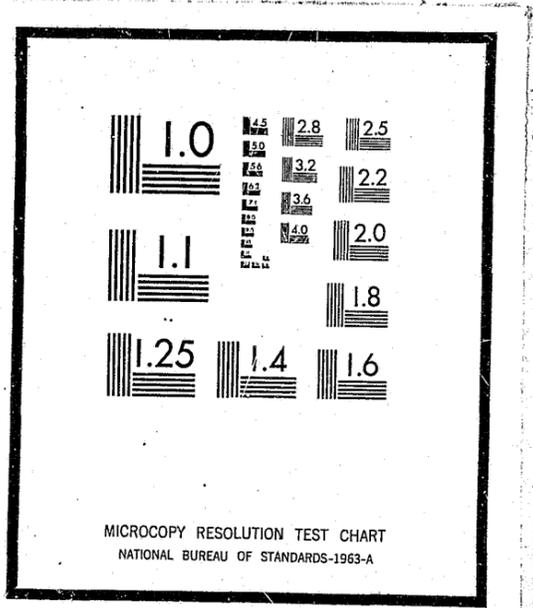


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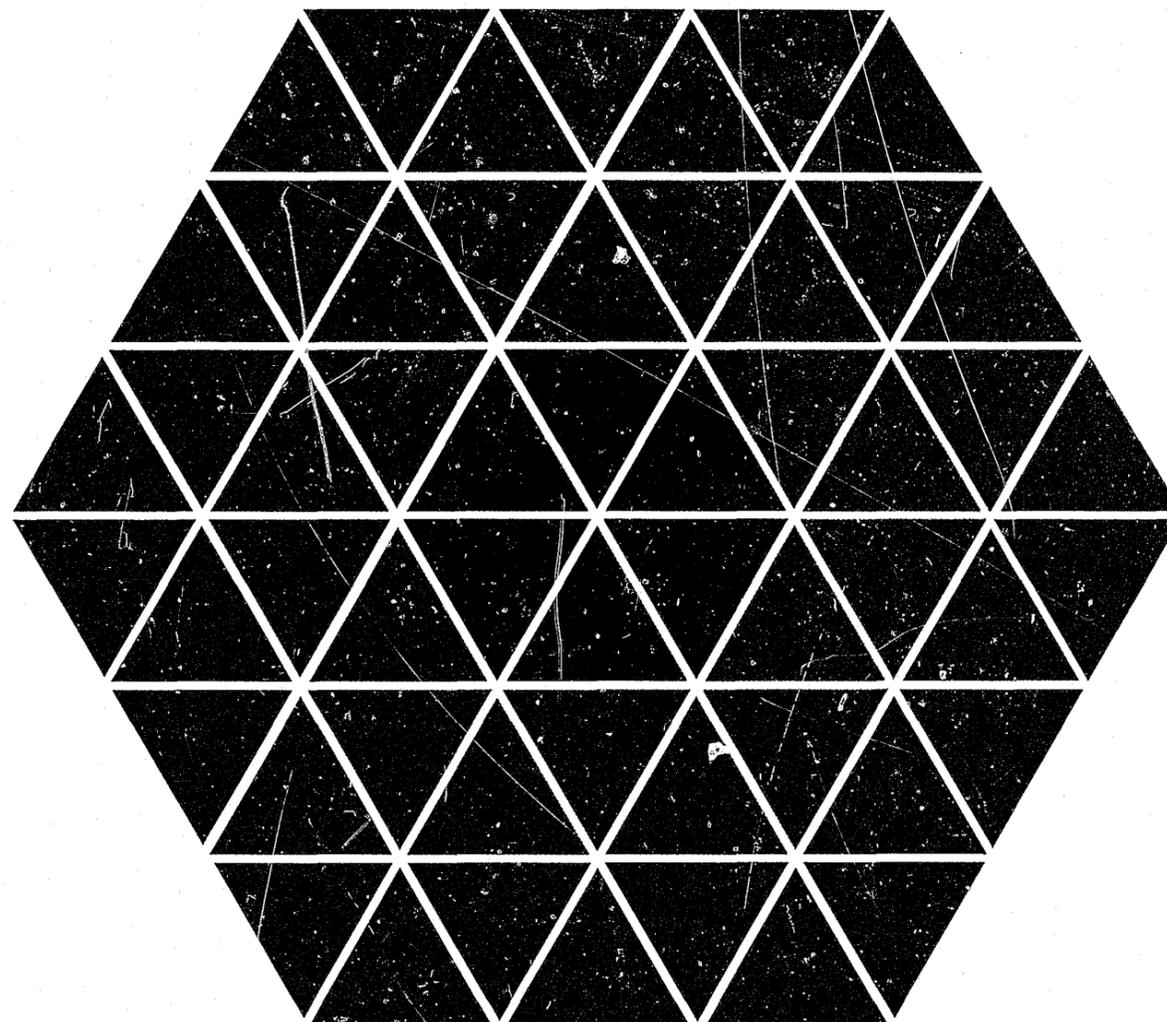
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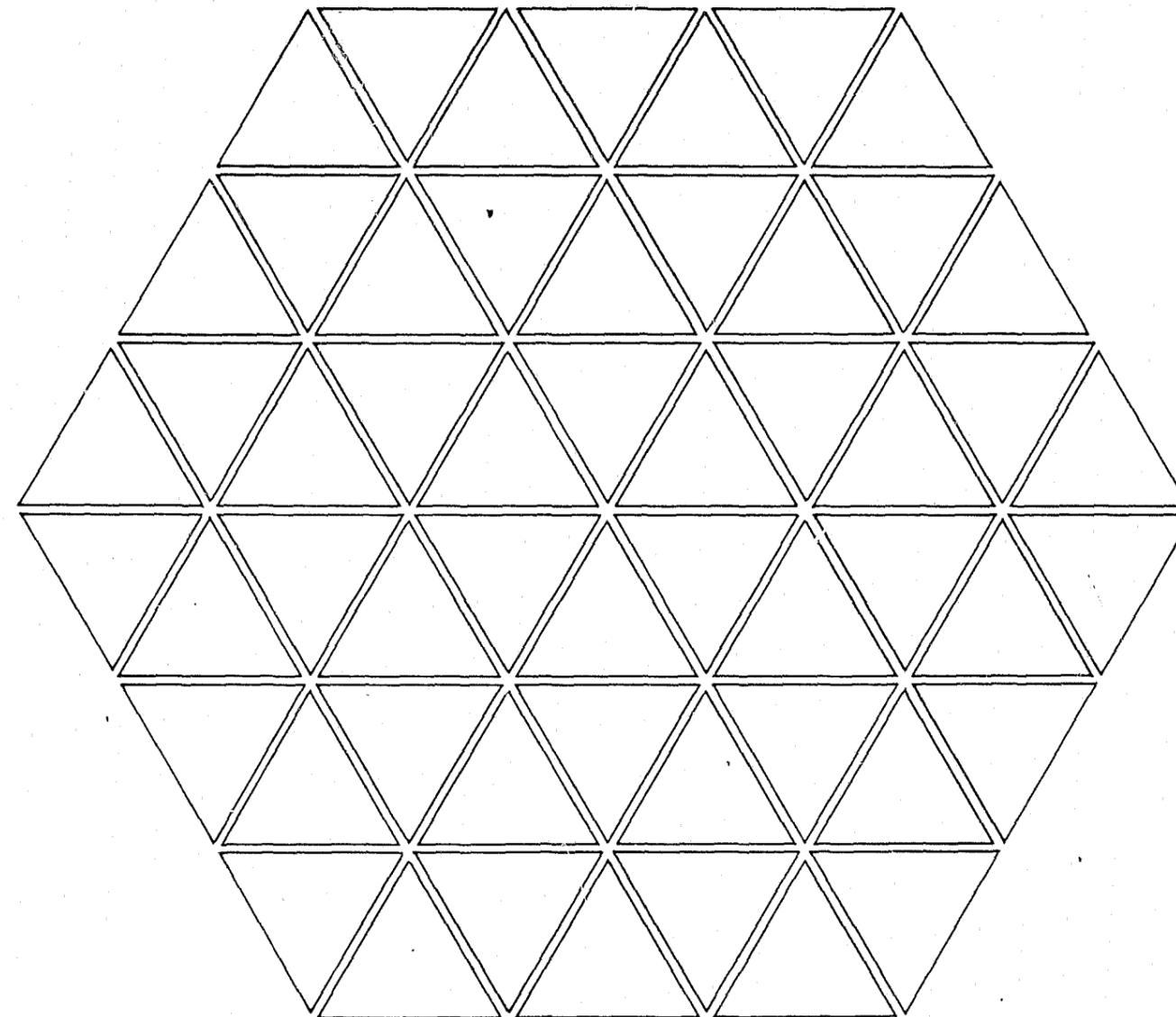
Date filmed



08-10

Case Studies  
for Correctional  
Staff  
Development  
Training

Southeastern Regional  
Management  
Training Council,  
The University of Georgia



**Southeastern Correctional  
Management Training Council  
Charles H. Bishop, Jr./Director**

CASE STUDIES FOR CORRECTIONAL  
STAFF DEVELOPMENT AND TRAINING

BY  
CHARLES HARTNESS  
and  
CHARLES H. BISHOP, JR.

CORRECTIONS DIVISION  
INSTITUTE OF GOVERNMENT  
UNIVERSITY OF GEORGIA  
ATHENS, GEORGIA  
DECEMBER 1971

PREFACE

This publication is one of a series of four developed by the Southeastern Correctional Management Training Council and funded under U.S. Department of Justice, Law Enforcement Assistance Administration Grant No. 70-DF-285.

Most of the cases included have been successfully used in the Institute of Government's training programs for state and regional correctional personnel during the past two years. They have demonstrated not only their individual effectiveness but the value of the case study approach and participative learning in the correctional training field. These materials are brought together in this volume in the hope that they will prove helpful to those who have responsibility for correctional staff development and training programs.

The project was directed by Mr. Bishop. Mr. Hartness carried primary responsibility for the writing and editing. Many of the ideas embodied by these cases came from discussions with members of the Institute of Government faculty and others. Those whose ideas made specific contributions to this work are:

Mr. Ken Henning, Urban Affairs Associate, Institute of Government, who provided the general format of Case Studies 1, 3, 5, and 6.

Dr. Gus Turnbull, Assistant Vice President for Academic Affairs, Florida State University, and former member of the Institute of Government faculty, who wrote Case Study 7.

Mr. Allen A. Zoll, Author of Dynamic Management Education, whose work provided the format for Case Studies 4 and 9.

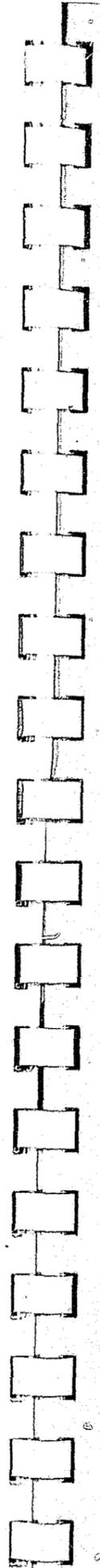
National Probation and Parole Institute, who wrote Case Study 2 for use in a series of workshops in the late 1960's.

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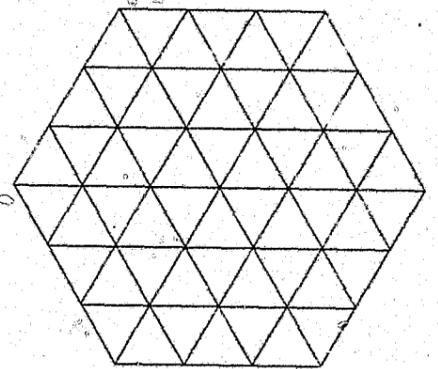
Donald D. Brewer  
Administrator, Corrections  
Division

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Introduction



## I. INTRODUCTION

The case study method, in its several variations, has been effectively used for many years in business and management education, legal training, and public administration studies. Long and successful use of case study in these fields has led to the accumulation of a large number of cases which are readily available from several sources. Many of these cases are appropriate for correctional staff development and training programs.

