) The Quantico subjects expected that the team building project would not have any value, except the distant hope that the publication of this report might have some impact upon command decisions which effect the daily operation of the Correctional Facility.

Many participants did seem to obtain a greater understanding of organizational realities which limited the options available to the Officer-in-Charge as a result of their experience in the experiment.

Specifically, the researcher concluded that team building is premature in Marine Correctional Facilities if this pilot project is indicative of the situation in other military correctional institutions because:

(1) The nature of the confinees in their offense suggests to the participating guard force that there is little they do which ultimately benefits anyone in confinement. In other words, they perceive themselves as "baby sitters" for immature people who cannot stand the discipline of the Marine Corps and who, upon release, will be back in confinement for another AWOL offense.

(2) The majority of the guard force felt that they were being wasted as human resources. It appears that the traditional element used to get increased motivation, anticipation, and involvement that work, were absent in this particular Correctional Facility, and that the staff had not been exposed to previous research by this contractor on Professional Development Institutes for Military Correctional Personnel.

(3) Finally, the apparent duality of control between the Base and the Correctional Facility (and the low status of this duty assignment within the larger system) is a major impediment to team building or any other activities directed at greater professionalization of the Correctional Facility staff. (It should be noted that in the presentation of these findings to the participants in the Military Training Officers Seminar, these groups maintained that the situation at the experimental site was not typical in larger correctional centers. For example, they maintained that if the study had been undertaken at Camp Lejeune or Camp Pendleton, the results might have been more positive since some of the same conditions do not exist.)

The investigator made five specific _recommendations_ as a result of this:

(1) That the team building model as developed in Quantico be replicated at other military correctional centers.

(2) That the data collected in the present and subsequent research be incorporated into on-going training and development programs for correctional personnel.

(3) That a systematic research be undertaken by past and present correctional staff relative to Marine correctional programs and procedures, staffing patterns and problems, training and development activities.

(4) That other models for team building and staff development be created and tested on different subject populations within the Security and Law Enforcement Section (e.g., military police, drug abuse counselors, etc.).

(5) That guidelines be developed to assist officers in charge of correctional facilities and their staff in the design and conduct of local team building or related activities.

Two interesting _by-products_ of this study have been:

(a) A serious reevaluation by the Quantico correctional administration as to how they might resolve some of the staff issues internally that would make team building feasible in that institution.

(b) Interest by the participants in the Military Training Officers Seminar who heard the preliminary report on the team building project, relative to how the methodology might be applied elsewhere in the Marine Corps, principally outside of correctional facilities.

The results of this research produced more questions than answers. It documented for the first time the perceptions of both the guard force

and administrative staff in Marine Corps Correctional Facilities, relative
to their role and function. It identifies the situational conflicts which
arise when there is an apparent command concern only for a "quiet brig,"
when the facility is operating at double its designated prisoner popula-
tion with two-thirds, or less, of its authorized staff. It raised the
questions about criteria and standards, about goals of the Marine Corps
Correctional Facilities and programs, about roles and realistic expectations.

COMPONENT D: BEHAVIOR MODIFICATION RESEARCH: CONTINGENCY
MANAGEMENT IN MILITARY CORRECTIONS

Although the behavior modification technology had been utilized to
change behavior in a variety of total institution environments, there was
no evidence of its application the military confinement system. In the
Administrators' course of the Professional Development Institutes for
Military Correctional Personnel, there was a learning module on the subject
of behavior management. Sufficient interest was indicated by the adminis-
tration of the Marine Correctional Facility in Camp Lejeune, North Carolina,
that a pilot project was undertaken to determine if the theories of
psychologist, B. F. Skinner, could be successfully applied in military
correctional situations.

This action research had three general purposes:

(1) To design, implement, and research a point economy motivation
system in military corrections.

(2) To design a training and implementation procedure for expanded
use of the technology should the present research succeed.

(3) To research staff reinforcement contingencies and to maximize
program follow-up after the intervention by the external consultant.

The specific objectives of the study were to increase positive inter-
action between staff and prisoners; to encourage prisoner achievement in
self-care behaviors; to foster confinee cooperation with military regula-
tions, and to further confinee achievement in work and learning tasks of
the correctional facility.

The subject population were all Marine detainees residing in one
dormitory at the "brig" within the Marine Corps Base complex in Camp
Lejeune. Eighty percent of the confinees were there primarily for absence

without leave. The size of the sample varied between 35-42 subjects, because of normal turnover in the prisoner population. The Contingency Management Program was administered by the correctional staff after eight hours of formal training by the external research team. This included books and learning aids created by the researchers (James and Miller, 1972): Rehabilitation by Behavior Management, a Training Manual and Staff Achievement Program for Correctional Agency Personnel; and the Family Behavior Seminar, eighteen half-hour cassette lessons in behavior management. This permitted the staff to apply positive reinforcement to their home, as well job environment.

The methodology established three criteri: relative to response rates of behaviors being directly consequated during the reward period: the definitions of behavior being reasonably clear and the reliability of measurement at an acceptable level (greater than 80%); and identification of any contaminating variables which may have affected the results. The experimental design began with a survey of present practices in the correctional facility, and identification of specific, desired behaviors on the part of the correctional staff, so as to establish a baseline for subsequent research.

There was an average of fifteen days in each of the four observation periods during which the experiment was conducted in 1972 - condition one (baseline/reward), and condition two (baseline/reward). Records of individual performance by the subject during the two reward conditions were kept as a means for determining point earnings, since the subject had to obtain a specified number of points in order to enjoy the evening's privileges. The data in this investigation was analyzed from the viewpoint of five basic behaviors upon which the observations were made of the subjects.

These included:

(1) <u>On-task</u> (a number of confinees engaged in staff-assigned activities); <u>Off-task</u> (those confinees not engaged in the assigned activities).

(2) <u>In-uniform</u> (personal appearance that met facility standards for confinees); <u>Out-of-uniform</u> (subject does not meet facility dress standards).

(3) <u>Dormitory cleanliness</u> (a value rating by the staff, which ranged from 0 [totally unsatisfactory] to 10 [very satisfactory], concerning the confinees' maincenance of facility standards for dorm inspection). The following criteria were utilized:

    (a) <u>"Racks"</u> (beds properly made).

    (b) <u>"Deck"</u> (floor properly cleaned).

    (c) <u>"Bulkhead/Overhead"</u> (wall and ceilings properly cleaned).

    (d) <u>"Head"</u> (bathroom properly cleaned).

    (e) <u>"Windows"</u> (windows properly cleaned, both panes and sills).

Numeric rating on the above value ratings were totaled for a daily rating of the dormitory.

(4) <u>Excuse-making</u>: An "excuse" was recorded if the subject uttered a verbal complaint about any task assigned the confinee by the staff: non-verbal behaviors were also recorded in this category. The number of excuses were recorded by the staff, per day, in each of the four experimental conditions.

(5) <u>On-rack</u>: (lying, sitting, or leaning against a bunk by the confinee during the work period). Those who were "on-rack" lost points within the reward condition when the thrice daily observation count was made.

The findings in each of these behavior categories can be briefly summarized as follows:

(1) During the baseline one period, 59% of the confinees were "on-task" and 41% were "off-task"; whereas, during reward one period, 99% were "on-task" and only 0.8% were "off-task." During the baseline two period, 26% of the subjects were "on-task" and 74% were "off-task" ....Assuming that count accuracy was present throughout the study, the data presented clearly supports the hypothesis that a functional relationship exists between the contingencies operative during the reward conditions and the response rates of "on-task" behavior.

(2) Relative to the behavior category, "in-uniform/out-of uniform," the baseline one period found 74% "in-uniform" and 26% "out of uniform"; whereas, during reward one period, 100% were found to be "in-uniform." Subsequently, during baseline two period, 94.5% were "in-uniform"....
Although it seems that the contingencies operative during the two reward conditions exerted some control over dress behavior, it is not clear whether this was due to that factor or another variable, namely, the increase in dress inspections. A repetition of the experiment with the inclusion of official inspections in both baseline and reward conditions, would experimentally control the possible side effects on dress behavior.

(3) Dormitory cleanliness: Dormitory ratings given during the two reward conditions were considerably higher than those issued during the two baseline conditions relative to "racks," "deck," "head," and "windows." For example, the total rating for baseline one period was 11.1 mean rating; whereas, it rose to 40.0 mean rating during the reward one period. Likewise, the baseline mean rating for the second period was 10.6, and rose to 3.3 mean rating during the second reward period....The instrument utilized as

a measure of dormitory cleanliness appears to have been unsatisfactorily defined. It produced low reliability measurement counts, and this has caused the researcher to exclude a positive conclusion in setting the relationship between the point economy and the dormitory cleanliness.

(4) "Excuse-making": During the baseline one period, the mean excuse rating per day was 27.7, and dropped to 0 by the reward one period. During the baseline two period, the mean excuse was 30.0, and again dropped to 0 during the reward two period....The data supports the hypothesis that a functional relationship does exist between the point contingencies and the "excuse-making" behavior, which had been high during the baseline periods and non-existent during the reward condition periods.

(5) "On-rack": During the baseline one period, a 20.2 mean number of subjects was recorded as being "on-rack"; whereas, during the reward one period it dropped to 0.2. Likewise, the baseline two period showed a mean number of 24.0, while the reward two period indicated a reduction to 0.17 mean number of subjects recorded "on-rack" during the last experimental condition....The data generally tends to support the hypothesis that the point contingencies exercise considerable control over the "on-rack" behavior.

Four general conclusions can be drawn from this limited pilot project in the use of behavior management:

(1) By the means of the five basic behavior categories, which were the context of observation and reward, it was obvious that there was a marked improvement on the part of the subjects during the first and second reward periods. On the other hand, there was a drop in terms of undesirable behavior during both baseline periods and the subsequent counts of the first/second reward periods. It would appear that some of the behavior sought through rehabilitation programs for military confinees can be achieved by means of a

point economy or positive reinforcement program.

(2) Furthermore, there are indications that the introduction of such a reward program or token economy into a correctional program can also improve staff morale. The high cooperation and interest demonstrated by the Camp Lejeune staff relative to this project was heightened when the results during the reward period facilitated the accomplishment of correctional duty assignments. There were interesting side effects: the sergeant who was assisting on the experiment and benefited from the Family Behavior Seminar tapes, reported that this learning helped him increase his positive interactions not only on the job, but also at home. An unofficial experiment was undertaken by the staff on their own, using the point economy in another dormitory. It proved effective. Furthermore, the administration of this military correctional facility made a decision to continue and expand the research on their own at the end of the experiment.

(3) This project demonstrates that the environment of a military correctional facility can be positively changed by application of contingency management technology. Therefore, the results of this experiment warrant further expansion and application of this technology to other military confinement facilities within the Naval system.

(4) Finally, it can be concluded that behavior modification would have value in the treatment of other problem populations within the Marine Corps. A representative approach, it would seem, might lessen the possibility of such individuals being confined for treatment of one type or another. Therefore, it is recommended that the research team be expanded to undertake another pilot project on the East/West Coast to investigate the application of this behavior technology to military drug exemptees (those servicemen who have voluntarily indicated that they have a drug

problem, and seek on-base rehabilitation). Another useful experiment
could be undertaken to seek an alternative to military confinement.
In other words, a subject population who have been sentenced to the brig
might be given special counseling (including positive reinforcement),to
ascertain whether they can be rehabilitated without actual incarceration.

COMPONENT E: EVALUATION STUDY OF THE EFFECTIVENESS OF MILITARY
TRAINING OFFICERS SEMINARS FOR HUMAN RESOURCE SPECIALISTS

During the third phase (1973) of the Office of Naval Research study,
a third course was designed, tested, and evaluated for the professional
development of military personnel. Entitled MILITARY TRAINING OFFICERS
SEMINAR, it was intended primarily for members of the Marine Corps who
had training responsibilities for various human resource specialists.
Fifty-four Marine Corps and Navy officers and non-commissioned officers
attended two sessions, one held in the East (Virginia) and another con-
ducted in the West (California). The one-week instructional program con-
sisted of 44 hours and 15 training modules. The content was centered
around topics from the fields of adult education and the applied behavioral
sciences. The principal purpose was to prepare instructors for the staff
course, entitled PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR,
developed from the first two phases of this research project in 1972.
The learning material was presented by a faculty of five behavioral
scientists, all of whom possess the doctorate degree and were involved in
the original research. Instruction was offered at the level of a Graduate
Seminar, and university credit is possible for the learning experience.

The seminar components were as follows:

(a) Four series sessions on adult education - action-learning and
research.

(b) Eight demonstration lessons in media workshop by the training
team on the subject matter of the PDIHB learning modules.

(c) One module for practice teaching by the participants.

(d) Three research reports on topics related to the project - team

building, behavioral management, and follow-up study of military corrections personnel, participated in the first two phases of the research.

