

Racial Diversity of Correctional Workers and Inmates:  
Organizational Commitment, Teamwork and Worker Efficacy  
in Prisons

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## Abstract

Prior research into the effects of racial diversity upon workplace relationships has demonstrated that white workers prefer to work in and with groups which are also comprised of white workers. Using structural equation models, we tested whether higher levels of racial diversity, measured as social distance from coworkers and inmates, were associated with lower evaluations of organizational commitment, teamwork among coworkers, and efficacy in dealing with inmates. We found the expected negative effects of racial diversity upon white male correctional workers for organizational commitment, but not for teamwork and efficacy. For male minority correctional workers, racial diversity did not affect organizational commitment, teamwork, or efficacy.

## Racial Diversity of Correctional Workers and Inmates: Organizational Commitment, Teamwork and Worker Efficacy in Prisons

The riot at Attica in 1971 brought into sharp relief the issue of a predominantly white and rural staff supervising a prisoner population that was composed of a majority of black and Hispanic offenders from urban areas. Cultural differences and lack of understanding among the correctional force were cited as primary grievances among rioting prisoners, and subsequent investigations confirmed that these issues were indeed a precipitating factor in the riot and a legitimate problem in the management of prisons (see Irwin 1980; Useem and Kimball 1991).

Recognizing these issues, prison systems throughout the nation have sought over the past 30 years to increase representation of minority staff in the correctional workforce. Convincing minority recruits to take positions in institutional corrections has not always proven easy. Minority workers have been reluctant to relocate in rural areas where prisons are often located in which there were few, if any, families of the same racial or ethnic background. Prisons have had to compete for minority workers with more lucrative, and perhaps more desirable, positions in private industry and other government service. Furthermore, some minority workers have been unwilling to take positions in corrections which can be viewed as racist given the

overrepresentation of minority offenders in the criminal justice system.

Despite the obstacles, prison systems have achieved considerable success in obtaining balance in racial and ethnic representation within the workforce. Interestingly, even though this appears to be an important change in correctional practice, researchers have paid virtually no attention to the impact of this change on either correctional outcomes or organizational climates (for exceptions see Camp and Steiger 1995; Wright and Saylor 1992).

In this study, we are interested in the impact of the racial diversity within the prison workforce on individual workers' commitment to the organization, perceptions of teamwork among coworkers, and efficacy in working with inmates. Obviously, from what happened at Attica and the subsequent realization of the importance of minority representation within the correctional workforce, there are compelling reasons for increased diversity. However, prior research has consistently discovered that heterogeneous work groups have lower levels of organizational commitment than homogenous groups (Mueller, Finley, Iverson, & Price, 1999; Tsui, Egan, & O'Reilly, 1992). The implications of these findings pose an intriguing research question. What clearly poses as sound correctional practice could have negative side effects on the prison work environment. In a correctional agency, teamwork among correctional officers is instrumental in operating

a safe institution. Likewise, the ability to work with inmates is crucial. It is important to understand whether or not increased racial diversity creates problems in feelings of teamwork among correctional officers and their beliefs about their ability to work effectively with inmates.

We examined both the match between respondents with their coworkers and between respondents and the inmates with whom they interact. In all studies to date, with the exception of Mueller et al. (1999), the reference group has been limited to that of coworkers. Mueller et al. examined whether the demographic composition of students had an impact upon teachers evaluations of their jobs. While they concluded that studies of occupations that require extensive interaction with clients should give consideration to the demographic composition of the clients, they found the strongest effect to be the demographic characteristics of the teachers themselves, the coworkers. We also expect the effect for coworkers to be strongest in this study.

#### PROPOSED MODEL

In place of formal hypotheses, Figures 1 and 2 provide schematic representations of the relationships we expected given the existing literature. The figures are simplified to emphasize the theoretically important relationships. Indicators from which the latent constructs were created, as designated by the latent construct names being enclosed within an oval, are not represented. The control variables are only indicated as being

part of a set of control variables entering each model. As can be seen in Figure 1, racial diversity was expected to have a negative impact upon perceptions of organizational commitment. In Figure 2, it can be seen that racial diversity was expected to have a direct negative effect upon efficacy as well as an indirect negative effect through teamwork. Racial diversity was also expected to have a negative effect upon evaluations of teamwork. As can be seen in Figure 2, this model is better elaborated than the model of institutional commitment as the latent construct of teamwork is treated as an intervening variable between racial diversity (and the control variables) and efficacy.

{Figures 1 and 2 about here.}

It has been argued that active management of racial diversity in the workplace is necessary (Cox 1994; Cox and Blake 1991; Kramer 1991). Diversity training is one such technique that can help lower anxieties about working with coworkers who are of another race. As such, evaluations of the effectiveness of diversity training were expected to have a positive impact upon evaluations of organizational commitment, teamwork, and efficacy (see Figures 1 and 2).