Case studies present a "real-life" situation which challenges learners to apply their knowledge and skills to the tasks of analyzing the facts presented, identifying the problems inherent in the situation, and formulating approaches to the prevention or solution of these problems. Cases may be selected which require the learners to approach the situation from their present level of functioning, thus serving the diagnostic purpose of revealing their present style and identifying both their areas of expertise and their weaknesses. Such a diagnosis would be of value in planning and evaluating the training effort. Other cases may be used which require the learners to function in roles having greater responsibility than they presently hold, thus serving the developmental goal of preparing them to assume greater responsibility in the organization.

This paper is not intended to provide an exhaustive treatment of the use of case studies in correctional staff development and training.

Rather, it will hopefully provide a source of information for the staff development and training specialist who wants to explore the possible use of case studies in his training programs. A number of sources for published cases are listed in the references section of this paper. The references section also contains several sources of information on ways to use cases in training. Frequently it will be necessary for the staff development specialist to write cases to meet specific training needs.

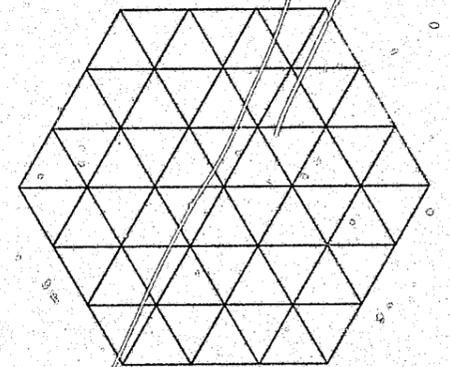
Helpful guidelines for writing cases can be found in:

Paul Pigors, "Case Method." Chapter 10 in Robert L. Craig and Lester R. Bittel (Eds.) Training and Development Handbook. New York: McGraw-Hill, 1967.

Edwin A. Bock, "Case Studies About Government: Achieving Realism and Significance." pp. 89ff. in Edwin A. Bock (Ed.) Essays on the Case Method. Boston: The Inter-University Case Program, 1962.

The following pages present several examples of cases written for use in correctional staff development programs. Each case is preceded by a brief commentary or a learning design describing one possible approach to the study of the case material.

### Administrative Case Studies



## II. ADMINISTRATIVE CASE STUDIES

The following cases were developed for use in various training events for institutional, probation, and parole administrators. Though these cases were prepared for different audiences and with different learning objectives in mind, they are alike in the respect that each case is based on a narrative presenting a "slice of life" relevant to the learner's work. They differ primarily in the kind and amount of structure provided for using the case and in the degree to which specific learning goals are built into the designs.

CASE STUDY NO. 1 - Reorganization of State Government

This case provides a point of entry into a training session on organization/reorganization of the public enterprise. Structuring the data in the form of a memorandum from the governor provides a degree of realism which may facilitate learner identification with the case situation.

Some suggestions for the use of this case are:

- Small groups can be instructed to role-play the advocates of each organization plan and present their proposal to the reorganization study group.
- Learners (individually, in small groups, or as one group) can be asked to design an organization plan incorporating as many as possible of the positive qualities of the proposed plans.
- Learners can be asked to assume that one of the plans (perhaps "C") represents the present state organization and to anticipate the problems, resistances, etc., which would be concomitant with the adoption of one of the other plans (perhaps "B").

Case Study No. 1

MEMORANDUM

TO: Department/Division Heads  
FROM: The Governor  
SUBJECT: Reorganization of State Government

I am appending three organizational charts outlining proposed models for the reorganization of State government.

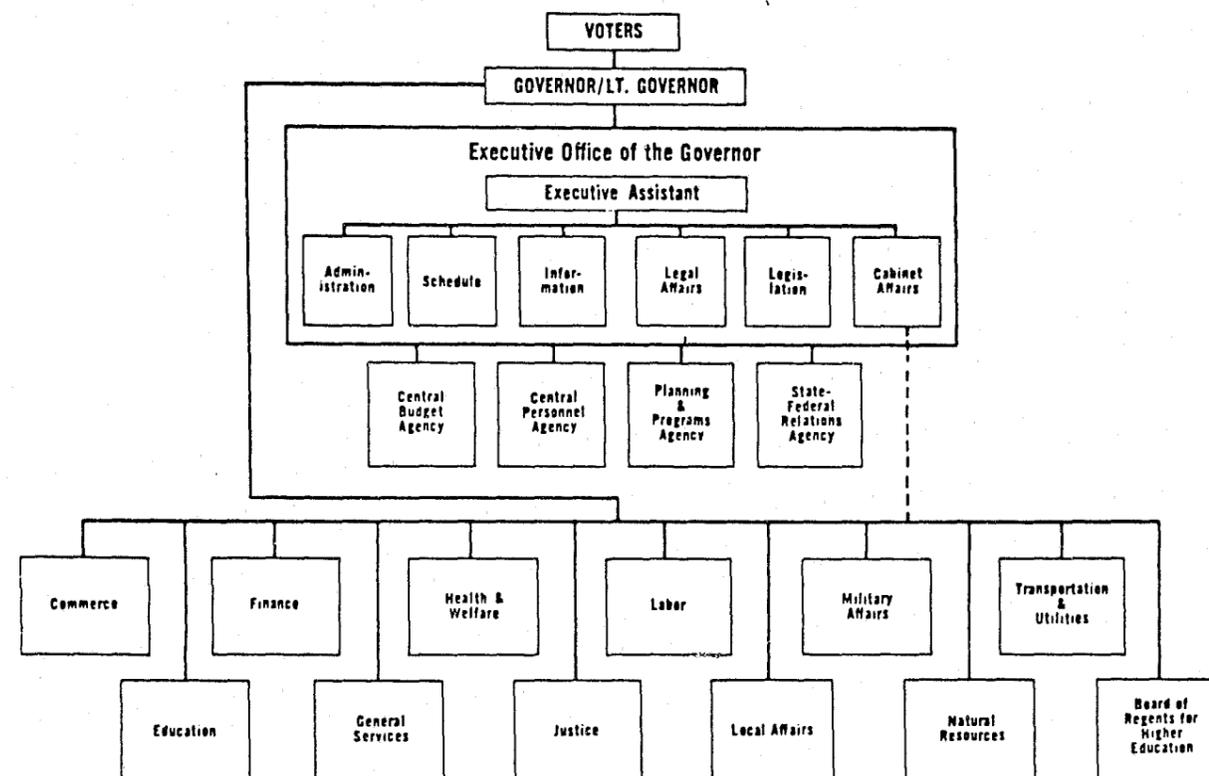
Appendix A sets forth the model on which this year's National Governor's Conference reached substantial agreement.

Appendix B is a reorganization proposal submitted to my office by the State Chamber of Commerce. This model was developed by a group of key business and industrial leaders throughout the State.

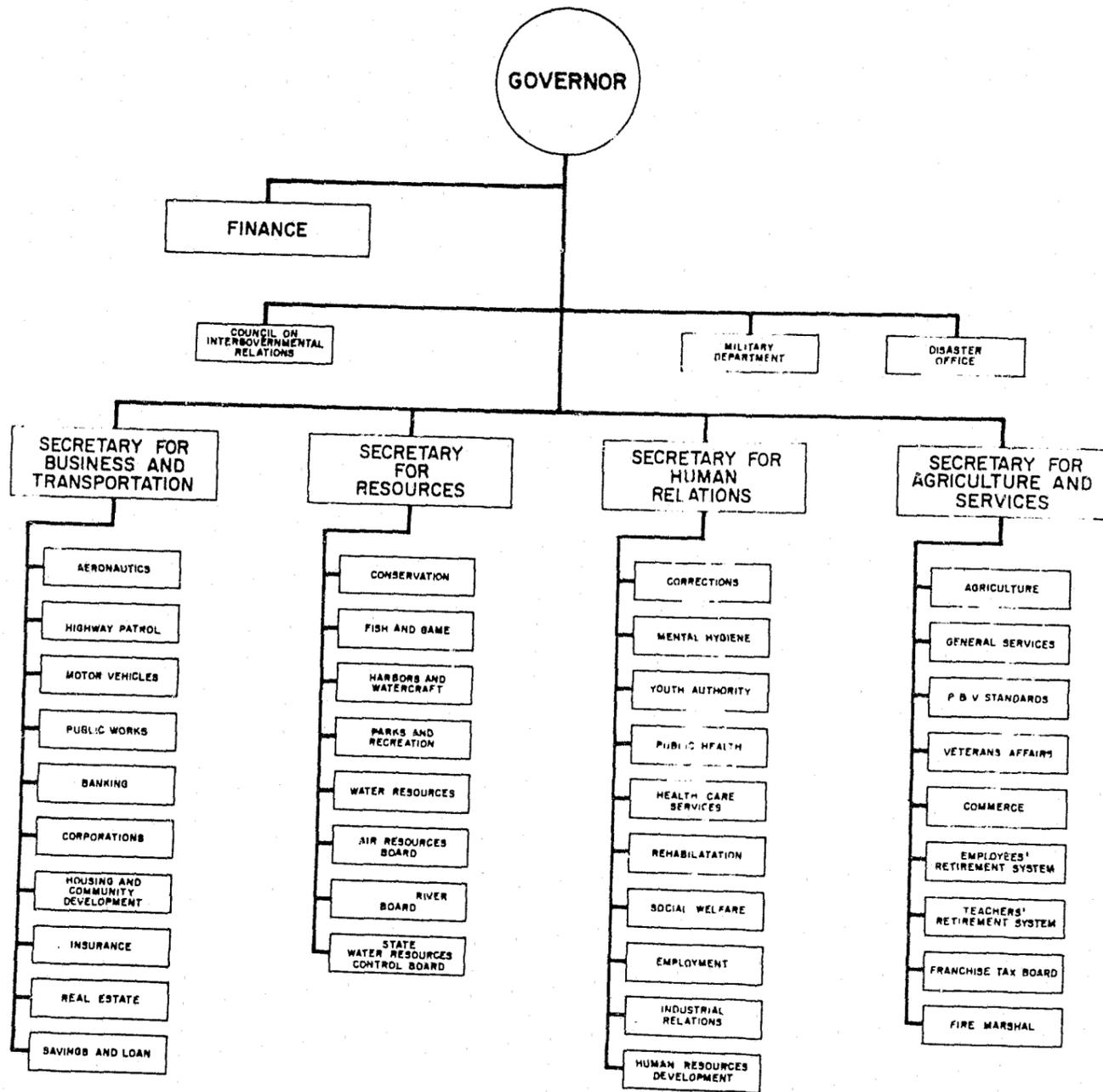
The structure shown in Appendix C was drawn up at my request by a group of State legislators.

I plan to establish a commission to study a reorganization of our State's government. I would like to have your comments on each of these plans, together with any alternative plans which you may wish to submit. I will incorporate your comments into my commission to the reorganization study group.

