
**ACCELERATED MANAGEMENT
SELECTION/MANAGEMENT TRAINING
FOR ADULT CORRECTIONAL
INSTITUTIONS:**

**THE OREGON DEPARTMENT OF
CORRECTIONS INSTITUTION
SUPERVISOR CANDIDATE SCHOOL**

**SPONSORED BY
THE NATIONAL INSTITUTE OF CORRECTIONS**

November 1, 1990 - August 31, 1992

**FRANK A. HALL, DIRECTOR
OREGON DEPARTMENT OF CORRECTIONS**

ACKNOWLEDGEMENTS: THIS PROJECT WAS SUPPORTED BY GRANT #90P04GHJ7 AWARDED BY THE NATIONAL INSTITUTE OF CORRECTIONS, U.S. DEPARTMENT OF JUSTICE. THE PROGRAM SPECIALIST WAS JOHN E. MOORE, NIC PRISONS DIVISION. PROGRAM COORDINATION BY THE OREGON DEPARTMENT OF CORRECTIONS WAS PROVIDED BY FRED B. PEARCE, DIRECTOR (1990-92); SALLY ANDERSON, ASSISTANT DIRECTOR, ADMINISTRATION AND PLANNING BRANCH; WAYNE EATHERLY, MANAGER, STAFF TRAINING AND DEVELOPMENT SECTION; AND GREGORY MORTON, PROJECT MANAGER, STAFF TRAINING AND DEVELOPMENT SECTION. PHONE--503-945-9044; FAX--503-378-8681.

ACCELERATED MANAGEMENT SELECTION/MANAGEMENT TRAINING FOR ADULT
CORRECTIONAL INSTITUTIONS: THE OREGON DEPARTMENT OF CORRECTIONS
INSTITUTION SUPERVISOR CANDIDATE SCHOOL

On January 25, 1990 the National Institute of Corrections announced a Request For Proposal for the development, implementation, and documentation of an Accelerated Management Training Program, as a demonstration project. The Oregon Department of Corrections was the successful proponent and was subsequently awarded a grant for \$75,000. The grant period November 1, 1990 through September 30, 1992 included two grant extensions for a total of three months.

The Correctional Institution Supervisor Candidate School is a project implemented by the Oregon Department of Corrections to prepare its workforce to manage an intended increase in its institutional capacity. The program consisted of a 80-hour classroom Instruction Phase based on the results of a job-task-analysis (DACUM) for entry-level institution supervisors; a 200-hour On-The-Job/Cross Training Phase consisting of five, one-week visitations for participants at different institutions who worked with managers in departments or offices that were different from the student's normal duty assignment; and an Enhancement Phase consisting of a second classroom experience, 40 hours in length which introduced the students to advancements in supervisory theory, and practical application of the theoretical principles that had been presented during the first classroom phase.

The study compares program participants to a matched group, randomly selected who did not attend the program. Since the conclusion of the Correctional Institution Supervisor Candidate School, twice as many program graduates have received promotions as members of the control group. In addition, a companion measure demonstrates that program graduates are more than twice as likely to volunteer for, and be accepted into special agency assignments as the control group. Reverse measures indicate that negative outcomes - demotion or termination - occurred half as often in the student group as in the control group.

Even though the suspension of the Department's facility expansion plans did not allow as many promotional opportunities to become available as had been anticipated, project management feels that in this climate a 14% promotion rate, and 21% special assignment rate demonstrate a successful outcome to the project.

**ACCELERATED MANAGEMENT
SELECTION/MANAGEMENT TRAINING
FOR ADULT CORRECTIONAL
INSTITUTIONS:**

**THE OREGON DEPARTMENT OF
CORRECTIONS INSTITUTION
SUPERVISOR CANDIDATE SCHOOL**

TABLE OF CONTENTS

INTRODUCTION	4
HISTORY	5
Institutional Facilities	5
Supervisory Training	6
METHODOLOGY	7
Classroom Instruction Phase	7
On-the-Job/Cross Training Phase	9
Enhancement Phase	10
IMPLEMENTATION..	10
Enrollment Process	10
Program Delivery	11
OUTCOMES	11
Outcomes Study	12
Outcomes Summary	13
POLITICAL ENVIRONMENT	13
Span of Control.....	14
The Decreasing Role of Mid-Management	14
General Public Sentiment Regarding Government	14
PROGRAM SUGGESTIONS	15
ATTACHMENT A: MAPS; 1979 INSTITUTIONS, CURRENT INSTITUTIONS	
ATTACHMENT B: DACUM JOB TASK ANALYSIS RESULTS	
ATTACHMENT C: OJT/CROSS TRAINING MANUAL EXAMPLE	
ATTACHMENT D: ORAL PRESENTATION AND READING ASSIGNMENT INSTRUCTIONS	

ACCELERATED MANAGEMENT SELECTION/MANAGEMENT TRAINING FOR ADULT CORRECTIONAL INSTITUTIONS:

THE OREGON DEPARTMENT OF CORRECTIONS INSTITUTION SUPERVISOR CANDIDATE SCHOOL

November 1, 1990 - August 31, 1992

PREFACE: In recent years, adult correctional *systems* throughout the country have experienced rapid and dramatic growth. Prison populations have increased to the point that overcrowding exists in many systems. State-wide construction programs have become common, and new institutions are built with great frequency.

As both the Federal and state systems respond in this manner, many companion needs surface. Clearly, every jurisdiction that expands its institutional beds, also expands its need for qualified institutional personnel. And as a specific component of that greater need, systems find that the number of institutional supervisors who will be called upon to manage the expansion outpaces the number actually available.

