

70248



# EVALUATION

*Final Report*

*73-ED-09-0016*

NCJRS

JUN 25 1980

Arizona State Criminal  
Justice Planning  
Agency

ACQUISITIONS

## Training Sessions:

- Executive Development  
for Middle Managers
- Organization Development  
for Managers

## REGION IX

	RA
	DOPS
	CA-NV
	AZ
	HI-GU-HS
	P/E
1	GS <i>devine</i>
2	CONTROL
	DDO
	NAR POLI/O
2	1000 RYS
	LEP MAN
	PROCTS
	DEIN
	LS
4	ADMIN
	SEC <i>g...</i>

70248

## Introduction

Evaluation is a process not only to find out to what extent we are achieving stated objectives, but to guide us in improving the training. To paraphrase Edward Lindeman's comments on evaluation:

We may evaluate not to reward or punish, but to help set more adequate goals and to discover more effective methods of achieving them....If evaluation is to serve as a means of improving our activities, we need to go beyond the common conception that evaluation is merely finding out to what extent we are achieving the results we want. We must learn what is wrong and bring performance up to expectations.

It is in this frame of reference that this evaluation has been done. The objective of the evaluation is to determine if the session has added significantly to participants' understanding and skill as managers in two arenas: (1) Executive Development and (2) Organization Development. The training seeks to enhance the understanding of Arizona managers in these two arenas and to reinforce this learning by means of providing experiential segments to reinforce through practice the concepts learned.

Both sessions -- Executive Development for Managers in Corrections and Organization Development in Corrections -- utilized similar formats based on the proposition that each individual participant must be the focus of efforts and that the training segments must be directly applicable to his work. The result was a format that incorporated these three segments:

<u>Segment</u>	<u>Method</u>	<u>Objective</u>
1. Content/substance	Lecturette	Self-exploration
2. Experiential	Labs (simulations, instruments, etc.)	Action/practice
3. Sharing	Small group interaction	Commitment to try new ways

Substantive input to provide certain elements of understanding was provided in this format for both sessions. These were:

- For Executive Development for Managers the elements include Organizational behavior, Communication, Styles of Management, Problem Solving, Trust and Managerial Effectiveness, and Personnel Performance Appraisal.
- For Organization Development in Corrections the elements include OD Overview, OD Approaches, Organization Diagnosis, Problem Definition, and Interventions.

These programming elements--format and content (the executive development session and the organization development session)--were assessed by means of instruments designed specifically for these sessions.

#### Format

These are the Format Evaluation forms completed by all trainees upon the completion of their training.

#### Content

Pre and post tests of knowledge on a multiple choice instrument.

- Executive Development for Managers - multiple choice test (20 items)
- Organization Development in Corrections - multiple choice (20 items)

These instruments are seen in Appendix A.

#### General Assessment

In order to assess the degree to which the session provided a positive learning experience, the Format Questionnaire was provided to all of the participants at the conclusion of each training session. This consisted of ten items, some of which used graduated scales, to get information from the individual trainee regarding the value of the session to him. Form and format.

are focused upon with a view to determining with some specificity what elements of the format provided the highest payoff. This is reflected in the inquiries in the Format Instrument in Appendix A. Eighty trainees participated in the sessions, and an 85% response rate to this instrument was obtained.

Table 1 shows a tabulation of the participant rating concerning their general satisfaction with the session. Overwhelmingly the participants found the session to be valuable in terms of the lecturettes, exercises, and discussions, and satisfied with the subject matter and the opportunity to participate in the overall program. Only three respondents indicated that the session was of limited value (table 1) and three responses indicated unsatisfied participants, (table 2). These responses constitute less than 5% of the trainees, and with over 90% indicating that the session was valuable to them (many indicating a very high degree), we see a ratio of 15 to 1 of satisfied/valuable to unsatisfied/not valuable. This suggests that although some did not benefit from the conference, the overwhelming majority found it to be a worthwhile experience.

Table 1  
Value of Conference  
(in percent)

	No Value	Limited Value	Somewhat Valuable	Valuable	Great Value
Lecturettes	0	3	2	72	17
Exercises	0	3	5	33	57
Discussion	0	0	2	39	59

Table 2  
General Satisfaction with Conference  
(in percent)

	Dissatisfied	Not very Satisfied	Moderately Satisfied	Satisfied	Very Satisfied
Subject matter	0	3	30	39	28
Participation	0	2	3	31	54
Overall program	0	3	0	52	45

The data shows some very interesting trends in terms of using skills and knowledge.

- Over half of the responses indicated that skills acquired will be used in the home work situation with specific concrete examples.
- Nearly one-third of the responses indicate the self-understanding will be used in interpersonal relations in all settings.

In terms of trainees' perceptions of the value of the segments:

- Exercises (simulations, instruments, etc.) and discussion proved to be most fruitful.
- Only three participants indicated these were of limited value.

In terms of personal growth:

- Overwhelmingly a major proceed was the self/others awareness facet of the sessions. Repeatedly trainees refer to LIFO, FIRO, styles, and communication as routes to self-examination and growth.

