

New York State  
Department of Correctional Services

# QUALITY THROUGH TEAMWORK



**TRAINER'S GUIDE**

**Grant Number:** 92POIGH04

## **REPORT SUMMARY**

**Title:** New York Correctional Services - Quality Through Teamwork - Trainer and Participant Manuals

**Summary:** This document is the trainer and the participant manual for a three-day training program designed to improve the quality of work and performance of correctional facility personnel through recognizing the need for change and developing teamwork skills. The program and the manuals were developed by the New York Correctional Services staff with the assistance of outside consultants. These manuals were used initially to train 240 facility instructors in a series of three-day train-the-trainer sessions.

The training curriculum covers the following subject areas:

Dealing with Change

- The change cycle
- Responses to change
- Evolution of change
- Being flexible
- Change and growth

Teamwork

- Responsibility to the team
- Impacting the team
- Working as a unit

Problem Solving

- Steps to problem-solving
- Brainstorming
- Generating solutions

# TRAINER'S GUIDE - INTRODUCTION

## 1. FIRST IMPRESSIONS ARE IMPORTANT

Note: The first 20 minutes can make or break a session, so it is important to get off to a good start. If the participants perceive the training is well planned and organized, they will “buy in” early. They will be more tolerant, cooperative. and accepting.

### A. Preparation

Arrive at the training site 45 min to 1 hr. before the starting time.

Have the chairs (and/or tables) arranged in a semicircle or horse shoe. Participants should be able to see every one else in the group without effort

Have coffee and “snack” ready for the participants when they arrive.

Have the sign in sheet on the table near the entrance.

Write “Welcome to Quality Through Teamwork” on a flip chart with the facilitators’ names.

### B. Getting Started

Start on time. Starting on time sets your expectations. It shows you are organized and are serious about the program. (If you start late, participants will feel they can return late from lunch, breaks, etc.)

## 2. ORIENTING THE GROUP - BUILDING TRUST AND OPENNESS

Note: Adult learners are “task oriented”, they want to know “what’s going to happen”. There are four questions adults need answered to feel oriented They are - “who are you?“, “why are we here?“, “what are we going to do?“, and “how are we going to do it?“.

“Who are you?”

Credential yourself. Tell them your name, where you work, how long you have been with the department, other training experience, etc.

\* “Why are we here?”

Give a brief history of the program and explain the course objectives.

\* “What are we going to do?”

Go over the agenda; briefly describe each unit.

\* “How are we going to do it?”

Mention there will be some short lectures, large group discussions and activities along with small group exercises. Stress they are going to have fun!

Participants might ask questions or make comments during the introduction. Some questions or comments might have negative implications; try to tactfully defer them until you are dealing with those issues. For example: “That’s a good question”, “That’s a valid concern”, or “I hear what you’re saying” (paraphrase) etc. then “I want you to bring that up when we are talking about . . .” or “We will be dealing with those issues when . . .”.

It is important to accept the feelings of the participants. Avoid becoming defensive; you don't have to defend the program. If you feel the question is a "set up", say something like "I don't have the answer to that question but I do know . . .". Remind them your function as facilitator is not to solve their problems, and you don't have all the answers.

The introduction is not a discussion, keep answers brief and to the point.

### **3. COURSE OBJECTIVES**

To help the participant

- Understand the effects of change on organizations.
- Learn the value of teamwork and basic teamwork skills.
- Learn basic problem-solving skills.
- Understand the seven quality principles.
- Meet and interact with staff from different areas with different duties and responsibilities.
- Share problems and concerns.
- Understand everyone in the department has a common goal. (Mission).

### **4. EXPECTATIONS/HOUSEKEEPING**

#### **A. Housekeeping**

Go over smoking area, location of rest rooms, breaks, etc. Stress the atmosphere is informal and participants should feel free to ask questions, get coffee, use rest rooms, etc.

#### **B. Expectations**

Tell the participants you believe everyone's ideas and opinions are valuable. Encourage them to express their opinions but also to listen to and respect the opinions and ideas of others, even if they disagree.

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DEPARTMENT OF CORRECTIONAL SERVICES**

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## ACKNOWLEDGEMENTS

The Quality Through Teamwork initiative and program has been shaped through the many efforts, skills and ideas contributed by employees throughout the Department of Corrections.

The committee was a blend of correction professionals from all levels and disciplines within facilities, Central Office and the Training Academy. They were involved in the research, coordination, instructor training, class exercises, case studies, and the development of this manual.

With much persistence and good humor, this “team” strived for quality and were determined to make this program a success. They gave generously of their time, enthusiasm, insights and talents throughout the various stages of the process. The positive and continuing support of the executive level encouraged participants and allowed for the excellent results of this large task.

Many thanks are extended to each and every one involved in the development of the program.

# QUALITY THROUGH TEAMWORK

## COURSE OVERVIEW

Quality Through Teamwork denotes a simple, yet powerful, concept that has been embraced widely and successfully throughout the business and public service community. Essentially, it means combining the skills and duties of a group of employees for more efficient and rewarding results. It is the direction that the Department of Correctional Services is taking to improve the way it does business.

The success of this new program ultimately depends on the involvement of every member of the Department thus. administrators and staff alike are attending training together so that the goals of Quality Through Teamwork are understood and shared by one and all. Taught by experienced trainers from the facilities themselves, the course is being offered on a regional and local basis.

It includes lectures, role-playing, demonstrations, and dynamic exercises that will encourage people to think and act like a team. In the process. the participants improve their communication and decision-making abilities. They also receive an overview of the importance of quality on the job and understand the merits of change.

The Quality Through Teamwork program is an opportunity to bring together people whose jobs in the Department would otherwise limit their interaction. In the final analysis, this program reminds people of how good they can be when teamed with others who share the common goal of quality.

# INTRODUCTION

The New York State Department of Correctional Services (DOCS) has expanded at a tremendous rate in the last ten years. For many long-time employees, today's facilities bear little resemblance to those they joined years ago. Tackling the challenges head on, DOCS has established itself as an outstanding example for public agencies across the nation. We want to keep it that way.

Tight fiscal constraints are now testing the system in new ways. If we are to maintain our position of success, we need to bring out the leadership and creativity of each and every employee.

Quality Through Teamwork is based on the belief that employees play a vital role in adapting operations to the current correctional environment. The people who work in our facilities every day whether they are making rounds, ordering supplies, teaching classes, or supervising the mess hall know from first hand experience the many areas in which Correctional Services excels. In order to keep our place as a national leader, we need each of you to help. It is easy to find examples of excellence that already exist in our Department

For instance, the Correctional Emergency Response Teams (CERT) and their counterparts, Crisis Intervention Units (CIU). are second to none. These exceptional units exhibit the ultimate degree of teamwork in high pressure situations. The CIU's strive to diffuse crises in the facilities before they escalate and provide intelligence to the CERT before any action is taken. If action is necessary, the CERT intervenes in a tactical-type manner. These volunteer units have repeatedly proven themselves under pressure, working together to maintain control.

Excellence has also been shown in Industries which has grown in the last ten years to become one of the largest such divisions in the nation. Sales have skyrocketed from \$5 million to \$60 million, demonstrating a clear ability to keep up with the demands in the marketplace. Furniture built in Industries programs is now sold to school systems and other public entities across New York State, and license plates are supplied not only to other states but even foreign countries. Inmate positions in Industries have become coveted jobs in the facilities.

Another example of excellence is the quality of training provided both in the facilities and the Training Academy. Instructor Development Schools have waiting lists and far exceed the standards of the agencies in the criminal justice system. These are considered by many to be the best of their kind in the state, if not the nation.

Although security gets much of the attention in our facilities, every aspect of the operation has the potential to demonstrate excellence. Food service is one area where the Department has shown a particular commitment to improvement. A major food distribution center has been set up in the state to pre-package thousands of meals for delivery to the facilities. The distribution system has improved the way food is prepared and will result in a much more effective and efficient use of resources.

There are undoubtedly other areas in which the Department can do things even better than it does now.



We value the input of all our employees. Indeed, quality improvement is a job of every DOCS employee. If you know a way to do things better, let someone know. Essentially, Quality Through Teamwork asks all of us to take a fresh look at our work and make the changes needed for quality.

You probably have been hearing a lot about quality lately. Newspapers and magazines have documented the concept in articles that describe how quality is revolutionizing the American workplace.

In the process, quality seems to have taken on a new meaning. In this context, it does not mean the most expensive product or brand. Instead, quality has come to denote something very basic in the workplace. It is a standard of excellence on which we base everything we do at DOCS. In this training program, we are going to begin talking about how each and every one of us can make a difference.

A rule of thumb used by the experts on organizational quality is known as the 85-15 rule. Basically, this means that 85 percent of the time we need to change the system to make things better. Only 15 percent of the time do we need to change people to make things better.

This course will introduce you to some of the tools you can use to help improve the system. Through the use of various exercises, you will be encouraged to develop better communication skills, work as team members, and improve your problem-solving abilities. If they are used regularly throughout the entire department, these few concepts can lead to a better quality organization.

Quality Through Teamwork brings together people to maximize their interaction. In the final analysis, this program will remind people of how good they can be when teamed with others who share the common goal of quality.

## **INTRODUCTION EXERCISE**

The purpose of the introduction is to get people acquainted and open communication between participants. Although they may be from the same facility, often staff come from different shifts, disciplines and diverse backgrounds. It is critical to the success of the program that the classes be mixed between the disciplines with supervisors and subordinates in attendance. Pair students off by counting or some other means and have them interview each other. After introducing themselves suggest they ask each other about hobbies, what they are most proud of, other interesting facts, or personal information. Optional information could include job-related facts such as how long in DOCS, why in corrections field, etc. Essential information should include what they find most rewarding and what they would most like to change about their jobs. This essential information should be written out after introductions are completed because it will be used later in a summary. Encourage honesty and discourage sarcastic answers. Allow five to ten minutes. When complete, keep pairs together and have participants introduce each other. Twenty to twenty-five people should take up to an hour. It may be helpful to list questions on a flipchart for students to refer to.

