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FINAL EVALUATION REPORT

N.I.C.

STRATEGIC MANAGEMENT IN CORRECTIONS CONFERENCE

NCJRS

NOV 3 1977

ACQUISITIONS

Submitted by: Robert Rossheim
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Date: January 14, 1977

43683



GOVERNOR'S JUSTICE COMMISSION
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ACQUISITION

Gentlemen:

As requested, enclosed please find two copies each of Final Reports for the following Law Enforcement Assistance Administration funded projects from Pennsylvania:

- DS-75-C-8C-9-651 - Gannondale School for Girls
- 73-ED-99-0023 - Strategic Management in Corrections
- PH-76-C-9C-5-479 - Teen-Aid, Inc.
- SW-76-C-5B-0067 - Tri-City Impact Program
- SW-76-C-8B-8-559 - Operation Outward Reach (OOR)
- SE-75-C-6A-7-701 - Delaware County Bail Agency
- DS-75-C-9E-9-637 - Three Rivers Youth
- SE-75-C-3B-7-724 - Computer Information System Program - Delaware County Court
- PH-76-E-8B-5-462 - Inmate Rehabilitation Program

If you require further assistance in this matter, please contact Mr. Christine Fossett of the Evaluation and Monitoring Division (717) 787-1420.

Sincerely,

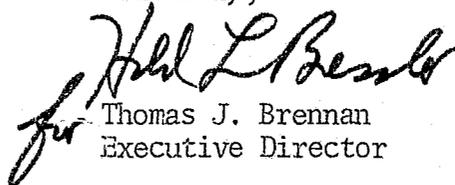
for 
Thomas J. Brennan
Executive Director

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SECTION I.

Introduction

This is the final evaluation report for the second year of the management development program "Strategic Management in Corrections." The program is designed and conducted by the Management and Behavioral Science Center (MBSC) of the Wharton School of the University of Pennsylvania. It is sponsored by the Law Enforcement Assistance Administration under the auspices of the National Institute of Corrections.

The Athyn Group was contracted to conduct an interactive evaluation of all phases of the design and implementation of the program. Interactive means that the evaluators observe and provide on-the-spot feedback during both planning and program sessions, as well as the more conventional criticism based on interviews with participants in the program and questionnaires after the program sessions or segments.

It is our understanding that this interactive evaluation process has contributed substantive and process improvements, both to the design and to the implementation of the program. Since the interactive process is by definition dynamic and ad hoc, the specific results are not identified in this report which contains the evaluation data, summaries and recommendations.

The time sequence of the program phases was:

1. The pre-conference activities directed to the design of the program and the identification of the staff and participants;
2. The first plenary residential conference in Philadelphia, March 15-20, 1976;
3. The four regional conferences during April, May and June, 1976;
4. The field visits by staff consultants overlapping the regional conferences;
5. The final plenary residential conference in Philadelphia, September 19-23, 1976;
6. The follow-up/networking period, October-November, 1976.

The 1976 program was not a repeat of the prior year's program. Some of the successful components of the earlier program were included in the current version, but there were some major innovations. This evaluation report analyzes Phases 3, 4, and 5, and emphasizes evaluation of the regional conferences, the inclusion of co-participants among the attendees, the use of "back home" real problems selected by attendees to test learnings from the program, and the field visits by MBSC staff. Phases 1 and 2 were

reported in detail in the Interim Evaluation Report,
June 22, 1976.

SECTION II

Phase 3 - Regional Workshops

Evaluation questions were posed to the participants and co-participants on the final morning of each of the regional workshops. In accordance with the evaluation design, the responses were reviewed by the MBSC staff as part of the debriefing process after each regional, and specific learnings were applied in the planning (replanning) of the next workshop. Although in some cases scheduling was so close that only a weekend separated two successive workshops, and other staff members were used, every reasonable effort was made to pass along learnings from one workshop to the next.

There are too many variables, chief of which is the membership of the regional groups, in going from one workshop to the next to trace an evolutionary development as the program progressed. Different material worked better with different groups. No component was strikingly successful or strikingly unsuccessful.

One development did become clear: the planning process performed by the MBSC staff and supported by the evaluators became smoother, more facile, and more effective as time went on. There are a number of comments commending the staff for being able to respond to the needs and situations particular to each group. Mostly this is said in a positive sense, although some attendees viewed this as a lack of structure.

Since the questions asked were open-ended and descriptive analysis of the responses does not indicate significant variations from one workshop to the next, the data will be summarized for the entire regional workshop phase of the program. In addition to the summaries, if there are specific comments considered especially meaningful for evaluation and/or planning, they will be reported verbatim following the summary for each question. The respondents were asked to identify only whether they were participants (P) or co-participants (CP).

Item 1. Identify 2 or 3 ideas from the regional program that seem most powerful.

Most frequently mentioned were:

- the concept of distinguishing between problem definition and problem solving
- responsibility charting, role clarification and understanding organizational processes
- force field analysis as a prelude to the design of change strategies
- the idealization model for the development of creative action plans.

Sensitivity to different perspectives, the involvement of various people resources through open interaction, and more extensive systematic planning were also cited.

"I am not so much enamored of ideas you have presented as I am of my ideas which they have keyed off."

Item 1B. Identify the ideas from the regional program that you consider most applicable.

Most frequently mentioned were:

- responsibility charting
- the idealization model
- force field analysis
- formalized planning methodology
- formulation of alternative implementation strategies

The overall consensus was that a specific and well-defined approach to planning was needed and could be used.

Item 2. After more than 2 days of regional meetings with your colleagues, both formal and informal, give two examples of new insights you have.

Comments centered on the following areas:

- problem definition: although many organizations have similar problems, the local situations differ considerably suggesting that careful analysis and tailored solutions are required;
- use of resources: involvement of other people at many levels in the organization results in a broader view and different perspectives; a more general

appreciation of the problem can lead to more participation and better cooperation in solving the problem.

- beneath the superficial form of the organization there are important informal processes that must be considered in an action plan, e.g. politics
- some said there were no new insights, but a clearer understanding was reached ("the workshop could be shorter")

Item 3. Do you see this program as contributing to your management capabilities? How?

The responses were overwhelmingly positive.

- restored belief in the potential for positive action in every individual
- help from the program in overcoming personal and organizational inertia
- there were creative, new ways of applying management theory to the familiar recurrent problems
- subordinates and peers could be helpful resources
- the MBSC was credited for their helpfulness and expertise
- the follow-up part of the program was praised and cited as unique

Comment: "This training program believes it can change the world and is out to prove it!"

Another very good program focussed on the motivation and supervision of employees.

"This is the first program I've been in that...required follow-up use...in one's own organization."

"I do not feel that the program has enhanced my capabilities in job related ways. It has given me time and stimulus to synthesize some of my past thinking -- this has been very helpful."