Some verbatim comments include the following:

- Instruction and material very good
- Productive
- I gained much - I intend to follow through
- It was most beneficial

- Enjoyed it very much
- An interesting, rewarding experience
- Very valuable
- Excellent content and good presentation
- Most interesting conference I have ever attended
- Interesting, rewarding experience
- Well organized and well planned

Of course, there were some negative comments:

- Too basic
- For review it was OK

Since one of the objectives of the session was to foster new learning and insights, several items were included in the evaluation instrument which related to new learning. Figure 1 presents graphically the participant rating concerning the amount of learning gained by the conference.

Figure 1

Amount of Learning of Generic Management Concepts

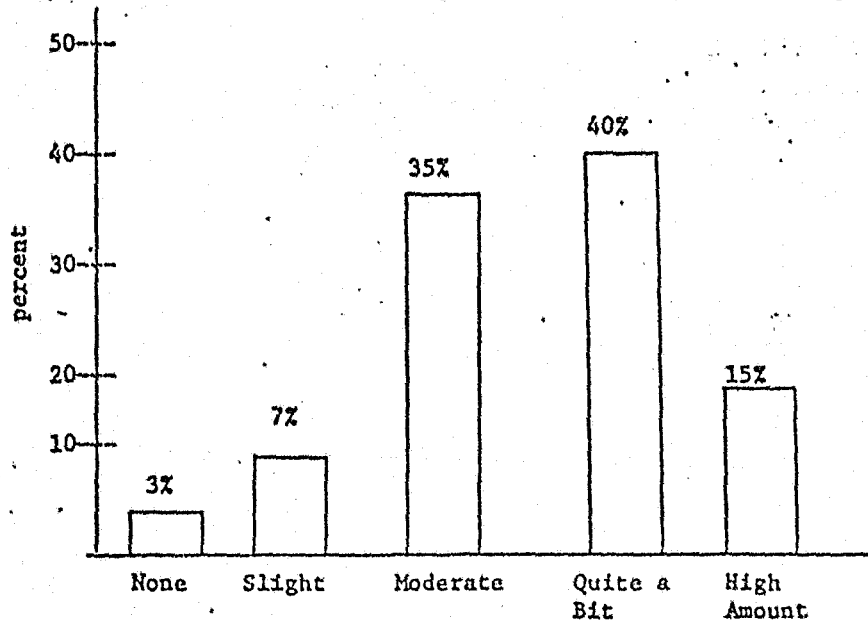
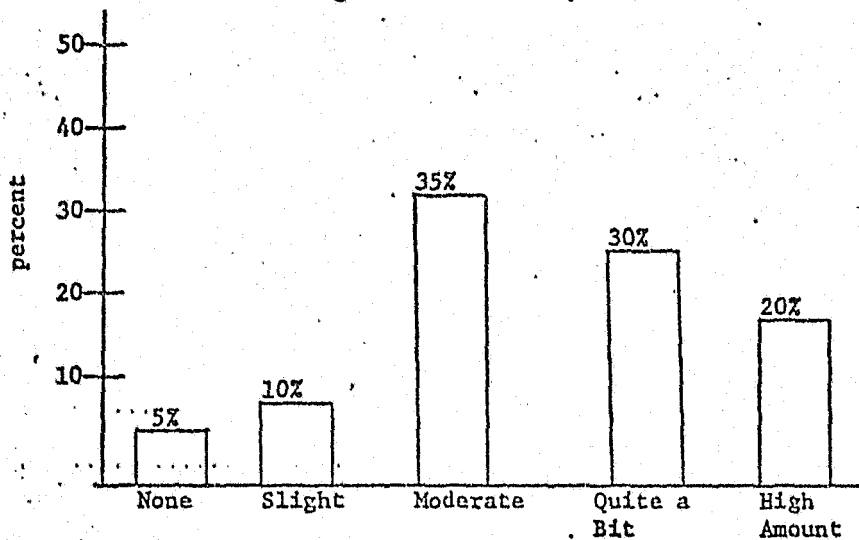


Figure 2

Amount of Learning  
Organization Development



It can be seen from Figures 1 and 2 that learning for the participants ranged overwhelmingly in the moderate, quite a bit, and high categories.

In an open-ended question, participants indicated the factors which contributed to a positive or negative learning experience. The positive experiences, listed in decreasing order of frequency, were:

- Previous lack of specific knowledge about the areas under study
- The methods of the conference allowing participation and sharing
- The opportunity for self insight and awareness of problems, both personal and organizational
- Other comments include: The large variety of concepts and experiences offered; the opportunity to apply theory to real life.

The comments indicating negative factors which interfered with making the conference of maximum benefit were:

- Concepts not new or they were oversimplified
- Incompetence of a faculty resource person



Although there were many more positive than negative comments, some negative commenters complained of a lack of immediate relevance of the material; the concepts appeared too theoretical for these individuals. One individual said he was "bored with the academic approach." This may represent a serious shortcoming in the methods used for certain individuals. In fact, those who were most favorable about the conference said they benefited because of increased awareness, insight, and understanding -- even these individuals did not cite immediate applications to a specific situation as the major skill they acquired. It appears that people who can benefit from this type of material, and who are able to provide *their own* specific applications for it, will be most favorable to this type of conference.

