

CHAPTER 4

REVIEW OF THE MODELS UTILIZED TO DEVELOP AND EVALUATE A TREATMENT PROGRAMME FOR INCARCERATED RAPISTS

4.1 INTRODUCTION

This chapter explains the rationale and motivation for why the researcher selectively utilized two different models in the study simultaneously, as the researcher found that she was dealing with two simultaneous processes and that one (a change process) was taking place within the other (the development and implementation of the treatment programme).

First the researcher chose Mink, Esterhuysen, Mink and Owen's (1993) Total Transformation Management Process model to develop the treatment programme. This model provided the framework within which the treatment programme was developed and implemented at the same time, and guided the learning process for the researcher as well as the rapists.

Then the researcher chose Brock and Salerno's (1994) Change Cycle to evaluate the outcome of the treatment programme for incarcerated rapists as this model illustrates very clearly the different cycles of change, or stages, that occur in people when they are dealing with any change effort.

4.2 THE TOTAL TRANSFORMATION MANAGEMENT PROCESS

The researcher used the Total Transformation Management Process (Mink et al., 1993, p. 12) because it is an action model for managing change. It is a guided learning process and provided a structured framework within which the study was done. According to Mink et al. (1993), their method is a way to improve the process as findings and data are gathered while the process is still going on. The Total Transformation Management

Process was therefore utilized to develop and implement a treatment programme at the same time in a prison context.

The Total Transformation Management Process model was utilized for the following reasons:

- The Total Transformation Management Process (TTMP) is based on the belief that successful change efforts must incorporate two concepts that anchor each end of the process, namely work on the entire system and special attention to the human side.
- The model offers a logical approach for dealing with organizational change as it focuses on the learning needs of both individuals and groups in the context of an open organization. In addition, the use of diagnostic tools, surveys, instruments, and activities does not affect the logic of the process.
- It can be applied to any change effort, irrespective of whether it is a large-scale corporate environment or is utilized by a single person in his/her own environment/department.
- The model is unique in that it is a holistic approach as it
 - optimizes capacity to allow for the exchange of human energy
 - minimizes the constraints created by the environment, structure, processes, policies and technology
 - is open and communicative both in itself and with other systems in its environment.
- It enhances the organization's ability to learn and adapt to a variety of environmental issues and opportunities.

Mink et al. (1993) define the Total Transformation Management Process as follows:

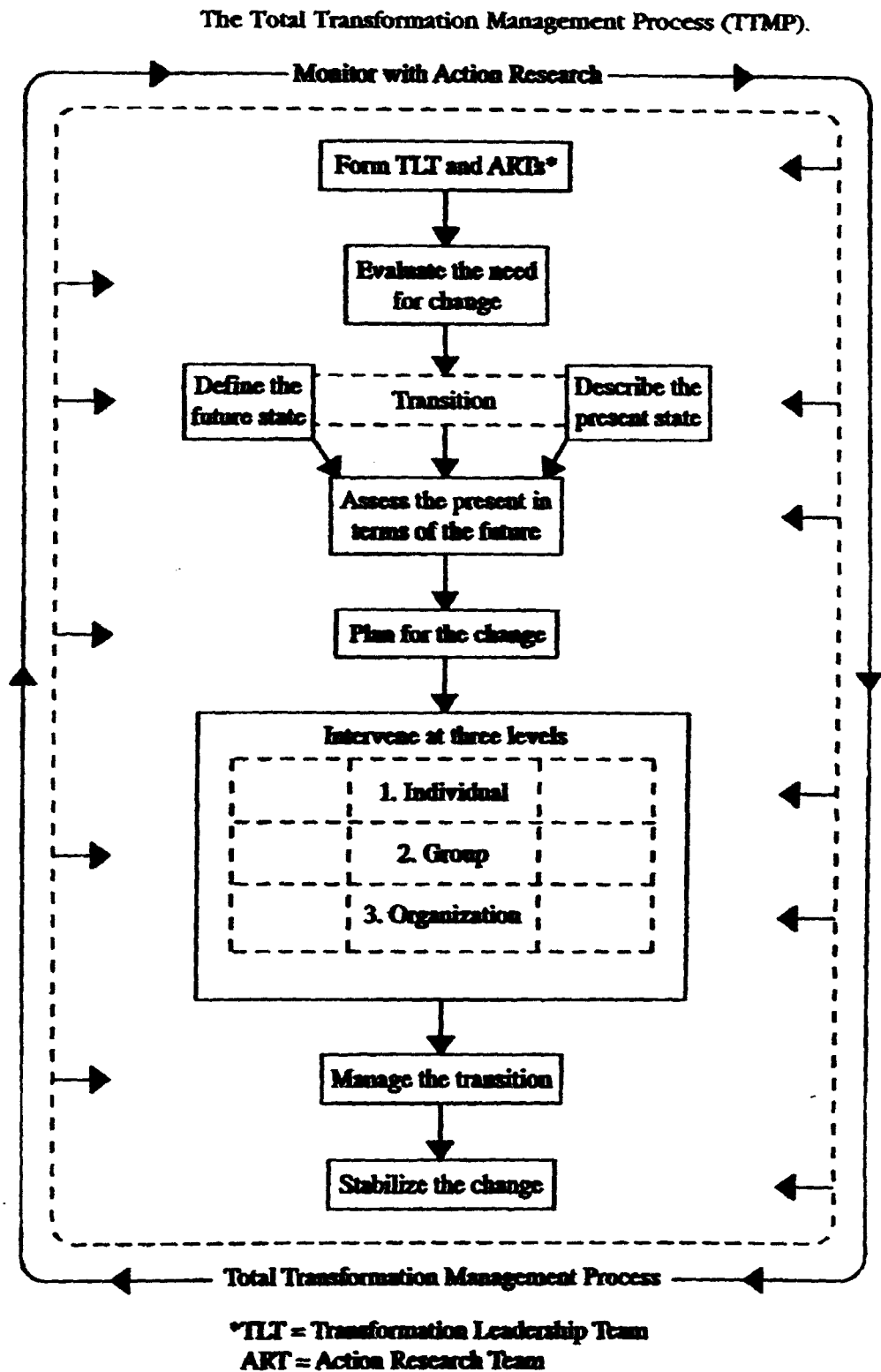
- Total refers to the comprehensive nature of the model and its application as an integrated process for managing both large- and small-scale change.
- Transformation means corporate transformation as defined by Kilmann, Covin and Associates (1988, cited in Mink et al., 1993, p. 11): “Corporate transformation is a process by which organizations examine what they were, what they are, what they will need to be, and how to make the necessary changes. Implementing those changes affects both psychological and strategic aspects of an organization. The term *corporate* is used to convey the comprehensive effort required in contrast to piecemeal or single-division effort. *Transformation* indicates the fundamental nature of the change in contrast to a mere linear extrapolation from the past. Corporate transformation is serious, large-scale change that demands new ways of perceiving, thinking and behaving by all members of the organization.” Because they are talking about transformative change, Mink et al. (1993) indicate that they use the words transformation and/or change interchangeably as both these concepts indicate intense learning.
- Management refers to guidance and not control. According to Mink et al. (1993), organizational systems tend to maintain equilibrium or continuity. When change is introduced, the organization may drift back into its former state. Therefore, if an organization is to implement change successfully, it must effectively manage a balance between change and continuity. For them, managed means planned, led, organized, or guided – much as one would guide one’s own learning process. This implies that in order for an organization to change, any implementation will rely heavily on the organization’s innate capacity to learn and transform itself.

- Process refers to step-by-step action as the process begins at a certain point, stops only after completion, and then repeats itself all over again. Transformation is therefore an ongoing process, not a singular event and always starts with people first. Making changes in a structural, political, cultural or symbolic system thus depends upon people learning about change and then investing their loyal wholehearted informed support.

This action model suited the researcher's thinking framework as it offered a logical as well as holistic approach in the development and implementation of the treatment programme for rapists. It also anchored each end of the process; the entire system/organization (the work side) while also giving attention to the human side (namely, the incarcerated rapists). It allowed the use of different assessment tools, activities and resources; could be used by an individual (the researcher) to bring about change in a small-scale effort; it would guide the learning needs of the rapists in an individual as well as a group context in order to examine what they were, what they are, what they will need to be and how to make the necessary changes because when change occurs it is easy to fall back into the former state; it allowed for optimal exchange of human energy; was open and communicative and minimized constraints created by the environment, structure, processes, policies and technology.