"I recognized an obvious need on my part to initiate long term organized planning with my key staff...to give a more structured direction to our growth."

Item 4. If someone from your organization were planning to attend the Strategic Management program, what advice would you offer?

Three suggestions dominated the responses:

1. Read the suggested materials, and more
2. Prepare beforehand with problems that you want to deal with
3. Be open -- to new ways of looking at things as well as to new substantive learnings

Other reactions included hearty encouragement to attend, "be prepared to work," don't sit back, jump in and take an active role. In support of the foregoing, get enough sleep to be awake, alert. Don't plan on a big party. "Can't stay out with the owls and expect to fly with the eagles in the morning." Come as a participant, not a co-participant (CP).

Item 5. What suggestions or changes would you make in the regional phase of the program?

Positive comments:

- more theory presentations with related activities
- more examples of successful applications of theory to relevant situations
- more time, much to be spent interacting with other participants
- more attention by staff to specific individual's problem areas
- more follow-up

Negative comments:

- too much lecturing
- did not understand Hollow Square activity
- staff should review team problems before presentation before large group
- groups should not criticize other groups
- first night was unnecessary

Many co-participants felt cheated by not experiencing full program; unsure about the state of their knowledge vs. participants. CP's want more responsibility in the program. Try to make small groups more homogeneous. Don't refer to "Philadelphia" since not everyone was there (CP).

"Each agency should work through a complete planning process for a problem of their own."

Item 6. Other comments? Re program content, structure, staff, materials, schedule, facilities, etc.

- Compliments to staff, both knowledge and manner
- Schedule too rigid, some want to start earlier, some to run later
- less expensive accommodations
- opportunity to interact with peers in other organizations was valuable
- "I had a good time. I did not expect to."

Item 7. If you would ask one other question to evaluate this workshop what would it be? How would you answer it?

Q. Would you attend the workshop again? A. Yes.

Q. Can you use what you learned? A. Yes.

Q. Is the regional phase worthwhile? A. Yes.

Q. (Follow-up evaluation.) Did your agency adopt any of the processes learned at the workshop?

- Q. What was the extent of your preparation, participation?
- Q. How did this program change your working relationships with your co-workers?
- Q. Do you feel secure enough with these concepts to apply them?
- Q. Is a regional phase worthwhile? Why? A. Yes, because it allows a number of people from an organization to participate and to get away from the work setting to discuss issues that might not get attention otherwise.
- Q. How will the program impact an Agency's operation?
- A. Select a few locations and do a follow-up investigation to see whether the process has been adopted.

SECTION III

Phase 4 - Field Visits

Individual Field Work

The evaluators did not go on any of the field visits to observe this part of the program. Evaluation is based upon data from two sources: 1) a group interview of eight participants conducted during the second residential workshop; 2) interviews of MBSC staff after the completion of the field visit phase.

The major differential noted in the reports about the field visits was the degree of initiative taken by participants vs. staff. Participants said many of them initiated, MBSC staff said that in all but a few exceptions, they (staff) initiated the activities.

The area of most universal agreement was that more time was needed, although staff felt that the participants generally did not make optimum use of the resources available to them in the field visit. With some notable exceptions (reported below primarily in staff interviews) the field visit was a mini-training program based on selection and condensation of elements of the Strategic Management Program with the objective of familiarizing associates of the participants with some of the concepts.

MBSC Staff Interviews

The field visit phase of the program was designed to reinforce the impact of the training by moving the locus to the site of the agency or institution. Participants were encouraged to make arrangements for field visits at the end of the regional conferences. In most cases this plan was followed, although there were a few exceptions due to early departure requirements. The objective of the MBSC staff member was to contract for a field visit with the participants in the sub-group with whom he had been working during the regional. In some cases detailed plans were made during this contracting activity; in other cases final plans were completed by telephone. Staff feels that the contracting phase should be emphasized more in the future, possibly moved earlier in the regional schedule in order to assure firm and good plans for the field visits.

Implementation of the field visits required follow-up arrangements which were largely part of the contracting. Because of the scheduling problems for staff members, initiative for final planning largely came from them rather than from the participants. In a few cases participants took the lead as they saw particular opportunities developing in their organizations. However, most of the initiative and preparation

was done by staff, except for local arrangements. The press of work routines is the explanation mostly given for lack of activity on the part of the participants.

Recommendation: The contract negotiated at the end of the regional phase should include tasks for the "back home" team of participants and co-participants, with roles clearly defined. This could include questionnaire design and data gathering and analysis, prior to the field visit. If participants are expected to do this particular activity, it would be necessary to spend more time teaching data collection skills.

The most frequent format for the field visit was a single day "seminar" for some ten to twenty members of the organization, in which the (single) MBSC staff member would present a capsule form of the Strategic Management model, outlining concepts and introducing terminology. This was followed by selected exercises and activities. The purpose was to extend the core group in the organization familiar with the concepts, with the expectation that this would improve the climate for planned change. The logistics and budget for this phase, in most cases, limited the staff resources to a single staff member for one day. There were a few variations ranging from one staff member for four days (two groups of 40 students each for 2 day seminars) to cases

where no visit was planned. Organization turmoil or personnel moves were given as reasons for deferred or omitted field visits. Another variant provided a training session for a newly created executive committee. Initiative for this field visit was taken by the participant and was directed towards making the committee more effective.

Other field visits took more of a one day consultancy flavor, rather than a training experience. MBSC staff are capable of and interested in providing this type of support, although the limit of one man-day and the difficulty of matching staff skills to the problem being considered are severe constraints within which to work successfully.

Recommendation: There should be increased latitude in the acceptable variation in arrangements for field visits, not necessarily changing the overall program constraints of budget and staff time.* Delivery should be on a first come-first served basis, encouraging the participant teams to take the initiative in accordance with the opportunities and needs they perceive for their organizations. (No stigma should be attached to not having a field visit.)

*In one case the institution paid for off-site facilities from its in-house training budget. Such additional funding could also be applied to special, expert staff for the field visit.

This approach should be supported by presenting a series of exemplary models of field visits, ranging from large-group training programs to problem-solving consultancies.

The consensus of both staff and participants is that "one day" is not enough. Related to this was the problem of contracting for more than can be delivered in one day, thereby raising expectations that could not be met within the constraints of time and money.

In general, participants should be made aware early in the program about the potential benefits of both training and problem solving (field visit consultancies) so that they can have this in mind throughout the program. Too often the realization grows and becomes clear just as the program is concluding. The continually growing skills of the staff and their confidence resulting from positive experiences and actual successes will help in getting this message across to the participants.