It is paradoxical that while one of the most frequent favorable comments dealt with the competence of the leaders, there were also a small number of rather negative comments. Perhaps the explanation is as simple as "you can't be liked by everybody," but another possibility is that there was an interaction between how an individual responded to the *method* a leader was employing, and how that individual perceived the competence of the leader. In other words, the methods of presentation used during the conference often involved some unusual techniques, and it cannot be expected that every individual will benefit from every technique.

Be that as it may, it appears from the responses described, seen in conjunction with the table and figures presented, that a large percentage of the participants were able to learn useful concepts and approaches to the decision making process, and in general there was considerable satisfaction with the conference.

In listing the three most useful ideas or techniques the participants encountered, the most frequently mentioned dealt with communication, interpersonal relations, and/or self-understanding. There were others mentioned,

but the above represent the ones which participants felt would be most useful to them in their home settings. Asked to indicate in what way these ideas would be of use, the respondents listed (in order of decreasing frequency):

1. Better able to work with and communicate with people and/or utilize their strengths in a group interaction.
2. Be more objective, help in analyzing and solving problems and in developing priorities and plans
3. The ideas presented fostered self-insight and self-change.
4. Other comments, including better able to persuade people, and better able to assess decisions.

Thus, most of the responses stressed the communication and self/others awareness aspect and the understanding of other people's point of view; the responses appeared to indicate that many participants left the conference with a feeling of having gained some important life-work understanding.

#### Assessment of Specific Content Areas

The most basic concern of training/education is to provide insights or understandings to trainees. The degree to which this is accomplished can be measured by pre and post testing. Using the same series of questions before training will provide a data base of what is known without having experienced training. The introduction of the training variable into the trainees' life assumes that as a result he will have learned new things—things that he did not know or understand before. The post test will specify exactly what has been learned as direct result of the training. The incremental difference between the pre and post testing is a measure of the effectiveness of training. The two sessions — executive development and organization development — had a series of substantive elements that the

session sought to put across. The following questionnaire was used to assess before and after training knowledge. The correct answers are circled.

*Executive Development for Middle Managers*

**Pre-Training Evaluation Instrument**

**Multiple Choice:** Please place the letter corresponding to the correct answer in the space provided.

1. The Managerial Grid has as its major area of emphasis:  
☒ a. People and Production  
b. Production and Interpersonal Relations  
c. Human Relations and Interpersonal Capabilities  
d. Production and Human Relations
2. The 9/1 managerial style reflects:  
☒ a. A maximal concern for production coupled with a minimal concern for people.  
b. A minimal concern for production coupled with a maximal concern for people.  
c. Minimal concern for both production and people.  
d. A moderate concern for both production and people.
3. In terms of planning and goal setting, 1/9 managers:  
a. Keep the planning process to themselves and use personal subjective criteria in making decisions.  
☒ b. Permissibly abdicate decision-making and planning responsibilities—even to the point of suppressing their own desires—so that the employee group has total control.  
c. Avoid personal involvement and rely instead upon precedent and/or "the manual" in making decisions and working out plans, especially when they are unable to get the opinions of superiors.  
d. Try to exercise major control while taking into account the opinions of a majority of their people, and they favor the "tell and sell" approach to influencing decision-making and planning activities.
4. Which of the following is a major theory or philosophy upon which the Managerial Grid approach is based:  
☒ a. People and production concerns are in conflict and are mutually exclusive.  
b. A theory of moderation and compromise, in that behavior is aimed at working out compromises between the needs of the organization and the needs of people.  
c. An integrative approach which is aimed at providing maximal satisfaction for both production and people concerns through the creation of meaningful work conditions by the manager.  
d. All of the above.  
e. None of the above.
5. The 1/1 manager (in terms of Evaluation practices):  
a. Focuses his attention upon maintenance of morale and tends to avoid discussion of mistakes in a "don't say anything if you can't say something nice" manner.  
b. Focuses all his attention on mistakes and the failures of individuals in one-to-one meetings, and is primarily concerned with fixing the blame and affixing penalties so that mistakes are not likely to be repeated.

