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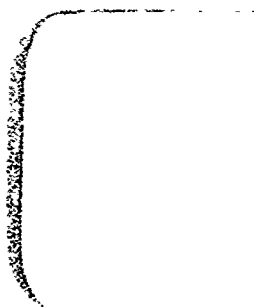
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ABSTRACT

This action research by a management psychologist utilized insights and methodology from the behavioral science to promote planned, positive change in the Navy's criminal justice system. Specifically, the present phase of this ongoing investigation focused upon Marines assigned to five correctional facilities in North Carolina and Southern California. A 10-member team of behavioral science consultants tested two pilot 48-hour courses with 111 subjects at Camp Lejeune and Camp Pendleton. In 1972, two more sessions having 12 4-hour learning modules were tested, as well as 11 learning modules for an administrators' course. Pre-and post-testing of attitudinal modification with four evaluation instruments utilized analysis of variance by Osgood's semantic differential technique. The statistically insignificant results indicate that assessment of learning experiences should focus on the measurement of behavioral consequences rather than the subjects' value changes. Suggestions are given for extending research, inservice education, and pilot projects in the areas of military justice. A wide range of tables presents the data. (AG)

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THE PROFESSIONAL DEVELOPMENT
OF
CORRECTIONAL PERSONNEL

- An Action Research Report
on Planned Change in the
Military Justice System

by Philip R. Harris, Ph.D.*

October 1, 1972

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INTRODUCTION

Disturbances nationally in military "brigs" and prisons were brought into sharp focus by a House of Representatives Investigating Subcommittee report in 1970. Conditions in a Marine correctional center had led to rioting that gained public prominence. That study emphasized the need for better trained and motivated personnel in such penal facilities. This investigator theorized that long-range improvements in the military corrections field might occur as a result of: a) human resource development of a stable and professional staff for military correctional programs; b) application of behavioral science insights and information in the preparation of such staff and administrators; c) testing of a corrections operational model which is more humanistic and futuristic relative to the military confinee; d) inauguration of a systematic organizational development program in that subsystem known as military justice, by beginning with training of correctional personnel.

In July 1970, he proposed a project for the above purposes to the Office of Naval Research. Specifically, the entry strategy into that system was to be a prototype training model for 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 O.N.R. as Contract No. N00014-71-C-0332, and focused upon a designing of a prototype staff course entitled, "Professional Development Institute 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. N00014-72-C-0165. In addition to further testing of the staff design, the next emphasis was upon development of another training model for military correctional administrators.

The third phase of the study got underway in July 1972 with O.N.R. support. It is centered upon: a) a follow-up study of the PDIMCP trainees; b) two seminars in the philosophy, methodology, and educational technology of the above courses for military training officers of correctional personnel; c) an experiment in team building with the Marine correctional staff in Quantico, Virginia; and d) a pilot project in behavioral management with the staff and confines of the Correctional Center at Camp Lejeune, North Carolina. This paper is a summary of accomplishment in Phase I/II, based on the two major reports produced to date.

Over the course of the past two years, approximately 178 subjects were involved in the training research, primarily from the United States Marine Corps. In addition, 90 Marines on correctional assignment were also utilized as control groups in Phase I/II, and another 59 Marines and Navy servicemen were participants in the videotape interviews connected with this project. In all, 327 servicemen have participated in the research until now; another 100 Marines will likely be involved before the third phase is completed in August 1973.

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. 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 administrators' programs which have been conducted. In the course of the investigation, eight research instruments were also developed to gather

pre-post data from both the training and control groups. If funding becomes available from the U. S. Marine Corps, it is anticipated that an instructor's manual and audio-visual aids will be developed for approximately nine of the learning modules in the year ahead.

Generally, the evaluations of the participants in training analyzed 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, particularly from the perspective of applied behavioral sciences.

PROBLEM

A. Statement of the Problem

As America moves into a post-industrial society, there is increasing evidence that correctional models developed during an agrarian or industrial period in our history are no longer adequate and relevant. The whole criminal justice system is faced with the challenge of institutional renewal, and this is especially true relative to military justice procedures and practices. Protests, revolts, and investigations have been amply reported in the media to underscore the need for innovative approaches in the nation's correctional facilities, whether they are operated under civilian or military auspices.¹

A recent survey of criminal justice in America revealed that seventy percent of those who complete their prison sentences will again be incarcerated for further criminal acts - usually more serious violations - committed after their release.² Perhaps two quotations from this same source by prominent Americans on the situation will best underscore the problem:

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.'

In a sense, the military correctional program is a microcosm of its larger, civilian penal counterpart. Hopefully, this study of military corrections may provide insights that would have transfer value to local, state, and federal "correctional" efforts. For example, this research has confirmed that many of the major problems in Marine correctional programs lie outside of the facility itself and are endemic to the military system.

