

Southeastern Correctional Management Training Council

Joann B. Morton/Director

SELECTED READINGS FROM SCMTC SEMINARS

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TABLE OF CONTENTS

i	Foreword	
ii	Introduction	
iii	The Contributors	
1	I. The Correctional Planner by Robert L. Smith	
9	II. Correctional Planning Concepts by Olan C. Minton	32090
23	III. Organizing and Organizations by Gus Economos	32091
51	IV. The Client We Serve by Jim Parham	32092
65	V. My Create-A-Criminal Kit by Gerald P. Wittman	32093
75	VI. Survival Kit For Volunteers by Sharon Harrell	32094

FOREWORD

This selection of readings is designed to assist correctional managers answer particular concerns which touch their managerial lives. The readings deal with planning, organizing, understanding the client, and utilizing volunteers: their utility is believed to range as wide as the topical areas covered.

This managerial handbook is but one of several services provided by the Southeastern Correctional Management Training Council, all of which are designed to improve staff development opportunities for correctional personnel in the Southeast. The Council is supported by a grant (#74-ED-04-0009) from the Law Enforcement Assistance Administration, U.S. Department of Justice, to the Corrections Division, Institute of Government, University of Georgia. Nonetheless, neither the financial assistance of LEAA nor the partial sponsorship of the Corrections Division of the Institute of Government should be construed as an endorsement of any or all of the textual material.

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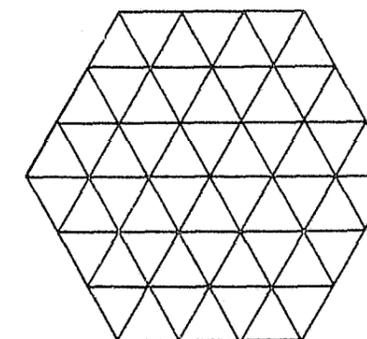
The principal appreciation, of course, is given to the individual authors, for it has been their combined expertise and willingness to permit publication of their works which has made this selection possible.

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32091

III.
ORGANIZING AND ORGANIZATIONS

by GUS ECONOMOS



As a prelude to an examination of decision-making, Economos looks at organizations, and how they operate. Stating that decision-making is only effective when decision-makers understand their organizational environment, he begins to answer three seminal questions: why do we exist? what is success? and, by what standards do you wish to be evaluated? To assist in answering these and other questions, he focuses on such issues as goal setting, planning, training, preparation, the chaotic state of organizations, and problem-solving.

This speech was delivered at an SCMTC workshop entitled "Parole Workshop," November 1, 1971.

I am very happy to be with you today. Not so much to tell you what I know, because if I did that, we'd be drinking coffee in about fifteen minutes. If we looked at the things that we don't know, that would probably take a couple of weeks and we would end up feeling bad. Maybe what we should do is find some of the things we don't know, because they are the things that bother us.

Time after time we say, "You know, all I need is a little more information." Then you get that information and plug it in and, lo and behold, there is no answer. All you have is a handle to the door to where the problem is. When you get up enough nerve to open up that door, there's the problem--about the size of the Grand Canyon.

You look at it and say, "Good grief, what am I going to do with this?"

You try to go around it and you can't. Then you remember that somebody said, "Those who stand and wait, also serve."

So you tell yourself, "Come on, let's get busy." And you begin to solve this problem with existing knowledge.

The work goes very slowly, and you wonder if you are ever going to get the job done. After years have gone by and you have started solving the problem, a youngster walks by, and says, "Hey, old man, what have you been doing?"

"I've been working on this problem so we can go on."

He looks at it, and says, "Groovy, but what else have you been doing?"

You say, "What do you mean 'what else have I been doing'?"

And so he says, "It doesn't look like a very difficult problem."

"No, but that's because I've gotten it nearly solved."

But he is still not impressed. That's when you pick up a shovel and want to let him have it right between the eyes, but you don't do it, for two reasons. First, he looks a great deal like you did a few years ago, and second, you know that after a few steps, he will find his Grand Canyon.

The things we talk about today are very clear and obvious. That's the beauty of truth. Once we find it, oh, how simple it is! But how hard it is to find. The more I look at life the more I realize that one doesn't have to be brilliant. All one has to do is avoid the major mistakes.

I like to think of an organization as a vehicle. An organization is a vehicle that makes it possible to bring different kinds of people with different talents and skills together to get a job done. It's a vehicle which we can design in any way that we want to--we can custom design it.

Let me spend a little time talking about organizations and how they do their work. What I prefer to do is first look at organizations and at their problems, and then see where decisions fit in.

I like to think of an organization as a vehicle. An organization is a vehicle that makes it possible to bring different kinds of people with different talents and skills together to get a job done. It's a vehicle which we can design in any way that we want to--we can custom design it.