# **Module 1: DEALING WITH CHANGE**

## **Objectives**

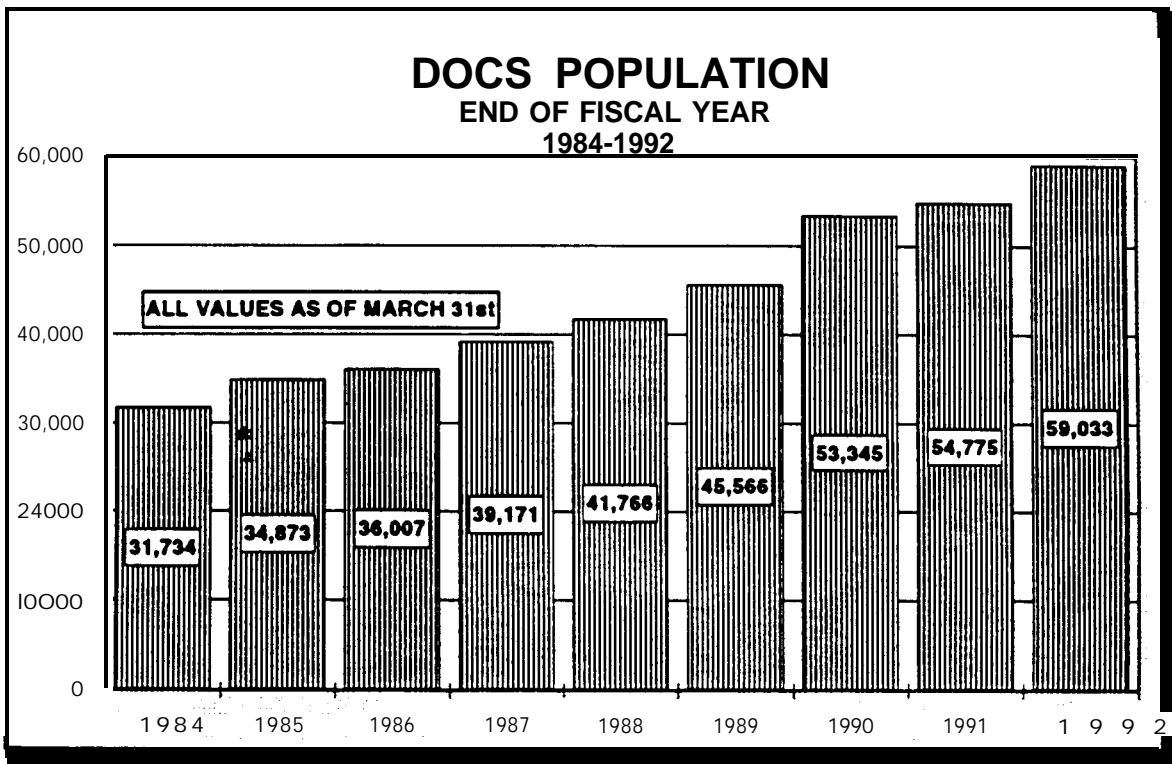
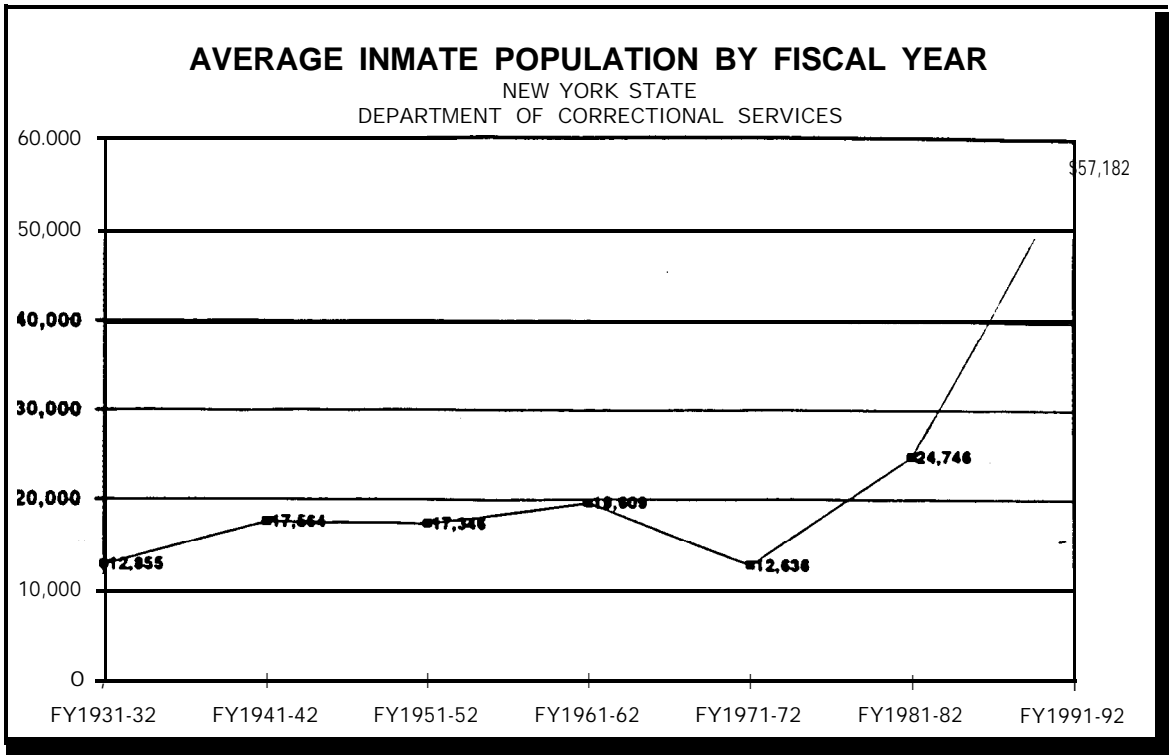
- To identify the change cycle and the four responses to change
- To show how understanding the evolution of change improves our ability to be more flexible and confident
- To reinforce that change is inevitable and often parallels growth

The Department of Correctional Services has undergone unprecedented change in the last 20 years. As you review the following data that documents the Department's evolution, visualize where you were at points along the way. Were you in high school in the 70's or watching your own children graduate? Were you just starting your career with the Department in the 80's or employed elsewhere? Whatever the case, the Department of Correctional Services was here, fulfilling its mission of providing protection for society while providing a safe and secure environment for staff and inmates.

By and large, the Department operated smoothly during a period of highly-dramatic change. Take a minute to look at the following graphs, which display the upward growth trend of the inmate population over the years.

As you can see, change is happening all around you. That is why, although you're very good at what you do now, you have to keep watching for ways to make the most of a changing environment.

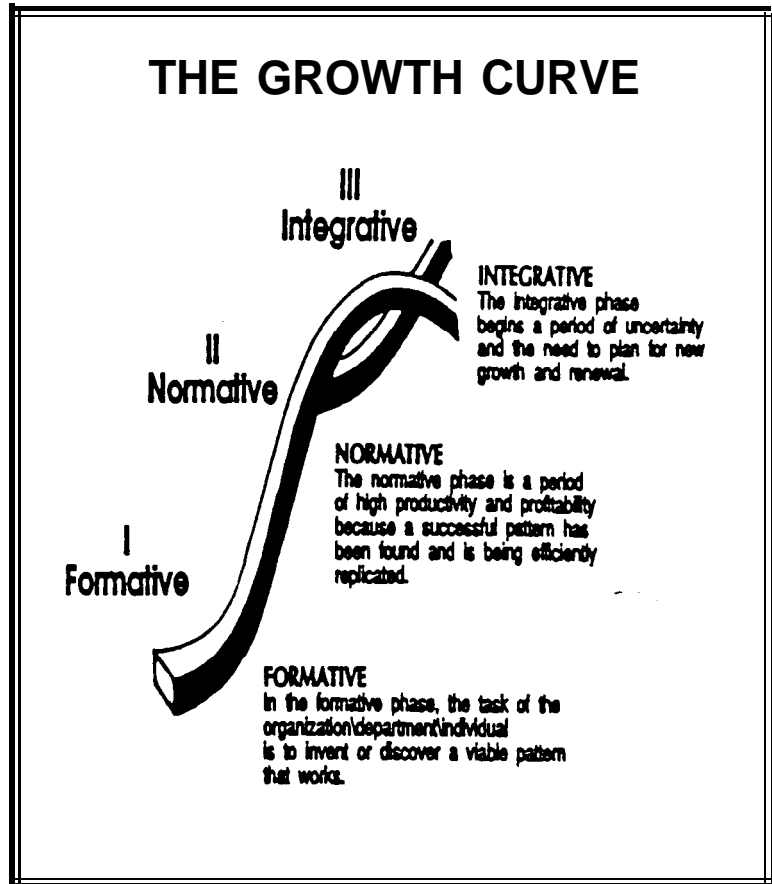
In this environment, quality is an ever-moving target. The ability to recognize the need for change, to accept it, and move on is one of the mainstays of the total quality program.



Change normally occurs during a three-step process that leads the way to an improved way of doing business. The first stage is called FORMATIVE, in which the organization, department, or individual invents or discovers a viable pattern that works.

Next, the NORMATIVE phase includes a period of high productivity and profitability because a successful pattern has been found and is being efficiently implemented. In other words, someone came up with a good idea, put it to use, and it worked.

The idea took life as a better way of doing things at the workplace.



Finally, the INTEGRATIVE phase begins a period of uncertainty and the need to plan for new growth and renewal. In other words, it's time for a new idea that reflects the changing needs of the organization

Change does not necessarily mean belt tightening, though the troubled economy has challenged all responsible agencies to do things better, more efficiently, and for less.

Rather, change is an integral part of every creative workplace that understands the value of constantly adapting itself to evolving needs.

It is human nature to resist when something interferes with what is perceived as the natural progression of things. No matter what the change is, the response often takes place in four phases, known as the cycle of change.

**Disbelief or rejection**  
**Anxiety or anger**  
**Depression**  
**Acceptance**

# GROWTH CURVE

OBJECTIVE OF EXERCISE:

Shows a visual concept of the three step process of change.

FORMATIVE

-1st step of change or “FORMING”

NORMATIVE

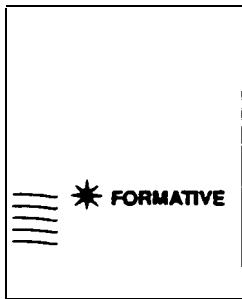
-2nd step of change or “NORMAL”

INTEGRATIVE

-3rd step of change or “INTEGRATING NEW IDEAS OR NEEDS”

FLIPCHART DIAGRAMS

STEP #1- Draw a star starting at the lower left-hand corner for beginning (allow space for answers)



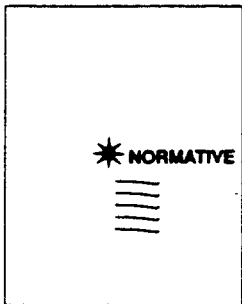
- Explain to group - “We are going to develop a new company to produce the best “widget” on the market”

- Everyone in the group is hired for all different areas and tasks of company

- Have group think of the area of their expertise and respond to the question, “What do we need to accomplish this task?” (accept any form of brainstorming)

- List responses in lower left corner of flip chart

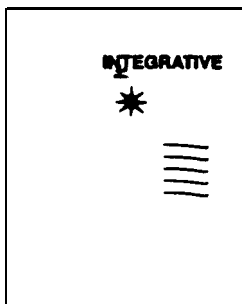
STEP #2 - Draw a star in center area of chart (allow space for answers)



-Question- “Now that we have this great, best producing, profit making (use any additional and positive adjectives) company, how or what are we doing at this point?”