#### DATA AND VARIABLES

We utilized two major sources of data. First, most of the data were taken from the results of the Prison Social Climate Survey (PSCS) that has been administered yearly by the Federal

Bureau of Prisons (BOP) since 1988 to staff working at prisons of all security levels. We limited our analysis to data from 1996. Second, we used operational data that is captured in the Key Indicators/Strategic Support Decision information system to determine the numbers of staff and inmates and their race at the 86 facilities for which we had survey data. The Key Indicators system is used to distribute monthly operational data to BOP managers (Gilman 1991; Saylor 1988).

The PSCS was distributed to 9,431 staff in 1996 working in 86 different prisons, and 8,387 staff returned usable surveys for a response rate of 89.3 percent. Six of the prisons housed female inmates, and the remainder housed males exclusively or primarily. Saylor (1984), in an early conceptual paper, described the topics surveyed by the PSCS. As noted there, the PSCS queries information about staff perceptions of the work environment at BOP prisons, the quality of life for inmates at the respective prisons, the personal well-being of staff, the personal safety and security of staff and inmates, and special interest sections to address current issues such as sexual harassment. The PSCS provides BOP management with feedback on operations at all prisons operated by the BOP. The survey data provided this analysis with information about perceptions of organizational commitment, teamwork, efficacy, and other individual-level characteristics.

We restricted our focus to responses from non-supervisory correctional officers. We wanted to analyze members of a work group who performed the most similar functions on a daily basis to reduce unwanted sources of variation associated with job type. In a prison setting, the largest group of workers who perform similar duties are correctional officers. Additionally, the pool of respondents was further narrowed because the items we used to construct the measure of teamwork appeared in only two of four versions of the PSCS. The complete PSCS questionnaire is divided into sections based on the topic areas described previously. The sections are mixed across four versions so that individual respondents answer only a subset of the entire instrument. Some questions were asked of all respondents but not the items used to construct the teamwork measures. Insufficient numbers of white female and minority female correctional officers forced us to drop females from this analysis. We used listwise deletion to deal with respondents for whom complete data were not available. This meant that 719 white males were included in the analysis and 296 minority males.<sup>1</sup> We restricted the analysis of the model of organizational commitment to the same general respondents, although the pools of respondents were slightly different because of the pattern of missing data.<sup>2</sup>

We supplemented the survey data with operational information about the correctional facilities at which the survey respondents worked. This allowed us to derive measures of the racial



characteristics of both staff and inmates. There was significant staff diversity from one prison to another. For example, the range of staff who were minority members varied between 8 percent and 78 percent. We also used the operational data to control for the security level of the correctional institution at which the respondents worked and whether the prison housed male or female inmates.

Dependent Measures: Organizational Commitment, Teamwork, and Job Efficacy

One measure of organizational commitment created from the PSCS, a scale measuring commitment to the institution, has been analyzed extensively (Saylor, Gilman, and Camp 1996; Saylor and Wright 1992; Wright and Saylor 1992). The scale is comprised of three items that asked respondents to rate on a seven point Likert scale: 1) This facility is the best in the whole BOP; 2) I would rather be stationed at this facility than any other I know about; and 3) I would like to continue to work at this facility. The possible responses to the items ranged from strongly disagree, coded 0, to strongly agree, coded 6.

Generally speaking, the institutional commitment scale exhibited excellent measurement properties in all years prior to and including 1996. Camp (1994) reported a Cronbach alpha for this scale using BOP data of 0.80 and found that the scale predicted voluntary turnover among correctional officers, and Camp and his colleagues later found that the scale could be

aggregated to compare prisons as well as individuals (Camp, Saylor, and Harer 1997; Camp, Saylor, and Wright 1999). Instead of a scale, we use the questionnaire items to construct a latent measure of affective organizational commitment in the models analyzed here. With respect to face validity, these items tap the component of commitment related to the identification of the respondent with the organization and their desire to remain part of the institution (Meyer and Allen 1997: 11-12).

For the measure of teamwork, we focused on three seven point Likert items that probed respondents for their evaluations of the following: 1) A feeling that your work-related ideas and opinions are valued by others; 2) A feeling that you work well with your coworkers; and 3) A feeling that you can communicate effectively with your coworkers. The possible responses ranged from strongly disagree, coded 0, to strongly agree, coded 6. Conceptually, these items all appear to be related to a latent notion of teamwork among coworkers, but the items had never been analyzed previously.<sup>3</sup> The items used here are similar to previous measures computed for work group cohesiveness, such as that used by Seashore (see discussion in Miller 1991: 375-376). The measure assesses the cohesiveness of the group, or team, in a sense the esprit de corps.