Unfortunately, we have a lot of people who don't believe that there are universal principles of organization. This is one of our real problems. To illustrate that there are universal principles, when I was on an airplane about three-quarters of the way to Uganda, I really got scared. "Holy cow, what am I doing here?" I said. "What am I going to do when I get there and those people start asking me questions?"

We've got to be able to custom design our organizations, while keeping in mind that there are universal principles of organization.

But it was quite interesting. About half an hour after I started talking to the men, they said, "Look, we've got some special problems. One of the difficulties we have is that we keep telling our subordinates what we want them to do, and they don't believe us. We go up to them and say, 'Did you do it?' They say, 'Did you want us to do it?' We reply, 'I told you to do it!' 'I know,' they say, 'but you tell us other things, too.'"

After a very short time, I found out that they have the same kinds of problems that we have. And it really didn't make much difference whether we were talking about organizations in our country or in theirs.

We've got to be able to custom design our organizations, while keeping in mind that there are universal principles of organization. The trouble is that when many people finally do accept these universal principles of organization, they try to build universal organizations--organizations that can do anything and everything. Such organizations defy custom design.

To a great extent, not only must we design our organizations, but we've got to realize that if we don't, other people will do it for us. And those other people may be those we are supposed to be serving or those we are working with.

Essentially we want to be able to understand and direct organizations. But with all the knowledge we have, we still know very little about them. One of the reasons is that we still don't really understand this thing called "man."

Chris Argyris had a wonderful way of looking at it. He said there are two ways of looking at man in an organization. One is as an adolescent; the other is as an adult. An adolescent, Argyris said, has a short-time perspective. An adult has a long-time perspective. An adolescent has few skills,

while an adult has many skills. An adolescent has little self-discipline; an adult has a great deal of self-discipline. An adolescent usually follows orders, while an adult has worked with people, and followed and given orders. Argyris went on to spell out very carefully the difference between an adolescent and an adult.

Then he said, "I want two years off."

So his department head said, "Yes, and what are you going to do, Chris?"

"I want to wander around, look at different organizations, and ask one simple question: 'Is this organization designed for adolescents? Or is it designed for adults?'" He came back after two years and reported that 85% of the organizations he had studied were designed for adolescents.

There are two ways of looking at man in an organization. One is as an adolescent; the other is as an adult.

Among the real problems we are faced with today is how to build organizations; how to handle our people and give them the opportunity to do what they can and to be able to contribute; and how to spell out our long-range goals. Relevant to the last, I found out that I can ask a very embarrassing question: "Why do we exist?" If you really look at it, it's interesting how difficult that question can be. It is one of the real problems we have at universities, especially when the kids take the university over from us. We keep saying, "Come and give it back to us."

"Why? What do you want it for? You weren't doing anything with it anyway!"

And all of a sudden many of the things we felt were pretty holy and pretty right are being questioned. When they ask us why we were doing them, we say "Because. And we're going to keep on doing them. Because."

We need to be very careful about our long-range goals. We have to spell out the long-range goals

of every department and do it well. Then we must see if the activities in our organization really fit these goals.

When they ask us why we were doing them, we say "Because. And we're going to keep on doing them. Because."

Can you imagine what would happen if you were to sit down now, and in a few minutes write out the long-range goals of your organizations and of your departments? And try to make them clear so that we can use what you say to evaluate the activities and decide what kind of things you ought to be doing?

Go up to someone and say, "Hey, what is your job?" And listen to what he has to say. Sometimes the answers are really quite frightening. Or, "What is success?" In the correctional area this becomes an extremely difficult question. Question number three (this is the \$64 question) is: "By what standards do you want to be measured?"

How would you answer that question? If someone said to you, "Look, what I'd like to know is whether you are doing a good job or not. Now, tell me, how do you want me to evaluate you?"

Think of the people who are working for you. How do you evaluate them? As a faculty member now for about fifteen or sixteen years, I've been called into the dean's office three times to be reprimanded. The first time occurred because the dean had two- and three-page announcements which he required faculty members to read. They were the most terrible things, but of course I had to read them. I kept throwing them into and then reading them out of the waste paper basket. This he thought was my way of saying something about his memos.

If someone said to you, "Look what I'd like to know is whether you are doing a good job or not. Now, tell me, how do you want me to evaluate you?"

A second time I was called into the dean's office because my grades were late. Now you don't have to do a particularly good job of grading, just get all the grades in on time. I had done a terrible thing: I had had my students write papers, and I was correcting them. He kept saying, "You're late," and I said, "Yes, but I'm working very hard." I showed him what I was doing, and he said, "That's great, but you're late, and the computer can't wait."