Recommendation: Field visits should be presented more as an opportunity for the participants to take the initiative in taking the applicable pieces of the training experience and doing something appropriate in their own organization. If possible, the staff should play a more responsive role to the leads taken by the participants. For instance, the participant might be expected to write a proposal for a

field visit, to be reviewed by staff and responded to on a competitive basis. This would tend to reward those who were motivated to put some effort into the design of the field visit and recognize the potential benefit offered. (For some, this might be a learning experience in preparing proposals that they might use in preparing applications for grants, etc., thereby opening up other resources to them.) Even without this selection process, there was a wide diversity of experience from no field visits (in 10 cases), 20 successful visits, and 10 others that were not successful (as viewed by staff).

Rather than have the participant act as a co-trainer in the field visit program, it was suggested that he and his co-participant team be responsible for gathering and documenting some data from and about his organization relevant to issues he is interested in having addressed during the field visit.

In the follow-up area (after field visits) a couple of interesting ideas were mentioned:

1. Pairing up individuals or teams from relatively nearby organizations to serve as resources to each other.

2. Identifying some particular skills or experience among the participants and encouraging them to contract with each other for field visit training or consultation.

Participants Group Interview

All respondents were positive about the field visits, with one mild exception. Positive comments had to do with dissemination of the program to others in their organizations, reality testing of the change, model and specific techniques, helping to integrate the concepts into the institutions and maintaining continuity and momentum. The exception merely expressed hesitation that seemed based on the state of his organization and the fact that so many other changes were taking place that it was difficult both to plan and to fit the "event" into the environment. Most people reported difficulty in allocating enough time for the activity, and some talked of the problem of getting access to key people.

Question 1. Was a re-entry strategy created at the regional?

Answer. Six yes; one hesitant yes.

Question 2. Did field visit occur?

Answer. All yes (this was basis for selecting respondents).

Question 3. Who had prime responsibility for initiating the visit? MBSC or Participant?

Answer. Five initiated by participants; one preceded regional and one was a continuation of an ongoing consulting relationship.

Question 4. Who had prime responsibility for designing the field visit agenda?

Answer. Participant - 4
MBSC and Participant - 3
Only one said MBSC had major responsibility in design. (An additional participant joined interview at this point.)

Question 5. How well did the field visit match the re-entry strategy?

Answer. All said it matched. One said there was too little to accomplish what was planned.

Question 6. To what extent was the event pre-planned?

- a) How great was the level of involvement on your part?
- b) How great on the part of co-participants or others?

Answer. All said high level of involvement by them. Comments included: shared with co-participants, too many other changes going on with reorganization, fitted in with a continuing, dynamic planning effort, cooperative effort with training division, good participation by others in organization.

Question 7. Was the event successful? In what ways?

Answer. All said yes.

Comments:

-(12 people involved) Exposed staff to new language and organizational games.

-In 3 visits, involved others who were reluctant at first, managers essential for support, and demonstrated techniques.

- (15 people, including other divisions)
Demonstration was helpful; sent materials to consultant before visit.
- (15 people plus 20 people) Helped motivate.
- (7 people) Stimulated interagency cooperation.
- (26 people) Has received favorable feedback.
- (20 people) Assist in making changes and applying techniques.

Question 8. What was the basic nature of the event? What would you do different?

Answer.

Six said training session.

- mostly lecture, some participation.
- overview lecture useful.
- demonstrate new tools, techniques.

One said problem solving (part of continuing relationship with MBSC).

Others said: good as regional meeting follow-up; part of multi-agency program development; reality testing; problem definition.

All said time was a problem; some mentioned getting crucial people to attend. Comments: need 2 days instead of 1; should repeat every 3 months; too rushed to integrate into our total plan; top level people were interrupted too often.

SECTION IV

Phase 5 - Final Residential Conference

FINAL EVALUATION DATA

The final evaluation questionnaire (Appendix B) was completed by 23 of the attendees. The other eight participated in a group interview during the same period of time, one hour, at the beginning of the final day of the workshop. The questionnaire is divided into three types of questions:

1) Twenty-four Likert-type questions with responses ranging from 1=Strongly Agree, to 5=Strongly Disagree; 2) Fourteen open-ended specific questions; and, 3) One open-ended general question. The data as gathered and reported is anonymous. The following analysis of the results will consider each type of question separately, then the group interview data, and finally a summary of significant conclusions supported by all of the data.

Questionnaire - Scaled Response Data

Four questions dealt with reactions to specific tools and techniques presented in the course of the program. All responded that they increased their understanding of some current management techniques (12 strongly agreed, 11 agreed). Similarly, they indicated that they will be better able to select appropriate management tools (10 agreed, 3 strongly agreed, only 1 disagreed). The other two related questions were more specific. Eighteen responses divided equally

between strongly agreed and agreed, that the program helped increase understanding of the planning process in corrections; 4 were neutral and only 1 disagreed. Only 2 disagreed with the statement "The program improved my ability to identify and formulate problems," the others divided between strongly agree (10) and agree (11).

Three questions related to the applicability of the material to the participants' job situations. To the statement that the resources in this program were not relevant to the real situations with which correction managers were confronted, 19 disagreed (of which 6 strongly disagreed), 3 were neutral, and 1 agreed. The group responded consistently to the reverse question, 20 agreed (15) or strongly agreed (5), that they can identify clear applications of the ideas presented to issues in their organization or system; 2 disagreed and 1 was neutral. Similarly, 15 agreed and 4 strongly agreed that the presentations were specific or translatable to the correction setting. Two were neutral, and again, only 1 disagreed.

In four questions related to applicability having to do with the "back home" activities, the tendency was only slightly less positive. Twenty-two indicated that they believe this program had an impact on them when they returned

to their agencies or organizations (13 agreed, 9 strongly agreed, 1 neutral). Twenty said "In my back home agency or organization I feel I have the power to create change" (12 agreed, 8 strongly agreed, 2 neutral, 1 disagree). Less positive were the responses to "I was able to develop a clear strategy for use in my organization" (7 neutral, 12 agreed, 3 strongly agreed, and 1 disagreed). A similar distribution occurred to the statement: "The goals and purposes of the 'back home' phase of the program were clear to me" (12 agreed, 5 strongly agreed, 3 neutral, 3 disagree).

There were three questions related to the regional workshop. Sixteen agreed that the goals and purposes of the regional workshop were clear to them (2 strongly agreed, 14 agreed, 5 neutral, 2 disagreed). To the negative statement: "The regional groups did not help me in problem formulation and strategy development" 10 respondents disagreed, 5 strongly disagreed, while 4 agreed and 4 were neutral. With regard to the problem brought to the regional workshop, the distribution was more varied. Eight strongly agreed, 8 agreed and 6 disagreed that the problem was adequately dealt with, while only 1 was neutral.