In recognition of that need, the National Institute of Corrections asked jurisdictions to consider accelerating their selection and training programs for institutional managers. As of this writing, several state systems are operating accelerated programs of this type. The program explained herein, implemented in the state correctional system in Oregon, was the first sponsored by NIC, and identifies the realities that accompany such an endeavor.

This program summary is intended to serve two purposes: first, to explain Oregon's project specifically, and second, to stand as a general guide to other systems considering the implementation of such a program.

THE OREGON DEPARTMENT OF CORRECTIONS INSTITUTION SUPERVISOR CANDIDATE SCHOOL

INTRODUCTION: The Correctional Institution Supervisor Candidate School is a project implemented by the Oregon Department of Corrections to prepare its workforce to manage an intended increase in its institutional capacity.

Prior to 1990, the capacity of Oregon's state correctional system had been relatively static throughout its 100 year plus history. Some new facility construction had occurred in the fifties and sixties, but subsequent expansion (1977, 1985) had consisted of retro-fitting existing structures. As explained herein, two facilities that had been previously used by the state's mental health system were redesigned for correctional use. The state's traditional promotion and training process for new supervisors was sufficient to accommodate this modest growth.

A sizable increase in the offender population in the late 1980's contributed to a widespread perception that the Oregon system lacked balance; that insufficient state institutional cell space caused the early release of dangerous offenders to the community, that other dangerous offenders were allowed to remain in the community for the same reason, and that institution programming had fallen victim to population management needs. A facilities expansion program was planned and begun.

In order to match the commensurate need for trained supervisors for these new facilities, Oregon implemented an Accelerated Management Selection and Training program. The program allowed supervisor candidates to self-identify prior to promotion, attend a lengthy training program, be evaluated for their performance in that program, and then, if successful, compete from an improved position against other candidates for the new supervisory positions.

Unfortunately, just as the training program began (November, 1990) voters in a state-wide General Election passed a sweeping property tax limitation measure. All of state government in Oregon faced serious cutbacks, and the expansion plans of the Department were postponed. The Supervisor Candidate School project continued, but the supervisory positions into which graduates had hoped to promote failed to materialize.

In addition to the overall reduction in promotional opportunities, many of the available supervisory positions were accepted by mid-management staff who were required to voluntarily demote or be laid

off as a result of agency downsizing. While this effect had not been predicted, the general result seems to have been a postponing of the benefits of the program. The graduates still work in the state corrections system in Oregon, and should be stronger promotional candidates in the future as a result of their experience. The crucial need in correctional systems for well trained institution supervisory staff still remains. Planned layoffs, transfers, resignations, and retirements all create openings into which promising line staff can promote.

Budgetary and political realities such as these, along with the more recent private industry practices of reducing management layers and increasing management span of control, all should be recognized and planned for by jurisdictions who are considering a project of this type. This report is presented as an honest reflection of those realities.

HISTORY:

Institutional Facilities:

State corrections in Oregon has long been defined by the adult institutions located in and around the state capital city of Salem. The Oregon State Penitentiary (OSP), the largest maximum security institution for men, was originally located on its current site in Salem in 1866. The Oregon State Correctional Institution (OSCI), designed as a medium security facility for youthful male felons, was opened in 1959 on land two miles east of the city. The Oregon Women's Correctional Center (OWCC), the state's only secure custody institution solely for women, was built on a site contiguous to OSP in 1965. In addition, the largest minimum custody work camp, the 2,000 acre Farm Annex (MCCF), was built on farm land six miles south of Salem in the 1930's.

Through the majority of its existence as a state agency, the only state corrections facilities found outside of the Salem area were a smaller reforestation work camp on the Oregon Coast and several work/school release centers at scattered regional locations.

In 1977, as a cost savings measure, the work/school release centers were closed and centralized into a single Corrections Division Release Center, also located within the immediate vicinity of the city of Salem. When that occurred, only the 70 inmates housed at the Forest Camp (SFFC) and the 15 staff required to supervise them were located outside the Salem area. The Release Center was renamed the Santiam Correctional Institution (SCI) in 1991.

Map A, found in Attachment A, displays the arrangement of state facilities as they existed in 1979 and earlier.

In June 1985, state corrections opened a retro-fitted facility in Pendleton, Oregon, the first such state correctional institution outside of the Salem area. The buildings had previously been used by the Mental Health Division of state government as a hospital and training center for retarded adults. This prison, Eastern Oregon Correctional Institution (EOCI), originally housed only 350 inmates, but now is the second largest correctional institution in the state.

Since that time, the following facility openings and expansion have occurred (See Attachment A, Map B):

Expanded Capacities

	<u>1985</u>	<u>1990</u>	<u>1993</u>	<u>Location</u>
OSP	1679	2104	1780	Salem
OSCI	946	1063	850	Salem
OWCC	84	221	197	Salem
SCI	305	521	409	Salem
MCCF	211	223	223	Salem
SFFC	104	119	119	Tillamook
EOCI	350	1310	1465	Pendleton

New Facilities

	<u>Design</u>	<u>1993</u>	<u>Location</u>
Parole Violator's Prison (PVP)	107	0	North Bend
Powder River Correctional Facility (PRCF)	137	144	Baker City
Shutter Creek Correctional Inst. (SCCI)	70	194	North Bend
Columbia River Correctional Inst. (CRCI)	400	456	Portland
Oregon Corrections Intake Center (OCIC)	200	158	Oregon City
Intensive Management Unit (IMU)	196	100	Salem
Snake River Correctional Inst. (SRCI)	648	295	Ontario

The SRCI site was selected with the intent that it would eventually become the largest single-location facility in the state, with projected population forecast as high as 3000.

