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Examining Correctional Leadership Styles That Encourage Cooperative Compliance From Federal Offenders

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EXAMINING CORRECTIONAL LEADERSHIP STYLES THAT ENCOURAGE
COOPERATIVE COMPLIANCE FROM FEDERAL OFFENDERS

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EXAMINING CORRECTIONAL LEADERSHIP STYLES THAT ENCOURAGE
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ABSTRACT

Since its inception in 1930, the Federal Bureau of Prisons has experienced tremendous growth in its inmate population. Concluding 1930 with 14 federal prisons, the Bureau of Prisons now maintains 122 federal prisons, and is accountable for over 180,000 federal offenders within federal prisons walls and within contracted correctional centers. The federal inmate population has also grown in diversity, and training offered by the Bureau of Prisons to its employees has not transformed in a manner that addresses the rise in offender diversity. Officers are left to independently devise various leadership styles to meet the needs of the organization. Bureau of Prison refresher training directs correctional staff to be consistent in methodologies regarding inmate management, but since correctional officers are developing individualized leadership styles of what works, leadership uniformity and best practices are not formally identified or administered. Literature involving correctional officer leadership varies regarding the sample of perceived leaders and much of the information surrounding successful leadership gravitates toward specific leadership traits.

The purpose of this phenomenological study was to examine leadership styles used by federal correctional officers as they try to influence cooperative compliance in their facilities. The identification of the most effective leadership styles used by correctional officers provides opportunities for the development of leadership training for correctional staff, increases the possibility for more effective methods of managing inmate behavior, and may strengthen

correctional officer safety. Six work-supervisors, from Western regional federal prisons within the United States, who hold positions that consist of skill-set trainer and correctional officer, were used for this inquiry of effective leadership styles. Eight leadership theories were used to examine the leadership styles of each work-supervisor. These leadership theories included: (a) Situational Leadership, (b) Path Goal Leadership, (c) Leader Member Exchange, (d) Transformational Leadership, (e) Servant Leadership, (f) Team Leadership, (g) Gender Leadership, (h) Social Equality, and (i) Transactional Leadership.

University of New England

Doctor of Education
Educational Leadership

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Table of Contents

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

In 1930, the Federal Bureau of Prisons was created as a facet of the Department of Justice

for the purpose of managing correctional facilities and federal offenders (Federal Bureau of

Prisons, 2017). Since then, the Federal Bureau of Prisons has opened 122 federal correctional

institutions, and "are operated at five different security levels in order to confine offenders in an

appropriate manner" (Federal Bureau of Prisons, 2017). With the reach of federal law

enforcement extending to foreign countries, and apprehending federal offenders from other

countries on United States (U.S.) soil, the Bureau of Prisons is managing a growing inmate

population. Rapid growth in the diversity of offender population expands norms and values held

by inmates within the federal correctional environment.

Current diversity training for federal correctional staff offers little more than inmate

religious freedom awareness (B. Phosath, personal communication, January 13, 2015). Without

appropriate training in managing an increasingly diverse inmate population, correctional staff

must independently develop methods for leading and managing inmates. Unfortunately, this

system of lower echelon leadership initiative creates management techniques that are as diverse

as the inmate population. The lack of information held by correctional officers, regarding

cultural diversity, increases ineffective methods of establishing successful relationships and

leadership practices. Liebling (2011) noted, "What is distinctive about the work of prison

officers is, first, the centrality of often enduring relationships to their work and, second, the

harmonizing of welfare and discipline, or care and power" (p. 485). Correctional staff who

attempt to establish professional relationships, which are interpersonal relationships within the

correctional environment that build cooperative compliance among inmates, are not always

successful. While many correctional staff successfully garner cooperative compliance, many other correctional officers do not.

The use of force model, as illustrated in Figure 1, is designed to provide correctional staff with a guideline for managing offenders through levels of compliance, and correctional officers understand, "Force will ordinarily be used only when attempts to gain voluntary cooperation from the inmate have not been successful" (Federal Bureau of Prisons, 2014, p. 2). The use of cooperative controls is ideal for offender management, and usually includes the use of relationship and leadership strategies. Officers that fail to maintain offender behavior within cooperative thresholds may need to engage offenders physically to gain compliance, and to "ensure institution security, and good order" (Federal Bureau of Prisons, 2014, p. 1).
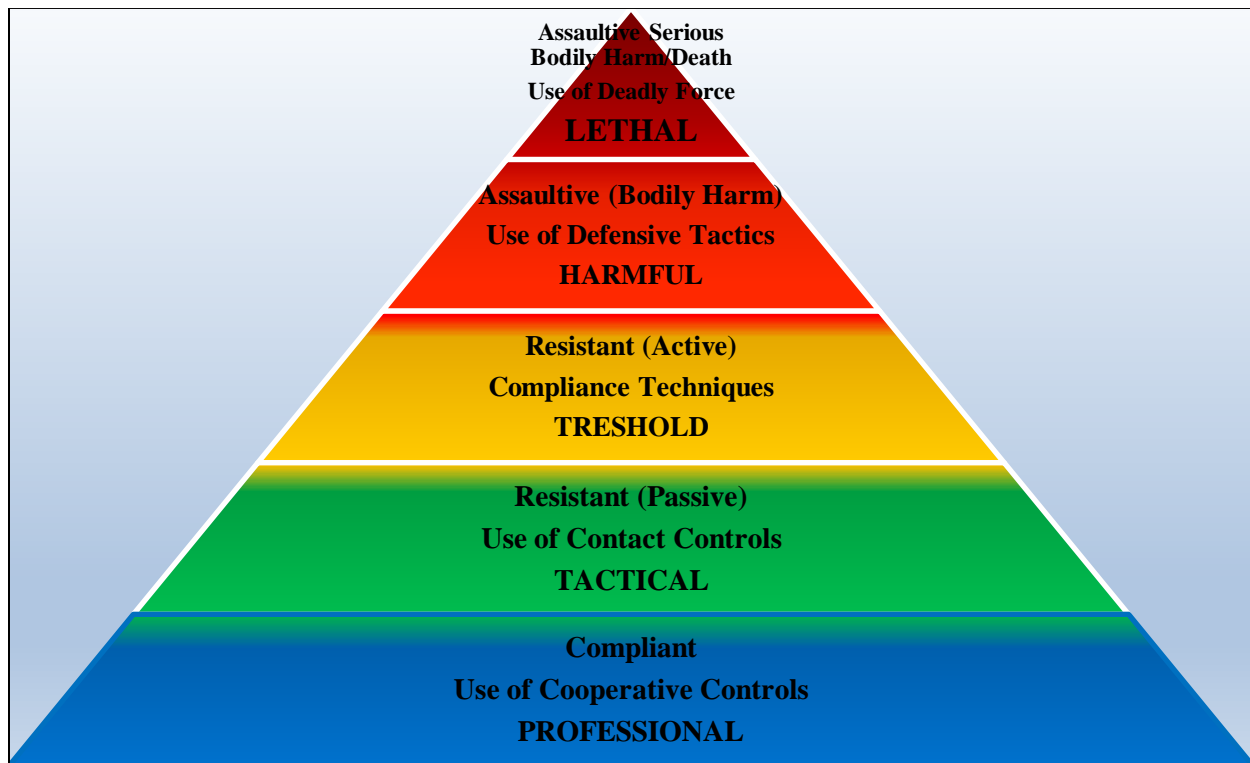
Figure 1. Use of Force Model.

Note: Adapted from Community Oriented Policing Services Use of Force Model, United States Department of Justice, (n.d.), Retrieved March 26, 2017 from https://cops.usdoj.gov/pdf/Use-of-Force.pdf Copyright 2016 by United States Department of Justice Used with permission.

In spite of relying on individualized systems of management that work, the possibility of experiencing verbally combative behavior from inmates is highly possible. Even mildly resistant behavior occurs as a result of the nature of prisons, which encourages conflict between correctional staff and inmates. Lahm (2009) stated, "the exercise of authority over an involuntary clientele means that prisoners and guards have a potentially fraught relationship" (p. 132). In spite of the nature of relationships between correctional officers and inmates, correctional officers must find ways to accomplish organizational objectives. As stated by Lambert et al. (2008) "Correctional institutions rely on staff to accomplish a variety of tasks and objectives to ensure the safety and security of society" (p. 56). Tait (2011) suggested, "Sharing physical and social spaces means that staff and prisoners develop familiarities. They banter. There are acts of concern and kindness" (p. 441). Still, both correctional staff and inmates are challenged with maintaining appropriate levels of closeness and distance in order to avoid violations of each group's conduct codes. Walsh, et al., (2012) stated that "prison staff work within tightly-knit teams that are expected to self-regulate in ways that promote security and control" (p. 161).

Relationships between inmates and correctional staff are central to institutional security, and while inmates are strongly grouped by ethnic similarities, correctional staff must identify in some manner in order to establish relationships among inmates. The recruitment of a diverse correctional working force addresses diversity from an American social perspective. However, understanding the norms and values of a growing diverse inmate populous from foreign countries adds to the challenges for correctional officers, who often have limited training in cultural leadership that extend past domestic forms of cultural understanding. Determining what works to gain the cooperation of inmates to meet organizational goals is ultimately left for each federal correctional officer to determine for herself or himself.

Developing relationships based on mutual similarities is a common method for many correctional officers. However, for correctional officers who are hyper-vigilant with conduct codes between officers and offenders, and who have difficulties developing relationships in a scenario in strain by its nature, many officers fail to find methods that work for cooperative compliance. Liebling (2011) stated, "Policy-makers, critics and analysts of the prison often throw words at officers – such as justice, relationships, safety or risk – but they rarely reflect on or share with staff the intended meaning of these complex terms" (p. 485). More information is needed for federal correctional officers to lead inmates toward appropriate behavior that prepares inmates for community reentry success. Understanding more about the leadership styles that influence cooperative compliance may assist the Bureau of Prisons to remain current on trends among federal inmates, while equipping correctional officers with information to manage a growing diverse inmate population that improves institutional control and security within federal correctional institutions.

Problem Statement

Between the years of 1980 and 1989, the inmate population within the Federal Bureau of prisons doubled from 24,000 to approximately 58,000 (U.S. Department of Justice, 2015). The populations continued to grow and in the 1990s, the inmate population within the BOP had reached 136,000, exceeding double digits, and by 2013, the inmate population for the BOP had reached 188,812 (U.S. Department of Justice, 2015). Inmate populations within the BOP have increasingly grown in diversity as well. Diversity training offered by the Bureau of Prisons has not been modified to reflect the growing diversity within federal correctional facilities, and officers learn leadership styles while on the job.

Literature regarding successful correctional officer leadership methods varies, and much of the information associated with correctional leadership provides descriptions in the form of traits. For example, in their investigation of correctional leadership, Lin, Lawson, Borodach, and Riley (2015) assessed the leadership of ranking correctional staff holding positions of at least captain. They concluded that correctional leaders are "introverts that sense, think and perceive their situational surroundings" (p. 18). Humphrey (2009) additionally supported concepts of leadership traits such as competence, accountability, and role modeling (p. 28). In contrast, Tait (2011) found various paternal care methods from officers toward inmates, by coding in her research care categories consisting of true carer, limited carer, old school, conflicted, and 'damaged' (p. 442).

Other research has pointed toward leadership being centered on power and privilege. For example, Crewe (2011), in his description of relationships between inmates and correctional officers, stated, "soft power" is the core component of the wider form of 'neo-paternalism" (p. 456). He stressed soft power as helpful for "both staff prisoner relationships and a range of policies that exert influence in relatively light, subtle and disembodied ways" (p. 460). Similarly, Tait (2011) also identified a significant component of staff and offender relationships that are centered on care. "Prisoners described the experience of being cared for as involving sociable and respectful relationships with staff, feeling understood and listened to, having requests for help followed through, and being given reassurance and encouragement" (p. 449).

Leadership at every level within the Federal Bureau of Prisons is centered on correctional staff being "firm, fair and consistent" (Department of Justice, 2014, p. 8). This is the overall standard from which each correctional officer must build the necessary interaction skills for a successful shift. This researcher, with twenty years of correctional experience, has found that

firm, fair, and consistent are subjective strategies that become increasingly ineffective as inmate populations grow. Bureau of Prison refresher training advocates correctional employees to be in sync with methods of managing offenders, but since many officers are relying on individualized methods of what works, maintaining uniformity in leadership practices has remained elusive. Research that leads to more appropriate concepts that address federal inmate cooperative compliance is needed to meet 21st century conditions of correctional leadership.

Federal correctional officers undergo training in a wide range of content that equips correctional staff with basic knowledge in managing inmate living spaces, but leadership training is not part of the correctional certification process. As a result, officers are left to their own devices to independently develop leadership skills necessary for a successful work shift. This creates variances in leadership styles and creates variances in levels of compliance among inmates toward officers. Liebling (2011) emphasized, "prison officers negotiate their authority on a day-to-day basis with a skeptical and complex audience, through interaction and in a context in which enforcing all the rules 'by the book' would be impossible" (p. 485). Written guidelines appear to be the only option for federal correctional officers to take in the absence of leadership training that promotes a uniform standard of correctional officer professionalism.

Purpose of the study

The purpose of this qualitative phenomenological study was to examine leadership styles used by federal correctional officers as they try to influence cooperative compliance in their facilities. Work-supervisors, who hold positions that consist of skill-set trainer and correctional officer, were used for this inquiry of effective leadership styles. Identifying the most effective leadership styles used by correctional officers opens opportunities for the development of leadership training for correctional staff, increases the possibility of maintaining inmate behavior

within cooperative compliance guidelines, and may enhance institutional safety. Determining and applying best leadership practices may also enhance general relationships between offenders and correctional staff and improve living conditions for offenders by the application of more fair and just treatment.

Participants for this study included work-program supervisors from a range of institutions: one United States Penitentiary, one Federal Correctional Institute, and one administrative security level facility in the Western region of the United States. The work-program supervisors' experience in various security levels provided an opportunity to examine variances of leadership styles in correctional officers. In many ways, the federal correctional environment mirrors community structures by providing "employment in areas like food services, warehouses, or work as an inmate orderly, plumber, painter, or groundskeeper. Inmates earn 12¢ to 40¢ per hour for these work assignments" (Federal Bureau of Prisons, 2015). Often work-program supervisors hold numerous roles in high multisensory environments and are responsible for security, training, organizational objectives, and behavior modification strategies. In contrast, many other positions in federal correction regularly exercise singular roles. For this reason, the researcher selected correctional officers who are work-program supervisors as the study population for this research.

Research Questions

The primary question guiding this study was: What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities? To answer this question, three sub-questions were included:

1. What leadership styles produce reinforcing stimulus among federal inmates?

2. What leadership styles decrease behavior probability, or extinction?

3. Under the conditions of power and privilege, what leadership styles held by federal correctional officers improve social justice among inmates?

Conceptual Framework

Inmate numbers are growing, and according to Lambert, Hogan and Griffin (2008) "Finance Corrections is big business. More than $30 billion a year is spent in the United States to house approximately 1.4 million prisoners in 1,200-plus correctional facilities" (p. 56). To respond to the growing inmate populations, a clearer understanding of federal correctional officer leadership is needed. Leadership styles vary within federal correctional centers, and because officers must individually rely on "what works", leadership success among officers varies.

De Hoogh, Den Hartog, and Koopman (2005) provided evidence reflecting situations influencing leadership growth, illuminating concepts of trait activation in leadership. De Hoogh, et al. (2005), stated that "personality traits require trait-relevant situations for their expression" (p.840). Colwell (2007) identified inmate behavior in the form of roles. These roles are actors and targets, targets being those assessed, and actors as those assessing others. This concept is centered on values that inmates share, thus leading to respect for and among one another. This idea reflects the possibility that values and morals, to some extent, are operating components to relationship compliance. In addition, effective leadership supports both "prisoners and staff, who share some common interests, such as the maintenance of order" (Tait, 2011, p. 441).