Seven questions related to the interactions between groups of people involved in the program. Everyone was positive about

the staff/participant interaction. Eleven strongly agreed and 12 agreed that the dialogue was satisfactory (even the long dissenter agreed). Sixteen agreed to the statement: "I feel that presenters and facilitators were open to learning from my expertise during the workshop" (3 more strongly agreed, 3 neutral and 1 disagreed). Three items dealt with interactions among the participants themselves. Twenty were positive about learning from the expertise of the others (8 strongly agreed, 12 agreed, 1 neutral and 2 disagreed), while 14 were positive about "others learned from my expertise" (13 agreed, 1 strongly agreed, 8 neutral and 1 disagreed). With regard to future contact 21 were positive to the statement "I believe that I will maintain professional contacts with some of the participants I have met" (11 strongly agreed, 10 agreed, 1 neutral, 1 disagreed). On the subject of co-participants, most disagreed with the statement: "There would be more impact if the program did not involve co-participants" (10 disagreed, 7 strongly disagreed, and 6 neutral). There was more spread in response to the statement: "The role of the co-participant is essential to the success of the program" (7 strongly agreed, 7 agreed, 4 neutral, 5 disagreed).

With regard to the field visit, 12 were positive in response to: "I received increased learnings or help during the field visit phase of the program" (10 neutral or negative; 4 strongly agreed, 8 agreed, 7 neutral, 3 disagreed, 1 n/a).

Nineteen were positive about the selection process resulting in an appropriate group of participants (8 strongly agreed, 11 agreed, 3 neutral, 1 disagreed).

To the statement: "The program addressed the needs I personally brought to the workshops" 16 agreed and 4 strongly agreed (2 disagreed, 1 neutral).

(In many cases there were single responses disagreeing with the majority. Investigation showed that a single questionnaire accounted for 6 of the 9 single disagreements, and 14 of the 41 total count of disagreements (34%).)

Questionnaire - Open-Ended Results

The open-ended component of the final questionnaire referred to the major parts of the whole program. There were fourteen questions:

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

- nine said to tie together the whole program including review, application, integration and concepts for managing change
- four spoke of relating theory to change action
- two emphasized self evaluation
- one said "somewhat fuzzy"

2. In what ways did the final workshop meet these goals?

(In what ways did it not?)

- eleven responses were essentially positive, seven were mostly negative, six partly positive
- "more related to work world", "better on applications", "more practical problems"
- interaction of executives helpful
- "biggest change must be in me"

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

- five responses related to management and positive attitude towards change

- four emphasized skills, techniques for problem solving, planning, etc.
- two said better trained manager
- three were negative: "my absence", "little except PR", "identification with Wharton"

4. What were the advantages of the regional workshop?

The disadvantages?

- eight mentioned involving more people, broadening the base, increasing credibility, team building
- six mentioned practice in application of techniques
- the disadvantages focused on time limitations and the slow-down effect of involving co-participants
- several criticized planning and structuring

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

- lack of specificity and depth in application of learnings
- something on time management
- experts in corrections talking about their change experiences
- second follow-up field visit
- more role playing and critiquing
- how to deal with political side of corrections
- more group interaction

6. What part of the program would you like expanded?
 - three said field visits
 - two said regionals
 - informal discussion of techniques by participants
 - role playing, small group discussions, interpersonal relations, values clarification high-powered instruction
 - unique nature of public administration
7. What were the most important learnings or insights you gained during the program?
 - eight indicated new approaches to planning
 - eight mentioned new techniques and tools
 - three mentioned involving others
 - three mentioned increased introspection
 - two mentioned the systems approach, one process orientation, one idealization
 - one said nothing was new but the names
8. How were you able to use the resources of the MBSC staff during the program?
 - eight mentioned help with back home problem
 - five mentioned availability of staff expertise
 - as instructors for their (attendees) staff
 - two mentioned clarification of management issues
 - good resource despite individual pathology

9. How did the working groups at the regional meetings help you in problem formulation and strategy development?
- better insight and help on specific problems
 - reinforcement through inclusion of others
 - working with co-participants
 - chance to use MBSC staff to help define and work on problems, experiential learning
 - four negatives: "not much help", "limited", "co-participants were deadwood"
10. What contributions to the success of the program did the field visit make? (If you had one.)
- seven did not have a field visit.
 - negatives included: successful but least effective; negligible; none - repeated same material
 - positives included: involving more staff; clarification, coordination, integration, very helpful
11. Was the field visit disappointing in any way? How?
- five mentioned more time needed
 - six said not disappointing in any way
 - several blamed selves for not taking full advantage
 - "MBSC facilitator turned on staff without making himself critical change agent; he set stage for distinct possibilities for future change"

12. What other types of support activities in the program can you suggest that would benefit you and your organization?

- relevant materials on an ongoing basis: readings
- continued research and contact with Wharton
- more on defining objectives, setting priorities
- more involvement of additional back-home staff
- more practical application

13. How did the involvement of co-participants contribute to the program?

- six comments indicating support and reinforcement of activities back home
- "they should get certificates"
- not substantially; increased number attending
- overall braking effect on program; difficult to close gap between participants and co-participants

14. What aspects of the co-participant program would you change?

- three said "none"
- six mentioned earlier involvement
- better integration; one day review did not work
- more careful selection and preparation
- should attend entire program, "make them full participants or leave them out"

15. The final open-ended question allowed an extensive essay-type response to the question: "If someone in your organization told you that they had the opportunity to attend a Strategic Management workshop run by the Wharton School and asked what it had been like for you, what would you respond? (25 lines were provided for responses.)

- positive terms included: highly recommend, super, no-nonsense approach, professional growth, creative, well worth time and money, valuable concepts, expanded perceptions
- advisory comments: do preparatory reading, be prepared to work, take an active part, learn from other participants, use expertise of staff, careful selection of work problem
- specific topic references: problem solving, self-awareness, planning, learning from others, idealization a good model
- conditions of attendance: "if regional phase could be revitalized", more reading before attendance, "if you go with open mind", "get psychologically prepared", "go and learn, but only if you work", program requires that you listen and internalize learnings"

The least positive response said: "...it is based on dressed up version of supervisory and psychological principles...a good refresher...you learn the buzzwords". Other quotes: relevant managerial techniques; dedicated sensitive professional staff; after 20 years in corrections, this was a meaningful program; time span (of program) enables much to sink in; the expertise of the staff was almost staggering.

SECTION V

Evaluation and Recommendations

Summary Analysis of Strengths and Weaknesses of Major Program Components

The ambitiousness of the goals of the Strategic Management Program lead directly to two general evaluations drawn from the data documented in the previous sections of this report and the Interim Evaluation Report. First, the attendees are favorably impressed with both the materials and the performances of the MBSC staff. The attendees express some feelings of inadequacy from underpreparation, situational limitations "back home," and insufficient use of the proffered resources of the MBSC staff. Second, the MBSC staff has set very high goals for themselves in this program and tend to be highly self-critical, sometimes quite disappointed in less than optimum results or less than 100% participation by attendees.