To illustrate the significance of the above statement, these issues can be delineated to clarify the problem:

(1) The present emphasis is on the correction of deviant behavior, rather than the prevention of such activities which lead to incarceration. The principal "crime" of the "prisoners" under the Naval Disciplinary Command, in the period of July 1 - December 31, 1971, was unauthorized absence.³ This comprised 76.5 percent of all offenses reported in that six months' period. As one Marine succinctly stated to this investigator: "The problem is in the barracks, not in the 'brig!' Humanize the way the men live there, and you will be having less of them taking off without leave and eventually ending up in custody."

(2) Another issue is the perception of various branches in the military of what constitutes deviant behavior that would justify incarceration in a military penal facility. Again the Navy Corrections Division report previously cited highlights the problem: although the Navy has a much larger enlisted population than the Marines, its average percentage rate per thousand of those confined for punishment purposes in 1971 ranged from 2.8 percent in January of that year to 1.5 percent by the end of December; whereas for the same period, the Marines averaged 9.0 percent to 9.9 percent.⁴ Obviously, one branch of the service has learned a more preventative approach, and uses incarceration in the "brig" as a last resort. At issue, then, is the problem of whether alternatives to confinement can be utilized as a way of modifying undesirable behavior.

(3) Yet another problem in both military and civilian prisons is the disproportionate number of blacks who are incarcerated, as compared to the general military and civilian populations. Appropriate statistics on the black/white population do not appear to be available nationally (for example, the 1971 Corrections Division report of the Bureau of Naval Personnel makes no mention of the black/white ratio of prisoners). However, O.N.R. reports that in January 1972, blacks represented 5.4 percent of the Navy's total population, but were 15.9 percent of the "brig" population. There is enough scattered evidence to make one wonder if American society suffers from mass perceptual blindness relative to the "crimes or offenses" of black citizens.

(4) Another major factor to be considered, relative to the modern American penal system, 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. Can the current treatment model, functioning in the typical military correctional facility, accomplish such objectives? In terms of the four correctional models which have been used historically - restraint, reform, rehabilitation, 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-integrative treatment models are not yet the norm in all military correctional facilities.

Hopefully, this study will provide additional insights into these problems and contribute to their solution. To alleviate two critical problems identified by Congressional investigations of Marine corrections programs - low staff motivation and morale - this investigator proposed the development of two prototype training models that could eventually become inservice training courses for the Military Occupations Specialization (M.O.S.) in corrections. Professional development was used as one means to improve Marine correctional personnel's motivation and morale, through greater understanding of their own and the confinees' behavior. From a pragmatic viewpoint, this research confronts a military manpower problem: how to improve organizational effectiveness by better utilization of the human resources represented in both the correctional staff and confinees.

B. Hypothesis

This research is based on the general hypothesis that the improvement of operations in military correctional facilities is directly related to upgrading the professional competencies of the staff. Among the assumptions upon which this investigation was made, the principal ones were: 1) job satisfaction, work relations, and confinee/staff relations can be increased by improving professional skills of those who operate military correctional facilities; 2) training is an appropriate mechanism for improving organizational effectiveness; 3) existing Marine correctional staff are capable of benefiting from training in human relations and behavior; 4) training for administrators in Phase II of this study should be based on the findings relative to staff development obtained in Phase I; 5) preparation of military trainers to conduct the staff and administrators' courses should be in the third phase of this research; 6) special,

related, in-depth studies should also be undertaken in Phase III as a result of problems and issues identified during the first two stages of this research (e.g., team building and behavioral management).

Justification for the above relevant research should be evident because of four principal factors: a) increased rioting and disturbances in penal institutions; b) national disaffection with the present mode of operations in correctional programs; c) introduction of the Military Occupations Speciality which requires new professional preparation; and d) the changing nature of the military prisoner who is confined, usually for a short period, on a relatively minor offense.

C. Review of the Literature

Researchers have been slow to make the Military Criminal Justice System a subject for investigation. Those studies which exist deal with the military prisoner, and little analysis has been devoted to the military correctional staff. Among the few related studies on confinees, the principal ones of significance to this investigator have been listed in the reference section (see items #5, 6, 7, 8). The literature on military correctional treatment programs is also limited (see references #9, 10, 11, 12).

There have been some recent studies which have a bearing on the research reported here relative to Professional Development Institutes for Military Correctional Personnel.¹³ For example, an underlying assumption in this investigation has been that the training of correctional personnel should include (a) input from the applied behavioral sciences on human behavior and the development of leadership skills among staff and administrators in military penal institutions, and (b) that this material should be presented in an action-learning format which was somewhat informal, non-threatening, participative, and enjoyable, in a manner suitable for adult education.¹⁴ This approach with a segment of personnel in the criminal justice system would seem to be con-

firmed by a study conducted for a doctoral dissertation in 1972 with the training of deputies in the Los Angeles Sheriff's Academy.¹⁵ Further, in the course of the administrators' training during this present research, Dr. Charles Newman cited his own writings on the issue of correctional staff training.¹⁶