Figure 4.1 illustrates Mink et al.'s (1993) Total Transformation Management Process model graphically. The portion of the model illustrates the major components. The outer ring and its inward-pointing arrows represent the ongoing probing and reflection that take place throughout the process. The probing and reflection provide a way or method to improve the process, based on findings obtained from data gathered while the process is still going on. Even though figure 4.1 is a linear format/process, the actual application does not have to be linear at all.

Figure 4.1 The Total Transformation Management Process



Source: Mink et al. (1993, p. 12)

4.2.1 Major components of the Total Transformation Process

4.2.1.1 Objectives

4.2.1.1.1 Forming Transformation Leadership and Action Research teams

According to Mink et al. (1993), the people who lead the change in an organization are very important as they indicate that leaders can be found anywhere in an organization at any given moment. For a major change effort, however, two types of leaders are needed, namely the Transformation Leadership Team (TLT) and the Action Research Team (ART). Usually, and in most cases, the TLT is the company's top management group and, because they are usually involved in so many other efforts, their strongest contribution is providing strategic direction (establishing vision, mission, clear goals, and shared values for the organization). At the very least, Mink et al. (1993) feel that top management must sponsor and support the TLT as the TLT sponsors the change effort and provides the vision for the organization for the future. The ART, on the other hand, usually monitors the change process and helps the organization to match results to intentions. In a very small organization, the TLT and the ART can be different leaders but they may also be found in one and the same person.

In this study, the Transformation Leadership Team (TLT) and the Action Research Team (ART) were the same. Mink et al. (1993) regard this as common practice in small organizations. The Department of Correctional Services, however, is not a small organization but the Directorate of Psychological Services is. Since this specific study formed part of the research objective, it was implemented by the researcher herself (as a senior manager in the organization and as a psychologist) and was done on a small scale in the organization. The researcher could thus be a member of both the Transformation Leadership Team (TLT) and the Action Research Team (ART).

4.2.1.1.2 *Evaluating the need for change*

The need for change had been identified in that incarcerated rapists should not only be incarcerated but should also be treated (see chapter 2).

4.2.1.1.3 *Defining the future state*

The researcher assumed that if a treatment programme were accessible during incarceration, incarcerated rapists would attend such a treatment programme willingly and might be released from the prison environment as rehabilitated law-abiding persons in the future.

4.2.1.1.4 *Describing the present state*

The need for a treatment programme for rapists had increased since 1994 (see chapter 2).

4.2.1.1.5 *Access the present in terms of the future*

Given the rising crime and rape rate, it could be assumed that rapists would leave prison with no treatment and go back to the community with no positive lessons learned unless something was done about it.

4.2.1.1.6 *Planning for the change*

The research methodology as discussed in chapter 5 guided the study and allowed the researcher to interpret the data collated from all the relevant sources.

4.2.1.2 *Intervention at three levels*

The core or the heart of the Total Transformation Management Process (Mink et al. 1993) is intervention envisaged on all three levels, namely individual, group and

organization level.

4.2.1.2.1 *Intervening at the individual level*

According to Mink et al. (1993), no matter how good the plan, if the leader who advocates a change fails to work with the individuals involved who will be affected, nothing will happen except more of the same. At the individual level, therefore, people's stages of concern, motivational patterns, goal directedness and self-management capacity need to be examined by means of diagnostic tools, questionnaires and activities, to identify feelings that may stand in the way of the change process.

4.2.1.2.2 *Intervening at the group level*

Both individual and group potential are developed by establishing a clear purpose and shared values, which can be optimised through a group process, comprising the following five steps (Mink et al., 1993):

(1) Developing mutual trust

Trust is a key component as it unifies groups and allows the group as a whole to take reasonable risks. Mink et al. (1993) mention that personal competence is a critical component of trust because it centres on performance issues. For them, many performance problems stem from the low level of competence of a given individual on whom a group depends. This can cause a paradox because for trust to be built, someone has to take a risk, and if it is not safe to take a risk then no trust exists. The way the group handles or manages this paradox will determine the ultimate success.

According to Morrison et al (1994), persons working with sex offenders need to understand the processes of group development if they are to maximize the opportunities for real change that exist in group treatment and this

development should therefore not be left to chance. Agazarian and Peters (1981, in Morrison et al. 1994, p. 119) note that “unless there is a specific input to stimulate group growth, the passage of time does not guarantee progression”.