I was called in a third time because I hadn't arranged my schedule and gotten my new classes in, and again the computer was waiting. The point is that in my sixteen years I've never seen a faculty member called into an office to be questioned about how good a job he was doing. I've never seen a faculty member have his work reviewed as long as he got his paper work done. I've never seen anyone challenged in terms of the impact he was having on the students. And so, within the universities, if you want to get along well, just keep feeding the computer on time, smile, and be kind.

By what standards do you want to be measured? This is a very important question because very often if you ask people how they want to be measured, it also tells you how they see their job. Think of Vince Lombardi. There are all kinds of stories about Lombardi and whether they are true or not isn't at this point particularly important. Nevertheless, one story is that the first time he showed up at the Green Bay Packers' training camp, he called the team together because he wanted to talk to them on the field. He asked if all were present, and they said, "Yeah, coach, everybody's here but Paul Hornung." Lombardi asked where Hornung was, and he was told Hornung was at the other end of the field modeling some clothes and was expected back in a few minutes.

The players said Lombardi ran over to Hornung, pushed the photographer over, grabbed Hornung in his beautiful jacket, and said, "Son, do you know why we're here?"

Hornung said, "Yeah, we're here to play football."

Lombardi's answer was classic. He said, "Son, we're not here to play anything--we're here to win! You may have played in college. Here we win. You better get into that huddle right now or else."

So there was Hornung, the best dressed man in the huddle, listening to the coach.

Lombardi then turned to Hornung and said, "What do you play?"

He said, "I play left tackle, a little right halfback, a little fullback and I've worked out as a quarterback. I play a little tight end, and this year I'd like to play split end and go for the deep ones."

Lombardi just looked at him and said, "Look, son, you're going to stand next to Taylor, and if it's a running play and Taylor ain't got the ball, you got it!"

By what standards do you want to be measured? This is a very important question because very often if you ask people how they want to be measured, it also tells you how they see their job.

I think one of the things we can do within our own organizations is be very careful that people know what their job is, what success is, and by what standards they are to be measured. And I'm willing to wager that if we ask--what is your job? what is success? and by what standards do you want to be measured?--we're going to get a very wide range of ideas.

The next question to ask is: "Where is the information by which I can measure you?" You ask this question because people typically give standards which do not provide any information about themselves. By way of illustration, here are two answers that really frighten me. The first comes from the man who says, "One of the things I want to be measured by is the fact that this year we didn't have any real bad scandals." Of course the best way to achieve that is not to do anything, and to spend the rest of the time covering it up. Or another answer, that's just as bad is, "I stayed in the budget." If there's anything that bothers me, it is this "I stayed in the budget" mentality. Very often we make such a fetish out of staying in

the budget, that after a while we forget what we're trying to do.

We also need to ask, "How are you doing?" And, "What are you doing about it?" But don't ask these questions until you've answered them yourself! And once you've answered them for yourself, then sit down with your people and go over these questions, and go over them carefully because it's easy to come to some general kinds of answers. It's only after going over it and looking at it carefully, that you can begin to decide and realize just what your role is, and how you fit.

The trouble with many of our organizations is that they are so designed that a person who joins us professionally may have to hurt his career to help our organization.

Along with worrying about the long-range goals of your organization, its departments, and department heads, you also have to worry about your professional people. The trouble with many of our organizations is that they are so designed that a person who joins us professionally may have to hurt his career to help our organization. We've got to design our organizations so that when someone is helping himself, he is helping the organization, and when he is helping the organization, he is also helping himself. The question I would like to ask, and to have you think about, is what happens when a young professional person joins you? To what extent do you find yourself giving this lecture: "All right, son, I know you are ambitious and want a great deal, but we've got a job to do around here. What we have to do is work hard to get this job done, and once we get it done, after that, if I see you are reliable and can be trusted, we can see if there is a better job. And just be careful about some of the other people I have around here who give me problems because they are always worrying about personal interests, meetings, journals, and so on, and that doesn't get things done around here." Pretty soon we keep on asking people to sacrifice their professional development for our organizational good.

Do you know what's wrong with that? The good people will leave and the bad ones will stay. If perchance

any good ones do stay, they never forgive you and they never forget. Essentially what we have to do is ask ourselves, "How can I attract the best professional people, keep them, and have them contribute not only to my organization, but to themselves?"

Let me give you an example: People from a number of the hospitals in Chicago came to me and said, "We can't get interns; there's a big shortage of interns."

I said, "OK, what are you doing to try and attract them?"

"Well, we're trying to give them every other weekend off. We gave them better quarters, and put them closer to the nurses' quarters."

"Has that helped?"