The current Women's Center population has tripled in ten years.

Supervisory Training:

Institution supervisors within the Oregon Department of Corrections have participated in a unique set of circumstances in their efforts to receive and apply corrections-specific supervisory training.

Prior to 1978, a 40-hour supervisory training curriculum was available to supervisors employed by State Corrections. This program was delivered by Corrections staff and was required for all

management-level personnel once every five years. The program had two segments - Basic Supervision (24 hours) and Work Planning and Performance Appraisal (16 hours).

The training audience was a mixed group made up of central office staff, parole and probation supervisors as well as institution managers. The trainers did not have an institution background and focused the training on office-type settings. With the exception of some specific personnel applications in the second segment, the training content for this program was, as announced, generic information on the subject of supervising subordinate workers.

In the mid-70's and by Legislative action, State Corrections became a member of the Department of Human Resources (DHR), the State agency assigned to deliver social services to the people of Oregon. By virtue of this marriage, Corrections managers were required to attend DHR Management training. DHR was then the largest single agency in state government. Because of the breadth of its target audience, DHR management training was entirely generic and focused exclusively on principles that could be applied to mainstream supervisory situations and issues.

Legislative activity in July 1987 resulted in the removal of State Corrections from DHR and the establishment of a separate Department of Corrections.

As a response to the training issue, the then current administration of the Department of Corrections developed and delivered a 40-hour corrections-specific management training curriculum.

METHODOLOGY: In response to these historical factors and the planned expansion, the Oregon Department of Corrections implemented a 320-hour Correctional Institution Supervisor Candidate School. This training program had three phases:

Classroom Instruction Phase:

Instructional Design: During fiscal year 1988 - 89, Department of Corrections supervisors participated in an extensive and elaborate study of management duties conducted by the State of Oregon Executive Department. This detailed job-task-analysis was commissioned by the Oregon State Legislature for the purpose of establishing equity in job classifications and pay.

In addition in 1989, the Department of Corrections was involved in a wide-ranging safety evaluation of work place practices by the state Occupational Safety and Health Administration Division. The result of this extensive evaluation was an intensified level of

attention to work place safety issues, specifically focusing on management's duty to make work sites safe. Several instructional requirements were the by-product of the evaluation process.

Based on these sets of input, in May, 1989 Corrections executive staff established an 80-hour Management Training classroom curriculum. This program served as the foundation for the classroom program delivered during the Institution Supervisor Candidate School.

One of the initial high priority activities of this grant was to conduct a DACUM (Develop a Curriculum)-based job-task-analysis (JTA) of entry-level institution supervisors. The DACUM process was chosen because of its proven success as a quick and effective method of occupational analysis. This process involved asking selected DOC supervisors to identify the tasks that they perform on the job. Under the guidance of a contracted facilitator, the incumbents identified by consensus the tasks that they perform in common. Validation of their results was done by asking other incumbents to review those results. This JTA contributed to a revision and modification of the 80-hour curriculum. The Job Task Analysis results are included as Attachment B to this report.

Classroom Instruction: Following those activities, the 80-hour classroom phase was put into place. The courses offered included the following:

- Mission, Values and Ethics;
- Introduction to Supervision;
- Recruitment/Selection/AA/EEO;
- Legal Issues for Supervisors;
- Administrative Directives;
- Writing Position Descriptions and Setting Performance Expectations;
- Constructive Feedback and Appraising Performance;
- Employee Discipline;
- Supervising Labor Contracts and Grievance Resolution;
- Supervising Employee/Offender Relationships;
- Supervising Report Writing;
- Supervising a Safe Workplace; and
- Supervising Security Practices.

Classroom curriculum is available upon request.

The instructional design also included:

- Two written projects completed during class time;
- An oral presentation which required the combination of performance objectives from any three separate instructional modules into an integrated whole; and
- A pre- and post-test.

On-the-Job/Cross Training Phase:

This 200-hour component of the program immediately followed the 80-hour Classroom Phase. It was based on three principles; 1) a standard Field Training format (see Attachment C), 2) the value of cross training as a broadening experience, and 3) the notion that institution management is an inter-related business in which decisions which are made and procedures which are changed in one part of a given facility-set off a series of corresponding changes in all other areas of that same facility.

Therefore this OJT Phase had several notable elements to it. First, the program was separated into five, one-week visitations. Second, each of the visitations was spent at different institutions, i.e., Week one at Institution A, Week two at Institution B, Week three at Institution C, and so on. Third, most of the weekly assignments were with incumbent managers in departments or offices that were different from the student's normal duty assignment.

Again, the motivating concept in the OJT/Cross Training Phase was that institution management is based on an inter-related set of policies, procedures, interpretive decisions and personalities. These elements are in place on an on-going basis in any facility, and a program or procedure change in one part of a facility will require a corresponding change or set of changes throughout the facility. Decisions made in any part of a facility have ramifications throughout that facility.