(e) The seminar was further used as a mechanism for the presentation by the contractor of a learning system to be used by military trainers in the presentation of the professional development institutes. The two East/West seminars were to form the basis of the action research conducted for the purpose of evaluation.

The study assessed the degree to which the professional development of military training officers was enhanced by the seminar experience and content. It also investigated the degree of self-confidence which these servicemen gained as a result of the skills developed during the course. Finally, the investigation measured the increased ability in behavioral science methodologies which the course participants received through their participation in this unique educational experiment. For collecting data, two survey instruments were designed and administered on a pre-post basis. At the opening of the seminar, a participant data form was filled out to gather demographic information, while at the closing session a learning analysis instrument was also provided. Statistical data was analyzed by non-parametric techniques and Chi-Square tests of significance were applied. The validity of the survey instrument design was assessed by use of the Spearman Rank-Order technique of correlation.

The principal demographic data on the fifty-one Marines and three Naval officers participating in the Military Training Officers Seminar were as follows:

(1) In terms of years in the service, the mean was 13.5.

(2) In terms of educational level, the mean for the group was 15.0.

(3) Forty-three of the subjects were commissioned officers, while eleven were non-commissioned officers; their ranks ranged from Lieutenant

Colonel to Gunnery Sergeant. The subjects were drawn from eighteen Marine Corps and Naval stations, principally in the South and Southern California. Their duty assignments represented a wide range of human development activities, from Provost Marshal and Judge Advocate to Corrections Officer and Personal Leadership Instructor. The principal areas of occupational concerns were in corrections work, alcohol/drug education, and human/race relations.

The correlation established between the statistical data recorded by the two course groups in Virginia and California, successfully established the validity of the survey instruments used during the investigation. The application of the Chi-Square test to the data collected during the research, reached a level of statistical significance in the majority of the cases tested. Finally, the evaluation of the module and program value of both subject groups indicated an unusually high acceptance of the Professional Development Institutes on Human Behavior.

The conclusion of this research is that, with rare exceptions, the training seminar did alter the perceptions of the course participants with regard to their abilities as adult educators, as well as their perception of their skills in behavioral science methodology. The personnel who attended the East/West Coast Seminars exhibited either an increase in their self-evaluation of the above areas, or else demonstrated a pronounced aware-ness of an unjustified overconfidence prior to the course. The results in the post-seminar assessment indicated a downward turn in their self-perception as trainers as a result of their exposure to the depths of the techniques involved.

Additionally, the course participants demonstrated a high degree of satisfaction with the presentation of the program in its individual training modules. Among the findings are these evaluative indicators by the

participants, relative to the Seminar's value:

(1) 52% of all the trainees indicated that the MTOS would assist them in improving their work in human resource development.

(2) 80% rated as "excellent/very good" the effectiveness of the speakers and discussion leaders.

(3) 67% gave an overall rating of "excellent/very good" in comparing this MTOS learning experience in contrast to other previous military training programs.

When the subjects analyzed their principal learning from the one week intensive learning experience, they indicated growth in three major areas: (a) Interpersonal Communications; (b) Group Process; (c) Behavior Management Techniques.

At the closing of the Seminar, participants were asked to formulate a personal contract relative to action plans that would utilize the learning in the course, or the instructional system for the Professional Development Institutes on Human Behavior. Twenty-two of the subjects indicated immediate plans for utilization of their new information and skills in the training of personnel: fifteen planned to immediately share the techniques with their superior officers, while fourteen intended to apply their newly acquired techniques with subordinates.

Finally, it was apparent to the researcher that a mass of general effort in human resource training is being conducted within the Marine Corps. However, it is also evident that this endeavor, though prodigious, is fragmented and highly sectional. Consequently, it is recommended by this investigator that a systematic study be undertaken relative to human resource development within the Corps, and that an agency be created to administer human service activities. Furthermore, this unit would be charged not only with the procurement, training, and assignment of human resource specialists,

but also with a thorough analysis and definition of those areas in the Marine Corps to which human resource training is particularly applicable.

II. GENERAL CONCLUSIONS AND RECOMMENDATIONS

.Each of the five major components in this 1973 final report for
the Office of Naval Research, on IMPROVING ORGANIZATIONAL EFFECTIVENESS
IN THE DEVELOPMENT OF MILITARY HUMAN RESOURCES, has provided specific con-
clusions and recommendations. However, the Project Director would like
to extract from that mass of data, the major conclusions and recommenda-
tions which he and his associates have come to after considerable involve-
ment with military correctional and human resource personnel.

A. Based upon three years of intensive analysis of various elements within
the Marine Corps correctional program, with special emphasis on the needs
and possibilities for professional development, it is concluded that
Headquarters Marines should give urgent consideration to planned changes
in policy and procedures relative to the Corps' criminal justice efforts.
Specifically, in order of priority, these recommendations are made:

(1) That experimental research be undertaken immediately to examine
alternatives to confinement, which would drastically reduce the number of
Marines within correctional facilities both as confinees and staff (such
as has been proposed by means of a <u>Success Reorientation Counseling Service</u>
for offenders).

(2) That all paraprofessional counseling activities within the Corps
be combined under a new occupational specialization of "Human Resource
Counselor." (To include those presently assigned to counseling duties
in corrections, drug/alcohol abuse programs, human/race relations programs.)
That a common program of professional development be created for such

specialists (such as in the proposed study on the <u>Role and Preparation</u>
<u>of Military Human Resource Counselors</u>).

(3) That a problem-solving conference be instituted of high
ranking decision-makers within the Marine Corps, to plan for the renewal
of the Corps' criminal justice services (to include representatives of
Security, Law Enforcement, Corrections, and Judge Advocate offices), with
a goal of establishing a <u>systems approach</u>, particularly with reference to
the thirty or more correctional facilities administered by the Marine
Corps.

B. From results achieved in the past three phases of this research (1971-73)
in the professional development of military correctional personnel, it would
appear that the pilot project which produced three courses for staff, admin-
istrators, and trainers, have been successfully tested. Based on the subjects'
evaluation of these behavioral science training programs, now it can be
safely recommended that the Armed Forces in general, and the Marine Corps
in particular, should make every effort to integrate the PROFESSIONAL
DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR into their regular inservice educa-
tion programs. Furthermore, it is suggested that the staff course should
be required for the Military Occupational Specialization in corrections,
and that the total results of this research be analyzed for all those with
human resource duty assignments.

C. The research investigators are still of the opinion that team building
technology would be a valuable means for correctional staff development.
It is recommended that the Marine Corps first resolve internal issues which
affect the morale of personnel assigned to their correctional facilities
before further application of this approach (because of duality of command

structure and commitments relative to the correctional facilities, as well as high personnel turnover due to low priority given to such assignments). However, the research accomplished does warrant replication of the Team Building Model with other types of military human resource staff (such as those assigned to the Marine Corps Human Relations Institute in San Diego, or to the Security and Law Enforcement Branch in Headquarters Marines, or with a base unit of military police, or a drug/alcohol education program).

D. The successful application of behavior modification with a wide variety of environments has been expended by this present research on its use within one Marine Corps Correctional Facility. Therefore, it is recommended that all branches of the Armed Forces give serious study to the introduction of a positive reinforcement program as part of their standard operating procedure for military confinement installations. Specifically, it is recommended that research be supported in application of the Contingency Management Model to other troubled populations within the Naval system - first with those in the category of "drug exemptees," then with those military identified as having alcohol problems.

E. The Military Training Officers Seminar research has demonstrated that military instructors can be prepared in a short time by means of action-learning to function more effectively as adult educators, capable of using insights from the applied behavioral sciences. However, the 1973 action research was limited to the staff course of the Professional Development Institutes on Human Behavior. It is recommended, therefore, that in 1974 the Department of the Navy, especially the U. S. Marine Corps, consider continuing research on: (a) A military training officers seminar for instructors in the administrators' course previously developed (PDIHB);

preparation of additional audio/visual aids and learning materials for eight modules, so as to enhance the instructional capabilities of military trainers with reference to the PROFESSIONAL DEVELOPMENT INSTITUTES ON HUMAN BEHAVIOR.

Furthermore, in conjunction with the above research, these additional activities might be undertaken:

(1) A study to evaluate the qualifications and effectiveness of training officers in the military as adult education specialists.

(2) That a follow-up study be conducted of the long-term effects of participants in the Military Training Officers Seminar (both for those being prepared to teach the staff, as well as the proposed administrators' course).

(3) That a study be inaugurated to analyze the behavioral science content of the several existing Marine Corps leadership and human relations courses, with a view to integrating and synthesizing the content with the pre-existing courses which have resulted from this Office of Naval Research project - namely, the Professional Development Institutes on Human Behavior. It is further recommended that the results of such an investigation be utilized to develop a standardized approach to leadership and human behavior courses which form the basis of the preparation for officer candidates and non-commissioned officers.

Finally, it would appear that the U. S. Marine Corps should consider coordination of all its human service efforts under a single command structure which would administer the selection, training, and assignment of human resource specialists within that organization.

G E N E R A L
A P P E N D I X   A

RESOURCE MATERIAL FOR MILITARY
TRAINING OFFICERS SEMINAR

- <u>Organizational Dynamics</u> - an Instructor's
  <u>Manual for Human Resource Specialists</u> -
  <u>Table of Contents</u>

- <u>Professional Development of Correctional</u>
  <u>Specialists</u> - <u>Supplement No. 1</u> -
  <u>Table of Contents</u>

- Certificate of Achievement

Each participant in the East/West Coast sessions of the
Military Training Officers Seminars received a preliminary
written report on the projects described in Components A/B/C/D.
In addition, the subjects of this action research received
a 205-page instructor's manual containing resource material
for their trainees, plus a special 75-page supplement for
training of correctional personnel. Since it is impossible
to include the full text in this report, the table of contents
only are provided. The two volumes may be obtained through
O.N.R., U.S.M.C., or M.O.D. Inc. Also included here is a
copy of the certificate distributed at the closing ceremony
in recognition of the successful completion of this continu-
ing education course.

Organizational Dynamics – an Instructor's Manual for Human Resource Specialists

TABLE OF CONTENTS

Professional Development of Correctional
Specialists - Supplement No. 1

TABLE OF CONTENTS

the management
of change

MILITARY
TRAINING
OFFICERS
SEMINAR

mANAGEMENT &

ORGANIZATION

dEVELOPMENT

Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

−944−

CERTIFICATE OF ACHIEVEMENT

presented to

_____

IN RECOGNITION OF HAVING SUCCESSFULLY

COMPLETED A CONTINUING EDUCATION COURSE

ENTITLED "A PROFESSIONAL DEVELOPMENT INSTITUTE

FOR CORRECTIONAL PERSONNEL" UNDER THE

AUSPICES OF THE OFFICE OF NAVAL RESEARCH

AND THE U.S. MARINE CORPS.

Date____**MARCH 29, 1973**

THE KELLOG WEST CENTER
FOR CONTINUING EDUCATION
POMONA, CALIFORNIA

PHILIP R. HARRIS, Ph.D.
Project Director, N000-14-72-0165
President, MOD INC., La Jolla, Calif.

G E N E R A L
A P P E N D I X   B

TRAINEE REPORTS FROM GROUP ASSIGNMENTS
in the Military Training Officers Seminar

I. **Virginia Class Reports:**

    (a) Class Profile on Maslow Hierarchy of Needs
    (b) Practice Teaching Ratings
    (c) Desirable Traits in Human Resource Specialists
    (d) Current Areas of Conflict for Human Resource Staffs
    (e) Self Image Analysis Exercise
    (f) Life Space Model
    (g) Emerging Model for U.S.M.C. Corrections
    (h) Leadership Style Analysis
    (i) Leadership Style Checklist
    (j) Private World Exercise

II. **California Class Reports:**

    (a) Plan for Improving Unit Organizational Relations
    (b) Two Alternative Organizational Relations Models
    (c) Conflict and Organizational Effectiveness Report: What
        Turns Human Resource Staffs On/Off
    (d) Program Planning Model for Human Resource Specialists
    (e) Planning Model Report for Human Resource Specialists
    (f) Action Research Model for Human Resource Specialists
    (g) Motivation in Human Resource Planning
    (h) Group Norms in the Marine Corps Organizational Culture
    (i) Brainstorming Report on Ideas to Improve the Marine Corps
    (j) Imagineering Report - the Marine Corps in 1980

The above data was collected from the Marines attending the
M.T.O.S. sessions in Williamsburg, Virginia, February 18-23,
1973 (section A) and Pomona, California, March 25-30, 1973.
It is significant for future planning regarding the profes-
sional development of human resource specialists since it
provides insight into the classes' quality of work and
involvement. The information was gathered on newsprint
paper. One report not included had two unique statements:
"You're saying things we're not ready to accept," with refer-
ence to the lecture on planned change; another pithy observa-
tion by a trainee appeared as, "It's painful to change."