They said, "It's caused a little confusion, but it has not been particularly beneficial."

I said, "All right, let's try and find out why interns aren't particularly happy about serving, especially here in Chicago, and what we can do to attract these men to us."

Essentially what we have to do is ask ourselves, "How can I attract the best professional people, keep them, and have them contribute not only to my organization, but to themselves?"

So we spent some time with the interns. They told us that the word had gotten out that most Chicago hospital internships amounted to doing all kinds of little things, petty details, and housekeeping activities. As a rule interns were being used in the place of nurses. And many of these young men saw that such internships did nothing more than mark time.

We did something with a number of the hospitals which everyone said would never work: we set up classes. We also assigned each one of the interns

to a particular doctor. Then anytime we had a major operation, it was very carefully photographed. Afterwards we would go over the films, almost the way you'd go over a football film, and have the doctor, physician, or surgeon explain exactly what he was doing. We also brought in a number of men who were not on the staff to meet with this class. We worked this class harder than ever before, but in so doing we helped them really develop their skills.

It was very interesting. We'd go to the graduating classes of the medical schools and we would tell them, "Come to us. We guarantee you we'll work you harder at our hospitals than anywhere else. And we're going to get as much out of you as we can, but this is the investment we'll make in you." In a relatively short time we found that we were turning the interns away. We'd get telephone calls from the other hospitals saying, "I've heard you're turning interns away. Why don't you tell them about our program. They'll have every weekend off, we have prettier nurses, etc."

Now one of the things we are really concerned about is whether we are going to get, and keep, good people in the correctional area. We just can't say that this is an important job and we're working with people. We've got to do more. We also have to be able to show, especially to our younger people and the people with professional training, that if they come with us, not only are we going to be very demanding of them, but we can also help them develop their careers so they can make even greater contributions to our area.

Now one of the things we are really concerned about is whether we are going to get, and keep, good people in the correctional area. We just can't say that this is an important job and we're working with people. We've got to do more.

We also have to worry about our non-professional people and our clients. It's very easy to forget the clients, you know. This is one reason we're in trouble at the university. You go up to a full professor and say, "What are the students like?"

He says, "One moment." He looks out of the window, and says, "Holy smoke, they're marching again."

Another of the problems at the university is that we hate kids. We really hate kids. You ask somebody, "How many classes are you teaching?"

He says, "I'm teaching four."

"Four! What happened? Where did you fail?"

And you ask a younger guy, "How many classes are you teaching?"

He says, "I'm teaching three."

"Oh, you're kind of young, that's all right."

Then you go up to another man and say, "How many classes do you teach?"

"I'm teaching two."

"That's pretty good."

But what's really good is to have one class--a seminar where the kids do your work. And then the best thing (and the way you really are successful as a faculty member) is not to have any classes at all. That's how they got me to go to Wisconsin. A man from Wisconsin called me up and said, "Gus, how many hours do you waste in the classroom a week?"

I said, "Six."

He said, "Come with us and you'll never have to walk into a classroom again."

"Look, you know I really like the classroom."

He said, "When the urge gets big we can always find an empty room and put you in there for awhile."

Now I'm willing to wager that the same thing happens in corrections. How can you tell if you're really successful? I'll tell you how: you spend less and less time talking to the inmates or people you know you are dealing with. If you haven't talked to anyone for a month or two, you're really on the way up. Isn't this so? Sure it is. WE HAVE TO BE CAREFUL NOT TO NEGLECT OUR CLIENTS.

Let me tell you a little story about Social Security. We'll pick on the federal people, because I know this doesn't happen on the state level or anywhere else.

Have you ever seen these social security offices? They always pick a big room. (By the way, I have a general thesis that I'm discovering to be true: the less important the event, the bigger the room.) Now, what they usually do is pick a fantastically big room, and then they put a counter close to the door. Why do they do this? There's certain psychology here. You open the door, take one step forward, and there's that counter. That's their way of saying, "You didn't get very far, did you?" And it's kind of a relief to take one step and get out.

Now, whom do they have behind the counter? They have all the trainees. Somebody's got to train them. They don't want to do it, so they let the general public do it.

You walk in and say, "Is this social security?"

There's a discussion among them, and somebody says, "Well, yeah, this is social security."

You say, "Look, I've got a question." And you take a deep breath. Because these guys don't know the answer; they think they have a pretty good idea, but they just look at the desk. They don't answer your question. The people who wrote the policy irritating you, or those who thought it out, are looking at the walls. They're not interested in talking to you either. The people who know why this was done look you right in the eye and dare you to shout back.

The big boss is sitting in the next room, his door is closed, and he's at his desk writing a memo. Do you know what the memo says? "Be nice to the people at the counter."