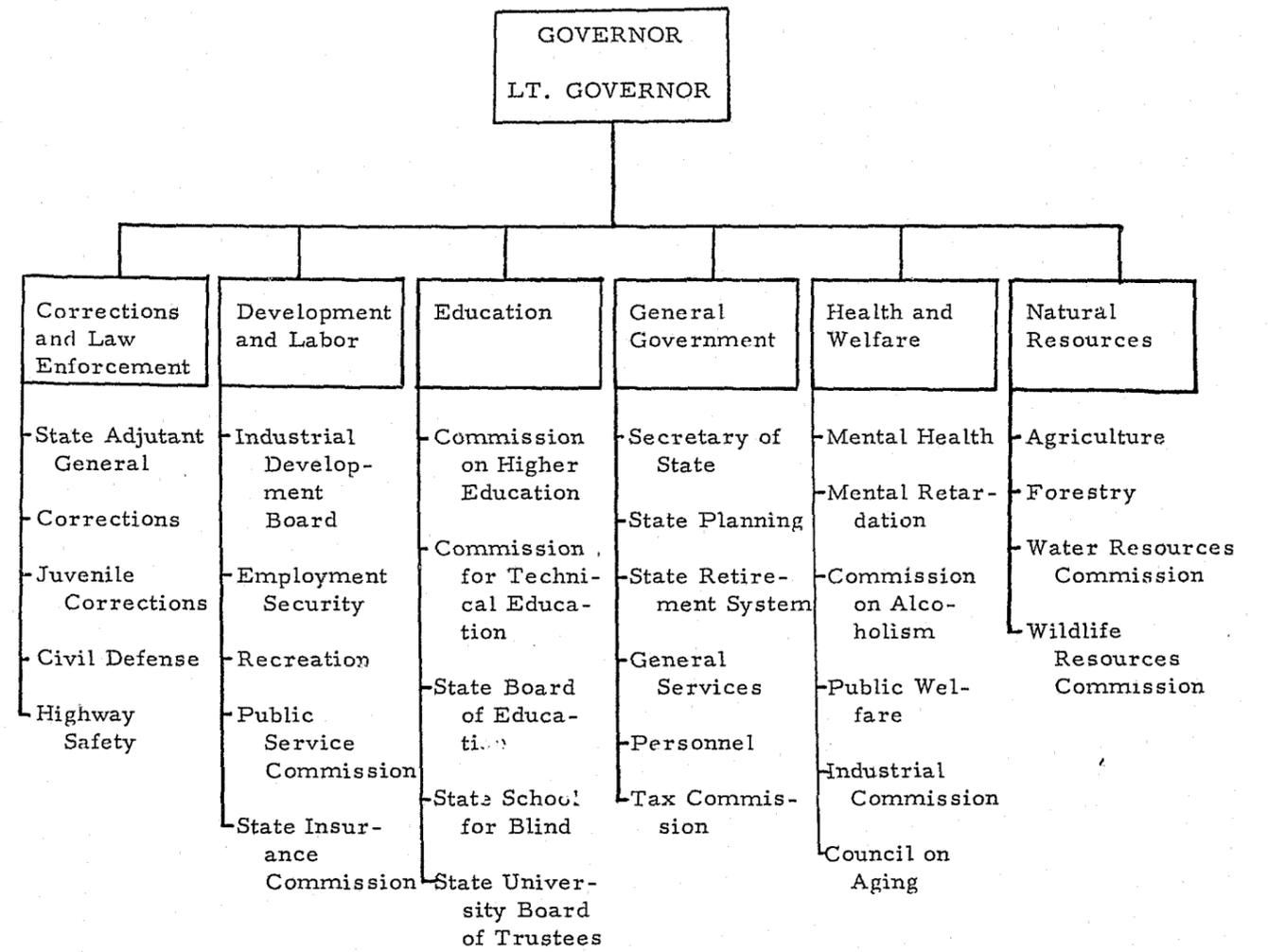
APPENDIX A



APPENDIX B



APPENDIX C



CASE STUDY NO. 2 - Establishing and  
Describing Program Objectives

This case was written for use in a series of National Probation and Parole Institutes conducted in 1968. It exemplifies a case with a great deal of background data which may be used as a general information base around which a series of separate problem situations can be organized. Such an approach might be appropriate for a series of in-house training sessions or on successive days of a week-long resident workshop. This design would closely simulate a real-life situation in which solutions to today's problems constitute input for tomorrow's problems.

Using the biographical data on the staff of the Department of Corrections as background, group members might role-play the various situations. For suggestions on role-playing methods, see:

Shaw, Malcolm E., "Role Playing." (Chap. 11 in Craig, R. L., and Bittel, L. R., Training and Development Handbook. New York: McGraw-Hill, 1967).

Maier, Norman R. F., et al. Supervisory and Executive Development: A Manual for Role Playing. New York: Wiley, 1957.

Case Study No. 2

I Background Information

Mr. Sires announced at a recent staff meeting of regional heads, district supervisors, and heads of special programs that Mr. Brown had enthusiastically approved the proposal to initiate an experimental program aimed at shifting the treatment and helping aspects of adult probation to an interaction-oriented approach or group therapy. He added that Mr. Brown had directed him to draft a plan for a pilot project. Mr. Sires cited several studies of the Youth Studies Center at the University of Southern California to support the need and the desirability of utilizing group counseling with the "more normal" adult probationers. Although he recognized that all staff members might not be sold on the idea of such a program, he wanted a strong case made for a pilot program in the material the staff was preparing for the blue ribbon committee. He expressed confidence that the blue ribbon committee could be persuaded to include an experimental group counseling program in its recommendations for new programs and services provided that a realistic, well planned pilot program was presented to them. He stated that he recognized, as expressed in a staff report, that there were two main problems that would have to be recognized as complicating pilot program planning. The first was a public relations problem since several segments of the population of Jefferson, particularly the farming communities, were known to react negatively to any "new-fangled" approaches to correctional work. The second was a personnel problem

since only the more junior probation officers were trained or experienced in group counseling. Mr. Sires indicated that a preliminary step in the planning process involved designing a group therapy pilot treatment program, and that both long range and short range objectives would have to be established and described. He directed, however, that short range objectives be established first. He stated that both the public relations and personnel problems cited as hurdles might be solved by careful planning in regard to the early phases of the program. He indicated that these two areas should have the concerted attention of the staff in establishing and describing short range objectives.

Mr. Sires said that as a recent participant in a Probation Management Institute, he was aware that "planning is the essence of effective operation and plans carefully integrated with organization goals are well worth their price in time and cost." Material introduced at the Institute stressed that a key problem encountered in the planning process is how ideas about meeting goals can be translated into realistic and understandable objectives that are achievable and measurable.

Solving this problem in the process of planning requires putting ideas pertinent to objectives in writing in a way that permits the development of a plan of action that can, in fact, be made operational within specific time limits set for its accomplishment. For this reason, increased attention is being paid to assisting professional staff members - in their role as planners - to master the step of reducing ideas about meeting goals to concrete, written objectives, that are convertible to action plans.

## II Instructions

- A. Focus: As a group exercise, the primary focus is the process involved in establishing short range objectives in planning a pilot program.
- B. Setting: Each group is to simulate a staff meeting called for the purpose of arriving at some decisions about the short range objectives of the pilot program.
- C. Roles: (At staff meeting)
- Chairman: Ronald Sires
- Staff Participants: Don Smith, John Lipton, Ralph Jans, Timothy Higgins, Tom Larson, Dr. Ray Rocca
- Secretary: Betty Morgan
- Observers: Members of Blue Ribbon Committee

## III Task

- A twofold task is involved in this phase of the planning process.
1. Establish which short range objective should have first priority in the plans to be developed for the pilot program.
  2. Translate this first priority short range objective into writing, keeping in mind the following criteria for the translation process:
    - a. realistic
    - b. understandable
    - c. achievable
    - d. measurable

## General Information About Department of Corrections State of Jefferson

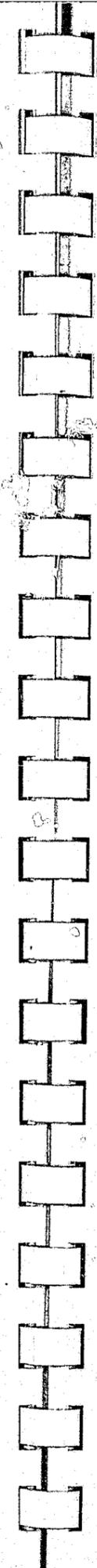
The State of Jefferson has a population of 5,000,000 persons. There are large farming areas in the state, but in more recent years, several metropolitan areas have developed as a result of the influx of new industry. This growth is reflected in a sharp expansion of suburban areas and considerable migration from farming sections to cities. The legislature is still concerned with rural-urban factionalism, but the real power seems to be in the cities which are represented by young, progressive, and committed politicians. The state is prosperous, but the demands for additional state resources have become very competitive among and between the various state agencies.

The State Department of Corrections was formed four years ago as a result of legislation which combined several independent agencies into one superagency with several divisions. Many of the division directors were, at one time, heads of their own agencies. The Department has in its jurisdiction the state correctional institutions, the Division of Parole (adults), the Division of Probation (adults), and the Division of Youth Services, which is responsible for the administration of all correctional services for juvenile delinquents. Departmental headquarters is responsible for legislative liaison, fiscal planning, personnel services, central record keeping, and in-service training. Last month the Director of Corrections appointed a blue ribbon committee, composed of representatives from labor, industry, and statewide civic groups, as well as

representatives from the various divisions, to look at the Department with a view toward additional re-organization and the development of priorities for new services and programs. The final report is expected to be completed in six months.

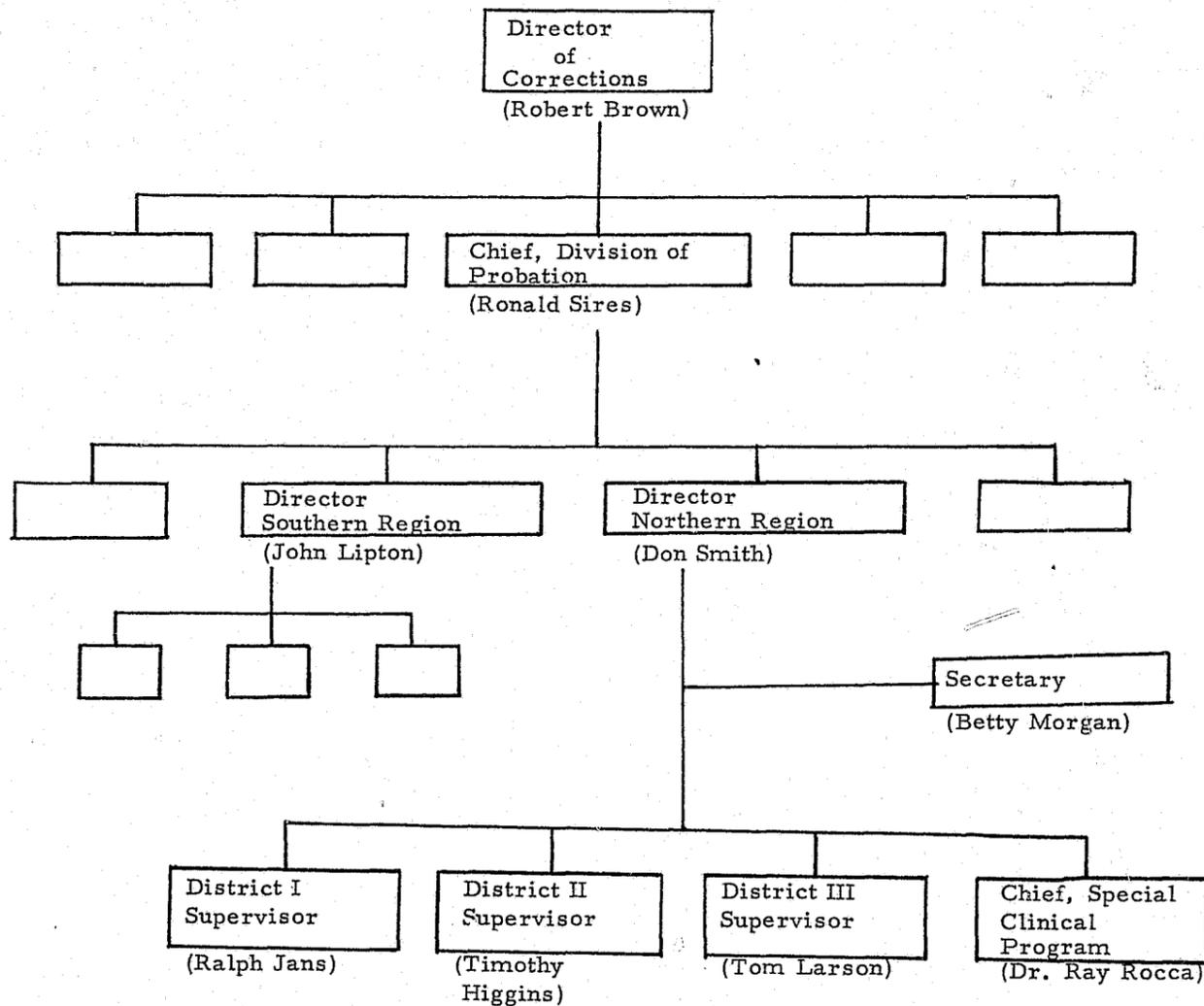
The Division of Probation provides probation services to all felony courts in the State of Jefferson. Administratively, the Division is divided into three regions, each headed by a director. In turn, each region has from four to six districts headed by a supervisor who has an average of seven officers reporting to him. A master's degree is required of all directors and supervisors and a bachelor's degree is required of all officers. A well developed civil service system has been in effect for a number of years. Staff turnover has been nominal in the last two years, especially since salaries were raised substantially.