- ☒ c. Does not usually conduct evaluation sessions unless they are required by existing policy; when he does evaluate, it is typically according to a formal checklist with which the employee is familiar and upon which he is rated impersonally.
- d. Focuses on both mistakes and successes in rather informal underplayed evaluation sessions; he is likely to reward successes in a group setting, while dealing with attending to failures in private one-to-one sessions.
- \_\_\_ 6. Which of the following is not considered part of an effective problem solving framework?
- a. Identify the problem
  - b. State the objective
  - c. Generate alternatives
  - d. Select alternatives
  - e. Design an action plan
  - f. Evaluate
  - ☒ g. All of the above are part of an effective problem solving framework.
- \_\_\_ 7. A diagnostic tool which assumes that any situation is in a state of equilibrium at any given moment, and that pressures acting to change the condition are offset by pressures acting to keep the condition the same, is called:
- a. The Managerial Grid
  - ☒ b. Force Field Analysis
  - c. The Johari Window
  - d. Open but conflicting communication modes and styles
- \_\_\_ 8. A decision-making method which can be defined by the fact that those members who would not take the majority alternative nevertheless understand it clearly and are prepared to support it is called:
- a. Decision by unanimous consent.
  - ☒ b. Decision by consensus.
  - c. Decision by majority rule.
  - d. Decision by minority rule.
- \_\_\_ 9. Theory X refers to:
- a. A specific management style.
  - ☒ b. A set of assumptions about people, from which a management style is derived.
  - c. A theory about pornographic and near-pornographic modes of entertainment.
  - d. None of the above.
- \_\_\_ 10. FIRO-B is intended to measure:
- a. Feelings, ideas, rational objectives and behavior.
  - ☒ b. Needs for inclusion, control and affection.
  - c. Motivation at lower levels of the organization.
  - d. The attitudes of top-level administrators regarding expected behavior of their immediate subordinates.



11. Kinesics is most closely related to:
- ☒ a. Non-verbal communication.
  - b. A leadership style.
  - c. An assumption about an employee's interpersonal relationship with his immediate superior.
  - d. A study of the varied relationships between people belonging to the same family, often referred to as kinfolk.
12. Feedback and Exposure are most closely associated with:
- ☒ a. The Johari Window
  - b. Consensual Decision-Making
  - c. Democratic Leadership Styles
  - d. Nonverbal communication
13. The Blind Spot refers to:
- ☒ a. Information that I do not know about myself but which the group may know.
  - b. An area in my visual apparatus which prohibits me from seeing clearly the scene before me.
  - c. The things which I know about myself of which the group is unaware.
  - d. None of the above.
14. Generally we arrive at "meaning" as a result of the following form of communication:
- a. Visual
  - b. Hearing
  - c. Smell
  - d. Taste
  - e. Tactical
  - ☒ f. All of the above
  - g. None of the above.
15. The idea that the average human being learns, under proper conditions, not only to accept, but to seek responsibility, is most closely associated with:
- a. Theory X
  - ☒ b. Theory Y
  - c. Theory Z
  - d. None of the above
16. The area of our personality which is known to self but unknown to others is the:
- a. Unexposed area
  - ☒ b. Facade area
  - c. Arena area
  - d. Secret area
17. The best way to decrease the size of the Blind Spot is to:
- a. Consult an ophthalmologist
  - b. Reexamine your managerial attitudes and method of problem solving
  - c. Get your eye glasses checked
  - ☒ d. Solicit and receive feedback

18. Position, coercion, expertise and ability to reward are all examples of:
- a. Styles of leadership
  - b. Tools for decision-making
  - ☒ c. Bases of social power
  - d. Nice things to have at your disposal, but should seldom be used
19. Which of the following are not models of correctional policies:
- a. Rehabilitation
  - b. Reintegration
  - c. Restraint
  - d. Reform
  - e. All of the above
  - ☒ f. None of the above
20. Most models of correctional policies emphasize, in varying degree:
- a. The offender
  - b. The community
  - ☒ c. Both a and b
  - d. None of the above

## Organization Development in Corrections

### Pre-Training Evaluation Instrument

INSTRUCTIONS: Please select the most appropriate response for each of the following questions.

1. OD can be defined as:
  - a. A short term effort to introduce planned change.
  - b. Involving selected elements in the organization.
  - ☒ c. Increasing organizational effectiveness.
  - d. All of the above.
  - e. None of the above.
2. As an OD strategy, an effort to identify and solve work group interpersonal and organizational roadblocks is called:
  - ☒ a. Team building.
  - b. Intragroup problem solving.
  - c. Process consultation.
  - d. Conflict resolution.
  - e. None of the above.
3. Although OD has a variety of objectives, which one of the following is not commonly accepted as an objective of OD?
  - a. To build trust among individuals and groups throughout the organization.
  - ☒ b. To create an open, problem solving climate only with the top level of management.
  - c. To increase the sense of "ownership" of organizational goals and objectives throughout the organization.
  - d. To increase awareness of group process and its consequences for performance.
  - e. None of the above.
4. OD is not characterized by:
  - a. An effort for planned change.
  - b. Total system involvement.
  - c. Management from the top.
  - d. Increased organization effectiveness and health.
  - ☒ e. None of the above.
5. The overall cyclical process of research-change-research-change is called:
  - a. OD
  - b. Data based intervention.
  - ☒ c. Action research.
  - d. Continuous feedback.
  - e. None of the above.
6. Which one of the following is not an underlying assumption of OD?
  - a. The basic building blocks of organizations are groups of people.
  - b. The culture of organizations tends to suppress expression of feelings.
  - c. The attitudes of employees to work are usually based more on their reactions to their work environment.
  - d. The growth of individual members is facilitated by relationships which are open, supportive, and trusting.
  - ☒ e. None of the above.