You say, "When was the last time you went to the counter?"

He says, "Why should I, I didn't do anything wrong." It's a form of punishment. And you can tell how well you've done by how far away from the counter you are.

Pretty soon, as you can see, even within correctional organizations, we can have this kind of gap. When that occurs, of course, there arise all kinds

of myths about what's really going on. And so we begin to have the kinds of problems we do.

What we must do is make sure that all of the personnel in the organization are headed the same way. We've got to make sure that we know what we want out of our organization and ensure that every department is helping us get there. That doesn't mean that every department has the same goals--but each department must be contributing. We must be sure that we've made it possible for the department head to also be headed in this direction. By the way, there's a big difference between what's good for the department and what's good for the department head. Many department heads would just as soon have the department move very slowly and go along very comfortably, viewing themselves as indispensable.

What we must do is make sure that all of the personnel in the organization are headed the same way.

I have a campaign against indispensable people. I used to think that these guys were the geniuses so a number of years ago I decided to study them. I thought that those people who can never really be replaced were the real key people. I felt that if I could study these geniuses, then I could tell other people how to be geniuses, too. So I did. And here's what I found you have to do to be an "indispensable man." First of all, you must keep everything inside your vest pocket. Don't share anything with anyone: this immediately handicaps others and they can't contribute. The next thing to do is act like God talks to you every once in a while. That gives you inside information. And tell everybody around you they don't understand, and never hire anybody who has any talent. Finally, tell everybody how good you are, and how crucial you are.

I've got a general thesis for indispensable men: "Shoot them." They're horribly dangerous. Often, after we lose an indispensable man, we go in and see what he's done. Then, we realize the problems we've had.

I'm willing to wager, especially with the younger guys in here who are bright, that if we put them together they would say, "How am I going to make a career in this whole correctional area?" And I'm willing to wager that many of them are beginning to ask themselves, "Should I work for the organization, or for my department, or for my career, or for the people who are working for me, or for the people I'm taking care of." And many of the younger guys are saying, "Look, we've got to find out what's important and do that." And very often working with the inmates or parolees is the last thing they decide upon.

I've got a general thesis for indispensable men: "Shoot them."

I can illustrate with an example from the academic world, where there's one way to score: you write. In academia you have to be very careful that you don't spend any time in the classroom, and if you do, make it as minimal as you can. The way to get ahead is by writing, although it doesn't help the organization.

What's important in your organization? In the correctional area? Especially with the funds? With the money coming around, I'll tell you who is going to be very important, and that's somebody who can bring some money into a program. We can always get the others to take care of the men.

We have to ask three questions:

What do we say we want?

What do we really want?

And what do we pay for?

Let me tell you about some of the problems we have in the Chicago Police Department. What do we say we want? A young man who is dedicated to having our society be able to pay for our judgments within the power and limits of voters. We want somebody who is an anthropologist, sociologist, psychologist, social psychologist, and physiologist; who understands the implication and interaction of people; who can one

moment deal with the very wealthy and the next moment, with the very poor. We want someone who can go down into a dark alley, knowing that there's a scared kid, seventeen or eighteen years old, with a gun, and that if he handles it right, he can take that gun away, and the kid's life will be saved. Or go back in there and get some guy who's so high on drugs that he doesn't know where he's at, and has reactions that will just frighten you. Or go into an alley and get a guy who's not coming out. He's going to have to blast him. And he's got to make his decision like that. What do we say we want? We want a real brilliant, fine, young man who is dedicated to society.

What do we really want? We want somebody who won't cause any problems.

What do we pay for? Again, let me illustrate: I saw one examination (this was one for captains). One hundred and seventy-five men took it. The top score was 87, carried out to four decimal points. The lowest score was 74. You know what the difference between an 87 and a 74 is? The guy who's got the 87 knows a lot more trivia than the guy who's got a 74.

We also evaluated the men. Eighty-five percent of the men got an 85 in our evaluation. Ten percent of the men got an 80. It was interesting to see who this ten percent were. They were the very good and the very bad. What do both the very good and very bad do? They cause problems! A good man will cause almost as many problems as a bad man. Five percent of the men got 90. We refer to them as the "go-fors." Go for coffee. Go for the car. Go for pencils. "Go-fors."

So how do you get a promotion? You "go-for" and you memorize trivia. And never mind doing a good job out in the field. What's the home run in your organization? Don't you see this situation in baseball? There's the great fielding second baseman who is tops in the double play, the drag-bunt, drop-bunt, and who can hit behind the runner. He settles his pitchers, rattles the other pitchers,

and is a team captain. He goes early to the ball park, signs kids' programs, and on his day off he goes and autographs a kid's cast in the hospital. What does he get? \$25,000, maybe \$30,000.