We see some cumulative effects of more than two years of planning and management and evaluation of the program, that tend to improve content, process and attitudes. The following comments (evaluative and suggestive) are keyed to specific components or aspects of the program. However, a major problem in this management training program (and in most others) is to achieve and then maintain an impact on the manager once he has returned to his organization and resumed his management function.

The Strategic Management Program addresses this problem by phasing its components over a year's time, and moving the locus of the program from national to regional to the local organization itself. This design thereby includes opportunities for reinforcement of the learnings, and personalization of the application of these learnings to each attendee. However, this plan also strains and stretches staff resources and makes for a difficult quality control problem. Without modifying the basic parameters of a one year program and staff/travel resources at the existing budget level, how can the design be strengthened?

One possible design alternative is to increase the level of interphase activity, in order to increase the continuity of the training experience. An example of an interphase activity is the preparatory reading of the materials sent out in advance of a program event. Many participants commented that they should have prepared better on their own before coming to the workshop. Perhaps there are ways to reinforce the preparation activity in the selection/invitation process, in discussion sessions among nearby participants, in follow-up telephone contacts between staff and participants. (Two other support systems have been mentioned during planning

sessions among the staff and evaluators: one involves establishing a buddy system among attendees early in the program to encourage them to check out each other; another involves the graduates of the program who might "counsel" or interact with the current attendees, with reinforcement effects on both.)

Another example of interphase activity might be the inclusion of (some) attendees in the planning of their own regional workshop. This involvement of the participants in the planning activity is consistent with some of the management principles espoused by the program, could involve all the attendees through a telephone survey conducted by the members chosen to work with the planning committee, and presents an opportunity for some process observation of the planning meeting(s). This last might provide material for a program component on the conduct of planning meetings.

With respect to the co-participant membership, there is consensus among staff and the majority of attendees that some changes must be made. There was discordance related to the difference in status between participants and co-participants. The objective of broadening the base of "back home" understanding and support by adding co-participants to the team is considered helpful, but the stratification of the attendees gets in the way of both attendees and staff trying to progress

through the program. One suggested change would be to bring the co-participants "up to speed" in a pre-session before the regionals; or alternatively training them as an interphase activity after the regionals in conjunction with the planning for the field visits.

One of the less successful pieces of the program was the preparation of material around a specific "back home" problem. The disparity in level of preparation and involvement in this process, and the variety of content led to a series of difficulties for both staff and attendees. The post-mortems suggest that either this idea should be dropped altogether, or there should be more intensive preparation of a few model cases, preferably with the help of staff. Since there was an often expressed need to have examples of the application of the theories to corrections, this latter approach is appealing. The difficulty is that there is no assurance that cases will be found that have sufficient general interest to warrant the time and attention of the group. (Would it be possible to run parallel case study sessions and permit the attendee to select the case most interesting to him?) An attendee suggested that the staff present successful applications of the theories taken from anywhere in the field of corrections, not necessarily originating within the group itself.

The field visit phase is a major potential for continuing activity relating to the program. There is agreement that this part of the program should be strengthened, the objective being to have the participant take more responsibility for using the field visit as a major reinforcement of his learnings and the application of new approaches in his own organization. The concept of providing a variety of field visit model examples during the regionals is described in Section III of this report.

The MBSC staff have demonstrated a superior level of planning capability during the course of this year's program. Feedback on-the-spot from evaluators and associates has been used to modify and improve the program. Staff communications have been maintained to relay evaluative information from one staff team to another. The combination of daily post-mortems and breakfast planning sessions contributed to keeping the regional programs on target and responsive to varying needs. The evaluators contributed data and process suggestions to the staff. It is felt that the staff are entirely capable of conducting this activity on their own for future programs. Both MBSC staff and the evaluators are satisfied that this form of interactive evaluation, while the experience is still fresh in everyone's mind, is most effective and helpful.

There has been no formal attempt to measure the degree of networking and follow-up since the final residential phase. The most tangible evidence that an informal network is in operation comes from the applications for the next Strategic Management Program. This evidence suggests that "graduates" of the program are encouraging associates to apply. In addition, although there has been no planned follow-up activity by the staff, they are aware of contacts between graduates based upon relationships and common learnings acquired during the course of the program. Perhaps this process can be institutionalized or at least nurtured as part of future programs by encouragement of some form of contracting for mutual support between attendees with common interests and problems.

APPENDIX A

Final Residential Conference - Group Interview

On the morning of the last day of the Conference a group of eight participants were interviewed for fifty minutes while the remaining attendees were completing evaluation questionnaires. The following pages contain a transcript of the recorded interview, edited for readability.

Moderator: This is a taped interview on the last day of the Final Residential Conference of the NIC Strategic Management Program. This morning, rather than posing a lot of questions, there are three basic ideas I'd like to have you discuss. Understand that this will be transcribed without personal identification. The three topics are: first, the impact on you personally, what you've gotten from this workshop -- both positive and negative; second, the value of the workshop for your institution; third, the value for the whole field of Corrections. Let's start with the value of the Workshop for yourselves. Let's go around the table but feel free to add your comments and break in as your thoughts come to you.

A: Personally, on the positive side I think my perception of planning has been improved quite a bit. (My awareness) created some frustration when I went back (to my institution) because it is not similar to the planning concept that our State uses, at least as I perceive it. My understanding is that our planning money is basically for architectural things and not for other aspects. So it has broadened my individual understanding of planning. As far as the institution is concerned, it has been helpful. The problem we considered was the increased women's population and in the regional meeting we had our division director, director of our women's

facility, and myself as a planning team. Since that time we have temporarily resolved the problem. We've gone through a whole process of getting community acceptance to move women in the community. We've rented the YWCA and part of it filled the need there. So that I think it has affected us positively. As for the overall Corrections field, I don't know if it has that much impact. It's hard to say. I have no way of measuring that. In the West-Central Warden's Association and the American Corrections Association, I haven't heard much impact from it.

B: I guess one of the most important things for me was I came with the Commissioner. I thought that management systems and other approaches to running institutions would be helpful. But I felt that the bosses felt it was idiotic. I had originally asked him to participate or send one of the other Commissioners. He said he would come himself. I realized that we were not talking against each other, that we just had not had a sense of common values. For me, the program raised my awareness of other ways of looking at problems, many other ways. The speakers were effective, especially in the first meeting when the Commissioner was here with me. When we got back we could talk about different approaches to problems. And that, personally, was very helpful to me. Unfortunately, our

Commissioners are political and "on-the-line" people and hopefully there will be other "line" people who can come so that we can have some common sense of where we want to go and can go.