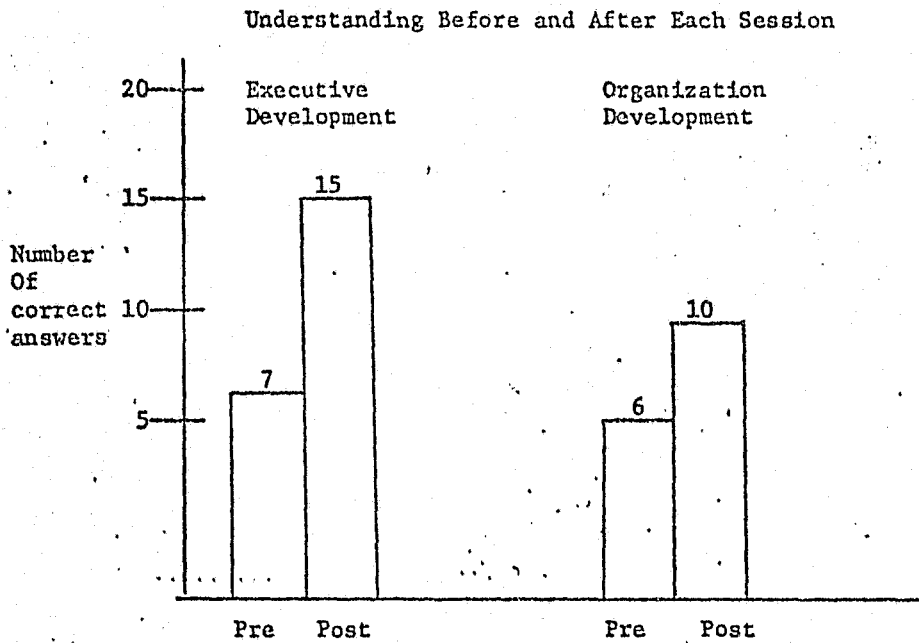
7. The most important problem to be overcome in conducting a diagnostic interview in OD is:
- a. Obtaining truthful information.
  - ☒ b. How the interviewer is received by the client system.
  - c. Solidifying the views of the client system.
  - d. All of the above.
  - e. None of the above.
8. In conducting a diagnostic interview, the interviewer should avoid questions on:
- a. Interpersonal relations.
  - b. Interpersonal perceptions.
  - c. Feelings about the interview.
  - d. Changes needed in the boss.
  - ☒ e. None of the above.
9. When the interviewer plays back to the person being interviewed the feelings that he/she believes are being expressed, this technique is called:
- ☒ a. Mirroring.
  - b. Restatement.
  - c. Testing.
  - d. Cue exploration.
  - e. None of the above.
10. A mature group process is reflected in:
- a. A designated group leader.
  - b. Standardized procedures for the process.
  - c. Multiple goals by group members.
  - ☒ d. Acceptance of minority views.
  - e. All of the above.
11. When an organization brings in a consultant to find out what is wrong and to develop a program to solve the problem, this consultative model is called:
- a. Purchase Model.
  - b. Process Consultation Model.
  - c. Action Research Model.
  - ☒ d. Doctor Patient Model.
  - e. None of the above.
12. When a manager permits subordinates to function within limits defined by the manager, this style of leadership is labelled:
- a. Social.
  - ☒ b. Democrat
  - c. Laissez faire.
  - d. Abdication.
  - e. None of the above.
13. "Let's find out what the chairman wants us to do and then not do it, or let's do it our own way, not the way he wants us to do it." This statement best typifies:
- a. Aggressive response.
  - ☒ b. Counterdependency.
  - c. Rebellion.
  - d. Denial response.
  - e. None of the above.

14. The process by which more factors which have a truly motivating effect are built into the job is called:
- a. Job enlargement.
  - ☒ b. Job enrichment.
  - c. Achievement needs.
  - d. Self actualizing.
  - e. None of the above.
15. Which one of the following is a task function exhibited by members of a group?
- a. Gatekeeping.
  - b. Diagnosing.
  - c. Harmonizing.
  - ☒ d. Clarifying.
  - e. All of the above.
16. The statement, "I understand what most of you would like to do. I personally would not do that. I have had sufficient opportunity to sway you to my point of view but clearly have not been able to do so. Therefore, I will gladly go along with what most of you wish to do." is indicative of what type of decision process:
- a. Democratic.
  - b. Railroad by a minority.
  - ☒ c. Consensus.
  - d. Authority rule.
  - e. None of the above.
17. Beside the purpose of generating data, the sensing interview:
- a. Gives the interviewees a chance to get "things off" their chests.
  - b. Serves to rehearse some of the attitudes and points of view that they may talk about in a group session.
  - c. May allow persons to crystallize their ideas about the organization.
  - ☒ d. All of the above.
  - e. None of the above.
18. When an individual shares reactions and feelings generated by immediate events, we call this:
- a. Open communications.
  - ☒ b. Leveling.
  - c. Emotional contagion.
  - d. Unwitting revelations.
  - e. None of the above.
19. Within a competing group, which of the following characteristics are likely to be exhibited:
- a. The group climate is more informal, less structured.
  - b. The leadership pattern is shared and democratic.
  - ☒ c. The internal differences between group members decline.
  - d. All of the above.
  - e. None of the above.
20. Which one of the following is not a critical role of the process consultant:
- a. To share in diagnosis.
  - b. To help the group learn to diagnose its own process.
  - ☒ c. To lead in giving observations.
  - d. To allocate sufficient time for diagnosis.
  - e. None of the above.



