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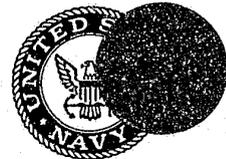
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The Attitudes of Navy Corrections Staff Members: What They Think About Confinees and Their Jobs

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13. ABSTRACT (Maximum 200 words)

This research assessed the attitudes of staff members assigned to Navy correctional facilities prior to assuming their duties and after 3 years on the job, and investigated the effects of organizational characteristics on job satisfaction and other relevant attitudes. Prior research has shown that correctional officers who have positive attitudes toward confinees and a treatment approach to corrections are most effective in retraining confinees. A questionnaire combining items from previously published instruments with items developed for this effort was designed and administered to approximately 1,700 Navy enlisted personnel serving as staff members at correctional facilities. Newly- assigned staff members were found to express more positive attitudes toward confinees and to endorse a more treatment oriented approach to corrections after receiving training for the assignment than they expressed prior to training. However, members of a longitudinal sample who participated in a third assessment after 3 years on the job were found to express attitudes more similar to the pretraining level. The effect of organizational characteristics on job satisfaction and attitudes toward confinees was assessed in conjunction with the third administration of the questionnaire. Organizational factors which had the greatest effect on job satisfaction were the feedback received and perceived managerial effectiveness. A positive and significant relationship was found between job satisfaction and attitudes toward confinees. Staff members who responded in a positive way about their overall job satisfaction indicated greater positive regard for confinees and a greater belief in confinees' ability to change.

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Foreword

This effort was conducted under Program Element 0603707N (Education and Training), Work Unit 0603707N.R1772.ET108 (Navy Corrections Retraining Model). It was sponsored by the Chief of Naval Personnel (PERS-8). The objective of the work unit is the development of a model specifying the factors promoting the successful retraining of confinees in Navy correctional facilities.

The objective of the present effort was to assess the attitudes of corrections staff toward confinees and their assignment to corrections duty, and to investigate the effects of organizational variables on job satisfaction and other relevant attitudes.

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Summary

Objective

This research was conducted to assess the attitudes of corrections staff members prior to assuming their duties at the corrections facilities and after 3 years on the job, and to investigate the effects of organizational variables on job satisfaction and other relevant attitudes.

Problem and Background

The attitudes of staff members and the quality of their interactions with confinees are believed to be important factors in the successful retraining of Navy personnel confined in correctional facilities. Prior research has shown that correctional officers who have positive attitudes toward confinees and a treatment philosophy of corrections are most effective.

Few military staff members at Navy correctional facilities are professional corrections specialists. Rather, the corrections assignment is typically a limited time out from their career progression, coinciding with a rotation to shore duty after a period of deployment. While there are recognized advantages to this system, staff members who are temporarily assigned to corrections duty are also more likely to have personal goals and concerns that are not congruent with correctional goals. Staff members may function as barriers to successful retraining when their personal goals are not achieved or when their attitudes toward confinees are predominantly negative.

Method

A questionnaire was designed to measure corrections philosophy and staff attitudes toward confinees, combining items from previously published instruments with items developed for this research. The questionnaire was pilot tested, modified, and implemented throughout the Navy corrections system. Staff members completed the questionnaire before and after initial training, and again after 3 years on the job. For the third administration, items assessing job satisfaction and organizational climate were also included. Longitudinal analyses of changes in attitudes after training and after tenure on the job were conducted.

The sample included approximately 1,700 staff members from two consolidated brigs and 28 waterfront facilities. Of these, 332 had completed the third administration of the questionnaire. Approximately 90% of the sample were Navy enlisted personnel in paygrades E-5 through E-9.

Results

Responses on the questionnaire indicated that the attitudes of newly-assigned Navy corrections staff members toward confinees were more positive after training, and they also tended to express a correctional philosophy that was more treatment oriented than their pretraining attitudes. However, members of a longitudinal sample who participated in a third assessment after 3 years on the job were found to express attitudes more similar to the pretraining level.

Five scales were developed to reflect elements of the organizational climate at staff members' facilities, and the effect of the organizational characteristics on job satisfaction was assessed. The

organizational factors which seemed to have the greatest effect on job satisfaction were satisfaction with feedback received and perceived managerial effectiveness.

A positive and significant relationship was also found between staff members' job satisfaction and their attitudes toward confinees. Staff members who responded in a positive way about their overall job satisfaction indicated greater positive regard for confinees and greater belief in capacity for change. Moreover, the attitudes of staff members who reported greater job satisfaction had changed in a positive direction during their assignment while less satisfied staff members' attitudes had become more negative.

Discussion and Recommendations

Well-trained, satisfied staff members with positive attitudes toward confinees and treatment-oriented approaches are believed to be essential to the success of retraining programs in correctional facilities. Alternate explanations for a negative change in staff attitudes toward confinees after time on the job are discussed. Strategies for maintaining positive attitudes through organizational changes that can enhance job satisfaction are recommended.

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Introduction

The Navy Corrections Program is charged with providing the retraining and custody of Navy personnel who have committed disciplinary or criminal offenses resulting in confinement. To that end, a number of retraining programs tailored to the needs of the confined population have been implemented. In conjunction with retraining programs, a second factor believed to be important in the successful rehabilitation of offenders is the quality of their daily interactions with staff members. Research in the civilian corrections community has shown that the attitudes of staff members toward confinees can inhibit or enhance the effectiveness of rehabilitative programs (Melvin, Gramling, & Gardner, 1985), and that staff attitudes can be changed through effective training. Conversely, staff members frequently may function as barriers to successful rehabilitation if their personal goals are at odds with the rehabilitative goals of the persons confined or of the institution itself.

Objective

This research was conducted to assess the attitudes of corrections staff members toward personnel confined in Navy correctional facilities, to evaluate their training for such positions, and to investigate the effects of certain organizational variables on job satisfaction and other relevant attitudes.

Problem and Background

The concept of rehabilitation in correctional institutions was once considered to be simply a means to bring about conformity to the institution's routines and existing societal conditions. Today, however, the goal of rehabilitation is generally understood to be that of improving the future quality of confinees' lives and society by retraining offenders to be more effective, self-sufficient, self-actualized, socially aware, and socially involved citizens (Irwin, 1974). The attitudes and behaviors of the custodial and program staff are thought to be essential factors for successful rehabilitation as it is now conceptualized. As Glaser (1969) was able to show, positive attitudes of correctional officers toward prisoners was a crucial variable leading to positive changes in confinees who were successful after release. In acknowledgment of the importance of staff attitudes toward corrections and correctional confinees, a few training projects have been initiated with the goal of changing staff attitudes to a more rehabilitative, less punitive orientation. Paddock and McMillin (1972) evaluated one such training program at a state facility in Illinois and determined that it successfully achieved its goal of modifying staff attitudes so that they became more treatment oriented.

Navy correctional staff members are in a position to also facilitate behavioral changes in confinees by serving as appropriate role models. Social learning theory suggests that behavioral modeling is one of the most effective methods for teaching new behaviors (Bandura, 1977), and recent studies (e.g., Harrison, 1992) indicate that learning is facilitated by combining cognitive approaches with behavior modeling approaches. The Navy Corrections Program has adopted this dual approach through the implementation of retraining programs and by staffing the facilities with individuals who can provide models of acceptable military behavior.

Although the staff of Navy correctional facilities are primarily military members, civilian personnel fill some positions at the larger facilities. The total military staff at 22 Navy correctional facilities around the world is approximately 1,300, of which 96% are enlisted personnel above the grade of E-4. Two of these facilities are "consolidated brigs" (i.e., serving more than one location to confine offenders with sentences of more than 30 days), while the remaining facilities are waterfront institutions where offenders are confined for 30 days or less. Most military staff members complete a specified tour of duty (usually 3 years) before being rotated to a new assignment. As a result, there is considerable personnel turbulence in these organizations, with the continuous arrival and exit of staff members.

Military staff members assigned to Navy correctional facilities are unique in that few of them are professional corrections specialists. Rather, each has a Navy speciality unassociated with his or her tour of duty at a correctional facility. In effect, the corrections assignment is a "time-out" from their career progression coinciding with a rotation to shore duty after a period of deployment. On the positive side, the fact that the staff is composed of individuals similar to the confinees' former shipmates - rather than professional corrections specialists - may serve to reduce some of the social distance between staff and confinees and therefore increase the effectiveness of staff members as role models. However, staff members who are temporarily assigned to corrections duty are also more likely to have personal goals and concerns that are not congruent with correctional goals.[1]

It was assumed that Navy members newly assigned as staff at correctional institutions - and therefore unfamiliar with what their role should be - would tend to express relatively negative attitudes toward the confinees. It was further expected that those attitudes would be modified as a result of their initial training for the position. Finally, attitudes expressed after a 3-year job tenure were expected to be affected by the organizational climate of the facility to which they were assigned, as well as by the degree to which staff members perceived job experiences as contributing to their personal goals. Therefore, this effort focused first on the assessment of staff attitudes toward confinees and correctional philosophy, prior to and following a 5-week Navy Enlisted Classification training course for corrections and again after 3 years on the job. A second focus was the relationship between organizational variables and staff job satisfaction, and between staff perceptions of the organization and their attitudes toward confinees.

Method

This research was conducted as part of a larger project to model the factors related to the effectiveness of retraining programs in Navy correctional facilities. As a first step in the investigation of staff contributions to successful retraining, this effort concentrated on the assessment of staff attitudes and their perceptions of the organizational climate within which they work.

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[1] Irwin (1974) suggested that although rehabilitation is one of the important official goals of most correctional systems, it is often superseded by unstated and internal concerns. These concerns are not goals that the organization must accomplish in order to function, but are rather collectively-shared, dominant concerns of correctional personnel. They are (1) increasing the ease of work routines, (2) reducing outside criticism, (3) maintaining the moral superiority of staff personnel over confinees, and (4) maximizing the autonomy of the organization (p 141).

Data Collection Instrument

A paper-and-pencil questionnaire was developed to assess the attitudes of staff members toward confinees, as well as their overall philosophy of corrections. The questionnaire consisted of selected items adapted from the Attitudes Toward Prisoners (ATP) instrument developed by Melvin, Gramling, and Gardner (1985) and from the Prison Behavior (PB) Scale developed by Swanson (1968), combined with items original to this project. The project-specific items developed for this effort were intended to assess the staff members' feelings as to whether Navy personnel should be returned to active duty after their sentences had been served.

Previously-published items were modified as necessary to reflect the military setting (i.e., "brig" was substituted for "prison"), and in some cases subscales from the original instruments were omitted in order to keep the questionnaire at a reasonable length. For example, Swanson's original PB scale consisted of six subscales located on a continuum. For our purposes we utilized only the two subscales at the ends of the continuum (a treatment subscale and a punishment subscale), which were believed to be those most likely to reflect changes in correctional philosophy.

Items from the ATP scale, as well as the original items developed specifically for the purposes of this investigation, were presented in a Likert format with five response options indicating agreement or disagreement with each of the statements. Items from the PB scale employed a similar metric and asked if certain behaviors should or should not occur in a correctional facility. Both included some reversed scored items to counteract acquiescence effects.

The third (or exit) administration of the questionnaire contained an additional section comprised of a number of organizational climate and job satisfaction items, in addition to the attitude scales that were repeated unchanged from the previous administrations. Twenty items in this section used a Likert-type scale with six response options indicating agreement or disagreement with statements about one's job, four were multiple choice items, and two were 7-point scales used to rate the training received. The questionnaire included as Appendix A contains both the attitude and organizational items. Additional information about the development of the staff questionnaire was reported by Kerce (1989).