Situations, values, and common interests express, to some extent, opportunities for leadership to be exercised, but in the absence of distinct leadership theory for corrections institutions, more research is required. Liebling (2011) describes the variances in correctional practices through officers negotiating their authority, noting that prison work "is an extremely

tricky and inherently unstable business" (p. 485). Moreover, stability and instability are unpredictable components in correctional settings, and while stability is achieved much of the time through developing effective relationship strategies, the relationship positions between correctional staff and inmates by its composition is one based on mistrust. Relationships are a centerpiece for correctional leadership, and their development is "all about the use of power and authority, deployed through human relationships" (Liebling, 2011, p. 485). Power and authority over a clientele that by nature does not want to be detained in correctional centers strains human relationships. Still, power and leadership often comes in subtle forms, caring being a dominant form, which adds a spirit of humanity that fosters trust. As stated by Tait (2011) "The concept of 'care' is not often associated with prison life, but it is nonetheless central to staff–prisoner relationships" (p. 440).

Within correctional environments, cooperative compliance often functions on a transactional basis. For example, within the walls of minimum security facilities, numerous incident reports would jeopardize an inmate's minimum custody level, resulting in a transfer to a higher security facility. Therefore, inmates provide good behavior in exchange for maintaining minimum custody levels. However, in higher security facilities in which offenders are not eligible for reduced custody, or reduced sentencing periods, relationships between inmates and correctional staff are strained because of minimal gains during transactions for inmates. Under these conditions, choices must continue to be made, but officers must remain within ethical boundaries in order to gain inmate cooperative compliance.

Still, decisions reflecting ethical choices from federal correctional officers in research are minimal. As stated by Tait (2011), "Research on prison staff has tended to emphasize the conflict between providing support and maintaining authority and control" (p. 440). Walsh, Freshwater

and Fisher (2012) stated that "there has been growing awareness that prison officers need to be better equipped to respond to individuals with specific vulnerabilities in a caring and humane manner" (p.159). With this is mind, additional data reflecting how to equip correctional officers with the knowledge necessary for enhanced offender care may be found through appropriate leadership styles.

Assumptions and Limitations

In this study, the assumptions regarding correctional leadership in federal correctional centers, using work-program supervisors as a sample, were based on the belief that supervisors are crucial in gathering data reflective of inmate compliance because of their intimate roles as teacher and authority figures. Since participants represented various correctional facilities, each reflecting a specific security level and custody level inmate, it was assumed that each supervisor provided varying data reflective of the level of turbulence associated with each security level institution, and these variances would be influenced by the recentness of correctional turbulence. Since offenders in various security institutions display various degrees of aggressive behavior, it was also assumed that supervisors would use a leadership style appropriate to each security level.

The Federal Bureau of Prisons operates throughout the United States. The location and institutions presented in the study were limited to a specific area, with multiple levels of security that provided a focused yet diverse research pool for the study. This initial study may not, therefore, reveal national trends, since correctional institutions maintain a dominant ethnic group or culture associated with the local population. For example, Offenders in Southwestern federal correctional institutes are primarily Hispanic, while in the Southern States, offenders may be predominately Caucasian or African American. Therefore, leadership style data generated from this research may not be generalizable because of demographic culture and ethnicity variances.

Additionally, this study excluded super-max facilities, male prison camps, federal military correctional facilities, and private facilities housing federal inmates. The exclusion of these institutions detaining federal inmates limited the variety of data generated from the experiences of work-program supervisors. However, focusing this initial study on a narrower population provides some answers to these important questions.

Rationale and Significance

The importance of understanding inmate compliance is key to assisting in the orderly running of institutions, enhancing security, and improving officer and inmate safety Jackson, Tyler, Bradford, Taylor & Shiner, 2010). While federal correctional facilities house inmates with various custody levels, the policies for inmate living requirements and expectations, in addition to programs, are universal within the Bureau of Prisons. Within each institution, officers experience compliance as well as combative behavior. Bridging the gap between noncompliance and expectation, through a study of distinct leadership methods of managing inmates, may create a model for other prisons to emulate.

This research contributes to the body of correctional information by exploring a neglected area of leadership development needs and trends today from the perspective of prison supervisors. Any significant findings may inform restructuring of correctional policies, not only within the BOP, but also within state and county correctional centers. Moreover, when correctional policies change, appropriate responses occur in the form of recruitment and training, which is designed to meet organizational goals related to inmate treatment improvements. "The quality of prison life depends far more on management practices than on any other single variable. … If most prisons have failed, it is because they have been ill-managed, under managed or not managed at all" (Montgomery, 2006, p. 38). Inquiry into the phenomenon of inmate

compliance and non-compliance may assist correctional staff to improve prison management, thus leading to more successful objectives in increased safety, inmate rehabilitation and inmate care.

Definition of Terms

Actor: An inmate or officer assessing another person for the purpose of identifying similar values, attitudes, and beliefs.

Compliance: An inmate's adherence to instructions from federal correctional officers

Correctional Officer: (*correctional staff, uniformed staff, staff, officer, medical staff and employee)* An employee with professional correctional responsibilities that require the administration of law enforcement duties, and is responsible for ensure security, safety, and accountability of federal inmates and property.

Extinction: The reduction in probability of a behavior resulting from the absence of a reinforcing stimulus.

Federal Prison Camp: Minimally secured federal correctional institution with no gated perimeter.

Federal Correctional Complex: A large land area consisting of two or more federal correctional institutions, and consisting of an independent perimeter for each facility.

Federal Correctional Institute: Found in both low and medium security levels and often have double-fenced or electronic detection systems as part of an established perimeter.

Federal Correctional Officer: A person employed and certified by the Department of Justice Federal Bureau of Prisons to ensure security, safety, and accountability of federal inmates and property.

Situational Leadership: Leadership is contingent on the situation, and different situations will require different forms of leadership (leaders adapt to development level of those following).

Path Goal Leadership: Provides subordinates with resources viewed as necessary for subordinates to meet objectives to include information or rewards as motivators/leaders provide clear path to goals/leaders define goals/define pathways/eliminate hurdles/are supportive.

Leader Member Exchange: Performance is negotiated with leaders in exchange for leaders doing more for subordinates/development of in-group and out-groups contingent upon followers' desire to negotiate efforts with leaders.

Transformational Leadership: Focus on ethics, standards, long term goals, and values – evaluates subordinate motives, meeting needs of followers – requires high levels of influence and inspires subordinates to exceed expectations – requires charisma and vision for organization and subordinates.

Servant leadership: Attentive to subordinates – empathetic – provide nurture – places subordinates first, and assist subordinates meet their fullest potential – is concerned with serving first in order to create growth in those holding subordinate positions.

Team leadership: Interdependent – committed to cooperating with one another – committed to communicating with one another – shared leadership to group and upward communication - collaboration in decision making.

Gender leadership: Complex system of progressive advancement produced through social perceptions of human capital, gender differences and roles, and prejudices.

Transactional Leadership: Does not consider the personal development of subordinates– uses exchange as a method of producing productive response from subordinates as a means to satisfy the agenda of the leader and subordinate.

United States Penitentiary: A high security institution with reinforced walls, perimeters, and monitoring towers.

Operant Conditioning: The relationship between behavior and a reinforcing stimulus that would presumably create a reoccurring behavior.

Target: Those assessed by Actors - Actors and targets assume both roles simultaneously. Colwell (2007) identified that actors are likely to use the self as a reference when evaluating targets, and adds value to actor's self-identity when evaluating a target (p. 443). Appropriately, the identification of commonalities between officers and inmates establishes the conditions for Colwell's theory when establishing relationships.

Conclusions

Inmate populations are growing within the Federal Bureau of Prisons (Federal Bureau of Prisons, 2016). The concept of being firm, fair, and having consistent behavior as a correctional officer has worked in previous decades. However, the growth in diversity within prisons, as a result of globalization, challenges correctional officers to have a different view of what it means to be firm, fair, and consistent in a changing correctional culture.

According to Lawrence, Priest, Delaney and Bynum (2015),

Due to national immigration policies, jails and prisons now house inmates who have migrated to the United States from geographic locations around the globe. Each group of inmates has their own set of beliefs, traditions, languages, and dialects. Staff must be prepared to manage these different groups in an effective manner. This requires the officer to gain a global perspective and the issues it presents. (p. 32)

Firm, fair, and consistent may now be subjective as many correctional officers are confronted with noncompliant behavior from inmates that lead to physical altercations, while

other correctional officers experience very little resistance. Federal correctional staff need more information today than ever before. "With the work force and inmate population becoming more diverse, corrections staff need to understand the positive impact it can have on the organization. Staff must learn how to manage cultural conflict through awareness and skills" (Lawrence et al., 2015).

Correctional staff require solid information and strategies that equip them with the knowledge necessary to manage inmates, produce inmate cooperative compliance, prepare inmates for reentry, and help inmates become productive citizens. Brown, Robert, and Eggers (2005) stated, "Effective competency models identify the key skills, knowledge and attributes of effective and successful leaders" (p. 30). Identifying leadership skills that improve cooperative compliance may assist correctional professionals in readily exercising key theories of correctional leadership that are more effective than the what-works method. A universal interpretation regarding methods of care for inmates, interacting with inmates, and power and privilege may improve co-existing conditions for staff and inmates though new and accepted leadership practices. Arbach-Lucioni, Martinez-Garcia, and Andres-Pueyo (2012) eloquently suggested, "the perceptions of compliance of long-term inmates differ from those of the short-term group; they seem to be more convinced of the need to coexist with the prison authorities within the institution" (p. 1221). This study offers insights into the difficulty of determining general leadership methods, while building a foundation for more inquiry into correctional officer leadership. This study considers negotiated power within various custody levels, compliance within those various custody levels, and negotiated power as part of a comparative analysis.

CHAPTER 2

LITERATURE REVIEW

The examination of leadership used by federal correctional staff is prompted by the

myriad of leadership styles used by officers to accomplish organizational objectives, and to

manage offenders. Furthermore, exploring successes and failures of offender management, as a

result of selected leadership methods by officers, influences the importance of this research. This

literature review is a centerpiece for understanding the turbulence in correctional settings, and a

porthole for recognizing the variances in leadership styles used in correctional settings. The

variances in leadership styles associated with inmate compliance have been presented in a

manner that demonstrates major concepts in existing publications about correctional leadership.

This literature articulates relationships between those concepts, and provides insight into how the

literature informs the researcher's study. The correlations woven through literature will assist in

answering the primary research question: What are the dominant correctional officer leadership

styles influencing cooperative inmate compliance within multiple security level correctional

facilities?

Key Theories

This literature review integrates various trait-based leadership theories in order to

demonstrate the multitude of leadership styles used in correctional settings, and to depict

challenges in offender management. Theories presented in this literature review support

feasibility of the correctional environment requiring correctional officers to be fluid in their

application of leadership. Leadership fluidity, according to literature review sources, reflects

leadership engagement through traits, situations, and relationships (De Hoogh, et. al, 2005).

Specifically, De Hoogh, et al. (2005) stated, "personality traits require trait-relevant situations for

their expression. In other words, an individual behaves in trait-like ways only in those situations that are relevant to the given trait" (p. 842). Cronin, Hiller, Nathan and Smith (2006) provided three leadership approaches for correctional staff: (a) personal dominance, (b) interpersonal influence, and (c) collective leadership. These leadership approaches highlighted a method of leadership, with facets of traits, which expose variances in leadership styles. Cronin et al. (2006) discussed personal dominance leadership as a position such as captain or warden with leadership descending. Under this concept, leaders are born with specific traits that differ from those of followers (Cronin et al, 2006, p. 28). The collective aspect of leadership, described by Cronin et al., presented group participation in leadership roles when appropriate. Each form of leadership provided by the author was comprehensive in description for correctional leadership, with collective and interpersonal approaches reflecting correctional officer roles.

Power and Privilege

Another factor impacting leadership in correctional settings is the concept of power, which Liebling (2011) believes is "deployed through human relationships" (p. 485), and soft power, presented by Crewe (2011). Crewe (2011) identified power and privilege relationships between inmates and correctional officers. In his findings Crewe (2011) indicated exchanges for appropriate behavior, such as the access to resources by inmates from correctional staff. Liebling (2011) additionally found that power held by correctional workers is consistently legitimized among inmates, and the use of power is used to "bend fractious hearts and minds towards allegiance" (p. 486). Further, Walsh, Freshwater and Fisher (2012) identified connections between the power structure with prisons that mirror social structures similarly found in organizations. Ferdick and Smith (2015) examined the conclusions of Dahl (1957) who "described power as a relation between social actors in which actor A can get actor B to do

something B would not otherwise have done" (p. 500). Correlating this to the objectives of correctional officers, Ferdick and Smith (2015) stated,

> Correctional officers are responsible for maintaining prison order, establishing
>
> institutional security and managing inmate behavior. To accomplish
>
> these goals, officers are sometimes required to deploy available bases of power,
>
> which are mechanisms of behavioral control used to achieve certain objectives,
>
> and include reward, referent, legitimate, coercive and expert. (p. 498)

Wooldrege and Steiner (2016) reflected on and integrated their inquiries on the arguments of Raz (2009) who suggested that differences in the execution of power is influential to legitimacy of the powerholder. As stated by Wooldrege and Steiner (2016) "officials who rely more generally on coercive force can only be de facto authorities in that they have not "secured from their audience a recognition of their right to rule" (p. 127). He continued by stating that "Officials who exercise authority in ways that preserve the dignity and respect of citizens, on the other hand, can make valid claims to legitimate authority" (p.197). Furthermore, Wooldrege and Steiner (2016) stated that officers who use coercive methods for inmate compliance decrease their ability to be recognized as legitimate power holders, as inmates are less inclined to follow directives. Still, power holders exerting authority in a manner that reflects expertise in solving issues, as well as time earning the respect of inmates, are viewed as legitimate power holders (p. 105).

Organizational Commitment

Correctional officers often work under dangerous and stressful conditions. It is essential that correctional officers take their positions seriously, in order to meet organizational objectives. Hogan Lambert and Griffin (2013) suggested that organizational commitment is vital and

"without committed staff, it is unlikely that a correctional institution will be successful in the long run" (p. 356). Moreover, "correctional institutions rely on staff to accomplish a variety of tasks and objectives to ensure the safety and security of society" (Lambert et al., 2008, p. 56). Accomplishing institutional tasks requires officers to take a position in what Lambert et al. (2008) refers to as "organizational citizenship behavior" (p. 56). Commitment from employees is demonstrated with positive behavior including organizational citizenship behavior, benefitting an organization over time (Lambert et al., 2008). However, not all officers seek to be committed to institutions or their objectives. Ross (2013) suggested that correctional agencies and the American Correctional Association have implemented codes of ethical behavior which are provided upon recruitment and reinforced by senior correctional staff (p. 111). Furthermore, Ross (2011) indicated that, in spite of these established codes, correctional officers may still have engaged in inappropriate work related activities (p. 111).

The lack of adherence to established codes demonstrate a clear dismissal of organizational commitment. As stated by Lambert, Hogan, and Griffin (2008), "the primary purpose of the prison organization is to process, manipulate, and ultimately exert total control over a large group of individuals" (p. 57). Tait (2011) reinforced this point by stating, "research on prison staff has tended to emphasize the conflict between providing support and maintaining authority and control" (p. 440). Total control that counters methods for organizational objectives introduces forms of deviance. "In broad terms, two major types of CO deviance exist: the abuse of power and corruption. The abuse of power is typically covered by studies of CO violence and of inmate victimization" (Ross, 2013, p. 112).

Correctional officers and correctional environments impact one another. Officer performance, based on high performance behaviors, indicate a personal pledge to excellence to

the correctional organization. "Organizational citizenship behaviors are job behaviors that exist outside the technical core of the job yet serve the organization by supporting the psychological and social context of work" (Lambert et al., 2008, pp. 57-58). The influence officers have over each other and offenders through this form of leadership is another example of how officers generate cooperative compliance. This form of prosocial behavior is discretionary by an employee, and not part of the job. (Lambert et al., 2008). Because it is discretionary, prosocial behavior may not be a trait that all correctional staff choose. Vickoc and Griffin (2014) asserted that personal characteristics, such as age, race, gender, tenure, position, and education have weak or often non-significant relationships with organizational commitment toward correctional organizations (p. 725).