446 a

ADVANCED LEADERSHIP SEMINARS
2d Marine Division, FMF
Camp Lejeune, North Carolina 28542

1/AES/mdl
1540
27 April 1973

From: Captain A. E. SOMMERS, Jr.
To: CMC, (Code A01-F)

Subj: Conference Notes

Encl: (1) Leadership Motivation Inventory
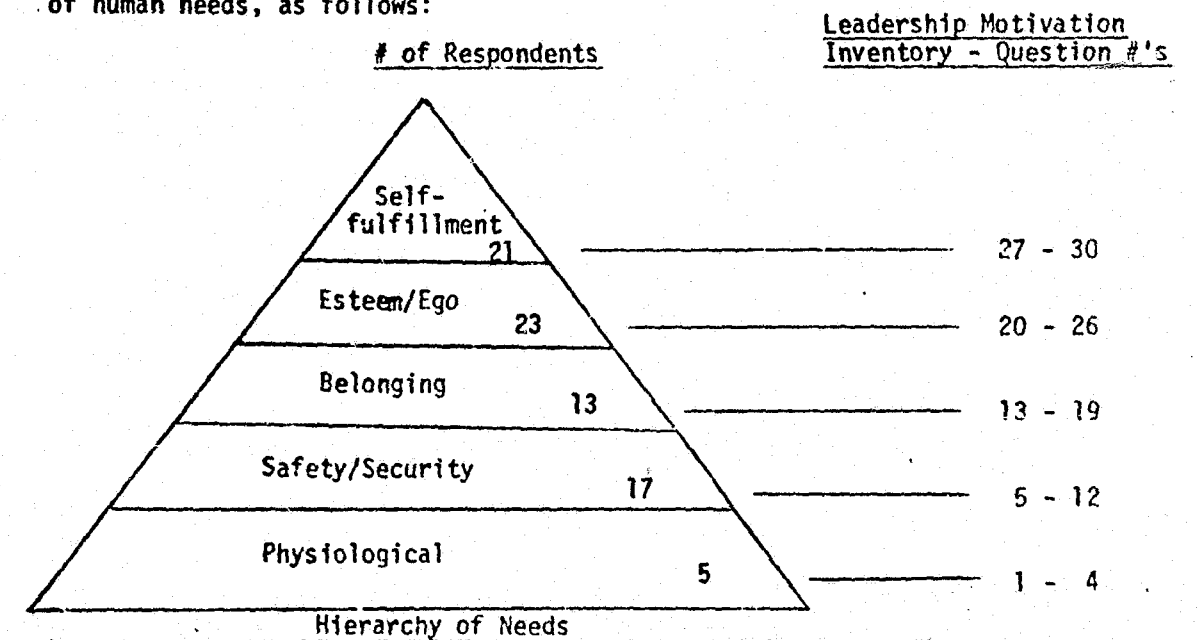   (2) Practice Lessons; notes
      (3) Conference Notes

1. The attendees of the Williamsburg, Virginia Conference (18-23 Feb 73), represented a mixture of backgrounds, from corrections officer to NCOIC for station training, as well as representing the Army, Navy and Marine Corps.

2. The first group generated input came from the resourse instrument; the Leadership Motivation Inventory. (see Enclosure (1)).

3. It was interesting to note the larger response to Esteem Values vs. Self-Fulfillment Values and the larger response to Safety Needs vs. Belonging Needs. Perhaps these results are not typical throughout the Military, but they may be representative of a general trend.

4. As the training modules were presented and discussed, the group members appeared to seek direct application to their individual areas of interest vice application to general military structure. The material seemed to be individually filtered into "nice to know" vs. real worth to me in my job.

4. The report of Behavior Management project by Dr. JAMES, created a "here and now" example of application. The project was amplified by LtCol LIPPOLD, Major BARRA and Lt BASS, who helped conduct the Camp Lejeune Proj.

5. Throughout the entire Conference, practical applications of resourse instruments found in the Instructors Manual for Human Resourse Specialists; Staff Course were conducted. The general atmosphere within the group seemed to be, "I'll listen, but won't accept it unless proven". It was unfortunate that the time frame did not allow the group process to explore the real need for such a program and the basic concept of the Management of Change. The practice lessons by participants provided some interesting data from a random sample of Marine Officers.

A. E. SOMMERS

-446R-6

I. Virginia Class Reports:

(a) Class Profile on Maslow's Hierarchy of Needs[1]

The entire group, using the Leadership Motivation Inventory resource instrument, responded in relation to Maslow's Hierarchy of Needs by checking the five highest items that motivate them to do better work. Their replies were then grouped in categories according to the five major levels of human needs, as follows:

# of Respondents

Leadership Motivation
Inventory - Question #'s

Self-fulfillment	21	27 - 30
Esteem/Ego	23	20 - 26
Belonging	13	13 - 19
Safety/Security	17	5 - 12
Physiological	5	1 - 4

Hierarchy of Needs

Five Highest Numbers of Group Responses		
Question No.	Men Responding	Inventory Question
21	11	Feeling my job is important.
27	15	Opportunity to do challenging and meaningful jobs.
28	8	Chance for self-development and improvement.
22	12	Respect for me as a person and professional.
29	14	Opportunity to experience sense of accomplishment.
	30 =	Total number of men

[1] Harris, P. R., Organizational Dynamics (La Jolla, Ca.: Management & Organization Development, Inc., 1973) pp. 30(C.1.), 31, 33, 46.

(b) Practice Teaching Ratings:

Team Presentations[2] - Ratings by peer group on lesson demonstrations.

Team	5 Excellent	4 Good	3 Average	2 Fair	1 Poor
A	8	11			
B	3	10	5	1	
C	6	6	6	1	
D	2	7	8	2	

In preparation for Training Module 11, the class was divided into four teams of four participants at the opening session for the Military Training Officers Seminar. Each had an assignment to complete by Thursday morning in which they were to teach for one hour on a topic from the curriculum of the Professional Development Institutes for Human Behavior. The subjects were those not being covered by the external consultants in their demonstration lessons, namely: human behavior, conflict resolutions, group behavior in organizations, and interpersonal skills for human resource personnel. The purpose was to increase student confidence in their ability to use the M.O.D. instructional system without the aid of the professional resource persons. By utilizing their instructor's manual on the learning modules in question, as well as the various audio-visual aids available, they were to provide a demonstration lesson. The subjects were then asked to fill out an evaluation form on a six-point scale from "Excellent" to "Poor." The above matrix illustrates the feedback each team received relative to their overall performance on the practice teaching session. The majority of the observers thought the teams did a creditable job.

----

[2] Op. cit., pp. 3-12, 25-52, 77-88, 109-136.

(c) Desirable Traits in Human Resource Specialists[3]:

Open Minded	Empathetic
Honest	Knowledgeable
Analytical	Patient
Utilizes Resources	Understanding
Listening Skills	Attentive
Cooperative	Objective
Creative	Respects Others
Challenging	Unselfish
Friendly	Courteous
Goal Oriented	Dedicated
Flexible	Sense of Humor
Concerned	Organized
Sensitive	Enthusiastic
Loyal	Authentic
Participative	Competent

As part of the practice lesson on interpersonal relations, the class was divided into groups and asked to identify the qualities or traits that a human resource specialist should possess or cultivate. The above thirty-two items represent a consensus of findings by the M.T.O.S. participants.

---

[3] Op. cit., p. 113 (C.4.)

(d) Current Areas of Conflict[4]:

1) Lack of communication.

2) Interpersonal relations (lack of TRUST).

3) Resource struggle (competition for personnel).

4) Frustration of reassignments.

5) Duty, honor, country vs. personal life and needs.

6) Conflict of image: civilian vs. military.

7) Responsibilities to various authorities (need for clarification of roles and relationships).

8) Means (disagreement on most appropriate method for reaching the mission).

9) Goals (disagreement on program purposes and priorities).

10) Lack of authority to implement ideas (to influence organization life space).

11) Internal dissent.

12) Lack of resources (to carry out assigned mission).

13) Lack of consistency (because of personnel turnover, lack of information, perceptual misinterpretations).

Again, as part of a group task in the demonstration lesson on conflict resolution, the participant teams were assigned a task to identify the principal areas of conflict for U. S. Marines in human resource duty assignments. The thirteen items above represent the class consensus as to their concerns where conflict energy may be dissipated. It was then suggested that a "back-home" target might be to problem-solve with their staffs on how to reduce such conflict.

---

[4] Op. cit., pp. 79-80 (C.2.)

5
(e) Self-Image Exercise :

Listing of characteristics of self (+ and -) that best describe one's image as a person and professional.
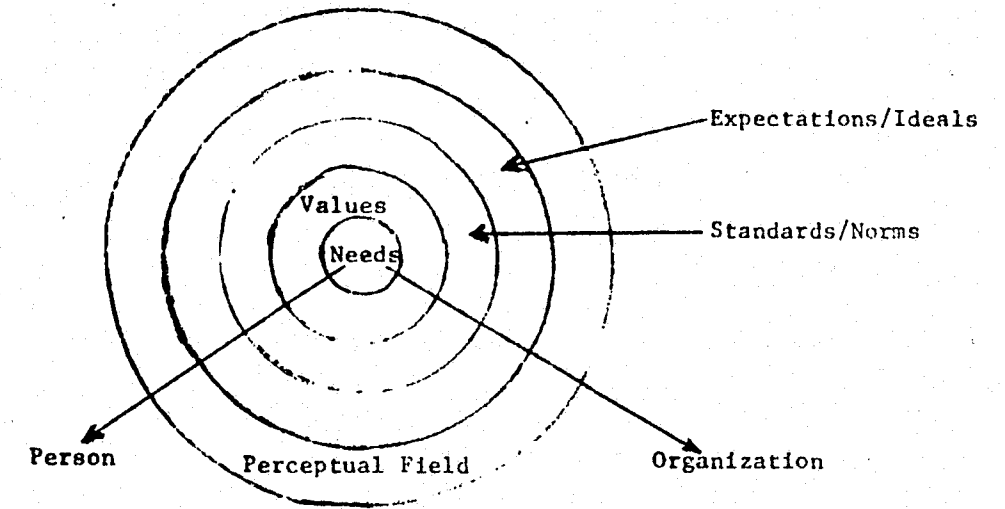
CHARACTERISTICS*

POSITIVE		NEGATIVE	
Integrity	Conscientious	Lack of Concern	Procrastinate
Sincerity	Independent	Quiet	Frustrated
Proud	Neat	Deviate	Headstrong
Marine	Unsatisfied	Lack of Friendly Relationships	Lazy
Honest	Professional		Nervous
Stable	Friendly	Overbearing	Impatient
Concerned	Logical	Too Self-Critical	Hypocritical
Happy		Disorganized	Tardy
		Careless	

*One man showed his self-image as:
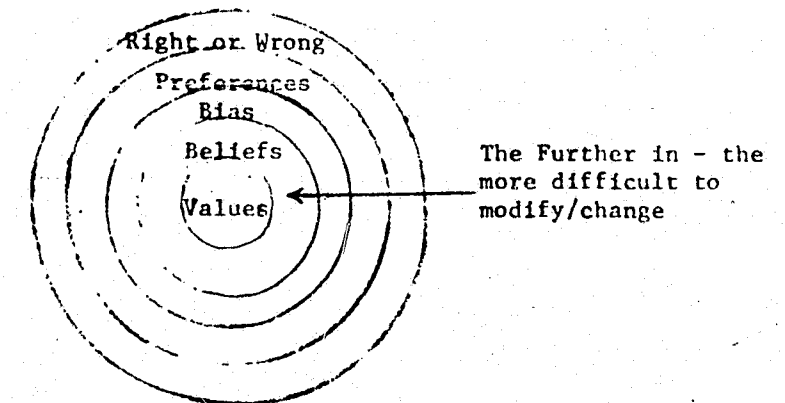1st - Marine
2nd - Man
3rd - Husband

In conjunction with the topic "improving organizational relations," the participants were asked to list their positive and negative qualities on a scale of one through ten relative to their image of selves as persons and professionals. Such data would be useful in staff development and in clarification of the role image of human resource specialists. The one trainee, for instance, who saw himself as a Marine, man, and husband in that order, presents an interesting case in point.

5
Op. cit., p. 113 (C.3.)

(f) <u>Life Space Model</u>[6]:

Expectations/Ideals

Standards/Norms

Values

Needs

Person

Perceptual Field

Organization

<u>Value Model</u>:

Right or Wrong

Preferences

Bias

Beliefs

Values

The Further in – the
more difficult to
modify/change

Based on the instructor's manual, a group report on perception and
communication presented the above schemata.