Don Smith, the Director of the Northern Region, was personally selected for his position by the Director of the Department, for they had worked together in another state for several years prior to the latter's appointment by the Governor. Smith, with masters' degrees in social work and public administration, was selected because the Director of the Department wanted someone he could trust and someone who could supervise the development of new and experimental programs in the field of adult probation. Smith is known and respected nationwide and frequently is called upon by the Director to substitute for him at meetings and conferences. Smith has also been very active in civic affairs. The Director of the



Department has also asked him to serve as staff secretary to the blue ribbon committee. As such, he will be in a position to wield considerable influence over the final report of plans and recommendations to be made by the committee to the Director.

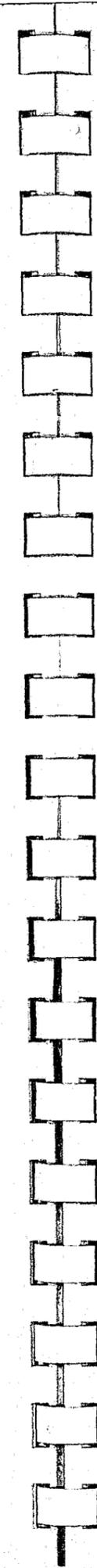
PARTIAL TABLE OF ORGANIZATION  
JEFFERSON DEPARTMENT OF CORRECTIONS  
DIVISION OF PROBATION



Personnel of Jefferson Department of Corrections  
and  
Division of Probation

<u>Name</u>	<u>Age</u>	<u>Description</u>
Robert Brown	37	The former head of the Department of Mental Hygiene, he has been aggressively developing the program in the Department of Corrections for the last three years. At the present time he is deeply involved in trying to get the legislature to adopt a vastly expanded program for the agency. If this program is adopted, he is expected to be promoted by the governor to another position within a year.
Ronald Sires	55	A career man with a reputation for being an excellent manager. He is a strong and determined administrator who expects a high level of performance from his subordinates. It is generally accepted that he is the leading candidate for Director Brown's job if he is promoted.
John Lipton	42	The head of one of the other two regions in the system, he has a reputation of running his region with a tight rein. He has risen

<u>Name</u>	<u>Age</u>	<u>Description</u>
Ralph Jans District I Supervisor	53	fast in the agency because of his outstanding organizational skills. He is also very concerned about maintaining an effective program of public relations. He reports directly to you. He believes firmly in the importance of careful work and an orderly system. He tends to be thoroughly acquainted with the competence of each of his staff members and tends to assign work to each of them based on their special qualifications and interests.
Timothy Higgins District II Supervisor	61	He has been with the agency for many years and has risen to his present position through a process of seniority promotion. Although he tends to be unimaginative and unduly concerned with detail, he has developed a fairly effective, if standardized, program in his district.
Tom Larson District III Supervisor	35	He has been with the department a little over 18 months. Despite his lack of experience, he is regarded as



<u>Name</u>	<u>Age</u>	<u>Description</u>
Dr. Raymond Rocca Chief, Special Clinical Services Program	42	one of the future bright lights in the agency. When you backed him for his present assignment, it was necessary to promote him over the head of several other persons in the division. He has been with the agency for six months. He was brought into the agency to expand its treatment efforts. Dr. Rocca is a brilliant clinician but impatient to get his program moving. His unit was assigned to your region and serves other regions and districts. It was assigned to your region because of your widely known commitment to this kind of effort.
Betty Morgan Secretary	35	Your secretary, married and with children in school. She is intensely loyal and very interested in the agency's program. She is a good worker and will spend extra time in order to do a good job. Unimaginative in her work, but with special consciousness of detail. You can count on her heavily to keep you alerted to problems which come to her attention.

CASE STUDY NO. 3 - Planning/Budgeting Strategy

This case is essentially an exercise in planning and budgeting. The situation presented introduces a secondary problem which may be dealt with as a part of the main case consideration or as a follow-up exercise. The secondary problem lies in anticipating resistances to the budget and plan and formulating strategies to overcome them. There are many obvious role-playing possibilities (Department head, Division head, Legislature's budget committee, etc.).

Case Study No. 3

In a recent reorganization of state government the Department of Corrections and the Department of Probation and Parole were combined into a single Department of Offender Rehabilitation, one of a number of departments of the State's Division of Human Resources. The attached organization chart indicates the present structure of this part of the State Government.

You have been appointed by the Governor to head the Department of Offender Rehabilitation. The head of the Division of Human Resources opposed your appointment, arguing that the position should have been filled by the former head of one of the departments involved in the consolidation.

During the last election, the condition of the State's correctional system was a major campaign issue. Considerable public attention was drawn to this issue by the newspapers in the State's five major cities. These newspapers supported the successful campaign of the more progressive candidate on the corrections issue. In recognition of campaign statements, the Governor has instructed you to develop a program and budget for a complete overhaul of the State's correctional system.

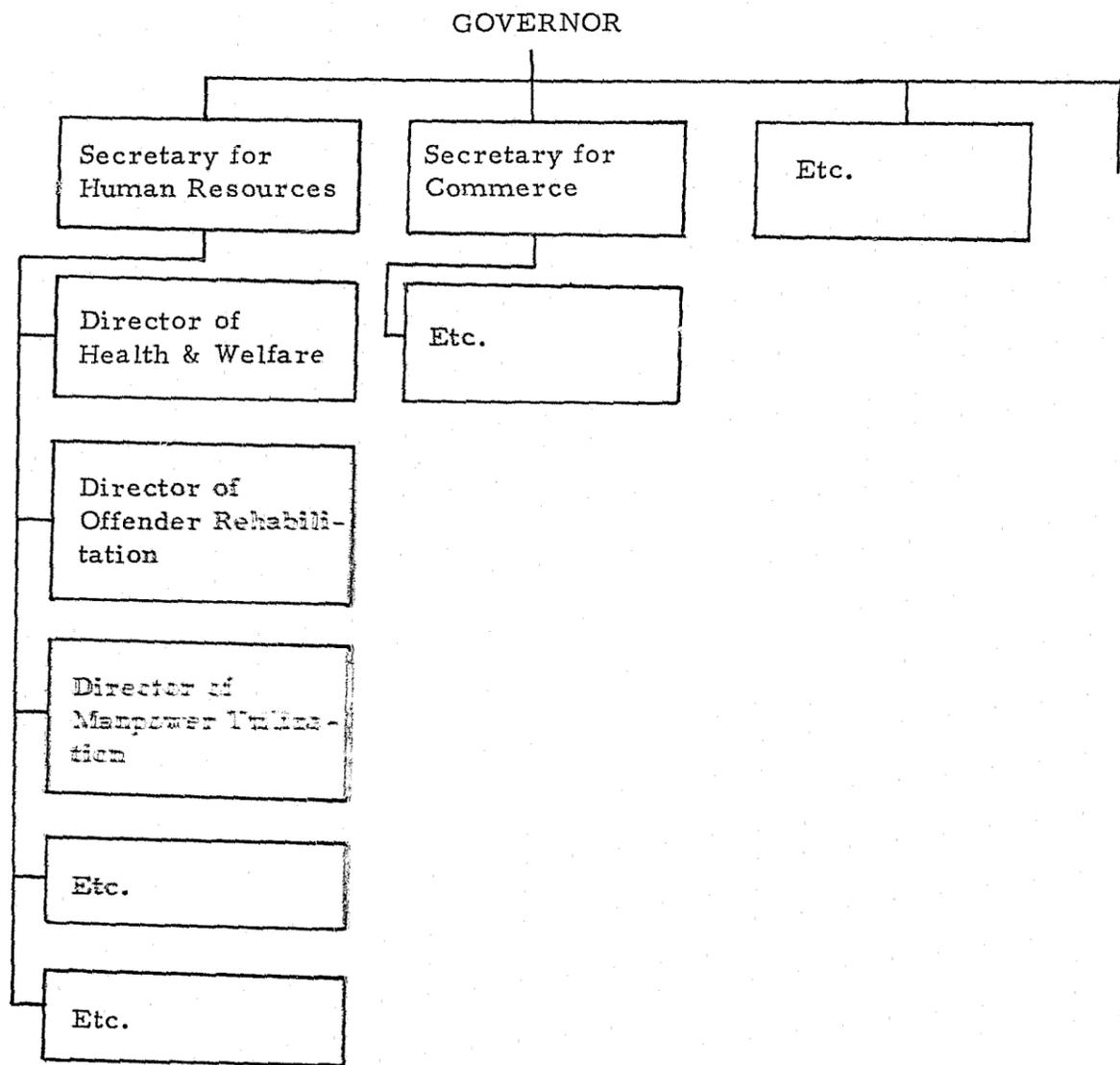
The major elements of the present correctional system are:

(1) A State penitentiary built in 1938. Population now exceeds designed capacity by about 40%. Male juvenile offenders are housed in a separate unit built in 1947 at this same location. Capacity of the juvenile facility is being exceeded by about 50%.

(2) A women's prison also built in 1938 and expanded at various times since its construction. Female juvenile offenders are housed in this facility. Total capacity is being exceeded by about 50%.

(3) A statewide probation-parole system responsible for both adult and juvenile offenders. This system was organized into three districts in 1940 based on the major population centers at that time. Case load is considerably higher than effective supervision practices would indicate.

Your program and budget will be submitted to the head of the Division of Human Resources for approval and inclusion in the Division's program and budget request, which will be sent to the State Legislature's Budget Committee. This committee, like the State Legislature, is almost equally divided between legislators from urban and rural areas. Rural legislators have a slight majority in both the committee and the legislature.



CASE STUDY NO. 4 - In-Basket Exercise

Objectives: (1) Assists the learner in comparing his own pattern of administrative action with peers.

(2) Allows participants to examine administrative decision-making process with peers.

Time Required: 2 hours, including discussion time

Materials: Copy of in-basket materials for each member. Pencils. If a complete record of each man's performance is solicited, two separate sheets numbered the same as in-basket items entitled

(1) Actions and (2) Reasons for action, can be used.

Procedure: Give each member a copy of the in-basket exercise (7 sheets), and ask that members work individually.

Options: (A) Small Group: Let each person describe and defend his actions on each item.

(B) Larger Group: Break into groups of six or seven people to save time and maintain interest. Group may reach a consensus on the two or three more appropriate ways of handling each item.

Note: More information on constructing the in-basket exercise can be found in: Allen A. Zoll, Dynamic Management Education. Seattle, Washington: Management Education Associates, 1966.

CASE STUDY NO. 4

You are Sam Ryan, Superintendent of the Midville Youth Development Center at Midville, Georgia. You have held this position for four months.

Today is Tuesday, December 3rd. You are leaving this afternoon at 4:30 to attend a conference for Juvenile Justice System Administrators at the University in Athens. You will not be back in Midville until late afternoon on Sunday, December 7th.

Your secretary, Grace Arnold, has placed the attached mail in your in-basket. Please give each item your attention and indicate on each letter or memo what action you took and why. You may want to write out drafts of replies on the backs of some of the letters.