On the other hand, out in right field stands "The Oak." He's so dumb you've got to tell him after three outs, "You've got to come in now." He goes up to bat, and you're giving him signals, but he forgets--he thinks you've got palsy--so he closes his eyes and he hits hard. He strikes out like mad, but he hits the ball over the wall thirty times a year. What does he get? \$100,000 probably.

So, essentially we've got to ask this question: What is it that counts in our organization? How important is it to have a perfect record? This really upsets me; this tyranny of the perfect record. You know, I've got a perfect record in baseball. My record is even better than DiMaggio's. I've never struck out. I've never thrown to the wrong base. I've never been picked off. Why? I've never played. And whenever I see people with perfect records, I put them into the same category.

Remember that once we've made long-range goals, we have to have our intermediate goals and our short-range goals. And we've got to spell them out! Sure it's hard to do. But it's even harder if you don't do it! We have to be careful not to make the mistake that the minister did. When the young minister took over, the old minister left him about five pages of responsibilities. So he looked at the first and second page and said, "I'll handle these." At the third page he said, "That's the kind of thing I ought to be worried about"; at the fourth page, "That's pretty important." When he looked at the last item on the fifth page, he called his deacon over and said, "Hey, you take care of that last item. I'm too busy."

The deacon said, "What is it?"

He said, "The Sunday School. Talk to those kids."

About thirty years later, when he was thinking about retiring and taking it easy, he looked at that list and when he saw it he began to weep. He suddenly realized that thirty years later he was fighting for the same things he was fighting for thirty years before, only that the people that he was now fighting with were the ones who were in Sunday School then. That's where he should have gone.

So, essentially we've got to ask this question: What is it that counts in our organization?

We've got to spell out our long-range goals, too, and know why we exist. We've got to know what our intermediate and our short-range goals are, and if we don't, we're just like the minister.

Long-range, intermediate, and short-range goals must be defined. Never say, "As soon as I handle my short-range problems, then I'll go on." Pretty soon you'll find you are worrying about the short-range for 20% of your time, then for 30%, 40%, 50%, 60%, 70%, 80%, 90%, 95%, 99.4% of it. If you're waiting to handle your short-range problems before going on, you're not going to go anywhere! You'll never be able to handle all your short-range problems. There are two ways of adjusting to the short-range: one is to adjust and keep on living; the other is to adjust so you can go on moving. If you're not careful, if you're just holding ground, pretty soon your organization will begin to change. It will build a foundation so that it can live, but it will never be able to move.

This is one of the real problems we have in the poverty program. In the poverty program there is so much concern about trying to justify what is being done and trying to cover up some of the problems (since they're afraid to talk about failures), that soon a program is built that does a fantastic job of living and growing--but a lot of the growth is cancerous. If an organization adjusts to short-range problems by just trying to keep on living, soon the organization is designed to do only that--keep on living. It's not going to do anything, but it's going to live.

There are two ways of adjusting to the short-range: one is to adjust and keep on living; the other is to adjust so you can go on moving.

Most of us do something the ancient Greeks used to do. The ancient Greeks used to believe in many gods. But they kept worrying about what they would do if a new god showed up that they didn't know about. "Where's my statue?" the god would say. And if the Greeks didn't have a statue, they'd have been in trouble. But they learned how to hedge. They came up with a statue to the unknown god. "Aha," they said, "we're covered." When a new god showed up, there was his statue. If two of them showed up, they would have been in trouble, but the chances weren't that great. As you know one of the apostles came to Athens, stood before the statue of the unknown god, and said, "Let me tell you about the God of gods."

In our organizations we don't have statues, and we haven't got priests, but we've got people who are almost as bad: the "planners." Ever meet these people? They keep saying, "It depends."

You say, "What do you mean?"

They say, "If I said it, and it happened, then I was right. If I said it and it didn't happen, then you misunderstood."

I saw one organization that had such an inferiority complex that they called themselves "progressive future planners."

What bothers me about these guys is the way they talk. It bothers me to hear somebody talk about "future planning." Is it different from sideways or backward planning? What other kind of planning is there? I saw one organization that had such an inferiority complex that they called themselves "progressive future planners."

Remember what happened at IBM. The planners went to Watson, the head of IBM, and said, "You've got a fantastic company."

He said, "Thank you."

They said, "We'd like to see your planning department."

"I haven't got one."

"You haven't got a planning department?"

He said, "No, should I?"

"Of course. You've got to be busy, or you can't keep on being successful." Someone then thought to ask, "What have you been doing?"