"Organizational commitment differs from job satisfaction in that organizational commitment is a much broader concept. It reflects one's feelings toward an entire organization, not just a specific job" (Garland, McCarty, and Zhao, 2009, p. 165). Hogan et al. (2013) presented the arguments of Lincoln and Kalleberg (1990) who suggested that, "The committed employee's involvement in the organization takes on moral overtones, and his/[her] stake extends beyond the satisfaction of merely personal interest in employment, income, and intrinsically rewarding work" (p. 59) Commitment is therefore reflected in prosocial behaviors are those efforts that exceed job descriptions and which are measured through the employee evaluation process (Lambert, et al., 2008).

Committing to organizations is reflective of positive job attitude (Lambert et. al., 2008). Additionally, Lambert, Kelly and Hogan (2012) reflected on the findings of Culliver, Sigler, and McNeely (1991) and Lambert et al. (2008) who have suggested that "higher levels of organizational commitment are associated with improved job performance and heightened

organizational citizenship behavior" (p. 481). Furthermore, Lambert et al (2012) also mentioned the findings of Lambert and Hogan (2010) who identified that the "perceived dangerousness of the job has been found to be negatively associated with affective commitment among correctional staff (p.486). It is then understandable that both negative and positive job attitudes reflect both negative and positive work behaviors. Positive job attitudes reflect the organizational commitment through loyalty and identification with the organization (Lambert, et al. 2008).

Another interesting aspect of the literature associated with organizational commitment is supported in the investigation of Garland et al (2009) who provided insight from Robinson et al. (1992) who found that "perceiving management to be a source of stress was associated with lower organizational commitment among Canadian prison staff" (p. 166). Additionally, Vickovic and Griffin (2014) stated that "correctional officers experience a higher rate of violence than any other profession except police officers" (p. 720). Both themes of positive and negative attitudes and commitment reflect environment, thus influencing the types of leadership traits required for the scenario.

Care Roles as a Method of Leadership

"The concept of 'care' is not often associated with prison life, but it is nonetheless central to staff–prisoner relationships" (Tait, 2011, p. 440). Inmates rely a great deal on correctional staff to live their daily lives. Inmates participate in a variety of institutional programs, such as work, education, and extra-curricular activities that provide self-development and keep inmates busy. Mentioned in the literature by Tait (2011), caregivers "provide support, reassurance, and encouragement, and were trusted by prisoners to provide practical help" (p. 444). Lin, Lawson, Borodach, Riley, and Cornita (2015) provided a survey examining personality inventories of correctional workers, holding a rank of at least captain or equivalent, nationally using R. Craig

Hogan and David W. Champagne's Personal Style Inventory. Out of those reviewed and assessed from four components: (a) introversion and extroversion, (b) intuition and sensing, (c) thinking and feeling, and (d) perceiving and judging, many correctional employees fell under the sensing. In fact, 71.52 percent of the participants associated themselves with sensing leaders. Moreover, 62 percent of leaders inventoried considered themselves coaches (Lin, et al., 2015, p. 17).

The correlation between more sensitive roles within correctional facilities drifts further away from ultimate control and manipulation within correctional centers. Lin et al. (2015) concluded that roles assumed by correctional employees usually reflect departmental objectives, and specific roles are not associated with gender, but rather the best perceived method for accomplishing objectives (p. 8). De La Ray (2005) however identified perceived differences in leadership abilities between men and women suggesting,

> There is ongoing debate on whether women have different leadership styles and traits
> then men. The one school of thought advocates that female leaders are not different from
> male leaders. This school proposes that women who pursue the non-traditional role of a
> leader reject feminine roles and characteristics and have needs and styles similar to those
> of males. (p. 5)

However, De La Ray (2005) also mentions the difficulties in identifying leadership between women and men on the basis of gender, as "gender as a social construct has been blurred by numerous critiques" (p. 6). However, Tait (2011) mentioned that, because care is interpreted and exercised in a variety of methods by officers, it is important to understand what care means and from whose perspective. (p. 449). Tait (2011) categorized care into five areas: (a) True Carer, (b) Limited Carer, (c) Old School, (d) Conflicted, and (e) Damaged. The association

of these traits in relation to the concept of care is formed through the identification of care in the description provided by Tait (2011) that states,

> prisoners described the experience of being cared for as involving sociable and respectful relationships with staff, feeling understood and listened to, having requests for help followed through, and being given reassurance and encouragement. Uncare was described by prisoners as indifference, unfairness and status degradation. (p. 449)

Interestingly, the literature underscores gender dynamics with regard to care, male roles, and female officer impacts in the prisons. For example, Crewe (2006) stated that "male officers look to sexualize and protect female officers in ways that reflect these understandings and suggest that women are naturally less capable than men at doing the job" (p. 397). At the same time, male officers "perceive female officers as a calming, moderating and normalizing force, in effect suggesting that certain 'feminine' traits may be advantageous to prison officer work" (Crewe 2006, p. 397). Other researchers suggest that, "prison work has sometimes been conceptualized as a job in which 'the traditional female qualities of nurturance, sensitivity, and understanding' are thought to be not merely unnecessary but actually detrimental" (Walsh, et al.et al., 2012, p. 160). Reflecting on the work of Tait (2011), Walsh et al., (2012) also mentioned Tait's five categories of care and stated,

> conflicted prison officers, in other words those that had the most problems in negotiating their caring and controlling roles, constituted by far the largest single group, thereby suggesting that many experience a level of discomfort in negotiating roles that involve care and control. (p. 160)

Liebling (2011) demonstrated the inaccuracies of discriminatory leadership roles in the prison environment by stating "what is distinctive about the work of prison officers is, first, the

centrality of often enduring relationships to their work and, second, the harmonizing of welfare and discipline, or care and power" (p. 485). The identification of welfare, relationships, and care indicated interpersonal dynamics necessary for a specific form of leadership required for the successful correctional officer which is not based on gender. While roles in the form of care are an essential function of prison, Walsh et al. (2012) noted that there are conflicting attitudes about accepting care roles among male correctional officers.

In their inquiry of care in correctional settings, Walsh et al. (2012), demonstrated dissonance in care among medical and correctional staff who use their positions of authority as instruments of abuse. The authors argue that societal perceptions of inmates generate a conceptual framework among correctional staff reflective of distrust. While certainly not attributes for successful leadership, Walsh et al., (2012) identified conflicts in the area of inmate care. The lack of harmony has infiltrated areas of correctional care for inmates, and rather than executing intervention on behalf of inmates regarding healthcare, healthcare prison professionals are responsible for using authority for inflicting suffering on inmates (Walsh, et al., 2012).

Respectability

The concept of respectability is paramount in correctional leadership, which is presented with little in the realm of solid traits to distinguish respectable from other characteristics. The concept of *respectable* is very important when discussing actor and target scenarios (Humphry, 2009). Humphry (2009), a warden and director of the Office of Security for the University of Texas, emphasized work characteristics in context to correctional leadership. He identified three characteristics that are important in correctional officers: (a) technical competence, (b) being a role model for others, and (c) competence in the eyes of peers, subordinates, and managers. He additionally described leaders as accountable, with professional expectations, and who exercise

civility to others. While this literature provided ideal descriptions of correctional leadership, it did not provide examples that categorize these descriptors in leadership theories.

Another interesting facet in respectability is the actual perception of what it means to be respectful. "Most scholarly interpretations of respect in prisons are similarly narrow, describing it in terms of courteous and considerate staff–prisoner relationships" (Hulley, Liebling & Crewe, 2011, p. 4). Colwell (2007) provided a descriptive explanation of interaction among inmates. His analysis used social positioning to reflect actors and targets. The actor assesses a target's values, beliefs, and common goals in order to determine if the target merits respect. However, between correctional staff and inmates, the perception of respect is much different. As described by Hulley et al. (2011), who consider the perspective of Sennett (2003) , which is "Traditionally, respect-as-esteem is bestowed upon those who demonstrate independence and an ability to take care of themselves and their loved ones" (p. 5). Hulley et al. (2011), continues with findings from Butler and Drake (2007) by stating "The potential for prisoners to be respected in this manner is inherently limited, particularly in prisons where staff believe that prisoners surrendered their right to respect when they committed a crime" (p. 5).

Colwell (2009) sheds light on a potential explanation for inmate compliance from officers, when considering a target/actor scenario. "When an actor perceives that a target actor's qualities reflect their own valued self-definitions, they impart positive symbolic value to the target" (p. 443). "These perceptions evoke sentiments of affinity toward the target actor, which supports the belief that the target deserves respectful treatment" (p. 443). While not associated with Colwell, Tait (2011) later made a direct impact on Colwell's analysis in her statement "Prisoners and staff share some common interests, such as the maintenance of order" (p. 441). Inmates generally want a safe place to reside, and while there are inmate politics, inmates

generally look to officers to assist in keeping peace within inmate populations through the enforcement of rules and regulations. However, the enforcement of rules and regulations reflect concepts of power and privilege among inmates and correctional staff which also impacts interactions within correctional setting.

Crewe (2011) asserted that the relationship between inmates and uniformed staff are contingent on power and privilege. Crewe (2011) concluded that, while the old authoritarian style of correctional staff has transformed into a more relationship-based manner of interacting, the authoritarian aspects of inmate control are hidden within the new paradigms. Crewe (2011) referred to soft-power as a manner in which uniformed staff control inmates, and that there is mutual gain in power and privilege among inmates and staff by pursuing relationship based interactions. Exchanges in orderly and preferred behavior are rewarded with positive behavioral reviews and extra privileges, while simultaneously displaying the soft discretionary power of correctional staff. Crewe (2011) further indicated that while few in numbers, some inmates disengage in interacting with correctional staff in order to escape the reminder of power and privilege practices (p. 458).

In general, inmates regard relationships extended by officers to be disingenuous, and view the switch from intimate to authoritarian forms of management to be confusing (Crewe, 2011, p. 458). Relationships from the perspective of inmates are therefore volatile, creating those numbers of offenders choosing to disengage from relationship based forms of being managed. Inmates maneuver into a form of mental protection mode that is based on the idea that "there is more comfort in 'knowing your enemy' than in an unreliable form of shallow rapport" (Crewe, 2011, p. 458). Trammell and Rundle (2015) use what Goffman (1959) describes as the *nonperson*, with regard to the perception officers hold over inmates. Trammell and Rundle

(2015) state that "inmates describe staff members as disclosing personal information in front of the inmates as if they are not present. These findings suggest that staff treat the inmates as the "nonperson" (p. 473). Trammell and Rundle (2015) also identified why correctional staff may perceive inmates as nonpersons. First, Trammell and Rundle (2015) reflect on Worley et al., (2013) reasoning about an inmate's status as a nonperson by stating "prison staff members are likely to view the inmate as a nonperson for several reasons. First, prison administrators create rules against fraternization to avoid corruption" (p. 476). Another reason for the nonperson status of inmates among correctional staff is that correctional staff "likely feel superior to inmates as their criminal activities lower their social status altogether. Finally, the fact that employees wear uniforms (for correctional staff) or suits (for caseworkers) delineates them from the standard prison garb worn by inmates" (Trammell and Rundle, 2015, p. 476). While respect may hold a different meaning to both inmates and correctional officers, other factors such as charisma and manipulation as a method for inmate interaction, also reside in correctional facilities.

Charisma or Manipulation

Federal correctional centers regularly experience a great deal of change. As stated by De Hoogh et. al., (2005) "Charismatic or transformational leaders, on the other hand, are believed to change the status quo by infusing work with meaning so that followers' energies are mobilized to respond quickly and effectively to demands of the environment" (p. 840). Montgomery (2006) believed that "Charismatic leaders often emerge during a crisis, or in a situation in which the leader's exceptional qualities match the context" (p. 2). Cronin et al. (2006) suggested that an important facet of leadership is interpersonal influence. As stated by Cronin et al. (2006), "leading can result from influence and charisma" (p. 28). While perhaps a softer representation

of correctional leadership, this statement conflicts with the reflection of Jayewardene and

Jayasuriya (1981), taken by Lambert et al. (2008) in the comment "the primary purpose of the

prison organization is to process, manipulate, and ultimately exert total control over a large

group of individuals" (p. 57). While charisma, and manipulation for control are all used for

cooperative compliance, literature also indicated that transactional leadership is often used.

Transactional Leadership

In fact, an exchange in privileges for cooperative compliance is common ground for

relationships among correctional officers and offenders. Crewe (2011) suggested "establishing a

good relationship with an officer can make a significant difference in terms of gaining minor

favours, enhancing one's privilege level and obtaining positive reports. For prisoners seeking to

expedite their release, engaging with staff is highly advisable" (p. 457). This example provides

insight into the use of transformational leadership as a form of relationship-based interaction

among correctional officers and inmates. As stated by Montgomery (2006) "transactional

leadership revolves around the leader-follower relationship, in which the leader motivates the

follower by recognizing his or her needs and providing rewards to fulfill those needs in exchange

for support and performance" (p. 3). Relationships are an important factor between inmates and

correctional officers. However, these relationships are still centered on power. For inmates, as

subordinates and incarcerated beings, little control in the relationship is available to them in

terms of the depth of relationship.

Collective Leadership

Mendez, Howell, and Bishop (2015) express collective leadership through the work of

Pearce and Conger (2003) and stated, "collective leadership is a dynamic process that involves

multiple individuals collaborating in leadership toward the attainment of their common goals"

(p. 675). Inmates do not typically engage in decision-making processes, and at the very least, may negotiate the amount of privilege they acquire. Collective leadership expresses shared responsibilities in correctional teams in order to strengthen control over offenders. Leadership provides specific benefits, and according to Cronin et al. (2006),

> work required to achieve certain organizational objectives is spread out, which reduces the burden on management; the process of contributing to organizational-wide initiatives often creates buy-in among junior level staff, and cultivates dedication to success, it is useful to gain the input and perspectives of staff who, in many cases are the people who encounter the problem daily and will ultimately be putting the plan to use, and finally, by empowering all staff to share leadership responsibilities, leaders are cultivating tomorrow's executives. (p. 29)

Still, the idea of collective leadership, which involves both correctional officer and inmate, has been highlighted and used by correctional professionals. Toch (2002) recalled standard 14.7 in the Corrections Task Force Report of the National Advisory Committee on Criminal Justice Standards suggesting that correctional agencies should adopt a program of participatory management involving manager, staff, and offenders.

Situational Leadership

Correctional environments require officers to be flexible in their methods of management. Correctional officer leadership is oftentimes fluid according to the situation. The amount of leadership changes that an officer uses daily, along with negotiated power, leaves officers to find successes on a trial basis. As concluded by Hefang, Lawson, Borodach, and Riley (2015), "four distinct types of leadership styles in the theory of situational leadership are directing, coaching, supporting, and delegating" (p. 17). Situational leadership provides a closer

insight into the various forms of leadership traits used simultaneously within correctional settings in order for correctional officers to meet institutional objectives.

De Hoogh, Den Hartog, and Koopman (2005) asserted that charismatic leaders are more likely to appear in areas where a high degree of change occurs. It is this trend that both situational and transformational leadership unite; however, it is also this trend that separates major types of situational from transformational leadership. For example, De Hoogh, et al. (2005), contended that "correlation between self-report trait measures and trait-relevant behavior intentions are stronger in situations providing appropriate cues for trait expression" (p. 842). Moreover, De Hoogh, et al. (2005), found, "organic structures tend to be flexible and innovative and face turbulent environments. Thus environments characterized by high degree of challenge and great opportunities for change (i.e., dynamic work environments) may facilitate the emergence of charismatic leadership" (p. 842).