Some of the people who you will be dealing with are:

Bill Williams - Houseparent Supervisor; has been on the job for 8 months; this is the first job since completing his graduate degree in social work; 28 years old.

Mrs. Baxter - Houseparent; many years experience in this work; age 46.

Mrs. Johnson - Houseparent, one of the original staff when the Midville Center was opened several years ago; age 41.

Mr. Boland - Houseparent, recently hired; attends night classes at a nearby University Extension Center toward completion of his undergraduate degree; age 27.

INTEROFFICE MEMO

TO: Mr. Williams  
FROM: Mary Baxter  
SUBJECT:

DATE: 12/1/69

Last Friday when Mr. Boland's boys were in the classroom he decided he had to entertain my girls out in the main room. So he started a pool game with two or three of them. You know how they are whenever they get some attention from a man. They were really carrying on with him and he seemed to be enjoying it.

I don't think he should be fooling around with my girls and I wish somebody would talk to him about it.

Mrs. Baxter

Mr. RYAN -  
WHAT ARE YOUR  
IDEAS ON THIS?  
Bill

Mr. Ryan:

Will you designate someone to be in charge while you are away?

If anything important comes up, shall I phone you in Athens?

Grace

INTEROFFICE MEMO

TO: Mr. Ryan

DATE: 12/2/69

FROM: Bill Williams

SUBJECT: COMMUNICATIONS

RECENTLY THERE SEEM TO HAVE BEEN QUITE A LOT OF COMPLAINTS, PROBLEMS, REQUESTS, ETC. FROM HOUSEPARENTS WHICH SHOULD HAVE BEEN DIRECTED TO MY ATTENTION, BUT INSTEAD HAVE BEEN SUBMITTED DIRECTLY TO YOU. NOT ONLY DOES THIS "SNARL-UP" OUR REGULAR CHANNELS OF COMMUNICATIONS BUT IT PROBABLY PLACES AN UNNECESSARY BURDEN ON YOU, TOO.

COULD WE HAVE A MEETING OF THE ENTIRE STAFF THIS AFTERNOON TO DISCUSS THIS?

Bill

INTEROFFICE MEMO

TO: Mrs. Ryan  
FROM: Mrs. Johnson - "E"  
SUBJECT: Time off from work

DATE: Dec. 1

I need to be off next Tuesday to go to Atlanta on important personal business.

Will it be alright?

I wanted to be sure it was OK with you before I asked Mrs. Williams.

2310 Lakewood Drive  
Midville, Georgia  
November 24, 1969

Mr. Sam Ryan  
Midville Youth Development Center  
Midville, Georgia

Dear Mr. Ryan:

The Youth Fellowship of Greenbriar Church would like to come to the Center and put on a Christmas Party for the kids there. We would provide refreshments, presents for everybody, decorations and all the rest.

Would you please let me know if this is possible. If it is, our committee will come out and talk to you about the plans. My phone number is 823-9322.

Sincerely,

Cindy Fuller  
Cindy Fuller  
President, Greenbriar  
Youth Fellowship

Bill -  
How does this sound to you?  
SR 11/25/69

MR. RYAN -

THE LAST TIME WE HAD A CHURCH GROUP PUT ON A PARTY OUT HERE WAS BEFORE YOU CAME. THINGS WERE O.K. UNTIL THE HOUSEPARENTS TOOK A COFFEE BREAK. WHILE THEY WERE GONE, IT GOT COMPLETELY OUT OF HAND.

THIS COULD TURN OUT TO BE A PROBLEM.

BILL 11/28/69

DOWNTOWN KIWANIS CLUB  
Box 8003  
Midville, Georgia

December 1, 1969

Mr. Sam Ryan, Superintendent  
Midville Youth Development Center  
Midville, Georgia

Dear Mr. Ryan:

We would like very much to have you speak at our luncheon meeting on Thursday, January 8th, at 12:30 p.m. at the Midville Hotel. Perhaps you could use the topic "The Extent of the Problem of Crime." The programs at our luncheon meetings usually run from 30-45 minutes.

We sincerely hope that you will be able to be with us on the 8th. Please let me know at the address shown above (or at telephone number 822-0136). If your schedule will not permit your accepting this invitation, perhaps one of your staff could present this program.

Yours truly,

*Jack Williams*  
J. W. ("Jack") Williams  
Program Chairman

CASE STUDY NO. 5 - Changing Unwritten Policy

This case illustrates the learning potentials of a very brief descriptive narrative. The setting is totally ambiguous, fostering the ability of learners from many different agencies to identify with the situation. Little modification would be necessary to tie the setting to a particular agency or a particular role within the agency, thus creating additional realism.

Some of the issues which could be brought out by this case are:

- What effects on the division might follow a decision to hire the outside man?
- What actions might be taken to minimize these effects - before the decision is made? After?
- What actions are indicated to prevent the recurrence of this problem in the future?

Learners may be asked to take a particular point of view (number two man in the Division, Head of the Department, etc.) or simply to speculate on the implications of the situation.

Case Study No. 5

An informal practice of seniority-based promotions has been observed in the Department for so many years that it has virtually acquired the status of formal policy. While this practice may have contributed to the security and peace of mind of the employees, it has resulted in every major division in the Department being presently headed by a man nearing retirement age. Having "worked their way up through the ranks," these men are experienced in the operational procedures of their divisions but, for the most part, are lacking in administrative skills and knowledge of management theory. The impending resignation of a number of these men offers no immediate solution to the recognized need for upgrading the level of administrative expertise in the Department because the men next in line are only slightly younger versions of their chiefs.

The head of one of the major divisions in the Department has announced his intention to resign at the end of the current fiscal year. The number-two man in this division will be eligible for retirement within the next four years. The head of an analogous division in another State has recently attained some prominence in professional circles for his innovative programming and creative management of his department. A much younger man, he lacks years of experience in the field, but he has a strong background in management at the graduate school level.

CASE STUDY NO. 6 - Confrontation Management in an Institution

This case presents an institutional management problem centered around the presence of an articulate, active minority in a prison. Learners may be asked to take the role of the director of the institution, a correctional officer assigned to the building in which these prisoners are housed, or the chaplain of the institution. Discussion can be developed around such questions as, "Do you feel that any action is necessary or justifiable at this point?" "If so, what action would you take?" "What might be the consequences of your action, and how would you deal with them?"

Case Study No. 6

The Inwood Penitentiary houses almost 2000 inmates and operates with a staff of some 275 employees. The system of which this institution is a unit is regarded as generally progressive and rehabilitation-oriented. Many modern treatment programs are in effect throughout the system.

The Inwood facility staff includes a paid, full-time chaplain. With the assistance of numerous volunteers from religious organizations, he conducts a regular program of religious services. These services are generally poorly attended and the inmates generally show little interest in religious matters.

Some time ago a group of about twenty black inmates asked for an audience with prison officials. They professed their belief in the religion of Islam and asked permission to meet unto themselves for their religious observances. After considerable thought, the men were given permission to meet once each week during the evening. About two months later, this group asked and received permission to fast during a special season of the Islamic faith. The terms of the fast - that no food be eaten between sunrise and sundown - were not strictly observed by several members of the group.

Sometime later a splinter-group developed out of this religious group and began working in the "underground" society of the prison. Copies of a newspaper entitled The Defender were somehow brought into the prison and circulated from hand-to-hand. This newspaper was a voice for the Black Muslim movement and contained many articles urging racial separation

and inciting hostility toward the white society. During recent months, several men strongly affiliated with the Black Muslim movement have been inducted into the prison and have actively and openly recruited other inmates into their ranks. Prison authorities are now able to identify at least 37 members of the group.

In addition to their increased numbers, this group has become more strict in its observance of Islamic custom; for example, the eating of pork is prohibited and when pork is served these men refuse to eat any part of the meal.

Recently two of the group were placed in isolation for several days because of their involvement in a disturbance in the dining hall. Other members of the group protested this action by praying loudly in their cells throughout the night and refusing to eat during the time their companions were in isolation.

Yesterday a group of about 60 black inmates was observed on the recreation field listening attentively to one of the Black Muslim leaders. His remarks, overheard by one of the staff, were by no means religious but dealt mainly with black supremacy, denunciation of the white society, and defiance of the prison authorities.

CASE STUDY NO. 7 - Budgeting Simulation

This case is a simulation with specific instructions for each of five roles. Each role player should receive a copy of the general instruction sheet and the instructions for his particular role. Adequate time should be allowed for participants to complete their assignments before the role-playing begins.

The use of groups rather than individuals may be considered to allow participation by more learners. For example, a group may plan the Juvenile Center Director's presentation and select one member to present the finished product.

CASE STUDY NO. 7

Budget Simulation Exercise  
Corrections

General Instructions

This simulation exercise is designed to give the participants and audience a better "feel" for the roles that various participants in the budget process play. It takes place in four steps:

- (1) Director of the Juvenile Detention Center presents and defends his budget before the Budget Director.
- (2) Discussion of Step 1 by audience.
- (3) Budget Director presents his recommendations on the Juvenile Detention Center Budget to the Council and the Council decides on what it will provide. Either the Budget Director or Council members may call upon the Center Director for additional information.
- (4) Discussion of Step 2 by audience.

Certain guidelines are given to the individual participants. Within these guidelines the individuals are free to improvise. It is suggested that the individuals not discuss with the other participants what their particular instructions are.

Budget Simulation Exercise  
Corrections

Center Director

Background:

You are the director of a "Juvenile Detention Center" for a medium size city. The city hired you last year as its first professionally-educated director.

The budget for the Detention Center has been static for the past five years.

It is time for you to prepare your budget request for next year. New budget instructions specify that the request should show needs according to the following breakdown:

Personnel

Operating supplies/expense

Capital outlay

In addition you are told to provide specific and detailed justification for your requests. The hearing with the Budget Director is tomorrow.

The revenue outlook for the city is not bad, but neither is it optimistic. The increase in revenue for the general fund (from which your department is funded) is expected to be about 5 percent.

Assignment:

1. Outline a reasonable budget for your Center.
2. Prepare justifications for what you are asking.
3. Be prepared to present and defend your request before the Budget Director.

Budget Simulation Exercise  
Corrections

Budget Director

You have served in your present position for ten years and during that time have earned a reputation for being a "hard-nosed" finance man. In particular, you are known for cutting the fat out of budgets.

This year you face one of the greater challenges of your career. The revenue estimate for 1970 is \$4,942,000 and you are expecting departmental budget requests to total some \$300,000 more than that figure. In fact, you are now ready to work with the last department to submit its request - the Juvenile Detention Center - and the total request already is in the \$5.1 million range.

You are determined to bring these estimates in line with the revenue estimate, and you see the Center as a prime target for budget cuts. You plan to cut budget estimates an average of 8% across the board and anticipate cutting even more from the Detention Center budget.

Your task: To probe for every weakness in the Center budget when it is presented to you and to reduce it wherever possible so that you can produce a balanced budget.

Budget Simulation Exercise  
Corrections

Information for Councilman Hugh Sanders

You have been city councilman for five years and during that time you have worked hard to promote the concept of a juvenile corrections program. You feel the department made a good step forward last year when a professionally-educated director was employed. (You were also pleased that the former part-time director who had secured the post through political influence had been persuaded to resign.)

You know that the council cannot approve every department's budget request in full, but you intend to do your best to see that the Detention Center's budget is cut no more than two or three percent.

You have had some arguments with councilman Ryder Hammond over this point. Hammond has been down on the Center in general since his brother-in-law lost the position as director, and a professional was hired.

Budget Simulation Exercise  
Corrections

Information for Councilman Ryder Hammond

You are proud of your reputation as a fiscal conservative. For a number of years you have been known as the "watchdog of the purse." You are up for re-election this fall and would like to see the council hold the line on expenditures and make possible at least a token tax decrease.

