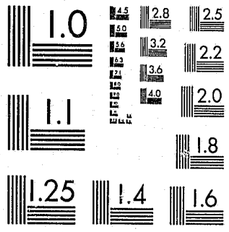

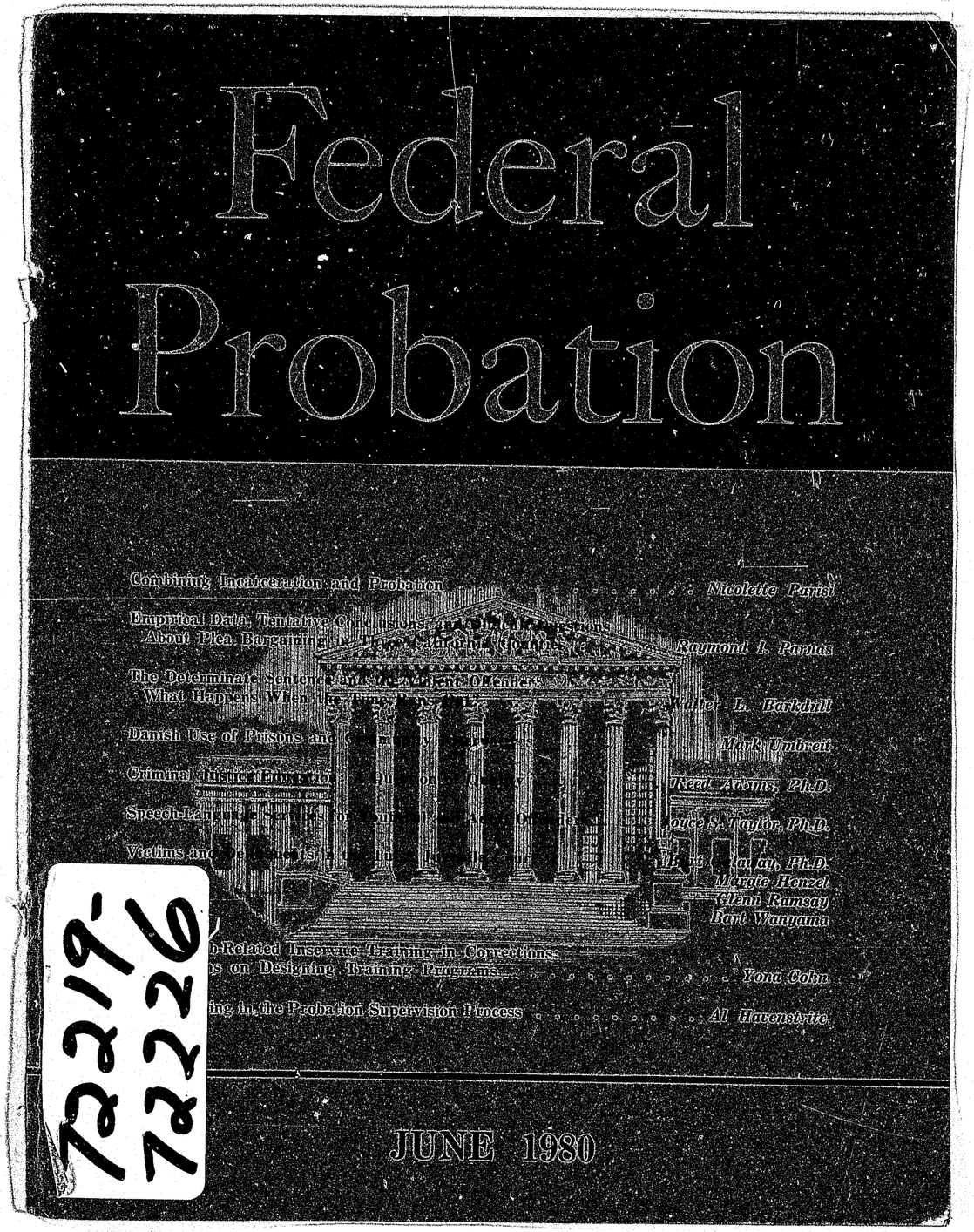

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All phases of preventive and correctional activities in delinquency and crime come within the fields of interest of FEDERAL PROBATION. The Quarterly wishes to share with its readers all constructively worthwhile points of view and welcomes the contributions of those engaged in the study of juvenile and adult offenders. Federal, state, and local organizations, institutions, and agencies—both public and private—are invited to submit any significant experience and findings related to the prevention and control of delinquency and crime.

Manuscripts (in duplicate), editorial matters, books, and communications should be addressed to FEDERAL PROBATION, Administrative Office of the United States Courts, Washington, D.C. 20544.

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This Issue in Brief

Combining Incarceration and Probation.—The judicial combination of incarceration and probation can be achieved through a number of different alternatives: split sentences, mixed sentences, shock probation, intermittent confinement, diagnostic studies followed by probation, modification of a sentence of incarceration to probation, bench parole, and jail as a condition of probation. This article, by Nicolette Parisi of Temple University, describes the history behind these hybrids and the views of major commissions and model sentencing acts toward these judicial alternatives.