- List responses in center of flip chart

STEP #3 - Draw a star in upper right hand corner of chart (allow space for answers and “growth curve drop off”)

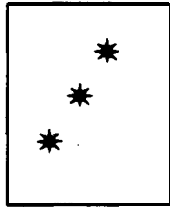
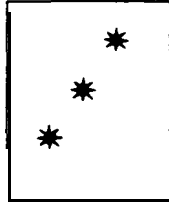
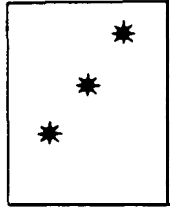


-Question- “Now we have been the #1 widget producer for a period of time, however, rumor has it that there are some new kids on the block who are producing a “widget” that is pulling business away from us. What are we going to do now?”

- List response from group

-Question- “What happens if we don’t do some of the NEEDED changes we just listed?” (can list on separate page or just verbally repeat each response back to group)  
All negatives

- Connect the stars and connect the growth curve with the company



- Question - "Where can we go from here?" (star #3)

- Solicit answers - New ideas  
Improving product  
Streamlining, etc.

- Show new growth line stemming from our "growth curve"

- In comparison, now show growth curve tapering off and in a downward direction when there are no changes

- New ideas, improvements, streamlining, and all other positive answers from group really indicate the BEGINNING OF ANOTHER GROWTH CURVE OR FORMATIVE STAGE. This process must repeat itself over and over in any business or what will happen?

-Question - "What are some attitudes and feelings in each stage?"

### **FORMATIVE:**

(Examples) -

**Open  
Carefree  
High Energy  
Everyone's ideas are  
good and helpful**

- Write responses by star #1

-Question - "Are mistakes o.k in this stage?" Yes, healthy for new ideas.

## **NORMATIVE:**

(Examples)-

Routine  
Set in ways  
Don't really like any  
changes

- Write responses by star #2

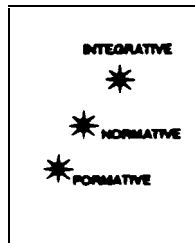
- Question - "Are mistakes o.k. in this stage?" No, because we now have a "set way" of doing something. (procedure manuals) Feelings of "don't rock the boat", "Just do what you have to"

## **INTEGRATIVE - REACTION TO CHANGING NEED**

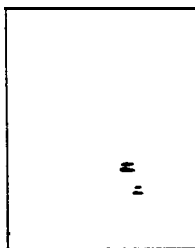
(examples)

Confusion  
Withdrawal  
Anger  
Uncertainty  
Plan for new growth  
Input from everyone

- Write responses by star #3



- Question - "If company (persons within) doesn't make adjustments to improve with need to change, what happens?" (show curve continuing around and down)



- For each needed change, there is a growth curve  
- The normative stage of the curve could be shut or long depending on the time between needed changes



## BROKEN SQUARES EXERCISE

This exercise visually demonstrates teamwork through non-verbal and verbal messages. It reviews problem solving, communications, and teamwork and also shows the anxiety associated with change. The exercise illustrates the importance of recording data and the vital role that security plays for **support (and vice versa)**.

The class is going to engage in an activity that will create a situation appropriate for certain kinds of problem-solving strategies. In order to do this class members will be working in groups.

## INSTRUCTIONS

In your packet there are five envelopes, each of which contains pieces of cardboard for forming squares. Please disregard the colors of the pieces; the colors have nothing to do with the solution to the problem. When the signal is given, the task of each group will be to form five squares of equal size. The task will be completed when each individual has before him a square of the same size as that held by the others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece.
3. Members may, however, give pieces to other members.
4. Each member must keep his pieces in front of him on the table--not pushed into the center.
5. Each member must refrain from throwing his cards into **someone** else's design or acting in any way which would help another create a square other than offering a piece to anyone.
6. No member is obligated to accept a piece from anyone.

## SUMMARY

Achieving a better way of doing things is not static, not simply a matter of conforming to rigid requirements. The process is dynamic, always moving. There is no **quick** fix. Solutions may be difficult to achieve. That is why the process of change itself must be monitored and managed. In DOCS, we deal with people. People don't change overnight; they go through phases. You are not going to earn the respect of an inmate in an hour or convince your colleagues to change their habits in a day. But change is inevitable, and it's better to swim with the current than try to fight it.

## CLASS EXERCISE - BROKEN SQUARES

### Instructions

1. Explain to the class that they are now going to engage in an activity which will create a situation appropriate for certain kinds of problem solving strategies. In order to do this they will again be working in groups.

#### Instructor's Note:

If you can assign one group to another room for this exercise, you should. If none is available, make sure that the groups are far enough apart so they cannot observe each other.

2. Divide the class into groups of seven each

#### Instructor's Note:

There are five active participants on each team plus two judge observers. If there are people missing, make adjustments accordingly by eliminating one judge observer from the team.

3. Assign the roles, five participants and two judge observers for each team.
4. Distribute envelopes of prepared packets to each group. The envelopes are not to be opened until the signal to begin is given.
5. Review separate instructions with the judge observers.

#### Instructor's Note:

The five envelopes should be marked either 1,2,3,4,5 or A,B,C,D,E with three puzzle pieces having coinciding markings, inside each envelope. The markings are to assist you in reorganizing the pieces in the proper envelopes after the exercise is completed.

The judge observers must be taken out of the group's listening range to go over their functions, giving some examples of things to look for and note for later discussion. Inform them that envelope #1 will contain three pieces that will form a "bad" square. It will be the correct size, but two of the interchangeable pieces must be used as parts of other squares, to allow all five participants to complete their squares. All "good" squares will be made with three puzzle pieces each

### Instructions for Judge/Observers and Comparative Group Judges

Your task is to carefully observe the group during the conduct of the exercise. specifically:

1. Look for anyone violating the rules regarding talking and signaling.
2. Watch the group carefully to determine who first realized that he or she had to give away one or more of his or her pieces. Did this person cause a chain to begin?
3. How much time passed before the "bad" square was broken up?
4. At what point in time was the first "good" square formed? What key incidents caused this first square to be formed?

5. How did **group** members feel **about** having to share their own pieces?
6. How much time was required to complete the exercise?

Instructor's Note:

6. Group judges/observers are not disciplinarians. The task to enforce the rules is the responsibility of the training team
7. Read the instructions to both groups:

## INSTRUCTIONS

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. Please disregard the colors of the pieces; the colors have nothing to do with the solution of the problem. Also disregard any numbers or letters on the pieces. These markings are to enable me to reorganize the envelopes, after the exercise is completed. When I give the signal to begin, the task of your group will be to form five squares of equal size. The **task** will not be completed until each individual has before him a perfect square of the same size as that held by the others.

Specific limitations are imposed upon your group during this exercise:

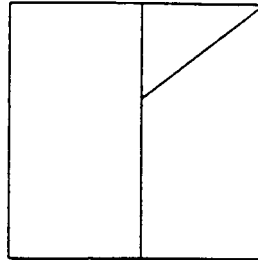
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2. No member may ask another member for a piece or in any way signal that another person is to give him a piece.
3. Members may, however, give pieces to other members.
4. Each member must keep his pieces in front of him on the table - not pushed into the center.
5. Each member must refrain from throwing his pieces into someone else's design or acting in any way which would help another create a square, other than offering a piece to him.
6. No member is obligated to accept a piece from another.

Instructor's Note:

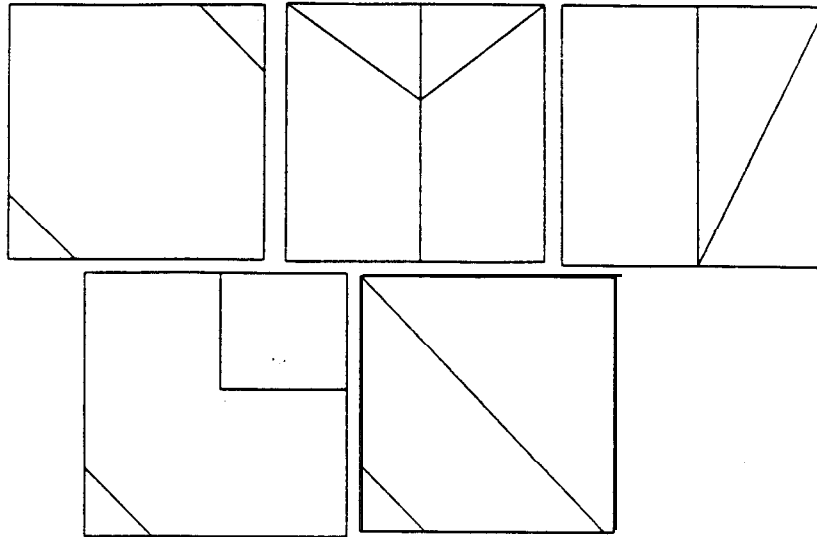
8. Answer any questions which may arise.
9. Give the signal to start (If assigned to two different rooms, arrange for starting signal to be given by judge/observer at a predetermined time.) Allow approximately 20 minutes to complete the exercise.
10. During the exercise you may wish to observe the groups in the manner suggested in the instructions for the comparative group observer. Upon completion of the task by all groups, reassemble the teams into the large group.

Instructor's Note:

Envelope #1 in each group will contain three puzzle pieces which form the "bad" square (below).



This is the finished arrangement for the complete squares.



Question: (For judges observers)

**Were there any serious violations of the rules: that is, serious enough to really destroy the process and drastically change the outcome?**

Ask the observers to comment on the process which took place in each group.

Record answers on acetate, chart, or board

Questions:

1. **Who** was willing to give away pieces of the puzzle?
2. **Did anyone finish his puzzle and then somewhat isolate himself from the struggles of the rest of the group?**
3. **Did anyone continually struggle with pieces but yet seem unwilling to give them up?**
4. **How many people seemed as if they were engaged mentally in putting pieces together?** (Other than their own.)

5. **What was the critical turning point at which time the group began to cooperate?**

Question: (To the person with the “bad” square)

**What caused you to break up your square?**

Note:

1. For an individual who has completed a square, it is understandably difficult to tear it apart. The case with which he can take a course of action “away from the goal,” will depend to some extent upon his perception of the total situation.

Question (To the rest of the group)

**How did you interpret that? What did you do then?**

Examples of other questions to raise to the participants.