In previous studies that used the PSCS data (Camp and Steiger 1995; Saylor and Wright 1992; Wright and Saylor 1992), job efficacy was measured with a summary scale created from four

items. The efficacy scale addressed the ability of correctional officers to work with inmates on a human level. In this sense, the efficacy measure reflected an evaluation of ability, competence, or efficacy in dealing with inmates. In our confirmatory analysis of the latent construct, we determined that one item had to be dropped, and we constructed the latent variable with only three questions: 1) An ability to work very effectively with the problems of inmates; 2) A feeling of accomplishment after working closely with inmates; and 3) A feeling that you can easily create a relaxed atmosphere with inmates.<sup>4</sup> Again, the responses for the items ranged from strongly disagree, coded 0, to strongly agree, coded 6.

#### Measures of Diversity

We computed measures of diversity that are Euclidean representations of the racial distance between each respondent and the other members of the respondents' immediate work or client group. The distance measures give us an idea of the racial diversity of the work group and the client group from the perspective of each member of the work group. This approach has been utilized previously by organizational demographers and is generally known as relational demography (O'Reilly, Caldwell, and Barnett 1989; Tsui, Egan, and O'Reilly 1992; Tsui and O'Reilly 1989; Wagner, Pfeffer, and O'Reilly 1984).

The values computed for staff racial distance range between 0 and 1 indicating how similar or different the respondents are

from other members of the immediate work group. A large value on the measure indicated that the person was more different from the other members of the immediate work group. The measure took into account the size of the group and was calculated with the following formula:<sup>5</sup>

$$\text{Staff Racial Distance}_j = \sqrt{\frac{N-n_j}{N}}$$

$N$  refers to the total number of individuals in the work group, and  $n_j$  refers to the number of individuals in the specific racial category that matched the race of the respondent in question. The formula is a special case of a more general specification (Tsui, Egan, and O'Reilly 1992; Wagner, Pfeffer, and O'Reilly 1984).

The measure of the racial diversity match of the work group members with inmates was simply the diversity measure computed using information on inmate race rather than staff race. That is, the measure captured the racial distance of an inmate of the same racial group as the respondent.

#### Diversity Training and Control Variables

We had one item that we used as a control for whether respondents felt that they had received beneficial diversity training. The respondents were asked to indicate on a seven point Likert scale their opinion on the following statement: "Diversity training has had a positive impact on how staff at this facility interact with one another." A preferable measure of diversity

training would have been an assessment of the knowledge imparted by the training and how this affected assessments of teamwork and efficacy. However, such a measure was not available to the present study. It is important to note that all respondents, under BOP policy, should have attended at least one session of training on diversity issues.

In addition to the diversity measures discussed above and the diversity training item, we entered additional controls into the models. At the individual level, we controlled for age, tenure with the BOP, and education. To minimize the impact of the skewed distributions for age and BOP tenure, the variables were transformed by taking the natural logarithm. Education was entered into the models as a dummy variable comparing respondents with at least a bachelor's degree (coded 1) to those without a college diploma (coded 0). By methodological design, we controlled for the effects of race, sex and occupation. We only looked at responses provided by male correctional officers because there were too few female correctional officers for this type of analysis. Additionally, we estimated separate models for white males and minority males and compared the models to see if minority and white male officers differed.

At the group, or institution, level, we controlled for the security level of the institution. The types of inmates differed across security level. Generally speaking, inmates that were assigned to more secure institutions were more dangerous and/or

greater escape risks. We controlled for institution security level as an approximation of the type of client/inmate dealt with in a typical day. There were five general security levels associated with BOP facilities. The five overall classifications were administrative, high, medium, low, and minimum. The minimum to high designation was based on the security measures that have been implemented to deal with inmates of differing dangerousness and escape risk. The administrative designation was for facilities with special missions, such as long-term medical care facilities or pretrial detention facilities. Security level was entered into the models as four dummy variables where each of the other security levels were compared to high security institutions.

We controlled for whether the prison primarily housed male or female inmates for similar reasons to the controls for security level. It is not that females inherently pose different security risks, but conventional wisdom in corrections holds that females place different demands upon the correctional institution and, hence, correctional officers.

#### FINDINGS

Descriptive statistics for the variables used in the respective models are presented for white and minority correctional officers in Table 1. As can be seen there, sufficient variability existed for inclusion of all of the variables in the respective models. It is important to note that

the samples for the two models were slightly different due to the patterns of missing data. For dichotomous variables, the mean is interpreted as a proportion. So, for example, the proportion of white correctional officers with a degree was .21 (or 21 percent). The respective proportion for minority correctional officers was .23 (or 23 percent).