Empirical Data, Tentative Conclusions, and Difficult Questions About Plea Bargaining in Three California Counties.—Many observers of the plea bargaining process have long maintained that the system often works to penalize a defendant for exercising his right to trial while concomitantly depriving the public of needed protection through lenient sentencing. Until recently, however, few efforts have been made to collect data in order to verify this and other criticisms of the plea negotiation process. Asserting that any changes in the current law surrounding plea bargaining should be based on solid data, Raymond I. Parnas, professor of law, University of California at Davis, offers a preliminary analysis of empirical data collected by California's Joint Committee for Revision of the Penal Code during a unique survey of the plea negotiation procedures followed in three California counties.

The Determinate Sentence and the Violent Offender: What Happens When the Time Runs Out?—With a true determinate sentence such as California's there are prisoners who remain mentally ill when their term ends and they must be released, reports Walter L. Barkdull, assistant director of the California Department of Corrections. Civil commitment procedures in California have proved inadequate for their treatment and control, he adds. While a legislative solution continues to be sought, the intervening experience has demonstrated both the need for a formal period of parole supervision for that kind of releasee and its capability to assist and control a particularly difficult type of offender.

Danish Use of Prisons and Community Alternatives.—The Danish criminal justice system represents an unusual combination of practical justice and humane treatment of offenders, with-

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out having to resort to extensive use of very costly prison confinement. Mark Umbreit, executive director of PACT, Inc., examines the more limited use of prisons in Denmark than in the United States. Reference is made to a cross cultural analysis of crime rates and sentencing patterns, as well as identifying the extremely humane conditions of Danish prisons. He goes on to provide a brief survey of community alternatives in Denmark.

Criminal Justice Education: A Question of Quality.—Professor Reed Adams of the University of North Carolina at Charlotte notes a lack of information regarding the nature, process, or demographic aspects of criminal justice education and discusses a recent critical assessment (Sherman, 1978) of some aspects of criminal justice education. A survey of criminal justice programs and faculty in North Carolina is reported as one aspect of the needed description of the field, and as one means of judging the quality of one aspect of criminal justice education.

Speech-Language Services for Youthful and Adult Offenders.—Limited research suggests that the incidence of communicative disorders (speech, language, and hearing) among incarcerated juvenile and adult offenders exceeds that predicted within a comparable nonincarcerated group, according to Dr. Joyce S. Taylor, chairperson, Department of Speech Pathology and Audiology, Southern Illinois University, Edwardsville. The purpose of her article is to acquaint correctional practitioners with diagnostic and habilitative/rehabilitative services available to offenders with communicative disorders and to identify community resources for continual intervention.

Victims and Delinquents in the Tulsa Juvenile Court.—In 1975, the Juvenile Court in Tulsa, Oklahoma, formalized procedures by which some offenders were required to make restitution to their victims, engage in community service, and meet and apologize to their victims. The program is staffed by two victim coordinators who, between December 1, 1975, and November 30, 1978, have provided services to 251 victims and 291 offenders. The program is described and an analysis done of the characteristics of youth referred, the characteristics of victims, and the nature of the obligations imposed upon the youth.

Toward Job-Related Inservice Training in Corrections: Reflections on Designing Training Programs.—The purpose of an inservice training program is to increase the professional competence of the staff, and to improve the quality of the service. In reality, inservice is often used, or rather misused, to meet the organizational needs of the department or the administration. This article by Professor Yona Cohn offers a design to develop a job-related training program where the following questions are asked and answered: What knowledge, attitudes, and skills are needed to perform the job? Which of these qualities do the staff already have, and which are lacking? What teaching methods are needed to fill in the gaps?

Case Planning in the Probation Supervision Process.—It has been said, "If you don't know where you are going, any old route will do." In his article on supervision planning, Chief Probation Officer Al Havenstrite introduces a systematic approach to this much neglected area of the probation and parole supervision process. The supervision plan should address not only assessment of needs and developing of goals, but the establishment of priorities, development of action steps and establishment of time frames. In utilizing a systematic approach, the author provides the practitioner with tools which are applicable to the individual caseload or for department-wide planning. Emphasis is on practical goals and action steps which can be measured, verified, and which are realistically attainable during a period of probation or parole supervision.