**Questions:**

**How long did it take to realize that another method was necessary in order for all members to complete their squares?**

**Did anyone become frustrated in the process? Because of others? Yourself?**

**At what point did you begin to move from viewing this exercise as an individual problem to that of a group problem?**

Notes:

1. Cooperation, or lack of it, is implicit in all of these questions. For instance, in individual psychology it has often been shown that an individual’s frame of reference may be such that it prevents one from solving a problem by utilizing a detour, or by using a different approach than one “apparent” to the individual to begin with. Cooperation with others might facilitate the use of such a “detour” or alternate solution. The “detour” may be the same way in which dilemmas are solved. That is, the “detour” is a reformulation of the initial problem. It may require a different examination of the means-ends relationships. Here, of course, we are referring to the realization that we must begin trading pieces back and forth among ourselves.
2. There are a number of directions to take at this point. They will depend on the answers you receive to the above questions. If there are specific answers, or certain people identified by this process, **ask** them to explain their perceptions or feelings in regard to the situation cited.

**Example**

An individual in Group A was identified as really creating the turning point by being the first to break up his square and offer the pieces to someone else,

It should be pointed out that the binding forces against restructuring are very great and that, with any considerable amount of communication restriction, a solution is improbable. Further, the ability to restructure the problem, to give up the partial success, varies widely from group to group or communication pattern to communication pattern.

### Exercise Summary:

This exercise is meant to illustrate how a group **task** may be difficult, if not impossible to accomplish, when everyone involved does not clearly understand what must be done. The lack of communication during the exercise exposes the need for open, two-way communication within the group when performing more complicated tasks. The perception that the individual's responsibility ends once he or she has a square, severely limits the success of the team. The exercise shows how each team member's responsibility does not end until everyone has accomplished his part of the task. Good "teamwork" is the key to getting the **task** done.

# Module 2: TEAMWORK

## Objectives

- To illustrate how another's role impacts our ability to carry out our own responsibilities
- To demonstrate how every member of the team has something to contribute
- To demonstrate how we can work cohesively as a unit in spite of individual differences and differing duties

Teamwork is the cornerstone of an effective organization. Essentially, it means working so the whole is greater than the sum of its parts. Every person's contribution makes a difference. You may think your role is insignificant, but consider how it connects with the roles of people around you.

### **The following passage illustrates how the whole can be affected when one piece doesn't work:**

One manager let employees know how important they are with the following memo:

You Arx A Kxy Pxrson Xvxn though my typxwritxr is an old modxl, it works vxry wxll - xxcxpt for onx kxy. You would think that with all thx othxr kxys functioning proprly, onx kxy not working would hardly bx noticxd; but just onx kxy out of whack sxxms to ruin the wholx xffort. You may say to yoursxlf - Wxll I'm only onx pxrson. No onx will noticx if I don't do my bxst, But it doxs mala a diffxrxncx bxcausx to bx xffctivx an organization nxxds activx participation by vxryonx to thx bxst of his or hxr ability.

So thx nxxt timx you think you arx not important, rxmxmbxr my old typxwritxr. You are a kxy pxrson.

How does this idea apply to Correctional Services? Here are a couple of examples where one individual's action can make a difference.

After a day spent waking in a cell, a civilian repairman realizes that he has lost a screwdriver. He fears that if he tells someone, he's going to look stupid. "Maybe it'll get flushed," he thinks. But if an inmate finds the screwdriver and sharpens it, he could end up stabbing an employee or another inmate. Realizing the potential danger, the repairman reports his missing tool. A search is conducted and the tool is found.

On a **sunny afternoon**, 700 inmates are out in the exercise yard with seven officers observing them. The inmates are clustered in their usual factions, but as one of the post officers watches, a member of one group wanders over toward a hostile faction in another corner of the yard. Rather than waiting for a potentially serious event to occur, the officer tips off his roaming colleagues and alerts the tower to watch for trouble. The key is to prevent a disturbance before anyone gets hurt.

# MISSING LETTER EXERCISE

## OBJECTIVE

To encourage teamwork, to emphasize that every person's contribution makes a difference and to dismiss the misconception that your role as a correctional employee is insignificant.

## MATERIALS

A mimeograph sheet of paper containing a passage where one significant letter is left out due to a supposedly malfunctioning typewriter key.

**Note:** *The instructor prepares the 20-25 mimeo sheets ahead of time.*

## PROCEDURE

- A. The instructor passes out the individual sheets to each participant. The instructor then tells them not to read the handouts until he supplies them with instructions.
- B. The instructor then begins to explain that the cornerstone of every effective organization is teamwork

One of the ways the instructor can present this idea is by stating the often used phrase, "The whole is greater than the sum of its parts."

The instructor should also bring in the following concepts:

1. Every person's contribution makes a difference.
  2. Your duties are not insignificant but in fact connect with the roles of people working around you.
- C. When the instructor has completed his thoughts on teamwork he or she proceeds to give the group the instructions for completing the tasks.
    1. The object of the task is to read the passage and tell what the missing letter is.
    2. When you finish reading the passage, please look up at the instructor.
    3. The instructor should give the participants five minutes to complete the readings.

## EXAMPLE&F FOLLOW UP QUESTIONS

1. How may this exercise apply toward corrections?
2. Can you give some examples how your position is inter-related with that of your fellow employees?
3. Can you tell us how **teamwork** in your area can make your daily job more productive and as importantly more enjoyable?

THIS ENTIRE EXERCISE SHOULD TAKE APPROX. 1/2 HOUR.



## EXERCISE -THE TEAM FROM WEST WING

This is an exercise that shows how to overcome individual differences and still build a strong, cohesive work unit. The intent is to get you to assess your own likes and dislikes, strengths and weaknesses. This exercise will demonstrate how interactive skills can be used in dealing with the most difficult people in situations faced on the job each day.

The following team of individuals have worked together for 15 months in the west wing Special Housing Unit of a maximum security facility in New York State. Read the character descriptions after each name. At first glance, some may emerge as strong personalities, while others may appear to have questionable abilities. Taken as a whole, however, this is a top-notch group that has blended individual strengths and weaknesses to form an efficient team.

### The Team:

**Cliffy**- Diminutive yet charming. Has a great deal of skill but also a tendency to be a big baby if not given his way. Organized and controlling.

**Norman** - Perhaps the most talented of all, he can work in any area of the facility, even under great pressure. But he's a total slob.

**Rena** - The most likeable and loyal of the group. A great judge of people but something of a daydreamer.

**Tony** - Just one of the guys, Nothing brilliant, but certainly not stupid. Unfortunately, he can't be found when you need him - he's always in the 'terlet'

**Pat** - Probably got straight A's in elementary school, but if asked, Pat would say it was straight A+'s. Pat is tight and capable but no matter how impressive those attributes, Pat still must exaggerate.

**Peter** - The most intelligent and hard-working of the group. A university graduate, he always had a desire to be a major league manager. His only little fault: a hair-trigger temper.

**Frank** - Has superior leadership ability. He could convince a room of correction officers to waltz into a riot- Although sensitive to others with a heart as big as the world, he has an iron will-

**Dave** - Will do anything anyone tells him to, right or wrong. Can be gentle as a lamb when sober, but he turns into a bear when exposed to spirits.

**John** - Well-read, **extremely** bright, loyal to some, bitter toward others. The lights are on, but sometimes, no one is home.

**William** - Acts now and asks questions later. Has ability and appeal, and would be perfect if he could just slow down and take direction. You forgive all this because of his endearing charm and charisma

**Please rate all of the above on a scale of 1 - 10, with 1 being the individual you would most like to work with and 10 being the individual you would least like to work with.**

## DISCUSSION QUESTIONS

This exercise demonstrates how perceptions of others are based on individual attitudes and values. The distribution of the rankings will show that someone in the group can work well with the individual that you ranked at the low end of the list and vice versa. Someone that you ranked 8.9 or 10 may be ranked 1.2 or 3 by someone else.

*What qualities do you consider to be the most important in the people you work with? What qualities are least desirable?*

*Can you give an example of a co-worker who has demonstrated the qualities you ranked highest?*

*What qualities do you think make a good team member? In what areas do you need improvement?*

*What did you learn in the exercise about turning a 9 or 10 into a 1 or 2?*

## SUMMARY

Building an effective team means capitalizing on the qualities that everyone has to offer. Teamwork doesn't happen automatically and does not result from the exhortations of a supervisor. Rather, effective teamwork comes from paying attention to how people work together, identifying problems that block teamwork and trying to solve those problems. It is a concept that cuts across departmental lines and calls for self-awareness by each individual.

Any employee can take pride in working on an effective team.

# THE TEAM FROM WEST WING

## THE ROLE OF THE TRAINER

### PREPARATION

- The facilitator should spend some time reviewing the different characters.
- Make ten (10) 5x8 cards numbered 1-10

### PROCEDURE

- Introduce the exercise.
- Read instructions with the class.
- Primary objective at this stage is to make sure everyone is ranking the team members from 1 to 10 on the sheet, not mentally, and no two members may have the same number.
- Control of the process must be maintained at this stage if the experience is to be effective.
- When the class has finished ranking the team, the facilitator will then ask (for example), "Who has Cliffy as number (1) and who has Cliffy as number (10)? etc.
- Have some of the participants go up and stand near their numbers.
- Start your questions with number (10) and end with number (1).

***KEY - end each discussion on a positive note.***

### DISCUSSION

These or similar questions can be used to aid the groups:

- Would you please say more about that?
- Who else had the same experience?
- How do you feel about that?
- What struck you the most about that?
- What do you understand better about yourself/the group?
- What did you learn/relearn?
- How was this experience for you?

# **Module 3: PROBLEM SOLVING**

## **Objectives**

- To present the six steps of the problem-solving process
- To provide an opportunity to use brainstorming techniques as part of the problem-solving process
- To work together to use the problem-solving process to generate solutions to a common problem

“Even judgement” is a quality that most of us have admired in some individuals we work with. It is the point where written mandates combine with human sensibilities to produce good decisions. This quality is valued in all sectors of our society but takes on added importance in Corrections because we deal with people, not machines. Seemingly routine problems can heighten tensions and increase the risk of a flare-up if they are not handled well. While front-line officers deal with most of the confrontational situations that arise in a correctional facility, teachers, administrative staff, business office personnel, and others make decisions that have ramifications for their fellow employees. Often when we cannot solve problems alone, we turn to our teammates.