Measures

Table 1 provides a summary of the measures included in the Navy Corrections Staff Questionnaire. Please note that the term "prisoner" has been used to designate all individuals confined in the Navy correctional facilities, including "detainees" who have not yet been adjudged and "awardees" at the correctional custody units (CCUs).

Procedures

Instrument Pilot Test

Ninety-six staff members at Navy Brig, Philadelphia, participated in a pilot-test of the questionnaire prior to its implementation throughout the system. The objective of the pilot-test was to confirm that the instrument was appropriate for the target population, that it measured what it

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Table 1

Summary of Measures

Facility unit identification code (UIC)	
Paygrade	
Respondent identification code	
Positive regard (PR) for prisoners	11-item scale
Negative regard (NR) for prisoners	9-item scale
Prisoner capacity for change (CC)	7-item scale
Treatment orientation (TR)	10-item scale
Punishment orientation (PU)	10-item scale
Job satisfaction	2 items
Career implication	1 item
Assessment of skill acquisition	2 items
Feedback	4-item scale
Communication	3-item scale
Managerial effectiveness	7-item scale
Participation	2-item scale
Lack of power	3-item scale
Assessment of training	2 items

was intended to measure, and that the scales were rational and have acceptable reliability when used with this population. Results of factor analyses, reliability analyses, and an examination of the correlations between scales indicated that the instrument performed reasonably well by all of these criteria. Several items that did not perform well were deleted, and administration of the revised questionnaire was begun in 1989.

Implementation

Navy members newly assigned to corrections duty attend a 5-week training course at the Navy Corrections Training Academy prior to reporting for their new assignment. Through the cooperation of the training personnel, the staff questionnaire was completed by all students on the first day of classes (Time 1), and again just prior to their graduation from corrections training (Time 2). The two versions of the questionnaire completed at the training site are identical.

The third administration of the staff questionnaire occurred as part of the exit procedures when military personnel leave their positions at the correctional facilities (Time 3). Although military personnel seldom remain in these positions longer than 3 years, civilian staff members can be expected to have longer tenure in their jobs. Therefore, at facilities where there are substantial numbers of civilian employees, special sessions were held to administer the questionnaire to civilian staff members who had been in their jobs for 3 years.

There were two exceptions to the procedures outlined above. The first of these concerned data from the consolidated brigs, where the opening of these new facilities coincided with the initial implementation of data collection procedures. New facilities meant that staff members were not joining the corrections system individually, as was customary, but in a rather large group at each of the consolidated brigs. The two groups of new staff members therefore were trained by a mobile training team rather than at the corrections school, and received only the one administration of the questionnaire prior to beginning their new assignments. The second exception was a group of staff members already filling positions in Navy brigs at the time this project was begun. Staff members who had received their training prior to the implementation of data collection procedures could not, of course, complete pre- and post-training questionnaires. This group did, however, complete a questionnaire at group administrations conducted at each of the facilities. These data were included with Time 2 responses.

Respondents

Table 2 shows the number of cases included in the current analyses from each of the three data collection efforts. It also shows the number of cases comprising matched sets of Time 1/Time 2 and Time 2/Time 3 data that were available for longitudinal analysis of change.

Table 2

Number of Cases Available for Analysis

Time	Cases
Pretraining (Time 1)	1,090
Post-training (Time 2)	1,734
Matched Time 1/Time 2	**935**
Post-service (Time 3)	375
Matched Time 2/Time 3	**332**

Location and Grade

The matched Time 1/Time 2 group included staff members from the two consolidated brigs and 28 waterfront brigs and CCUs, some of which were closed subsequent to the collection of these data.[2] Only four of the facilities represented had 40 or more respondents. The much smaller group of Time 2/Time 3 matches included staff from both consolidated brigs and 19 waterfront brigs and CCUs.[3]

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[2]The sites with the largest representation in the matched Time 1/Time 2 group were Norfolk brig/CCU (80 people), Charleston Consolidated Brig (74), San Diego brig/CCU (47), and Miramar Consolidated Brig (43). The most heavily represented sites among respondents who had questionnaires from both Time 2 and Time 3 were Charleston Consolidated Brig (80 people), Miramar Consolidated Brig (75), Norfolk brig/CCU (31), and Philadelphia brig/CCU (25).

[3]UICs were used to group respondents by facilities. Among the respondents who completed both the pre- and post-training questionnaires, 272 had inadequate site identification (i.e., the UIC was either missing or incorrect).

Over two thirds of the respondents completing questionnaires were enlisted people in paygrades E-5 and E-6, while approximately 27% were in paygrades E-7 through E-9. The matched Time 1/Time 2 group included only four officers and 12 civilians, while six officers and 35 civilians were included in the Time 2/Time 3 group.

Analyses

The majority of findings included in this report are based primarily on correlational analyses. Where we have inferred causal relationships from the data, such conclusions must be interpreted with caution until confirmed by future findings. Scales were developed on the basis of factor analysis procedures and rational grouping of items, and were confirmed by analysis of internal-consistency reliability coefficients. To assess attitude change over time, simple change scores were computed $(X_{t2} - X_{t1})$. The smaller sample represented in the analyses of attitude change from Time 1 to Time 2 is due to the fact that many of the staff members assigned to the consolidated brigs when they opened did not have the opportunity to complete two questionnaires before assuming their duties.

Results

The following presentation of results deals in turn with measures of staff attitudes, organizational measures, and the interaction of staff attitudes and organizational variables.

Attitude Measures

The assessment of staff attitudes toward prisoners and corrections included 22 items from the ATP scales (Melvin, et al., 1985), 20 items from the PB scales (Swanson, 1968), and 8 items developed specifically for this effort. Melvin and his colleagues described their ATP scale as measuring a bipolar factor, with positive regard at one end of a continuum and negative regard at the other. However, with these data, the PB items loaded on two separate factors, a positive-regard factor and a negative-regard factor.

Employing a principal components extraction and varimax rotation on the combined 50 items, a factor structure of five independent factors was identified. These factors were then used as the basis for five additive scales labeled: Positive Regard (for confinees), PR; Capacity for Change (by confinees), CC; Negative Regard (for confinees), NR; Treatment Orientation, TR; and Punishment Orientation, PU.

Staff Attitudes Toward Confinees and Corrections

Scale reliabilities for these five staff attitude scales were computed using the total responses compiled at each of three administration cycles. Several items that did not contribute to a scale's internal consistency were deleted from the final versions. Table B-1 in Appendix B shows the items that make up each of the scales, as well as internal consistency coefficients for each. As the table indicates, the reliability of each of the scales improved over time as staff members became more experienced in corrections. The NR scale continued to have lower internal consistency than the other scales, only achieving a reliability of .64 at the third administration.

Scale scores were computed for each of the individuals in the Time 1, Time 2, and Time 3 samples by summing their responses to all of the items comprising a particular scale and dividing by the number of those items. Thus, as with the original item scores themselves, a scale score can range from 1 to 5 with no score being computed for individuals who are missing responses to any of the items in the scale. A scale score can be viewed as a mean value that characterizes an individual's responses along a particular attitudinal dimension.

Mean scale scores from the initial assessment of the attitudes of these respondents indicated that there was essentially no difference between their scores on the PR and NR scales, with both falling slightly above the midpoint of the 5-point scales. There was, however, a significant difference in their scores on the TR versus the PU measures ($t_{1066} = 49.25$, $p < .001$). Thus, one may conclude that the respondents had no strong positive or negative feelings about confinees initially, and that they were somewhat predisposed toward a rehabilitative, treatment approach to corrections.

Those individuals who expressed positive regard for prisoners also tended to f yor a treatment philosophy, while those who expressed negative regard for prisoners were more ukely to favor a punitive approach. A negative relationship was found between the PR and NR scales, and between the TR and PU scales. As anticipated, capacity for change was most strongly associated with positive regard for confinees. Relationships among the scales are summarized in Table 3. All correlation coefficients shown in the table were significant at $p < .001$.

Table 3

Relationships Among Staff Attitude Scales

	PR	CC	NR	TR	PU
Positive Regard (PR)		.60	-.50	.48	-.40
Capacity for Change (CC)			-.50	.50	-.41
Negative Regard (NR)				-.37	.48
Treatment Orientation (TR)					-.41
Punishment Orientation (PU)					

Note. Number of subjects = 1,090.

Attitude Change During Training

Based on theoretical assumptions about the relationship between positive attitudes of the staff and the successful rehabilitation/retraining of confinees in correctional institutions, one goal of staff training is to modify staff attitudes so that negative regard for prisoners and punishment orientation are lessened while positive regard and treatment orientation increase. Repeated measures analysis of variance was employed to compare the overall means of each of the five scales between Time 1 and Time 2. Figure 1 summarizes the results of these five comparisons.
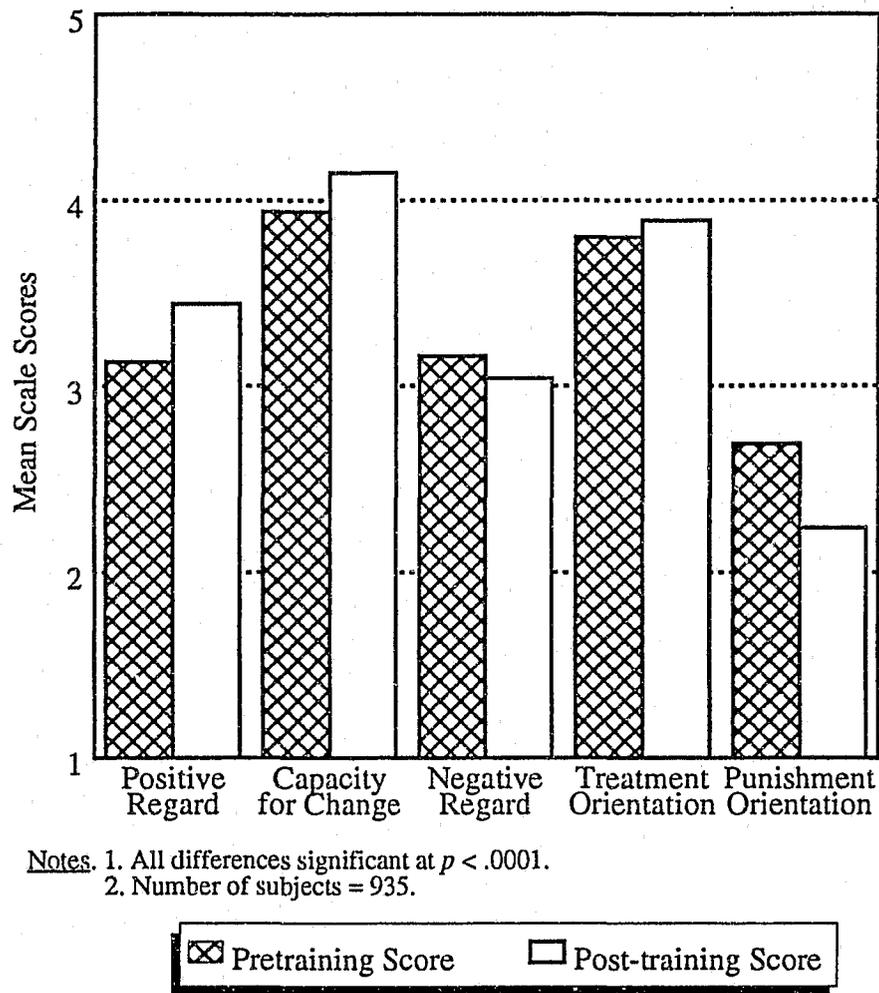
Figure 1. Staff attitude scale scores: Pre- and post-training comparison.