Since Phase III of the current study utilizes a behavioral management approach based on the research of psychologist B. F. Skinner, it is interesting to note here two comparable studies which have been undertaken along the same lines with civilian correctional personnel. The first was funded by the Department of Labor for Correctional Officer Training in Behavior Modification.¹⁷ Similarly, a MOD consultant, Dr. Ralph E. James, Jr., reported his previous studies which produced significant changes in inmate behavior by use of a token economy and operant techniques¹⁸ (funded by the Department of Justice Law Enforcement Assistance Administration). In a paper to the American Psychological Association Convention on "Community Based Treatment of Juvenile Offenders," James also reported on several other experiments of this nature which he conducted throughout the South for various juvenile training centers.¹⁹ Finally, another O.N.R. research effort also emphasizes the need not only for "prison reform," but for change in society which contributes to the high rate of unproductive imprisonment.²⁰ Dr. Philip G. Zimbardo of Stanford University, testifying before Congress on his findings in this research about "The Psychological Power and Pathology of Imprisonment," stated that investigations are needed into the public's latent attitudes about punishment and retribution, along with public educational programs on the failure of the American correctional system with its 70 percent recidivism and crime escalation. He argued for a prison ombudsman, better guard training, change in the role of the correctional staff, positive reinforcement programs with prisoners, community related treatment programs, and other recommendations related to this current PDIMCP research. His methodology for creating a simulated prison experience might someday be employed in the professional development of all correctional personnel.

METHODOLOGY

A. Scope of the Work

The investigation undertaken in this study of military correctional personnel involved six major components:

(1) The creation of a research design and research instruments to measure participant attitudes before and/or after training, as well as their evaluations of the various learning modules and the total training experience.

(2) The development of objectives and designs for twelve learning modules in the staff course, and eleven learning modules for the administrators' institute. (In addition to the closing module, one other developed was tested and discarded.)

(3) The review, analysis, and development of appropriate learning materials for use by the consultants during the training research. Most notably these included: a) two separate workbooks and reprints for participants; b) production of three sets of 85 colored slides; c) three videotapes of interviews with correctional staff and confinees, and one audio-tape interview with correctional administrators.

(4) The planning and conducting of six Professional Development Institutes for Military Correctional Personnel (PDIMCP). The entire focus of the research was upon these two, forty-eight-hour pilot project courses, each of which were conducted in twelve, four-hour learning modules over a two-week period. Upon successful completion of the staff or administrators' course, a graduation exercise was held, and participants received "Certificates of Achievement." This accomplishment was entered into their service record.

(5) The analysis of data and reporting of results, including conclusions and recommendations.

B. The Subjects

The principal subjects of this study were 59 Marines and 1 Navy counselor in Phase I, and 109 Marines and 2 Naval chaplains in Phase II, who participated in the six training sessions. For the most part, they were non-commissioned and commissioned officers assigned to military correctional facilities staffed by the U. S. Marine Corps. Figure One provides demographic information on the composition of the 1972 training subjects for Phase II, in terms of mean age, education, ethnic background, marital status, months in service and rank, months in corrections assignments, and previous training in corrections.

In addition to the trainees, two control groups of thirty each were also utilized for the purposes of research. They were all in correctional assignments at the same facilities at which the training groups were located, but did not benefit from the Professional Development Institutes.

To supplement the videotapes of interviews with twenty-nine confinees, prepared in Phase I of this research as a learning aid in the correctional training courses, another videotape was prepared in Phase II which concentrated on the opinions of the correctional staff. A dozen staff members from the correctional facility at Camp Pendleton were interviewed for this purpose; all had participated in last year's staff training course by this researcher. Finally, two of the officers in charge of that same facility were interviewed on audio-tape, prior to their departure on new assignments.

C. The Trainers

An outstanding professional consortium was assembled in this research project. The faculty of the Professional Development Institutes consisted of a training team of eleven behavioral science consultants in 1971, and eight in 1972. They were all members of the resource network of Management and Organization Development, Inc., La Jolla, California. In addition to the project director, who is a psychologist and president of MOD Inc., the other