Although each employee confronts very different problems from one day to the next, a few basic steps can be followed to assist individuals in making fair, timely, and accurate decisions. The six basic steps of problem solving are:

1. Identifying the problem
2. Analyzing the problem
3. Generating potential solutions
4. Selecting the solution
5. Implementing the solution
6. Evaluating the solution

## BRAINSTORMING EXERCISE

### Rules for brainstorming are:

1. Encourage everyone to freewheel. Don't hold back any ideas, even if they seem silly at the time; the more ideas, the better.
2. No discussions during the brainstorming session
3. No judgements. No one is allowed to criticize the ideas of another, even with a groan or grimace.
4. Go clockwise around the group, and allow people to pass if they wish.
5. **Write** all ideas on a flipchart so the whole group can easily scan them.


### If you're part of a brainstorming session on the job, use the following steps as a guideline:

1. Review the topic or subject of the session. Ask. "How can we generate the most ideas on what to do with this subject?"
2. Give everyone a minute or two of silence to think about the question.
3. Assign the following roles: facilitator, leader, timekeeper, and recorder.
4. The facilitator should enforce certain ground rules, such as not discussing suggestions made and having people contribute in an orderly manner.

## **PROBLEM SOLVING**

1. IDENTIFYING THE PROBLEM
2. ANALYZING THE PROBLEM
3. GENERATING POTENTIAL SOLUTIONS
4. SELECTING THE SOLUTION
5. IMPLEMENTING THE SOLUTION
6. EVALUATING THE SOLUTION

## **INSTRUCTOR NOTES**

- IT HELPS TO IDENTIFY THE PROBLEM  
IN WRITING
- SEEING THE SITUATION CLEARLY,  
KNOWING WHAT YOU WANT AND  
SETTING A GOAL
- BRAIN STORMING 
- EVALUATE AND DECIDE BY TAKING  
INTO ACCOUNT THE RISKS, ODDS  
AND OUTCOME
- ALWAYS SET A TIMELINE TO REACH  
THE DESIRED GOAL
- WAS THE PROBLEM RESOLVED?  
DID THE SOLUTION WORK?

## PROGRESSIVE STORY

### OBJECTIVE:

Exercise demonstrates the involvement and interaction between employees of all disciplines and titles when a problem or situation occurs. (Teamwork and communication)

### PROCEDURE:

Instructor begins story with one or two sentences describing an incident/situation. The story is then passed on to a member of the class with each participant adding details, changes, etc. to develop the story in any direction he/she chooses. As the story is passed, the new person is assigned a "role" by the previous person. The new person assumes that role as they continue the story. Their contribution should be limited to one or two sentences and then passed on to the next person. Allow participants to "pass" if they choose to do so. The "story" ends when the instructor or group feels everyone has participated or has reached a satisfactory or "happy ending".

### EXAMPLES

1. I am a counselor and an inmate advised me that OF OPENING his wife is extremely depressed and having a STATEMENTS difficult time coping with his incarceration He is worried about her and this is affecting his daily routine at the facility - he can't function in programs and is having difficulty sleeping and eating.... (pass on to next person)
2. I am a teacher and have noticed that someone is going through my desk It is apparent that items have been moved and supplies are missing periodically. This doesn't only seem to occur after hours...
3. I am the Volunteer Services Coordinator. The facility is holding a special event for inmates and their families. The cut off time for their arrival is 11:00 am. and the bus is late...
4. I am the brother/sister of an inmate and I've driven ten hours to see him to inform him our father is terminally ill. When I arrive. I'm told there is visiting only allowed on weekends. It is Tuesday, and I really need to see him...
5. I am a employee and an inmate has asked me to mail an urgent and important letter for him outside the jail, he claims the facility mail is just too slow...
6. I am an inmate and when I got up this morning, one of my shoes was missing...

**NOTE:** *Instructors may develop any statement. These are just examples.*

### SUMMARY:

Communication - was necessary at each segment of story for everyone to see all aspects as scenario developed.

Teamwork- demonstrated how each person could be helping solve problems by observing, participating, and acting with other areas as needed.

## **PROBLEM SOLVING - ROLE PLAY**

### **USE ONE OF THE FOLLOWING**

1. While on the way home from a meeting, a man enters an unfamiliar tavern to have one drink. When he pays for his drink, he drops a \$20.00 bill on the floor. Someone picks up his \$20.00 bill and will not give it back.
2. While grocery shopping, a man/woman discovers that he/she has left his/her eye glasses home and is unable to read the prices.
3. An employee is walking down the hallway of a school in a max facility and he/she observes one inmate pass what appears to be a bag of marijuana to another inmate.

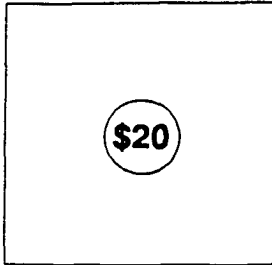
#### **Instructor's Note:**

***You may wish to develop your own problem  
Avoid controversial issues.***



# Brainstorming for Problem Solving

Use one or more of the role play suggestions. This example refers to role play #1 which can either be role played or read prior to this exercise.



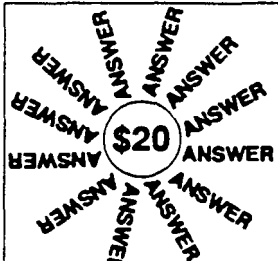
STEP 1- Draw a circle with the problem goal or desired results in the center.

Question - What do you want to achieve? (or tell the group what the goal should be)

Example - Make the circle represent a \$20 bill.

STEP #2 - Generate a list of possible solutions by brainstorming and listing all suggestions.

Question - What are some examples of ways to reach your goals?



Have answers called out randomly by class or use individual round robin technique. Anyone who cannot give an answer may pass. At this point, all answers are good.

Negative effects: Random - answers are given without ownership

Individual- everyone is "on the spot" for answers

Positive effects: Random - answers willingly offered, no one feels restricted

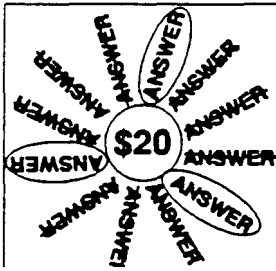


After initial answers are given, inject that the "someone" in scenario is a female. Does that fact affect the responses?

STEP #1 - Evaluate suggestions and select a solution.

QUESTIONS - Are all these idea & answers really usable? Let's go through and circle the realistic ones.

Discuss the pros and cons of each answer and whether each is acceptable or not Cross off the unacceptable solutions. Reduce the "best" solutions to 2,3, or 4. Combine as necessary.



Question - From the remaining answers, which is the best choice?

SUMMARY - By accepting ALL or everyone's thoughts and ideas to get results, usually every angle or answer is listed for discussion. After reviewing answers, the best are chosen and the end result can be achieved through a team selection.

## PROBLEM SOLVING THAT MADE A DIFFERENCE

Employees in a large department like Corrections may be under the assumption that they really can't make a difference in the system. But as a medical records clerk in one of the facilities demonstrated, an employee who shows initiative can change an entire way of operating.

Because few doctors and hospitals are willing to handle inmates for non-emergency treatment, various correctional facilities around the state used to make daily trips to Albany Medical Center for inmates' medical appointments. Taking just one inmate to Albany involved a van, two officers, and at least 14 hours on the road from certain facilities. The number of officers involved increased if more inmates were making the trip. Sometimes, a required piece of paperwork was missing when they got to the medical center, and they had to turn around and go back to the facility before the inmate could be treated.

It occurred to a senior medical records clerk in one of the facilities that there should be a way to consolidate these medical trips. The key was scheduling.

On a trip to Albany, the clerk made the effort to go to the medical center and talk with the clerical people who organize inmate visits. As a result of her efforts, eight facilities agreed to coordinate their medical trips to Albany. The clerk who came up with the idea serves as a liaison between the facilities and the medical center. The facility that she works in opened a ward where any inmate who has a medical appointment will stay overnight. The other seven participating facilities merely make local trips to and from this rendezvous point.

The program has resulted in a substantial savings for all facilities involved, and its success is due to a medical records clerk who showed initiative.

## AWARENESS OF QUALITY

The issues that have been discussed in this course - teamwork communication, problem solving, and dealing with change - are components of an approach known as total quality management. There is no formula here; rather, it's a way of thinking. It is like a "race without a finish line." In the process, improved communications, teamwork and leadership can reduce errors and lead to a more effective, efficient organization.

Major corporations like Xerox, Corning, and Motorola have instituted quality programs, allowing them to optimize profits and better serve their customers. The idea is now gaining popularity in the public sector.

But who are our customers? Two groups will be better served by improvements in quality at DOCS: our internal customers (each other) and our external customers (the public).

### **One example of using teamwork to improve quality:**

An "*Ajax Team*" has been established to address the issue of cleanliness. The team is composed of a housing sergeant, dorm officers, vocational instructor of janitorial services, the account clerk who purchases cleaning supplies, and a lieutenant. The team meets on a specific day each month to discuss problems and develop policy. The superintendent has guaranteed the group that he'll try anything they suggest to keep the facility cleaner. The intent is not to alienate front-line supervisors, but rather to take a more comprehensive look at a recurring problem in the facility.

DOCS has already taken a number of steps to advance the quality concept, one of which is to provide this course for all its employees. Other ways in which DOCS has used change to improve quality have been the establishment of shock facilities and recycling programs. Everywhere you look, the quality concept has implications. It is about Industries turning out a better product and Programs making inmates more productive.

The idea of organizational quality is sweeping American industry today. You may have read about it in the newspaper recently, but the idea is not new. It has been embraced by many successful American corporations in the 1980's. They adopted the philosophy of W. Edwards Deming, an American statistician, who outlined fourteen quality principles. Although we will not go into the details of Deming's philosophy in this course, it is worth mentioning seven basic quality principles that underlie his approach

## QUALITY EXERCISE

INSTRUCTOR NO-ES

Tell class to close manuals. Using the Accelerated Learning Techniques, lead the students through the seven quality principles. See diagram. When complete, allow for discussion and practice. Solicit a volunteer to demonstrate. Then review and explain that:

1. Box of All = quality is everyone's responsibility.
2. Train = all staff must be trained and receive the same message.
3. Telephone = the importance of communication in every direction: up, down, and sideways.
4. Goal Posts = specific and attainable goals and objectives must be established.
5. Attention = pay attention to staff in ways other than written evaluations.
6. Food processor = a specific process is needed to identify problems and ensure employee involvement.
7. Tool box = tools are needed to measure progress and growth

Finish section with discussion on how the quality principles apply to DOCS. Deal with the internal/external customer concept. End lesson on a positive note: improve the quality of your work and you improve the quality of your Life.

## Quality Principles

1. Quality is everyone's responsibility.
2. Quality requires that everyone be trained in the same language and principles.
3. Quality involves communication which may occur in meetings, one-on-one's, reports, cross- functional briefings, and on-site reviews.
4. Quality requires the establishment of specific team goals and objectives.
5. Quality involves a system of attention and recognition beyond the Performance Evaluation process.
6. Quality requires a specific process to identify problems and to gain employee involvement.
7. Quality requires the use of specific tools to measure progress and growth These may include benchmarking, charts, and balance sheets.