Watson said, "Well, here are my top people. I sit down with them and we decide what we ought to be doing. Then we sit down with the research people and decide how to do it." Eventually Watson was persuaded to bring in all kinds of econometrists and experts. He set up a fantastic planning department so that he felt much better.

After a short time he decided he ought to find out how things were going, so he went and talked to his top executives: "How is that planning department coming along?"

The executives said, "We don't know, we don't talk to them."

"Why?"

"They talk funny. They have all kinds of equations and computers, and every time we talk to them we don't know what they're saying."

So Watson ran to the planning department, and said, "Hey, how you doing?"

"Great."

"Do you spend any time with my executives?"

"No, they're dumb. All they worry about is practical problems, and things like that. They're not very abstract. They never say anything we can put into a computer."

So Watson, said, "What are you guys doing?"

"We're writing journal articles like mad. We're turning out more journal articles per man than most universities are."

"Do you write about my firm?"

"No, but we're doing a lot of basic planning."

So Watson ran back to the top executives, and said, "Are you guys doing any planning?"

"No."

He said, "Who's doing the planning?"

"Nobody here is doing the planning, that's what the planning department is for."

He said, "I know they're not doing any planning."

So Watson (and I think he did this as a favor) sent his planning department to one of the universities. He then sat down with his top people and said, "Look, we're going to go back to planning." And he got his top people to start thinking about it and working on it. You have to be very careful about this, especially in the correctional area. You must not only recognize the importance of planning, but YOU'VE got to be in there, too. You can't turn this over to somebody else. Because if you do, you're going to have some real problems. You have to be working with your planners to understand the kind of commitment you're making.

It's important to realize that organizations live in chaos. Nobody is ever going to leave you alone. There are all kinds of people in organizations that are telling you what to do, or are saying give me money and I'll do it for you, or are saying that there are other things you ought to be doing. If you realize that organizations live in chaos, you see it as perfectly normal and natural.

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It is very important to realize that we live with this kind of a challenge, especially in the correctional area. Taking on this challenge, we have to ask ourselves what kind of things we can do in order to accomplish our job. The process of moving the organization along this way is a process of decision making.

Before talking about what is a good organization, let's do some basic reviewing. Basically what I want to do is to set the foundation for the decision making. We also want to see why decision making can't be just spelled out. I also want to warn you about the movement toward mechanizing decision making and making it very mathematical. And I want to show the great dangers that exist in this.

What we have already seen is that our work requires that we constantly be building. Our job is to build, and help structure, and assist people so they can work together. It's also very important to be able to know and to spell out why we exist, and what the different goals and things that we want to accomplish consist of. People in our organization must also know what they are supposed to do and how they fit in. In addition, we need to have people who work for us know that the harder they work for us and the more they do for us, the more they are doing for themselves and the better they are able to help themselves.

It's also very important to be able to know and to spell out why we exist, and what the different goals and things that we want to accomplish consist of.

Let me say something about the importance of being prepared. I never knew how important this was until I heard this story years ago. It's about a doctor in the days of the old west who was sitting in his cabin when he heard a knocking on his door. He opened it up and in came four outlaws. They were carrying a fifth one. They dumped the fifth one on the table and said, "Doc, fix him." So he opened the man's shirt and saw a serious shotgun wound. The doctor said, "Hey, I don't know if I can save this man." One of the outlaws took out a big .45 and said, "Doc, 30 seconds after that man dies, you'll die." The doctor didn't say a thing. Rather, he went into the other room and came back with a big tray, covered with a towel, scalpels, knives, gauze, alcohol, and his big .44. The outlaw looked at him and said, "Hey, Doc, how come you've got that .44?" "Because, 45 seconds before that man dies, I'll know it."

What do we mean by "a good organization." What do we mean by organizing? And what are some of the things we don't mean by organizing? After studying a great deal about organizations and being unhappy with what I had learned about them, I asked some very simple questions: "Who's been doing a good job of organizing since the beginning of time? In what activities has man really worked hard to do a good job of organizing since ancient times?"

I discovered that man from the beginning of time has organized well for recreation, religion, war, and crime.

This business of crime is interesting. Police departments are very good for handling the guy that comes down the middle of the street blazing and blasting. They can even handle the tough gang, the guys who pick up tommy guns and come at you as a group. But they have trouble with the real smart con men. And they really don't succeed against the very well-organized syndicate and group. These are the ones that are really tough! They don't take you on directly, but go to your bosses and neutralize you.