Typically, first-line supervisors are promoted from line positions of narrow authority and focus. A Correctional Counselor, for example, has very little daily contact with the operations of the Infirmary. A training benefit could therefore be derived from the specific experience of seeing how inmate programming decisions have an effect on Infirmary operations, and vice versa. The final result of this instructional design was to have Food Service Stewards work with Security management, and Maintenance Repair Workers understudy with Program Services supervisors, all at institutions with which the students were unfamiliar. As an example, a Recreational Supervisor from OSP would end up visiting the following institutions and departments for one week each: OSCI--Maintenance; MCCF/SFFC--Security; CRCI--Program Services; EOCI--Health Services; and SCI--Food Services.

And finally, in order to give the supervising manager some flexibility in the management of their field training responsibility, as well as giving the students an additional instructional exercise, each student was given a reading list of management texts available from the Oregon State Library. Each student was required to select a minimum of 500 pages of text and prepare a written discussion of the book(s) around a programmed set of questions which were designed to connect the content of the text with the specific business of Oregon institutional corrections.

This assignment was to be completed and turned in to Project Management at the conclusion of the OJT/Cross Training Phase. (This assignment is included in Attachment D.)

Enhancement Phase:

This was a second classroom experience, 40 hours in length, which took place several months after the conclusion of the OJT/Cross Training Phase. It introduced the students to advancements in supervisory theory, and practical application of the theoretical principles that had been presented during the first classroom phase. The courses offered included the following:

- Mission and Values of Oregon State Government;
- Listening and Communicating Positively;
- Effective Business Writing;
- Surviving Change in the Workplace;
- Practical Personnel Issues I: Delivering Performance Appraisals; and
- Practical Personnel Issues II: Managing Grievances and Imposing Discipline.

IMPLEMENTATION: The initial, two phase 280-hour course was offered four times: August 12, 1991 through September 27, 1991; October 14, 1991 through November 29, 1991; December 2, 1991 through January 17, 1992; and February 3, 1992 through March 20, 1992. 56 students completed this portion of the program. The 40-hour Enhancement program was conducted three times: August 3, 1992 through August 7, 1992; August 10 through August 14, 1992; and August 17, 1992 through August 21, 1992. 42 of the original 56 students completed this portion of the course.

Enrollment Process: In keeping with the progressive nature of the original concept as developed by NIC, enrollment in the program was intentionally conducted outside the traditional promotional process. Rather than reinforcing the standard practice of allowing the current generation of institution management to select its successors, project management attempted to open the enrollment process as much as possible. For this reason two factors were introduced: First, applicants did not need to meet the minimum qualifications for the promotional position, but only to be within one year of those standards. This allowed a pool of potential promotional candidates to be established ahead of the need curve. And second, enrollment was essentially based on self selection.

After a review by agency Personnel Office staff to ensure that the "within one year" standard was met, Superintendents within the applicant's chain of command reviewed the application and analyzed

it based on a comparison of the applicant to the "Traits and Characteristics" list established during the DACUM job-task-analysis. Superintendents were urged to give applicants the opportunity to succeed or fail in the program on their own merits rather than exclude them from potential promotional opportunities before the applicant had attempted the program. Excluding applicants from the program was therefore a very rare occurrence.

Program Delivery: Enrollment was as follows:

- Class One: 13 students;
 - Class Two: 6 students;
 - Class Three: 13 students; and
 - Class Four: 24 students.
- ORIGINAL PROGRAM: 56 STUDENTS
- Enhancement Class One: 10 students;
 - Enhancement Class Two: 18 students; and
 - Enhancement Class Three: 14 students.
- EHANCEMENT PROGRAM: 42 STUDENTS

Enrollment in the original program by demographic category was as follows:

PROMOTIONAL AREA APPLIED FOR	GENDER	ETHNIC BACKGROUND
ADMINISTRATION	5 FEMALE; 5 MALE	9 CAUCASIAN; 1 HISPANIC
EDUCATION/VOC TRNG	2 MALE	2 CAUCASIAN
FOOD SERVICES	1 FEMALE; 2 MALE	1 ASIAN; 2 CAUCASIAN
MAINTENANCE	9 MALE	8 CAUCASIAN; 1 NATIVE AMERICAN
RECREATION	1 MALE	1 CAUCASIAN
SECURITY	6 FEMALE; 18 MALE	1 AFRICAN AMERICAN; 20 CAUCASIAN; 2 HISPANIC; 1 NATIVE AMERICAN
SUPPORT	6 FEMALE: 1 MALE	7 CAUCASIAN

OUTCOMES:

Below is a study that identifies the outcomes, on a student-by-student basis, of the Supervisor Candidate School program.

**OREGON DEPARTMENT OF CORRECTIONS
SUPERVISOR CANDIDATE SCHOOL
OUTCOMES STUDY; STUDENT-BY STUDENT ANALYSIS**

	STUDENT GROUP				CONTROL GROUP			
	Promoted	Special Assignment	Demoted	Terminated	Promoted	Special Assignment	Demoted	Terminated
CORRECTIONAL OFFICER SERIES; n=25								
Sergeant	3	4	1			3		
Corporal	2	3		1	1	2	1	1
Correctional Officer	1	1			1			
INMATE PROGRAMS/ TRADES; n=20								
Boiler Operator								
Boiler Operator Supvr								
Counselor		3						
Diagnostician								
Food Service Coordinator								
Landscaper								
Maintenance Worker								
Program Coordinator								
Recreation Specialist 2								
Teacher								1
Vocational Instructor								1
ADMINISTRATION/ SUPPORT; n=11								
Accountant I								
Executive Support Spec I				1			1	1
Executive Support Spec II		1						
Office Specialist I	1				1			
Office Specialist II	1							
Purchasing Agent								1
TOTAL; N=56	8	12	1	2	3	5	2	5

The study compares this student group with a matched group, randomly selected, of 56 other Oregon DOC staff who did not attend the program. The matching occurred within three fields--Position Title, Gender, Race. Some students represented positions with such a small population of incumbents that the Student/Control Group matching could not be made perfectly. A fourth field, Institution, was considered and then discarded because of the difficulty in creating a perfect, field-by-field match. Each group was then divided into three sub-groups by institution program area; Correctional Officer-series, Inmate Programs/Trades, Administration/Support.