**Read the following statement. The instructor will give you further instructions.**

**FINISHED FILES ARE THE RESULT  
OF YEARS OF SCIENTIFIC STUDY  
COMBINED WITH THE EXPERIENCE  
OF MANY YEARS.**

## BENEFITS OF QUALITY

1. Heightened **awareness** of the Department's mission and the important role that each employee plays in successfully achieving that mission
2. Better service to the public which is demanding more accountability from public employees in the-se times of tight fiscal constraints. By running correctional facilities in a more efficient manner, the Department is using tax dollars more effectively and improving the communities we live in
3. When you improve the quality of your work you improve the quality of your life.

# Quality Through Teamwork

## Evaluation Form

On a sliding scale of 1 to 5, with 5 being the top score, please rate your responses to the following questions by circling the appropriate number.

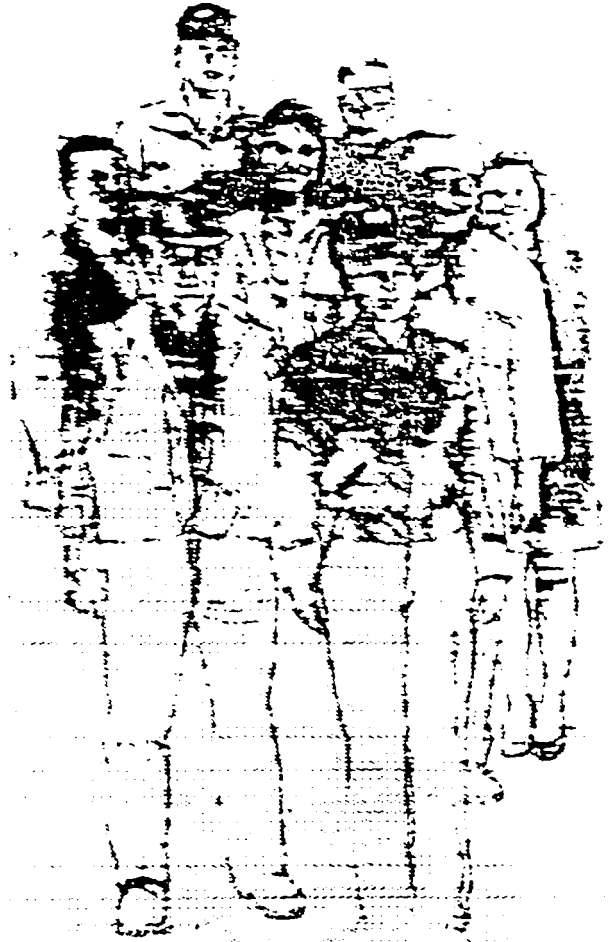
- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | This presentation clearly stated the objectives of teamwork                                  | 1 | 2 | 3 | 4 | 5 |
| 2. | This presentation provided a new perspective on how teamwork can improve your work area      | 1 | 2 | 3 | 4 | 5 |
| 3. | The presenter gave you ample opportunity to present your views during the presentation.      | 1 | 2 | 3 | 4 | 5 |
| 4. | The ideas discussed concerning Quality Through Teamwork can be used effectively in your work | 1 | 2 | 3 | 4 | 5 |
| 5. | The overall rating of the trainers' presentation   | 1 | 2 | 3 | 4 | 5 |
| 6. | The overall rating of the content  | 1 | 2 | 3 | 4 | 5 |

Please answer the following questions:

1. How do you feel this training session can add to the quality of your Work?
2. What parts of the training do you believe most helped you understand how achieving Quality Through Teamwork can become effective for you?
3. If the ideas presented in this program are to become an integral part of your workday, what do you consider to be the important issues?
4. Now that you have participated in QTT, what training would you recommend to follow it?

NEW YORK STATE  
DEPARTMENT OF CORRECTIONAL SERVICES

**QUALITY  
THROUGH  
TEAMWORK**



**PARTICIPANT MANUAL**

**NEW YORK STATE  
DEPARTMENT OF CORRECTIONAL SERVICES**

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## ACKNOWLEDGEMENTS

The Quality Through Teamwork initiative and program has been shaped through the many efforts, skills and ideas contributed by employees throughout the Department of Corrections.

The committee was a blend of correction professionals from all levels and disciplines within facilities, Central Office and the Training Academy. They were involved in the research, coordination, instructor training, class exercises, case studies, and the development of this manual.

With much persistence and good humor, this “team” strived for quality and were determined to make this program a success. They gave generously of their time, enthusiasm, insights and talents throughout the various stages of the process. The positive and continuing support of the executive level encouraged participants and allowed for the excellent results of this large task

Many thanks are extended to each and every one involved in the development of the-program

# QUALITY THROUGH TEAMWORK

## COURSE OVERVIEW

Quality through Teamwork denotes a simple, yet powerful, concept that has been embraced widely and successfully throughout the business and public service community. Essentially, it means combining the skills and duties of a group of employees for more efficient and rewarding results. It is the direction that the Department of Correctional Services is taking to improve the way it does business.

The success of this new program ultimately depends on the involvement of every member of the Department. Thus, administrators and staff alike are attending training together so that the goals of Quality Through Teamwork are understood and shared by one and all. Taught by experienced trainers from the facilities themselves, the course is being offered on a regional and local basis.

It includes lectures, role-playing, demonstrations, and dynamic exercises that will encourage people to think and act like a team. In the process, the participants improve their communication and decision-making abilities. They also receive an overview of the importance of quality on the job and understand the merits of change.

The Quality through Teamwork program is an opportunity to bring together people whose jobs in the Department would otherwise limit their interaction. In the final analysis, this program reminds people of how good they can be when teamed with others who share the common goal of quality.

## INTRODUCTION

The New York State Department of Correctional Services (DOCS) has expanded at a tremendous rate in the last ten years. For many long-time employees, today's facilities bear little resemblance to those they joined years ago. Tackling the challenges head on, DOCS has established itself as an outstanding example for public agencies across the nation. We want to keep it that way.

Tight fiscal constraints are now testing the system in new ways. If we are to maintain our position of success, we need to bring out the leadership and creativity of each and every employee.

Quality Through Teamwork is based on the belief that employees play a vital role in adapting operations to the current correctional environment. The people who work in our facilities every day whether they are making rounds, ordering supplies, teaching classes, or supervising the mess hall know from first hand experience the many areas in which Correctional Services excels. In order to keep our place as a national leader, we need each of you to help. It is easy to find examples of excellence that already exist in our Department

For instance, the Correctional Emergency Response Teams (CERT) and their counterparts, Crisis Intervention Units (CIU), are second to none. These exceptional units exhibit the ultimate degree of teamwork in high pressure situations. The CIU's strive to diffuse crises in the facilities before they escalate and provide intelligence to the CERT before any action is taken. If action is necessary, the CERT intervenes in a tactical-type manner. These volunteer units have repeatedly proven themselves under pressure, working together to maintain control.

Excellence has also been shown in Industries which has grown in the last ten years to become one of the largest such divisions in the nation. Sales have skyrocketed from \$5 million to \$60 million, demonstrating a clear ability to keep up with the demands in the marketplace. Furniture built in Industries programs is now sold to school systems and other public entities across New York State, and license plates are supplied not only to other states but even foreign countries. Inmate positions in Industries have become coveted jobs in the facilities.

Another example of excellence is the quality of training provided both in the facilities and the Training Academy. Instructor Development Schools have waiting lists and far exceed the standards of the agencies in the criminal justice system. These are considered by many to be the best of their kind in the state, if not the nation.

Although security gets much of the attention in our facilities, every aspect of the operation has the potential to demonstrate excellence. Food service is one area where the Department has shown a particular commitment to improvement. A major food distribution center has been set up in the state to pre-package thousands of meals for delivery to the facilities. The distribution system has improved the way food is prepared and will result in a much more effective and efficient use of resources.

There are undoubtedly other areas in which the Department can do things even better than it does now.

We value the input of all our employees. Indeed, quality improvement is a job of every DOCS employee. If you know a way to do things better, let someone know. Essentially, Quality Through Teamwork asks all of us to take a fresh look at our work and make the changes needed for quality.

You probably have been hearing a lot about quality lately. Newspapers and magazines have documented the concept in articles that describe how quality is revolutionizing the American workplace.

In the process, quality seems to have taken on a new meaning. In this context, it does not mean the most expensive product or brand. Instead, quality has come to denote something very basic in the workplace. It is a standard of excellence on which we base everything we do at DOCS. In this training program, we are going to begin talking about how each and every one of us can make a difference.

A rule of thumb used by the experts on organizational quality is known as the 85-15 rule. Basically, this means that 85 percent of the time we need to change the system to make things better. Only 15 percent of the time do we need to change people to make things better.

This course will introduce you to some of the tools you can use to help improve the system. Through the use of various exercises, you will be encouraged to develop better communication skills, work as team members, and improve your problem-solving abilities. If they are used regularly throughout the entire department, these few concepts can lead to a better quality organization.

Quality Through Teamwork brings together people to maximize their interaction. In the final analysis, this program will remind people of how good they can be when teamed with others who share the common goal of quality.