Toward Job-Related Inservice Training in Corrections

Reflections on Designing Training Programs

BY YONA COHN

Associate Professor, Department of Criminology, Bar-Ilan University, Ramat-Gan, Israel

INSERVICE training in an organization is one of a series of activities carried on by the administration to develop the staff. In line with staff selection, evaluation procedures of staff, the grading scale, staff promotion policies, and the day-by-day staff supervision, inservice training is to be seen as part of staff management in a given organization. Inservice training has limited effectiveness in turning staff who lack the basic knowledge, skills and attitudes for the job, who are demoralized and torn by line-administration controversies, who are underpaid, undermotivated, under or oversupervised, into a viable unit ready to act and capable of acting. This is not to say that a well-constructed inservice program, well delivered and well received by the staff, may not have some side effects on staff morale and may not improve staff management relations; but these effects may last only as long as the inservice program lasts. After completion of the training experience, once the staff is again facing the work conditions, with occasionally even more critical views sharpened by some of the insight learned in the training program, these side effects may quickly wear off.

What Is Not Inservice Training?

Inservice training is to be distinguished from basic professional training. Academic training for personnel of the criminal justice system has recently been a topic of some discussions. This article will refer to the less discussed topic of inservice training programs in corrections.[1] Basic training is geared to turn a nonprofessional into a professional, a nonpolice officer into a police officer, and an untrained probation officer into an academically trained caseworker specializing in the rehabilitation of delinquents through a probation period. Such training is usually given outside the agency or organization (staff colleges, schools of social work, departments of criminology or psychology in universities) and is limited by time.

Introductory courses (for newcomers), given to individuals or to groups, propose to help them find their way in the new environment. They strive to help these newcomers adapt their professional capacities to this new setting, to become aware of the particular value system, social climate, behaviour norms and the internal formal and informal power structure. It is the last point which is of vital importance if one is to start his career with the organization on the right foot. He may not be told verbally the official and unofficial power distribution, but he may be given clues and hints which, when correctly perceived, will help him to avoid pitfalls as a result of ignorance.

Professional supervision in correctional services given periodically by supervisors to individual workers or to groups relates to specific, acute

[1] Joseph J. Senna: Criminal Justice Higher Education—Its Growth and Directions. *Crime and Delinquency*, 20/4 (October 1974) 389-397. Fred J. Klyman and Thomas A. Karman: A Perspective for Graduate Level Education in Criminal Justice. *Crime and Delinquency*, 20/4 (October 1974) 398-404.

problems. Supervisors translate general policy statements of the administration, of existing laws or court decisions, into individual decisions with regard to a specific case or a particular situation. Supervision connects the field with administration by keeping open the lines of communication between the field and the administration. Being attuned to the specific qualifications and limitations of the individual worker in dealing with a specific situation gives supervision an element of individual tutoring. More than the other types of training, it has an element of control over the use of the organization's resources by the worker, including the worker's time.

Purposes of Job-Related Inservice Training

There are a variety of situations with which professional staff in correctional services have to deal requiring inservice training. New methods for familiar situations are developed in corrections or other people-processing organizations: family counseling, or reality therapy for probation or parole officers, group probation in addition to or instead of individual probation, behavioural modification or "token economy" in institutions. Legal or administrative changes make the staff face a new type of service recipient: aftercare being part of the probation officer's caseload, changed age limits for juvenile, e.g., adding 16 to 18-year-old age groups to the juvenile caseload such change adds a new type of situation which the juvenile courts and juvenile institutions are forced to deal with. The emerging of more and different services and agencies in the community may require familiarizing correctional staff in a systematic way.

These examples refer to changes external to the unit to be trained. There exists a need to provide inservice training in response to internal changes as well, to "brush up" old or rarely used knowledge and skills to facilitate an exchange of experiences or expertise accumulated in certain sections of the service or the organization which could be utilized in other sections (e.g., dealing with a particular ethnic group which is growing rapidly in the area covered by the service). The rational purposes of inservice training are to impart the potential trainees with new knowledge, to train staff with new skills, and to effect attitude change whenever existing attitudes in the staff or in significant sections of it interfere with the delivery of service required.

Openly Stated Purposes and Hidden Purposes

Inservice training as filling knowledge gaps recognized by staff and administration, makes it theoretically an easy undertaking to assess the training content and to achieve administration and staff readiness to have the program run. The selection of training methods, the training of program, spacing of sessions, would "flow" smoothly once the content has been defined, and its characteristics as well as the characteristics of the trainees have been assessed.

In reality the situation is different:

(1) A training program of large units requires a specialized training unit which in the course of time develops its own dynamics.

(2) Administration and staff may use the inservice training program for needs other than filling knowledge gaps.

The existence of a specialized trainer or training unit will usually improve methods of delivery of the training content, and the quality of content, regardless of whether the training staff grows in the service to be trained or joins the organization from the outside. But the relevance of the content to be taught, the coordination of training with the need of it by the field could be subordinated to the organizational needs of the training unit, whether it is a staff college, a training centre or an individual trainer. Such a training unit out of its organizational needs may prefer to deliver standard programs after such a program has been developed and tested a few times rather than adjust it to the ever-changing training needs of the field and trainees and administration interests. Another inherent need for a specialized training unit is to academize the training program by hiring academic teachers, and/or by striving for academic recognition of the total training program or at least some parts of it. The trainee who completed the program and who desired to either go or return to a university would be given credits for such a program.