C: I think the program as a whole is good. It reinforced some of the thoughts I had about what my capabilities were. I think I was smart enough and practical enough to realize that changes, to be effective in Corrections, have to be rather slow, unless you renovate the entire system. And even then changes would be remarkably slow. You should not be impatient with changes that take time to be effected. One step at a time. Take into consideration our unique situation: our system that we work in, our geographic location, the number of people who are effectively served, and so forth. I think the staff should keep in mind when they are theorizing that not each participant is affected in the same manner. And each participant in turn will interpret them a little bit differently. Sometimes I feel that some people involved in the workshop have become a little frustrated because they think that the people involved should make radical changes, and this will never happen. It is not a formula that can be applied immediately, and it is not like a classroom situation. When you are in a classroom, your teacher or professor can

force you to do just about anything. If you don't do what he tells you, you're not going to pass the course. And if you have any sense, you are going to do what you have to, to get by. Corrections is a lot different. It effects people a lot differently. And it is interpreted in different ways. As to what might occur in the future as a result of my attendance, I think the program has reinforced my thoughts about being impatient, and not to be too impulsive. It has given me a much better insight as to what my capabilities and my abilities are. If nothing else, it has reinforced my own thinking and the things I have been trying to do for a long time, and made me realize that maybe I haven't been wasting my time.

Moderator: You spoke of the need for patience and the fact that each person's back-home situation is different. Have you thought of other kinds of support systems to enable you to effect changes?

D: The Workshop has broadened my horizons, and my knowledge of the field of management as an academic thing, in addition to adding techniques to my repertoire. That has modified my style slightly and will, I'm sure, continue to. I think that one doesn't adapt a package wholesale, even though very many

times throughout the workshop the impression was created that this is a package deal...that there were specific steps in a process of strategic management. I think, being in academics for a lot of years, we as teachers think that this will be used, and packaged, and processed as a whole. But I think that the more realistic view of it would be that we would take that which is useful to us. When I say useful I also mean not out of character for our own styles. We would operate a little differently, but certainly not out of character or in a way that would be alien to the way people perceive us as a leader or manager.

Moderator: Do you find that has actually happened to you?

D: Yes, that's right. And as far as the institution is concerned, I think that (the program) must affect the institution, if for no other reason than the fact that others in the institution were involved directly as co-participants. Also in field visits bringing some of (the program) to more people. I think a gallant attempt was made to reach as many people as possible in the process itself.

Moderator: Do you see yourselves as continuing this process of dissemination?

B: I think(dissemination)started when we brought our co-participants down. That enlarged the group and made another layer in the organization(knowledgeable). Our attempt at home was to include people who were dissimilar. That has put it in the field. That's really been helpful. In putting it in the field we've touched three different groups of people: program, management, and the whole training group. We were able to pick the kind of people we thought were able to disseminate the information.

E: My opinion of this Conference is that it has done several things to me. First of all, most of the people out there... made me feel that I was a little boy making mudpies. I now feel that there are so many things that can be done, should be done. It certainly has broadened my horizons. I look at some things very differently. I look at myself and think about the things that have happened in these meetings, these conversations and I can zero in on some of the negative things that I did: how I led my staff meetings, my total style of management. This is always helpful. Back in our home setting you can bury yourself. But here it is different, and I am more accepting of some of the things these individuals (staff) have to say, by their prestige and their position and the experience and background that they have.

Moderator: You started out by saying you were sort of pessimistic.

E: No! I'm not necessarily pessimistic...but you've destroyed some of my confidence...which is good, you know. I don't think I've suffered from a loss of confidence. I guess I should do a lot more to operate on a much higher level of efficiency and not compare myself to a certain institutional level or to other people in the department.

Moderator: Do you feel that you have any kind of a handle on the process of raising yourself up a level?

E: Yes...not only from techniques that I received here but also from some of the literature, some of the bibliographies that we received. Not only from the staff but from some of the participants...different approaches. I'm probably a little less frustrated than I was before. I see the frustration in so many other people...there is no need to continually beat your head against the wall and say you are not getting anything done. You're getting a lot of things done...you are trying to take the weight of the world on and Corrections can only do so much.

F: I guess there are three things that I really ended up feeling about (the program). One, that changes are cyclical. I think that is something that I have come to understand and will have to accept as part of being a change agent. Two, that change (process) appears to be generic; (i.e.) that we can learn from other fields. I would look at other fields and see how they effect change. And three, I think that change tends to be fairly universal, that I am not going to be able to impact great changes in my little pond while the big ocean out there is moving in a different direction. By way of long run impact on me as an individual, I think it would be far too soon to assess that. I would want to look at what I am six months from now and what I recall six months from now.

Moderator: Do you feel that you have improved yourself?

F: Oh yes. I feel that I have learned some skills; I've learned some theories.

G: As far as the personal aspects of it are concerned, every couple of years I like to do something like this. I feel it helps you greatly with your perspective to get off somewhere and see the way somebody ELSE is looking at the world, and to see what you can do in terms of applying what they are saying

to your method of operation. I didn't know what I was getting into when I came here, and as it turned out, if I had deliberately selected something to further that kind of objective, I could not have come to anything any better. Top-notch, first rate, extremely high caliber. I do think, though, that I found an awful lot of things that I was familiar with; they were tied up maybe in a little different package, and the techniques were slightly different. But underneath those techniques are a group of principles that I think have been around for quite a while. There are some things that I have at least tried to put into practice. So in terms of my own involvement, one week would have been enough to get the perspective/notion that I was talking about. I think for a variety of reasons: (e.g.) involving the co-participants, and the fact that we were working with a project are the things that encouraged me to continue with it (the program).

H: For me personally, I felt that the timing was just right, because I was changing positions in the organization. That made me clarify a little bit the process of problem-setting which was one of the methods we used to take a look at what the problem really is. It (the program) sharpens up my skills as a manager. It gave me a little more insight into myself as an individual, how I impact others. Before I came here I didn't

really think about that too much. I thought more about personal satisfaction and wasn't really interested, I guess, in what was going on with other people and how I could impact them. I was very fortunate in that my boss, who was a co-participant, is very forward-looking and interested in change in terms of management. This was very helpful to me because it has been an excellent program.

The value for the institution is that it is going to sharpen my skills...in group problems, and I hope someone else is there who also knows about (this approach). I feel that the staff has been most cooperative in sharing the kinds of data that we need to look at our own individual programs.