For Morrison et al. (1994), a healthy trust relationship is necessary for group members to work together on therapeutic goals. Trust develops in groups that reward sharing of ideas, thoughts, opinions and feelings and includes aspects such as making and keeping simple agreements. According to Mink et al. (1993), groups who have trust are characterized by a climate of cohesion, belonging and mutual confidence.

Morrison et al. (1994) maintain that basing a relationship with an offender on trust is likely to be problematic because while the offender tries to be honest and straightforward, his distortions, self-deceptions and varying levels of motivation will make him an unreliable source of accurate information about his current situation, level of deviant sexual preoccupation and past illegal sexual behaviour.

From the above it is clear that all relationships are based on the confidence that people have in themselves as well as in others. When people lack such confidence, they will develop closed, defensive, protective strategies for relating to others and such relationships will rarely result in anything of lasting value. Trust is therefore the belief that when we take risks with one another, we will act in a way that will nurture rather than harm. According to Mink et al. (1993), there are three ways in which such risks can be taken, and they correspond to three kinds of trust, namely:

- self-disclosure trust, which is present in groups where people are free to share without feeling a need to protect themselves
- contract trust where people make and carry out simple agreements (e.g.,

be on time, allow others an opportunity to speak, to do assignments)

- safety trust where one person is confident that the other won't harm him or her physically or mentally – either accidentally or on purpose.

(2) Recognizing and accepting individual differences

As trust develops, members will develop the confidence to share more and more of themselves. Mink et al. (1993) indicate that healthy groups acknowledge and respect each person's unique point of view and permit members to use their special skills and talents in the process of achieving term goals and objectives.

Because every individual is unique, the ability to develop a sense of uniqueness is an important aspect of individual development. Mink et al. (1993) argue that individuals need to feel unique in the same way that groups need to feel unique, if both individuals and groups are to function optimally.

Being accepted in the group, therefore, is important because in order for the group to function well, it must be open and foster the acceptance of individuals. It is only when individuals feel accepted that they will express what is most fundamental to their identity. Self-exposure and possible rejection are pitfalls in this process towards acceptance. The way the group and the therapist accommodate or work through these pitfalls determines whether the individual feels threatened or accepted and valued, therefore, unique.

According to Mink et al. (1993), the following behaviour can enhance a sense of uniqueness:

- Give all members opportunities to express themselves; encourage them to express themselves through their work, where possible;

reward self-expression when it occurs.

- Recognize each person's special skills and talents.
- Recognize what each team member does, and provide feedback on performance; reward competent performance, and correct incompetent performance.
- Give as much responsibility for performance as possible to each person (make people accountable for results rather than for the methods they use).
- Encourage and reward innovation.
- Encourage and reward reasonable risk taking.
- Spend time with each team member.
- Get to know each person as an individual (find out about each person's values and special interests).
- Treat each person as an individual.
- Encourage openness by practising openness.
- Use special communication skills.
- Encourage creative approaches to solving team problems.

(3) Giving and receiving feedback

In order to learn, grow and succeed, group members require feedback on how their performance compares with what is expected of them. Availability of feedback enables the individual and the group to stay on target and accomplish a shared purpose. Feedback is therefore designed to enhance learning and to make choices and not to control the other person. It is a mutual process whereby persons give and receive feedback in a meaningful way. According to Mink et al (1993), this process refers to the state of the team in which members have resolved power issues first by developing the norm of accepting and using individual talents, and secondly by learning how to engage in mutual influence. This process is based on trust and acceptance because as this increases, they will be more likely to share their feelings with

each other, especially those feelings that relate to how their behaviour affects other group members.

(4) Solving problems

The capacity to solve problems is very important as problems may arise from many different sources (e.g., individuals, technical problems etc). Successful groups learn to identify problem areas and how to deal with them and how to find effective solutions. If this does not happen an individual or the group might proceed to find fault and/or a scapegoat, which will reduce an individual or the group's effectiveness (Mink et al., 1993). It is therefore important that group members accept problems as natural and acceptable because they will then begin to experiment with ways of handling them.

Mink et al. (1993) state that there are two phases in the problem-solving process. The first phase is dialogue, when potential ideas are thought about, and the second phase is discussion, when ideas are evaluated critically. In the latter phase the ideas with the most impact can then be chosen, plans developed and/or implemented, and further decisions made. This is an important learning process for effective groups because once trust, acceptance and feedback are in place, problem solving is the next natural step.