<u>6</u>
Op. cit., p. 28

**(g) Emerging Futuristic Model for U.S.M.C. Corrections**
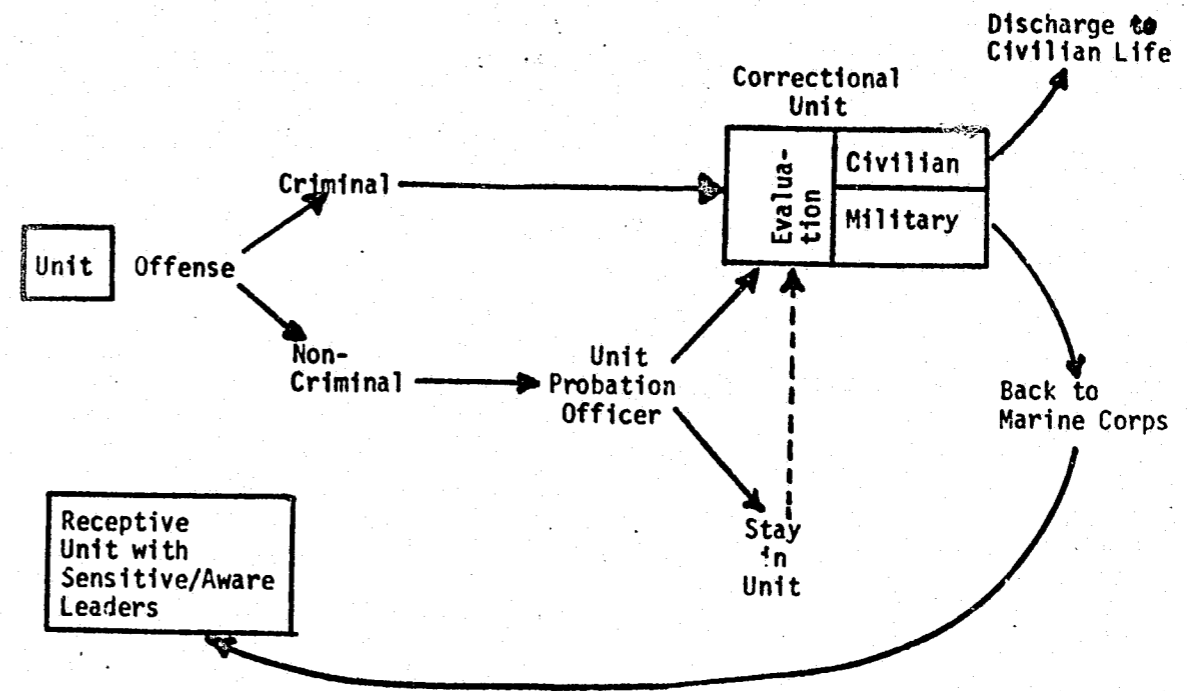
In Training Module 13 on "Military Correctional Trends," the group
was given an assignment to design a more reintegrative correctional model.
The above represents an innovative approach that classifies by type of
offense. Those with a criminal offense go to the correctional facility and
are separated by whether they are to return eventually to civilian or mili-
tary jurisdiction. Those sentenced for a non-criminal offense are placed
on probation and either stay in their unit or are reassigned to one with
more receptive leadership. The plan is remarkable in that it parallels
a proposal the contractor has put forth for an "Alternative to Military
Confinement" by means of a Success Reorientation Counseling Unit.

(h) Leadership_Style_Analysis[7]:

Task: List words that you would use to describe a leader you worked for who functioned solely as an "X" or a "Y."

X	Y
Negative	Outstanding
Unsure	Fantastic
Insecure	Positive
"Nurd"	Enlightened
Immature	Motivated
Obsolete	"Hard Charger"
Dominating	Innovative
Traditional	"Unreal"
Authoritarian	Progressive

Wide
Power

Double
Reference ⟶ person/Sr.   Jr./person

Wide
Feelings
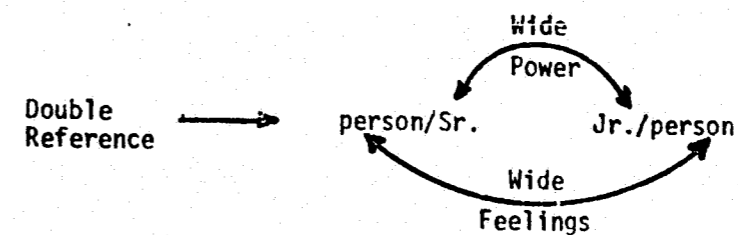
The resource material in the instructor's manual describes two styles of leadership - "X" (authoritarian) and "Y" (participative) - at two ends of a leadership continuum. The group task was to choose words about a human resource leader who operated solely in either style.

---

[7] Op. cit., pp. 31, 47-8, 131

(1) Leadership Style Checklist :

_____ (Name)

Part I: The following are various types of behavior which an administrator may engage in in relation to subordinates. Read each item carefully and then put a check mark in one of the columns to indicate what you would do.

If I were an administrator I would:	Make A Great Effort To Do This	Tend To Do This	Tend To Avoid Doing This	Make A Great Effort To Avoid This
1. Closely supervise my subordinates in order to get better work from them.	___	___	___	___
2. Set the goals and objectives for my subordinates and sell them on the merits of my plans.	___	___	___	___
3. Set up controls to assure that my subordinates are getting the job done.	___	___	___	___
4. Encourage my subordinates to set their own goals and objectives.	___	___	___	___
5. Make sure that my subordinates' work is planned out for them.	___	___	___	___
6. Check with my subordinates daily to see if they need any help.	___	___	___	___
7. Step in as soon as reports indicate that the job is slipping.	___	___	___	___
8. Push my people to meet their schedules if necessary.	___	___	___	___
9. Have fequent meetings to keep in touch with what is going on.	___	___	___	___
10. Allow subordinates to make decisions.	___	___	___	___

8

In conjunction with an assignment like #8, the Pomona group provided this checklist for the purpose of self-assessment of their own leadership style.

Part II: Read the descriptions of the two theories of leadership below. Think about your own attitudes toward subordinates and locate on the scale below where you think you are in reference to these sets of assumptions.

Theory X Assumptions

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human characteristic dislike of work, most people must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.

Theory Y Assumptions

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns under proper conditions not only to accept, but also to seek responsibility.

5. The capacity to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life the intellectual potentialities of the average human being are only partially utilized.

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.

Theory X   Theory Y
├─────────┼─────────┼─────────┼─────────┼─────────┤
10   15   20   25   30   35   40
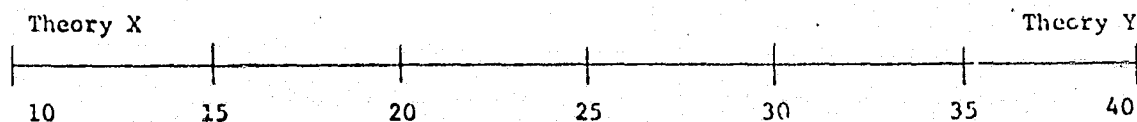
(j) Private World Exercise[9]:

1) Randomly cut up white cardboard or newsprint into odd shapes.

2) Instruct individuals to draw their own private worlds on the small pieces of paper.

3) Request groups to put the pieces of their "worlds" together.

4) Each has 3 minutes for an imaginative description of the world he has composed.

5) Each person in the group summarizes in paraphrases another individual's world as he sees it.

6) The first person reacts to this paraphrase and modifies it.

7) The group draws learning from the experience relative to perceptions, differences, and the paraphrasing.

---
[9]
Op. cit., 53-55. The Pomona group presented a practice lesson perception and used this group exercise as a means for getting across their message by the diversity of "worlds" put together by members of the group.

II. California Class Reports:

(a) Plan_for_Improving_Unit Organizational_Relations:

TEAM REPORTS:

(A)

1. Collect data on motivational levels and leadership styles.

2. Brief and train the General Staff.

3. Train human resource personnel.

4. Establish a pilot program.

5. Evaluate the pilot program.

6. Provide training for officers and staff NCOs.

7. Implement the program overall.

8. Provide a constant follow-up.

(B)

1. Formulate plan to brief key personnel in each unit.

2. Request appropriate briefing facilities.

3. Formulate a directional approach for establishing the PDI program.

4. Select key leadership personnel to participate in pilot program.

5. Evaluate the program.

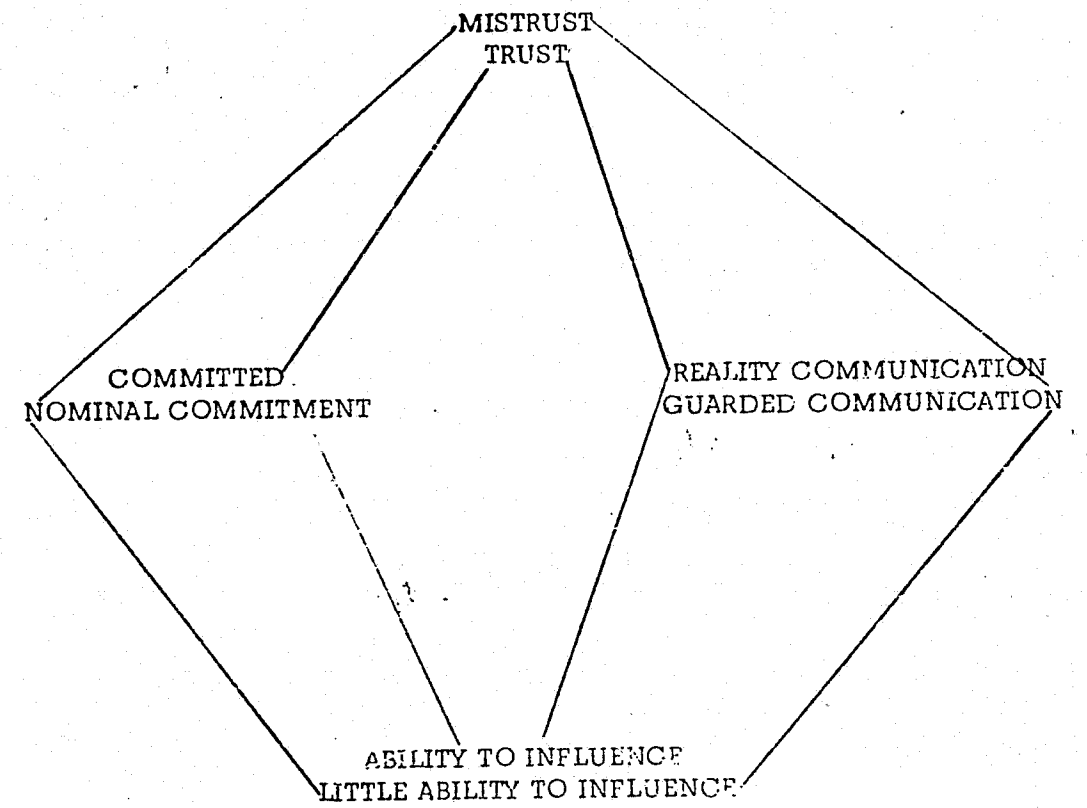6. Provide follow-up action as required.

(C)

1. Obtain command support.

2. Define and isolate the problem.

3. Analyze the problem.

4. Develop objectives.

5. Develop entire plan.

6. Incorporate into existing programs.

7. Conduct required surveys.

8. Publicize.

(D)

1. Recommend Marine Corps wide program.

2. Provide active interchange of information.

3. Establish a human resources MOS.

4. Under the human resources program, include the following:

    a. Management and leadership training.

    b. Race relations and equal opportunity.

    c. Drug and alcohol education.

    d. Personal services.

    e. Drug and alcohol rehabilitation and counseling.

    f. Correctional facilities.

    g. Career planning.

    h. Adult education.

5. At Headquarters Marine Corps level, establish a human

    resources institute.