{Insert Table 1 about here.}

We analyzed the data with the AMOS package for structural equation models (Arbuckle 1999). We first examined whether the same relationships existed for minority males and white males regarding the measurement of the latent variables (institutional commitment, teamwork, and efficacy) and the structural relationships between the exogenous and endogenous variables. We used the multiple group technique described by Arbuckle (1999: 209-223) to test for differences between white and minority correctional officers in the respective models. We found that different coefficients for white and minority males were needed for both models—for institutional commitment as well as teamwork and efficacy—with respect to the structural coefficients. For both models, minority and white males exhibited the same measurement properties for the latent variables included in the respective models.<sup>6</sup> Given the similar latent structure for the two racial groups of correctional officers, more efficient pooled estimates of the measurement parameters for institutional

commitment, efficacy, and teamwork were estimated in the respective models.

The results for the institutional commitment model are presented in Table 2. Recall that it was necessary to estimate separate structural parameters for white and minority correctional officers. The fit statistics presented at the end of the table suggested that the fit was adequate. The results also demonstrated that symmetry did not exist for white and minority males regarding the effect of racial diversity upon evaluations of institutional commitment. With respect to the two measures of racial distance from coworkers and inmates, white male correctional officers who were more distant from coworkers on the dimension of race reported lower levels of institutional commitment. As hypothesized, the effect of being different from coworkers had a larger impact upon evaluations of institutional commitment than did being different from inmates. The critical ratio for the staff racial distance measure was twice as large as the critical ratio for the inmate racial distance measure. For minority males, there was no statistically significant effect for the variables measuring the racial distance from coworkers and inmates.

{Insert Table 2 about here.}

The effect of diversity training was as expected for both white and minority males. As can be seen in Table 2, correctional officers who reported more agreement that diversity training had



a positive impact also evaluated institutional commitment more favorably. The other individual-level control variables had no significant impact upon evaluations of institutional commitment, with the exception of age. For both white and minority correctional officers, officers who were older provided more favorable evaluations of institutional commitment. Some of the coefficients for security level were significant in the models for white and minority males, demonstrating the necessity to include these control variables. On the other hand, contrary to our expectations, the dummy variable indicating that the respondent worked at a prison housing females had no impact upon the results for either white or minority correctional officers.

The results for the teamwork and efficacy model are presented in Table 3. It was necessary to produce separate structural parameter estimates for white and minority correctional officers, and the table is further complicated as all of the direct effects for both the intervening teamwork construct and the final outcome measure of efficacy are presented. The results demonstrate that racial distance from workers and inmates had no impact upon evaluations of teamwork and efficacy for both white correctional officers and minority correctional officers. As expected, for both white and minority males, those who agreed that diversity training had a positive impact upon staff relationships more favorably evaluated both teamwork and efficacy in working with inmates.<sup>7</sup> Also as expected,

both white and minority staff who provided a more favorable rating of teamwork also reported a better ability to work with inmates.

{Insert Table 3 about here.}

Where there were other statistically significant findings reported in Table 3 for the control variables, the findings were generally consistent with our expectations. BOP tenure lowered white officers evaluations of teamwork and efficacy, although this finding did not hold for minority males. For the most part, though, the other control variables did not have consistent effects on teamwork and efficacy with the exception of the dummy variables for institutional security level. Workers at security levels other than high security (the comparison group) often had different evaluations of teamwork and efficacy. Correctional officers at female prisons, conversely, did not evaluate either teamwork or efficacy differently than workers at male prisons.

#### DISCUSSION

For organizational commitment, the results presented here confirmed previous research. This analysis found that there is non-symmetry between evaluations of organizational commitment provided by minority and white correctional officers. For white officers, both the racial distance from fellow workers and inmates lowered evaluations of organizational commitment. For minority correctional officers, the racial distance from

coworkers and inmates had no impact upon evaluations of institutional commitment.

In addition to supporting the finding of non-symmetry, this analysis also confirmed that the racial composition of the work group is a more important influence upon organizational commitment for white workers than the match between workers and the racial composition of the clients with whom the workers interact. To the best of our knowledge, Mueller et al. (1999) are the only other analysts to have examined this issue. For teachers, another occupational group that interacts extensively with clients, Mueller et al. found that the composition of the coworker group was more important than the client group, in their case students.

Less expected in the present analysis and perhaps the most interesting finding was the lack of an effect of racial diversity upon evaluations of teamwork in working with coworkers and efficacy in dealing with inmates. The racial distance measures had no statistically significant effect for either racial group of correctional officers. We can think of a couple of reasons for this null finding. The most obvious one is that racial diversity does not affect relationships such as teamwork and efficacy in the workplace. Conversely, it is possible that diversity affects perceptions of teamwork and efficacy, but management practices at the BOP negated the effects. We think the latter explanation is likely. It is hard to imagine, if theories about social identity

are correct, that worker feelings of teamwork and ability to work with inmates are not affected by preferences for homogeneity in the work and client groups. Unfortunately, we did not have the data to address this assumption. It would be necessary to have comparable data from other organizations.