Two years ago your brother-in-law came under fire as the Detention Center director and decided to resign. Since this development came during your re-election campaign, it was especially embarrassing. You were quite irritated when the city brought in an outsider to fill the vacant position.

For this reason, as well as your conviction that such a tax supported Center is not really a necessity, you have decided to wage an all-out attack on its budget.

At the very least you hope to persuade the council to hold the line on expenditures and if possible, cut back the salary of the director.

Your task: To cut the budget of the Detention Center when it comes before the council.

Budget Simulation Exercise  
Corrections

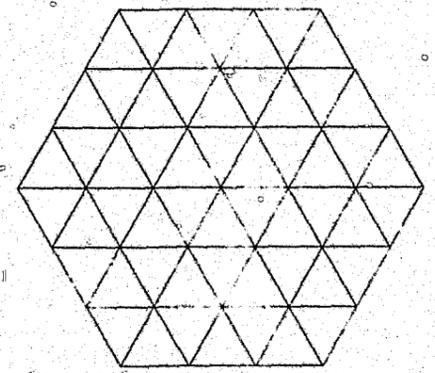
Information for "Other" Councilmen

You have little knowledge of the Juvenile Detention Center's operations although you suppose it to be a "good" thing. You are concerned about the rising cost of government in this election year and would like to "hold the line."

Your task: Make a wise decision on the Center's budget.



**Operational Case Studies**



### III. OPERATIONAL CASE STUDIES

The following cases are directed primarily toward the operational field worker, such as rehabilitation counselors, probation officers, and parole officers. Practice in case analysis, case planning, decision-making and communications skills can be gained from the study of these cases.

The cases are arranged in order of structure, from the highly-structured "Exercise in Individual Appraisal" (Case Study No. 8) to the very simple, unstructured narrative titled "Jerry" (Case Study No. 11).

As in the previous section, a brief introductory comment or a learning design suggests some possible approaches to the use of the case material.

CASE STUDY NO. 8

One of your fellow probation officers has been seriously injured in an automobile accident. According to his doctors, he will not be able to return to work for "at least seven or eight months." During this period, a part of his caseload will be assigned to you. One of his cases, Wally Ames, was placed on probation about four weeks ago. You have never met Wally. The following case narrative, written by your injured colleague, is taken from Wally's file.

Instructions for Trainer

The next part of this case study should be done in small groups of three to five learners. Two learners will be needed to role-play Wally Ames and the probation officer. The other learner(s) will observe the role-playing and give feed-back to the role-players.

Read the case narrative carefully in preparation for your first meeting with Wally.

Wally Ames

Wally Ames is a 23-year-old white, married youth who was referred by the Court for a Pre-Sentence Investigation. He entered a plea of guilty to a charge of assisting in the transportation of a stolen auto from one state to another. Investigation revealed he had been living a nomadic existence for a number of years. While living at a Salvation Army shelter in a southwestern state he met a 26-year-old derelict who was well on the way to an alcohol-tinged criminal career. This companion offered Wally a ride to the midwest in a car he had recently "rented." In preparing for the trip both stole money and miscellaneous articles from the store where they worked part-time. Once on the road, the companion revealed he had stolen the car and had no intention of returning it. Enroute they committed a number of burglaries and pawned the stolen goods for food and gasoline. In Ohio they ran out of gas and money and abandoned the car. His companion proposed that Wally accompany him to New York and suggested robbing a bank. Wally refused and instead hitchhiked to Chicago where he was eventually arrested.

Wally presented himself as a quiet-spoken, docile, introverted young man of average intelligence. He was cooperative during the pre-sentence investigation, presenting his life history in a matter-of-fact monotone, with little or no attempt to excuse or rationalize his behavior. He pictures himself a criminal, a bum, and as he related -- "a queer."

Wally was the youngest of three boys -- the eldest, Donald, age

25, was really his half-brother, the product of his mother's illicit relationship. Both Donald and brother Vic had extensive juvenile records, had been considered incorrigible children, and had wandered about the country for a few years before settling in Chicago. Both brothers are now married, have good jobs, and show an interest in Wally's well-being. The oldest brother has come twice for interviews about Wally.

The mother died during childbirth when Wally was only 3-years-old. He lived in a foster home for a year before being retrieved by his father. The father, a steel worker, was cruel and tyrannical and took out much of his hostility on the children. He lived with one woman after another, none of whom was endowed with much patience and understanding. Wally bore the brunt of his father's abuse, would not retaliate, and repressed his feelings. The older brothers often ran away from home and kept out of the father's way. For a time they were in juvenile institutions. Wally was 16-years-old when his father died. He lived with an uncle for the next few years, fared little better, and as he described it, "stuck it out anyway."

From a letter sent to this office from the state hospital where Wally underwent treatment (when he was 20-years-old and still a senior in high school) comes this excerpt:

"At one time he became more and more seclusive and withdrawn and seemed to lose contact with reality. He reportedly had thoughts of suicide and his behavior was somewhat bizarre. His diagnosis was a

'Schizophrenic Reaction, Paranoid Type.' Two months later, after treatment was initiated, he improved enough to be released on a home-trial visit. Instead of returning to the hospital, Wally enlisted in the Army."

His service report indicates that although he received a summary court-martial for giving an unauthorized pass to another serviceman, he made a fair military adjustment for a time. Eighteen months later he stole another soldier's camera. He was psychiatrically examined and again a schizophrenic diagnosis was made. This led to his release from military service.

After leaving the Army, Wally's nomadic pattern began. Usually, he moved to areas close to his brothers, never holding a job for more than a few months. A check with former employers revealed that he was a good worker but restless. Evidently, he could not tolerate change on the job and often quit without notice.

Wally has been employed for 4 months at a furniture manufacturing plant as an assembly line spray painter. He obtained this job while awaiting sentencing for the present offense. It was about this time that he married Joann Greer, a local girl. His wife accompanied him to this office for the original pre-sentence interview and also was present at the time of sentencing.

Although arrested a number of times before for minor offenses, Wally had never been convicted. The judge agreed that he was basically law-abiding and that his participation in the auto theft was an outgrowth of

his generally passive nature, lack of drive, instability, and tendency to follow the path of least resistance. He was placed on three years probation with the recommendation that he undergo psychiatric treatment.

Now that you have read the case narrative, consider the following questions:

- (1) How do you think Wally sees himself?
- (2) What are the most significant strengths and weaknesses in Wally's case?
- (3) Based on the limited information you have, what would be your evaluation of Wally's chances of successful completion of his probation? What are the reasons for your position?
- (4) What additional information would you like to have about Wally Ames?

Now, contact Wally and arrange for your first meeting. The checklists on the following pages may be helpful to you in planning for this interview.

#### Instructions for Trainer

At this point, the learners should role-play the first meeting between Wally and his probation officer. Role-playing instructions may be given by the trainer in order to bring out particular points which he feels need emphasis. Or the trainer may play the role of Wally.

#### A. Family Situation Checklist

- \_\_\_ What is the emotional climate? Do they communicate with each other?
- \_\_\_ Social and emotional support within the immediate family?
- \_\_\_ What is going on at this time within the family to facilitate or impede a rehabilitation program?
- \_\_\_ Goals and expectations of offender and his family? Are they unrealistic?
- \_\_\_ How did the family react to this present situation?
- \_\_\_ What does the family see as the causal factors for the problems?  
What do they think the offender sees as the causal factors?
- \_\_\_ Family contacts with supportive agencies within the community?
- \_\_\_ What might be done to strengthen the family? How might the family with any outside planning which is available?
- \_\_\_ How does the defendant's family handle various conflicts? What events or people seem to produce conflicts?
- \_\_\_ Pressures-Supports-Strengths of family?

#### B. Educational Experience Checklist

- \_\_\_ Previous experience of school?
- \_\_\_ Grade level achieved?
- \_\_\_ Any period of poor or unusually excellent academic performance?
- \_\_\_ Relationship with teachers/other students?
- \_\_\_ Educational level of parents, siblings?
- \_\_\_ Family attitude toward School?
- \_\_\_ Interests? Expressed/Tested/Manifested?

\_\_\_ How has he previously tried to solve his educational problems?

\_\_\_ Is he satisfied with his present level of education?

\_\_\_ What subjects did he like best? Dislike most?

\_\_\_ Ability to express himself?

### C. Vocational Experience Checklist

\_\_\_ Most recent job: Position held/duties/money received?

\_\_\_ How did he see/describe his previous jobs: reason for leaving?

\_\_\_ Most satisfying job? Least satisfying job?

\_\_\_ What is his attitude toward work?

\_\_\_ Any carry-over skill applicable to another profession?

\_\_\_ Does he see himself as being a good worker and employee? Is his perception consistent with that of his supervisors and co-workers?

\_\_\_ How did he arrive at his occupational choice?

\_\_\_ In looking over previous history, was he encouraged or discouraged by his previous experiences in the work of work?

\_\_\_ Work Personality: (How do his employers describe him?)

- Punctuality
- Adaptability
- Interpersonal relationships
- Responsibility
- Motivation
- Personal Appearance

- Learning Ability
- Planning
- Work Quality
- Work Quantity
- Persistence
- Major obstacle to obtaining and maintaining employment

-Readiness for employment

-Speculation of the situation in which he would possibly work best, i.e.;

- Types of Supervision
- Work alone or with Others
- Variety of duties
- Repetitious task
- Personal Contact

### D. Social Functioning Checklist

\_\_\_ What kinds of responses does he seek from peers; does he seek power, affection, submission?

\_\_\_ Persons he is close to, what does he avoid?

\_\_\_ How does he see other people - is he accurate in his judgements and invaluements?

\_\_\_ Does he need others? loner?

\_\_\_ Is he comfortable in seeking help, and IF SO, what form does it take?

\_\_\_ How does he react to limits placed upon him?

\_\_\_ Any special condition that effects his overall social functioning?

### E. Realities of Rehabilitation Checklist

\_\_\_ Overall capacity to be rehabilitated--assets to work with, liabilities to consider, opportunities available and obstacles to overcome.

\_\_\_ Indicate his present level--potential level of functioning, discuss discrepancies.

\_\_\_ Discuss his cardinal personality traits as they constitute assets or liabilities to his total make-up and pattern of behavior.

\_\_\_ Discuss objectives with him in terms of his capacities and opportunities available to him.

Instructions for Trainer

After the interview has been role-played and critiqued, each learner should work through the synthesis/summary of the case data using the format which follows. These can then be discussed.

During your interview with Wally, you probably formed some general impression about his behavior, and his "life style" and the factors which have influenced their development. Formulate brief statements about your impressions in answering these questions:

- (1) What do you see in this man? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (2) How does he respond to most situations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (3) What attitudes/personality patterns contribute to what you see in him? \_\_\_\_\_  
\_\_\_\_\_
- (4) What are some of the possible sources of these attitudes/personality patterns? \_\_\_\_\_  
\_\_\_\_\_

Bringing together all of the information you now have about Wally Ames, write a brief summary of his case. Try to interpret the meaning of the information you have obtained in each of the following areas:

- (1) Family situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (2) Educational background: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (3) Vocational experience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (4) Social functioning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(5) Realities of rehabilitation: \_\_\_\_\_

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(6) What strengths/weaknesses do you find in Wally's case?

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(7) What immediate/long range goals might you and Wally work toward? \_\_\_\_\_

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CASE STUDY NO. 9 - The Tom Williams Situation:  
An Action Maze Exercise

Learning Design

- Objectives:
- (1) To foster an awareness of the interaction of seemingly isolated aspects of problem behavior.
  - (2) To provide practice in making constructive responses and decisions in probation/parole supervision.
  - (3) To provide entry into a discussion of identifying and using appropriate community resources in probation/parole practice.
- Time Required: Minimum of 30 minutes to complete the booklet. Discussion of the questions on page 16 of the booklet will require additional time (one hour or more).
- Materials: Copies of the booklet for each learner. Pencils.
- Procedure: Distribute copies of booklet. Allow learners to read introduction and ask questions about procedure. Allow about 25 minutes to complete the booklet.
- Notes: This exercise may be done individually or in groups of two or three. One approach to the discussion questions on page 16 is to list all members of Tom William's family, identify the possible problems each

has and discuss the community agencies which might be of help. Information on the construction and use of action maze exercise can be found in: Allen A. Zoll, Dynamic Management Education, Seattle: Management Education Associates, 1966.