# **Module 1: DEALING WITH CHANGE**

## **Objectives**

- To identify the change cycle and the four responses to change
- To show how understanding the evolution of change improves our ability to be more flexible and confident
- To reinforce that change is inevitable and often parallels growth

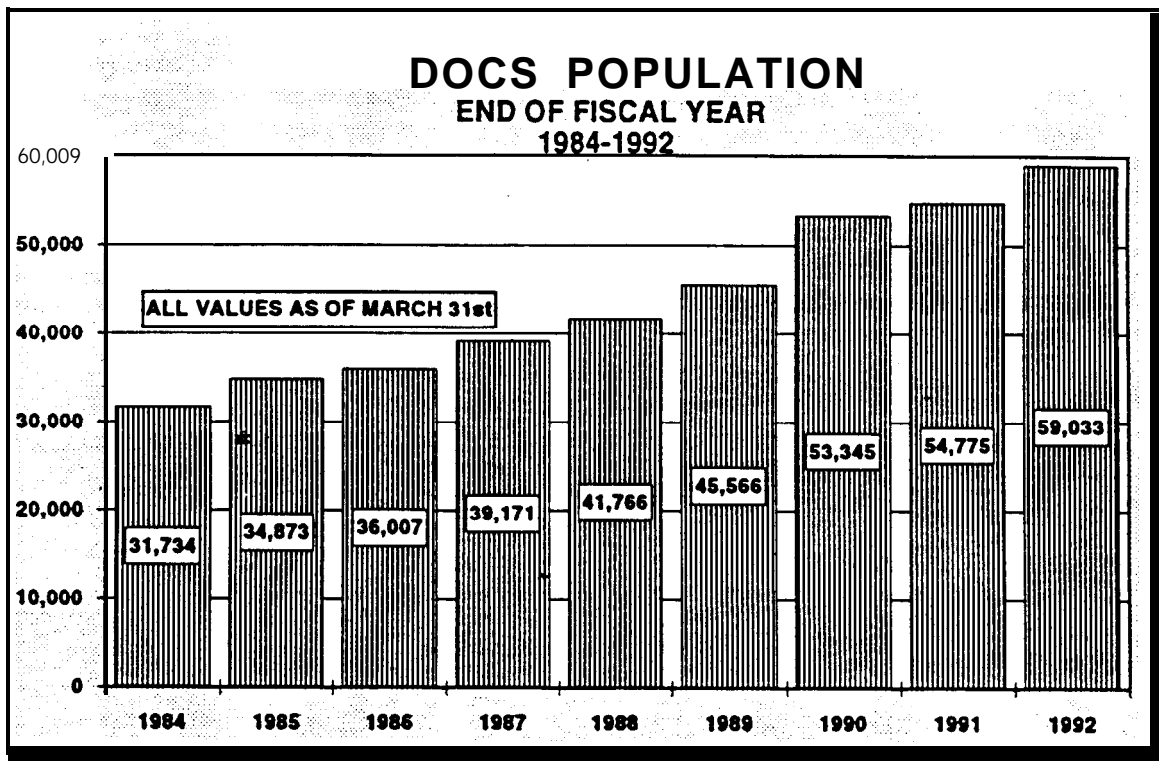
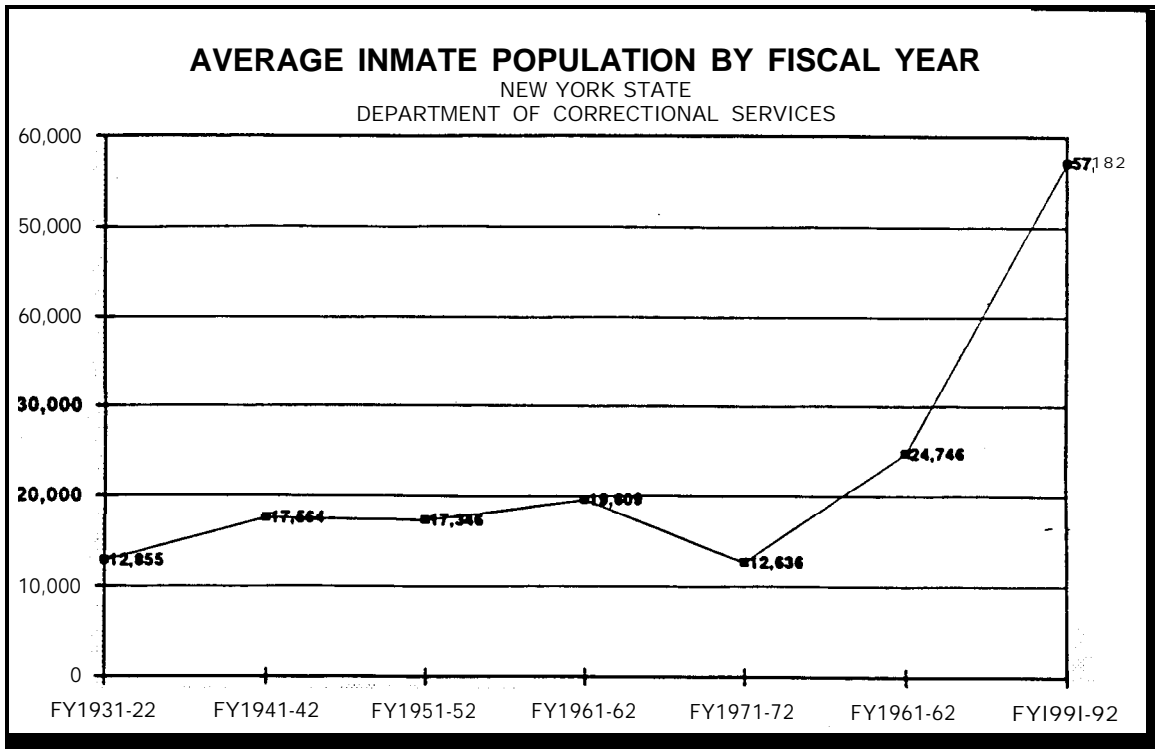
The Department of Correctional Services has undergone unprecedented change in the last 20 years. As you review the following data that documents the Department's evolution, visualize where you were at points along the way. Were you in high school in the 70's or watching your own children graduate? Were you just starting your career with the Department in the 80's or employed elsewhere? Whatever the case, the Department of Correctional Services was here, fulfilling its mission of providing protection for society while providing a safe and secure environment for staff and inmates.

By and large, the Department operated smoothly during a period of highly-dramatic change. Take a minute to look at the following graphs, which display the upward growth trend of the inmate population over the years.

As you can see, change is happening all around you. That is why, although you're very good at what you do now, you have to keep watching for ways to make the most of a changing environment

In this environment, quality is an ever-moving target. The ability to recognize the need for change, to accept it, and move on is one of the mainstays of the total quality program.

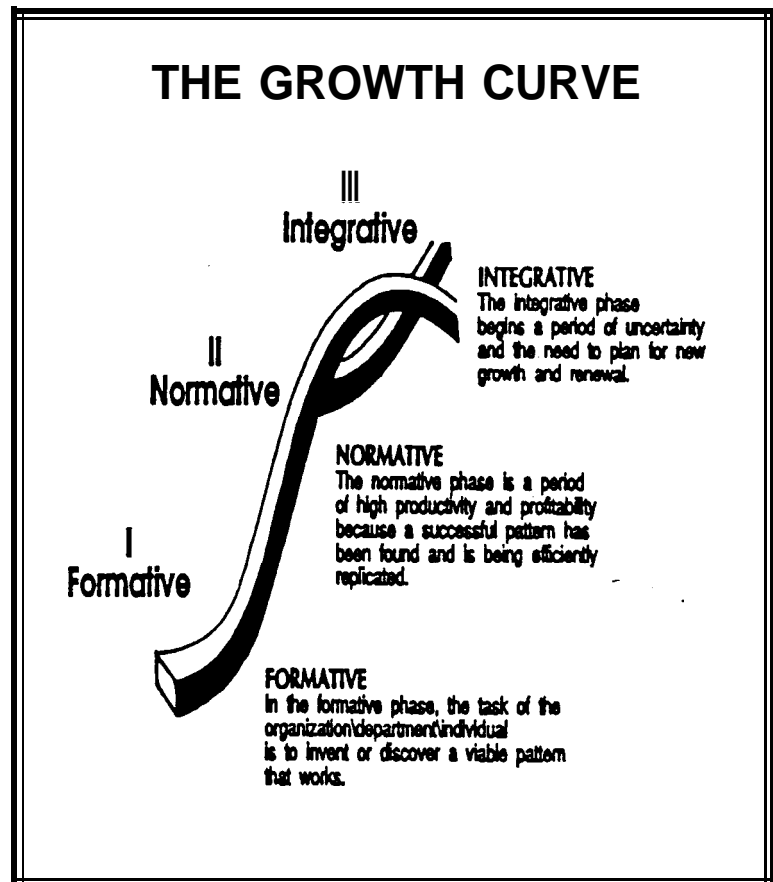
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Change normally occurs during a three-step process that leads the way to an improved way of doing business. The first stage is called **FORMATIVE**, in which the organization, department, or individual invents or discovers a viable pattern that works.

Next, the **NORMATIVE** phase includes a period of high productivity and profitability because a successful pattern has been found and is being efficiently implemented. In other words, someone came up with a good idea, put it to use, and it worked.

The idea took life as a better way of doing things at the workplace.



Finally, the **INTEGRATIVE** phase begins a period of uncertainty and the need to plan for new growth and renewal. In other words, it's time for a new idea that reflects the changing needs of the organization,

Change does not necessarily mean belt tightening, though the troubled economy has challenged all responsible agencies to do things better, more efficiently, and for less.

Rather, change is an integral part of every creative workplace that understands the value of constantly adapting itself to evolving needs.

It is human nature to resist when something interferes with what is-perceived as the natural progression of things. No matter what the change is, the response often takes place in four phases, known as the cycle of change.

- Disbelief or rejection**
- Anxiety or anger**
- Depression**
- Acceptance**

## **BROKEN SQUARES EXERCISE**

This exercise visually demonstrates teamwork through non-verbal and verbal messages. It reviews problem solving, communications, and teamwork and also shows the anxiety associated with change. The exercise illustrates the importance of recording data and the vital role that security plays for support (and vice versa).

The class is going to engage in an activity that will create a situation appropriate for certain kinds of problem-solving strategies. In order to do this, class members will be working in groups.

## **INSTRUCTIONS**

In your packet there are five envelopes, each of which contains pieces of cardboard for forming squares. Please disregard the colors of the pieces; the colors have nothing to do with the solution to the problem. When the signal is given, the task of each group will be to form five squares of equal size. The task will be completed when each individual has before him a square of the same size as that held by the others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece.
3. Members may, however, give pieces to othermembers.
4. Each member must keep his pieces in front of him on the table-not pushed into the center.
5. Each member must refrain from throwing his cards into someone else's design or acting in any way which would help another create a square other than offering a piece to anyone.
6. No member is obligated to accept a piece from anyone.

## **SUMMARY**

Achieving a better way of doing things is not static, not simply a matter of conforming to rigid requirements. The process is dynamic, always moving. There is no quick fix. Solutions may be difficult to achieve. That is why the process of change itself must be monitored and managed. In DOCS, we deal with people. People don't change overnight; they go through phases. You are not going to earn the respect of an inmate in an hour or convince your colleagues to change their habits in a day. But change is inevitable, and it's better to swim with the current than try to fight it.



# Module 2: TEAMWORK

## Objectives

- To illustrate how another's role impacts our ability to carry out our own responsibilities
- To demonstrate how every member of the team has something to contribute
- To demonstrate how we can work cohesively as a unit in spite of individual differences and differing duties

**Teamwork is the** cornerstone of an effective organization. Essentially, it means working so the whole is greater than the sum of its parts. Every person's contribution makes a difference. You may think your role is insignificant, but consider how it connects with the roles of people around you.