DEMOGRAPHIC DATA
1972 Subjects - Phase II

AGE					YRS IN SCHOOL								
	ADMIN.		STAFF			ADMIN.		STAFF					
	MEAN	SD	MEAN	SD		MEAN	SD	MEAN	SD				
LEJEUNE	33.0	4.4	23.1	3.0	LEJEUNE	12.3	1.2	12.1	1.1				
PENDLTN	33.2	4.6	23.0	2.2	PENDLTN	12.6	1.9	12.8	0.9				
T	0.1		0.1		T	0.8		2.8					
DF	54		56		DF	54		56					
P(X>T)	0.911		0.885		P(X>T)	0.408		0.007					
MONTHS IN SERVICE					MONTHS IN CORRECTIONS								
	ADMIN.		STAFF			ADMIN.		STAFF					
	MEAN	SD	MEAN	SD		MEAN	SD	MEAN	SD				
LEJEUNE	167.1	59.8	48.7	33.3	LEJEUNE	46.7	33.0	17.7	11.2				
PENDLTN	171.1	60.3	34.7	25.5	PENDLTN	37.2	41.0	13.3	11.9				
T	0.2		1.8		T	1.0		1.4					
DF	54		56		DF	54		56					
P(X>T)	0.806		0.80		P(X>T)	0.344		0.155					
RANK					PREV TRNG IN CORR.								
	ADMIN.				STAFF					ADMIN.		STAFF	
	PVT	CPL	SGT	OFF	PVT	CPL	SGT	OFF		YES	NO	YES	NO
LEJEUNE	0	0	21	5	1	12	17	0	LEJEUNE	22	5	29	1
PENDLTN	0	0	23	6	2	17	9	0	PENDLTN	17	12	21	7
CHI-SQ	0.0				3.6				CHI-SQ	3.5		5.7	
DF	3				3				DF	1		1	
P(X>CS)	0.998				0.309				P(X>CS)	0.063		0.017	
MARITAL STATUS					ETHNIC BACKGROUND								
	ADMIN.			STAFF				ADMIN.			STAFF		
	MAR	DIV	SGL	MAR	DIV	SGL		WHT	BLK	M-A	WHT	BLK	M-A
LEJEUNE	24	2	0	20	0	10	LEJEUNE	24	3	0	23	4	2
PENDLTN	24	4	1	15	2	11	PENDLTN	22	5	2	23	2	2
CHI-SQ	1.5			2.7			CHI-SQ	2.5			0.6		
DF	2			2			DF	2			2		
P(X>CS)	0.467			0.260			P(X>CS)	0.284			0.742		

FIGURE ONE

seven trainers included psychologists, a corrections specialist, adult education professionals, an anthropologist, and management experts. Ten on the consulting teams had doctorate degrees, and the remainder master's degrees. All of these resource persons had extensive consulting and training experience (six in the field of criminal justice). Seven had been high-ranking military officers at one point in their careers.

D. General Research Objectives

The overall goal of this action research is to promote planned change in the military criminal justice system through the professional development of correctional personnel in the Naval system.

The major purpose of this experiment in 1971-72, was to develop and test two prototype training models for staff and administrators in the military prison system.

The specific objectives of the Professional Development Institutes for Military Correctional Personnel were:

- (1) To improve correctional personnel's understanding of human behavior; especially, how to cope effectively with deviant and abnormal behavior.
- (2) To increase skills in communication and human relations of the military in U. S. Navy and Marine correctional facilities/centers.
- (3) To foster more creative attitudes and programming in such facilities so as to contribute to prisoner rehabilitation and return to duty.
- (4) To develop staff insights into the dynamics of human groups, especially in custodial care, so that the Navy and Marine personnel may operate more effectively in this assignment.
- (5) To study ways of decreasing tension between the correctional staff and the inmates of their institutions.
- (6) To enhance staff capability for problem solving relative to military prisoner relationships.
- (7) To review new insights from the social sciences related to care and custody of prisoners.
- (8) To assist military correctional personnel in exploring their changing professional role.

(9) To promote planned change in the Military Criminal Justice System through human resource development.

(10) To encourage new approaches which humanize the treatment of the confinees.

E. Training Designs

(1) Course

The topics for the two courses appear in Table V/VI. Each course was forty-eight hours, and each learning module consisted of four hours of action learning. Specific designs for twenty-four content areas were developed by the consultants who were the trainers for each session. Each design outlined module objectives, input to be given trainees, and group process to be utilized. Eventually, these will be incorporated into an instructor's manual.

(2) Learning Aids

Throughout the first and second phases of this project, a number of learning aids were evaluated. Some have been recommended to military training instructors for possible use in conjunction with the PDIMCP courses. Special educational technology for military correctional training officers was created and experimentally tested in conjunction with these courses (video and audio-tapes, as well as three sets of animated, colored slides on communication/change.)

RESULTS

Program effectiveness in both phases of this action research on the staff course - and in the second phase the administrators' course - was assessed by (a) four instruments for pre-post testing (Adjective Rating Scales, Modified Polarity Scale, Faith in People Scale, and Work Assignment Rating); (b) a learning module evaluation form for each of the instructional units; and (c) a general program evaluation completed at the end of each week of training.

A. Adjective Rating Scale

Adapting the semantic differential technique of Charles Osgood, twelve concepts received pre-post ratings by both the trainee and control groups on

a five-point scale, the end points of which were defined by polar opposites.

The directionality of scoring was such that a higher score indicated a more positive evaluation of the concept being rated by correctional personnel. It may be seen from Table I that there was an increase in the positive evaluation of concepts related to the correctional field (significant at the 0.05 level of confidence) for the Phase I trainee group; there was no similar change for the control group. Specifically, those concepts which increased in positive evaluation for the trainee group were: prisoners, reward, rehabilitation, deviant, correctional personnel, communication, counseling and delinquency. Those concepts for which meaning moved in the direction of more negative evaluation were: brig, punishment, crime and aggression. Thus it appears that, for the 1971 trainee group, the instructional program was successful in modifying attitudes in the direction of more positive evaluation for those person-centered and rehabilitative concepts, and may have had a slightly opposite effect on concepts reflecting a punitive orientation.