This is not to say that the existence of a specialized training unit or a cooperation with universities or university teachers would not improve the quality of the training program. Such cooperation, however, should leave the training unit constantly open to the ever-changing needs and priorities of the field of corrections in which it is dedicated to serve.

Administrative behaviour in corrections, like any administration behaviour, is often deter-

mined by more than one purpose: keeping a prisoner waiting to meet a correctional counselor has the rational purpose of utilizing to the full expensive time of the counselor, avoiding waste of his time through waiting. In fact, however, this waiting may give the counselee a feeling of insignificance. The intake procedures for a new prisoner, including undressing for a medical examination, taking a shower, change of clothing, etc., are all necessary procedures for the orderly acceptance of a new prisoner. In addition, these and similar procedures produce in the prisoner a state of mind conducive to a faster change towards his new role; his preprison personality is symbolically eliminated and changed into his new role.

In addition to its stated purposes of conveying new knowledge and skills to trainees, inservice training may serve additional purposes. These purposes are often partially hidden from the conscious mind of the administrator and can be stated as side effects. These "side effects" are often the real purposes of the administration clad by the initiator-administrator with a rational purpose. Their absence may prevent the program from being initiated from the beginning, they are more centrally located than often acknowledged.

When are inservice training programs initiated for these "hidden" purposes? One of the major indicators for job-related motivation is the evaluation of the program after it has been run and its effect on job performance. The total absence of such evaluation, or even the absence of any "output" evaluation measuring the effect the program had on the performance of the staff, hints at hidden purposes. Another indicator—the planning of the training program without any carefully prepared "diagnosis of and need" preceding the program.

Hidden Purposes

(1) *Status of service organization:* The existence of a well organized inservice training program may enhance the status of the service organization. The correctional field, like many technological and human behaviour fields, is experiencing a research and knowledge explosion, primarily as the result of academization. Not all new knowledge is really new knowledge, while not all knowledge is applicable and not all applicable knowledge is actually applied. The under application of applicable knowledge and skills is typical to other noncompetitive bureaucracies. There low accessibility to new content reflects their concern about their internal stability rather than their output in the field. On the other hand the open admittance of not caring about the new development would bring about status loss of the correctional service within the broader service community as well as within their own service staff.

(2) *Staff Morale:* The delivery of an inservice training program, well delivered in a comfortable environment, affects staff morale if the staff feel frustrated and "low" from being overworked, underpaid and not promotable, or for being torn from internal personal clashes and strives. Participating in an intellectually stimulating learning experience, physically and emotionally removed from the day's work routine, often helps members meet and communicate in a relaxed atmosphere with each other and with administrators.

(3) *Group Cohesiveness:* Inservice training programs increase the group cohesion among staff otherwise engaged in work carried out in isolation. While prison and training school work is always carried out in close proximity of colleagues and other staff members, probation and parole officers, police officers and detached workers face their work situation alone or in a small group. Inservice training is a group experience requiring the efforts of each individual in the group so that the increased group cohesiveness and cooperation is hopefully carried over into the post-training working relationships.

(4) *Change:* An administrator, especially a new one, feels a need "to do something," to make his entrance into the organization felt. However, often he is unable to bring about changes in the long established work routine without encountering resistance from certain sectors of the agency. The launching of an inservice training program related to the job but general enough not to interfere with the existing routine and balance is easily viewed as a good way out. Even though such manoeuvering is useful, it may be felt by the staff. The response to a sense of having been manipulated may be distrust for the administrator and cynicism.

A Service Improvement Orientation in Inservice Training Programs

Fulfilling the hidden purposes may be a welcome byproduct of a training program that is

striving to improve delivery of any correctional service. It is the latter purpose which gives its rationale. Correctional services, like other service organizations, should not be compared with competitive, profit-making organizations. A welfare agency, a sanitation department or a university are not dependent on their output for existence, maintenance and growth to the same degree as a store, a factory or an army in war time. The readiness to incorporate changes in its operation lines when changes seem conducive to improved or increased output, will be higher in those organizations whose output has survival value for the organization, even when these changes require adaptation and changes of a large section of the organization. A welfare agency's existence does not depend to the same degree on the percentage of re-established clients, while a prison will not close down as a result of the high percentage of recidivists. Similarly, a probation department will not close down because of its impractical recommendations to the court, or because of its high percentage of probation violations. The maintenance of an internal stability, the avoidance of friction and conflict internally and externally have a higher significance for its access to financial and other resources needed for its maintenance and growth than these factors have for competitive organizations.

Speed of Change

Organizational and operational changes and improvements in inservice organizations in general and correctional services specifically do occur. They come, however, relatively slowly as the result of changing conceptions in the community, or as the result of findings of theoreticians and researchers and inservice training results. In contrast, a major conflict inside the organization, a scandal in which the organization is involved, a mass escape from prison, may bring about faster and more far-reaching changes and readiness to overhaul procedures and organizational setups than the more low key pressure of retraining or evaluation research findings.