Once the matching had been completed and the control group selected, the groups were compared in four ways--number promoted, number receiving special assignments, number demoted, number terminated. The special assignments category included three possibilities--Tactical Emergency Response Teamassignment, Hostage Negotiator assignment, and completion of Instructor Development program and assignment as Classroom/Range Instructor.

Outcomes Summary: It is clear that, in the short time since the conclusion of the Correctional Institution Supervisor Candidate School, twice as many program graduates have received promotions as members of the control group. In addition, a companion measure demonstrates that program graduates are more than twice as likely to volunteer for, and be accepted into special agency assignments as the control group. Reverse measures indicate that negative outcomes - demotion or termination - occurred half as often in the student group as in the control group.

While the numbers are small, and assuming that factors beyond the training experience affected the outcome, such as the fact that the self selection model favors employees who already feel professionally empowered and who are eager to contribute to the agency in a special way, the measures do consistently point to the Correctional Institution Supervisor Candidate School as having a positive impact on the identification and preparation of a new generation of institution supervisors.

Even though the suspension of the Department's expansion plans did not allow as many promotional opportunities to become available as had been anticipated, project management feels that in this climate a 14% promotion rate, and 21% special assignment rate demonstrate a successful outcome to the project.

POLITICAL ENVIRONMENT: As mentioned in the introduction to this report, external political events may have contributed to the final results of this project in the state of Oregon. In order to collect the impact of those experiences for the benefit of other

agencies which would be interested in applying a program of this nature, the following is provided.

Span of Control: In an effort to flatten organizations, and thereby reduce the layers of management between the top and bottom, many agencies are enlarging the span of control of managers' positions. Where a one manager to nine subordinates (1 to 9) ratio has been traditionally accepted as appropriate in Oregon state government, it is now common to find pressure both internally, and externally to widen that span of control to a 1 to 12 ratio. Whether this concept can be applied in a correctional setting without compromise of facility security or employee/inmate safety remains to be seen, but it is certain that in conjunction with the two forces to be mentioned below, there will be pressure to adopt greater spans of control than now exist. This will reduce the number of supervisory positions available for promotional purposes.

The Decreasing Role of Mid-Management: The statement that "mid-management is an endangered species" is commonly heard from current organizational speakers and the authors of management texts. Traditional supervisor-subordinate relationships are being replaced by Self Directed Work Teams, or even Directed Work Teams. Seminars on Team Building are common, and correctional systems can potentially benefit from the lessons presented there. Effective correctional facilities have enacted team management strategies for decades, and the pressure to increase that activity is connected to the national perception that traditional hierarchical management can result in an adversarial relationship in agency labor relations. Once again, this change in management practice reduces the number of management positions which will be available for promotion in years to come.

General Public Sentiment Regarding Government: It is commonly accepted that a growing feeling of dissatisfaction with property taxes and the accountability of government were the primary causes of the tax limitation measure that passed in Oregon in 1990. The result of the measure has been a decreased general fund revenue base for all of state government. While it is true that public safety programs are often spared from the most harsh cuts during times of limited budgets, it is also true that they are not spared entirely. Program expansion is almost certainly curtailed, and large scale building programs stop abruptly.

The State of Oregon correctional system went from a plan of statewide expansion in institution and community corrections to downsizing and cut-back management. In combination with the two elements mentioned above, it is probable to expect that supervisory positions even in correctional facilities will grow at a reduced rate in the near future, if Oregon's experience has broad currency at all.

PROGRAM SUGGESTIONS:

- If applied in a correctional system in a manner similar to the one used in Oregon, there is great chance that the program will successfully surface candidates for future promotion. The existence of the program is a signal to the best, brightest, most goal centered, early to mid-career line staff that the organization is interested in their future, and is able to plan for its own growth. The program will enfranchise a section of the veteran line staff population that is confident and is interested in contributing to the success of the agency in the future. The program will be motivating to these students and to the managers with whom they come in contact.

- If expansion is occurring in a system, a program such as this will provide a well trained pool of potential candidates for promotions based on that expansion. This will allow the agency to be ahead of the promotional need curve when expansion takes place.

- Since the outcome measures consistently point to the Correctional Institution Supervisor Candidate School as having a positive impact on the identification and preparation of a new generation of institution supervisors, even a system with modest inmate population growth can use the program to fill vacancies that exist as a result of traditional agency turnover; transfers, retirements, other promotions, etc.

- In order to enfranchise those most motivated to positively effect change in the organization, enrollment in the program should stand outside of the traditional promotional process. Allowing candidates to enroll before they are eligible for promotion is a valuable idea. It is expected that agencies will find a large and willing pool of candidates for a program such as this. The candidates will tend to be early to mid-career line staff, eager to contribute to agency success, amenable to the new skills and information which they will receive, and highly motivated both personally and professionally.

- Although the initial enrollment process should stand outside the traditional promotional system, the program itself must be incorporated into the promotional practices of the agency.