As can be seen in the figure, all five of the attitudinal dimensions changed significantly and substantially during training. Furthermore, all these changes were in the desired direction (i.e., PR, CC, and TR increased while NR and PU decreased).

An additional analysis was undertaken to see whether paygrade appeared to affect the amount of attitudinal change. Correlations were computed between numeric paygrade (of the enlisted members of the sample only—a continuous scale from 4 to 9) and the amounts of change in each of the five scales from Time 1 to Time 2. The resulting correlation coefficients were all less than .07, indicating essentially no meaningful linear relationship and no effect due to paygrade.

Changes in Item Responses During Training (Time 1 to Time 2). To investigate the nature of the positive attitudinal changes in greater detail, changes in mean scores for the 50 individual items in Sections A and B of the questionnaire were also examined. Table C-1 in Appendix C shows for each item the pretraining mean, post-training mean, the average change, and the probability that such changes could have occurred by chance.

Generally, the items with the largest changes tended to be either increases in PR scale items (e.g., A10, A19, A22) or decreases in PU scale items (B10, B16, B18, B2, B14). This observed pattern is consistent with the fact that the largest changes in scale scores that are shown in Figure 1 are the decrease in PU and increase in PR scores.

Attitude Change On the Job

Records of the 332 individuals who had both Time 2 and Time 3 data were included in this analysis, although missing data reduced the number of cases included in each comparison to an average of 315. As before, repeated measures analysis of variance was used to compare the overall means of each of the five scales between Time 2 (at completion of training) and Time 3 (after service at a corrections facility). Figure 2 shows the mean scale scores at these two times as well as the significance levels of the differences between them.
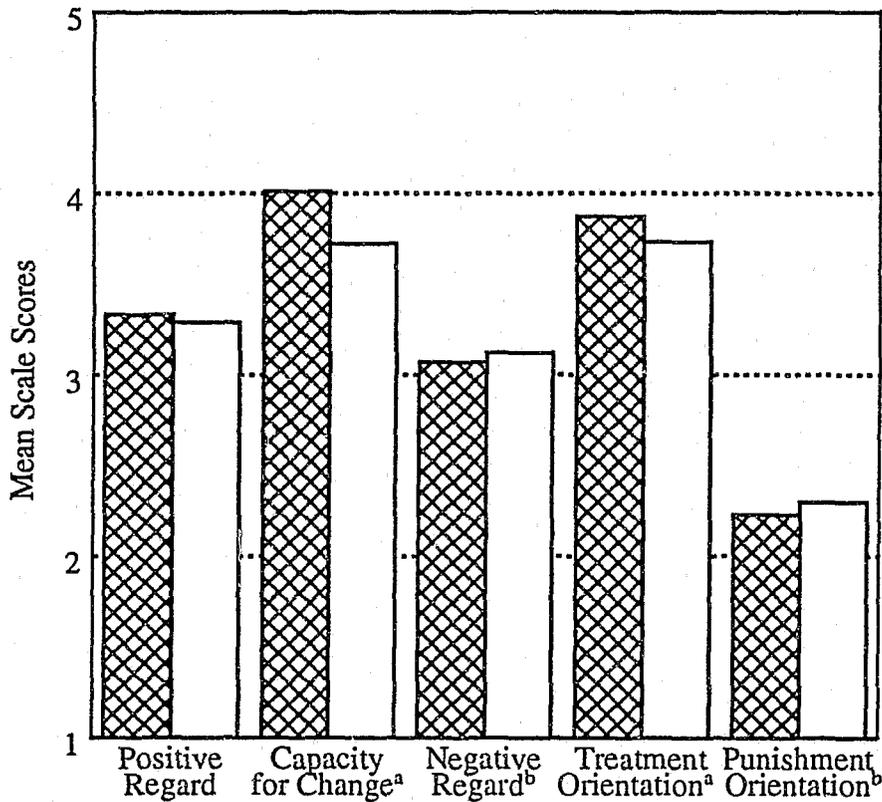
Note. Number of subjects = 332.
[a]Difference significant at $p < .0001$.
[b]Difference significant at $p < .05$.

Post-training Score   Post-service Score
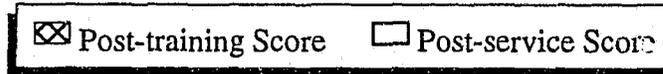
Figure 2. Staff attitude scale scores: Post-training and post-service comparison.

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As the figure shows, respondents tended to endorse a more punitive approach to corrections after time spent on the job, and their attitudes toward confinees became more negative. Four of the five attitudinal scale scores changed significantly while these staff members were working at a corrections facility. All of these changes were in the undesired direction: CC and TR both decreased substantially while NR and PU increased somewhat.

It should be recognized that individuals whose scores were used for the Time 2/Time 3 comparison were not necessarily in the Time 1/Time 2 analysis, due to the fact that many consolidated brig staff members completed only one administration of the questionnaire prior to assuming their correctional duties. However, 97 members of the available sample who had completed all three questionnaires were identified. The scale scores of this smaller cohort ($n = 97$) were plotted separately to determine whether the observed changes in attitudes would be more pronounced. Figure 3 presents the results of that analysis.
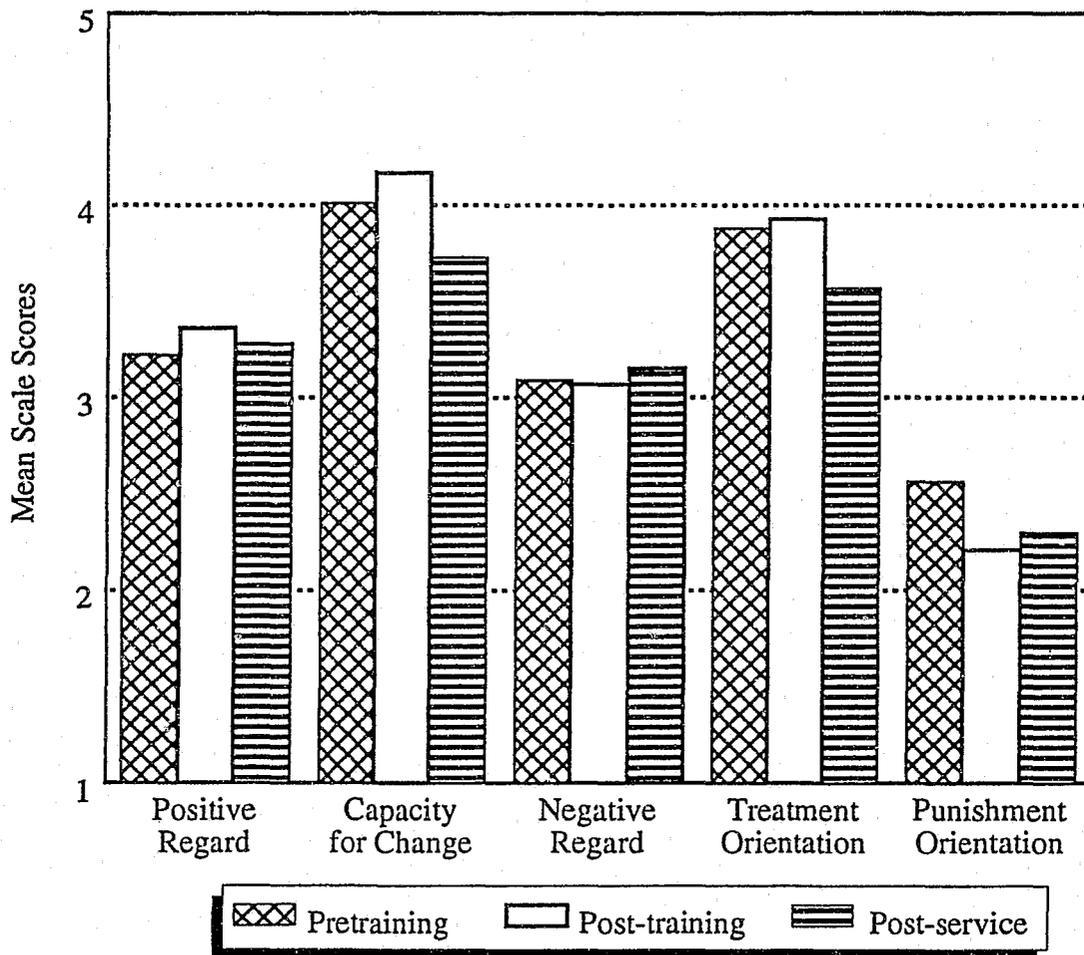
Figure 3. Staff Attitude Scale Scores for Staff Cohort
with T1, T2, and T3 Data.

The trends noted in the larger groups (i.e., more positive scores at Time 2, less positive scores at Time 3) were also evident for this group, but not all the changes were significant. However, particular attention should be given to the significant drop in the CC scores from Time 2 to Time 3, and to the TR scores that were also significantly lower at Time 3 than at Time 2.

To try to learn more about these changes, several comparisons among subgroups were conducted. The first of these was a comparison of the change in scale scores by the facility type. All waterfront brigs and CCUs were combined and compared to the two consolidated brigs. One-way analysis of variance revealed no significant differences associated with type of facility.[4] The second comparison was by grade. Three subgroups were used: E-3 through E-6s, E-7 through E-9s and officers, and civilians. Significant differences were found for CC and TR: the E-7 through E-9 and officer group had greater decreases on both scales from Time 2 to Time 3 than the other groups. There was also a slight tendency for the civilian staff members to have somewhat smaller changes in scale scores than the other groups. Overall, however, it appears that the results of the grade and site subgroup comparisons contributed little to understanding changes in staff attitude scores.

Changes in Item Responses During Service (Time 2 to Time 3). Finally, examining the changes in mean scores for the individual items provided a more detailed view of the changes in staff attitudes during service. Table C-2 in Appendix C shows for each item the end of training mean, post-service mean, the average change, and the significance level for the difference between means resulting from repeated measures analysis of variance.

The most noteworthy change among the individual items is the 2-point decrease in the mean score for Item A6, "Security is the most important duty of the staff." At Time 2, the majority of the respondents agreed with that statement. However, at Time 3, the item mean indicated that they then disagreed. The fact that they came to believe that some aspect of their jobs was more important than security is particularly interesting given that the TR scale overall also decreased between Time 2 and Time 3.

The three items with the next-greatest changes between Time 2 and Time 3 all were related to the issue of returning individuals to active duty after their confinement. These items were: A28 "If a prisoner does well in the brig, he or she should be returned to active duty," A7 "The new Navy corrections policy of restoring more prisoners to active duty is the right approach," and A15 "Trying to rehabilitate brig prisoners for active duty is a waste of time and money." Agreement with items A28 and A7 decreased significantly, while agreement with item A15 increased significantly.

Organizational Variables and Job Attitudes

Part II of the staff exit questionnaire consists of 26 items intended to reflect staff members' perceptions of the organizational climate at their assigned facility. This information serves two

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[4]One relatively weak trend was evident in the comparison of mean change scores for the two consolidated brigs and all other facilities. Staff members at Miramar Consolidated Brig tended to show slightly larger changes in scale scores than the others did. An exception was the TR scale, where the waterfront/CCU group had a change of -.22 compared to just -.06 for Charleston Consolidated Brig and -.05 for Miramar.

primary purposes. First, it allows us to describe the organization and perceived outcomes of service from the perspective of an experienced insider. Data are collected at or after completion of the 3-year corrections rotation, time enough for the staff member to gather information and form stable opinions about the facility. Second, it may help to explain why staff members' attitudes toward confinees become more negative over time. The acknowledged importance of positive staff attitudes to program success makes this a critical area of study. Data analyses were conducted with these goals in mind.