We found that respondents who provided favorable evaluations of diversity training at the BOP also reported higher levels of organizational commitment, teamwork, and efficacy. While this certainly supports the continued use of diversity training as a means of countering natural tendencies for white males to prefer working in homogenous groups, it is important to keep this finding in context. The attitudinal measures of the effectiveness of training were collected at the same time as the outcome variables, and this means there can be an issue with proper causal ordering. Additional measures of the success of diversity training are needed, such as pre and post measures collected during training.

In sum, the findings of this study suggest that racial diversity worked to lower white, male respondents enthusiasm about remaining a part of the organization. But *while* white, male respondents were actually functioning as part of the organization, racial diversity did not have deleterious effects upon those workers' perceptions of teamwork and efficacy. The really interesting question is whether or not this finding is

universal or whether it only applies to the BOP. If it only applies to the BOP, why? Have management practices at the BOP negated the effect, is there something unique about BOP workers, or are there other singularities about working for the BOP that explain the lack of effect?

#### CONCLUSIONS

The most obvious conclusion is that further research is necessary to determine whether the lack of an effect of racial diversity upon perceptions of teamwork and efficacy for male correctional officers at the BOP reflects a local or universal condition. The presence of the expected effect of racial diversity upon feelings of organizational commitment for white male correctional officers makes this question particularly pertinent. We know from this analysis that racial diversity affects this one aspect of the working experience, and our finding is consistent with previous studies using relational demography measures of diversity. Why did racial diversity not affect such seemingly obvious areas as teamwork and efficacy at the BOP?

At the very least, the findings reported here suggest that the relationship between racial diversity and employee attitudes are more complex than previous research has suggested. In a correctional agency, teamwork and the ability to work effectively with inmates are essential to successful prison operations. In the BOP at least, this feeling of teamwork and the perceived

ability to work with inmates is not affected by the racial composition of the work group. For correctional administrators at the BOP, this is probably an encouraging finding. However, even with the diversity training in place within the BOP that may have ameliorated the expected negative relationship between racial diversity and teamwork and efficacy in working with inmates, the negative relationship between racial diversity and institutional commitment persisted for white correctional officers. Obviously, this finding is probably more troubling to BOP administrators. Future work needs to focus on explaining more explicitly whether the pattern observed at the BOP is unique to management practices there or part of a more general pattern observed for the effects of racial diversity. With this additional knowledge, coupled with the findings presented here, it will be possible to explore means of intervening in the negative relationship between racial diversity and organizational commitment.

Corrections may be somewhat unique in the importance of the match between the race of staff and clients, but the relationship is no doubt important in other settings. The findings presented in our analysis of organizational commitment suggested that it was not just the racial diversity of staff that was important. The social distance of white male staff from inmates also served to lower white staff evaluations of institutional commitment. While we have made an opening salvo into these issues, much remains to be understood.

## FOOTNOTES

1. Minority group members analyzed here are self-reported as Black (60.3 percent), Other (32.8 percent), American Indian (3.3 percent), and Asian American (3.5 percent). It would have been preferable to analyze blacks separately, but the group size would have been only about half of that analyzed here. Nonetheless, the minority group category was disproportionately Black and Hispanic. Of the respondents who chose "Other" for race, over 90 percent identified themselves as Hispanic on a question separate from racial identification that probes for Hispanic ethnicity.
2. For versions 2 and 4, those containing the teamwork items, there were 4,040 respondents. Of these respondents, 1,413 reported that they were line staff, that is, non-supervisory correctional officers. Since the number of female line staff, 218, was too small to be included in the analyses, there were 1,182 potential respondents for this analysis. However, data were missing on 167 of these potential respondents (14.1 percent), meaning that 1,015 respondents were included in the final analysis.
3. We performed a confirmatory factor analysis (CFA) to assess the properties of four items. One item, whether respondents felt their ideas were misunderstood, was excluded. The results of this CFA are available from the authors.
4. We found that one item used in previous analyses, an item asking respondents to assess whether they had a positive

influence on the lives of inmates, did not fit well with the other items. CFA results are available from the authors.

5. A minority member is more isolated if they are the sole minority member in a group of 30 than they are in a group of 5.

6. It would be possible to conduct further tests to determine whether other portions of the structural equation model are the same for the two groups, for example the **M** matrices and the **1** matrices associated with the respective error terms or the mean responses. However, we stopped at this point because we were primarily interested in the measurement and structural portions of the models. The results of this analysis are available upon request from the authors.

7. Technically, the coefficient for the impact of diversity training upon teamwork was not statistically significant for minority males. However, given the fact (1) that the calculated critical ratio was 1.935 and very close to the usual cutoff value of 1.96, and (2) that the result was consistent with the other findings for diversity impact, we felt comfortable with relaxing the cutoff level a bit to claim that the finding was statistically significant.