(5) Letting go of the past

As the group begins to identify and try to solve problems, group members will sometimes succeed and sometimes fail. Based on their own experience offenders as well as the group often dwell on the past or worry excessively over the future, which could negatively affect team morale. Mink et al. (1993) argue that if the group can let go of the past, they will be able to free themselves and focus on the present. Therefore it is important that when they have accomplished an important goal it should be celebrated and when they

have failed something, be allowed the opportunity to grieve appropriately. This important part in the process strengthens the group and it enables them to let go of what has been done and to refocus on what is to be accomplished next. According to Mink et al. (1993), this process frees up energy that would otherwise be tied up in resentments, regrets and/or shaken confidence and allow the group to stay on track. And again, the capacity to grieve or celebrate is founded on trust, acceptance and feedback (Mink et al., 1993).

4.2.1.2.3 *Intervention at the organizational level*

The interrelationships among individual, group and organizational levels are important and this study therefore also explored the interrelationships between each of those levels and the various internal and external environments.

4.2.1.3 *Managing the transition*

Once a change effort gains momentum, the challenge is to keep the process going. This requires a dual focus, namely on the organization as a whole and on the people who are involved in the change process (Mink et al., 1993). The researcher, therefore, had to maintain awareness of the members as individuals, as groups and as internal and external networks because they were all interrelated and all could learn from this process.

4.2.1.4 *Stabilizing the change*

The stability of a new equilibrium is a direct reflection of the overall success of learning at the individual, group, and organizational levels (Mink et al., 1993).

4.2.1.5 *Monitoring the change*

Mink et al. (1993) point out that monitoring change is an ongoing process and not a final step because all people need to reflect on their actions if they are to learn from them. Monitoring change, therefore, provides the framework for broadening the basis of learning and participation and strengthens commitment to goals. The basic steps to monitor change are

- data collection and analysis
- shared feedback and data interpretation
- participative action planning and implementation
- evaluation

4.3 THE CHANGE CYCLE

The researcher used Brock and Salerno's (1994) Change Cycle to determine the change cycles the rapists went through during the treatment programme and to indicate whether or not change did, in fact, take place during the implementation of the treatment programme. According to Brock and Salerno (1994), change is an integral part of life because the degree to which people are adaptable is the degree to which they create a healthy emotional, mental, spiritual and physical state of well-being. Change affects thoughts, feelings and behaviour and all three these aspects are focal points in any person's life.

Evaluation research can be carried out with almost any kind of programme to determine whether it is achieving those things claimed for it or more generally to determine what its consequences are. Programme evaluation is a means to determine how effectively different kinds of arrangements work out in practice. The researcher, therefore, decided to evaluate whether, in fact, change occurred in the rapists during and after the treatment programme was implemented as this was of interest to her.

4.3.1 The Interchange Cycle

In this study it was important to use a model or a tool to establish whether change occurred during and after the implementation of the treatment programme. Brock and Salerno's (1994) Interchange Cycle was selected because it follows six different stages where change takes place and involves feelings, thoughts and behaviour that can be observed.

According to Mink et al. (1993), change is learning, and learning is change. The evaluation of the change, if any, was important in this study. Various processes were involved and it became more than one learning process – one learning process for the rapists and another for the researcher. The purpose was to enable the rapists to transform/change their behaviour by allowing them to examine who they were, what they were, what they would need to be and how to make the necessary changes to get there.