Case Study No. 9

The Tom Williams Situation:  
An Action Maze Exercise

Introduction

This will be an experiment in a new way of thinking about the way you act as a counselor.

It begins with the statement of a problem involving Tom Williams, one of your cases. The path down which you proceed in taking action can and will differ from that of others. There is no "one path" to follow - just as there is no "one path" in real life. But the path you move down will depend on your attitudes and actions at each point - and you have a choice.

This booklet will be used differently than any you have seen in the past.

Instead of looking at each page in sequence (pages 1, 2, 3, 4, etc.), you will decide on page one what action you would take - then turn to the page indicated under that choice. Other action choices will refer you to other pages back and forth in the booklet.

Please write down each page you turn to on the path record sheet provided. (page 27)

Make no marks in this booklet.

The Tom Williams Situation

You are a probation officer recently transferred into your present territory. Tom Williams is one of your assigned cases. The shop foreman of the plant where Tom works has phoned and asked you to come by to discuss a problem that he is having with Tom.

You are seated in the foreman's office. He has told you that Tom is a good worker but that he has been frequently absent from work. He is absent today (a Monday) and has been absent on three out of the past four Mondays.

Which of the steps listed below would you take first? Make a decision and turn to the page number indicated. Do not turn to any other page number!

- A. Arrange to see Tom right away and have a talk with him ..... Turn to page 7
- B. Talk to some of the men who work in the crew with Tom to see if they have any idea of why he is absent ..... Turn to page 3
- C. Check with his previous employer to see what his attendance record was there .... Turn to page 6
- D. Wait until his next regular reporting day to discuss the matter with him ..... Turn to page 17

You are not following instructions:

Nowhere are you instructed to turn to this page.

Remember - we said this would not be like any regular book where you follow the pages in sequence. Instead, you will skip around - depending on the action you decide to take.

Now turn back to page one and select the number of the page you should be on.

You ask some of the men in Tom's crew if they have any idea why he is absent. They seem a little reluctant to talk but one of them says that "some guy on the night shift said he saw Tom and some woman in a car pulling out of a motel early this morning. This guy said Tom looked pretty drunk to him."

What would be your approach now? ..... Turn back to page 1

You decide to keep calling Tom's home at regular intervals.

Late that afternoon, the phone is answered. A woman, who sounds peculiar, says that Tom is not there. When you ask where he is, she begins crying. After a few minutes of this, Tom comes on the phone and asks who it is. When you tell him, he says

"I can't talk to you now, goodbye."

and hangs up the phone.

The next morning you go by the shop to talk to Tom.

What will be your approach to him now? .....Turn to page 7

You have asked Tom if he has really been ill. He says:

"Now look, I know the rules down at the plant!"

"They say either your illness or that of someone in your immediate family is allowable as sick leave. And it's been one of the two I can assure you!"

What would your general approach be to Tom?

- A. Tell him that his personal problems are his business but that his work record is your business. Tell him that he must "shape up or be in real trouble" .....Turn to page 8
- B. Say, "I didn't mean it that way, Tom, and I'm sorry you have been having so much trouble. But I'm concerned about how your absences have been affecting your work" .....Turn to page 18

You have decided to ask the supervisor in Tom's previous shop what his experience with Tom was. He says:

"Tom Williams? Why I know Tom very well. I think a lot of him, too. He was one of my best men and I was sorry to see him go. If it hadn't been an upgrade for him I would have really tried to keep him."

"How is he doing, anyway? I hear he married a widow with two teen-aged kids. Boy, that's really getting a ready made family."

Turn back to page 1 to decide on your next step.

In discussing Tom's absences with him, which general approach would you take from among the following?

- A. Explain to him the importance of regular attendance to his work record and urge him to do better ..... Turn to page 8
- B. Tell him that his work record is your concern and that he'd better get on the ball or he may face having his probation revoked..... Turn to page 8
- C. Wait to see if he brings up the matter of his absences when you talk to him ..... Turn to page 12
- D. Ask him what kind of difficulty he is having .....Turn to page 9
- E. Be friendly, but tell him he has got to improve in the coming month .....Turn to page 13

Tom says, "I'll try to do better."

However, the following Monday he is absent again and his foreman reports that someone who said she was his wife phoned in to say that he was ill. She sounded queer - as if she had been drinking.

What would you do then?

- A. Telephone his home to verify his illness. .... Turn to page 10
- B. Ask others in the crew if they know what Tom's problem might be. (If you have not done this before.) .... Turn to page 3
- C. Wait until his next regular reporting day to deal with Tom ..... Turn to page 17

You have asked Tom what difficulty he is having. He says:

"Well, it's rather personal and I don't want to talk about it if you don't mind."

What general approach would you follow now?

- A. Ask him if he has really been ill for the last three Mondays out of four ..... Turn to page 5
- B. Tell him that his personal problems are his business but that production is your business. Tell him that he must "shape up or ship out." ..... Turn to page 8
- C. Be friendly, but explain that you are going to place a warning letter in his file that states he must improve the following month..... Turn to page 13
- D. Say something like, "Tom, I don't want to butt in where I'm not wanted, but at the same time, you must see how your Monday absences are affecting your work record. I'm concerned about this and I know you are too." ..... Turn to page 18

You telephone Tom's home to verify his illness. There is no answer.

Now would you:

- A. Keep calling at regular intervals during the day?..... Turn to page 4
- B. Ask your secretary to keep calling?..... Turn to page 15
- C. Wait to handle it on Tom's next regular reporting day?..... Turn to page 17

You have responded to Tom, "You have talked about it to your wife?"

Tom says:

"Yes, but she is so wrapped up in her two kids that she won't listen. I knew I would have problems when I married a widow but I didn't expect this."

What general approach would you follow then?

- A. Say, "I'm glad you realize the seriousness of this and I hope you can make her see it, too. I hope you will try to do better.....Turn to page 8
- B. Say, "It's pretty tough being married to a widow with kids, I guess." ..... Turn to page 21
- C. Say nothing, but continue to listen ..... Turn to page 14

You have decided to wait until Tom brings up the matter of his absence. He does not. However, he was present each day for the next two weeks and then misses Monday and Tuesday of the next week and is absent today (Monday).

Now what approach will you take with him?..... Turn to page 7

You have placed a warning letter in Tom's file telling him that he must improve during the following month.

He is absent the first two Mondays in the next month. At this point what would you do?

- A. Warn him what may happen if he is absent again on either of the next two Mondays ..... Turn to page 22
- B. Wait to see if he is absent the remainder of the month ..... Turn to page 23
- C. Tell Tom you don't wish to intrude on his personal problems, but you are concerned over how his absences continue to affect his work ..... Turn to page 18
- D. Express to Tom your hope that he will be able to improve this month. Then wait to see if he is absent the remainder of the month ..... Turn to page 23

You decided to say nothing but to continue to listen. Tom continues:

"Martha, my wife, has a teenage daughter who has been married but it is breaking up, I guess. Also her boy who is two years younger is supposed to be living with us but he has run away twice in the past two months. Everything seems to happen on weekends!

"First the daughter comes home mad at her husband, then the husband follows and they have a scene. Sometimes they make up and go back to their house and sometimes not.

"Then the boy takes off and the police phone me to come and get him. Sunday night at midnight I had to drive to the next State to get him out of jail. I didn't get back till eight last night.

"All these things happening on weekends are very upsetting to Martha. I think she must be going through the 'change'. She has been so upset and ill on several Mondays I have been afraid to leave her. But I know it is causing me problems on the job. I hope I can get it worked out soon."

What would your general approach be?

- A. Explain to Tom that you understand what he is dealing with and tell him that you suggest you wait two weeks to see how things look then ..... Turn to page 16

**CONTINUED**

**1 OF 2**

- B. Tell him that his personal problems are his business but that his record is your business. Tell him that he must "shape up" or have his probation revoked ..... Turn to page 8
- C. Suggest that Tom take his problem to his family doctor or minister ..... Turn to page 25
- D. Explain that you are going to place a warning letter in his file that states he must improve the following month ..... Turn to page 13
- E. Tell Tom that leaving the state without prior permission can be the basis for probation revocation and that you might have to "report" him ..... Turn to page 8

You have asked your secretary to keep calling Tom's home. At five p.m. she says there has been no answer.

What do you do now?

- A. Continue to try to phone Tom yourself during the evening ..... Turn to page 4
- B. Wait until Tom's next regular reporting day to talk with him ..... Turn to page 17

Now that Tom has spelled-out some of the main problems causing the Monday absences, let's talk about it.

There is no clear-cut "ending" to the problem given here - nor do we usually find one in real life situations. We are constantly dealing with people and our attitudes and approach often determine largely how a problem will turn out.

Tom's problem raises some interesting questions which you may want to give more thought to.

1. What resources in the community can be of assistance to Tom and his family?
2. Looking back can you see why and how you chose each step that you made?
3. Do you feel that you might have handled the situation better somewhere along the line?

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

END OF ACTION MAZE

You have decided to wait until his next regular reporting day to deal with Tom.

..... Turn to page 7

and select your approach to Tom when he reports.

You have told Tom you didn't want to intrude but expressed your concern over how his absences were affecting his work record. Tom says:

"I know you are concerned and I have been, too. I'm sorry its happening but I just can't help it. I've told my wife that I might lose my job if it keeps up. "

What general approach would you follow then?

- A. Say, "I'm glad you realize the seriousness of this and hope you can make her see it too. I hope you will try to do better".....Turn to page 8
- B. Say, "You have talked about it with your wife?" ..... Turn to page 11
- C. Say nothing, but continue to listen ..... Turn to page 14
- D. Impress Tom with the seriousness of this in a business situation and warn him that he must improve or take the consequences ..... Turn to page 22

You have removed the warning letter from his file and told him you hoped he would keep up the good record he has started.

Tom may or may not be absent on future Mondays - if he is, then that is another problem.

Did you ever wonder just what Tom's problem was? Other paths led to his telling you - and perhaps you would like to hear him describe it, also.

If so ..... Turn to page 14

Then turn to page 16 and let's discuss the questions there.

After Tom was present each Monday for the remainder of the month, you have told him to "keep up the good work." He says:

"I'm certainly trying."

He is in attendance for the next three weeks including some over-time work he was assigned to.

At the end of this time, what would you do?

- A. You would do nothing ..... Turn to page 24
- B. You would tell Tom that you were removing the letter from his file and express the hope that he is able to keep up the good record he has started ..... Turn to page 19

You remarked to Tom how tough it must be to be married to a widow with kids. He says:

"Boy, I'll say!"

and clams up.

What general approach would you use then?

- A. Say, "I'm glad you realize the seriousness of this and I hope you can make her see it, too. I hope you will try to do better." ..... Turn to page 8
- B. Say nothing, but continue to listen ..... Turn to page 14

You have reminded Tom what may happen if he is absent again on Monday. He is there the next Monday.

On the following Monday, you drop by at lunchtime to see Tom and notice him by himself looking flushed and ill. When you ask him what the trouble is, Tom says he feels quite sick. You send him to the company Dispensary and they send him home. You receive word that he had a fever of 103 degrees and was dangerously ill with influenza.

Tom was reported to have told the nurse that he was afraid of losing his job if he had stayed home ill. He is absent for six days.

When next you see him, what will be your approach to Tom?

- A. Tell him that despite his illness, he is still under the warning letter because of his Monday absences and that he must improve ..... Turn to page 8
- B. Tell him that you are "wiping the slate clean" and hope he has no more trouble in the future ..... Turn to page 8
- C. Say that you are sorry he was ill - that you don't want to intrude, but ask him if the difficulty he was having with the Monday absences looks cleared up ..... Turn to page 18

You have waited to see if Tom is absent the remainder of the month.