### **The following passage illustrates how the whole can be affected when one piece doesn't work:**

One manager let employees know how important they are with the following memo:

You are a key person even though my typewriter is an old model, it works very well - except for one key. You would think that **with all the** other keys functioning properly, one key not working would hardly be noticed; but just one key out of whack seems to ruin the whole effort. You may say to yourself - Well I'm only one person. No one will notice if I don't do my best. But it does make a difference because to be effective an organization needs active participation by everyone to the best of his or her ability.

So the next time you think you are not important, remember my old typewriter. You are a key person.

How does this idea apply to Correctional Services? Here are a couple of examples where one individual's action can **make a difference**.

After a day spent working in a cell, a civilian repairman realizes that he has lost a screwdriver. He fears that if he tells someone, he's going to look stupid. "Maybe it'll get flushed," he thinks. But if an inmate finds the screwdriver and sharpens **it, he** could end up stabbing an employee or another inmate. Realizing the potential danger, the repairman reports his missing tool. A search is conducted and the tool **is found**.

**On** a sunny afternoon, 700 inmates are out in the exercise yard with seven officers observing them. The inmates are clustered in their usual factions, but as one of the post officers watches, a member of one group wanders over toward a hostile faction in another corner of the yard. Rather than waiting for a potentially serious event to occur, the officer tips off his roaming colleagues and alerts the tower to watch for trouble. The key is to prevent a disturbance before anyone gets hurt.

## EXERCISE -THE TEAM FROM WEST WING

This is an exercise that shows how to overcome individual differences and still build a strong, cohesive work unit. The intent is to get you to assess your own likes and dislikes, strengths and weaknesses. This exercise will demonstrate how interactive skills can be used in dealing with the most difficult people in situations faced on the job each day.

The following team of individuals have worked together for 15 months in the west wing Special Housing Unit of a maximum security facility in New York State. Read the character descriptions after each name. At first glance, some may emerge as strong personalities, while others may appear to have questionable abilities. Taken as a whole, however, this is a topnotch group that has blended individual strengths and weaknesses to form an efficient team.

### The Team:

**Cliffy** - Diminutive yet charming. Has a great deal of skill but also a tendency to be a big baby if not given his way. Organized and controlling.

**Norman** - Perhaps the most talented of all, he can work in any area of the facility, even under great pressure. But he's a total slob.

**Rena** - The most likeable and loyal of the group. A great judge of people but something of a daydreamer.

**Tony** - Just one of the guys. Nothing brilliant, but certainly not stupid. Unfortunately, he can't be found when you need him - he's always in the 'terlet.'

**Pat** - Probably got straight A's in elementary school, but if asked. Pat would say it was straight A+'s. Pat is bright and capable but no matter how impressive those attributes, Pat still must exaggerate.\_\_\_\_\_

**Peter** - The most intelligent and hard-working of the group. A university graduate, he always had a desire to be a major league manager. His only little fault: a hair-trigger temper.

**Frank** - Has superior leadership ability. He could convince a room of correction offing to waltz into a riot. Although sensitive to others with a heart as big as the world he has an iron will.

**Dave** -Will do anything anyone tells him to. right or wrong. Can be gentle as a lamb when sober, but he turns into a bear when exposed to spirits.

**John** - Well-read, extremely bright, loyal to some, bitter toward others. The lights are on, but sometimes, no one is home.

**William** - Acts now and asks questions later. Has ability and appeal, and would be perfect if he could just slow down and take direction. You forgive all this because of his enduring charm and charisma.

**Please rate all of the above on a scale of 1 to 10 with 1 being the individual YOU would most like to work with and 10 being the individual you would least like to work with.**

## DISCUSSION QUESTIONS

This exercise demonstrates how perceptions of others are based on individual attitudes and values. The distribution of the rankings will show that someone in the group can work well with the individual that you ranked at the low end of the list and vice versa. Someone that you ranked 8.9 or 10 may be ranked 1.2 or 3 by someone else.

*What qualities do you consider to be the most important in the people you work with? What qualities are least desirable?*

*Can you give an example of a co-worker who has demonstrated the qualities you ranked highest?*

*What qualities do you think make a good team member? In what areas do you need improvement?*

*What did you learn in the exercise about turning a 9 or 10 into a 1 or 2?*

## SUMMARY

Building an effective team means capitalizing on the qualities that everyone has to offer. Teamwork doesn't happen automatically and does not result from the exhortations of a supervisor. Rather, effective teamwork comes from paying attention to how people work together, identifying problems that block teamwork, and trying to solve those problems. It is a concept that cuts across departmental lines and calls for self-awareness by each individual.

Any employee can take pride in working on an effective team.

# **Module 3: PROBLEM SOLVING**

## **Objectives**

- To present the six steps of the problem-solving process
- To provide an opportunity to use brainstorming techniques as part of the problem-solving process
- To work together to use the problem-solving process to generate solutions to a common problem

“Even judgement” is a quality that most of us have admired in some individuals we work with. It is the point where written mandates combine with human sensibilities to produce good decisions. This quality is valued in all sectors of our society but takes on added importance in Corrections because we deal with people, not machines. Seemingly routine problems can heighten tensions and increase the risk of a flare-up if they are not handled well. While front-line officers deal with most of the confrontational situations that arise in a correctional facility, teachers, administrative staff, business office personnel, and others make decisions that have ramifications for their fellow employees. Often when we cannot solve problems alone, we turn to our teammates.

Although each employee confronts very different problems from one day to the next, a few basic steps can be followed to assist individuals in making fair, timely, and accurate decisions. The six basic steps of problem solving are:

1. Identifying the problem
2. Analyzing the problem
3. Generating potential solutions
4. Selecting the solution
5. Implementing the solution
6. Evaluating the solution

## **BRAINSTORMING EXERCISE**

### **Rules for brainstorming are:**

1. Encourage everyone to freewheel. Don't hold back any ideas, even if they seem silly at the time; the more ideas, the better.
2. No discussions during the brainstorming session
3. No judgements. No one is allowed to criticize the ideas of another, even with a **groan or** grimace.
4. Go clockwise around the group, and allow people to pass if they wish.
5. Write all ideas on a flipchart so the whole group can easily scan them.

### **If you're part of a brainstorming session on the job, use the following steps as a guideline:**

1. Review the topic or subject of the session. Ask, "How can we generate the most ideas on what to do with this subject?"
2. Give everyone a minute or two of silence to think about the question.
3. Assign the following roles: facilitator, leader, timekeeper, and recorder.
4. The facilitator should enforce certain ground rules, such as not discussing suggestions made and having people contribute in an orderly manner.

## **PROBLEM SOLVING THAT MADE A, DIFFERENCE**

Employees in a large department like Corrections may be under the assumption that they really can't make a difference in the system. But as a medical records clerk in one of the facilities demonstrated, an employee who shows initiative can change an entire way of operating.

Because few doctors and hospitals are willing to handle inmates for non-emergency treatment, various correctional facilities around the state used to make daily trips to Albany Medical Center for inmates' medical appointments. Taking just one inmate to Albany involved a van, two officers, and at least 14 hours on the road from certain facilities. The number of officers involved increased if more inmates were making the trip. Sometimes, a required piece of paperwork was missing when they got to the medical center, and they had to turn around and go back to the facility before the inmate could be treated.

It occurred to a senior medical records clerk in one of the facilities that there should be a way to consolidate these medical trips. The key was scheduling.

On a trip to Albany, the clerk made the effort to go to the medical center and talk with the clerical people who organize inmate visits. As a result of her efforts, eight facilities agreed to coordinate their medical trips to Albany. The clerk who came up with the idea serves as a liaison between the facilities and the medical center. The facility that she works in opened a ward where any inmate who has a medical appointment will stay overnight. The other seven participating facilities merely make local trips to and from this rendezvous point.

The program has resulted in a substantial savings for all facilities involved, and its success is due to a medical records clerk who showed initiative.

## AWARENESS OF QUALITY

The issues that have been discussed in this course - teamwork, communication, problem solving, and dealing with change - are components of an approach known as total quality management. There is no formula here; rather, it's a way of thinking. It is like a "race without a finish line." In the process, improved communications, teamwork, and leadership can reduce errors and lead to a more effective, efficient organization.

Major corporations like Xerox, Corning, and Motorola have instituted quality programs, allowing them to optimize profits and better serve their customers. The idea is now gaining popularity in the public sector.

But who are our customers? Two groups will be better served by improvements in quality at DOCS: our internal customers (each other) and our external customers (the public).

### **One example of using teamwork to improve quality:**

An "*Ajax Team*" has been established to address the issue of cleanliness. The team is composed of a housing sergeant, dorm officers, vocational instructor of janitorial services, the account clerk who purchases cleaning supplies, and a lieutenant. The team meets on a specific day each month to discuss problems and develop policy. The superintendent has guaranteed the group that he'll try anything they suggest to keep the facility cleaner. The intent is not to alienate front-line supervisors, but rather to take a more comprehensive look at a recurring problem in the facility.

DOCS has already taken a number of steps to advance the quality concept, one of which is to provide this course for all its employees. Other ways in which DOCS has used change to improve quality have been the establishment of shock facilities and recycling programs. Everywhere you look, the quality concept has implications. It is about Industries turning out a better product and Programs making inmates more productive.

The idea of organizational quality is sweeping American industry today. You may have read about it in the newspaper recently, but the idea is not new. It has been embraced by many successful American corporations in the 1980's. They adopted the philosophy of W. Edwards Deming, an American statistician, who outlined fourteen quality principles. Although we will not go into the details of Deming's philosophy in this course, it is worth mentioning seven basic quality principles that underlie his approach.

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## Quality Principles

1. Quality is everyone's responsibility.
2. Quality requires that everyone be trained in the same language and principles.
3. Quality involves communication which may occur in meetings, one-on-one's, reports, cross- functional briefings, and on-site reviews.
4. Quality requires the establishment of specific team goals and objectives.
5. Quality involves a system of attention and recognition beyond the Performance Evaluation process.
6. Quality requires a specific process to identify problems and to gain employee involvement
7. Quality requires the use of specific tools to measure progress and growth. These may include benchmarking, charts, and balance sheets.

**Read the following statement, The instructor will give you further instructions.**

**FINISHED FILES ARE THE RESULT  
OF YEARS OF SCIENTIFIC STUDY  
COMBINED WITH THE EXPERIENCE  
OF MANY YEARS.**

## BENEFITS OF QUALITY

1. Heightened awareness of the Department's mission and the important role that each employee plays in successfully achieving that mission
2. Better service to the public which is demanding more accountability from public employees in these times of tight fiscal contracts. By running correctional facilities in, a more efficient manner, the Department is using tax dollars more effectively and improving the communities we live in.
3. When you improve the quality of your work, you improve the quality of your life.