Participants must see that their efforts will be rewarded through advancement within the agency. A promotional system that does not reward the effort required by such a program as this will send contrary messages to interested employees.

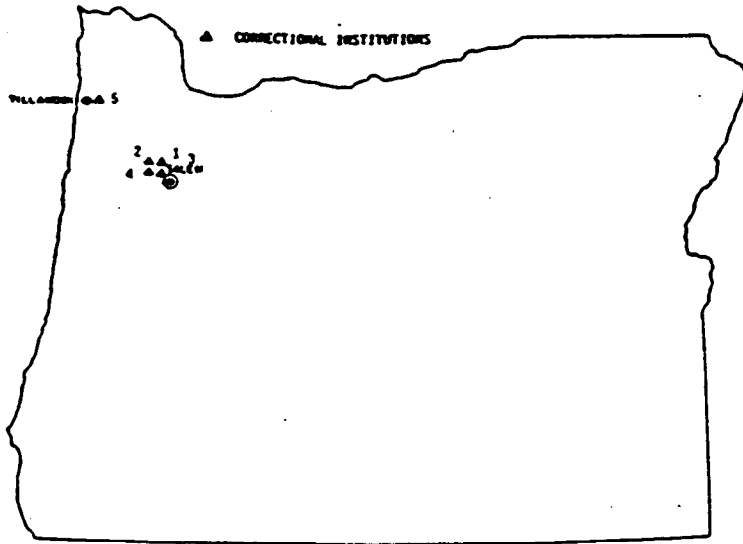
- Cross training for the purpose of broadening the vision of line staff is a very valuable tool as they consider a career in corrections management.

- Some elements of current management thinking and future management performance are counter to the notion that corrections institution management will continue to expand. Failure to take external political realities such as this into consideration during program formulation could result in a program that implies promotional success where that success will not then be available.

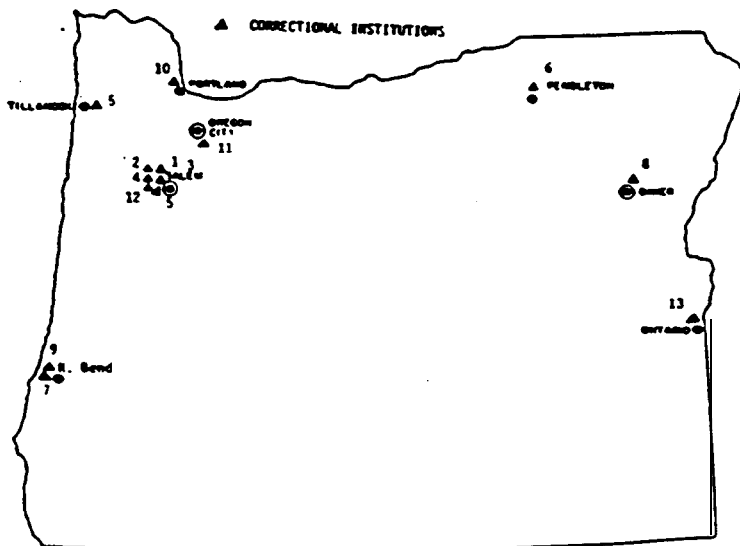
ATTACHMENT A:

MAPS; 1979 INSTITUTIONS, CURRENT INSTITUTIONS

MAP A - 1979 INSTITUTIONS



MAP B - CURRENT INSTITUTIONS

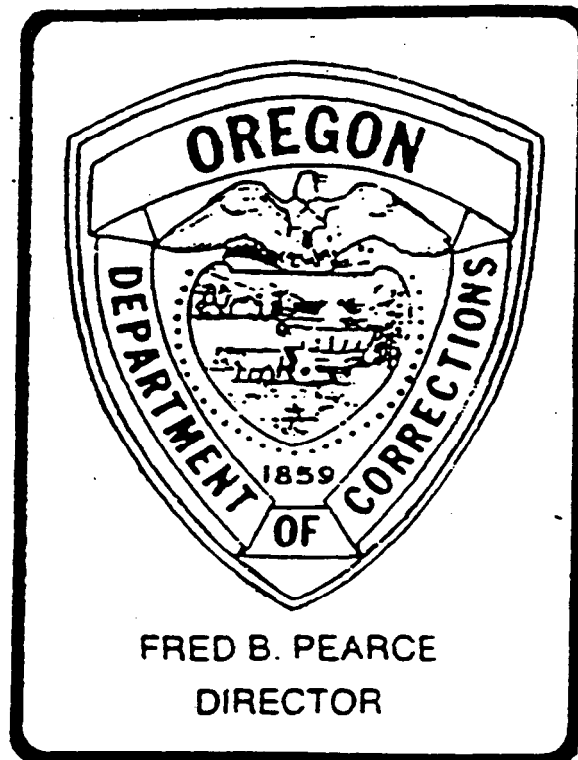


ATTACHMENT B:
DACUM JOB TASK ANALYSIS RESULTS

OREGON DEPARTMENT OF CORRECTIONS

FIRST LINE SUPERVISORS

JOB TASK ANALYSIS



Conducted November 13-16, 1990

Coordinated by the Oregon
Department of Corrections
Staff Training Section

Co-Sponsored by the
National Institute of Corrections

FIRST LINE SUPERVISOR

. . . is responsible for supervision of the work of represented/unrepresented employees performing the unit's tasks.