He is not.

At this point, what action would you take?

- A. You would do nothing ..... Turn to page 24
- B. You would tell Tom to keep up the good work ..... Turn to page 20
- C. You would tell Tom that you were removing the letter from his file and express the hope that he is able to keep up the good record he has started ..... Turn to page 19

A. You would do nothing after Tom was not absent the remainder of the month.

Why not? Tom seems to be trying to do what you wish him to. One principle of teaching desired behavior is to reward it when it happens.

..... Turn back to your previous page and reward Tom.

You have suggested that Tom take his problem to his family doctor or minister. Tom says:

"Well, we are not really church goers and we don't have a regular doctor."

..... Turn back to page 14 and select another route.

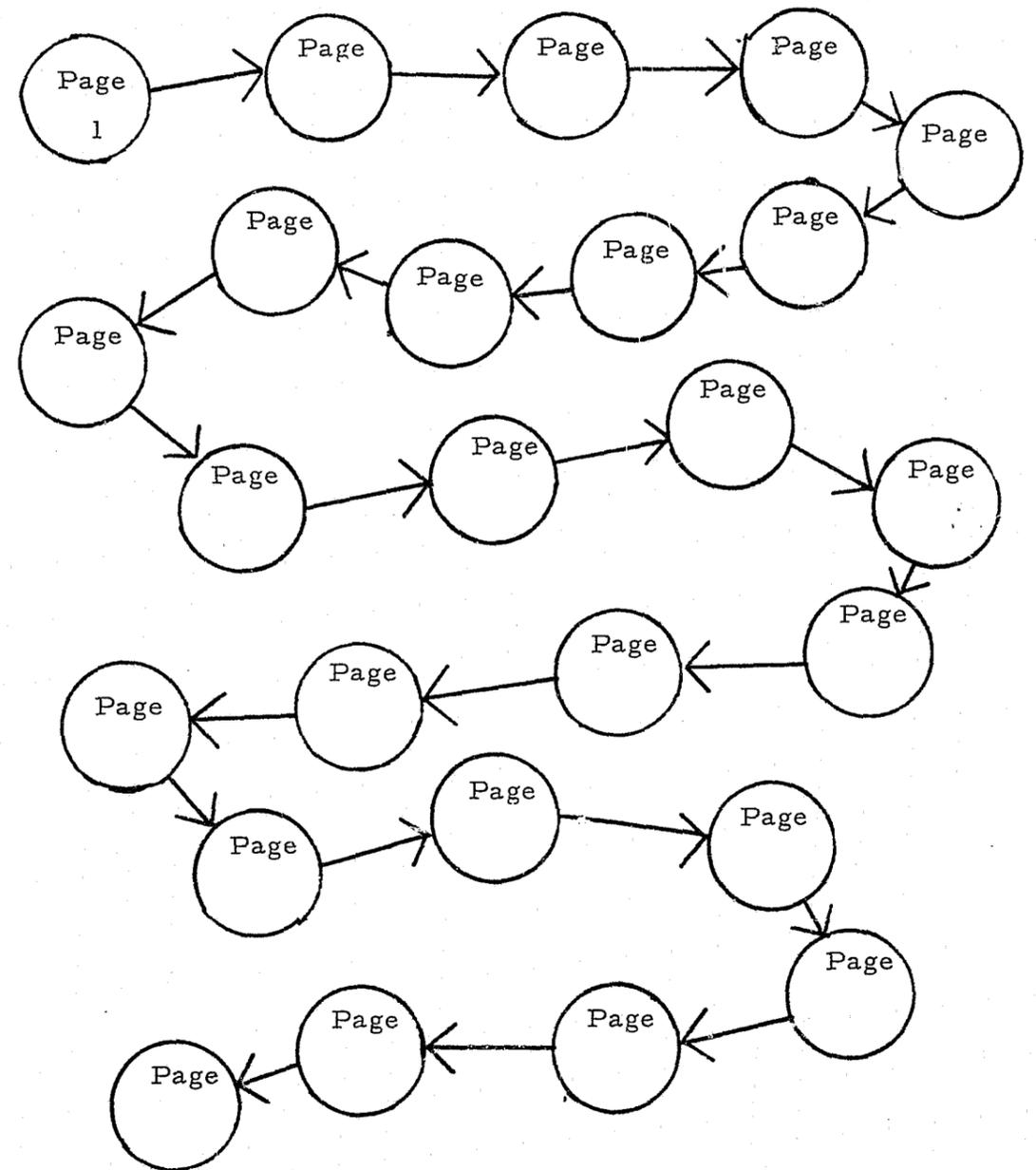
No place in this book were you instructed to turn to this page.

Return to your previous page and get back on the track.

PATH RECORD SHEET

As you turn to each new page in your booklet, write the number of the new page in the next circle below. (Disregard the total number of circles - you will not use them all.)

S  
T  
A  
R  
T



CASE STUDY NO. 10

The Case of Doug

Learning Design

- Objectives: To help group members identify the kinds of information which they need in order to make a decision. To provide experience in information-gathering and sharing in a group. To focus attention on the mechanisms of dependency and separation anxiety which may contribute to adjustment problems of parolees.
- Time Required: Approximately 1 hour including discussion time.
- Materials: Copies of the case study "DOUG" for each member. One copy of the "Additional Facts" cut into separate strips (to be randomly distributed to group members). Pencils.
- Procedure: Give each member a copy of the case study "DOUG." Tell the members that they have five minutes to read the material and answer the questions asked. Members are to work individually during this part of the exercise. After five minutes, stop the exercise. Discussion may take place at this point with members sharing their answers to the questions, etc. Next distribute the "Additional Facts" strips randomly to the members (one or more strips per member). Allow

the group 20 minutes to gather enough information from each other to compile a complete case record and make a decision in the case. ONE GROUND RULE: members may share the additional facts that they have in any way other than allowing other members to see the fact strip. Each member must keep his fact strip in his hands throughout the exercise. Allow enough time for discussion of the individual decisions.

Note: This exercise may also be done as a consensual decision making task, with the entire group reaching a decision which is acceptable to each member.

DOUG

Doug was paroled from a Federal penitentiary almost one year ago and assigned to your supervision. His employment has been very irregular since his release from prison. He has changed his place of residence several times, and sometimes lives at the apartment of a girlfriend. You have been notified that Doug was arrested two days ago and is being held in jail on a charge of shoplifting.

\* \* \* \*

On the basis of the information given above, what is your immediate reaction to Doug's situation? \_\_\_\_\_

What action on your part do you think would be appropriate at this time?

If you do not think you have enough information to decide on your action in this case, list several things which you would like to know before making a decision. \_\_\_\_\_

DOUG

(Additional Facts)

Doug was an only child whose parents were divorced when he was five years old. He has not seen his father since that time. His mother, who raised him, died three years ago.

Doug graduated from high school in the upper twenty-five percent of his class.

He immediately enlisted in the army, served in Vietnam, received two decorations, and was honorably discharged with the rank of sergeant.

After his discharge, Doug experienced difficulty in finding a suitable job in civilian life and re-enlisted in the army seven months later.

During this second enlistment, he became involved with a group of his buddies in a drunken escapade which resulted in his being court-martialed for desertion and other violations of military law, dishonorably discharged, and sentenced to five years in a Federal penitentiary.

After serving three years of his term, he was paroled with a record of good behavior and returned to his hometown.

During his first week out of prison, Doug made contact with a girl whom he had known in high school, and in an effort to impress her that he was doing well, spent almost all of his prison industry savings.

When he was unable to find employment, he frequently received temporary aid from the Salvation Army.

During the past eight months, Doug has worked as a common laborer, mainly on construction jobs. Lay-offs have been frequent and he has worked for five different employers during this period.

He has continued his relationship with the girl and frequently lives at her apartment when he has no money for a room of his own.

Two days ago, Doug was arrested and charged with shoplifting.

Police records show that he went into a downtown department store, picked up two shirts, a bottle of inexpensive perfume, a small desk lamp, and two artificial fishing lures and attempted to walk out of the store with them.

Store personnel stated that Doug made no attempt to conceal the merchandise.

When accosted by store personnel and the arresting officer, Doug offered no resistance or any explanation of his behavior.

CASE STUDY NO. 11

This case is a simple narrative sketching the background of a parolee and bringing his case up to a present crisis point. The trainer may elect to use this case in one or more of the several ways, e.g.:

- As a study in comparison of the learner's style to that of the parole officer in the case.
- As a problem-solving exercise requiring the learners to make a decision in the present situation described in the case.
- As a source of data on the information-gathering skills of the learners (What information given do they consider relevant to their decision? What additional information would they want to have before reaching a decision?).

CASE STUDY NO. 11

The Case of Jerry

At age 18, Jerry was convicted, along with another youth, of one count of auto theft and sentenced to a correctional institution. After serving one year of his term, he was paroled with a record of good behavior. He was employed as a fork-lift operator in the warehouse of a local manufacturing plant and also worked as a guitar player with a local rock music band which played at high school dances and in local clubs. His work with the band pays an average of \$15 for an evening's work, and the band averages five or six engagements per month. He is considered a "really good musician" by his fellow band members and "an average employee" by the plant warehouse foreman.

Seven months after his parole, the plant for which he works curtails its operations and Jerry is discharged in favor of retaining other employees with greater seniority. He experiences quite a bit of difficulty in finding another job perhaps because of his prison record or perhaps because of his shoulder-length hair and beard which are necessary for him to continue to play with the band. Jerry is able after several weeks to find a job as a service station attendant, working from midnight until 8:00 a. m., five days a week, for a salary of \$66.00 per week, slightly less than he made on his previous job.

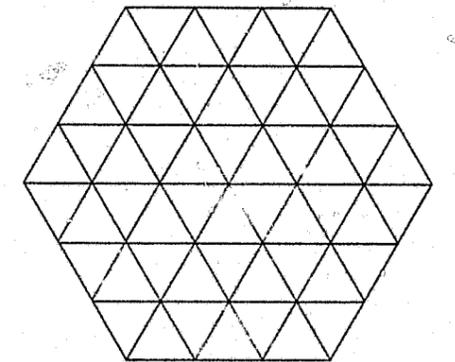
Jerry has been living with his mother and stepfather since his release from prison. Several times during your conversations with him, he has mentioned having trouble getting along with his stepfather and wanting to

move out of the house. Shortly after starting his new job at the service station, he phoned you to say that he was no longer living at home, but had moved into a rooming house with one of the fellows who plays in the band. When you go by the new address, Jerry is not at home, but the landlady tells you that he paid a month's rent in advance and that he seemed quiet and well-mannered - "a pretty nice kid," in her words. She says that neither he nor his roommate "spend too much time around here."

A routine check with Jerry's employer at the service station two months after he started work reveals that he is considered "a pretty good worker," that he has phoned in to ask permission to be late for work "a couple of times because he had to play until 1:00 a. m. at a dance," and that he has "a real young-looking girl friend" who visits him at work quite often. His employer is "pretty well satisfied with the job Jerry has been doing."

Four months later, Jerry is arrested along with a 15 year old girl for possession of marijuana. Jerry and the girl were smoking marijuana in his room at the time of the arrest. In view of the girl's testimony that she had obtained the marijuana and asked Jerry to smoke it with her, he is given a six-month's probationary sentence.

**Additional References on Case Study Method**



IV. ADDITIONAL REFERENCES  
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University Graduate School of Business Administration, 1969.

Willings, David R. How to Use the Case Study in Training for Decision Making.  
London: Business Publications, Ltd., 1968.

Additional information on the case method and listings of published cases  
available may be obtained from:

The Bobbs-Merrill Company  
College Division  
Indianapolis, Indiana 46268

Inter-University Case Program  
Syracuse University  
Syracuse, New York 13210

Inter-Collegiate Case Clearing House  
Graduate School of Business Administration  
Harvard University  
Boston, Massachusetts 02163

**END**