This is not to question the importance of a well-designed, well delivered inservice training program. Rather it is here suggested that a more realistic proportion to the program be given.

Design of an Inservice Training Program

An inservice training program, geared towards improved service delivery, would require the following steps:

(a) Assessment of training needs of practitioners to be trained.[2]

(b) Design and establishment of training programs.

(c) Delivery of the program.

(d) Evaluation of the impact of inservice training program on inservice delivery.

(e) Re-evaluation of 1 and 2 for next steps in program if a continuation of the program is considered.

Since inservice training is more targeted to the needs of a specific trainee group than the program of a professional school is, a job analysis is required to ascertain what knowledge and skills are needed, and whether the trainee has attitudes which might interfere with a successful performance.

Not all that is lacking is teachable or trainable. The needed knowledge may not exist or may require so much preparation that providing it is infeasible. Certain attitudes of the staff may be so deeply entrenched that they are seen as unchangeable, at least within the framework of a training program.

The planner of a training program may obtain the basic information concerning the needs of the trainees through observation of the staff and their performance, through analysis of job descriptions (if available), through systematic questioning of the staff to be trained, and/or formulating the policy of the service. (Could this list also include the questioning of service recipients?)

This process may sound clumsy and time-consuming. However, it should be observed that time investment prior to the launching of the training program may insure positive results.

(1) The self-reflection of the staff and job analysis by the administration may bring to both some insight into practice. Certain practices and activities which originated in the past were no longer functional but were maintained because nobody cared to question them, or administrators did not keep with latest development on practitioner level.

(2) The involvement of administration and training consumers may make the planning of the program and its operationalization more complicated. The trainer will not be as free to op-

[2] The Assessment of Training Needs. See Norman R.F. Maier, three of the Appraisal Interviews in *Management of Human Resources*, 1964, 311-319.

erate in his own territory. However, a training program in which both administration and training consumer were involved in formulating training needs (which does not include training method) has more changes to be perceived by the organization as something of its own rather than being imposed externally. This may have significant consequences for the implementation of trained knowledge and skills and its incorporation into daily practice after completion of the training program.

Trainer and Administrator

The cooperation between the trainer or training program designer and the administrator may require overcoming a number of possible difficulties. There is some empirical evidence suggesting a potential power conflict between the two. From the trainer's viewpoint, the request from the administrator for training content may differ from the trainer's own observation of the training needs. Certain last minute requests by the administrator may require the redesign of the training program. The trainer may be forced to replan the timing of the program (when, how long, etc.) and in turn encounter difficulties with the teachers available to carry out the program.

From the point of view of the administrator there is some potential resentment towards the trainer even when the administrator himself initiates the training program. The training program may interfere with the daily routine of the organization. In addition, the trainer represents a figure of authority to the staff to be trained. This may not be totally coordinated with the authority of the administrator. Consequently, a conflict between professional authority and administrative authority may ensue. Having successfully completed the training program and having the trained staff ready to apply some of the newly acquired skills and knowledge may require certain administrative changes (see later) which may easily interfere with the well established routine of the service.

Training content which leaves the daily routine and the organizational structure of the service almost unaffected may not be a worthwhile and job-related training experience from the outset. A few examples of an effective upgrading of correctional staff's job performance and possible effects on some administrative aspects follow.

(1) Probation officers may enlarge their area of presentence investigation as a result of a training program which brings to their attention the idea that "peer interaction" of adolescent delinquents is an important factor in explaining delinquent behaviour as well as representing an important area for probation intervention and supervision. It may require direct contact with these peers or street corner groups in the evening hours or require indirect interference with this group through other services in the community (street corner workers, a community centre, etc.). Such a change may require changes in the working hours of probation officers (e.g., evening hours in exchange for financial compensation or a reduction of day hours) or the reduction of the investigation and supervision caseload.

(2) Training in counseling may bring to the attention of the trainees a number of biases towards certain groups of counselees. The preference or rejection of certain age or ethnic groups may require a more professional supervision of the trainees after the training program is completed or may require change in assigning cases to workers who can master their biases.

(3) Counseling and "reaching out" to noncooperative parolees can be effected through better timing of the parole officer's demands for the social adjustment of the parolee by a more realistically designed goal and by the development of a more positive transference, so as to reduce the number of parole violation cases. Instead of emphasizing a more rejective selection process, excluding the noncooperative, the area of competence of the parole officer would be enlarged. This could include an increase in the number of difficult cases. It could also require the administrator to support his staff in case of community criticism as a result of the unexpected increase of recidivism among the parolees.

(4) The development of group counseling in prison, probation or parole would require a change in criteria for the assignment of cases to staff and the allocation of proper office space for group counseling.