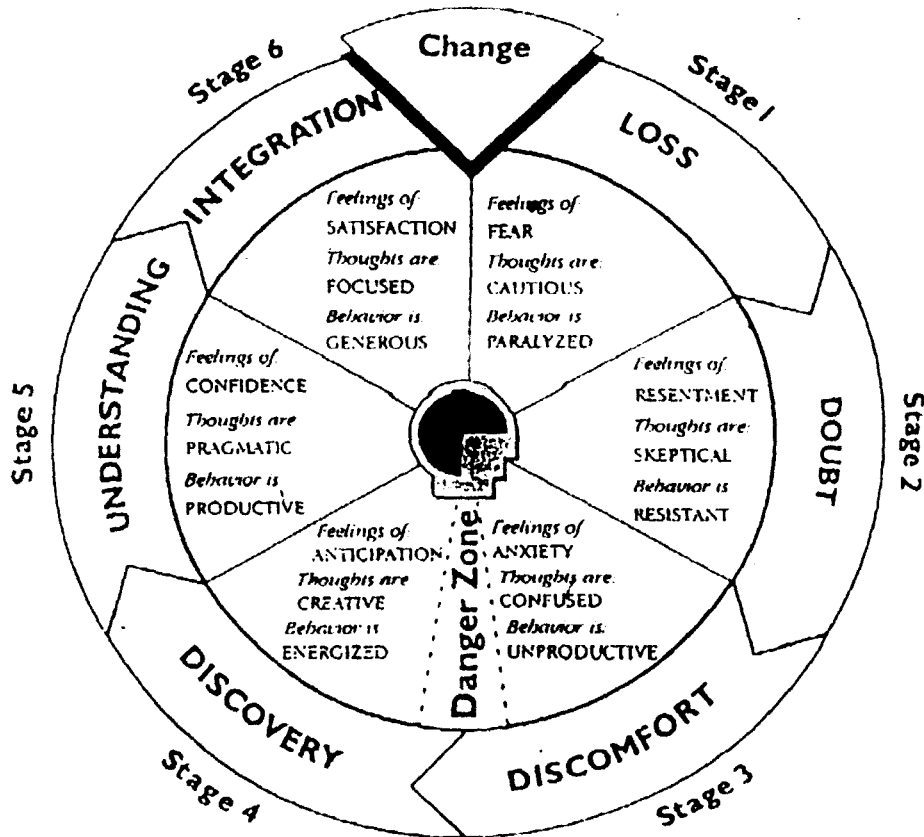
4.3.2 Determining whether change is good or bad

Brock and Salerno (1994) indicate that any change brought about could be either good or bad. The researcher therefore decided that any change observed during or after the treatment programme was implemented should be considered valuable. How effective or positive this change would be in the long term was another question and outside the scope of this study as this was the first time the effectiveness of a treatment programme with rapists was documented in the Department of Correctional Services.

4.3.3 The process of change

The process of how the rapists who participated in the treatment programme came to make certain choices and where they were after the treatment programme is illustrated in figure 4.2, using Brock and Salerno's (1994) "change map".

Figure 4.2 The Interchange Cycle



Source: Brock and Salerno (1994, p. 26)

Brock and Salerno's (1994) change map, depicted as a circle, shows the continuous and cyclical nature of change in people's lives. All change affects people at the emotional, behavioural and mental levels and by taking cognisance of this people can understand where they are on the map at any given point (Brock & Salerno, 1994). According to Brock and Salerno (1994), when a person is in stages 1 and 2 thoughts, feelings and behaviour consistently are converse or opposite to what a person needs to accomplish in order to move forward. Stages 3 and 4 symbolize the need for caution and forward motion and are critical in order to turn the corner through the danger zone. Stages 3 and 4 are also important to assimilate information and work through viable options. There is a

danger zone between stages 3 and 4, which could affect progress as fear and/or a lack of safety can loop a person back to stage 1. Stages 5 and 6 indicate that change has become part of the individual because at this point the original change has become such a part of the individual that it is unlikely to be labelled a change at all (Brock & Salerno, 1994).

The researcher used art, letters or other material obtained from the rapists during the treatment programme to express their thoughts, feelings and behaviour and to illustrate the various stages and where individual rapists were at specific points.

4.3.4 The six stages of change

4.3.4.1 Stage 1: Loss

This stage deals with loss and is indicated by the following:

Feelings of: FEAR

Thoughts are: CAUTIOUS

Behaviour is: PARALYZED

Brock and Salerno (1994) state that in order to change behaviour people need certain skills to go to stage 2. They need to

- clearly define the change
- establish desired outcomes
- distinguish between real and imagined fears

For Brock and Salerno (1994), an outcome is a clear and specific statement of what a person wants if the desired change should occur. The ultimate goal creates the needed motivation to change.

4.3.4.2 *Stage 2: Doubt*

In stage 2, known as doubt, the following feelings, thoughts and behaviour are common:

Feelings of: **RESENTMENT**

Thoughts are: **SCEPTICAL**

Behaviour is: **RESISTANT**

According to Brock and Salerno (1994), this is the loud stage, where people become more resentful and stubborn. People need to defend their position, they doubt others' motives and the outcome of change and also experience anger. When there is doubt about change, resistance and scepticism soon follow. The following skills are needed to proceed to stage 3:

- reframing the change
- remembering the law of cause and effect
- gathering of information that creates an accurate picture.