(b) **Two Alternative Organizational Relations Models:**

MISTRUST
TRUST

COMMITTED
NOMINAL COMMITMENT

REALITY COMMUNICATION
GUARDED COMMUNICATION

ABILITY TO INFLUENCE
LITTLE ABILITY TO INFLUENCE

TWO ALTERNATIVE ORGANIZATIONAL MODELS

Provided by Dr. Woodrow H. Sears, Jr. to
Military human resource specialists at the MTOS

(c) Conflict and Organizational Effectiveness Report:

POMONA GROUP REPORT: In the session on conflict and organizational effectiveness the small group identified the following behavioral characteristics –

GROUP A

What turns me off:
- Phonies
- Hypocrites
- One-way people
- People who don't listen
- Misuse of authority
- Distrust
- Incompetent leadership
- A closed mind and an open mouth
- KITA
- Superdisciplinarians

What threatens me:
- Permissiveness
- Intolerance
- Bigotry
- Lack of recognition
- Communism
- The U. S. Marine Corps
- War
- The economy
- Inflation
- Lack of understanding
- The legal system
- Inability to communicate

GROUP B

What turns me off:
Permissiveness

Negativism

Narrowmindedness

(My) complexes

What threatens me:
Lack of knowledge

The ever-changing world

Lack of control

Incompetent authority

GROUP C

What turns me off:
Unreasoning dogmatism

"Experts"

Useless, repetitive training

Forced contributions

What threatens me:
Evaluative systems

(I)

Rules vs. guidance

Inadequate training

(d) <u>Program Planning Model for Human Resource Specialists</u>:

<u>NEEDS</u>

Individuals

Organization

<u>GOALS, OR OBJECTIVES, OR TARGETS</u>

To satisfy needs

<u>CONTENT</u>

Subject matter or topics

To reach goals

<u>METHOD</u>

Techniques and procedures

<u>RESOURCES</u>

Materials, people, ideas

<u>PILOT PROJECT</u>

Try it

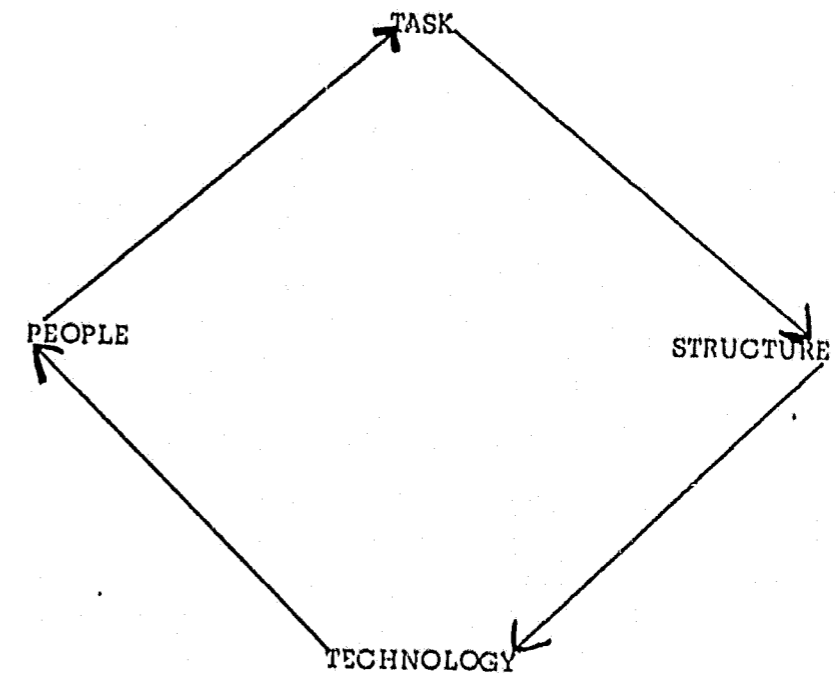### <u>EVALUATE</u>

Data, questionnaires, results

<u>REVISION</u>

If needed

PROGRAM PLANNING MODEL FOR HUMAN RESOURCE SPECIALISTS
Provided to MTOS Participants by Dr. Philip Harris

TASK

PEOPLE

STRUCTURE

TECHNOLOGY

1. Public Opinion

2. Public Policy

3. Backlash

4. Member Expectations

5. Management Expectations

6. Client Expectations

7. Revolutions

8. Technology

PLANNING MODEL FOR HUMAN RESOURCE SPECIALISTS
Developed in Group Assignments in Pomona Seminar

(f) Action Research Model for Human Resource Specialists:

1. Define the problem.

2. Collect the information or data.

3. Isolate problem areas.

4. Establish priorities.

5. Define team goals.

6. Extend the study.

7. Recycle.

ACTION RESEARCH MODEL FOR HUMAN RESOURCE SPECIALISTS
Provided MTOS participants by Dr. Dorothy L. Harris

(g) Motivation in Human Resource Planning:

MOTIVATION

1. Means of identifying motive.

2. Measuring motivation.

3. What is motivation.

4. What motivates young Marines.

5. What motivates me.

6. Why we need to examine motivation.

7. Practical application of motivation to the U. S. Marine Corps.

8. Measuring morale.

9. Identification of problems.

GROUP REPORT ON MOTIVATION IN HUMAN RESOURCE PLANNING

(h) Group Norms in the Marine Corps Organizational Culture:

A culture is a social environment, a function of physical and biological surroundings, and customs, practices and conditions which are passed on.

CULTURE - U. S. MARINE CORPS

1. We've always done it that way.

2. Tradition.

3. If we had wanted you to have it, we would have issued it.

4. Regimentation.

5. Love it or leave it.

6. I love the Corps.

7. Don't question, just do it.

GROUP NORMS IN THE MARINE CORPS ORGANIZATIONAL CULTURE
Identified by MTOS trainees in Pomona sessions.

(1) Brainstorming Report on Ideas to Improve the Marine Corps:

(Class input into:)

1.   Establish PDI program.

2.   Enforce human relations training.

3.   Establish better communications.

4.   Develop task teams.

5.   Troop education from outside the Marine Corps.

6.   Apply management principles to small units.

7.   Brief the Commandant and Headquarters Marine Corps staff officers.

8.   Incorporate PDI and the correctional facilities.

9.   Practice positive reinforcement.

10.   Analyze leadership styles.

11.   Upgrade unit discussion leaders.

12.   Utilize SOM more.

13.   Provide job orientation.

14.   Share knowledge with assistants.

15.   Include PDI in current schools.

16.   Institute team building in correctional facilities.

17.   Reduce organizational bottlenecks.

18.   Acknowledge individual merit.

19. Teach self-application.

20. Humanize training.

21. Implement ideas of junior troops.

22. Establish PDI program for infantry units.

23. Analyze units in terms of new theories.

24. Apply PDI to families.

25. Apply motivational techniques.

26. Institute job enlargement and enrichment.

(J) Imagineering Report - the Marine Corps in 1980:
(Class input into:)

1. Marines being trained and retrained by computers.

2. Greater flexibility in personnel assignments.

3. Physical/mental problems virtually nonexistent or easily dealt with. Mind control used effectively in first aid.

4. Open classroom training.

5. Assistant Commandant for Human Affairs.

6. Increased education.

7. Greater use of women.

8. Increased communication skill training.

9. Better living conditions.

10. Promotion by competence instead of time in grade.

11. Increased acceptance and use of human behavior training.

12. Increased integration of all Marines' personal values.

13. Increased participation of high ranking officers and Staff NCOs in action-relationship type activities.

14. An increased use of cyberculture with less men, more machines.

15. High usage of team building activities.

16. Alternatives to confinement.

17. Telephoto communications.

18. All hands participate in setting objectives.

19. Suiting the job to the man instead of the man to the job.

20. Wider food selection.

21. A constant upgrade in the education level of all Marines.

22. An increased dependence on computers.

23. One armed service.

GENERAL
APPENDIX C

CONSULTANT BIOGRAPHIES

Project Director - Dr. Philip R. Harris

Research Director - Dr. Dorothy L. Harris

Program Managers - Drs. Ralph E. James, Jr.,
Charles L. Newman, John B. O'Hare, and
Woodrow H. Sears, Jr.

Note: In addition to the above resource persons, two research assistants were involved in the Phase Three activities: Arnold K. Hafner, M.A., did the evaluation research on Component E (M.T.O.S.) as his Master's thesis at U. S. International University in San Diego. An ex-Marine captain, he holds a B.S. degree in engineering from the U. S. Naval Academy, a B.S.E.E. in communications from the U. S. Naval Postgraduate School, a teaching certificate from Chapman College. Now a Ph.D. candidate at U.S.I.U., he is also a full-time operations research analyst at Camp Pendleton, California, for Computer Sciences Corporation. He is also a member of the City Planning Commission for San Marcos, California...Gustave Ehrentraut, M.A., also produced a Master's thesis for U.S.I.U. as a result of his evaluation and follow-up study for Component B (PDIMCP). Previously a senior correctional counselor in the U. S. Navy, he now serves on the staff of a community counseling center in San Diego. He received his B.A. in psychology from San Diego State College, and lives with his family in La Mesa, California.

499

MANAGEMENT & ORGANIZATION DEVELOPMENT Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

Corporate Office:

MANAGEMENT & ORGANIZATION DEVELOPMENT, INC
8060 La Jolla Shores Dr., Suite 3
La Jolla, California 92037
714/453-2140

Philip Robert Harris, Ph.D.   (714)453-7321
                                           (714)453-2140

2702 Costebelle Drive
La Jolla, California 92037

Selected Experience:
Psychological and management consultant, private practice;
President, Management and Organization Development,
Inc., Box 2321, La Jolla, California 92037. Lecturer,
Management Institute, University of California at San
Diego.

Formerly:
Vice President and Director, Management and Organization
Development Division, Copley International Corporation.

Licensed Counseling Psychologist, New York.

Senior Associate, Leadership Resources, Inc., Washington,
D.C.

Psychological/Management Consultant, Bureau of Business
and Government Services, School of Business
Administration, Temple University, Philadelphia.

Visiting Professor in Counselor Education and Group
Dynamics, Pennsylvania State University and Temple
University.

Fulbright Professor to India, U.S. Educational Foundation,
New Dehli

Vice President, St. Francis College, Brooklyn.

Typical Project Accomplishments:
Designed a five year action research project for the Office
of Naval Research on change in the military
correctional justice system involving professional
development of correctional and human resource
personnel in the Marine Corps.
Designed and conducted 75 management training programs
for business, industry, government and non profit

BIOGRAPHICAL INFORMATION

institutions. (Clients ranged from NASA, Navy,
National Park Service and AID to Westinghouse,
Kaiser, I.B.M., American Management Association,
Association of Venezuelan Executives and the
American Association of Museums.)
Conducted 45 workshops in counseling, group process,
sensitivity training and leadership development
throughout North America and on five continents
held at educational centers such as Michigan State
University; University of Sophia, Japan, Catholic
University of Puerto Rico.
Action Research Projects: human relations training, Police
Departments of Philadelphia and District of
Columbia, communications and management
training, Bureau of Employment Security, U.S.
Department of Labor, collegiate mental health
study, Bureau of Mental Health, U.S. Department of
Health, Education and Welfare.
Created, produced and hosted a 32-week television series
based on own book, *It's Your Life*, for WRCA NBC.

Education
B.B.A., Business Administration, St. John's University
M.S., Counseling Psychology, Fordham University
Ph.D., Counseling Psychology, Fordham University
Special studies in business and administration, New
York and Syracuse Universities.

Professional Memberships
American Society for Training & Development
American Psychological Association
NTL Institute for Applied Behavioral Science
American Management Association
Association of Humanistic Psychology
World Future Society

Selected Publications
Co-author of eight books, editor of six volumes on
educational subjects.
Authored over 130 articles in professional journals,
including:
"How to Prevent Organization Shock," *Association
Management*, 1972.
"Training for Cultural Understanding, "*Training and
Development Journal*, May, 1972.
"Guidelines in Adult Training for University Personnel,"
Training and Development Journal, 1969
"Facing the Realities of Change," *Management Review*,
1969.
"Personnel's Role in a Changing World," *The Personnel
Administrator*, 1969.
"An Adapted Microlaboratory Design," *Human
Relations Training News*, 1969.
"Toward Human Emergence," *Human Potential*, 1968

Management & Organization Development Inc.

BOX 2321, LA JOLLA
CALIFORNIA 92037

Dorothy Lipp Harris, Ph.D.   (714)453-7121
2702 Costebelle Drive
La Jolla, California 92037

Selected Experience:

Chairman, Division of Communications, Graduate School of Human Behavior, United States International University, San Diego, California.

Counseling psychologist with background in psychotherapy, group training and anthropology, consultant on manpower project for retraining professionals, experienced in higher education and student affairs administration; designed volunteer service center and tutoring programs for culturally disadvantaged students; consultant to small colleges in general administration, trainer in human relations and professional development.

Professional Background:

Vice President, Management & Organization Development, Inc.

Executive Director, Girl Scouts, San Diego Imperial Council, Inc. 1970.

Special Assistant to Vice President of Student Affairs, Dean of Women, The Pennsylvania State University, University Park, Pennsylvania, 1959-1970 (member of Graduate Faculty)

Asia Foundation: Administrator of grants for the professional development of Asian educators.

U.S. Delegate to international conferences American Personnel and Guidance Association, Jerusalem, Israel 1960, Paris, France—1962; Chairman of APGA delegation to UNESCO, Geneva, Switzerland—1963, Vienna, Austria—1966; UNESCO Conference on Africa, Boston, Massachusetts—1961.

Delegate to White House Conference on Student Voluntary Service, Washington, D.C. 1969.

Lecturer in Philippine Islands, La Jolla School System, 1970.

Lecturer in Latin America, Association of Venezuelan Executives, Caracas, Venezuela, 1971.

Dean of Women and Associate Professor Psychology, Graduate Faculty, University of North Dakota, Grand Forks, North Dakota, 1954-1959.

Dean of Women, Wisconsin State University, River Falls, Wisconsin, 1952-54.

Consultant in Guidance and Counseling, Evanston Township High School, Evanston, Illinois, 1950-52.