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Figure 1  
Conceptual Model of Organizational Commitment

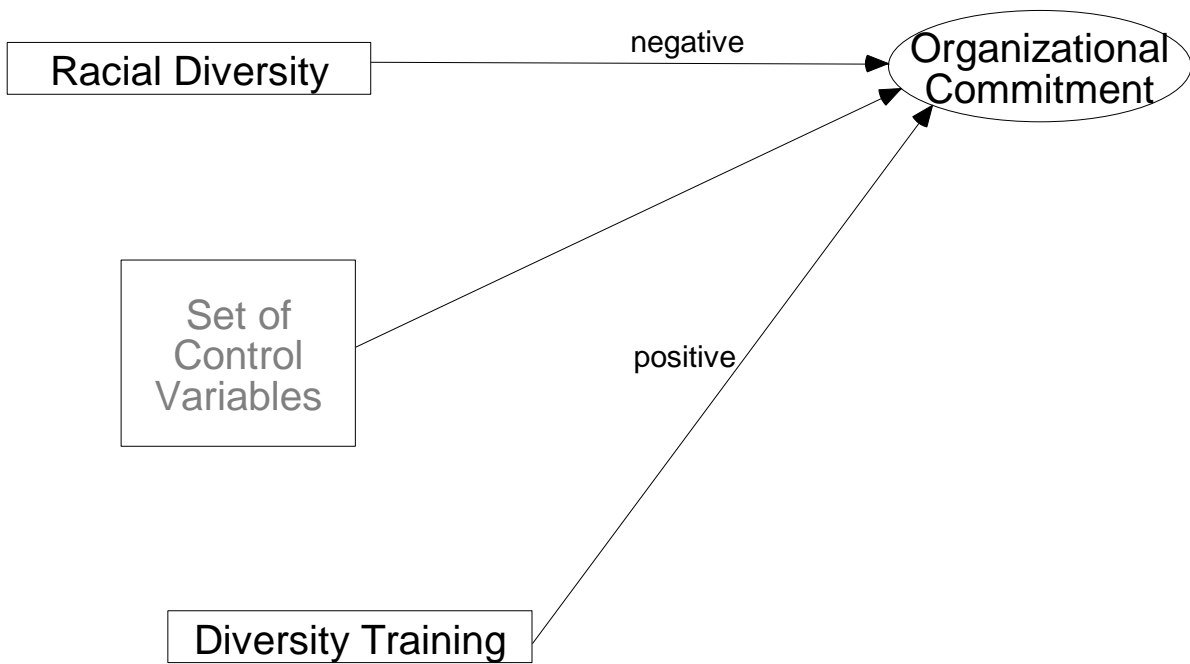


Figure 2  
Conceptual Model of Teamwork/Efficacy

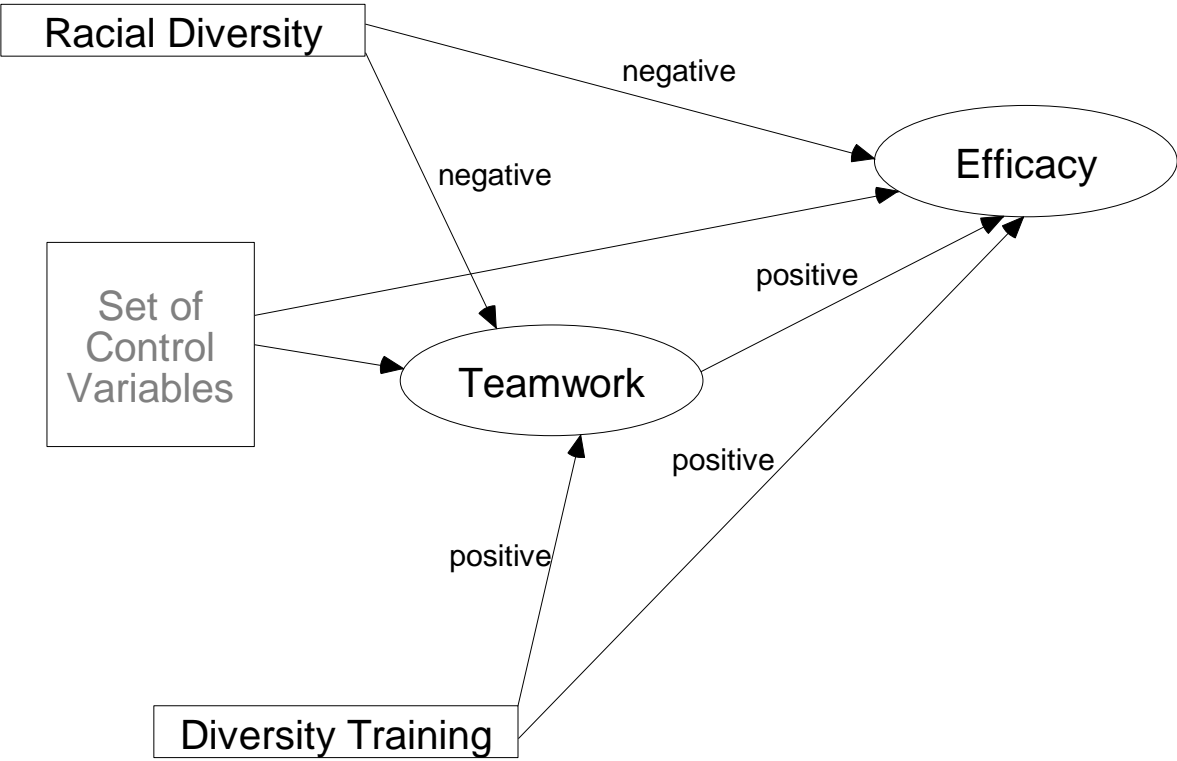


Table 1  
Descriptive Statistics

	White Males			Minority Males		
	Mean	Std. Dev.	N	Mean	Std. Dev.	N
Institution best*	2.96	1.67	719	2.84	1.66	293
Like to continue to work here*	4.08	1.71	719	3.69	1.77	293
Rather be stationed here*	3.49	1.77	719	3.16	1.77	293
Ideas are valued*	3.08	1.40	719	3.06	1.37	296
Work well with others*	4.63	1.12	719	4.67	1.12	296
Communicate effectively*	4.74	1.05	719	4.80	1.08	296
Deal with inmate problems*	4.42	1.21	719	4.43	1.43	296
Set relaxed atmosphere*	3.75	1.37	719	3.87	1.48	296
Accomplishment*	2.65	1.56	719	3.23	1.53	296
Diversity training has impact*	3.50	1.63	719	3.94	1.64	296**
Staff racial distance (1 max.)	0.49	0.18	719	0.69	0.21	296**
Hispanic ethnicity (1=yes)***	0.06	0.24	719	0.35	0.48	296**
Inmate racial distance (1 max.)	0.67	0.10	719	0.75	0.09	296**
BOP tenure (logged)	1.27	0.88	719	1.17	0.92	296**
Age (logged)	3.51	0.18	719	3.51	0.16	296**
College Degree (1=yes)	0.21	0.40	719	0.23	0.42	296**
Administrative Prison (1=yes)	0.12	0.33	719	0.29	0.45	296**
Minimum Security Pris. (1=yes)	0.07	0.25	719	0.06	0.25	296**
Low Security Prison (1=yes)	0.22	0.41	719	0.24	0.43	296**
Medium Security Prison (1=yes)	0.40	0.49	719	0.29	0.45	296**
Female Prison (1=yes)	0.03	0.17	719	0.05	0.22	296**

- \* 7 point Likert item ranging from strongly disagree (0) to strongly agree (6).