4.3.4.3 *Stage 3: Discomfort*

Brock and Salerno (1994) regard stage 3 as the breakthrough or breakdown phase. Here people display the following:

Feelings of: **ANXIETY**

Thoughts are: **CONFUSED**

Behaviour is **UNPRODUCTIVE**

This stage is a very important part of the process of change because now for the first time people have the opportunity to bring change into their world. At the same time, however, it is also the first time in the process that people can revert back to stage 1 and break up the change process. This ambiguity may cause conflict, discomfort or frustration in them.

They also get the chance to assimilate everything that has been accomplished until then and this might lead to anxiety. On the positive side, they might have feelings of anticipation or excitement about new and better things to come. Mental processes might be confused and people might feel that they are “stupid” or “slow” (Brock & Salerno, 1994, p. 86). In order to move from stage 3 to stage 4 very important skills need to be incorporated, namely taking mental action, creating mental distraction and committing to physical action.

It is important to take cognisance that midway between stage 3 and 4 is the ‘Danger Zone’ (Brock & Salerno, 1994, p. 101). This is where people will either loop back to stage 1 or move on to stage 4. If they can successfully acquire or incorporate the necessary skills mentioned and overcome their discomfort, they can move on to stage 4.

4.3.4.4 *Stage 4: Discovery*

This stage is important, as there are still issues that people need to assimilate. According to Brock and Salerno (1994), this is the stage where change is internalised and people integrate the information due to new perspectives. In this stage people will have:

Feelings of: **ANTICIPATION**

Thoughts are: **CREATIVE**

Behaviour is: **ENERGIZED**

Brock and Salerno (1994) state that stage 4 is the stage where people are open to new ideas, are able to take risks, can learn to create the best solution, see all available options and can decide on a plan of action for the future. In order to go through stage 4 successfully, people need the following skills:

- Never say no to an idea or suggestion.
- Understand and practise perspectives.
- Identify and use their strengths.

- Be willing to take risks.

4.3.4.5 *Stage 5: Understanding*

The primary experience in this stage is one of understanding why it was necessary to go through such a painful process and determine whether the benefits of change are worthwhile.

In stage 5 the following occurs:

Feelings of: CONFIDENCE

Thoughts are: PRAGMATIC

Behaviour is: PRODUCTIVE

To move through stage 5 successfully, people need to acquire the following skills:

- Identify the benefits of change.
- Give credit where credit is due.
- Celebrate progress.

Brock and Salerno (1994) argue that celebration and acknowledgement are very important because people can hardly believe they have achieved such an important thing. To celebrate, therefore, creates new momentum and energy to carry on with the change process. Hence, celebration is seen as a positive anchoring of the change experience because when a similar achievement is repeated, the positive memory of the first accomplishment and its celebration will again be present as it keeps the attention on everything gained through the change process (Brock & Salerno, 1994).

4.3.4.6 *Stage 6: Integration*

The sixth stage indicates the “I Am The Change” process (Brock & Salerno, 1994, p. 151) and is an indicator that the internalising of the change has become completely part of the person. If this stage were skipped, people would be at risk due to the fact that the integration had not become part of their life. All the pieces need to be put together and should be integrated.

In this critical part the following will be noted:

Feelings are: **SATISFACTION**

Thoughts are: **FOCUSED**

Behaviour is: **GENEROUS**

The following skills need to be acquired to complete stage 6:

- **Gain new knowledge and look forward to the future.**
- **Offer assistance to others.**
- **Be flexible.**
- **Have appropriate adult responses.**
- **Make change a part of their growth.**

If the expectations are met, it indicates that all the aspects that led to becoming successful changers and all the stages from 1 to 6 have been accomplished.

4.4 CONCLUSION

This chapter described the two models selected for simultaneous use in developing and evaluating a treatment programme for incarcerated rapists. Mink et al's. (1993) Total Transformation Management Process model provided the framework for developing the treatment programme. Brock and Salerno's (1994) Interchange Cycle model was used to

determine the change cycles of the rapists who participated in the programme. These two models were chosen as they both deal with processes. The researcher was of the opinion that even the selective use of these models would open up new awareness and possibilities, and allow other researchers to utilize the same models in future.