Situational leadership appears to be a centerpiece of correctional stability when one considers the assertion of Liebling (2011), who suggested that prison fluidity is a response to the appropriate use of power which is legitimized through policy. However, Liebling also suggested that the claim of power is a regular process of power holders prompting a response by those under power. Moreover, "officers make choices, use judgements, sometimes to achieve justice, where the rules don't work, and sometimes to assert their authority" (Liebling, 2011, p. 488). In this statement, Liebling (2011) demonstrated how situation dictates the choices of correctional officers in order to ease tension among prison staff and inmates and generate inmate compliance. He further stated, "prison officers negotiate their authority on a day-to-day basis with a skeptical and complex audience, through interaction and in a context in which enforcing all the rules 'by the book' would be impossible" (p. 485).

Liebling (2011) expressed individual discernment among correctional officers in order for them to assess scenarios and make appropriate authoritative decisions. Therefore, it could be suggested that leadership traits within correctional settings and among correctional staff take on specific properties. The properties encourage inmate compliance through the use of legitimized authority that may often times be reflective of individualized institutional ethics rather than universal code of conduct.

Leadership Competencies in Correctional Settings

Montgomery (2006) listed an intricate concept of leadership competencies. With over 30 years of correctional service, he developed the acronym C.O.R.R.E.C.T.I.O.N. to represent a model for competencies necessary for correctional leaders. According to Montgomery, they should be a habitual practice of all correctional officers.

Table 1. C.O.R.R.E.C.T.I.O.N. Description

Acronym		Summary of Definition
C	Concentrating on the Big Picture	Concentrating on the big pictures requires correctional leaders to establish a clear vision for the organization, and to instill a preexisting vision for the organization into the minds of correctional subordinates.
O	Observation	Observation is a vital competency that increases a secure prison, and must be executed by correctional leaders. The delegation of observation and inspection of correctional setting should be administered by those accountable for conducting such measures. Avoiding the responsibility of observation has a potential for disastrous incidents.
R	Resolve Problems Quickly	A necessary focus on developing the ability to problem solve is required. Leaders must demonstrate a concern for subordinates and organizational objectives. Avoiding resolving problems rapidly is a clear indication that leaders have little regard for the problems in correctional settings.
R	Respond to Every Inquiry	Every inquiry deserves a response. Correctional institutions by their nature exclude regular public traffic, therefore correctional leaders must be responsible for providing answers, and to dismiss the need for answered inquiries is not in the best interest of a correctional institution. Frequent observations of issues, and a focus on developing strategies, demonstrate correctional leadership.
E	Enhance Their Abilities	Self-development through taking courses, attending correctional conferences, building organizations and subscribing to journals are efforts that correctional leaders should take.
C	Communication	An effective correctional communicator is capable of conveying an organization's mission and objectives to the community as well as to institutional staff. Effective communication is accomplished through verbal messages and modeling conduct that encourages leadership support.
T	Think Outside the Box	Creativity, and fostering an atmosphere of idea participation is necessary for meeting correctional demands. Thinking outside the box requires serious considerations prior to engaging in significant change, as many environments are resistant to such measures.
I	Integrity is Everything	The correctional leader develops a culture that values professional excellence, and modeling correctional ethical standards is imperative for accomplishing this task.
O	Offer Their Skills to Resolve Problems	Correctional leaders are viewed as resources for correctional staff, and should have a knowledge base reflective of this expectation. Correctional leaders should use their knowledge to expand the knowledge of subordinates in order to increase knowledge circulation, and enhance career opportunities for correctional staff.
N	Nurture Their Staff	The purpose for nurturing is to demonstrate an interest in followers and is "one of the primary roles of leaders" (Montgomery, 2006, p. 42). Nurturing staff requires leadership praise, challenges, and a display of genuine concern for them.

From: Leadership in a correctional environment. *Corrections Today, 68*(42), by M. Montgomery
Retrieved from http://search.proquest.com/docview/215694639?accountid=12756

Montgomery (2006) suggested that correctional officers assumed a caring role, and

viewed inmates as people. Similarly, Tait (2011) echoed this belief five years later. Moreover,

Montgomery (2006) addressed functions of leadership mirroring claims by Heaton and Atherton (2008) that effective leaders use their knowledge to demonstrate concern for subordinates.

Work Ethic

Work ethic is a driving component to successful correctional outcomes (Gorman & Meriac, 2016). Work ethic "can be conceptualized as a construct related to a person's work commitment that represents a set of beliefs and attitudes regarding the fundamental value of work in one's life" (p. 259). Gorman and Meriac (2016) conducted an analysis of correctional officer work ethic, and found that compared to other professionals, correctional officers maintained a higher work ethic. However, Wright (1999) expressed that unethical behavior is found in all organizations. Wright (1999) also mentioned, with regard to law enforcement officials, that "individuals will succumb to corruption, will use excessive force, will commit acts of brutality, will violate due process protections and human rights provisions of individuals, will exploit and harass clients and fellow workers, and engage in other unethical practices" (p. 68). Wright (1999) concluded that these behaviors are due to human fallibility.

Still, Gorman and Meriac (2016) maintained an understanding of fundamentals associated with work ethics and which indicated that work ethics are,

> multidimensional, relates to work and work-related activity in general, is learned, refers to attitudes and beliefs (not exclusively behavior), is a motivational construct manifested in behavior, and is secular, not necessarily tied to any one set of religious beliefs. (p. 261)

The higher level of work ethic was found to be associated with strict time constraints and a lack of leisure time because of the large number of people that correctional officers supervise. As stated by Gorman and Meriac (2016) "These results support the notions that the job of CO demands high levels of work ethic and that high levels of work ethic are desired to successfully

perform the job of CO" (p. 271). Gorman and Meriac did not focus on traits of leadership like Montgomery (2006) did. Rather, professional success in comparison to other professions is derived from high levels of responsibilities that require an equal level of commitment to the demands reflected in work ethic. Gorman and Meriac did not address work ethic in relation to institutional norms that may impact correctional officer choices. Reflecting on Liebling (2011) in which correctional officers exert authority rather than policy, ethics may be subjective among various correctional centers.

Health Necessary for Leadership

While a great amount of the literature revolves around traits, competencies, and environments, other descriptors of leadership have been a focus of leadership researchers. One of these descriptors has been the health of the correctional officer. Serio and Wagner (2010), described the benefits of strong leaders as a result of proper health. They asserted that "physical exercise produces greater life expectancy, lowered risk of sickness and disease, greater energy and endurance, reduced absenteeism, increased productivity, improved quality of work, and reduced insurance costs" (Serio & Wagner, 2010, n.p.).

Serio and Wagner (2010), also suggested that "physical fitness requirements for correctional officers, prison units could benefit from creating boot camps several weeks in length that provide training on nutrition, dieting, and exercise" (p. 52). Heaton and Atherton (2008), concluded that employee burnout leads to dysfunction, and this dysfunction works counter to correctional organizational leadership success. Like Serio and Wagner (2010), they suggest correctional leaders be mindful of healthy lifestyles in order for the benefit of the employee and organization (p. 14).

The downward spiraling effect of poor health among leaders impacts organizations through poor performance. While physical fitness was mentioned as a key component to successful correctional leadership, Serio and Wagner (2010) also mentioned the importance of having a strong mind and spirit. The information they provided is centered on a healthy life balance for correctional officers. Lambert, Hogan, and Griffin (2008) emphasized,

> job stress has many negative consequences for the employee. These effects stretch far beyond job performance and can also impact the employee's health and personal relationships. The employee may very well place blame on the organization for feelings of stress. Most job stress experienced by correctional employees is attributable to work stressors, such as role conflict, role ambiguity, role overload, dangerousness of the job, and lack of participation in decision making. (p. 64)

Debates

The information found in the literature regarding correctional leadership, draws attention to the importance of relationships between correctional officers and inmates. Direct debates regarding correctional leadership is not presented in obvious terms. In fact, much of the literature, with regard to correctional leadership, appears to be undeveloped with no real direction or firm understanding of leadership fundamentals at the correctional officer level. However, considering the various traits of leadership presented, a potential debate appears to be in the actual application of leadership traits within correctional settings. Since many theories place emphasis on vast conditions that develop leadership, acronyms for leadership, care, and power and privilege, a consistent and solid leadership style appears to remain elusive.

Attention to the needs of inmates requires nurturing traits from correctional professional, and while nurturing is typically regarded as a trait reserved for women, the actual leadership trait

of nurturing under one school of thought is not gender specific; leadership traits are learned. Another faction, which carried with it a greater support, contends that "women have different leadership styles to male leaders. This perspective points to a distinctive leadership style associated with women, with characteristics that include being more participatory, democratic, more sensitive, nurturing and caring" (De La Rey, 2005, p. 5). However, in correctional settings, nurturing and caring are requirements for inmate management and are conducted by both men and women, and while men may view care as a liability within the controlled area, it remains a pillar in correctional management. Furthermore, the literature reflects characteristics of leadership, but the common themes that appear in abundance through analysis or in the literary statements is that positive relationships are associated with correctional leadership within a correctional setting.

Conclusions

Literature about leadership in correctional institutions relies heavily on the context of power, authority, and privilege as dynamics between inmate and correctional officer relationships. In any form of activity found in the correctional environment, officer control is a key function in completing correctional organizational objectives. The nature of correctional environment as fluid, leaving officers to determine the appropriate use of their power on a case by case basis, is indicative that inmate behavior is altered through the use of power. Crewe (2012) identified the use of soft power by correctional officer as a method of managing the limited freedoms of inmates. Lambert et al. (2008) argued that prison organizations exert control over the inmate population. Additionally, strong positive relationships between correctional staff and inmates are necessary for cooperative compliance, and while there are inmates choosing to

avoid relationships with officers, other inmates engage, and use relationships with officers to gain privileges or more.

These examples demonstrate the power over those seeking privileges, there are areas of power that extinguish privilege and violate rights. Tait (2011) identified the importance of care within a correctional environment, and is reinforced as a form of power through "harmonizing of welfare and discipline, or care and power" (Liebling, 2011, p. 485). Walsh et al. (2012), identified the use of power over inmates through medical care, and discovered that power in the form of care was also used for abuse. While control, power and privilege reflect the interaction between correctional staff and inmates, they are represented among inmates as well. The method of target and actor present a prescription for inmate identification based on group or individual strengths. Power, privilege, and control are instruments for regulating behavior. Analyzing the use of force model as a gauge for gaining compliance, it may be said that access to resources, is a form of garnering cooperative control. Power and privilege therefore create various leadership methods used by officers. Resistance, passive and higher on the use of force model, requires the use of physical engagement, and occurs when cooperative control methods breakdown.

CHAPTER 3

METHODOLOGY

The intent of this qualitative phenomenological study was to investigate leadership styles among federal correctional work-program supervisors. Creswell (2013) stated, "a phenomenological study describes the common meaning for several individuals of their learned experiences of a concept or a phenomenon" (p. 76). This study examined the leadership experiences of six work-program supervisors from three federal correctional institutions in the Western part of the US. This study was also designed to generate an account of each work-program supervisor's approach to leadership within their institution articulating their lived experiences in working with offenders.

Creswell (2013) refers to Moustakas's (1994) examples that describe *transcendental* phenomenology. In this form of phenomenology, the researcher sets aside their own experiences, and focuses on descriptions provided by the participants. As an experienced correctional officer, this researcher has selected transcendental phenomenology to take a fresh perspective of the accounts of participants in this research.

An in-depth investigation of descriptions provided by participants may add to the body of information that helps correctional staff work in the growing industry of corrections. Between the years of 1980 and 1989, the inmate population within the Federal Bureau of Prisons doubled from 24,000 to approximately 58,000 (U.S. Department of Justice, 2015). The population growth continued, and in the 1990s, the inmate population within the Bureau of Prisons (BOP) reached 136,000, and by 2013, the inmate population for the BOP reached 188,812 (U.S. Department of Justice, 2015). Inmate populations within the BOP have increasingly grown in diversity as well. Working among diverse inmate populations is common for correctional officers, and determining

effective leadership styles is beneficial to correctional staff. "Leadership is a critical element in contemporary corrections" (US Department of Justice, 2012, p. 3).

Unfortunately, without formal leadership training, on the job practice for correctional officers creates divergent methods of leadership. Many leadership styles are ineffective while other styles are more successful. It is this researcher's belief that little has been produced in training to help officers accomplish BOP objectives. While correctional officers receive training in a variety of prison subjects, correctional leadership is not among prison training curricula (K. Costa, personal communication, January 2, 2016).

The primary question guiding this research was: What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities? To answer this question, three sub-questions were included:

1. What leadership styles produce reinforcing stimulus among federal inmates?

2. What leadership styles decrease behavior probability, or extinction?

3. Under the conditions of power and privilege, what leadership styles held by federal correctional officers improve social justice among inmates?

The research questions provided an opportunity to identify commonalities and differences among work program supervisors. Successes and challenges of leadership styles were analyzed using data collected from the perceptions of work-program supervisors. The model for cooperative compliance was the guideline for success or failure. The use of the Force Model (United States Department of Justice n.d.) provided for this research is a professional standard used by the BOP. Other law enforcement agencies use similar models, such as Los Angeles and San Diego Police Departments. Although there are variations within the models, the Force Model is the dominant model for the Bureau of Prisons, and was used as a key method for

measuring success. For the purpose of this study, cooperative compliance was the most important goal in the field for effective leadership, with other strategies creating extinction being failures.

Cooperative compliance was the benchmark for this inquiry. Scenarios resulting in an escalation above cooperative controls require some form of physical force. Additionally, the escalation above cooperative control was also an indication of failure for cooperative compliance. The research questions were designed to identify leadership styles that fall within the cooperative compliance section of the Use of Force Model. Based on relationship and leadership styles, this research explored gender and ethnic influences between staff and offenders. This research also reviewed questions of social justice by probing concepts of own group preferences, biases, and discrimination due to similarities or lack thereof. This evaluation was achieved by analyzing information from specific survey and interview questions, until leadership themes emerged.

Settings

The study site included three federal correctional institutions in the Western region of the US. Each institution detains approximately 1000 to 1300 federal offenders (J. Hess, personal communication, September 19, 2016). The correctional officers for this study were selected for their experience, as well as for their positions as work-supervisors. The interview and survey questions were designed to generate data about the lived work experience of the correctional officers within the correctional environment. Federal correctional policy requires that non-work related projects be conducted outside of correctional facilities. For this reason, interviews were conducted face to face in a comfortable and private area of the participant's choice.

Participants/Sample

The participants for this study were selected from three correctional institutions, and specific criteria was established for participant selection. The sample criteria were: (a) must be current or former work supervisors within the last five years, and (b) must have been assigned to more than one correctional facility with differences in security levels. All voluntary participants were invited to participate via social media platforms from an administrative assistant recruited by the researcher. Each participant received a consent form upon accepting the social media invitation to the study (see Appendix A). The participants and the researcher reviewed the consent form prior to the interview (see Appendix B).

The study sample size consisted of six work-supervisors. Work-supervisors were selected because of the level of engagement they routinely experience with inmates. Work-program supervisors are responsible for providing security and accountability of inmates and resources, provide training, deliver classes, conduct performance and evaluation reviews of offenders, strategize to meet organizational objectives through preparing offenders for community reentry, and engage in behavior modification through counseling, rewards systems, and reprimand.

Administrative assistants were recruited by the researcher from two correctional facilities. Administrative assistants extended invitation to peers from other independent correctional facilities. Invitations were sent to work-supervisors working at one United States Penitentiary, one Correctional Institute, and one Administrative Correctional Center. Invitations from administrative assistants were sent during off duty hours through the use of personal computers. The first six supervisors that responded and agreed to participate composed the sample.

The professional roles held by work-program supervisors require more intimate working relationships with inmates, compared to other correctional positions. Work-program supervisors often assume roles as officer, trainer, and counselor. In addition to working vocational program departments, work-program supervisors have also been assigned to correctional officer posts according to institutional needs. This is specifically important because it encompasses the perception of work-program supervisors from roles as correctional officers and trainers in correctional environments consisting of living and working quarters. Selecting from a pool of work-supervisors that are culturally diverse aligns with the research in a manner that encompasses areas of power and privilege, leadership, and social justice.