- \*\* The N for the institutional commitment model for these variables is only 293. The means reported here are accurate for both the samples to the hundredths place.
- \*\*\* Respondents are asked separate items for race and ethnicity. A respondent choosing any race can indicate Hispanic ethnicity if appropriate.



Table 2  
SEM Model of Institutional Commitment

*Structural Components ( ' and \$Regression Weights): Direct Effects on Institutional Commitment–White Males*

Relationship	Regression Weight	S.E.	Critical. Ratio
Staff Racial Distance	-1.816	0.336	-5.401*
Inmate Racial Distance	-1.550	0.649	-2.388*
BOP Tenure (log)	-0.036	0.075	-0.485
Age (log)	1.123	0.361	3.109*
College Degree (1=yes)	0.040	0.133	0.301
Ethnicity (1=Hispanic)	-0.194	0.238	-0.815
Administrative Prison	-0.353	0.215	-1.640
Minimum Prison	-0.066	0.259	-0.255
Low Prison	-0.654	0.197	-3.327*
Medium Prison	-0.502	0.152	-3.311*
Female Prison	0.233	0.327	0.712
Diversity Training	0.219	0.034	6.375*

*Structural Components ( ' and \$Regression Weights): Direct Effects on Institutional Commitment–Minority Males*

Staff Racial Distance	-0.143	0.509	-0.282
Inmate Racial Distance	0.268	1.210	0.221
BOP Tenure (log)	-0.179	0.113	-1.577
Age (log)	2.076	0.645	3.217*
College Degree (1=yes)	0.390	0.211	1.850
Ethnicity (1=Hispanic)	-0.060	0.199	-0.300
Administrative Prison	-0.578	0.363	-1.592
Minimum Prison	-0.357	0.432	-0.828
Low Prison	-0.359	0.366	-0.981
Medium Prison	-0.742	0.311	-2.388*
Female Prison	-0.357	0.401	-0.890
Diversity Training	0.209	0.053	3.977*