PHASE I - 1971		TABLE I			
ADJECTIVE RATING SCALE SCORES					
	Trainee Pre (N=60)	Group Post	Control Pre (N=31)	Group Post	
PRISONERS	3.37	3.85	3.16	3.35	
BRIG	4.17	4.16	4.26	4.44	
PUNISHMENT	4.10	3.72	4.07	4.46	
REWARD	4.40	5.09*	4.46	4.69	
REHABILITATION	4.52	5.30*	4.55	4.55	
DEVIANT	3.44	3.56	3.03	3.31	
CRIME	3.70	3.54	3.65	3.56	
CORRECTIONAL PERSONNEL	4.65	4.95*	4.87	4.80	
COMMUNICATION	4.17	4.75*	4.42	4.48	
COUNSELING	4.78	5.51*	5.19	4.89	
DELINQUENCY	3.47	3.51	3.41	3.21	
AGGRESSION	4.15	4.14	4.25	4.22	
MEAN SCORE	4.08	4.34	4.11	4.16	

However, in 1972, when a different method of statistical analysis was utilized for comparing pre-post test results on the same adjective scale (two-way analysis of variance), no clear-cut trends were evident for differences among three groups of personnel (staff, administrators, and controls). The Phase II data was clustered for separate analysis of meaning, according to ratings on evaluative (good/bad dimension), potency (strong/weak aspects), activity (active/passive factor), and combined (a summary of responses on all five scales utilized). The only pre-post change in positive attitudes evident as a result of training in Phase II, near or beyond the 0.05 level of confidence, was on the concept "brig" and "communication" for the Camp Lejeune trainees, and the word "aggression" for the Camp Pendleton subjects. Three other significant changes in meaning did appear in the factored data from the Pendleton group in 1972, which were not visible in the combined data. Significant shifts in the *activity* rating of "crime," "communication," and "delinquency" occur from pre- to post-testing. The Pendleton staff group clearly decreased its *activity* rating of "crime," and increased its rating of "communication."

B. Modified Polarity Scale

To further assess if the training program may have modified trainee's attitudes in the direction of a more humanistic and less normative orientation, analysis was made of the scores on the Modified Polarity Scale. Table II presents the mean scores obtained by the trainee and control groups of military correctional personnel on this instrument in Phase I. A higher score indicates a more humanistic orientation.

TABLE II

MODIFIED POLARITY SCALE SCORES*

Pre-Post Training and Control Groups

	Pre	Post
Trainee Group	.67	1.09
Control Group	.63	.64

*These scores were generated in the following manner: separate mean scores were computed for each group (trainee and control) on both the humanistic items and the normative items contained in the test. The mean normative score was then subtracted from the mean humanistic score to produce the data presented in the table above.

The trend in favor of a greater humanistic orientation on the part of the trainee group is clearly evident in these data. Statistical analysis of the difference between pre- and post-test scores for the trainee group (assessing humanistic items only), reveals increase which is significant at the 0.05 level of confidence. No such change is evident for the control group. It may be speculated, therefore, that the training program was able to modify trainee attitudes and values in the direction of a more humane, humanistic orientation, without unduly influencing some of the normative standards and regulations required by the reality constraints under which this subject population works.

In Phase II, the same instrument was administered on a pre-post schedule to assess differences both among staffs (administrators, staff, and control groups), and sites (two classes at Camp Lejeune and two more at Camp Pendleton). Table III summarizes the results on these four courses in 1972, using the three-way analysis of variance.

TABLE III

ANALYSES OF VARIANCE APPLIED TO MODIFIED POLARITY SCALE

HUMANISTIC				NORMATIVE				HUMANISTIC-LESS-NORMATIVE						
LEJEUNE PRE	LEJEUNE POST	PENDLETON PRE	PENDLETON POST ¹	LEJEUNE PRE	LEJEUNE POST	PENDLETON PRE	PENDLETON POST	LEJEUNE PRE	LEJEUNE POST	PENDLETON PRE	PENDLETON POST			
ADMIN.	2.99	3.19	3.00	3.04	2.28	2.12	2.09	2.17	0.71	1.07	0.90	0.87		
STAFF	3.02	2.95	3.15	3.07	2.36	2.02	2.16	2.09	0.65	0.93	0.99	0.99		
CONTROL	2.95	2.86	3.19	3.11	2.17	2.19	2.20	2.33	0.78	0.67	0.99	0.78		
-----				-----				-----						
FACTOR	F	DF	P(X>F)		FACTOR	F	DF	P(X>F)		FACTOR	F	DF	P(X>F)	
PERSONNEL	0.31	2	0.761		PERSONNEL	2.67	2	0.273		PERSONNEL	1.63	2	0.381	
SITE	14.26	1	0.064		SITE	0.55	1	0.534		SITE	7.51	1	0.111	
PROGRAM	0.24	1	0.674		PROGRAM	5.74	1	0.139		PROGRAM	1.19	1	0.389	
PERS. X SITE	12.64	2	0.073		PERS. X SITE	4.45	2	0.183		PERS. X SITE	2.00	2	0.333	
PERS. X PROG.	6.21	2	0.139		PERS. X PROG.	10.26	2	0.089		PERS. X PROG.	5.55	2	0.153	
SITE X PROG.	1.01	1	0.421		SITE X PROG.	16.65	1	0.055		SITE X PROG.	8.88	1	0.097	

As shown in Table III, none of the findings in 1972 reach statistical significance at the 0.05 level of confidence. However, a trend in the data from the Lejeune testing is apparent, and seems similar to the findings reported earlier for Phase I of the present study. Both the administrative and staff groups at Lejeune show an increase in the index "humanistic-less-normative" from the pre- to the post-testing period. No such trend is visible in the Pendleton data, however.