Figure 3 shows the average amount of understanding of concepts both before and after the session thus giving an indication of change due to exposure to the training session.

Figure 3



The executive development session saw a significant increase in learning, more than doubling the number of correct responses. The OD did not fare as well, with a much lower increase. More significantly, however, is the relatively low scores both in the pre and post. Understandably, the pre test of OD concepts could be viewed in light of the trainees' being a completely new field, mystifying to most managers. There is also inherent in the OD concept itself a good deal of threat with its implications for change. Change in corrections is coming everywhere, both from within and from without, and the tendency is to build protective barriers.

### Conclusion

The forgoing is an attempt to deal with facts -- facts admittedly "different" from those of the physical sciences. A fact, however, is no less a fact because it is a person's impression about his experience or a response to a question. Despite its "softness", this kind of fact is the stuff of the behavioral sciences.

Facts are less a problem than the generalizations projected from them. This report has sought to avoid overgeneralizations and has dealt with the available facts in a concrete fashion. Our attempt to use executive development and organization development participant responses in a meaningful manner to assess the effectiveness of the conference is done with a strong feeling of restraint and discipline. It is this restraint and discipline that keeps this evaluation report from reaching beyond the data to unwarranted conclusions. Conclusions to be drawn remain the domain of the reader.

## APPENDIX A

### Instruments

- Format
- Executive Development
- Organization Development

ARIZONA STATE JUSTICE PLANNING AGENCY  
TRAINING SESSION

1. How do you anticipate using the skills you have acquired in this workshop?

2. Please indicate your reaction to the content, rather than the instructor, in terms of its value to you as an administrator:

a. Lecturettes

1	2	3	4	5
Of Great Value	Valuable	Somewhat Valuable	Of Limited Value	Of No Value

b. Exercises

1	2	3	4	5
Of Great Value	Valuable	Somewhat Valuable	Of Limited Value	Of No Value

c. Discussion

1	2	3	4	5
Of Great Value	Valuable	Somewhat Valuable	Of Limited Value	Of No Value

3. If any of the above were of special value, please explain.

4. If any of the above were of limited value, please explain.

5. How satisfied were you with the following:

a. Organizational details of the conference

1	2	3	4	5
Very Satisfied	Satisfied	Moderately Satisfied	Not Very Satisfied	Dissatisfied

(over)

5. (Continued)

b. Choice of subject matter

1	2	3	4	5
Very Satisfied	Satisfied	Moderately Satisfied	Not Very Satisfied	Dissatisfied

c. Your opportunity to participate

1	2	3	4	5
Very Satisfied	Satisfied	Moderately Satisfied	Not Very Satisfied	Dissatisfied

d. Overall program

1	2	3	4	5
Very Satisfied	Satisfied	Moderately Satisfied	Not Very Satisfied	Dissatisfied

6. Which of the following statements best describes the content of the subject matter presented with respect to your interests and background?

- a. It dealt with my main interests in an understandable and interesting way.
- b. It didn't apply to my main interests or problems.
- c. Too basic--few if any new ideas.
- d. Too theoretical--not really applicable in daily work.
- e. Any other comment: \_\_\_\_\_

7. What specific problems or needs do you have in your job that you would like to have included in a similar training conference? Please list at least three.

8. What was the most beneficial idea or subject matter presented in this workshop?

9. What was the least beneficial?

10. Please comment on the conference. Do you have any general reactions, comments or suggestions?



Multiple Choice: Please place the letter corresponding to the correct answer in the space provided.

- \_\_\_\_ 1. The Managerial Grid has as its major area of emphasis:
  - a. People and Production
  - b. Production and Interpersonal Relations
  - c. Human Relations and Interpersonal Capabilities
  - d. Production and Human Relations
  
- \_\_\_\_ 2. The 9/1 managerial style reflects:
  - a. A maximal concern for production coupled with a minimal concern for people.
  - b. A minimal concern for production coupled with a maximal concern for people.
  - c. Minimal concern for both production and people.
  - d. A moderate concern for both production and people.
  
- \_\_\_\_ 3. In terms of planning and goal setting, 1/9 managers:
  - a. Keep the planning process to themselves and use personal subjective criteria in making decisions.
  - b. Permissibly abdicate decision-making and planning responsibilities--even to the point of suppressing their own desires--so that the employee group has total control.
  - c. Avoid personal involvement and rely instead upon precedent and/or "the manual" in making decisions and working out plans, especially when they are unable to get the opinions of superiors.
  - d. Try to exercise major control while taking into account the opinions of a majority of their people, and they favor the "tell and sell" approach to influencing decision-making and planning activities.
  