Summer Faculty, Graduate Education, Northwestern University, Evanston, Illinois, 1951.

Faculty, University of Utah, Salt Lake City, Utah, 1945-47.

(Professional experience in public relations, mass media, summer camp administration, swimming and ballet.)

Author of articles in professional journals.

Education
B.S., Social Sciences, University of Pennsylvania
M.S., Social Science, University of Pennsylvania
Ph.D., Psychology, Northwestern University.

Professional Memberships
International Association of Communications
American Personnel and Guidance Association, formerly Chairman of International Relations Committee
Executive Committee, International Association for Educational and Vocational Guidance
American College Personnel Association
National Association of Women Deans & Counselors
American Society for Training and Development, San Diego Chapter

DR. RALPH E. JAMES, JR.

President, Behavior Management Systems, Associates; Chairman of
the Board of Directors, Human Behavior Institute, Incorporated. Dr.
James is Professor of Philosophy and Religion, North Carolina Wesleyan
College. He received his Ph.D. from Drew University and is an ordained
Methodist Minister. Dr. James has conducted training workshops for
numerous schools, correctional programs, judges and others concerned
with behavior change. He is Director of the Rocky Mount Upward Bound
Program, designer and consultant to the Rocky Mount Youth Services
Center, Chief Consultant to the Behavior Modification Treatment Program
for Youthful Offenders, trainer for the National Council of Juvenile
Court Judges, Director of the North Carolina Wesleyan College Police
Science Program, author of Behavior Modification for Juvenile Courts,
co-author of Rehabilitation by Behavior Management, a Training Manual
and Staff Achievement Program for Correctional Personnel, consultant and
trainer for the HEW Migrant Education Program, and other programs. He
recently delivered a paper to the American Psychological Association
convention on Community Based Treatment of Juvenile Offenders.

DR. CHARLES L. NEWMAN

Dr. Newman, a member of Management and Organization Development, Inc. Resource Network of Consultants, is Head of the Center for Law Enforcement and Corrections Services, The Pennsylvania State University, and serves on the U. S. Joint Commission of Correctional Manpower and Training. Dr. Newman is President of the American Society of Criminology and has conducted many workshops in the criminal justice field. In addition to directing corrections training at the University of Louisville and Florida State University, he has been a corrections consultant for numerous public agencies.

He received his Ph.D. from New York University and studied law at the University of North Dakota. Dr. Newman is the author of numerous books and articles in the field of criminal justice. He served as chairman for the Interamerican Congress on Criminology in November, 1972, at Caracas, Venezuela. He designed and conducted four of the Professional Development Institutes for Military Correctional Personnel learning modules on corrections and training for the M.O.D. project with the Marine Corps.

DR. JOHN B. O'HARA

Dr. O'Hara is a member of Management and Organization Development, Inc.'s Resource Network of Consultants. Since 1969, he has held the distinguished position of Dean, Continuing Education, at the California State Polytechnic College, Pomona, California. His major responsibilities are in the development, marketing and implementation of the continuing education programs of the College, which also includes management and executive development programs. He assisted in the development and supervision of the construction of Kellogg West Center for Continuing Education, and has budget responsibilities for the programming and facilities staff in that Center.

From 1967-69, as manager of International and Industrial Training, Education and Technical Services Division, Philco-Ford Corporation in Fort Washington, Pennsylvania, Dr. O'Hara had profit and sales responsibility for developing, marketing, negotiating and monitoring training contracts with private industry, federal government, and foreign countries. He monitored and supervised some 20 project contracts and related personnel in the areas of manpower training, technical training for industry, and overseas training in Iran, Thailand, Vietnam and Venezuela. He also developed, tested, and conducted Skills and Awareness Training for Supervisors of hardcore unemployed.

At the University of Oklahoma (1965-67), as Director of the Southwest Center for Human Relations Studies at the College of Continuing Education, Dr. O'Hara developed and conducted workshops, seminars and conferences in the areas of supervision, management, leadership group dynamics and communication. It was at the University of Oklahoma that he obtained his Ph.D. degree in Communication/Speech, in 1963. During the period of 1963-65, he was the Director of the Leadership Training Center, College of Continuing Education, University of Oklahoma. He was responsible for developing and conducting continuing education and consultative activities in leadership training for business executives, middle-management, supervisors and community leaders.
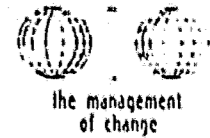
Woodrow H. Sears, Jr.

Dr. Sears is a Senior Associate of M.O.D. Inc., in charge of the corporation's northern California operations. A management consultant in the behavioral sciences, he is also a specialist in adult education. As a member of M.O.D.'s Resource Network, he has designed and conducted learning modules on organizational effectiveness and cultural awareness for the U. S. Marine Corps as part of a research project for the professional development of human resource specialists and correctional personnel. As part of this Office of Naval Research project, he directed a "team building" study in Quantico, Virginia.

Formerly Vice President of Leadership Resources, Inc. in Washington, D. C., he also served as Program Specialist for the Graduate School, U. S. Department of Agriculture. Previously, he was a police reporter and a Marine Corps captain.

Dr. Sears received his Ed.D. in adult education from George Washington University. He has a wide variety of training experience and organization development consulting in human systems. Among his many clients have been the U. S. Navy (Office of Intercultural Relations), the District of Columbia Police Department (program manager for human relations project), the U. S. Department of Labor, The U. S. Department of H.E.W., and the O.E.O., N.A.S.A., I.B.M., Westinghouse Electric, Westinghouse Learning Corporation.

240 Liberty Ave., Apt. B
San Francisco, Ca. 94114
(415/285-7213)

GENERAL
APPENDIX D

MARINE CORPS CORRECTIONS PROGRAM

In the period 1971-73, representatives from all of the
thirteen continental correctional facilities for the
U. S. Marine Corps were involved in one or more facets
of the Office of Naval Research project reported in the
volume. The attached brochure provides an overview of
the emerging Marine correctional "system" and pictures
two new facilities that were focal points of N.O.D.'s
research - Camp Pendleton, California, and Quantico,
Virginia. Page 4 of this report issued by the Security
and Law Enforcement Branch of Headquarters Marines makes
reference to our research.

MARINE CORPS
CORRECTIONS PROGRAM

478 C

MARINE CORPS CORRECTIONS PROGRAM

Background

Prior to 1968 no central office in Headquarters Marine Corps was responsible for monitoring and directing correctional programs affecting Marine Corps personnel. The Corrections Division of the Bureau of Naval Personnel was assigned responsibility for the control of the Naval corrections program including all Marine Corps prisoners and correctional facilities at Marine Corps commands.

Beginning in early 1967 the Marine Corps experienced a rapid increase in personnel to meet Southeast Asia combat commitments. This expansion resulted in an accompanying increase in the prisoner population and seriously tasked the capabilities of the Naval service to provide an adequate rehabilitative program.

In October, 1968 the Secretary of the Navy designated Headquarters, Marine Corps to administer all Marine Corps correctional facilities. This included specific responsibility for:

   (1) Developing plans and programs related to Marine Corps correctional matters and monitoring the administration of Marine Corps correctional facility operations.

   (2) Performing functional review of proposed construction or modification of Marine Corps facilities.

   (3) Monitoring assignment of correctional staff personnel.

   (4) Developing and monitoring the use of professional and in-house correctional staff training programs.

Philosophy

The philosophy of naval corrections is based on recognition of the fact that, whether it be confinement or some other form, punishment alone is seldom corrective.

A Marine is sentenced to confinement as punishment; he is not confined for punishment except as provided by law and regulation. Hazing, harassment, and/or other demeaning treatment serves no useful purpose and is prohibited.

Policy

It is the policy of the Secretary of the Navy that the treatment of persons in naval confinement be uniform and in accordance with the provisions of the Uniform Code of Military Justice, and that the major purpose of all confinement is the correction of those confined.

The objectives of the Marine Corps Corrections program are to prepare prisoners for return to duty and to meet the disciplinary needs of a military society. Programs emphasized at all correctional facilities are: the re-orientation of prisoners toward military procedures and their requirements, organized physical training coordinated with recreational activities, hard work, and most important a counseling program aimed primarily at having the confined Marine recognize his own self-worth in a military environment. Thus, the product desired upon completion of a confinement period should be a well-informed, motivated individual who can perform in a constructive, positive manner.

Correctional Facilities

The Marine Corps operates 13 correctional facilities in the United States and overseas. There are five facilities along the east coast at Quantico, Virginia; Cherry Point, North Carolina; Camp Lejeune, North Carolina; Parris Island, South Carolina and Albany, Georgia. There are five more along the west coast at Yuma, Arizona; San Diego, California; Camp Pendleton, California; El Toro, California and Barstow, California. There are three overseas in the Pacific Area at Kaneohe, Hawaii; Camp Butler, Okinawa and Iwakuni, Japan. These range in size from a capacity of 6 prisoners to 412 prisoners.

In addition, the Marine Corps provides the guard force for and/or operates a number of Navy facilities located aboard Naval stations throughout the world. The Marine Corps also operates Navy brigs aboard ships and provides the greatest majority of the operating staff at the Navy Disciplinary Command, Portsmouth, New Hampshire.

Replacement of inadequate facilities and major modifications to remaining facilities is programmed through 1977. All facilities are under continual evaluation to determine the capability of each to provide for the proper administration of a constructive corrections program. With the exception of the facilities at Albany, Georgia; Barstow, California; Camp Pendleton, California, Camp Butler, Okinawa; and Camp Lejeune, North Carolina all major command facilities are in need of complete replacement or major rehabilitation.

In October 1971, construction was completed on the correctional facility, Marine Corps Base, Camp Pendleton (see enclosure (1)). This facility is designed to provide 356 dormitory spaces, 56 security cells and 8 disciplinary cells. Seventy-two square feet of living space per prisoner was provided. This correctional facility design encompasses the latest in security and supportive capabilities including closed circuit television monitors, electronically operated security doors, administrative spaces for a dispensary, barber shop, classrooms and counseling rooms, library and staff specialist offices.

Currently under construction is a 150 man correctional facility at the Marine Corps Development and Education Command, Quantico, Virginia (see enclosure (2)). It is anticipated that this facility should be completed in early 1973. The most outstanding feature in the design of this facility is the reduction in external security features, the minimum use of traditional ultra-security characteristics, and the built-in emphasis on simplicity of control.

Personnel

During the Vietnam conflict the Marine Corps experienced an excessive turbulence of personnel assigned to duty at correctional facilities. Some facilities had a 200% or higher turnover of personnel annually. This situation was partially attributable to the fact that enlisted personnel were not designated by military occupational speciality in the field of corrections.

In 1970 the Marine Corps established an occupational field in corrections. Personnel are now selected for assignment to the corrections field upon completion of recruit training and advanced infantry training or are obtained through input of men from other occupational fields.

Upon satisfactory completion of formal school training enlisted personnel are assigned the Military Occupational Speciality (MOS) of Corrections Man. Experienced Staff Non-commissioned officers who have completed formal school training as counselors are designated Correctional Counselors. Only those Marine Corps officers who have either previous correctional experience or who have completed a formal course of instruction on correctional administration are designated as Corrections Officers.

Approximately 2100 officers and enlisted personnel are presently required to fill Marine Corps correctional billets.

4 78 d

Correctional Staff Training

In 1968 due to the rapid turnover of correctional personnel within each facility the existing training programs were considered to be inadequate to meet the demands of a much needed highly professional and skilled corrections specialist. In attempting to fulfill this requirement Headquarters Marine Corps embarked on an updated relevant professional corrections training program.

By 1970 a new program was established which provides training in correctional administration, supervision, and counseling. The current program is directed at three main areas: entry level training for person el newly assigned to or unfamiliar with correctional wo , intermediate level instruction to support, and reinforce roficiency, and high level schooling for the advancement he career corrections officer. The training of Marine Cor officer and enlisted correctional personnel is accomplish d through the use of Army, Navy, Federal and civilian resources.

The training program commences with the young Marine going to the Army School at Fort Gordon, Georgia as he starts out in corrections in the Marine Corps. As he advances in rank he will attend a supervisory course at Fort Gordon or a Navy sponsored course in Washington. As he continues to advance in experience he will normally be considered for attendance at a counselors training course which is also sponsored by the Navy. Similar types of training are available for officers at American University and at other facilities, both military and civilian, throughout the United States.

A recent study, as authorized by the Office of Naval Research, should result in considerable benefit to the Marine Corps correctional training program. This research project deals with the correctional supervisor's management capabilities, attitude and behavior. The objectives of the study are to improve the correctional staff's understanding of human behavior, increase communication skills and enhance staff capabilities for problem solving. The ultimate objective of this study is the development of an instructional program for inservice training that can be utilized by all Marine Corps correctional facilities.