And this is something you're going to find that's in the correctional area as well. You in corrections can handle the big tough guy and the tough gang (and you've been doing fairly well). Wait till you start getting the very sophisticated, organized groups and especially social protest groups. That's where the going will get tough--all because of the well-defined organization. Why do these kinds of groups do so well? Largely because they have well-defined, clear-cut goals. They know where they are headed. In addition, they know they must win--and they do win! In war, you either win or lose. The only guy who talks about a tie is the guy who has lost. In sports, you win or you lose. Nothing in between. "It was a good game." Nonsense! Politics is the same. You either win or you lose. These people have very clear goals--but even more important, they have clear results.

Do you have very clear goals and results in corrections? Not really. It's hard. And one of the things we have got to be concerned about, and one of the things that we can learn from these people, is a little of what they know about organizations.

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Let's take a look at the organization of armies for war, because they have historically organized themselves very well. They have done so, of course, to reach very well-defined objectives--they wanted to win. Look at our own wars.

I spent about four or five years reading one military book after another, particularly on the history of warfare. I have also been writing and reading about politics. Here's what I found out. Let me take about five minutes to go through what should take about five days: the history of warfare.

Stage number 1: If you get two guys fighting, the big guy wins. Stage number 2: The big guy shows up wondering, "What am I going to win this time?" But the little guy has gotten some help. Stage 3, which dominated ancient warfare, was a matter of pitting one mob against the other. And even though there were different formations, when it really counted, it broke down to man-to-man battle.

But eventually, we began to learn some real principles of organization. Some men with small mobs were ambitious. They realized that if they took a small mob, and organized it, and trained it to fight as a unit, they could have fantastic successes. It's really amazing to go through military history and find out the size of the conquering army. Armies were fantastically small. I saw some of those Cecil B. DeMille pictures, and everytime I saw a Roman Legion I thought I saw about five million men. When you read history, you discover that very rarely was a legion more than 100,000 or 125,000 men. Sometimes they got up to a couple of hundred thousand, but that's when they used mercenaries, and they had to knock them off after a battle or two. Alexander the Great started out with about 125,000 men, and on his way back to Greece, that is for half of his military career, he fought with an army of about 35,000 men. The Arabs who swept all across northern Africa did it with an army of 15,000 men. But they found that they could take a small mob and train

them and beat gigantic mobs. The secret? Organization.

History discloses some other interesting features. Consider what the Roman Legion did to train their men. First, they would start out with 120 to 140 men. The first day they would march 50 miles. Then they made camp. Then they would march another 50 miles, and another 50 miles. After a while, 50 miles wasn't very bad, and so they would train the men with swords and shields that were twice the weight of a regular sword and shield. This training lasted two years, and at the end they were lucky to have a hundred soldiers left. But those were in fantastic shape. If they went into combat, it was like a day off. Nobody could stand up against them.

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On graduation day they gave them the famous Roman short swords, saying, "I guarantee you, if you break rank and try to fight it out man-to-man, the guy you fight will have a bigger sword." So the Romans were highly skilled, well-trained or prepared, and they had a good cohesive organization.

The secret? Organization!

Look at what the Romans did in combat with spears. In those days the early part of the battle was a spear-throwing contest--but the Romans used brittle spears. Their spears would break when they hit the ground (though they did not break if they hit the enemy soldier--they weren't that brittle).

When the fighting began and the Romans threw their spears, the enemy was fairly fresh and most of the spears were blocked. Then each side would throw a

second spear. When they were out of spears and needed more, they usually picked up the spears which had been thrown at them. The Romans would reach down and pick up beautiful spears, hand engraved with long fantastic shafts and beautiful sharp tips. But their enemies picked up Roman spears, which were all broken. The points were bent. So while the Romans had beautiful spears, the enemy was left with the lousy Roman weapons. And they were in trouble! Now, do you see the point of preparation and training? The Roman organization was good, but with the added strength of well-trained and prepared personnel, they were, for a while at least, invincible.

The Romans then began to make the mistake that we so frequently make: if your organization is good, what would be even better? A lot of organizations. And when the Romans got too organized and too big, they lost a great deal of discipline, and very soon they began to lose. It is a mistake to think that you cannot over-organize. You can, and it kills the organization.

Another thing to avoid is the confusing of organization with rigidity. Organizations that are too rigid die. They cannot and do not change. You must have some control over the environment. Flexibility is a key, particularly in this age of rapid change, adjustment, and modification.

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This ability to change also implies that you must be willing and able to change some of your behaviors. You have to treat different people in different ways, even at the same time. Good managers are good adapters. They know how to adapt to the situation they are in, even with changing degrees of information. For this reason we say a manager is a catalyst--his job is to get things done by getting a lot of other people to do them.

Now our time is gone, and it has been fun to be with you. I hope you begin to see the importance of knowing about organizations--of knowing your organization--as it is the first step in decision making. The more you know about what is going on around you, the better you will be able to make the decisions about you and your organization that you as a manager must make.

END

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