Organizational Climate Scales

Five organizational climate scales were created based on a factor analysis of items 1 through 19 (C1-C19) in Part II of the staff exit questionnaire. The factor analysis, combined with rational grouping of items, suggested five organizational scales: Feedback, Communication, Managerial Effectiveness, Lack of Power, and Participation. Scale composition, internal-consistency reliability coefficients, and results of the factor analysis are presented in Appendix B.

Given the exploratory nature of the scales, all results are reported by individual item as well as composite scale. Table 4 shows for each item and composite scale the mean sample response. Supplemental tables in Appendix D (Tables D-1 and D-2) provide the mean response for each item and composite scale by type of brig (consolidated vs. other) and staff member status (military vs. civilian) and the significance level for the differences between brig types and status types.[5]

Feedback. The Feedback scale includes items such as, "My own hard work will lead to recognition . . ." and "I am given adequate information on how well I am performing." The average response on this scale fell between somewhat agree and agree, indicating that most staff members felt positive about the feedback they received. The individual items included in this scale showed similar means. There were no significant differences by brig type or staff member status on the feedback scale. Examination of individual items, however, revealed that staff members at consolidated brigs agreed with the statement, "My own hard work will lead to recognition as a good performer" (C16) to a lesser degree than did staff members at other brigs. The responses given by military and civilian staff members on this item differed significantly as well, with civilians reporting less agreement with the statement than military staff.

Communication. The Communication scale includes statements such as, "On my job, I know exactly what is expected of me." Again, the average response on this scale and its individual items fell between somewhat agree and agree. Examination of individual items showed a significant difference between military and civilian staff responses for item C9, "I am not afraid to inform supervisors about things I find wrong." Military staff reported greater agreement with this statement than civilian personnel. A significant difference was also found between consolidated and other brigs for this item. Staff at consolidated brigs reported less agreement with this statement than staff at other brigs.

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[5]Comparisons between brig types are based on Student's t calculations. However, unequal sample sizes and violation of the homogeneity of variance assumption made it necessary to use a nonparametric Mann-Whitney U test for comparisons between military and nonmilitary staff members.

Table 4

Mean Response for Organizational Climate Items and Composite Scales

Item	n	M	SD
Feedback	**510**	**4.33**	**1.19**
C11	518	4.15	1.44
C14	517	4.48	1.43
C16	517	4.44	1.55
C18	518	4.22	1.40
Communication	**516**	**4.65**	**1.01**
C9	520	4.74	1.30
C10	517	4.41	1.41
C15	519	4.80	1.20
Managerial Effectiveness	**510**	**3.76**	**1.13**
C1 (R)	517	3.62	1.66
C3	517	3.43	1.58
C4	517	4.29	1.43
C7	518	3.91	1.34
C8	520	3.88	1.41
C17	518	4.22	1.40
C19	518	3.05	1.56
Participation	**518**	**4.18**	**1.05**
C12	520	4.28	1.40
C13	518	4.07	1.52
Lack of Power	**511**	**3.84**	**1.23**
C2 (R)	517	4.07	1.44
C5 (R)	512	3.63	1.40
C6 (R)	503	3.21	1.59

Managerial Effectiveness. Statements focused on management, authority, and cooperation (e.g., "In this brig, authority is clearly delegated" and "Management at this brig is flexible enough to make changes when necessary") compose the Managerial Effectiveness scale. Table 4 shows that the mean response on this scale fell between somewhat agree and somewhat disagree. The mean response for item C19, "There is a lot of cooperation and team spirit among staff members at this brig," was particularly low. A t-test showed that the mean response from staff at consolidated brigs was significantly lower than that of staff at other brigs. There were no significant differences between military and civilian personnel on the Managerial Effectiveness scale.

Participation. Two items form the Participation scale: "My supervisor asks my opinion when a work-related problem arises" and "I have a great deal of say over what has to be done on my job." The average response on this scale fell between somewhat agree and agree. There were no significant differences between consolidated and other brigs on the Participation scale. Military staff, however, reported less agreement with item C13, "I have a great deal of say over what has to be done on my job," than civilian staff.

Lack of Power. The Lack of Power scale includes negative statements conveying feelings of powerlessness such as "Employees do not have much opportunity to influence what goes on in this brig." These items were reverse-coded, so a lower number means greater agreement with the statements and thus greater feelings of powerlessness. The mean response was between somewhat agree and somewhat disagree. No significant differences were found between military ($M = 3.87$) and civilian ($M = 3.71$) personnel on the scale. Consolidated brig staff ($M = 3.86$), however, reported greater feelings of powerlessness than staff at other brigs ($M = 3.97$).

Organizational Climate and Attitudes

Table 5 summarizes the relationships among the organizational scales and the attitude scales from Part I of the questionnaire. Significant, but overall rather small, correlations in the expected direction were found between all attitude and organizational scales. Specifically, Feedback, Managerial Effectiveness, Participation, Communication, and Lack of Power (reverse-coded) were positively correlated with PR, CC, and TR, and negatively correlated with NR and PU. Staff members who responded in a positive way on the organizational climate scales indicated greater positive regard for confinees, greater treatment orientation, and greater belief in their capacity for change. The pattern of correlational relationships did not differ by brig type or staff member status. Supplemental tables presented in Appendix D show the correlations among individual items on these scales, as well as the pattern of correlations among individual organizational and attitude items by brig type and staff member status, respectively.

Multiple regression/correlation procedures were employed to look at the relationship of the set of organizational climate scales, used as independent variables, to the various attitude scales as dependent variables. With these procedures, we were not able to account for more than 24% of the variance in any of the attitude scales, indicating that something other than the measured organizational variables is at work to influence staff attitudes.

Table 5

Correlations Between Organizational Climate Scales and Attitude Scales

Climate Scales	Attitude Scales				
	PR	CC	NR	TR	PU
Feedback	.19**	.24**	-.12**	.12**	-.09*
Communication	.18**	.23**	-.11**	.12**	-.16**
Managerial Effectiveness	.17**	.26**	-.08*	.08*	-.12**
Participation	.19**	.24**	-.09*	.22**	-.08**
Lack of Power	.13**	.25**	-.15**	.09*	-.13**

Note. Number of subjects = 425 to 528.
**$p = < .01$.
*$p = < .05$.

Assessment of Training

Staff members' perceptions of the training they had received were assessed on two dimensions: its relevance and its comprehensiveness. On the continuous 7-point scales used to measure these dimensions, the mean responses for both fell above mid-scale, indicating that staff members felt the training they received was at least moderately comprehensive and relevant. Consolidated brig staff and staff at other brigs did not differ significantly on these outcomes. However, the mean comprehensiveness rating reported by military staff was significantly greater than that reported by civilian staff.

Outcome Measures

Five individual items served as outcome measures. They include overall satisfaction (C20), relative satisfaction (D1), application of skills to future Navy assignments (D2), leadership skill development (D3), and the effect of assignment on promotion (D4). Table 6 presents the mean sample response for each of the outcome measures.

Table 6

Mean Response for Outcome Measures

Measure	n	M	SD
Overall Satisfaction (C20)	518	4.16	1.53
Relative Satisfaction (D1)	514	3.18	1.28
Future Assignments (D2)	513	4.07	1.21
Leadership Development (D3)	495	2.56	0.73
Effect on Promotion (D4)	425	2.09	0.77

Satisfaction Outcomes. The satisfaction outcome measures included items C20, "All in all, I am satisfied with this job" and D1, "Compared with other assignments you have had during your Navy career, how satisfied are you with your job in Corrections." The mean response for C20 indicated that, on average, staff members felt satisfied with their Corrections jobs. Responses to D1 showed that satisfaction with this assignment was about the same as with other assignments. There were no significant differences between consolidated and other brig staff or military and civilian staff for either satisfaction measure.

Career Outcomes. Career outcome measures included questionnaire items D2, D3, and D4, focusing on the effect of the Corrections rotation on aspects of the staff members' careers. Responses to the career items indicated that staff members felt they had acquired skills that would probably be useful to them in future assignments. The majority did not feel that their tour of duty with the Corrections program had any effect, positive or negative, on their chances for promotion. The mean response to item D3 indicated that staff members overall were unsure about whether they had improved their leadership skills. However, military staff were significantly more confident than civilian staff that they had developed better leadership skills during the Corrections rotation. There were no significant differences between consolidated and other brig staff on career outcome measures.

People who felt that they had acquired skills that would be useful to them in their careers tended to express greater satisfaction with their corrections job relative to other assignments they had in the past ($r_{512} = .43, p < .001$).

Outcome Measures and Attitudes

Table 7 shows the correlations among the satisfaction and career outcome items and attitude scales. Significant, but modest, correlations in the expected direction were found between many of the attitude scales and outcome measures. The strongest relationships were observed between the overall satisfaction measure and the CC and PR attitude scales ($r = .21, p < .01$ and $r = .28, p < .01$, respectively). The pattern of correlational relationships did not differ by brig type or staff member status, as shown in Tables D-6 and D-7 of Appendix D.

Table 7

Correlations Between Outcome Measures and Attitude Scales

| Attitude Scales | C20 | Outcome Measures | | | |
		D1	D2	D3	D4
Positive Regard (PR)	.21**	.15**	.15**	.14**	.11*
Capacity for Change (CC)	.28**	.24**	.27**	.17**	.19**
Negative Regard (NR)	-.14**	-.13**	-.13**	-.07	-.07
Treatment Orientation (TR)	.12**	.15**	.20**	.09*	.04
Punishment Orientation (PU)	.09*	-.10*	-.14**	-.09*	-.08*

$**p = < .01.$
$*p = < .05.$

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. With correlation coefficients indicating significant relationships between the two sets of variables, stepwise regression analyses were conducted using outcome measures as independent variables and attitude scale scores as dependent variables. Perceived outcomes were found to predict capacity for change better than other attitude scores. However, the variance accounted for did not exceed 18% in any of these analyses, indicating that there are factors other than job satisfaction and perceived impact on one's career that are influencing attitudes about confinees.

Job Satisfaction and Attitude Change

Significant correlations indicated the existence of a moderate relationship between attitudes toward confinees and job satisfaction (items C20 and D1). To clarify these relationships, a second analysis based on changes in attitudes rather than objective attitude levels was conducted. Staff members were divided into two groups: those whose attitudes had changed in a positive direction during their assignment (for example, lower PU scores or higher CC scores at Time 3), and those whose scores indicated negative changes in attitudes toward confinees (for example, lower TR scores or higher NR scores at Time 3). Thus, a respondent with a score of 4.0 on the TR scale at Time 2 and a score of 3.7 on this scale at Time 3 was placed in the negative attitude change group even though the 3.7 score at Time 3 is slightly above the midpoint on the 5-point scale.

One-way analysis of variance revealed significant differences in both measures of job satisfaction between the desired ($N = 88$) and undesired ($N = 188$) attitude change groups. For two of the five attitude scales, respondents in the desired attitude change groups tended to report significantly higher job satisfaction than did those in the undesired attitude change group. Specifically, respondents with increased CC scores at Time 3 reported significantly higher overall job satisfaction than those whose CC scores decreased at Time 3 ($F_{1,277} = 6.72, p < .01$). In addition, these same respondents reported significantly higher relative job satisfaction ($F_{1,274} = 4.7, p < .05$). Finally, respondents whose NR scores decreased at Time 3 scored significantly higher on the overall job satisfaction item than did those with increased NR scores ($F_{1,272} = 3.89, p < .05$).

Organizational Climate and Job Satisfaction

With evidence of a relationship between job satisfaction and attitudes toward confinees, the next set of analyses investigated whether there were certain organizational characteristics that can be linked to job satisfaction. The first analysis revealed relatively strong positive correlations between the Feedback and Managerial Effectiveness measures and both job satisfaction items. Somewhat smaller coefficients were found to characterize the relationships between the other climate scales and job satisfactions, but all were significant at $p < .001$, as shown in Table 8.