Since 1970, approximately 1667 officers and enlisted Marines have received formal school training in correctional admi..istration, counseling and supervision. In short, we are spending a great deal of time, effort, and money on the training of a corrections man to ensure that the individual assigned is of the highest quality and, of course, trained adequately to provide the counseling, guidance, and security of the prisoners as is required.

4

Correctional Facility Programs

Each person committed to a Marine Corps correctional facility will normally progress through three distinct phases of the corrections program. These phases are:

1. The reception phase - is that period immediately following the prisoner's actual confinement. This phase includes admission processing, orientation, and initial screening for custody, work and other program assignments. Each prisoner is normally interviewed by the corrections officer, the counselor and other key staff members. This phase of confinement usually lasts from two to 10 days.

2. The performance phase - is that portion of the confinement program in which the full resources of the correctional facility is brought to bear on the individual prisoner in an attempt to bring about a change in his attitude. Full readjustment techniques are utilized including work, counseling, military, vocational and academic training. Prisoners are continually evaluated during all parts of this phase.

3. Pre-release phase - precedes final release and includes administrative processing, release counseling, and reorientation to assist the prisoner in adjusting for return to military duty.

Each Marine Corps correctional facility has, to the extent possible by staff and resources, numerous programs designed to provide for the correction of confinee. The rehabilitative programs normally encountered in each facility include:

1. Work - a viable work program includes maintenance and repair of the facility, salvage conservation of government property, services that are beneficial to the government, and other work details that would normally be assigned to regular duty personnel. Prisoners are prohibited from handling explosives, drugs, alcohol or funds, or from performing personal favors. All work must be productive and, if possible, it should provide the prisoner with training that will enhance his occupational specialty. In this regard a prisoner may be designated as a "Base Parolee." Base parole is an extension of the correctional process outside of the confinement facility. Selected prisoners, while still serving a sentence, are assigned to regular duty assignments, hopefully within their specialty, on the station or base and go to and from their assigned duties without supervision. Base parole not only allows more productive work per prisoner but aids the individual in developing self-control and self-confidence for return to duty. Base parolees are not under custodial supervision during their daily

5

4 7 8 F

assignment and they wear the regular uniform of the day which does not identify them as prisoners. Although they return to the correctional facility each night, they are normally quartered separately and given additional privileges. This program is similar in nature to the work release programs of many civilian institutions.

2. Training - mid-range and large facilities incorporate both military training, social adjustment, and academic education programs into the daily facility schedule. The primary purpose of all prisoner training programs is to help the prisoner learn good habits of living and working with others in a group. Completion of General Education Development (GED) requirements for high school diploma issuance is a primary concern in the majority of facilities. For example, during 1971 over 2000 prisoners at the Correctional Facility, Marine Corps Base, Camp Pendleton, California, completed the GED examination. Military subjects training includes formal lectures and military correspondence courses. All training is directed towards preparing the prisoner for successful return to duty. It is believed that if a prisoner is released from confinement without having improved in his education or attitude, neither the service or the man has gained any benefit from confinement.

3. Counseling - The purpose of the counseling program in a Marine Corps facility is to provide every prisoner with access to a trained person who will serve to assist him in resolving his problems, developing insight, self-reliance and motivation.

The most important part of this program is the trained counselor. These men are staff noncommissioned officers with previous troop leading and correctional experience who have demonstrated above average maturity, emotional stability, and desirable qualities of leadership.

Even though the counselor is considered to be a non-professional he is trained to deal with adjustment problems that are primarily situational in nature. He conducts individual and group counseling and assists the professionals on the medical staff. In addition, the counselor is a valuable asset to the Commanding Officer with regards to evaluating the individual prisoner for clemency or discharge action.

Many facilities are expanding their counseling programs to include members of various civilian organizations, e.g., Alcoholics Anonymous, Veteran's Administration, Social Security Administration, Red Cross, and state employment counseling services.

The counseling effort compliments all other facets of the correctional program and is a mandatory requirement in each facility.

Other Programs

Other mainstays in the normal routine of every facility
are the religious and recreational programs. These activities
are especially important in assisting in the prisoner's social
adjustment through moral guidance and participation in group
activities. All Marine Corps facilities are staffed with a
chaplain on a full time or on-call basis depending on the size
of the correctional facility.

Each correctional facility has a medical officer assigned.
This officer is responsible for general sick call duties,
physical examinations, and screening for psychiatric referral.
Many facility medical officers are also involved in the coun-
seling programs and assist in initial interviews of correctional
staff before assignment to full duty with prisoners.

Security

It is believed that the control of prisoners can be effected
by the impartial enforcement of reasonable rules that provide
prisoners with an opportunity to practice self-regulation and
self-control. The requirements which are necessary for the
safe and orderly operation of the facility should not be so
strict as to prevent normal treatment programs from functioning.
The imposition of unnecessary restrictions and procedures serves
no useful purpose and is not authorized. As relates to physical
security, studies have revealed that the average Marine Corps
prisoner does not require maximum security precautions. There-
fore, it is our policy that only that amount of physical
security which is necessary for the safe operation of the
facility and completion of the assigned mission is to be
approved.

Statistics

At the end of Nov 1972 there was a total of 2070 Marines
confined in all Naval correctional facilities. See enclosure
(3).

Enclosure (4) shows the rated capacity, staff personnel
allocations, and most recent prisoner count of each Marine
Corps correctional facility.

7

Statistical data is being collected relating to recidivism
rates for Marines in confinement. Enclosure (5) shows the
recidivism rates by month for all Marines confined in Marine
Corps facilities since November, 1971.

Plans for the Future

In preparing a program for the future, there are a number
of questions that have yet to be answered. There are a number
of questions for which there are no answers.

One of the things that we are looking for is a total program;
a program that will combine facility planning, a complete train-
ing program, the monitoring of assignment of personnel, and
provide re-training for prisoners. A total program such as this
calls for a number of actions: a facility with an integrated
design, a basic framework that will provide the program space
and ability to provide for separation of various classifications
and types of prisoners, the security required in a facility that
will enhance program implementation on the part of the staff.
It calls for an examination of alternatives; what will we do
with the prisoner that comes out of the drug scene; and what
do we do with the recalcitrant.

The question of concrete and steel is answered in part by
some of the changes we are implementing in the Marine Corps,
some of the changes happening in civilian life and in other
military facilities. The massive walls, iron bars, towering
gates and the feeling of complete separation from the outside
environment is not necessary. These things are surely not
necessary for the security of the average Marine prisoner, or
for the safety of society in most cases, and certainly not
required if our primary goal is to return the individual Marine
back into the system (whether it be the Marine Corps or civilian
life).

There is a definite need for more flexibility in sentencing
and assignment of prisoners to facilities that are designed
and provided with staff to handle the various types of prisoners,
e.i., first time offenders recalcitrants, long timers, detained
personnel, and those that would benefit by retraining.

As mentioned previously we need more participation by the
"community" both military and civilian. It is our belief that
if we seriously expect Marines to return to duty we must involve
the unit and all other positive factors to assist them.

A more concerned approach is being taken towards one of
our most valuable assets - our correctional supervisors and
administrators. This includes taking steps towards stabilizing

8

478 J.

tours of duty, providing a more realistic work schedule of eight hour shifts vice the old "four hours on and eight off, day on day off" system, and an opportunity for advancement in rank and professional education.

Possibly one of the greatest challenges facing the Marine Corps correctional program is that of changing the attitudes of Marines regardless of how remotely concerned they are with the program. There are still a number of old timers who feel that the best way to treat a prisoner is to punish him, chastise him severely, maltreat him in some respects, and leave him in a mo-' miserable existence that will, in turn, as they feel, convince him that he should never come back to a correctional facility. We have seen that this approach has not worked in the past and it is now our job to change these attitudes. Part of this challenge therefore, becomes one of convincing commanders and senior enlisted personnel that satisfactory alternatives to confinement do exist and should be explored whenever possible. Orientation 'ectures are now being presented at all basic, intermediate and high level officers' professional training courses and at the leadership courses conducted at the Staff Noncommissioned Officer's Academy. A noticable change in attitude is apparent at Department of Defense and Secretary of the Navy level and is further reflected in the actions of many of our senior commanders of Marine Corps units. The most appreciable change in attitude has been noticed in our own correctional officers, supervisors, and counselors. They are being exposed to the proper philosophy of corrections through increased training, during technical inspections, and by direct guidance and attention from Headquarters Marine Corps. This positive change in attitude from the old hard line approach to the problem of corrections is in large part responsible for the continued success of the correctional program in the Corps. It is our mission to continue the momentum and meet these formidable challenges for the future.
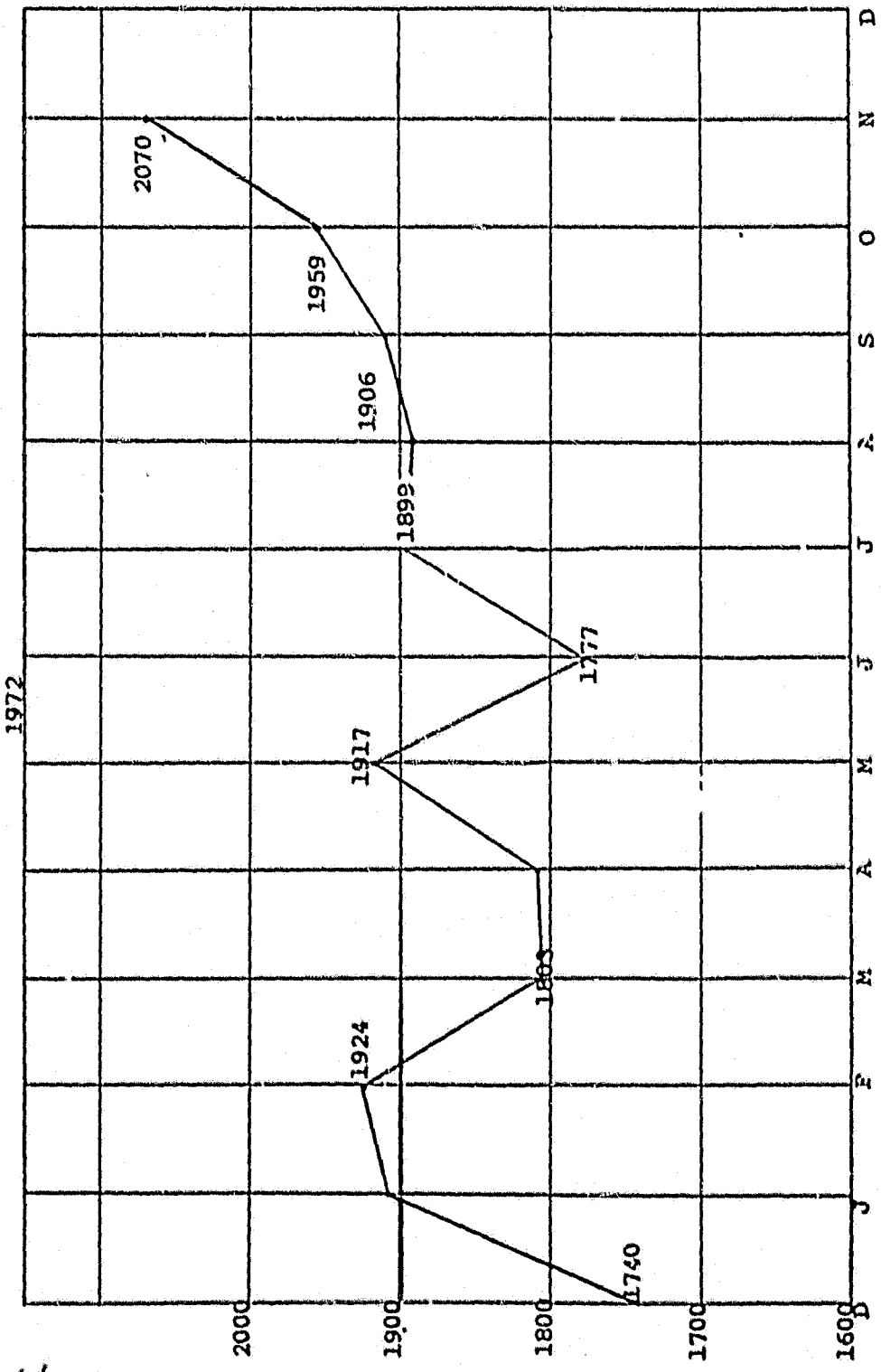
9