Change in the performance pattern of the staff, a usual outcome of an effective inservice training program, requires corresponding changes in the administrative setup of the service. The absence of such changes may reduce the practical results of such an undertaking to an exercise in futility, frustration and failure. Having the training program conducted in relative isolation from the administration may make both run smoothly but ineffectively.

After the completion of his training experience, the trainee often faces the difficult task of changing his professional performance in accordance with his newly acquired skills and knowledge. The bureaucratic environment in which he operated prior to the training has not changed correspondingly. Some trainees may struggle with this environment in order to provide the necessary space to apply the new skills or at least to experiment with them so as to make them an integral part of his job performance. Some may rationalize themselves out of this potential stress by neutralizing the new content ("this newly learned material is interesting food for thought"; "it is a bit too theoretical and needs some modification," etc.). In order to reduce the wasting of training effects, it is advised to plan training programs in such a way that two or more levels in the service are engaged in training each on subjects related to their job (e.g., probation administrators can be trained in administration, probation supervisors can be trained in supervisory techniques, probation officers trained in investigation or case supervisory methods).[3] This may bring about a loosening up of over rigid procedures which may be conducive to "open up" the system for new experimentation.[4] In such step-by-step training each level would have as one of its assignments the planning of training of the next level down.

Assessment of Training Needs

For a rational design of an inservice training program the following questions may represent a guideline:

(1) What knowledge, skills, and attitudes are required from the staff to be able to perform on a high level of competence? An analysis of the job should be available or should be obtained by staff and administration as indicated before.

(2) Which of these requirements exist among the majority of staff?

(3) What is the discrepancy between the two? What knowledge, skill or attitude is lacking?

(4) What part of the "missing competence" is not teachable in an inservice training program, for reasons to be spelled out later.

(5) Reviewing the "teachable" part, in what sequence should the content be taught? Taking into consideration the priorities requested by the administration as well as the inherent logic of the content, which is required from the methodological point of view of the trainer or training designer?

Guidelines for the Assessment of Training Needs

(1) What are the functions that the trainee must fulfill in the course of work? With whom has he contact and what are the major objectives of these contacts? Does he have to obtain information, to convey information, or direct people or individuals? What are the decisions he has to make? What information is required to make these decisions adequately? Is this information available or has he to obtain this information from certain sources? What difficulties is he frequently encountering in obtaining this information? What skills are required? How does one interview unmotivated interviewees? How does one lead a committee? What is the proper method in writing reports? How and when does one use firearms? How does one train inmates the operation of a machine in a workshop in a vocational rehabilitation program in prison? What personal characteristics most interfere with a competent performance of the job? What knowledge, skills and attitudes are required to perform these functions?

(2) No inservice training program is offered to a trainee group which is fulfilling its tasks adequately with a degree of competence. What functions are adequately fulfilled?

(3) Certain deficiencies may have surfaced incidentally. Checking the performance of trainees by their supervisors, the staff may have complained about some difficulties in dealing with certain situations. Some negative developments in the operation of the organizations are unexplainable unless some deficiencies in the job qualifications of the staff can be seen as responsible for these developments in a probation department. Other difficulties may arise from recommendations for institutionalization and imprisonment, an increase of parole violations, and a sudden low attendance rate in some vocational or educational rehabilitation programs when participation is optional.

(4) Not all lacking qualifications are teachable —when the sex ratio of staff causes problems such a situation may only gradually change through changes in recruitment criteria, problems in operation resulting from too much ethnic closeness or remoteness between the staff and

[3] Yona Cohn: Growing Space Effecting In-Service Training in a Welfare Department, *Social Work Education Reporter*, (1972).
[4] F.T. Malm: Analyzing training needs and results, In Pigors et al. (ed). *Management of Human Resources* (New York: McGraw Hill, 1964), 299.

delinquents, the fact that the staff is aging and therefore not flexible enough to respond to the dynamics of the work. Certain esoteric personalities among the staff may be able to deal with some situations successfully but are unable to deal with others, so that they represent a problem with which the service has to live as these people may have tenure. Some content needed for effective work may not be teachable as this content does not exist (e.g., reliable prediction formulae applicable to individuals, more systematic knowledge on biochemical factors in crime causation and crime treatment, nutrition deficiency and criminal behaviour).

(5) There is a vast array of content available, teachable and applicable if indeed this content is needed. The following list is not exhaustive but is used to illustrate the point. These are some skills which may be taught if they are missing—sharpening interviewing skills, using mechanical recording equipment, the skill needed in conducting group sessions with delinquents, in conducting committee and team meetings of professionals and staff, the use of arms and other police and criminalistic equipment, skill in writing reports, e.g., presentence reports to the court.

There are some knowledge items—new legislation in the field relevant to the worker's job; new administrative regulations; psychological and sociological knowledge enabling the worker to interpret observed behaviour correctly, to find connections between otherwise disconnected pieces of behaviour of delinquents, their families, and their peers for correct interpretations and for comprehensive and suitable presentations in reports. Other subjects include information on new resources in and outside the community which could be used on new developments in the field from various professional sources such as books, periodicals, lectures, courses available in the community.