Given that all of the organizational climate scales were strongly related to job satisfaction, the next analyses were conducted to determine more specifically the aspects of these organizations that promoted job satisfaction. Stepwise regression procedures were conducted using individual climate items, rather than the composite scales, to predict job satisfaction. Seven organizational items were found to account for 65% of the variance in responses to the overall job satisfaction item, "All in all, I am satisfied with this job." These items are shown in Table 9.

Table 8

Correlations Between Organizational Climate Scales
and Job Satisfaction Measures

	Job Satisfaction	
Climate Scales	Overall (C20)	Comparative (D1)
Feedback	.75	.53
Managerial Effectiveness	.71	.54
Communication	.61	.44
Participation	.59	.43
Lack of Power (reversed coding)	.48	.35

Notes. 1. All correlations significant at $p < .001$.
       2. Number of subjects = approximately 500.

Table 9

Results of Multiple Regression Analyses Predicting Overall Job Satisfaction

Satisfaction Measure	Organizational Item	Mult R	R^2	B
Overall job satisfaction	C17. In general, this institution is run very well	.68	.46	.17
	C14. The standards used to evaluate my performance have been fair and objective	.75	.56	.21
	C19. There is a lot of cooperation and team spirit among staff members at this brig	.78	.61	.18
	C16. My own hard work will lead to recognition as a good performer	.79	.63	.15
	C18. The amount of responsibility I have on this job is about right	.80	.64	.12
	C10. My supervisor encourages me to help in developing work methods and procedures for my job	.80	.65	.12
	C7. Management at this brig is flexible enough to make changes when necessary	.81	.65	.10

Note. All multiple Rs significant ($p < .01$); Mult R = multiple R; R^2 = variance accounted for, B = slope.

The organizational climate items were somewhat less useful for predicting comparative job satisfaction, with only four items entering the equation and accounting for 36% of the variance in the second measure of satisfaction. As shown in Table 10, the first three of these were the same items found to be useful predictors of overall satisfaction, while the fourth was one of the measures of participation.

Table 10

Results of Multiple Regression Analyses Predicting Comparative Job Satisfaction

Satisfaction Measure	Organizational Item	Mult R	R^2	B
Comparative satisfaction	C17. In general, this institution is run very well	.53	.28	.23
	C18. The amount of responsibility I have on this job is about right	.57	.33	.17
	C19. There is a lot of cooperation and team spirit among staff members at this brig	.59	.35	13
	C13. I have a great deal of say over what has to be done on my job	.60	.36	.12

Note. All multiple Rs significant ($p < .01$); Mult R = multiple R; R^2 = variance accounted for, B = slope.

Discussion

One of the ultimate goals of the Navy corrections research program is to examine the effect that staff attitudes toward prisoners and their correctional philosophy have on success in the retraining and rehabilitation of Navy prisoners. The strength of those relationships will be determined as the conceptual model of the retraining process is developed. Initially, we have proceeded with the underlying theoretical assumption (supported by previous research) that both the attitudes and behaviors of staff members assigned to Navy correctional facilities will modify the effects of retraining programs.

It is therefore of some concern that these analyses clearly indicated an erosion of positive attitudes among corrections staff members after a 3-year tenure on the job. In particular, staff members were less in favor of returning released confinees to active duty status than they had been immediately after training. For example, agreement decreased significantly on two items: "If a prisoner does well in the brig, he or she should be returned to active duty" and "The new Navy corrections policy of restoring more prisoners to active duty is the right approach."

There are several alternative explanations for the attitude changes reflected in the questionnaire responses of these staff members. First, contact between staff members and confinees occurs under conditions that Amir (1969) theorized to have a negative impact on attitudes. According to Amir, prejudice against a group is likely to increase when

- the contact is unpleasant, involuntary, or tension-laden
- the prestige of one group is lowered as a result of the contact
- members of one group are of lower status than the other
- the groups in contact have moral or ethical standards that are objectionable to each other.

The confinement/custody situation in the correctional setting is clearly consistent with the first three of Amir's negative conditions. Whether the moral or ethical standards of the two groups are actually very different or not, staff members are likely to believe that they are.

Second, because of the current military downsizing, Navy policy concerning the return of prisoners to active duty has undergone a change during the 3 years that these staff members have been assigned to corrections duty. As a result, a large majority of Navy prisoners are given an administrative discharge within 3 months after being released from the brig. Cook (1969) suggested that one of the contextual variables related to attitudes about a group was the views of persons with reward power. It may be that negative responses to items about return to duty are merely reflecting the current mainstream of opinion in the Navy.

Current policy may be affecting staff attitudes in still another way. That is, many staff members who have planned to remain in the Navy until retirement are worried that they may not be allowed to do so. It is understandable then that they might feel that discharging the "bad guys" who have been court-martialed will give others a better chance of remaining on active duty to fill available billets. Corrections staff members may therefore feel that the goal of returning prisoners to active duty is in conflict with their own goals of remaining in the Navy. Regardless of the factor or combination of factors contributing to staff attitudes toward confinees, negative attitudes are likely to affect the success of retraining.

We have seen that there is a relationship between job satisfaction and positive attitudes, in that those who are satisfied with their jobs in Navy corrections are more likely to favor a treatment approach, have positive regard for confinees, and believe that released prisoners can successfully return to active duty. The causal direction of this relationship is not clear, however, and increased job satisfaction will not necessarily lead to more positive attitudes. Nevertheless, there are other organizational benefits associated with increasing the satisfaction of staff. Although Brayfield and Crockett (1955) found that there was no relation between job satisfaction and productivity, more recent studies have found positive correlations between job satisfaction and performance under certain conditions (e.g., Bhagat, 1982; Iaffaldano & Muchinsky, 1985.) Job satisfaction also results in fewer counterproductive behaviors (Mangoine & Quinn, 1975). Finally, low job satisfaction is correlated with high rates of anxiety, depression, and psychosomatic symptoms (Argyle, 1987).

Although it may be difficult for managers at the various correctional facilities to influence staff attitudes toward confinees in today's climate, these data indicate that there are strategies available that can increase satisfaction among staff members. Relatively strong correlations between the organizational scales and overall job satisfaction suggest that satisfaction with Feedback and perceived Managerial Effectiveness promote job satisfaction. Because there is a danger of misinterpreting the labels assigned to these scales, more concrete guidance for managers can be obtained by looking at the individual organizational items that account for 65% of the variance in overall job satisfaction. Staff members who were satisfied with their jobs felt that they received appropriate feedback about their performance, that rewards were contingent upon performance, and that management was effective and flexible. They were also satisfied with the amount of responsibility they had and felt that they were encouraged to participate in developing work methods and procedures.

Recommendations

With these results in mind, brig officers concerned with staff perceptions of their jobs should, at the very least, review their procedures for providing feedback to staff members regarding their performance. They should also consider how staff members can be given additional scope for participation in the development of work procedures. Finally, strategies for enhancing cohesion and team spirit among staff members at a facility should be explored. This should not be expected to be an easy task because of the inherent personnel turbulence at correctional facilities. However, it is a particularly important issue because of the temporary nature of these assignments.

The stability of the organizational scales remains tentative, particularly for the Lack of Power scale. It is therefore recommended that the exit version of the staff questionnaire be revised, adding additional items to improve reliability. In addition, as more staff members from other services are assigned duty at Navy brigs, items 1 through 4 of section D should be reworded so that they are more applicable for both civilian employees and employees who are members of other military services.

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Appendix A

Navy Corrections Staff Questionnaire

NMPC-84

NAVY CORRECTIONS PROGRAM

BRIG STAFF QUESTIONNAIRE
Form C

NAVY CORRECTIONS STAFF QUESTIONNAIRE

> This information is requested under the authority of regulation 5 USC 301 and will be used only for the purpose of research to aid the Navy corrections program. Failure to complete this questionnaire will not adversely affect you in any way; however, your participation is important for the success of this study.

Today's Date: _____

Please enter the following information about yourself:

SSN _____   Paygrade _____   UIC_____

PART I

A.   In this section, we would like to get your opinion about Navy prisoners in general and about some aspects of the corrections system. Please indicate whether you agree or disagree with each of the statements below by putting an X in one of the columns. There are no right or wrong answers; we are interested only in your opinions.

		STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE
1.	Providing a good role model for the prisoners is as important as enforcing the rules.	___	___	___	___	___
2.	People must be punished for breaking the law or military rules.	___	___	___	___	___
3.	No matter what we do, most of the prisoners in this brig will never be good sailors.	___	___	___	___	___
4.	Prisoners in the brig should have to work at least 8 hours a day.	___	___	___	___	___
5.	The inmates should have a say about how some things are done here.	___	___	___	___	___

1

	STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE

6. Security is the most important duty of the brig staff. ___ ___ ___ ___ ___

7. The new Navy corrections philosophy of restoring more prisoners to active duty is the right approach. ___ ___ ___ ___ ___

8. In general, I believe that the judicial system in this country is too lenient. ___ ___ ___ ___ ___

9. People committing military offenses should not be treated as criminals. ___ ___ ___ ___ ___

10. Very few brig prisoners are dangerous. ___ ___ ___ ___ ___

11. Most prisoners in the Navy corrections system are victims of circumstance and deserve to be helped. ___ ___ ___ ___ ___

12. It is not wise to trust a prisoner too far. ___ ___ ___ ___ ___

13. I like a lot of the prisoners. ___ ___ ___ ___ ___

14. Most of the prisoners are here because they are stupid. ___ ___ ___ ___ ___

15. Trying to rehabilitate brig prisoners for active duty is a waste of time and money. ___ ___ ___ ___ ___

16. You never know when a prisoner is telling the truth. ___ ___ ___ ___ ___

17. Prisoners need affection and praise just like anybody else. ___ ___ ___ ___ ___

18. Most prisoners in the brig are no better or worse than other people. ___ ___ ___ ___ ___

19. If you give a prisoner your respect, he'll give you the same. ___ ___ ___ ___ ___

20. There are some prisoners that I would trust with my life. ___ ___ ___ ___ ___

2

		STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE
21.	Most Navy prisoners have values that are about the same as the rest of us.	____	____	____	____	____
22.	Prisoners will listen to reason.	____	____	____	____	____
23.	Prisoners should be under strict, harsh discipline.	____	____	____	____	____
24.	Prisoners are basically immoral.	____	____	____	____	____
25.	Prisoners respect only brute force.	____	____	____	____	____
26.	Some prisoners are pretty nice people.	____	____	____	____	____
27.	I wouldn't mind serving in a command with ex-prisoners.	____	____	____	____	____
28.	If a prisoner does well in the brig, he or she should be returned to active duty.	____	____	____	____	____
29.	I would never want one of my children dating an ex-prisoner.	____	____	____	____	____
30.	Most Navy prisoners can be rehabilitated.	____	____	____	____	____

GO TO THE NEXT SECTION

B.   In this section, there are a number of examples of how people act in certain situations in an institution like the brig. Different people feel very differently about these examples. We would like to know how you feel about someone doing these things; whether you feel that a person

| ABSOLUTELY SHOULD NOT | SHOULD NOT | MAY OR MAY NOT | SHOULD | ABSOLUTELY SHOULD |

do them. Under each statement, please circle the answer which best shows how you feel about what people should or should not do in an institution like Navy brigs.