Data Collection

The data was gathered by two methods: (a) a one-on-one, face to face interview that ranged between 30 and 60 minutes, and (b) an electronic survey. The one-on-one interview consisted of 25 questions, and allowed the participant to reflect on his/her leadership experiences within correctional settings (see Appendix C). The researcher used a semi-structured approach for the interview process, consisting of a script with questions (see Appendix C). Merriam (2009) stated, "the largest of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time" (p. 90). All interviews were conducted away from the correctional institution, in a confidential environment selected by the participant, and were conducted within a time frame that was suitable for the schedules of participants.

The one-on-one interviews were recorded using an Olympus VP10 Digital Voice Recorder (2013). The researcher uploaded the digital audio recordings from the Olympus VP10 to a private password protected laptop and transferred files to the Atlas ti qualitative data

analysis software. The researcher personally transcribed three interviews, and used Rev.com

transcription service for the remaining three recorder interviews. The transcriptions were stored

on a password protected computer. Each participant had an opportunity to review the

transcription prior to data analysis.

In addition to the interviews, the researcher administered an electronic follow-up survey

within a week of the interviews. The survey was designed to gather additional data of the

participant's perception of his/her leadership style. The electronic survey was designed using

Survey Monkey (2017) and was distributed electronically to an email of the participant's

choosing. The survey consisted of thirty-five leadership questions, and it was expected by the

researcher that the surveys would not exceed a maximum of 30 minutes for participants to

complete. Likert scaled questions consisting of the following selection options: Strongly Agree,

Agree, Neutral, Disagree, and Strongly Disagree (see Appendix D) were employed. As stated by

Mertler and Charles (2011) "a Likert scaled question begins with a statement and then asks

individuals to respond on an agree-disagree continuum" (p. 236). The 35 leadership questions

centered on eight leadership theories, all with brief definitions that correlated to answers

provided by the participants.

Table 2. Leadership Summary Northouse (2013)

Leadership Theory	Summary Definition
Situational Leadership	Leadership is contingent on the situation, and different situations will require different forms of leadership (leaders adapt to development level of those following)
Path Goal Leadership	Provides subordinates with resources viewed as necessary for subordinates to meet objectives to include information or rewards as motivators/leaders provide clear path to goals. Leaders define goals/define pathways/eliminate hurdles/are supportive
Leader Member Exchange	Performance is negotiated with leaders in exchange for leaders doing more for subordinates/development of in-group and out-groups contingent upon followers' desire to negotiate efforts with leaders
Transformational Leadership	Focus on ethics, standards, long term goals, and values – evaluates subordinate motives, meeting needs of followers – requires high levels of influence and inspires subordinates to exceed expectations – requires charisma and vision for organization and subordinates
Servant Leadership	Attentive to subordinates – empathetic – provide nurture – places subordinates first, and assist subordinates meet their fullest potential – is concerned with serving first in order to create growth in those holding subordinate positions
Team Leadership	Interdependent – committed to cooperating with one another –committed to communicating with one another – shared leadership to group and upward communication - collaboration in decision making
Gender Leadership	Complex system of progressive advancement produced through social perceptions of human capital, gender differences and roles, and prejudices
Transactional Leadership	Does not consider the personal development of subordinates – uses exchange as a method of producing productive response from subordinates as a means to satisfy the agenda of the leader and subordinate.

The digital recordings were erased immediately after the transcriptions had been

completed, and participants were given an opportunity to review transcripts for accuracy. The

transcriptions will be retained for three (3) years after the completion of this study, as required

by University of New England. After that period they will be shredded. The surveys will additionally be retained for three (3) years after study completion, and then deleted from the researcher's survey account.

Data Analysis

The researcher used three data theme techniques for data analysis. The interviews were analyzed using: (a) word repetition or word crunching using Atlas ti qualitative data analysis software, (b) coding relevant terms or phrases from interviews used in association with the Use of Force and Leadership Figures, and (c) filtering and comparing answers from the survey to the leadership figure using Survey Monkey software. Additionally, the data generated from the interviews and the survey were analyzed and themed in context to the research questions.

The researcher uploaded all audio interview files to a password protected personal computer. Using Atlas ti qualitative data analysis software, the researcher dragged files to the Atlas ti software, which has a play function for audio data files, and transcribed three interviews while Atlas ti played the recorded interviews. The researcher used Atlas ti for coding terms and phrases associated with Use of Force Model (United States Department of Justice n.d.,) and Northouse (2013) Leadership Model.

The purpose of the survey was to generate comparative information. The main themes and trends from the surveys were translated using Survey Monkey's analysis tools to translate responses into graphs. Both surveys and interviews were centered on the leadership references table, and were linked to leadership codes to identify major themes in work-program supervisor leadership.

Participant Rights

Prior to proceeding with data collection, the researcher obtained ethical approval from the University of New England's Institutional Review Board. The researcher then gained consent from each voluntary participant. Each participant had an opportunity to read the consent form prior to the interview, as well as ask questions and/or address concerns regarding the interview process. Prior to the recorded interviews, the rights of the participants were stated to include the complete voluntary participation of each interviewee, consent through signed forms, and the ability of each participants to terminate the interview or to refuse to answer questions at any time without consequences.

The ethical principles described in the Belmont Report (National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research, 1979), the applicable requirements of the United States Department of Health and Human Services' (2009) Code of Federal Regulations: Title 45 Public Welfare: Part 46 Protection of Human Subjects were adhered to at all times for this study. At no time did the researcher place participants in physical danger, and/or allow participation of inquiry without the consent of participants in matters considered to be sensitive in nature and that are personal (Mertler & Charles, 2011).

In addition, principles of confidentiality were adhered to and the confidentiality of all participants were maintained at all times. Safeguards were taken in order to maintain the confidentiality of participants. Each participant was provided with a pseudonym and later a numerical code by which his/her responses were identified in the analysis of this dissertation.

Information such as documents pertaining to participants, their responses, and coded information were secured in a safe, accessible only to the researcher. Information that was

transferred to digital files was encrypted and secured. All paper documents are stored in a locked safe, and will be for three years and then shredded by a bonded shredding company.

The data was gathered and analyzed without individual identification markers. Anonymized direct quotations were used in the final report, and all individual identification markers were removed. This research did not demean or find fault in participants, and data gathered was the only information shared for the purpose of this dissertation.

Potential Limitations of the Study

One of the potential limitations of this research was the sample. The selected sample was specific to work-program supervisors. Work program supervisors teach inmates job skills that improve employment opportunities in their respective communities. Work-program supervisors generally work in areas outside of inmate living spaces that are usually reserved for officers not charged with training inmates work-skills. This reduced lived experiences of persons working in the federal correctional setting, such as those holding exclusively correctional officer roles, and will not address leadership among those staff.

An additional limitation was the setting. Areas under inquiry are specific in nature, and were only in the Western region of the United States, which include, a U.S. Penitentiary, a Federal Correctional Institute and an administrative facility. Other settings that were excluded included facilities such as Federal Correctional Medical Centers, the Administrative Maximum Facility, Federal Detention Centers, and low security facilities nationwide, all employing work-program supervisors. None of the participants indicated working in any of these forms of facilities. This created a limitation in experiences from these forms of correctional environments that may have contributed to the data in correctional leadership. However, this research

represented foundational work. The research contributes to the existing literature on leadership styles amongst correctional personnel who work in BOP environments.

Conclusions

This research intended to identify the most dominant leadership styles used by correctional officers. Work-program supervisors fulfill this selection through their professional multirole positions that include correctional officer responsibilities. In this phenomenological study, the researcher recorded the responses from one-on-one interviews, illuminating participants' experiences as a work-program supervisor. The use of force model was used to set the standard for successful leadership. Cooperative control techniques represented the supervisors' ability to maintain cooperative compliance, thus representing successful leadership styles. The escalation of force, according to the use of force model, signified a failure in leadership. This research is a facet for future leadership research among correctional staff. Future research will exclusively include other correctional staff and correctional officers. It will also include other correctional facilities located throughout the United States in order to provide a more robust description of the leadership styles correctional staff are using for cooperative compliance.

CHAPTER 4

RESULTS

The purpose of this qualitative phenomenological study was to examine leadership styles used by federal correctional officers as they try to influence cooperative compliance in their facilities. Work-supervisors, who hold or who have held, positions that consist of skill-set trainer and correctional officer, have been used for this inquiry of effective leadership styles. The primary question guiding this research was: What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities? In addition to this question, three sub-questions are included:

1. What leadership styles produce reinforcing stimulus among federal inmates?

2. What leadership styles decrease behavior probability, or extinction?

3. Under the conditions of power and privilege, what leadership styles held by federal correctional officers improve social justice among inmates?

Referencing van Manen (1990), Creswell (2013) provided insight into phenomenology with the statement, "The basic purpose of phenomenology is to reduce individual experiences with the phenomenon to a description of the universal essence" (p. 76). This study was conducted with the intent of answering research questions of bringing a common meaning to lived experiences, while also reducing individual experiences to a description of universal essence. The method for gathering the data consisted of six face-to-face interviews and six online surveys using the Survey Monkey service, in order to address the research questions. Inmate behavior was evaluated by analyzing behavior and reinforcing stimulus, while holding the Use of Force Model and the Summary of Leadership Theories by Northouse (2013) as standards and guidelines for this research.

Data Collection

The collection of data was achieved through the use of administrative assistants. Each administrative assistant was an employee of the Federal Bureau of Prisons, and were contacted through social media during off duty hours by the researcher. Administrative assistants, on behalf of the primary researcher and while off duty, recruited work-program supervisors for the purpose of this study through social media platforms as well. All potential participants were provided the contact information of the researcher. The first six work-supervisors who contacted the PR, were selected as participants for interviews and surveys.

Interviews were scheduled over the phone, and each participant selected an area that met their comfort level. All six of the participants engaged in the face-to-face semi-structured interview, and a Survey Monkey survey. Interviews lasted between 30 and 60 minutes, depending on the available time of each participant. Prior to the interviews, the researcher explained the consent form and the rights of the participants, leaving room for questions regarding the research. After the explanation of the consent form, the researcher strongly expressed to each participant that discontinuing the interview at any time, choosing not to answer specific questions for any reason, and selecting either survey or interview was their personal choice, and that no adverse actions would result from discontinuing participation.

Interviews were recorded using the Olympus VP10 Digital Voice Recorder (2015). Each participant was given a pseudonym for the interview. The researcher transcribed three interviews, and used Rev.com transcription service for the remaining three recorded interviews. Each transcription was uploaded into Atlas ti Qualitative Analysis Software and was given a numeric-alpha-phonetic code during analysis. Leadership themes were coded and are presented in Chapter Four as a table. Atlas ti, word repetition (word crunching) was used to analyze high

frequency words in data sets. Atlas ti allowed the researcher to create word clouds of data sets

and compare high frequency words or combine documents in order to analyze word frequency.

Figure 2 depicts a word cloud developed using transcripts from recorded interviews, and using

frequency options for coded documents from Atlas ti.

Figure 2. Word Cloud-Word Frequency

Surveys completed by the participants were consolidated online using the Survey

Monkey website. The survey consisted of thirty-four leadership questions. Likert scaled

questions consisting of the following selection options: Strongly Agree, Agree, Neutral,

Disagree, and Strongly Disagree were used to gather leadership data. Question summaries

gathered from Survey Monkey were analyzed using data tables reflecting percentages to answers

provided by each participant. There is one data table for each Likert question answered by

participants. Each survey table presents percentage scores under the response from the

participants.

Leadership Profiles and Summary of Interviews

Table 3. Interview Question 1. Summary

When did you join the Federal Bureau of Prisons (FBOP) and how long have you been a work-supervisor?

Participant	Years in Bureau of Prisons	Years as Work Supervisor
Alpha	17	7
Quebec	16	16
Delta	15	11
Papa	25	20
Tango	25	25
Sierra	12	12

Table 4. Interview Question 2. Summary

What level of correction facilities have you worked in?

Participant	Max	High	Medium	Low	Minimum	Administrative	All
			Institutions Worked				
Alpha	✓	✓	✓	✓	✓		
Quebec		✓	✓	✓	✓	✓	
Delta		✓	✓	✓	✓		
Papa		✓	✓	✓			
Tango		✓				✓	
Sierra							✓

As stated by Bloomberg and Volpe (2012), when referring to coding and comparing, "As the name implies, this method involves systematically comparing sections of the text and noting similarities and differences between these sections. Through the emergence of major categories, theory can evolve" (p. 137). The tables provide leadership profiles and summaries of interview data and are examples of such systematical comparison. Table 1 and Table 2 depict responses to foundation questions. Work supervisors indicated their time in the Federal Bureau of Prisons, and the amount of time they have been work program supervisors. Each work supervisor met the requirements of (a) must be current or former work supervisors within the last five years, and (b) must have been assigned to more than one correctional facility with differences in security levels. Each numeric-phonetic code represents a participant in the study. Since administrative facilities hold minimum, low, medium, and high security inmates, the experience of each work supervisor encompasses each security level facility excluding Super Max. Each participant held the work supervisor position for more than a decade, bringing with them to this research a vast amount of lived experience in leading offenders to accomplish work program goals.

Table 5. Interview Question 3. Summary

What training, if any, did you have in leadership prior to your employment? After you were employed by the FBOP?

Participant	Leadership Training Prior to BOP	Leadership Training Provided by the BOP
Alpha	Boy Scout Leader/Trained Scouts in Leadership/Supervisor and Managerial Positions	Federal Law Enforcement Academy Annual Refresher Training Certifications
Quebec	Naval Team Work Training	Annual Refresher Training Certifications
Delta	Supervisor Position L.A.X.	Communication
Papa	Military Leadership	Special Operations Response Fire Arms Instructor Federal Law Enforcement Academy Specialized Training
Tango		Federal Law Enforcement Academy Annual Refresher Training
Sierra	Took Leadership Course in Correctional Youth Groups	Training in Managing Male and Female Offenders

Table 3 presents responses to the last two foundation questions. The data within these tables reflect experience and leadership prior to employment with the Bureau of Prisons, and any training that a participant in this research may have received during their employment with the Federal Prison System. In Table 3, two of the six work supervisors actually received leadership training prior to joining the Bureau of Prisons. Papa stated, "I've been a sergeant in the military, where I've had numerous leadership school with primary leadership development courses in the military as an NCO with the military, prior to coming into the Bureau of Prisons". Papa received leadership training in the military, but all training provided by the Bureau of Prisons was technical training associated with collateral duties or position descriptions. Furthermore, Papa did not receive leadership training affiliated with correctional settings while in the military. Sierra also indicated that, "I took several leadership courses and held several leadership roles before my employment as far as running certain camps for youths" (Sierra).

Three of the six work supervisors considered annual refresher training to be a form of leadership training, but none of the other three participants indicated formal leadership training. For example, Tango stated:

> I was a non-commissioned officer in the military for six years. As I was hired, I did training at the federal training facility in [town] and I also did training annually for the BOP and also specialized training for different jobs. I'll set off for level A level, B Level , and C level training. (Tango)

Much like the example of Tango, three other participants shared similar experiences reflecting a lack of specific leadership. For example, Quebec stated, "I was in the U.S. Navy, I don't know if I took actual courses but maybe just through teamwork" (Quebec). When asked about leadership training prior to being employed with the Bureau prisons, Alpha replied, "I was involved in leadership and leadership training for other scouts. I spent multiple summers at summer camps that were designed to train the new scout leaders, teaching classes and other activities to help build leadership skills" (Alpha). When asked specifically about how much leadership training was provided by the Bureau of Prisons, Alpha replied, "Not much that I recall as far as leadership goes and supervising" (Alpha). Delta reflected on personal leadership training while employed with the Bureau of Prisons and stated, "I actually did a leadership program in Terminal Island, basically it was a class of about 20 people with all of us just learning communication, better communication skills and that's pretty much it, I believe" (Delta). Delta presented experience with more technical training associated with correctional job functions, but was not trained specifically in leadership. While technical training is important for the Bureau of Prisons to meet organizational objectives, it does not represent specific leadership

training. Furthermore, technical training was perceived as leadership training by staff who have never received formal leadership training.