DUTIES		←-----			
A	Manage Personnel Functions	A-1 Develop position description	A-2 Recruit new employees	A-3 Interview/recommend prospective employee	A-4 Develop plan/post or
		A-9 Resolve differences between staff members	A-10 Take progressive disciplinary action	A-11 Resolve employee grievances	A-12 Maintain in-house per files
B	Manage Unit Operations	B-1 Prioritize needs	B-2 Prioritize tasks to be completed	B-3 Schedule and assign staff	B-4 Monitor performance
		B-9 Respond to various communications	B-10 Conduct staff meetings	B-11 Respond to emergencies	B-12 Ensure facility's maintenance
C	Manage Inmates	C-1 Provide clear rules and regulations	C-2 Enforce rules and regulations	C-3 Ensure staff enforcement of inmate accountability	C-4 Provide an environment that fosters communication
		C-9 Review and approve inmate payroll			
D	Perform Administrative Support	D-1 Prepare monthly report	D-2 Attend administrative meetings	D-3 Interpret Rules/Procedures	D-4 Review and Procedure recommend ch
E	Manage Budget	E-1 Develop a decision package	E-2 Develop purchase package	E-3 Monitor Budget Reports	E-4 Ensure accountability of expenditure
F	Provide Training	F-1 Identify training needs of staff	F-2 Identify and secure training resources	F-3 Develop a training plan	F-4 Schedule staff for training
G	Maintain and Promote Community Relations	G-1 Represent the Department with Community Groups	G-2 Maintain relationships with other agencies	G-3 Maintain relationships with business community	G-4 Assist community with inmate labor programs
H	Maintain and Develop Professional Expertise	H-1 Participate in conferences and workshops	H-2 Maintain professional certification/licensing	H-3 Review professional literature	H-4 Maintain professional contact in community

----- TASKS ----->

ork s	A-5 Write performance appraisals	A-6 Establish work/vacation schedules	A-7 Recognize employee contribution	A-8 Counsel staff
----------	----------------------------------	---------------------------------------	-------------------------------------	-------------------

nel				
-----	--	--	--	--

aff	B-5 Monitor staff time/attendance	B-6 Enforce security procedures	B-7 Ensure compliance with safety and sanitation	B-8 Ensure compliance with state/local regulations
-----	-----------------------------------	---------------------------------	--	--

	B-13 Evaluate program's effectiveness			
--	---------------------------------------	--	--	--

	C-5 Investigate/respond to various grievances	C-6 Provide services and/or programs for special needs inmates	C-7 Review inmate assignments	C-8 Review staff evaluation of inmate performance
--	---	--	-------------------------------	---

es and es	D-5 Disseminate information	D-6 Provide compliance with Affirmative Action Plan	D-7 Maintain unit files	
-----------------	-----------------------------	---	-------------------------	--

--	--	--	--	--

ing				
-----	--	--	--	--

	G-5 Interact with public	G-6 Conduct tours		
--	--------------------------	-------------------	--	--

	H-5 Serve in acting capacities			
--	--------------------------------	--	--	--

General Skills and Knowledge

Budgeting Skills
Computer Literacy
Counseling Skills
Data Collection/Interpretation
Delegating
Games That Inmates Play
Inmate Psychology
Interviewing Skills
Listening Skills
Negotiating Skills
Time Management
Verbal Communication
Written Communication

Traits and Characteristics

Common Sense
Consistency
Dedication
Dependability
Diplomacy
Fairness
Flexibility
Good Reputation
Honesty
Intelligence
Loyalty
Open-Mindedness
Patience
"People" Person'
Positive Attitude
Punctuality
Sense of Humor
Tact

Tools and Equipment

Department Rules and Procedures
General Services Purchasing Rules
Labor Contracts
OSHA Regulations
Executive Department Personnel Rules
**Office Automation Equipment
and Instructional Manuals**
Security Equipment
Reference and Resource Materials

Panel Members

Tony Crowley
Vocational Training Manager
Oregon State Penitentiary

Ron Frost
Laundry Manager
Unigroup/EOCI

Pennie Hathaway
Office Services Manager
Oregon State Penitentiary

John King
Vocational Training Manager
Oregon State Correctional Institution

Richard Ladeby
Food Services Manager
Oregon Women's Correctional Center

Royce Marlin
Physical Plant Supervisor
Oregon State Correctional Institution

Jim Miranaka
Social Services Manager
Oregon State Penitentiary

Frank Papenfus
Lieutenant
Santiam Correctional Institution

Chuck Reese
Captain
Oregon State Penitentiary

Kent Ward
Executive Assistant
Health Services

Dick Wenger
Lieutenant
South Fork Camp

Facilitator

Allen Want
DACUM Services
Columbus, Ohio

Organized by

Gregory R. Merton
Oregon Department of Corrections

ATTACHMENT C:
OJT/CROSS TRAINING MANUAL EXAMPLE

**Correctional Institution Supervisor Candidate School
On-the-Job Training Manual**

PROGRAM SERVICES - PROGRAM SPECIFIC	Information has been presented to me and I understand how I am to perform in each area.	Knowledge and/or ability has been demonstrated by employee.
Initials & Dates Required below.		
A. Manage Personnel Functions		
1. Develop position description		
2. Recruit new employees		
3. Interview/recommend prospective employee		
4. Develop work plan/post orders		
5. Write performance appraisals		
6. Establish work/vacation schedules		
7. Recognize employee contribution		
8. Counsel staff		
9. Resolve differences between staff members		
10. Take progressive disciplinary action		
11. Resolve employee grievances		
12. Maintain in-house personnel files		
B. Manage Unit Operations		
1. Prioritize needs		
2. Prioritize tasks to be completed		
3. Schedule and assign staff		
4. Monitor staff performance		
5. Monitor staff time/attendance		
6. Enforce security procedures		
7. Ensure compliance with safety and sanitation		
8. Ensure compliance with state/local regulations		
9. Respond to various communications		