- -

Here is one example for practice:

(a) A prisoner watches TV as much as he can.

| ABSOLUTELY SHOULD NOT | SHOULD NOT | MAY OR MAY NOT | SHOULD | ABSOLUTELY SHOULD |

- -

We would like you to circle the answer which shows how you feel things should be, not how they are. If you feel that a prisoner absolutely should watch TV as much as he can, then you would circle ABSOLUTELY SHOULD, and so on. There are no right or wrong answers to any of the examples, so remember to answer the questions the way you think things should be, not the way they are. We are interested in your opinion.

Now, turn the page and read each example carefully, then circle the answer which best reflects how you feel about each one.

4

1. Staff members help a prisoner if he gets in trouble.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

2. Staff members treat a prisoner as if she is here to pay off a debt to society.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

3. Staff members try to help a prisoner take a new look at his life.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

4. Staff members push a prisoner until he breaks.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

5. Staff members try to understand a prisoner's problems.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

6. Staff members are rough with prisoners to show them who's boss.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

7. Staff members take a personal interest in the prisoners here.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

8. Staff members see to it that a prisoner has a hard time to make up for what he did on the outside.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

9. Staff members help a prisoner to plan for a future on the outside.

    ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
    SHOULD NOT   SHOULD

10. Staff members remind a prisoner that she is here to pay for a crime.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

11. Staff members try to teach a prisoner skills that will help after leaving the brig.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

12. Staff members send a prisoner to segregation even for little things.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

13. Staff members try to help a prisoner understand why he is here.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

14. Staff members jump on prisoners the minute they get out of line.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

15. Staff members take time to help a prisoner learn how to get along with others.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

16. Staff members treat prisoners as if they deserve to be punished.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

17. Staff members try to show a prisoner where he made mistakes so he or she won't make the same mistakes again.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

18. Staff members act like they are here to punish a prisoner for what he did.

ABSOLUTELY   SHOULD NOT   MAY OR MAY NOT   SHOULD   ABSOLUTELY
SHOULD NOT   SHOULD

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19. Staff members work hard to teach prisoners how to get the most out of their time in the brig.

ABSOLUTELY SHOULD NOT   *SHOULD NOT*   *MAY OR MAY NOT*   *SHOULD*   *ABSOLUTELY SHOULD*

20. Staff members make it hard on prisoners who break the rules.

ABSOLUTELY SHOULD NOT   *SHOULD NOT*   *MAY OR MAY NOT*   *SHOULD*   *ABSOLUTELY SHOULD*

PART II

C.   The purpose of this section is to find out how you feel about your work. Please read each question carefully, then indicate whether you agree or disagree with <u>each</u> of the statements below by putting an X in one of the columns.

	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE
1. At this brig, it is often unclear who has the formal authority to make a decision.	___	___	___	___	___	___
2. It's really not possible to change things in this institution.	___	___	___	___	___	___
3. I am told promptly when there is a change in policy, rules or regulations that affects me.	___	___	___	___	___	___
4. I have the authority I need to accomplish my work objectives.	___	___	___	___	___	___
5. Employees do not have much opportunity to influence what goes on in this brig.	___	___	___	___	___	___
6. Under the present system, promotions are seldom related to employee performance.	___	___	___	___	___	___

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		STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE
7.	Management at this brig is flexible enough to make changes when necessary.	____	____	____	____	____	____
8.	In this brig, authority is clearly delegated.	____	____	____	____	____	____
9.	I am not afraid to inform supervisors about things I find wrong here.	____	____	____	____	____	____
10.	My supervisor encourages me to help in developing work methods and procedures for my job.	____	____	____	____	____	____
11.	I am given adequate information on how well I am performing.	____	____	____	____	____	____
12.	My supervisor asks my opinion when a work-related problem arises.	____	____	____	____	____	____
13.	I have a great deal of say over what has to be done on my job.	____	____	____	____	____	____
14.	The standards used to evaluate my performance have been fair and objective.	____	____	____	____	____	____
15.	On my job I know exactly what is expected of me.	____	____	____	____	____	____
16.	My own hard work will lead to recognition as a good performer.	____	____	____	____	____	____
17.	In general, this institution is run very well.	____	____	____	____	____	____
18.	The amount of responsibility I have on this job is about right.	____	____	____	____	____	____
19.	There is a lot of cooperation and team spirit among staff members at this brig.	____	____	____	____	____	____
20.	All in all, I am satisfied with this job.	____	____	____	____	____	____

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D. The final section of this questionnaire contains some multiple-choice questions about your Navy career. Select a response option and write its number in the blank at the right.

1. Compared with other assignments you have had during your Navy career, how satisfied are you with your job in Corrections? _____

    [1] Much less satisfied
    [2] Less satisfied
    [3] About the same
    [4] More satisfied
    [5] Much more satisfied

2. Do you think you have acquired skills in this job that will be useful to you in future assignments in the Navy? _____

    [1] Definitely not
    [2] Not likely
    [3] Uncertain
    [4] Probably useful
    [5] Definitely useful

3. Would you say that you have developed better leadership skills as a result of your assignment in Corrections? _____

    [1] Yes
    [2] Perhaps
    [3] No
    [4] No opinion

4. In your opinion, how does a tour of duty with the Corrections program affect chances for promotion in the Navy? _____

    [1] Helps promotion chances
    [2] Has no effect
    [3] Hinders promotion chances
    [4] No opinion

5. Using the scale below, please rate the training you received on how RELEVANT it was to your job duties at the brig. _____

Not |__[1]__|__[2]__|__[3]__|__[4]__|__[5]__|__[6]__|__[7]__| Very
Relevant   Relevant

6. Using the scale below, please rate the training you received on how COMPREHENSIVE it was. _____

Not |__[1]__|__[2]__|__[3]__|__[4]__|__[5]__|__[6]__|__[7]__| Very
Comprehensive   Comprehensive

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Appendix B

Scale Composition and Internal-Consistency Reliabilities

Table B-1

Attitude Scales: Composition and Reliabilities (Alpha)

Scale	Alpha		
	Pretraining	Post-training	Post-service
Positive Regard for Prisoners	.72	.73	.80
A26. Some prisoners are pretty nice people.			
A19. If you give a prisoner your respect, he'll give you the same.			
A27. I wouldn't mind serving in a command with ex-prisoners.			
A20. There are some prisoners that I would trust with my life.			
A29. I would never want one of my children dating an ex-prisoner. (R)			
A11. Most Navy prisoners are victims of circumstance and deserve to be helped.			
A10. Very few brig prisoners are dangerous.			
A22. Prisoners will listen to reason.			
A13. I like a lot of the prisoners.			
A21. Most Navy prisoners have values that are the same as the rest of us.			
A18. Most prisoners in the brig are no better or worse than other people.			
Capacity for Change	.66	.71	.72
A3. No matter what we do, most of the prisoners in this brig will never be good sailors. (R)			
A7. The new Navy corrections philosophy of restoring more prisoners to active duty is the right approach.			
A15. Trying to rehabilitate brig prisoners for active duty is a waste of time and money. (R)			
A30. Most Navy prisoners can be rehabilitated.			
A1. Providing a good role model is as important as enforcing the rules.			
A17. Prisoners need affection and praise just like anyone else.			
A28. If a prisoner does well in the brig, he or she should be returned to active duty.			
Negative Regard for Prisoners	.50	.54	.64
A24. Prisoners are basically immoral.			
A16. You never know when a prisoner is telling the truth.			
A8. In general, I believe the judicial system in this country is too lenient.			
A23. Prisoners should be under strict, harsh discipline.			
A14. Most prisoners are here because they are stupid.			
A25. Prisoners respect only brute force.			
A12. It is not wise to trust a prisoner too far.			
A2. People must be punished for breaking the law or military rules.			
A4. Prisoners in the brig should have to work at least 8 hours per day.			

Scale	Alpha		
	Pretraining	Post-training	Post-service
Treatment Orientation	.79	.80	.85
B1. Staff members help a prisoner if he gets in trouble.			
B3. Staff members try to help a prisoner take a new look at his life.			
B5. Staff members try to understand a prisoner's problems.			
B7. Staff members take a personal interest in the prisoners here.			
B9. Staff members help a prisoner to plan for a future on the outside.			
B11. Staff members try to teach a prisoner skills that will help him or her after leaving the brig.			
B13. Staff members try to help a prisoner understand why she is here.			
B15. Staff members take time to help a prisoner learn how to get along with others.			
B17. Staff members try to show a prisoner where he made mistakes so he or she won't make the same mistakes again.			
B19. Staff members work hard to teach prisoners how to get the most out of their time in the brig.			
Punishment Orientation	.79	.79	.80
B2. Staff members treat a prisoner as if she is here to pay off a debt to society.			
B4. Staff members push a prisoner until he breaks.			
B6. Staff members are rough with prisoners to show them who's boss.			
B8. Staff members see to it that a prisoner has a hard time to make up for what he did on the outside.			
B10. Staff members remind a prisoner that she is here to pay for a crime.			
B12. Staff members send a prisoner to segregation even for little things.			
B14. Staff members jump on prisoners the minute they get out of line.			
B16. Staff members treat prisoners as if they deserve to be punished.			
B18. Staff members act like they are here to punish a prisoner for what he did.			
B20. Staff members make it hard on prisoners who break the rules.			

Table B-2

Organizational Scales: Composition and Reliabilities (Alpha)

Scale	Alpha
Feedback	.84
14. The standards used to evaluate my performance have been fair and objective.	
16. My own hard work will lead to recognition as a good performer.	
11. I am given adequate information on how well I am performing.	
18. The amount of responsibility I have on this job is about right.	
Communication	.73
15. On my job, I know exactly what is expected of me.	
10. My supervisor encourages me to help in developing work methods and procedures for my job.	
9. I am not afraid to inform supervisors about things I find wrong.	
Managerial Effectiveness	.88
8. In this brig, authority is clearly delegated.	
1. At this brig, it is often unclear who has the formal authority to make a decision. (R)	
7. Management at this brig is flexible enough to make changes when necessary.	
17. In general, this institution is very well run.	
3. I am told promptly when there is a change in policy, rules, or regulations that affects me.	
19. There is a lot of cooperation and team spirit among staff members at this brig.	
4. I have the authority I need to accomplish my work objectives.	
Participation	.83
12. My supervisor asks my opinion when a work-related problem arises.	
13. I have a great deal of say over what has to be done on my job.	
Lack of Power	.68
5. Employees do not have much opportunity to influence what goes on in this brig. (R)	
2. It is not really possible to change things in this institution. (R)	
6. Under the present system, promotions are seldom related to employee performance. (R)	

Table B-3

Factor Matrix for Organizational Items
GLS Varimax Rotated Solution

Scale		Factor 1	Factor 2	Factor 3	Factor 4
14.	The standards used to evaluate my performance have been fair and objective	.72			
15.	On my job, I know exactly what is expected of me	.69			
16.	My own hard work will lead to recognition as a good performer	.69			
11.	I am given adequate information on how well I am performing	.67			
10.	My supervisor encourages me to help in developing work methods and procedures for my job	.61			
13.	I have a great deal of say over what has to be done on my job	.59			.42
18.	The amount of responsibility I have on this job is about right	.52			
9.	I am not afraid to inform supervisors about things I find wrong here	.44			
8.	In this brig, authority is clearly delegated		.70		
1.	At this brig it is often unclear who has the formal authority to make a decision (R)		.63		
7.	Management at this brig is flexible enough to make changes when necessary		.62		
17.	In general, this institution is very well run	.45	.62		
3.	I am told promptly when there is a change in policy, rules, or regulations that affects me		.62		
19.	There is a lot of cooperation and team spirit among staff members at this brig		.55		
4.	I have the authority I need to accomplish my work objectives	.45	.53		
5.	Employees do not have much opportunity to influence what goes on in this brig (R)			.61	
2.	It is not really possible to change things in this institution (R)			.61	
6.	Under the present system, promotions are seldom related to employee performance (R)			.44	
12.	My supervisor asks my opinion when a work-related problem arises	.50			.84

Note. GLS = Generalized least squares.