C. Faith in People Scale

This instrument was used only in 1972 to replace a pre-post inventory on interpersonal and group skills discarded after experimenting with it in Phase I. Again, the data collected in Phase II on the F.I.P. Scale were cast into a three-way analysis of variance for evaluation. Additionally, the responses to the instrument were partitioned into those which referred to faith in people, generally, and those which referred to faith in confinees, specifically.

The results of the analysis of variance are presented below in Table IV.

PHASE II - 1972

TABLE IV

3-WAY ANALYSIS OF VARIANCE--RESPONSES TO THE F.I.P. SCALE OPINIONNAIRE

FAITH IN PEOPLE					FAITH IN CONFINEES				
	LEJEUNE		PENDLETON			LEJEUNE		PENDLETON	
	PRE	POST	PRE	POST		PRE	POST	PRE	POST
ADMIN.	0.92	0.83	1.08	1.22	ADMIN.	0.43	0.51	0.36	0.61
STAFF	0.59	0.72	0.86	0.86	STAFF	0.16	0.31	0.27	0.48
CONTROL	0.85	0.58	0.89	0.84	CONTROL	0.38	0.20	0.27	0.29
-----					-----				
FACTOR	F	DF	P(X>F)		FACTOR	F	DF	P(X>F)	
PERSONNEL	7.26	2	0.121		PERSONNEL	35.82	2	0.027	
SITE	12.42	1	0.072		SITE	5.81	1	0.137	
PROGRAM	0.19	1	0.707		PROGRAM	19.41	1	0.048	
PERS. X SITE	0.41	2	0.709		PERS. X SITE	5.62	2	0.151	
PERS. X PROG.	1.31	2	0.432		PERS. X PROG.	16.72	2	0.056	
SITE X PROG.	0.83	1	0.458		SITE X PROG.	11.75	1	0.076	

The test responses were weighted in the direction of producing higher scores for greater "faith" in people or confinees.

Examination of Table IV reveals that the training program had little consistent effect upon the trainee's faith in people; however, faith in confinees is significantly modified in a positive direction following the training program. Both administrator and staff groups show positive changes in faith in confinees from pre- to post-testing, for both the Lejeune and Pendleton sites. These changes are in the opposite direction from the Lejeune control group change, and of significantly greater magnitude than the small, positive change for the Pendleton control group.

Regarding both faith in people and faith in confinees, it appears from Table IV that the administrators are consistently less cynical than their staff counterparts in both Lejeune and Pendleton. At both sites, administrators and staff personnel tend to increase their "faith" rating for both people and confinees from the pre- to the post-testing. As cited above, only these changes for "confinees" reach statistical significance. It is noteworthy, however, that changes for the control group are in the direction of decreased "faith" in three of the four instances.

D. Work Assignment Rating

This also was a new instrument, utilized only in Phase II of this study. The data from the work assignment rating were cast into a three-way analysis of variance for assessment. Results of this analysis, together with mean scale ratings, revealed that none of the factors reach statistical significance. Some trends are worth noting, however. Viewing the Lejeune data alone, both the administrators and the staff increase the value they place upon their correctional assignment, from pre- to post-testing. The control group shows the opposite trend. Generally, trends in the Lejeune data for 1972 strengthen

the assumption that the training program had a clearer, more positive impact upon the Lejeune trainees than it did upon the Pendleton trainees. Other factors may have contributed to these differential trends in the data from the two training sites on all instruments. For example, apart from geographical and command factors, there were differences in selection of subjects for training; the Lejeune participants had more previous training in corrections, and it was more homogeneous. These and other differences may have affected the results between the East Coast and West Coast groups.

E. Module and Program Evaluations

Both in 1971 and in 1972, the trainees were given the opportunity to evaluate either the twelve learning modules of the staff course or the eleven modules of the administrators' course, as well as the overall program of their particular Professional Development Institute for Military Correctional Personnel. Space limitations make it impossible to present the full data here, and only global assessment can be provided. Some of the most positive feedback was in the form of descriptive data by the participants on the value of the topic, speakers and courses which they could offer through the use of open-ended questions on two instruments.

Table V provides a contrast from the data collected in 1971-72 during the four administrations of the staff course, relative to trainee reaction to the value of each of the four-hour learning modules. Obviously, the summary percentage response indicates that the vast majority recommended the thirteen modules tested. In Table VI, the administrators are more restrained in their feedback on the new course designed in Phase II for the correctional supervisors; but again, more than a clear majority rated the eleven modules in that course as valuable learning. One might safely conclude even from the limited data

TABLE V

MODULE EVALUATIONS
STAFF COURSE - PDIMCP

Was the learning valuable to you?
(Responses in terms of percentages of each class.)