Table 6. Interview Question 4. Summary

On a scale of one to ten, with one being not of value, and ten being highly valued, how do you rate leadership training for correctional officers in your current institution?

Participant	Rating Response 1 – 10
Alpha	No Rating Provided
Quebec	6 -7
Delta	9
Papa	No Rating Provided
Tango	7
Sierra	3

Table 6 represents a rating from each work supervisor regarding leadership training for correctional officers in their current institution. Three of the six work supervisors provided a rating of seven or higher for their current institution. The remaining three supervisors provided a rating of three or no rating for their current institution. Three of the six participants who indicated a six or higher rating for leadership had no history of leadership training prior to or while employed by the Bureau of Prisons. Of the two participants who received leadership training prior to or during their employment with the Bureau prisons, one failed to provide a rating and another submitted a rating of three.

In spite of the variance of ratings, participants submitted a rating or disengaged from submitting a rating for their current correctional facility on leadership training from which no training had been provided. Participants supported their report of ratings based on their perception of current training. Quebec stated,

With so much time that I've been working here, you go through annual refresher training

every year. You go through different courses and topics and you brush up and learn

different ways and hear different people's stories and pick up ideas and ways to handle

situations. (Quebec)

Again, the presentation of Annual Refresher Training (ART) as leadership training was

provided by Quebec. Alpha also stated, in reference to ART that "We typically receive annual

refresher training every year, which does include probably an hour or two of class on offender

supervision or whatever they decide to call it that year" (Alpha). The perception of ART as

leadership training was evident in descriptions of other officers participating in this study. Papa

stated that,

I believe as we do our annual training to reassess officers coming into the Bureau, and

then as officers have been there for quite some time, that annual training is very effective

to making sure staff still follow along the guidelines. (Papa)

Sierra also provided insight into leadership training by stating, "There's a lot of need for a

lot more leadership courses so that the correctional officers or correctional workers can come

together and have more of a foundation of how to deal with offenders" (Sierra). A theme that

emerged from these responses in Table 7 is the perception that ART is a form of leadership

training. ART is the "annual recertification training" in correctional techniques, and provides

officers to refresh on established procedures for inmate management. However, specific

leadership training was not mentioned by any of the participants, with referring to ART.

Table 7. Interview Question 5. Summary

Tell me about your leadership philosophy? How does corrective leadership unite with your philosophy?

Participant	Leadership Philosophy	Unification of Philosophy and Corrective Leadership
Alpha	Positive Reinforcement Lead by Example	Pushing for a Higher Quality of Outcome Creates Positive Recurring Behavior
Quebec	Being Firm/Fair and Consistent	Corrective Action as a Method for Reprimand for Undesired Behavior
Delta	Philosophy is Rooted in Communication and Respect	Corrective Action through Counseling
Papa	Firm/Fair/Presentable/Approachable	Engage Offenders Interactively
Tango	Get the Job Done Quick Safe One on One Interaction	
Sierra	Being Authentic/Adhering to Rules and Procedures/Fair	Use of Voice Tone Appropriate for the Behavior

When asked about the unification of corrective leadership and personal leadership philosophy, a diverse response resulted. Half of the respondents used one of the three subjective strategies suggested by the Bureau of Prisons, which are firm, fair, and consistent. Quebec referred to one of these strategies in his comment, "Well, I am a person who believes in treating people fair and treat people as you would want to be treated" (Quebec). Papa made a similar remark by stating, "I believe in pretty much being firm and fair, making myself presentable" (Papa). Delta also considered fair and consistent as methods for handling offenders by stating, "I think I get a better, honestly a better, how can I say, outcome out of them, by just talking to them like a man, and being honest and straight with them, fair and consistent" (Delta). Sierra also believed that fairness was crucial in her leadership, and stated "my leadership style mainly deals

with fairness, what you do for one you do for all" (Sierra). Subjective strategies for managing

inmates are "firm, fair and consistent" (Department of Justice, 2014, p. 8). In Table 4 participants

referred to the subjective strategies of firm fair and consistent as a centerpiece for their

philosophy. The theme presented, as reflected in Table 7, is the adoption of the subjective

strategies, provided by the Bureau of Prisons. Firm, fair, consistent, are referred to as personal

strategies for leadership, rather than a standard provided by the participants' organization. The

recirculation of information presented in ART was displayed in the responses of participants,

creating uniformed behavior regarding inmate management, but no independent leadership

strategies. Each participant also used general tools of management as forms of corrective

leadership.

Table 8. Interview Question 6. Summary

Please describe your leadership style compared to those of your peers when handling offenders on your work-program detail.

Participant	Personal Leadership Perspective	Perspective of Peer Leadership
Alpha	Takes a Teaching Approach	Lead through Terror
Quebec	Approachable/Does not Cuss/Stay Calm/Listen/Communication	Cusses, Does not Listen/ Does not Communicate
Delta	Calm/Fair/Consistent/ Talk	Tend to Yell
Papa	Listen/Being Approachable/Knows what is going on with Inmates	Vulnerable/Weak/Disconnected
Tango	Listens and is Calm	Curt/Inflexible
Sierra	Fair/Provides Praise for Efforts/Courteous/ Polite/Lives by Golden Rule	Contempt for Offenders

Table 8 introduces emerging themes about the leadership styles perceived by the participants regarding their peers. Reponses from participants support one of the two major forms of CO deviance concluded by Ross (2013) which is the "abuse of power" (p. 112). Four out of the six work supervisors provided information that suggests working with correctional staff who lead through terror, cusses, yells, may not be calm, or was punitive toward inmates for being inmates. For example, Alpha stated the following:

I've worked with other foremen, some that lead by, I don't know what to call it, terror or

by threat. In other words, to get inmates to do what they want them to do, they either

threaten them or order them and stuff like that. (Alpha)

Quebec, when asked to reflect on how his leadership differed from peers, also insinuated that his peers were abusive and he was not. As stated by Quebec,

I'm not one of the overly aggressive coworkers. I don't, you don't normally hear me cuss

at work. I'm not the one who's cussing and calling them names. That's just not my style.

I'm pretty low-key. But I get the job done. (Quebec)

There were more implications that abusive attitudes from peers existed in other facilities. Delta also referenced to this behavior and stated "other people use different methods as far as like I said, cussing at them, talking down to them, and that just to me causes more issues and problems so that's just never been my style of leading" (Delta). Tango also acknowledged the existence of abusive or aggressive behavior from peers through the statement, "My style was calm, non-combative, but firm" (Tango). Sierra described a similar scenario in which peers took a punitive position when handling offenders. Sierra stated "a lot of my peers get hung up on the fact that they're an offender and they feel like they still have some kind of punishment to come" (Sierra). The unfavorable perspectives of peers continued with Papa in the statement,

I've learned an inmate will take advantage of a situation if he does find a staff or a person in a leadership position vulnerable or weak or any of those standpoints, to the point where they feel that they can manipulate their situation or where they can try to get over on a situation. (Papa)

The data provided in these examples, while certainly identifying a concern for leadership behavior, reflect a common occurrence of abusive behavior from correctional staff toward inmates. Participants viewed peers from a negative lens, and perceived themselves as holding stronger leadership qualities in spite of not having formal leadership training. Participants described themselves, regarding their leadership style, as calm, and having good listening skills. Participants also referred to one of the subjective strategies of being fair as part of their leadership style. None of the participants provided information indicating their attempts to correct the abusive behavior. Each of them appeared to accept this form of behavior from peers as an alternate method of leadership found in correctional settings.

Table 9. Interview Question 7. Summary

What, if anything, would you change about your current leadership style?

Participant	Potential Changes to Leadership
Alpha	Too Trusting at Times
Quebec	None
Delta	None
Papa	Nothing Because of Experience
Tango	None
Sierra	Nothing Because of Experience

Five work supervisors concluded that there was little they would change about their leadership style. It was admitted by four of the participants that, for them, a learning period was necessary. Through different learning points each managed to strengthen an independent leadership style that they believed would be effective. Sierra stated the following when asked about personal leadership changes,

> Not a whole lot comes to mind because I'm not a new employee anymore. If I was a new employee I probably would have a lot. I tweaked my style over the years, so I've kinda come into my even keel balance dealing with the fenders. (Sierra)

Other participants, such as Papa stated, "I think my leadership style has been firm throughout my Bureau career, and I think there's very little I would change at this point" (Papa). Quebec shared a similar perspective and stated "I don't know if I'd change what I'm already doing. I learn and maybe if I see something that works, a tactic that works, I might implement that. It's worked for me so far, so I think what I'm doing is okay" (Quebec). Delta also stated "Honestly, naw, I mean I really feel like I just I do all right with that" (Delta). Tango, while also not interested in changing leadership styles, stated that,

> I wouldn't change anything because for me, myself personally. My style worked very comfortable with how I've dealt with people but as at all times, there's times you can still learn so that I would adapt if there's something different that came along that I saw would work. (Tango)

Only one of the participants indicated needing some form a change. Rather than changing leadership styles, their behavior was more in line with the change needed, as reflected in the statement,

I think actually I am a little too trusting sometimes. In other words, I believe in them too much and I trust them to do what they're supposed to do too much and I'm not checking up on them as often as I maybe should. (Alpha)

Information gathered from this segment of the interviews suggested several themes: (a) correctional participants would not change their form of leadership style, in spite of not having any form of leadership training provided by the Federal Bureau of Prisons, (b) correctional participants have not identified a specific leadership style in which they can appropriately describe their style, and (c) correctional leadership was perceived to be well enough for accomplishing work program goals.

Table 10. Interview Question 8. Summary

What is your expectation for yourself to use corrective leadership in your practice?

Participant	Response Summary
Alpha	Calm/Positive/Constructive over Corrective
Quebec	Get the Job Done/Be Safe
Delta	Be Consistent
Papa	Safety
Tango	Safety for Inmates and Staff
Sierra	Being a Positive Role Model

While expectations for personal corrective leadership varied, one theme emerged from the sample, though it is not well reflected in the form of corrective leadership. Half of the work supervisors regarded safety as being a personal expectation. Quebec stated that "Well, I just

come in and I expect to get, well, just get the job done. Come in in one piece and leave in one piece. I don't…be safe" (Quebec). Tango made a similar comment by stating:

My expectations for myself would be to make sure that the mission was accomplished which is A keeping the inmates confined, B keeping inmates safe, and C making sure that what I deal with, coworkers, that everybody were, that would be safe in their actions (Tango).

Papa also described concerns about safety in the statement,

My expectation for myself is really to allow that inmate to be able to do the time that the judicial system has already appointed to him, and at the same time allow myself to be able to work in a safe environment. (Papa)

Outside of comments regarding safety, none of the participants discussed areas of corrective leadership. Answers regarding corrective leadership were redirected toward personal professional expectations, in spite of a common expectation of safety being presented. For example, Alpha stated

My expectation of myself is to handle it in a calm situation and be able to fix the situation in a positive way for all parties involved. Rather than maybe hurting someone's feelings, or making someone feel bad or discouraged, maybe make them feel positive or encouraged or more constructiveness and correctiveness. (Alpha)

Sierra, much like Alpha, also focused attention toward professional expectation and stated "My expectation for myself it to continue to be somewhat of a, I wouldn't say a role model, but someone that positively affected their life" (Sierra). This form of professional expectation continued with Delta in his interview response "My expectation is to stay consistent,

consistency is the key to me. Be the same when you walk through the gates and when you walk through the doors" (Delta).

The interview responses provided little data in the area of expectation for corrective leadership. Much of the responses were reflective of personal professional expectancies, and presented little in the form of leadership. Participants also provided no insight as to how their expectations would be met.

Table 11. Interview Question 9. Summary

What is your expectation for your colleagues to use corrective leadership?

Participant	Summary Response
Alpha	Laissez faire position regarding peers
Quebec	Laissez faire position regarding peers
Delta	Laissez faire position regarding peers
Papa	To be fairly Approachable/Patient and Focus on Staff and Inmate Safety
Tango	Adhere to the Mission Statement and Keep Everyone Safe
Sierra	Have a positive Impact on Inmates

Responses for expectations of colleagues for corrective leadership mirrored similar previous responses for each participant, with slight variations. Responses did not reflect leadership, but appeared to describe professional correctional conduct. Half of the respondents had little expectations for corrective leadership regarding peers. In fact, half indicated a level of disengagement with the choices of their peers. For example, Alpha responded with "As far as their corrective leadership with their inmates, really if it's their crew, it's their way. (Alpha). This form of perspective was also shared by Quebec with the statement, "Well, I would assume that's

their individual, that's their call" (Quebec). Moreover, Delta also responded with "Everybody has their own style so their style could be something different that I might not agree with it" (Delta). As the dominant theme, supervisors maintained a laissez faire position with regard to peers.

Other data provided, regarding corrective leadership from peers, pointed toward professional expectation, such as the response from Tango, "My expectation for colleagues is to do the same thing to adhere to the mission statement but also keep the situation under control and everyone safe as possible" (Tango). Papa made a similar statement regarding safety and stated "So I expect for the staff to conduct themselves in a way to, like I said, allow the inmates and the staff to stay safe at all times" (Papa). Safety was a general expectation for correctional workers, and while these comments demonstrate a similarity, a non-safe environment was not the objectives of correctional settings. Professional expectations continued with Sierra who stated "I would just expect that they somewhat, I won't say take after me but their role as a corrective leader is something that leaves the inmate with the positive lease on life" (Sierra). Alpha, Quebec, Delta, and Sierra took a position reflecting a separation between their personal forms of inmate management, to those of their peers. Each implied that their expectation for peers was something outside of their ability to impose on other correctional staff.

Table 12. Interview Question 10. Summary

What are the benefits of using a corrective leadership in your work supervisory role?

Participant	Response Summary
Alpha	Respect/an Enjoyable Work Experience for Inmates/No Worries for Inmates about Loss of Privileges of S.H.U. Time/Better Quality of Work
Quebec	The Threat of Being Written up Changes Inmate Behavior
Delta	Creates Respect/Helps Get the Job Done
Papa	Preparing Inmates to be Productive in Society
Tango	Safety
Sierra	Provides Guidance

The data provided by participants regarding benefits of corrective leadership centers on maintaining levels of control or power generated from institutional expectations. Each officer reserved the ability to influence behavior, as a result of her/his position of authority and reserved the ability to enforce reprimand for undesired behavior, generally associated with structural foundations assigned to correctional settings. Each officer responded to the question with a variety of perspectives, but responses cloak power with benefit. For example, as stated by Sierra,

> I feel it helps it helps inmates feel more confident in themselves. When you try to motivate them or build them up sometimes, with inmates it's something they've never had before in their life. So I think when they get just a little push in the right direction or they get a little bit of praise for a little bit of uh (pause) like self-building that it goes a long way with them. (Sierra)

Papa provided a description of benefits to the inmates with the statement, "Our corrective behavior is to try to benefit the inmates in a way so that we can somewhat rehabilitate them mentally, and to prepare them to get themselves back in our society and be productive in society" (Papa). Alpha responded in terms of respect as a benefit and commented with "Corrective leadership and correcting actions and things like that, doing it in a positive manner, I think it builds more respect with the inmates" (Alpha). Like Alpha, other participants such as Delta also responded about respect as a benefit and stated "Benefits are just getting the job done and, uh, they just respect you on another level, you know, and it's just, that's pretty much it" (Delta, personal communication, June 9, 2017).

Structural power starts to present itself when considering organizational expectations and resources to enforce those expectations. As stated by Tango, "The situation we're in corrective leadership would lead to a safe environment as safe as you can possibly be considered where we are working at and who we're working with" (Tango). Furthermore, Quebec discussed the use of incident reports as a method for correcting behavior and states the following "The incident report is kind of like a threat you kind of hold against, like, if you continue this or you do this, I'm going to have to write this incident report. But verbally you can give them a warning before you go to that step" (Quebec). Participants responded with benefits primarily for work supervisors, and data reflecting consequences for inmates for not complying were not mentioned by five participants. Holding positions of authority, work supervisors guided inmates toward compliance through the use of force resources. Compliance from inmates was perceived to create a more favorable environment for inmates, but the use of punitive measures such as incident reports and loss of privileges act as catalysts for cooperative compliance from inmates.