A: I would like to respond to one thing, and that is that I have never been East. I have been associated with institutions on the West Coast. I guess we are just a little (isolated) in California and Washington. It is very good for me to see problems in a different magnitude, bigger and bigger scope...talking with people who have experience dealing with things that are not small or easy to deal with. I think that has been helpful to me to get a broader perspective of problems in Corrections. Also, I have never been closely associated with the jails and I've enjoyed the different perspectives (of the other participants). I do think the last session was of diminishing return. I

suppose that in one sense it was because we had completed our project.

Moderator: Does anyone else have feelings about that?

C: I got a feeling that this last week we put into operation some of the theory that had been presented previously. Maybe I just interpreted it a little different. I thought this week was a little more on a practical basis...trying to make us appreciate what can be done with the different theories that you presented.

G: I think what was said to us this week was: "Alright, now that we've (staff) gone through the first phase where we had all the big names in and they presented their theories, we are going to throw the ball to you, (participants), and you are going to get out of it collectively, what you make of it." I think really this was a way to energize the learning experience that took place during the first part. And my remarks about one week being enough in no way related to any feeling of diminishing return, necessarily, I just think that this week was a different approach.

F: I think that they (staff) attempted to bring it closer to our reality, to take a look at ourselves and how we relate to

our job environment, which is really what they've been asking us all along. In terms of our problem-solving...I've also learned a couple of new skills...how to deal with a group...trying out new approaches. Yesterday we were really helping each other solve problems without being offensive, by using some of the techniques we'd learned, problems that were not our own.

B: The problem we dealt with in our group had a lot of similarities for all of us. It was a very useful thing for the participants.

F: We were sensitive to what we were saying to that person.

B: I thought also it may have been more important to us individually, than to the person we were talking to.

F: Right. And I think it was probably part of the program, and I think it's most effective. As I think back now, from Monday on this has been the approach that they've taken: take a look at what you say and how does that impact where you are back home.

Moderator: Is that a process you could incorporate within

your own organization, or is it important that you get out of your organization and interact with people who are not a part of your internal organization?

B: It could be done. You could do it with the 15-20 people that you work with. You'd have to be (the kind of) person who would attempt this kind of thing. But in any Correctional system there are other people...people down the road; people in the other borough; people in the other system in the whole network of our criminal justice system.

C: We really haven't dealt with the whole system, even in this meeting. We have dealt with the Corrections part of the system... but that is all. We have not dealt with the Courts, we have not dealt with the attorneys.

G: It's not very often we get together...just to get together and talk about things. It's a rare opportunity.

Moderator: Well, that gets back to this universality thing you mentioned. Because it is true in every organization that I've ever been in, whether it is private or public. One of the things that seems to happen in this kind of workshop is that you break out of regular patterns and do some things that maybe

you would never do if you were just staying at home. I guess the thought that I had was that you could set up the relationships that were not just the day-to-day ones, but have some of the characteristics of drawing on the resources of the people who know the field and maybe think a little bit differently, in a helpful way, about your problems. I see that as a real possibility. I think we always see the practical...something that we can really put to use. The part of the course I've really enjoyed was the theory. In the final analysis, the theory can be the most practical. We can gain a different perspective. I think we are going to have to be able to take the ideas, not only from sessions like this but from success in other fields, and apply them to our situations.

Moderator: OK. Any other windup thoughts?

H: This thing was like eating a rich dessert. There is so much here and so much you can take in. Hopefully, you can benefit from what you've taken in.

A: As we discuss these things ...you see a lot of avenues opening up, where we haven't utilized things. Not only from the instruction, but also from (talking with) the people. Different techniques

being used, not just the technical but also the scope; it kind of opens everything up.

B: The Criminal Justice System is not really a system. When you come to a workshop like this it reinforces my thinking that the only way it can become successful is by becoming a system. And maybe we, in our own little way, can start doing something toward realizing that end...making it happen.

?: I would hope that if another training session is held in the future, some thought would be given to getting the judges involved because, whether we'd like to admit it or not, they are very powerful agencies of change. And unless you get them involved, we aren't going to get too far.

?: Very possibly also your politicians.

?: We could also get a few legislators involved, right.

?: Just to gain a different perspective.

?: The people in the City or the County who interact and are responsible for the process.

Moderator: Have you had people like that as part of the staff, as part of the staff resource in these sessions?

?: Could they become participants?

Moderator: There are lots of ways they could be involved.

?: But on the level where he (a judge) is a co-participant, that would be a different thing. If HE were a co-participant... you know that you look at a judge differently if you are just sitting next to him in the program. When you are on the bench, he's way up there, in your eyes. But if he's a co-participant, he's on the bench with you.

All: Almost! Not quite.

APPENDIX B

Sample Questionnaire

and

Final Evaluation Questionnaire Tabulated Data

STRATEGIC MANAGEMENT IN CORRECTIONS

PARTICIPANT'S FINAL EVALUATION QUESTIONNAIRE

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

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

- _____ 1. I increased my understanding of some current management techniques.
- _____ 2. I feel I will be better able to select management tools appropriate to my situation.
- _____ 3. I believe that this program had an impact on me when I returned to my agency or organization.
- _____ 4. The resources encountered in this program were not relevant to the real situations with which correction managers are confronted.
- _____ 5. The program helped increase my understanding of the planning process in corrections.
- _____ 6. The program improved my ability to identify and formulate problems.
- _____ 7. I can identify clear applications of the ideas presented to issues in my organization or system.
- _____ 8. I was able to develop a clear strategy for use in my organization or system.
- _____ 9. I believe the problem issue I brought to the regional workshop was adequately dealt with.
- _____ 10. The role of the co-participants is essential to the success of the program.
- _____ 11. I feel that other workshop participants learned from my personal expertise.
- _____ 12. I feel that I learned from the personal expertise of the other workshop participants.
- _____ 13. I feel that presentations were specific or translatable to the correction setting.
- _____ 14. I feel that presenters and facilitators were open to learning from my expertise during the workshop.
- _____ 15. The regional groups did not help me in problem formulation and strategy development.
- _____ 16. The selection process resulted in an appropriate group of participants.
- _____ 17. The program addressed the needs I personally brought to the workshop.
- _____ 18. In my back home agency or organization I feel I have the power to create change.
- _____ 19. There would be more impact if the program did not involve co-participants.
- _____ 20. I received increased learnings or help during the field visit phase of the program.
- _____ 21. The goals and purposes of the "back-home" phase of the program were clear to me.
- _____ 22. The goals and purposes of the regional workshop were clear to me.
- _____ 23. I believe that I will maintain professional contacts with some of the participants I have met.
- _____ 24. There was a satisfactory dialogue between staff and participants.