**Correctional Institution Supervisor Candidate School
On-the-Job Training Manual**

PROGRAM SERVICES - PROGRAM SPECIFIC	Information has been presented to me and I understand how I am to perform in each area.	Knowledge and/or ability has been demonstrated by employee.
Initials & Dates Required below.		
10. Conduct staff meetings		
11. Respond to emergencies		
12. Ensure facility's maintenance		
13. Evaluate program's effectiveness		
C. Manage Inmates		
1. Provide clear rules and regulations		
2. Enforce rules and regulations		
3. Ensure staff enforcement of inmate accountability		
4. Provide an environment that fosters communication		
5. Investigate/respond to various grievances		
6. Provide services and/or programs for special needs inmates		
7. Review inmate assignments		
8. Review staff evaluation of inmate performance		
9. Review and approve inmate payroll		
D. Perform Administrative Support		
1. Prepare monthly report		
2. Attend administrative meetings		
3. Interpret rules/procedures		
4. Review rules and procedures and recommend changes		
5. Disseminate information		
6. Provide compliance with Affirmative Action Plan		
7. Maintain unit files		

ATTACHMENT D:
ORAL PRESENTATION AND READING ASSIGNMENT
INSTRUCTIONS

Correctional Institution supervisor Candidate School
On-the-Job Training Manual

PROGRAM SERVICES - PROGRAM SPECIFIC	Information has been presented to me and I understand how I am to perform in each area.	Knowledge and/or ability has been demonstrated by employee.
Initials & Dates Required below.		
E. Manage Budget		
1. Develop a decision package		
2. Develop a purchase package		
3. Monitor budget reports		
4. Ensure accountability of expenditures		
F. Provide Training		
1. Identify training needs of staff		
2. Identify and secure training resources		
3. Develop a training plan		
4. Schedule staff for training		
G. Maintain and Promote Community Relations		
1. Represent the Department with community groups		
2. Maintain relationships with other agencies		
3. Maintain relationships with business community		
4. Assist community with inmate labor programs		
5. Interact with public		
6. Conduct tours		
H. Maintain and Develop Professional Expertise		
1. Participate in conferences and workshops		

Correctional Institution Supervisor Candidate School
On-the-Job Training Manual

PROGRAM SERVICES - PROGRAM SPECIFIC	Information has been presented to me and I understand how I am to perform in each area.	Knowledge and/or ability has been demonstrated by employee.
Initials & Dates Required below.		
2. Maintain professional certification/licensing		
3. Review professional literature		
4. Maintain professional contact in the community		
5. Serve in acting capacities		

CORRECTIONAL INSTITUTION SUPERVISOR CANDIDATE SCHOOL

ORAL PRESENTATION INSTRUCTION SHEET

As one of the last modules in the Supervisor Candidate School, each of you will be asked to prepare and deliver a 10-minute oral presentation based on material of your choice, selected from the classroom instruction presented previously. Specifically, select any three performance objectives found in your classroom training manual and develop a presentation that connects the three concepts. The working theory is that institution management is a broad field which requires the incumbent to have expertise in many areas, and to be able to integrate the various areas of knowledge (safety, legal issues, personnel issues, security, etc.) with each other. No single piece of information stands alone. Every choice, decision, concept relates to many others. The purpose of this presentation is to determine your skill at meshing these ideas with each other.

Your presentation must be at least 5 minutes and may be no longer than 10 minutes. It must be accompanied by a written outline of your material.

You will be evaluated on your outline, your presentation skills and your material (technical accuracy, breadth of content, ability to expand material if questioned).

Training aids such as flip charts, overhead projections, hand outs may be used.

***CORRECTIONAL INSTITUTION SUPERVISOR CANDIDATE SCHOOL
On-The-Job Training Phase; Supplemental Reading Assignment***

As part of the on-the-job training phase of the Correctional Institution Supervisor Candidate School, you are being asked to complete a supplemental reading assignment. Attached to this page of instructions is a reading list compiled from several management training courses. The books relate either to general management theory or to specific issues in correctional management..

These books are all available through the Oregon State Library.

Your assignment is to select and finish one or more of the books (reading a total of at least 500 pages), and prepare a paper analyzing your understanding of the author's ideas. Your paper does not need to be type written, but it must be legible. It must be mailed (or faxed) to me by the conclusion of the OJT phase. No extensions of this deadline will be authorized. An outline of the items to be included in your analysis is also attached.

My phone number is 378-2498. The Employee Training Section address is 2575 Center Street NE, Salem, Oregon 97310. Our fax machine number is 378-8681.

CORRECTIONAL INSTITUTION SUPERVISOR CANDIDATE SCHOOL
Reading Assignment Outline

Book Title:

Copyright Date:

Publisher:

Length:

Author(s):

Author Biography:

Identify and explain the author's primary point, concept or idea:

Identify and explain the author's understanding of organizations that contributes to this main point:

Identify and explain the author's secondary, or subordinate points, concepts or ideas:

Which concepts would work in or contribute to the operation of the Oregon Department of Corrections? Why? Be specific.

Which concepts would not work in or contribute to the operation of the Oregon Department of Corrections? Why? Be specific.

What adjustments would have to be made? Be specific.