Table 13. Interview Question 11. Summary

How has your leadership style changed from one institution to another, or from one situation to another?

Participant	Response Summary
Alpha	Type of inmate changes the leadership/Security level and environment changes leadership
Quebec	Leadership impacted by facility, male or female institution, and security level. The level of aggression changes with facility prompting leadership styles to change
Delta	Leadership Styles because of the custody of inmate. Higher level facilities have more aggressive inmates
Papa	Penitentiary Inmates require supervisors to play a more aggressive role during interactions
Tango	The inmate behavior in pre-trial facilities has an impact on sentencing thus changing behavior vs Penitentiary where inmates are sentence requiring firmer interactions
Sierra	Minimum security inmates have a background and education and foundational interaction skills vs high security inmates come from gangs, single parent households with difficulties dealing with positive interaction

Work supervisors all agreed that the security level of a correctional facility required a change in leadership style. Each participant indicated that higher security institutions contain more aggressive inmates. Alpha stated the following with regard to changes in leadership as a result of institution or situation,

> Different security levels, in a low or a minimum, they might require a little less supervision with certain types of tasks as far as dealing with certain tools or other things like that, as opposed to being in the maximum where you have to have all the utensils and of course knives and any kind of other tool cabled down and you need to watch them more cause they're probably stealing stuff, things like that. In a more minimum security, it's a little less of that kind of stuff. (Alpha)

Quebec shared a similar perspective in the change of perceived personal leadership traits. His perspective considers security levels and the genders of inmates that prompt changes in his methods for inmate management. As stated by Quebec,

Yes, it has changed from the time I started to now. It's like a continuing learning process, but you also have to adapt from working with females to males. That's kind of tricky. You have to be, in my case, I have to be a little bit more, I kind of have to tiptoe around the ladies a little bit more because they're just more emotional in my perspective. They need to be explained. Like I can't go in being kind of aggressive with them. They'll start crying, that's just what they do. They start crying and get very emotional. (Quebec)

As described by one supervisor, security level and custody level of inmates determines cooperative compliance. Delta stated, "Definitely from Victorville to Terminal Island it has changed because the type of offender we have" (Delta). Furthermore, the implications of sentence timeframe of inmates, from the perspective of Delta, impacts the level of an inmate's aggression summoning variances in leadership styles. Delta also stated,

The high inmates are, they got nothing to lose. They're always agitated, always mad, always something. So they're ready to go at all times. So the medium is a little more, it's still high, high intensity, but it's not as high as the penitentiary high. (Delta)

Data regarding security levels requiring a change of leadership style continued with information provided by Papa. Papa presented data in terms of length of time inmates are assigned to an institution. Papa indicated that a more sympathetic approach was necessary in the statement,

Once again, you have to be more passive and understanding because most of these guys are on a transit type. This is a transit type facility where they are not on long stay, versus you go to some of the penitentiaries where a lot of these guys have life sentences. (Papa)

The consensus among supervisors interviewed was also presented in statements by Tango, in which the following was indicated,

It changed from the two different facilities or institutions because when you're dealing with administrative level people are prone or the inmates are prone to be quote unquote on their best behavior cause they're trying to achieve something of doing well versus your style once you get to a Pen. You have to be more of a cut and dry because they've already received their sentences so they know what they can get it and what they're not gonna get, so interaction have to be a little firmer. (Tango)

Sierra also believed that leadership styles must change as a result of the institution and inmate custody level. As stated by Sierra,

Well when I work with minimum security inmate who usually are in for a white collar crime such as tax evasion mail fraud things like that, a lot of them already have a solid foundation. It seems like when you get more high security inmates they usually are affiliated with the gang, single parent households, this is not every time but I would say more than likely they are looking for money because they feel like they can't compete in the job world because of their lack of education. (Sierra)

The points presented in this example are representative of the need for work supervisors to use a more aggressive form of officer presence among inmates with higher custody levels and within facilities holding higher security levels. The level of facility, based on the responses of participants, determines the behavior of the work supervisors. This is because inmates assigned

to a specific security level facility assume a specific behavior appropriate for the environment, thus creating more cooperative behavior in facilities such as pretrial institutions and minimum-security camps. Supervisors must also alter their behavior between female and male inmates. Once again leadership styles were not mentioned by participants. Rather, it was the behavior of work supervisors that adjusts according to the inmate and institution.

Table 14. Interview Question 12. Summary

How is your ability to fully engage with offenders impacted by policies? How does your leadership style work with policies?

Participant	Response Summary
Alpha	Policies protect staff and inmates/Keeps boundaries established by Bureau/Uses resources to motivate
Quebec	No restrictions in leadership/Policy is second nature
Delta	Policy helps/Tries to stay within policy/At times feels restricted
Papa	Provides expectations for staff and inmates/policy acts as a guideline/ Follows policy/considers himself firm and fair
Tango	Policy allows officers to treat inmates equally/Allows inmates straight answers/Protects staff
Sierra	Leadership is not impacted by policies/adapts leadership to policies with being casual/humor

Participants did not use policies as a hindrance for them to fully engage with offenders. Leadership styles, in coordination with policies, were not mentioned. Policies were regarded as guidelines for supervisors to perform duties, manage inmates, and provide expectations for both inmates and staff. Work supervisors use policies as a method for protecting staff. Alpha provided an example of this in the statement,

In a normal job outside of a prison, you might go out to drink with your coworkers after

work or even your subordinates. You might go to a birthday party or barbecue or

something like that. But in a correctional setting, these are offenders and we're staff and

law enforcement. Those kind of connections are seen as not a good thing, due to possible

corruption and them getting you to do things you're not supposed to do, like bring things

in for them. (Alpha)

Quebec continued with a similar response with the following,

Honestly more just to, so you don't get in trouble, so you don't, you stay out of trouble,

because that's how the staff can get in trouble. Well, you didn't follow policy, I don't try

to build upon it, I just try to know what it is, so that I'm working within policy, so as I'm

not to get reprimanded for doing something I should have done anyway. (Quebec)

Much like 2017Qubec, who indicated that policies provide a level of information for staff

to protect themselves from crucial errors, Delta also provided his perspective with "I try to

follow policy as much as possible with offenders and my leadership skills so I never try to step

out of that, policy helps" (Delta).

 Papa also provided insight into this strong perspective of following the policies for the sake of

protecting officers with the following statement,

The policies are definitely put in place for a reason and, you know, for staff, once again,

to follow, once again, whether you're working in a lower security or a higher security,

that policy helps maintain the level and the expectancy of the inmates and the staff, and

with that it keeps the unspoken words crystal clear of the do's and don'ts, or what the staff

expects for the inmates and what the inmate should be expecting of the staff. (Papa)

Tango contributed his personal experience by stating,

Policies impact the things in the decisions you make because it gives you a guideline to work with, so you can treat all inmates the same because you have a guideline that you know where to go to how far you can go with each inmate because all inmates are treated the same at that level. (Tango)

Sierra added to the perspective of policies and how policies act as a guideline for correctional staff by stating,

My leadership style is not really affected by policies. The way that I handle their day to day services, it guides me and what I can and cannot do within my job, but the way that I lead them or my leadership style is not influenced by policy much at all. (Sierra)

Delta was the only participant who indicated a restricting feeling when exercising duties as a result of policies. The overall consensus was that policies protect staff, provide guidelines for staff to exercise authority, and meet organizational objectives. Engaging offenders were not impacted by policies, outside of the guidance policies provide for staff behavior.

Table 15. Interview Question 13. Summary

How does work-culture change from correctional institution to institution? How does work-culture impact your ability to lead?

Participants	Response Summary
Alpha	Personal values contribute to the culture/Culture changes depending on the security level/Seeing things others do that doesn't match with one personally fortifies personal beliefs
Quebec	Institutions have basic foundations that are the same, but each institution has its own culture/Management also has different culture/adapts to the environment
Delta	Environment changes from institution to institution and you might have good coworkers at one and not at another
Papa	East Coast has more African Americans vs. West Coast where there are more Hispanics/Must adapt to institutional culture/Maintains a blind eye while considering ethnic backgrounds of inmates
Tango	Changes from institution to institution and part of the country/Not impacted by culture

Sierra	Culture changes according to Region/Personal culture creates comfort level for inmates of the same ethnic group to that of Staff

When asked about work culture and how it changes from one correctional institution to another, three out of the six work supervisors gravitated towards descriptions of inmate culture. The other three work supervisors discussed cultures regarding staff and the conditions of the institution. Sierra provided a description of the culture assigned to institution based on institutional demographics by stating,

> I absolutely, yes, I think it does change based on what institution you are in. I mean this case, in the western region we have institutions in Arizona all the way up to the Pacific Northwest. There may be a more laid-back style at FCI SeaTac then there is at FCI Safford which is in Arizona. Umm, I've been at a few and just being in Southern California, there's a different culture then there is, even further south, closer to the border. There's no more gang affiliation vibe you know in Southern California probably than a lot of other institutions. And if you're talking about nationwide, I mean you're going to see a whole different vibe then if you go to a prison in Kentucky, then you would see Victorville, California. (Sierra)

The perspective of institutional demographics impacting institutional culture continued with data provided by Papa in the remark, "Yes, I do. Coming from the east coast you have more African American majority inmates there, versus when you come on the west coast you have more Hispanic inmates in different regions" (Papa, personal communication, June 21, 2017). Tango also replied with "It does change from institution to institution. First of all, like I said, it depends on what level you're at, what type of institution you're at, also what part of the country you're in" (Tango).

Three other supervisors took the perspective of institutional structure and staff behavior as indicators for culture variances. Alpha provided insight into the differences in culture on one complex, but with various security level facilities. As stated by Alpha,

When I worked at my other institution, when I first started working there, I worked at the penitentiary in corrections. Then I transferred over to low in food service after eight months. At that time, they were separate. You had the penitentiary with its camp and you had FCI with its camp and they were separate, separate wardens, separate everything. I think the only thing they shared was what they called shared services, where it was just community resources and maybe that was about it. So we had different cultures at both places. (Alpha)

Both Delta and Quebec pursued a different direction in their experiences with cultures and institutions. Both officers described how staff morale played a role in culture, and was promoted by the institution. For example, Delta stated, "Definitely just as far as your coworkers, the whole environment can change from institution to institution. One institution might have great coworkers, another institution might have coworkers that don't want to really be there" (Delta). Quebec added a similar description by stating,

I would say for the most part, they all have a basic foundation which is the same. But each institution does have its own, in my opinion, this is all my opinion, they all have their own style. For example, MDC Los Angeles is a high rise, and you use a lot of elevators, right? You go up and down elevators and stuff. You only see some staff in the elevators, and you don't run into them too often. Whereas if you go to a stand-alone, like Victorville or TI, it's more camaraderie, you're more of a family, because you run into each other all day. (Quebec)

In Table 15, there was a consensus that culture changes from one institution to another. However, work culture was not addressed by participants. Work supervisors referred to inmate attitudes based on ethnicity, institutional location, the construct of the institution or complex and its impacts on officer moral and staff attitude. Participants were not focused on how their ability to lead was impacted by the differences in environmental cultures, and provided answers regarding inmates, morale, and separations by institutional design as indicated by their comments.

Table 16. Interview Question 14. Summary

What methods have or do you use to motivate inmates in your work-program? What motivating methods have had the least results?

Participant	Motivates Inmates	Does not Work
Alpha	Food, honey buns or soda/Personal pride of learning	Trying to force inmates does not work
Quebec	Using pay grades	Aggressive behavior doesn't work and sometimes incident reports do not work
Delta	Food/Anything extra	Talking down to inmates
Papa	Teaching them a trade that they can use upon release-water treatment/Showing appreciation	trying to force inmates to work does not work
Tango	Good written evaluations/Removal from the work program/Being able to get out of the housing units/Food	Anger does not work to motivate inmates
Sierra	Often times inmates demonstrate a general respect for the environment	Yelling and aggressive behavior does not work

Work supervisors relied heavily on incentives to motivate inmates on work programs. A rewards system was the primary process by which work supervisors evoked higher levels of cooperative compliance. Access to resources by inmates was limited, and work supervisors

possess the ability to extend resources to inmates for superior performance levels. The extension

of these resources motivated inmates to demonstrate ideal behavior toward work supervisors.

Alpha spoke out about the use of these resources by explaining through the following statement,

"Sometimes if they did a really good job, we might give them a honey bun or a soda that we had

left over from something else, if they did a little extra special job or something like that"

(Alpha). Quebec also stated, "Well, many of them, the main motivation is money, because the

inmates on work crews are paid by grades, maintenance pay, grade four, three, two, or grade

one" (Quebec). Delta was no exception to this trend of using resources to create motivation

among work program inmates. As stated by Delta,

> I wouldn't say you have to, but some kind of incentive, as far as, you know, if we get this
>
> job done we got extra brownies we can have, or if we get this job done, I'll give you an
>
> extra scoop of some meat. (Delta)
>
> The insights of Tango mirrored those of other supervisors, as was stated,
>
> If they wanted to get the report, a good write up, a good job evaluation, they have to
>
> perform. If they did not perform, myself personally, I removed them from the work
>
> detail, and so either you do or you don't. (Tango)

One other supervisor used instruction and comprehension as a method to motivate

offenders. Teaching inmates a trade, and recognizing their achievements in the learning process

created a sense of pride among offenders. As stated by Papa,

> These inmates have been accustomed to living a lifestyle with no sense of responsibility,
>
> so once you give them responsibility, and let them see that they're doing a good job, and
>
> you're motivating them, and you're telling them, you're showing them how much you

appreciate what they're doing, they'll be excited about coming to work and doing a good job regardless of how big or how small. (Papa)

Sierra mentioned that motivation was contingent on the respect of the environment, and stated,

A lot of times it's not even our methods. Some inmates will surprise you as far as, intrinsically, what drives them. Because a lot of inmates show restraint, because there will be a correctional worker that doesn't deserve for the inmate to give them respect, or even just common courtesies and they still give it to them because they just respect the environment. (Sierra)

All participants agreed that specific actions did not work to motivate inmates. As stated by Alpha "I don't typically seem to think that threatening or forcing inmates to do stuff really works too well" (Alpha). Quebec also stated, "Being too aggressive, like in-your-face. Not physical, but you want to take it there. That's not good for anybody" (Quebec). Delta provided a similar response to this segment with, "Cussing at them, talking down to them, and that just to me causes more issues and well" (Delta).

Papa also felt that forcing inmates to perform was not a successful strategy, and stated in response to the question,

Whenever you're really trying to force your will on an inmate you got to pretty much just see what an inmate's searching for. You got to see whether the inmate's just trying to do his time that the court appointed to him and that's all that, or when you find the inmate that's in the system but he is trying to better himself as well, these inmates will be very effective as far as achieving your goal in trying to give him something he can use when he gets out. (Papa)

Tango also expressed the perspective of aggressive behavior as a deterrent from motivating inmates by mentioning "Anger, you can't get angry at or with an inmate because you lose focus on where you are headed to and what you're trying to accomplish" (Tango). Sierra also reflected on her experiences and indicated,

Yelling, yelling at them aggressive and especially when the aggression doesn't match the inmate's behavior, that when it doesn't match the inmate's behavior, is when a lot of people have problems, or if you belittle them or just tear them down as a person you're never gonna get any good results that way. (Sierra)

Crewe (2011) found that correctional staff exchange resources for appropriate behavior. To motivate offenders, work program supervisors used resources available to them to create a rewards system. It was indicated that inmates perform at higher levels when they feel appreciated. This can also be found in the form of self-respect as a result of learning a specific trade, and being recognized for their successes in learning the trade. Methods that did not work in motivating offenders was aggressive behavior and verbal abuse. All participants fully agreed or had similar responses reflecting methods that did not work in motivating inmates.