Learning Modules	Phase I - 1971		Phase II - 1972	
	San Diego	Pendleton	Leflore	Pendleton
I Dynamics of Human Behavior and Prison Life	80	93	96	96
II Understanding Deviant Behavior Among Confinees	86	79	96	93
III Improving Correctional Communications	93	93	90	96
IV Overcoming Communication Obstacles Among Confinees and Staff	80	76	82	80
V Creative Approaches to Conflict Resolution	90	70	74	92
VI Insights from Inmate Feedback	93	70	70	90
VII Cultural Influence on Prisoner/Staff Behavior	83	80	81	93
VIII * Cultural Influences on Decision-Making	-	-	82	96
IX Understanding Group Behavior and its Implications for Prison Life	86	90	79	93
X Interpersonal Skills for Correctional Personnel	80	76	74	53
XI Changing Role of Correctional Personnel	97	97	93	76
XII Behavioral Strategies with Military Prisoners	95	96	75	65
* Human Resource Development in Correctional Facilities	80	79	-	-
Number responding:	(30)	(30)	(27)	(27)

* "Human Resource Development" was dropped from the 1972 staff course and replaced by "Cultural Influences on Decision-Making."

TABLE VI

**MODULE EVALUATIONS
ADMINISTRATOR COURSE - PDIMCP**

Was the Learning valuable to you?
(Response summary based on percentages in two classes - approx 60 trainees.)

Learning Modules	Phase II - 1972*	
	Lejeune	Pendleton
XIII Management of Change in Correctional Systems	Z 84	80
XIV Behavior Modification in Military Corrections	Z 84	80
XV Management by Objectives in Military Corrections	Z 88	72
XVI Problem-Solving Workshop	Z 88	83
XVII Improving Organizational Effectiveness	Z 80	75
XVIII Team Building	Z 84	79
XIX Behavior Science Applications to Military Correctional Systems	Z 78	84
XX Management Simulation	Z 80	62
XXI Improving Admin./Staff Relations	Z 80	72
XXII Trends in Military Corrections Administration	Z 92	84
XXIII Staff Training Needs and Models	Z 84	84
Number responding:	# (25)	(24)
*There was no administrator course available in Phase I - 1971.		

presented here, as well as from the more extensive information presented in the larger Phase II report, that behavioral science information and techniques are useful in the training of correctional personnel.

Finally, with regard to the evaluation by the trainees of the total program of the Professional Development Institutes for Military Correctional Personnel, the response is generally very positive. Table VII presents a comparison of percentage reaction to the whole learning experience. This significant summary is based on a five-point scale, ranging from "excellent" to "poor."

TABLE VII
PDIMCP PROGRAM EVALUATIONS

	Staff		
	Phase II-1972	Phase I-1971	
Excellent	% 59.70	% 59.50	% 36.8
Very Good	% 34.50	% 27.50	% 48.1
Good	% 5.04	% 11.50	% 12.3
Fair	% 0.80	% 1.50	% 0.9
Poor	% 0.0	% 0.0	% 1.9
Number of evaluations received:	N = 58	N = 60	N = 55

Obviously, the 118 Marines who participated in the 1971-72 staff courses of the Professional Development Institutes for Military Correctional Personnel and reported their final evaluations were most enthusiastic in their reaction to the learning experience. In Phase II, 94.2 percent found the program to be in the "excellent" to "very good" range, while in Phase I, 87 percent rated the program in those categories. Since there was no administrators' course in 1971, only Phase II results are available, and 84.9 percent of those 53 Marines and 2 Naval chaplains who reported were most favorable to the pilot training project.*

It was the hope of this research that the correctional staffs would be challenged by their training to provide a restorative confinement experience, so as to contribute to the confinee's self-development and re-integration into military or civilian society. Perhaps the follow-up study of the trainees will provide further evidence in this regard.

**Any discrepancy in number of subjects enrolled in the courses and number reported on the evaluation instruments is understandable when one realizes that a few who took the courses were not available at the closing to fill out the research instruments.*

SUMMARY

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 investigation 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 modules 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

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 positive 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 indicated that the great majority of participants rated the two-course experiences in the "excellent/very good" category (Staff course: 1971 Phase I - 87%; 1972 Phase II - 94.2%; 1972 Administrators' course - 84.9%).

The principal conclusions and recommendations of the investigation are: (1) that a conference of military professionals is necessary in the field of corrections and allied activities to examine the "military 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.