- \_\_\_\_ 4. Which of the following is a major theory or philosophy upon which the Managerial Grid approach is based:
  - a. People and production concerns are in conflict and are mutually exclusive.
  - b. A theory of moderation and compromise, in that behavior is aimed at working out compromises between the needs of the organization and the needs of people.
  - c. An integration approach which is aimed at providing maximal satisfaction for both production and people concerns through the creation of meaningful work conditions by the manager.
  - d. All of the above.
  - e. None of the above.
  
- \_\_\_\_ 5. The 1/1 manager (in terms of Evaluation practices):
  - a. Focuses his attention upon maintenance of morale and tends to avoid discussion of mistakes in a "don't say anything if you can't say something nice" manner.
  - b. Focuses all his attention on mistakes and the failures of individuals in one-to-one meetings, and is primarily concerned with fixing the blame and affixing penalties so that mistakes are not likely to be repeated.

(over)

- c. Does not usually conduct evaluation sessions unless they are required by existing policy; when he does evaluate, it is typically according to a formal checklist with which the employee is familiar and upon which he is rated impersonally.
- d. Focuses on both mistakes and successes in rather informal underplayed evaluation sessions; he is likely to reward successes in a group setting, while dealing with attending to failures in private one-to-one sessions.

\_\_\_\_\_ 6. Which of the following is not considered part of an effective problem solving framework?

- a. Identify the problem
- b. State the objective
- c. Generate alternatives
- d. Select alternatives
- e. Design an action plan
- f. Evaluate
- g. All of the above are part of an effective problem solving framework.

\_\_\_\_\_ 7. A diagnostic tool which assumes that any situation is in a state of equilibrium at any given moment, and that pressures acting to change the condition are offset by pressures acting to keep the condition the same, is called:

- a. The Managerial Grid
- b. Force Field Analysis
- c. The Johari Window
- d. Open but conflicting communication modes and styles

\_\_\_\_\_ 8. A decision-making method which can be defined by the fact that those members who would not take the majority alternative nevertheless understand it clearly and are prepared to support it is called:

- a. Decision by unanimous consent.
- b. Decision by consensus.
- c. Decision by majority rule.
- d. Decision by minority rule.

\_\_\_\_\_ 9. Theory X refers to:

- a. A specific management style.
- b. A set of assumptions about people, from which a management style is derived.
- c. A theory about pornographic and near-pornographic modes of entertainment.
- d. None of the above.

\_\_\_\_\_ 10. FIRO-B is intended to measure:

- a. Feelings, ideas, rational objectives and behavior.
- b. Needs for inclusion, control and affection.
- c. Motivation at lower levels of the organization.
- d. The attitudes of top-level administrators regarding expected behavior of their immediate subordinates.

11. Kinesics is most closely related to:
  - a. Non-verbal communication.
  - b. A leadership style.
  - c. An assumption about an employee's interpersonal relationship with his immediate superior.
  - d. A study of the varied relationships between people belonging to the same family, often referred to as kinfolk.
12. Feedback and Exposure are most closely associated with:
  - a. The Johari Window
  - b. Consensual Decision-Making
  - c. Democratic Leadership Styles
  - d. Nonverbal communication
13. The Blind Spot refers to:
  - a. Information that I do not know about myself but which the group may know.
  - b. An area in my visual apparatus which prohibits me from seeing clearly the scene before me.
  - c. The things which I know about myself of which the group is unaware.
  - d. None of the above.
14. Generally we arrive at "meaning" as a result of the following form of communication:
  - a. Visual
  - b. Hearing
  - c. Smell
  - d. Taste
  - e. Tactical
  - f. All of the above
  - g. None of the above.
15. The idea that the average human being learns, under proper conditions, not only to accept, but to seek responsibility, is most closely associated with:
  - a. Theory X
  - b. Theory Y
  - c. Theory Z
  - d. None of the above
16. The area of our personality which is known to self but unknown to others is the:
  - a. Unexposed area
  - b. Facade area
  - c. Arena area
  - d. Secret area
17. The best way to decrease the size of the Blind Spot is to:
  - a. Consult an ophthalmologist
  - b. Reexamine your managerial attitudes and method of problem solving
  - c. Get your eye glasses checked
  - d. Solicit and receive feedback

- \_\_\_\_\_ 18. Position, coercion, expertise and ability to reward are all examples of:
- a. Styles of leadership
  - b. Tools for decision-making
  - c. Bases of social power
  - d. Nice things to have at your disposal, but should seldom be used
- \_\_\_\_\_ 19. Which of the following are not models of correctional policies:
- a. Rehabilitation
  - b. Reintegration
  - c. Restraint
  - d. Reform
  - e. All of the above
  - f. None of the above
- \_\_\_\_\_ 20. Most models of correctional policies emphasize, in varying degree:
- a. The offender
  - b. The community
  - c. Both a and b
  - d. None of the above

# Organization Development in Corrections

## Pre-Training Evaluation Instrument

INSTRUCTIONS: Please select the most appropriate response for each of the following questions.