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Appendix C

Supplemental Tables for Attitude Measures

Table C-1

Staff Questionnaire Item Analysis
Pre- and Post-training Comparisons ($N = 933$)

Question		Pretraining Mean	Post-training Mean	Average Change	Significance of Difference
A1.	Providing a good role model for the prisoners is as important as enforcing the rules.	4.61	4.71	.10	.0001
A2.	People must be punished for breaking the law or military rules.	4.29	4.13	-.16	<.0001
A3.	No matter what we do, most of the prisoners in this brig will never be good sailors.	1.98	1.91	-.07	.0162
A4.	Prisoners in the brig should have to work at least 8 hours a day.	4.02	4.16	.14	<.0001
A5.	The inmates should have a say about how some things are done here.	2.63	2.74	.11	.0070
A6.	Security is the most important duty of the staff.	3.71	3.78	.07	.1295
A7.	The new Navy corrections philosophy of restoring more prisoners to active duty is the right approach.	3.78	4.26	.48	<.0001
A8.	In general, I believe that the judicial system in this country is too lenient.	3.66	3.71	.05	.1286
A9.	People committing military offenses should not be treated as criminals.	2.27	2.37	.10	.0103
A10.	Very few brig prisoners are dangerous.	2.78	3.36	.58	<.0001
A11.	Most prisoners in the Navy corrections system are victims of circumstance and deserve to be helped.	2.93	3.22	.29	<.0001
A12.	It is not wise to trust a prisoner too far.	4.13	4.08	-.05	.1142
A13.	I like a lot of the prisoners.	2.74	2.91	.17	.1142
A14.	Most of the prisoners are here because they are stupid.	2.04	1.83	-.21	.0001
A15.	Trying to rehabilitate brig prisoners for active duty is a waste of time and money.	2.01	1.87	-.14	<.0001
A16.	You never know when a prisoner is telling the truth.	3.13	3.00	-.13	.0001
A17.	Prisoners need affection and praise just like anybody else.	3.71	4.04	.33	<.0001
A18.	Most prisoners in the brig are no better or worse than other people.	3.44	3.81	.37	<.0001
A19.	If you give a prisoner your respect, he'll give you the same.	3.53	4.04	.51	<.0001
A20.	There are some prisoners that I would trust with my life.	2.37	2.54	.17	<.0001
A21.	Most Navy prisoners have values that are about the same as the rest of us.	3.41	3.78	.37	<.0001
A22.	Prisoners will listen to reason.	3.38	3.81	.43	<.0001
A23.	Prisoners should be under strict, harsh discipline.	2.92	2.42	-.50	<.0001
A24.	Prisoners are basically immoral.	2.28	2.08	-.20	<.0001
A25.	Prisoners respect only brute force.	1.99	1.80	-.19	<.0001

Table C-1 (Continued)

Question		Pretraining Mean	Post-training Mean	Average Change	Significance of Difference
A26.	Some prisoners are pretty nice people.	3.59	3.76	.17	<.0001
A27.	I wouldn't mind serving in a command with ex-prisoners.	3.40	3.65	.25	<.0001
A28.	If a prisoner does well in the brig, he or she should be returned to active duty.	3.75	3.93	.18	<.0001
A29.	I would never want one of my children dating an ex-prisoner.	3.14	3.05	-.09	.0015
A30.	Most Navy prisoners can be rehabilitated.	3.72	3.90	.18	<.0001
B1.	Staff members help a prisoner if he gets in trouble.	3.41	3.42	.01	.6004
B2.	Staff members treat a prisoner as if she is here to pay off a debt to society.	2.94	2.47	-.47	<.0001
B3.	Staff members try to help a prisoner take a new look at his life.	4.31	4.32	.01	.3062
B4.	Staff members push a prisoner until he breaks.	1.81	1.60	-.21	<.0001
B5.	Staff members try to understand a prisoner's problems.	3.84	3.86	.02	.4078
B6.	Staff members are rough with prisoners to show them who's boss.	2.37	1.92	-.45	<.0001
B7.	Staff members take a personal interest in the prisoners here.	2.72	2.90	.18	<.0001
B8.	Staff members see to it that a prisoner has a hard time to make up for what he did on the outside.	2.23	1.85	-.38	<.0001
B9.	Staff members help a prisoner to plan for a future on the outside.	3.70	4.02	.32	<.0001
B10.	Staff members remind a prisoner that she is here to pay for a crime.	3.18	2.56	-.62	<.0001
B11.	Staff members try to teach a prisoner skills that will help after leaving the brig.	3.91	4.16	.25	<.0001
B12.	Staff members send a prisoner to segregation even for little things.	2.57	2.20	-.37	<.0001
B13.	Staff members try to help a prisoner understand why he is here.	4.01	3.96	-.05	.0568
B14.	Staff members jump on prisoners the minute they get out of line.	3.18	2.72	-.46	<.0001
B15.	Staff members take time to help a prisoner learn how to get along with others.	3.99	4.01	.02	.5240
B16.	Staff members treat prisoners as if they deserve to be punished.	2.67	2.11	-.56	<.0001
B17.	Staff members try to show a prisoner where he made mistakes so he or she won't make the same mistakes again.	4.11	4.13	.02	.6671
B18.	Staff members act like they are here to punish a prisoner for what he did.	2.37	1.88	-.49	<.0001
B19.	Staff members work hard to teach prisoners how to get the most out of their time in the brig.	4.01	4.15	.14	<.0001
B20.	Staff members make it hard on prisoners who break the rules.	3.57	3.12	-.45	<.0001

Table C-2

Staff Questionnaire Item Analysis
Completion of Training and Post-service Comparisons ($N = 331$)

Question		Post-training Mean	Post-service Mean	Average Change	Significance of Difference
A1.	Providing a good role model for the prisoners is as important as enforcing the rules.	4.73	4.69	-.04	.3320
A2.	People must be punished for breaking the law or military rules.	4.28	4.15	-.13	.0145
A3.	No matter what we do, most of the prisoners in this brig will never be good sailors.	2.13	2.22	.09	.2227
A4.	Prisoners in the brig should have to work at least 8 hours a day.	4.10	4.27	.17	.0036
A5.	The inmates should have a say about how some things are done here.	2.68	2.72	.04	.6144
A6.	Security is the most important duty of the staff.	3.96	1.96	-2.00	<.0001
A7.	The new Navy corrections philosophy of restoring more prisoners to active duty is the right approach.	4.13	3.60	-.53	<.0001
A8.	In general, I believe that the judicial system in this country is too lenient.	3.71	3.52	-.19	.0063
A9.	People committing military offenses should not be treated as criminals.	2.34	2.30	-.04	.5212
A10.	Very few brig prisoners are dangerous.	3.25	3.29	.04	.5885
A11.	Most prisoners in the Navy corrections system are victims of circumstance and deserve to be helped.	2.99	2.69	-.30	<.0001
A12.	It is not wise to trust a prisoner too far.	4.13	4.17	.04	.4372
A13.	I like a lot of the prisoners.	2.81	2.83	.02	.6758
A14.	Most of the prisoners are here because they are stupid.	2.00	2.27	.27	<.0001
A15.	Trying to rehabilitate brig prisoners for active duty is a waste of time and money.	1.99	2.37	.38	<.0001
A16.	You never know when a prisoner is telling the truth.	3.02	3.06	.04	.5004
A17.	Prisoners need affection and praise just like anybody else.	3.99	3.84	-.15	.0030
A18.	Most prisoners in the brig are no better or worse than other people.	3.74	3.62	-.12	.0329
A19.	If you give a prisoner your respect, he'll give you the same.	3.87	3.85	-.02	.7124
A20.	There are some prisoners that I would trust with my life.	2.41	2.54	.13	.0713
A21.	Most Navy prisoners have values that are about the same as the rest of us.	3.65	3.60	-.05	.3595
A22.	Prisoners will listen to reason.	3.67	3.71	.04	.3665
A23.	Prisoners should be under strict, harsh discipline.	2.55	2.64	.09	.1464
A24.	Prisoners are basically immoral.	2.07	2.17	.10	.0360
A25.	Prisoners respect only brute force.	1.81	1.85	.04	.3576
A26.	Some prisoners are pretty nice people.	3.83	3.79	-.04	.3502
A27.	I wouldn't mind serving in a command with ex-prisoners.	3.60	3.57	-.03	.5388
A28.	If a prisoner does well in the brig, he or she should be returned to active duty.	3.68	3.11	-.57	<.0001

Table C-2 (Continued)

Question		Post-training Mean	Post-service Mean	Average Change	Significance of Difference
A29.	I would never want one of my children dating an ex-prisoner.	3.14	3.22	.08	.2553
A30.	Most Navy prisoners can be rehabilitated.	3.62	3.44	-.18	.0066
B1.	Staff members help a prisoner if he gets in trouble.	3.30	3.18	-.12	.0405
B2.	Staff members treat a prisoner as if she is here to pay off a debt to society.	2.57	2.55	-.02	.6920
B3.	Staff members try to help a prisoner take a new look at his life.	4.36	4.19	-.17	.0003
B4.	Staff members push a prisoner until he breaks.	1.50	1.59	.09	.0482
B5.	Staff members try to understand a prisoner's problems.	3.87	3.60	-.27	<.0001
B6.	Staff members are rough with prisoners to show them who's boss.	1.94	2.00	.06	.2745
B7.	Staff members take a personal interest in the prisoners here.	2.58	2.39	-.19	.0040
B8.	Staff members see to it that a prisoner has a hard time to make up for what he did on the outside.	1.77	1.80	.03	.4759
B9.	Staff members help a prisoner to plan for a future on the outside.	3.94	3.77	-.17	.0026
B10.	Staff members remind a prisoner that she is here to pay for a crime.	2.57	2.53	-.04	.4757
B11.	Staff members try to teach a prisoner skills that will help after leaving the brig.	4.19	4.10	-.09	.0636
B12.	Staff members send a prisoner to segregation even for little things.	2.18	2.27	.09	.0577
B13.	Staff members try to help a prisoner understand why he is here.	3.97	3.80	-.17	.0005
B14.	Staff members jump on prisoners the minute they get out of line.	2.80	3.00	.20	.0024
B15.	Staff members take time to help a prisoner learn how to get along with others.	4.04	3.96	-.08	.0686
B16.	Staff members treat prisoners as if they deserve to be punished.	2.06	2.15	.09	.0833
B17.	Staff members try to show a prisoner where he made mistakes so he or she won't make the same mistakes again.	4.19	4.05	-.14	.0016
B18.	Staff members act like they are here to punish a prisoner for what he did.	1.77	1.83	.06	.1896
B19.	Staff members work hard to teach prisoners how to get the most out of their time in the brig.	4.19	4.09	-.10	.0331
B20.	Staff members make it hard on prisoners who break the rules.	3.15	3.29	.14	.0253

Appendix D

Supplemental Tables for Organizational Climate and Outcome Measures

Table D-1

Mean Response for Organizational Climate Items and Composite Scales by Brig Type

Item	Consolidated[a]	Other[b]	Significance of Difference
Feedback	**4.23**	**4.39**	NS
C11	4.14	4.15	NS
C14	4.41	4.52	NS
C16	4.23	4.59	<.05
C18	4.11	4.30	NS
Communication	**4.55**	**4.71**	NS
C9	4.52	4.89	<.001
C10	4.41	4.40	NS
C15	4.71	4.86	NS
Managerial Effectiveness	**3.46**	**3.97**	**<.001**
C1 (R)	3.17	3.90	<.001
C3	3.05	3.69	<.001
C4	4.19	4.36	NS
C7	3.56	4.19	<.001
C8	3.61	4.07	<.001
C17	3.81	4.32	<.001
C19	2.82	3.21	<.01
Participation	**4.30**	**4.09**	NS
C12	4.38	4.19	NS
C13	4.21	3.98	NS
Lack of Power	**3.68**	**3.97**	**<.01**
C2 (R)	3.85	4.22	<.01
C5 (R)	3.52	3.72	NS
C6 (R)	3.16	3.22	NS

Note. NS = Not significant.