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

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

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

4. What were the advantages of the regional workshop? The disadvantages?

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

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

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

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

9. How did the working groups at the regional meetings help you in problem formulation and strategy development? _____

10. Did you have a field visit? If yes, what contributions to the success of the program did the field visit make? _____

STRATEGIC MANAGEMENT IN CORRECTIONS

PARTICIPANT'S FINAL EVALUATION QUESTIONNAIRE

	<u>Mean</u>	<u>Number of Responses</u>				<u>Strongly Disagree</u>
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral or No Opinion</u>	<u>Disagree</u>	
1. I increased my understanding of some current management techniques.	1.47	12	11	0	0	0
2. I feel I will be better able to select management tools appropriate to my situation.	1.95	3	19	0	1	0
3. I believe that this program had an impact on me when I returned to my agency or organization.	1.65	9	13	1	0	0
4. The resources encountered in this program were not relevant to the real situations with which correction managers are confronted.	4.04	0	1	3	13	6
5. The program helped increase my understanding of the planning process in corrections.	1.74	9	9	4	1	0
6. The program improved my ability to identify and formulate problems.	1.74	10	11	0	2	0

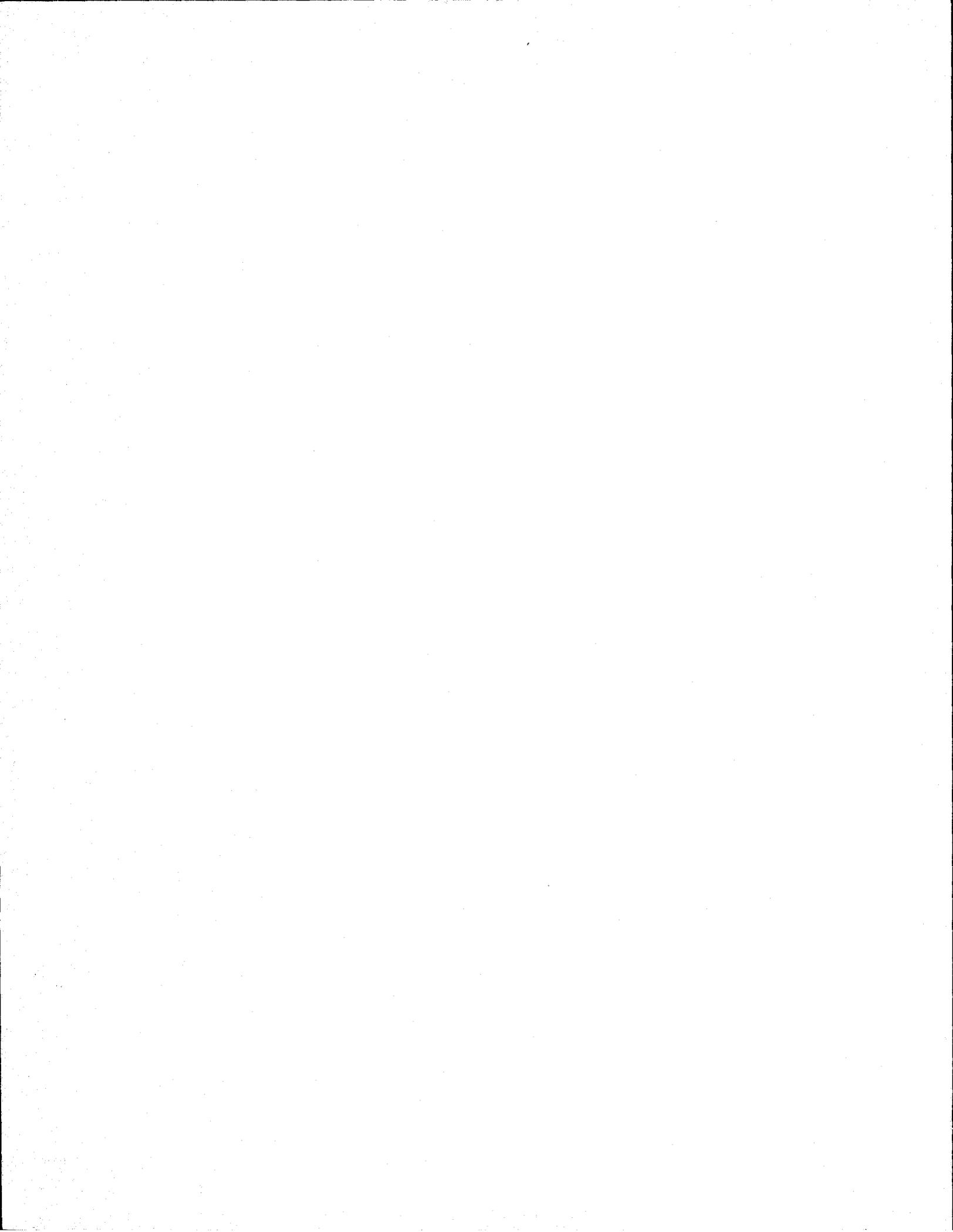
Number of Responses

	<u>Mean</u>	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral or</u> <u>No Opinion</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
7. I can identify clear applications of the ideas presented to issues in my organization or system.	2.00	5	15	1	2	0
8. I was able to develop a clear strategy for use in my organization or system.	2.26	3	12	7	1	0
9. I believe the problem issue I brought to the regional workshop was adequately dealt with.	2.22	8	8	1	6	0
10. The role of the co-participants is essential to the success of the program.	2.30	7	7	4	5	0
11. I feel that other workshop participants learned from my personal expertise.	2.39	1	13	8	1	0
12. I feel that I learned from the personal expertise of the other workshop participants.	1.78	8	12	1	2	0
13. I feel that presentations were specific or translatable to the correction setting.	1.91	4	15	2	1	0

Number of Responses

	<u>Mean</u>	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral or</u> <u>No Opinion</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
14. I feel that presenters and facilitators were open to learning from my expertise during the workshop.	2.09	3	16	3	1	0
15. The regional groups did not help me in problem formulation and strategy development.	2.83	0	4	4	10	5
16. The selection process resulted in an appropriate group of participants.	1.87	8	11	3	1	0
17. The program addressed the needs I personally brought to the workshops.	2.04	4	16	1	2	0
18. In my back home agency or organization I feel I have the power to create change.	1.83	8	12	2	1	0
19. There would be more impact if the program did not involve co-participants.	4.04	0	0	6	10	7
20. I received increased learnings or help during the field visit phase of the program.	2.41	4	8	7	3	0
21. The goals and purposes of the "back-home" phase of the program were clear to me.	2.17	5	12	3	3	0

	<u>Mean</u>	<u>Number of Responses</u>				<u>Strongly Disagree</u>
		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral or No Opinion</u>	<u>Disagree</u>	
22. The goals and purposes of the regional workshop were clear to me.	2.30	2	14	5	2	0
23. I believe that I will maintain professional contacts with some of the participants I have met.	1.65	11	10	1	1	0
24. There was a satisfactory dialogue between staff and participants.	1.52	11	12	0	0	0



END