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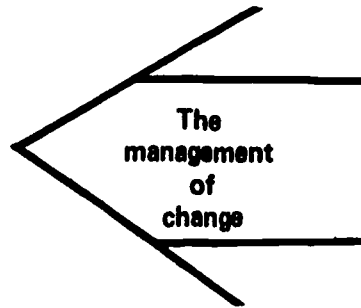
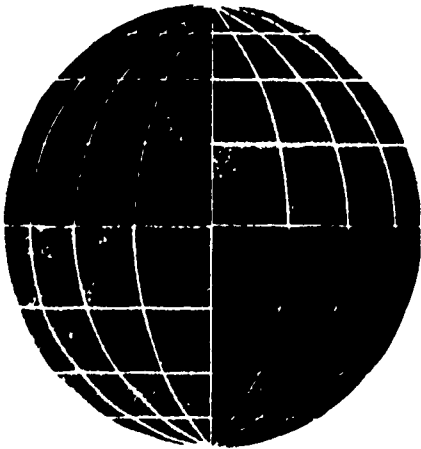
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Dr. PHILIP HARRIS is currently President of MOD, Inc. A licensed psychologist, he has extensive experience as a management consultant, human relations trainer, and educator and author. Since 1962 he has been concentrating on the general area of leadership training, especially with reference to police and correctional personnel. Utilizing the approach of an applied behavioral scientist, Dr. Harris has undertaken such projects as the following:

- .As Project Director for the Office of Naval Research, he has completed two years' research on change in the military justice system. Designed and supervised two courses for staff and administrators entitled, "Professional Development Institute for Military Correctional Personnel." Conducted a program for the U. S. Navy and U. S. Marine Corps "brig" personnel, and developed all necessary learning materials. Investigation to be completed in 1975.
- .Designed a program on "Police Development and Human Behavior" for the Philadelphia Police Department. Conducted the pilot project for this 52-hour course with six classes of recruits at the Police Academy. Provided an evaluation and report for Commissioner Frank Rizzo, which resulted in an extensive program of continuing education for members of that police force. The project was in conjunction with his activities as a psychological consultant to Temple University, Philadelphia (Bureau of Business and Government Services).
- .Prepared a proposal for Temple University to establish a Law Enforcement Studies Center which would coordinate and expand all existing university efforts in the area of police education. The proposal was accepted and the Center was established as a separate department in the School of Business Administration.
- .As a Senior Associate with Leadership Resources, Inc., Washington, D.C., he was involved as a resource person in a project of police training for the District of Columbia Police Department. There, he conducted numerous three-day programs entitled, "The Emerging Role of the Professional Police in an Urban Community." The action learning experience provided an opportunity for confrontation between white and black officers, as well as insight into the motivation and behavior of the poor and minority groups.
- .As a specialist in group process, he engages in a wide variety of group techniques, ranging from simulation, games, to sensitivity training. In many of the human relations laboratories which he has conducted, police officers were among the participants. One such program in 1969 was an Executive Laboratory for business and professional leaders in Arlington, Virginia.

.As a consultant to the Government Division of Westinghouse Learning Corporation, Bladensburg, Maryland, he worked on a long-range task force on police training. It was concerned with developing innovative technology for police education.

.As a consultant at Temple University, designed and conducted communications training for fraud investigators of the Bureau of Employment Security, Unemployment Compensation Insurance Section, U. S. Department of Labor.

.As a private consultant, conducted a program in management and human relations for administrators in the Maryland Department of Juvenile Services (for parole officers and correctional personnel).

.As a lecturer, made a presentation on "The Management of Change in Police Systems," in Spring 1971, to the Middle Management Police Course for officers from Southern California in a program sponsored by the San Diego State College Extension Service.

.As a member of MOD, Inc., designed and conducted a program for County of San Diego honor camp superintendents on "The Management of Change in Honor Camp Administration."

.As a consultant to UCLA, participated in the preparation of a proposal involving multimedia approach to presentation of courses in the Los Angeles Police Academy.

.As a member of MOD, Inc., designed a research study for the Probations Department of San Diego County to utilize that department as a laboratory for testing innovative practices in the field of corrections. This resulted in the County receiving a grant from The California Council on Criminal Justice.

.Other designs now awaiting a sponsor - "The Management of Change in Judicial Systems" - a videotape survey of public opinion on the judicial system and a human relations training program for judges and attorneys; "A Police Educators Workshop," emphasizing the use of group dynamics and behavioral science research in community college courses in the criminal justice field.

.Presenter - research paper on professional development of correctional personnel for the joint meeting of the Interamerican Association of Criminology and the American Society of Criminology in Caracas, Venezuela, November, 1972 - proceedings to be published.

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Selected Experience

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Visiting Professor in Counselor Education and Group Dynamics, Pennsylvania State University and Temple University.

Fulbright Professor to India, U. S. Educational Foundation, New Delhi.

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 military correctional personnel.

Designed and conducted 75 management training programs for business, industry, government, and non-profit institutions. (Clients ranging from NASA, National Park Service, and AID to Westinghouse, Kaiser, and IBM.)

Conducted 45 workshops in counseling, group process, and sensitivity training throughout North America and on five continents.

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, H.E.W.

Created, produced and hosted a 37-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 and 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 five volumes on educational subjects.

Authored over 130 articles in professional journals, including:

"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.

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"An Adapted Microlaboratory Design," Human Relations Training News, 1969.

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