Delivery of Training Program

The various forms of staff training are widely covered in literature. A number of often underemphasized subjects will be discussed here:

(1) use of reading material,
(2) the integration between the old and new knowledge,
(3) segments of teaching parts,
(4) forms of training, and
(5) the administrative location of the trainer.

Use of Reading Material

(1) The use of reading material is one universally applied method. This is the most common vehicle to transmit content. Books have affected human history, have affected their readers and their activities as well as their outlooks and emotions. Many professions expect their practitioners to be able to select their relevant literature and to keep their own professional performance in accordance with recent research findings published in professional journals. The relatively easy way is to communicate complicated content through books and journals which encourage the use of professional literature as an instrument in correction of training. This tendency is often reinforced by the trainer and/or training programmer, whose academic background makes him a member of the "reading culture." He has the experience and capacity to read intelligently and to transform selectively ideas absorbed through reading into a professional performance.

This is not necessarily a universal practice in corrections. Some professionals and practitioners in correctional services are nonreaders and are unaccustomed to change professional performance as the result of reading. They may do some professional reading, primarily to select references to reinforce their own philosophies and basic assumptions. However, when theoretical articles, research findings or descriptive writings do not conform with their own, they look for methodological weaknesses. They may be often more comfortable observing new ideas through field trips, absorbing new ideas through discussions among professions or experts rather than by reading.

This is not to say that reading material should not be used, but it should be used selectively. We may draw a distinction between research material, theoretical material and descriptive literature.

Research findings offer to the reader relatively unbiased conclusions. However, many potential trainees are not versed in research consumption. The researcher has to divide a phenomenon into researchable pieces, while the practitioner deals with this phenomenon in relation to its environment as well as to its more developed internal complexity and individual uniqueness. The single situation or case is unique; made up of many variables, not all covered in the research. Thus, the practitioner must be able to make creative use of research findings.

Theoretical papers tend to be broader in developing and using their concepts, connecting by producing abstraction issues otherwise disconnected. They are, however, more biased in their interpretation of the phenomenon and lack specificity in offering intervention methodologies.

Descriptive literature is concrete both in presenting the situation as well as how it was handled. However, such material may have a limited range of generalizality. It develops an "apprenticeship" type of learning, in its simplified applicability. It can easily be applied incorrectly as the underlying philosophy and basic assumptions may not be included in this reading material.[5]

(2) No inservice training program comes to fill an existing knowledge vacuum. The pretraining knowledge may be insufficient, biased or wrong. In any case, the trainer who strives for change-promoting training has an obligation to help the trainee not only to absorb the new but to modify the pretraining knowledge or skills. Otherwise the trainee may just maintain the more accustomed inferior knowledge and skills.[6] ("How did you do it before?" "What if the previous approaches could be retained?" "What changes would have to be introduced?")

(3) In the teaching of new content (e.g., new legislation, new administrative procedures) the presentation of a general overview or underlying principles of the content with the intent of later providing the details is more easily absorbed. Creating a general frame makes it possible to have the various details fill out the frame and by doing so help to make the frame more comprehensible.

As to skills—newly acquired skills need immediate application in the training situation or in the field with positive or negative reinforcements following soon.

In identifying training content, consideration should be given to the fact that the absence of the knowledge and skills to be taught is felt by the trainee as a deficiency. The purpose of the training is to fulfill a need. Such considerations may interfere with the smooth and orderly running of the training program, as the content required by the trainees may require some preliminary sessions of the program to provide the basic concepts. The relevance of the new knowledge and skills to be offered to the trainees may make the difference between a rational approach to the training program and a more ritualistic one.

(4) With respect to the specificities of offering knowledge, skills or affecting some dysfunctional attitudes, it should be noted that knowledge may be transmitted by lectures, observation trips, workshops, symposiums or film presentations preceded by an introduction guiding the film observer in focussing on relevant features. Such a presentation could be followed by a discussion of the content offered by the film. The audience could also be offered collected and selected series of taped interviews of experts if for practical reasons these experts were not available in person.

Skills are best learned when the learning is connected to immediate application, critical evaluation by trainer and colleagues and repeated a few times if possible. The need is great for responsible and autonomous experimentation with newly acquired skills in order to make these skills part of their own performance pattern. The methods may include role playing, simulated situations (what recommendation to make in a presentence report to court, "in basket" exercise for administrators, probation officers answering emergency phone calls from parents, teachers or youngsters using "hot line" techniques).