4/8 5
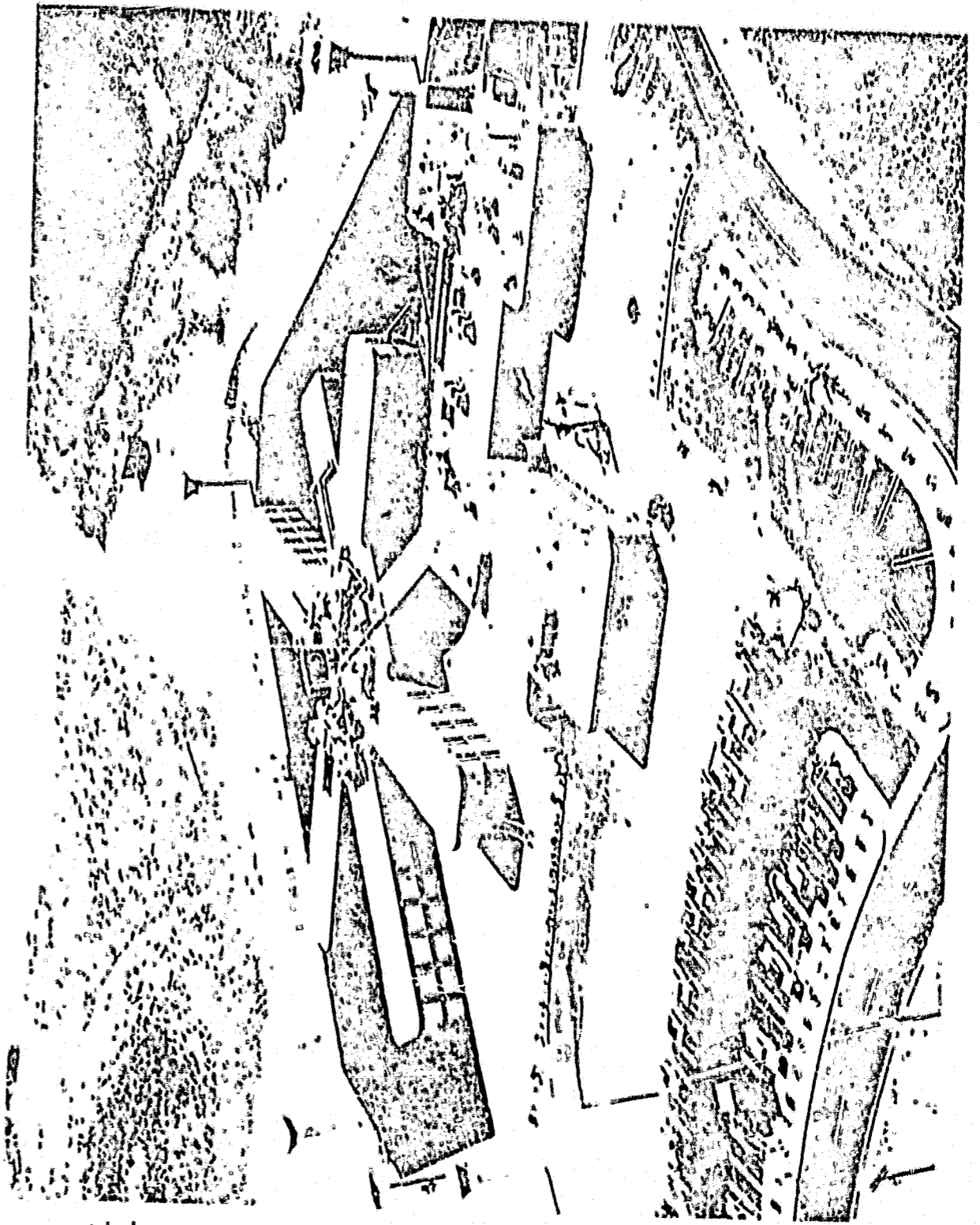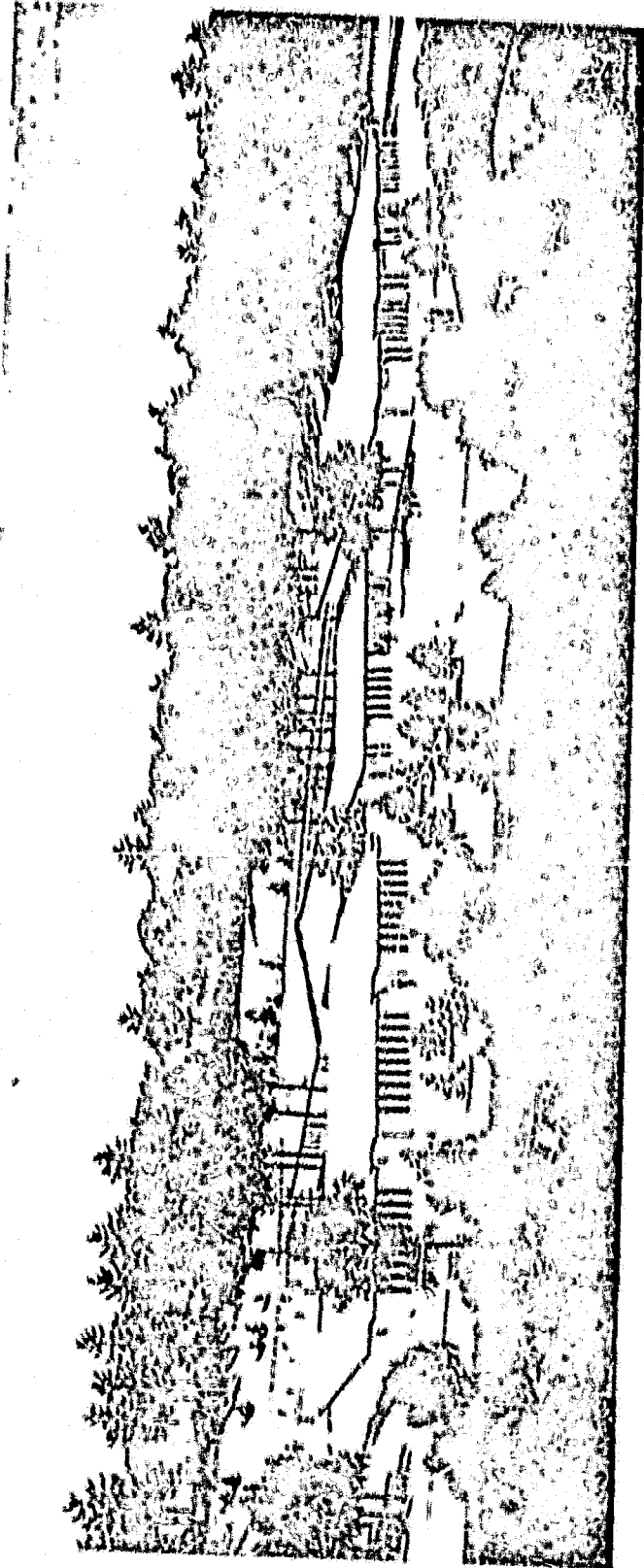
CONFINEMENT FACILITY WITH MESS. QUANTICO. VIRGINIA

CHAPMAN & MILLER ARCHITECTS

TOTAL MARINES CONFINED IN
NAVY/MARINE CORPS CORRECTIONAL FACILITIES
AND NAVDISCOM
1972

Enclosure (3)

1972

2070

1959

1906

1899

1777

1917

1803

1924

1740

2000
1900
1800
1700
1600

J F M A M J J A S O N D

4-16 M

MARINE CORPS CORRECTIONAL FACILITIES

| Facility	Classification	Capacity	End Nov 72 Prisoner Count	Staffing Requirements
Albany	Bravo	30	22	1/18
Barstow	Bravo	14	10	/13
Camp Butler	Charlie	109	158	*3/111
Camp Lejeune	Charlie	@474	552	7/309
Camp Pendleton	Alpha	412	402	10/298
Cherry Point	Charlie	91	141	1/55
El Toro	Delta	53	72	1/75
Iwakuni	Bravo	26	19	1/20
Kaneohe	Charlie	55	17	1/42
Parris Island	Delta	55	62	1/46
Quantico	Delta	52	100	2/50
San Diego	Delta	68	72	2/69
Yuma	Delta	5	11	/10
TOTAL		1444	1638	30/1116

@ includes 116 spaces in
old correctional
facility

* Includes 1/45
FAP from
3d MarDiv

* Alpha – no defects which hinder operation
  Bravo – Minimal defects
  Charlie – Serious defects
  Delta – Correctional facility must be replaced

Enclosure (4)

1971   1972
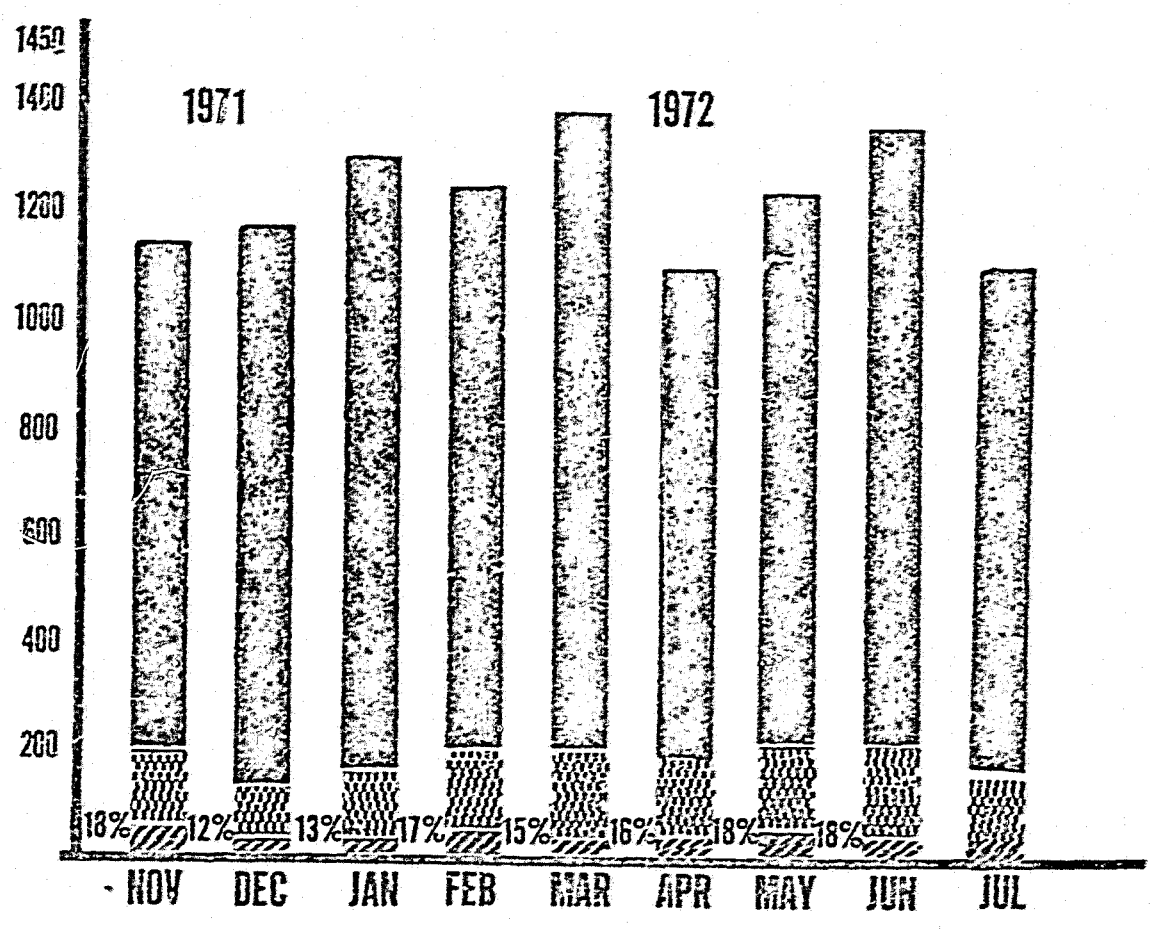
TOTAL # OF MARINES RECEIVED INTO MARINE CORPS FACILITIES DURING THE MONTH.
OF MARINES RETURNED TO CONF. W/ MORE THAN ONE PREVIOUS CONVICTION.
OF MARINES RETURNED TO CONF. W/ONE PREVIOUS CONVICTION.

Enclosure (5)

G E N E R A L
A P P E N D I X   E

ADMIRAL C. F. RAUCH, JR.

- Letter of December 8, 1972;
  Project Observations

8 December 1972

Dear Dr. Harris:

I appreciate the opportunity to review the summary of research which you recently completed under contract for the Office of Naval Research.

The Navy's Human Resource Development Program is actively engaged in utilizing the concepts and understandings of human behavior within organizations, and endeavors such as yours are opening doors that are helping us increase organizational effectiveness and excellence.

I have forwarded your report to the Project Manager of the Human Resource Development Project Office in Washington, where it will be included in their library.

Your continued interest in the U. S. Navy is greatly appreciated.

Sincerely yours,

C. R. RAUCH, JR.
Rear Admiral, U. S. Navy

Dr. Philip R. Harris
President
Management Organization Development, Inc.
Box 2321
La Jolla, California 92037

DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
WASHINGTON, D. C. 20370

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, $300

-479-

END

DATE

FILMED

8-31-73

NTIS