1. OD can be defined as:
  - a. A short term effort to introduce planned change.
  - b. Involving selected elements in the organization.
  - c. Increasing organizational effectiveness.
  - d. All of the above.
  - e. None of the above.
2. As an OD strategy, an effort to identify and solve work group interpersonal and organizational roadblocks is called:
  - a. Team building.
  - b. Intragroup problem solving.
  - c. Process consultation.
  - d. Conflict resolution.
  - e. None of the above.
3. Although OD has a variety of objectives, which one of the following is not commonly accepted as an objective of OD?
  - a. To build trust among individuals and groups throughout the organization.
  - b. To create an open, problem solving climate only with the top level of management.
  - c. To increase the sense of "ownership" of organizational goals and objectives throughout the organization.
  - d. To increase awareness of group process and its consequences for performance.
  - e. None of the above.
4. OD is not characterized by:
  - a. An effort for planned change.
  - b. Total system involvement.
  - c. Management from the top.
  - d. Increased organization effectiveness and health.
  - e. None of the above.
5. The overall cyclical process of research-change-research-change is called:
  - a. OD
  - b. Data based intervention.
  - c. Action research.
  - d. Continuous feedback.
  - e. None of the above.
6. Which one of the following is not an underlying assumption of OD?
  - a. The basic building blocks of organizations are groups of people.
  - b. The culture of organizations tends to suppress expression of feelings.
  - c. The attitudes of employees to work are usually based more on their reactions to their work environment.
  - d. The growth of individual members is facilitated by relationships which are open, supportive, and trusting.
  - e. None of the above.

(over)



7. The most important problem to be overcome in conducting a diagnostic interview in OD is:
  - a. Obtaining truthful information.
  - b. How the interviewer is received by the client system.
  - c. Solidifying the views of the client system.
  - d. All of the above.
  - e. None of the above.
8. In conducting a diagnostic interview, the interviewer should avoid questions on:
  - a. Interpersonal relations.
  - b. Interpersonal perceptions.
  - c. Feelings about the interview.
  - d. Changes needed in the boss.
  - e. None of the above.
9. When the interviewer plays back to the person being interviewed the feelings that he/she believes are being expressed, this technique is called:
  - a. Mirroring.
  - b. Restatement.
  - c. Testing.
  - d. Cue exploration.
  - e. None of the above.
10. A mature group process is reflected in:
  - a. A designated group leader.
  - b. Standardized procedures for the process.
  - c. Multiple goals by group members.
  - d. Acceptance of minority views.
  - e. All of the above.
11. When an organization brings in a consultant to find out what is wrong and to develop a program to solve the problem, this consultative model is called:
  - a. Purchase Model.
  - b. Process Consultation Model.
  - c. Action Research Model.
  - d. Doctor Patient Model.
  - e. None of the above.
12. When a manager permits subordinates to function within limits defined by the manager, this style of leadership is labelled:
  - a. Social.
  - b. Democratic.
  - c. Laissez faire.
  - d. Abdication.
  - e. None of the above.
13. "Let's find out what the chairman wants us to do and then not do it, or let's do it our own way, not the way he wants us to do it." This statement best typifies:
  - a. Aggressive response.
  - b. Counterdependency.
  - c. Rebellion.
  - d. Denial response.
  - e. None of the above.

14. The process by which more factors which have a truly motivating effect are built into the job is called:
- Job enlargement.
  - Job enrichment.
  - Achievement needs.
  - Self actualizing.
  - None of the above.
15. Which one of the following is a task function exhibited by members of a group?
- Gatekeeping.
  - Diagnosing.
  - Harmonizing.
  - Clarifying.
  - All of the above.
16. The statement, "I understand what most of you would like to do. I personally would not do that. I have had sufficient opportunity to sway you to my point of view but clearly have not been able to do so. Therefore, I will gladly go along with what most of you wish to do." is indicative of what type of decision process:
- Democratic.
  - Railroad by a minority.
  - Consensus.
  - Authority rule.
  - None of the above.
17. Beside the purpose of generating data, the sensing interview:
- Gives the interviewees a chance to get "things off" their chests.
  - Serves to rehearse some of the attitudes and points of view that they may talk about in a group session.
  - May allow persons to crystallize their ideas about the organization.
  - All of the above.
  - None of the above.
18. When an individual shares reactions and feelings generated by immediate events, we call this:
- Open communications.
  - Leveling.
  - Emotional contagion.
  - Unwitting revelations.
  - None of the above.
19. Within a competing group, which of the following characteristics are likely to be exhibited:
- The group climate is more informal, less structured.
  - The leadership pattern is shared and democratic.
  - The internal differences between group members decline.
  - All of the above.
  - None of the above.
20. Which one of the following is not a critical role of the process consultant:
- To share in diagnosis.
  - To help the group learn to diagnose its own process.
  - To lead in giving observations.
  - To allocate sufficient time for diagnosis.
  - None of the above.

**END**