Changing attitudes by inservice training programs requires a delicate touch. Some may be of such intimate character that they should be dealt with primarily in individual supervisory sessions. A free discussion on the existence of dysfunctional attitudes could be helpful if the group of trainees is mutually acceptive and supportive. While sensitivity training ("T" groups)[7] may help to increase self-awareness and awareness of individual "blind spots" in the perceptions of self and others it may also have some disadvantages. Participants of such training programs who feel vulnerable and insecure may be hurt emotionally or just change their defenses if such a program is imposed upon them by the trainer. It may also have the potential for damage or ineffectiveness as participants have to continue working in physical proximity after the training program is over.

Some attitudes may be changed through absorption of new knowledge. The practitioner who familiarizes himself with the life style of a particular ethnic group may change his discrimina-

[5] G.S. Odiorne: *Training by Objectives* (New York: Macmillan, 1970), 217-249.
[6] See Pfiffer and Fells, p. 218.
[7] Carl R. Rogers: *Carl Rogers on Encounter Groups* (New York: Harper and Row, 1970).
Edgar H. Schein, W.G. Bermis: *Personal Organizational Change through Group Methods* (New York: John Wiley and Son, 1965).

tory attitude as the result of increased knowledge about this group. Visits, reading or lectures may help to explain otherwise incomprehensible behaviour when seen in a broader framework.

The Administrative Location of the Trainer

(5) Training programmers have to select the individual teachers from either inside or outside the organization. This selection is important as the programmer often has more influence in selecting the teacher than in selecting the content the teacher is to present and the method the teacher is going to use. Many experienced teachers have a given number of lectures they are ready to offer with relatively minor modifications and adjustments to a given situation.

Trainers are frequently limited in their selections of training staff for a number of personal and public relations considerations. The trainees may easily become aware how they are used for purposes other than being trained. Being involved in a training program may enhance the trainer's prestige, the organization's status or the teacher's status with only secondary attention given to obtaining the rational training purposes.

A training programmer who is a worker in the trainee unit has certain advantages over a programmer from outside. The content is job-related and it does not need much adaptation to be used. On the other hand, it may possibly cause a role confusion. The content itself may suffer from professional selectivity, and the "blind spot" common to practitioners operating within a given frame of mind may be transmitted to the trainees.

Teachers from outside on the other hand like professionals from related disciplines such as judges, psychiatrists, psychologists and university professors, come with a clearly defined role. The temporariness of his involvement prevents him from being a threat to trainees, or administration, who would otherwise mobilize their defenses to maintain their ground. This may permit an objective evaluation of the content offered. On the other hand, their presentation may be too remote to be applied, or may require too many modifications, or may be applicable in a rather limited number of situations. It is up to the training programmer to make the decision in a given situation.

Evaluation of Training Programs

Correctional services are not the only services which fail to evaluate training programs as part of their day-by-day operations. Many service organizations whose existence is not dependent on the outcome of their operations and who are more threatened by internal conflicts assign few resources to evaluation of their output. The lack of routine evaluation procedures in correctional services stems from a variety of objective and subjective causes: the chronic lack of financial and personnel resources, an unclear definition of corrections objectives in the various services and organizations, and the damage a negative outcome may cause on the public image of the service of which most of its existence and growth is dependent. This attitude, however, should not transfer to the training.

Evaluative research may be conducted to verify whether or not the training program brought about the desired change in the required intensity and direction. This would help formulate future training programs if the objective had not been achieved.

Evaluative research should distinguish between training efficiency and training effectiveness. The former would deal with the operation of the training program, its orderly conduct, attendance rates, grades achieved by trainees in the various subjects taught. Training effectiveness relates to the question of how far the obtained achievements changed the performance pattern in the desired direction (e.g., probation, or in the supervisory group, a lower violation rate with a probationer group, judges processing delinquents into the different alternatives offered by the law which brought a lower recidivism rate, prisons and institutions dealing with a similar population as before but with a lower recidivism rate, parole officers with a lower violation rate, etc.).

Evaluation research may be on a formal level,[8] using objective data and sophisticated statistical procedure. While such a research may be money and time-consuming, it would permit a wide range of comparisons, e.g., with the same unit at a later stage or with similarly evaluated units at different places or even different countries.

Any formal evaluation requires quantification of qualitative material on intervention outcome which may require more elaborate recording procedures in the service. This may add an unwelcome increase in paperwork for workers, especially because they already have for a variety of reasons too much recording to do.

There are a number of less formal and less

[8] Suchman: *Evaluative Research* (New York: Russell Sage Foundation, 1967).

reliable variables which would indicate the impact of the training experience on correctional performance: trends toward change in the recommendation criteria of probation officers, probation officers agreeing to take a more difficult group of delinquents under their supervisory care. It should however be kept in mind that such evaluation outcomes may easily become biased as the result of vested interests of the trainer or the administration of the trainees. Conducting this evaluation as an external researcher may increase the objectivity and at the same time increase communication barriers and resistence. A job-directed inservice training program is expected to offer to the trainees of the corrections service better ways in performing their task. Such training program may in addition by the rationality and purposefullness in which it is conducted convey a message to the correctional service which transcends beyond the mere context it delivered.

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