[a]Consolidated = Approximately 219 subjects.

[b]Other = Approximately 299 subjects.

Table D-2

Mean Response for Organizational Climate Items
and Composite Scales by Staff Member Status

Item	Military[a]	Civilian[b]	Significance of Difference
Feedback	**4.34**	**4.25**	NS
C11	4.13	4.26	NS
C14	4.46	4.57	NS
C16	4.52	3.93	<.01
C18	4.20	4.31	NS
Communication	**4.68**	**4.47**	NS
C9	4.81	4.26	<.01
C10	4.40	4.51	NS
C15	4.83	4.62	NS
Managerial Effectiveness	**3.80**	**3.51**	NS
C1 (R)	3.67	3.31	NS
C3	3.48	3.12	NS
C4	4.31	4.16	NS
C7	3.95	3.68	NS
C8	3.94	3.51	<.05
C17	4.14	3.81	NS
C19	3.07	2.90	NS
Participation	**4.13**	**4.54**	<.05
C12	4.24	4.53	NS
C13	4.00	4.54	<.01
Lack of Power	**3.87**	**3.71**	NS
C2 (R)	4.10	3.91	NS
C5 (R)	3.65	3.50	NS
C6 (R)	3.23	3.03	NS

Note. NS = Not significant.

[a]Military = Approximately 448 subjects.
[b]Civilian = Approximately 68 subjects.

Table D-3

Correlations Between Organizational Climate Items and Attitude Scales

Climate Items	Attitude Scales				
	PR	CC	PU	TR	NR
Feedback					
C11	.16**	.18**	-.05	.13**	-.08*
C14	.14**	.17**	-.10*	.10*	-.12**
C16	.16**	.22**	-.08*	.08*	-.07
C18	.17**	.21**	-.07	.09*	-.12**
Communication					
C9	.07*	.14**	-.15**	.02	-.11**
C10	.15**	.19**	-.09*	.17**	-.05
C15	.22**	.23**	-.14**	.09*	-.11**
Managerial Effectiveness					
C1	.06	.21**	-.11**	.01	-.07
C3	.11**	.19**	-.10*	.07	-.06
C4	.16**	.20**	-.14**	.09*	-.07
C7	.12**	.18**	-.10*	.05	-.07
C8	.14**	.20**	-.06	.02	-.05
C17	.20**	.27**	-.11**	.11**	-.09*
C19	.13**	.19**	.01	.06	-.03
Participation					
C12	.16**	.21**	-.07	.21**	-.05
C13	.19**	.23**	-.07*	.21**	-.11**
Lack of Power					
C2	.13**	.25**	-.12**	.11**	-.13**
C5	.11**	.19**	-.11**	.04	-.13**
C6	.13**	.19**	-.04	.08*	-.09*

Notes. 1. Number of subjects = Approximately 500.
    2. PR = Positive regard, CC = Capacity for change, NR = Negative regard, TR = Treatment orientation, PU = Punishment orientation.
$**p = <.01$.
$*p = <.05$.

Table D-4

Correlations Between Organizational Climate Items and Attitude Scales
for Consolidated and Other Brigs

Climate Items	Attitude Scales				
	PR	CC	PU	TR	NR
Consolidated Brigs (*n* = Approximately 210)					
Feedback					
C11	.26**	.29**	-.07	.21**	-.20**
C14	.21**	.21**	-.10	.15*	-.25**
C16	.18**	.21**	-.03	.04	-.09
C18	.16**	.20**	-.07	.14*	-.21**
Communication					
C9	.13*	.15*	-.18**	.06	-.22**
C10	.15**	.20**	-.07	.11	-.13*
C15	.23**	.18**	-.10	.10	-.18**
Managerial Effectiveness					
C1	.19**	.26**	-.14*	.06	-.14*
C3	.13*	.21**	-.10	.05	-.07
C4	.23**	.23**	-.23**	.13*	-.13*
C7	.20**	.21**	-.11*	.09	-.13*
C8	.21**	.28**	-.06	.04	-.11*
C17	.31**	.31**	-.10	.12*	-.18**
C19	.18**	.20**	.02	.09	-.06
Participation					
C12	.16**	.23**	-.08	.21**	-.13*
C13	.21**	.26**	-.08	.17**	-.17**
Lack of Power					
C2	.18**	.25**	-.13*	.13*	-.16**
C5	.18**	.23**	-.05	.03	-.12*
C6	.17**	.23**	-.02	.01	-.11

Note. PR = Positive regard, CC = Capacity for change, PU = Punishment orientation, TR = Treatment orientation, NR = Negative regard.
$**p = <.01.$
$*p = <.05.$

Climate Items	Attitude Scales				
	PR	CC	PU	TR	NR
Other Brigs (*n* = Approximately 290)					
Feedback					
C11	.09	.12*	-.04	.09	.02
C14	.12*	.17**	-.11*	.10	-.04
C16	.20**	.26**	-.13**	.21**	-.08
C18	.23**	.26**	-.07	.12*	-.08
Communication					
C9	.06	.13**	-.15**	.09	-.03
C10	.16**	.19**	-.10*	.24**	.01
C15	.24**	.28**	-.19**	.14**	-.06
Managerial Effectiveness					
C1	.03	.16**	-.13*	.11*	-.07
C3	.13**	.18**	-.13*	.20**	-.08
C4	.14**	.19**	-.08	.11*	-.04
C7	.14**	.19**	-.14**	.19**	-.07
C8	.14**	.14**	-.09	.11*	-.03
C17	.19**	.25**	-.15**	.22**	-.04
C19	.14**	.20**	-.02	.14**	-.05
Participation					
C12	.18**	.22*	-.06	.21**	.01
C13	.18**	.24**	-.08	.21**	-.05
Lack of Power					
C2	.11*	.25**	-.14**	.19**	-.13**
C5	.09	.15**	-.17**	.11*	-.17**
C6	.11*	.14**	-.08	.15**	-.09

Note. PR = Positive regard, CC = Capacity for change, PU = Punishment orientation, TR = Treatment orientation, NR = Negative regard.
**p = <.01.
*p = <.05.

Table D-5

Correlations Between Organizational Climate Items
and Attitude Scales for Military and Civilian Staff

Climate Scales	Attitude Scales				
	PR	CC	PU	TR	NR
Military Staff (*n* = Approximately 449)					
Feedback					
C11	.13**	.18**	-.03	.11*	-.07
C14	.09*	.15**	.08*	.07	-.09*
C16	.18**	.25**	-.09*	.16**	-.13**
C18	.17**	.23**	-.05	.08*	-.12**
Communication					
C9	.06	.17**	-.17**	.06	-.12**
C10	.16**	.22**	-.12**	.21**	-.06
C15	.19**	.25**	-.16**	.13**	-.11*
Managerial Effectiveness					
C1	.06	.22**	-.10*	.04	-.11*
C3	.11*	.19**	-.09*	.12**	.09*
C4	.16**	.23**	-.13**	.09*	-.08*
C7	.12**	.19**	-.09*	.07	-.09*
C8	.14**	.21**	-.05	.06	-.10*
C17	.20**	.30**	-.10*	.15**	-.11*
C19	.12**	.19**	-.05	.08	-.05
Participation					
C12	.16**	.24**	-.08	.21**	-.06
C13	.18**	.26**	-.07	.19**	-.10*
Lack of Power					
C2	.11*	.26**	-.10*	.11**	-.13**
C5	.10*	.19**	-.08	.04	-.17**
C6	.10*	.18**	-.04	.12**	-.10*

Note. PR = Positive regard, CC = Capacity for change, PU = Punishment orientation, TR = Treatment orientation, NR = Negative regard.
**p = <.01.
*p = <.05.

Climate Scales	Attitude Scales				
	PR	CC	PU	TR	NR
Civilian Staff (n = Approximately 68)					
Feedback					
C11	.33**	.18	-.11	.23*	-.09
C14	.41**	.33**	-.17	.25*	-.30**
C16	.21*	.16	-.13	.01	-.02
C18	.20	.09	-.17	.16	-.13
Communication					
C9	.27*	.08	-.23*	.21*	-.21*
C10	.08	-.04	.13	-.03	.04
C15	.45**	.14	-.10	.09	-.18
Managerial Effectiveness					
C1	.19	.18	-.26*	.03	.02
C3	.20	.27*	-.23*	.06	-.01
C4	.21*	.07	-.21*	.18	-.03
C7	.17	.18	-.25*	.17	-.02
C8	.23*	.20	-.21*	.09	.08
C17	.31**	.20	-.25*	.13	-.09
C19	.23*	.22*	-.26*	.12	.04
Participation					
C12	.16	-.04	.03	.09	.06
C13	.15	-.08	.00	.02	.00
Lack of Power					
C2	.28*	.23*	-.31**	.29**	-.15
C5	.20	.21*	-.32**	.17	-.01
C6	.34**	.28*	-.13	-.02	-.09

Note. PR = Positive regard, CC = Capacity for change, PU = Punishment orientation, TR = Treatment orientation, NR = Negative regard.
**p = <.01.
*p = <.05.

Table D-6

Correlations Between Outcome Measures and
Attitude Scales for Consolidated and Other Brigs

Attitude Scales	Outcome Measures				
	C20	D1	D2	D3	D4
Consolidated Brigs (n = Approximately 195)					
Positive Regard	.29**	.24**	.24**	.16*	.19**
Capacity for Change	.33**	.32**	.29**	.13*	.18**
Negative Regard	-.21**	-.27**	-.33**	-.16*	-.12
Treatment Orientation	.11	.21**	.23**	.09	.16*
Punishment Orientation	-.09	-.18**	-.22**	-.11	-.14*
Other Brigs (n = Approximately 275)					
Positive Regard	.19**	.09	.11*	.17**	.08
Capacity for Change	.27**	.18*	.27**	.24**	.23**
Negative Regard	-.11*	-.03	.00	-.05	-.07
Treatment Orientation	.21**	.15**	.25**	.15**	-.01
Punishment Orientation	-.13*	-.05	-.10*	-.09	-.07

$**p = <.01.$
$*p = <.05.$

Table D-7

Correlations Between Outcome Measures and
Attitude Scales for Military and Civilian Staff

Attitude Scales	Outcome Measures				
	C20	D1	D2	D3	D4
Military Staff (n = Approximately 435)					
Positive Regard	.17**	.13**	.13**	.14**	.07
Capacity for Change	.28**	.23**	.26**	.20**	.20**
Negative Regard	-.13**	-.10**	-.07	-.06	-.03
Treatment Orientation	.12**	.13**	.21**	.13**	.00
Punishment Orientation	-.05	-.07	-.13**	-.09*	-.06
Civilian Staff (n = Approximately 65)					
Positive Regard	.44**	.21*	.31**	.26*	.37**
Capacity for Change	.28**	.26*	.39**	.12	.08
Negative Regard	-.18	-.18	-.49**	-.27*	-.26*
Treatment Orientation	.12	.18	.38**	.26*	.24*
Punishment Orientation	-.29**	-.25*	-.24*	-.23*	-.23*

$**p = <.01.$
$*p = <.05.$

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