Table 2 – Continued

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Relationship	Regression Weight	S.E.	Critical Ratio	Squared Multiple Correlation
<i>Measurement (3 Components of Institutional Commitment Latent Variable)</i>				
Institution best in BOP	0.770	0.036	21.113*	0.433
Continue to work here	1.000			0.667
Rather be stationed here	1.091	0.043	25.359*	0.768

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<i>Fit Measures</i>				
Tucker-Lewis D <sub>2</sub>	0.829			
Bollen ) <sub>2</sub>	0.961			
RMSEA	0.054	LO 90: 0.046	HI 90: 0.062	

\* Coefficient is statistically significant at p # 0.05.

Table 3  
SEM Model of Teamwork and Efficacy

*Structural Components (' and \$Regression Weights): White Males*

*Direct Effects on Teamwork*

Relationship	Regression Weight	S.E.	Critical Ratio
Staff Racial Distance	-0.236	0.244	-0.968
Inmate Racial Distance	-0.435	0.479	-0.908
BOP Tenure (log)	-0.132	0.055	-2.406*
Age (log)	-0.128	0.259	-0.492
College Degree (1=yes)	-0.048	0.097	-0.497
Ethnicity (1=Hispanic)	0.112	0.176	0.636
Administrative Prison	0.122	0.158	0.773
Minimum Prison	-0.004	0.189	-0.021
Low Prison	-0.075	0.144	-0.520
Medium Prison	0.055	0.111	0.496
Female Prison	-0.056	0.240	-0.234
Diversity Training	0.114	0.025	4.594*

*Direct Effects on Efficacy*

Teamwork	0.338	0.041	8.302*
Staff Racial Distance	0.058	0.200	0.288
Inmate Racial Distance	0.126	0.392	0.320
BOP Tenure (log)	-0.134	0.046	-2.931*
Age (log)	0.767	0.217	3.530*
College Degree (1=yes)	0.077	0.080	0.962
Ethnicity (1=Hispanic)	0.020	0.144	0.139
Administrative Prison	0.266	0.131	2.038*
Minimum Prison	0.281	0.155	1.806
Low Prison	0.091	0.118	0.773
Medium Prison	0.114	0.091	1.258
Female Prison	0.100	0.196	0.510
Diversity Training	0.086	0.021	4.029*

Table 3–Continued

*Structural Components ( ' and \$ Regression Weights): Minority Males*

*Direct Effects on Teamwork*

Relationship	Regression Weight	S.E.	Critical Ratio	Squared Multiple Correlation
Staff Racial Distance	0.090	0.375	0.239	
Inmate Racial Distance	-0.503	0.885	-0.569	
BOP Tenure (log)	-0.050	0.083	-0.599	
Age (log)	0.158	0.466	0.340	
College Degree (1=yes)	-0.023	0.152	-0.154	
Ethnicity (1=Hispanic)	0.145	0.146	0.993	
Administrative Prison	0.326	0.265	1.231	
Minimum Prison	0.379	0.318	1.191	
Low Prison	0.060	0.264	0.228	
Medium Prison	0.357	0.223	1.604	
Female Prison	0.224	0.296	0.757	
Diversity Training	0.074	0.038	1.935	

*Direct Effects on Efficacy*

Teamwork	0.296	0.057	5.193*	
Staff Racial Distance	0.186	0.308	0.605	
Inmate Racial Distance	-1.048	0.730	-1.434	
BOP Tenure (log)	-0.082	0.068	-1.203	
Age (log)	0.331	0.383	0.864	
College Degree (1=yes)	0.223	0.126	1.768	
Ethnicity (1=Hispanic)	0.094	0.121	0.782	
Administrative Prison	0.688	0.222	3.096*	
Minimum Prison	0.742	0.266	2.789*	
Low Prison	0.685	0.221	3.096*	
Medium Prison	0.564	0.187	3.010*	
Female Prison	-0.400	0.245	-1.637	
Diversity Training	0.107	0.033	3.292*	

*Measurement ( \$ Components of Teamwork Latent Variable*

Ideas are valued	0.616	0.044	14.169*	0.197
Work well with others	1.000			0.835
Communicate effectively	0.910	0.037	24.916*	0.778

*For Efficacy Latent Variable*

Deal with inmate probs.	0.940	0.088	10.737*	0.243
Set relaxed atmosphere	1.000			0.245
Accomplishment	1.318	0.118	11.173*	0.410

*Fit Measures*

Tucker-Lewis D <sub>2</sub>	0.845			
Bollen ) <sub>2</sub>	0.944			
RMSEA	0.045	LO 90: 0.040	HI 90: 0.051	

\* Coefficient is statistically significant at p # 0.05.