Table 17. Interview Question 15. Summary

How do you manage inmates who are passively disruptive with work-program objectives?

Participant	Response Summary
Alpha	Verbal communication and counseling as a method for correcting the behavior before administrative action
Quebec	Informal counseling can often stop the disruptive behavior
Delta	Sit them down and talk with them/Advise them of corrective action/ Write an incident report and follow disciplinary steps
Papa	Remove them from the work program/ Sometimes a particular work program is not what the inmate is looking for
Tango	Volunteers were reminded of their request to work and were removed if the continued to be disruptive or not meet deadlines
Sierra	Sit down one-on one and discuss the issue/Ask questions and determine the reason for the behavior

In Table 17, participants provided information that developed two themes associated with managing inmates who were passively disruptive. Of the six participants, four supervisors indicated that communication and counseling was a method for managing inmates who were passively disruptive. Of the six work supervisors interviewed, three indicated the use of administrative action or the removal of inmates from the work program to eliminate the disruptive behavior. The underlying condition in this scenario was that communication must resolve the issue or administrative force would result. There were no alternatives for inmates, compliance was a must. As indicated by Alpha, "Usually I try to counsel them, and let them know that what they're doing is un-cohesive to the environment or to what we're trying to get accomplished, and hopefully encourage them to correct the situation" (Alpha). Quebec stated,

"You pull them aside, you tell them what's up, knock it off" (Quebec). Sierra echoed these responses with

> I deal with inmates like that, straight on. You know? I approach them one-on-one not in front of a group, and I address the behavior. More than likely when I do that, they end up revealing to me the reason why they're acting that way. (Sierra)

> Three other officers suggested administrative action. As mentioned by Delta, "If they don't comply with that, then you know, call the operations Lieutenant and take care business. Well not take your business but write them up" (Delta). Papa also expressed, "So when you've got an inmate on the detail that's just rebelling against the system and very disruptive to the whole group, sometimes you just have to cut ties" (Papa). This was also supported by the statement of Tango who said, "The job was a volunteer job. You volunteer to do the job, if you don't want to do the job, they're removed from the work site" (Tango).

Tait (2011) described a typology of officers in which she presented Old School Officers. This group of officers "possessed the confidence of experience and had long histories with many prisoners. Their caring was contractual: they solved prisoners' problems in return for compliance" (p. 446). Much like this description, inmates working for supervisors must provide a level of cooperative compliance or receive reprimand beginning as a form of counseling. Power and control was maintained over inmates.

Table 18. Interview Question 16. Summary

How do you manage inmate behavior when corrective action is necessary?

Participant	Response Summary
Alpha	Usually an explanation as to why an action/process must be changed
Quebec	Write a shot and had interaction after their time in SHU or after their sanction/Inmates usually are apologetic after sanctions
Delta	Talk with them for compliance
Papa	Verbal warning/Punish with financial action/remove off work program
Tango	No response
Sierra	Match their behavior and then bring it down

As presented in Table 18, four of the participants used communication when managing inmate behavior during corrective actions. One third referred to escalated forms of control, such as sanctions, Special Housing Unit assignment, or use of non-lethal force. There was no consensus on how to manage inmate behavior during corrective action; however, communication was a dominant component. Work supervisors did not address the question about managing inmate behavior during the process of corrective action. Rather, participants provided examples of the kind of action they would take when an inmate needed to be corrected. As stated by Alpha,

> I try to explain why we're doing that corrective action, or why we're changing something,
> or I'm trying to get them to do something a certain way, rather than the way they're doing
> it. I usually try to get them to buy into why I want them to do things a certain way.
> (Alpha)

Delta expressed communication and mentioned, "Talk to them, sit them down, like, you know, find out what the problem is. If the problem continues, I let them know that corrective action will

take place" (Delta). Efforts to demonstrate a level of communication, while still maintaining control through force, was found in the statement by Sierra who stated,

> I try to match inmate behavior with the behavior they're displaying, so I try to match it with their level but then try to bring them down. So if an inmate is yelling at me, I might yell at him back, more than likely. I will too, but then say look we just need to talk to each other, and try to bring it down. (Sierra)

Both Quebec and Papa discussed methods that exceeded communication, and referred to administrative action as a form of corrective action. Managing inmate behavior during corrective action was not mentioned. The impacts of administrative action are sometimes not known to supervisors. As stated by Quebec,

> If you feel you have to write an incident report, you write the shot, incident report, then you turn it into the lieutenant. The lieutenant then serves the inmate with the incident report. I don't see their initial reaction once. I mean, a lot of them know it's coming, but I don't see their initial reaction once they got the shot. I'll see them after the fact, after either they went to the hole or they got sanctioned, no commissary or phone calls. I would say 95 percent of them are apologetic afterwards. (Quebec)

Papa also included that,

> I would give them a verbal warning because they already know what to expect. And after a verbal warning or two, it can go to the point to where I can either punish him with financial, I can deduct his pay to keep from removing him from my detail. (Papa)

The response summaries from Table 18 demonstrated the use of communication either through explanation, through inquiry, or through verbal combat between work supervisors and inmates. The alternative method for correcting behavior was administrative action. Work

supervisors did not indicate how they managed inmate behavior during corrective action but rather provided examples of what type of action they would use for cooperative compliance. Work supervisors demonstrated holding the upper hand during inmate and staff interactions.

Table 19. Interview Question 17. Summary

When are inmates the most responsive to your leadership style? When are they the least responsive?

Participant	Most Responsive	Least Responsive
Alpha	When you have a positive attitude	When you have a negative attitude
Quebec	When you're doing pay/They see you doing end of the month math calculations and they're on their best behavior	When there are inmate politics involved and inmates are required by their inmate-groups not to participate in institutional function
Delta	Midmorning after breakfast/They've had coffee	Least responsive at 4:45 in the morning until 7 am because they're tired
Papa	When you show concern and appreciation and when you enforce policies	Trying to force an issue on an inmate
Tango	When they want something extra	Least responsive when inmate groups have decided not to be responsive to staff
Sierra	When I do my job to the fullest/ When I do exactly what my position description says	

In their description of when inmates are most responsive, work supervisors provided a variety of examples. These examples demonstrated institutional conditions, and responses to work supervisors for most responsive and least responsive behavior from inmates. Within the various responses provided by participants, two work supervisors gave similar answers to when inmates are most and least responsive. Quebec stated,

If you're in charge of a work crew, you have a pay book. It's a folder or binder. In the

mornings, I update it every day. You should see how these guys get up and start working

and wiping tables and doing everything. When they see that binder, they know that's their

pay sheet. (Quebec)

When asked when inmates are most responsive, in a similar fashion, Tango replied with

"When they want something" (Tango). Both of these supervisors also responded with similar

examples of when inmates are least responsive. As stated by Quebec, "I wouldn't say it was me

personally, maybe it's something going on in the institution in general, if they know something is

going on, if there's tension amongst races, blacks, Hispanics, or whites" (Quebec). Tango

responded with,

> Well, in a correctional environment or institution, there's this unique situation where the
>
> inmates are segregated by race by themselves, not by the institutions, and they choose
>
> one or two or three people per racial group to be quote unquote in charge, and they make
>
> the decision of what people can and cannot do, and if they want to try to achieve
>
> something they may send it, send out a work stoppage order or something like that.
>
> (Tango)

Three other officers believed that their behavior generated a desirable response from

inmates. For example, Alpha stated, "when we're in a positive mood or uproar or whatever you

want to call it, the positive reinforcement, they think they're doing a good job, they're more

susceptible" (Alpha).

> After reflecting on personal experiences, Papa indicated that inmates are most responsive,
>
> When I pretty much open myself up to show I'm concerned about himself and his
>
> wellbeing, not just my work detail, do this, do that, come here, come there, and don't do
>
> this and do that type of attitude. (Papa)

Sierra also perceived personal action as a facet of most responsive behavior from inmates by providing the following statement. "When I do my job to where what fits exactly my position description and dealing with inmates I have no issues" (Sierra). Delta was the only officer that acknowledge the personal condition of the inmate in his assessment of the question by mentioning, "I'd say probably before mainline, people getting ready, you know, probably midmorning, eight in the morning everything is right after breakfast time. They've woken up more, they're more responsive" (Delta).

It was indicated that least responsive behavior from inmates occurred as a result of staff attitude. In response to the question of when inmates are least responsive, 2017Alpaha said, "When you have a negative attitude and you're demeaning or insulting or just plain rude" (Alpha). Papa also conveyed that inmates are least responsive "pretty much when I'm coming in and pretty much trying to force my issue upon the inmate" (Papa).

For both responsive and least responsive, the strongest conditions were inmate politics which ended responsiveness, and negative attitudes from staff members which prompted the same behavior. Participants believed that resources, and a positive attitude toward inmates created conditions in which inmates were most responsive. Supervisors exercising professionalism, by addressing facets of their job descriptions and by presenting positive conditions for inmates, prompted responsiveness to leadership styles.

Table 20. Interview Question 18. Summary

When are inmates the most cooperative? What motivates them to cooperate with you and others?

Participant	Response Summary
Alpha	Positive conditions/Positive mood/Sometimes upbringing or good work ethic
Quebec	Speak to inmates/Inform them of events and expectations

Delta	Being fair with them and consistent/Not talking down to them/Not cooperative with peers when peers are not respectful
Papa	When I get involved /The more I get involved the more aggressive they get to try and please me
Tango	They are cooperative most of the time making their life easier/Taking from them unnecessary stress
Sierra	What motivates inmates to cooperate is when we're keeping them safe

In Table 20, participants mentioned several varying examples as to when inmates were the most cooperative, and what makes inmates cooperative. While responses appeared to be different, a central message of concern, engagement, and civility from staff toward inmates arose. For example, Alpha, indicated that

Whether it be through rewards or through ownership or the project or just cause they want to get the job done and they like the work. Usually when things are positive, when they're in a positive mood and the boss is in a positive mood, that's when I feel inmates are more responsive. (Alpha)

Delta described his perspective with,

I'm fair and consistent, being fair with them not talking down to them you know they're responsive to that. If you talk to them like a grown human being and a man which I do, try to least, every day they're responsive to it. (Delta)

Papa also provided information and mentioned that, "I like to get myself involved as well. And the more I find myself more involved, it seems like the more aggressive they be to try to please me as well" (Papa). Tango provided information that heightens the humanistic behavior with the statement,

There's different levels of cooperation, they, for the most part, what people still got to remembered is they're still human. Even though they're inmates, or convicts, or however you want to classify them, or label them. They still have the same emotions as we all do. So they want their life to be easier, and so they will cooperate to the point that it doesn't create problems for them. (Tango)

Sierra added by stating, "The main thing, in my experience, what motivates inmates to cooperate is when we're keeping them safe and doing our job exactly how we're supposed to be doing it" (Sierra). Only one work supervisor believed that resources was the reason for inmate cooperation. Quebec mentioned, "For the most part, my crew is pretty cooperative. Like I said, around pay day, they're all extra cooperative" (Quebec).

Table 21. Interview Question 19. Summary

What methods do you feel leads inmates toward cooperative compliance?

Participant	Response Summary
Alpha	Being real with them/informing them of consequences for poor choices/trying to be positive
Quebec	Extra Food – gives them something to perform for and look forward to as a reward for work
Delta	Extra Food- brownies, extra scoop of meat, extra piece of fruit as an incentive
Papa	Choose least aggressive solution/Verbal/Time/Patience and asserting authority
Tango	Honesty
Sierra	Not always a method, but a respect for the environment/Inmates just try to make it through the day and tolerate staff for the staff's shift

In Table 21, three of the participants suggested communicating organizational objectives to inmates as a method for leading inmates toward cooperative compliance. Two of the participants referenced resources, such as food, as a method to lead inmates toward cooperative compliance. No structured strategies were presented by participants of how to lead inmates toward cooperative compliance. Communication and food were the two strongest perceived methods of gaining cooperation that met compliance standards from the use of force model. One of the statements representing communication was the statement by Alpha, which conveyed that,

> I've been able to get inmates in our C Unit, which is our mental health ward, to cooperate and do things that the psychologist couldn't get them to do. And really it's just being real with them and telling them the situation, what's going on, what's going to happen if they go down the wrong path. (Alpha)

Papa also included descriptors of communication for leading inmates toward cooperative compliance by stating,

> You allow the inmate time to respond to you versus you going from level one straight to ten, a straight use of force, restraints, handcuffs, the whole nine yards, versus verbal. Giving the time, giving the patience and asserting your authority on a verbal standpoint, you're allowing the inmate to respond to you versus you going straight from one to ten on the level of corrective action. (Papa)

Tango also supported the perspectives of other work supervisors, regarding leading inmates toward cooperative compliance, by expressing, "Communication and as a staff member, and as a supervisor, honesty" (Tango). Two work supervisors described the use of food when answering this question. Quebec stated,

> Whether it be a pastry, a Danish, an extra piece of chicken, something they like, extra hamburger patty. Some of them will do extra work. If they already came through the line, they'll ask you. If they already came through the line and ate once, and they ask you, and they work good for you, you'll let them jump back in line at the end. If you have extra, you'll let them come in at the end and have an extra portion, because they did some extra work, more than the usual. (Quebec)

> Delta mirrored this response with,

> I'll give you a piece of that fruit something just, just a little incentive to let them know that you know I appreciate what, you know, let's get this job done and I'll appreciate it, let's get this, let's get it going. That's all, it is nothing big. Just a small minor incentive and they'll appreciate that. (Delta)

Only one suggested that inmates rely on their own personal conduct, such as respect for their environment and tolerance for difficult staff. Sierra stated that,

> A lot of inmates show restraint because um, they will be a correctional worker that doesn't deserve for the inmate to give them respect, or um even just common courtesies and they still give it to them because they just respect the environment. (Sierra)

Table 22. Interview Question 20. Summary

Please describe a time when you used reinforcers with inmates. What was the outcome for him or her?

Participant	Used Reinforcer	Outcome
Alpha	Food/The promise of a better job as reinforcers	Performance exceeds expectations for reinforcer or reward
Quebec	Use of food as a reinforce	Extra work from inmates
Delta	Counseling/Food	Appreciation-thankfulness
Papa	Positive reinforcers/ money and any incentive, but sometimes inmates will not cooperate and the use of force is necessary/Sometimes their gang has required them to not cooperate	Outcomes – Segregation
Tango	When inmate do not perform at expected work levels, the use of SHU, incident report or negative evaluation reports are initiated. Positive reinforcers used are reports and pay	Loss of privilege for nonperformance - Positive outcomes was higher work performance
Sierra	Food/treats/sodas/candy/Things that are not easily accessible to inmates	Outcome was more willingness to perform work for supervisors

Participants recapped experiences and provided information regarding the use of reinforcers, and the removal of reinforcers. Participants provided information in what they perceived to be a positive or negative reinforcers. Alpha provided insight into his experience and perspective by stating, "Reinforcers could be like the hopes of a reward. Like hey, I'll hook you guys up with a soda or honey bun or something like that" (Alpha). Alpha continued by stating,

Sometimes they start to expect it and they think that every time they do what they're

supposed to do that they should get rewarded, which is not true. So you can't give them

that reward every single time and you really should kind of save it more for special

occasions or when they went above and beyond what they normally do or what they're

normally expected to do. (Alpha)

Quebec shared a similar perspective when the following was stated,

I can't authorize it, but my bosses usually authorize it. We'll give them a special meal.

We'll reward them. There's two shifts, there's the a.m. shift and the p.m. shift. You have,

for example, if we have a program review, and we do well, you let them know ahead of

time. "We've got a big inspection coming up." Let them know if we're going to have

company. Be on your best behavior, just like you were at home. Just be quiet, do your

job. The boss is going to have a special meal for you if we do well. (Quebec)

The outcome in this scenario was not necessarily a benefit to the inmates, but rather the

supervisors. Quebec stated that, "That's one of the benefits of working in the kitchen. Whether it

be a pastry, a Danish, an extra piece of chicken, something they like, extra hamburger patty,

some of them will do extra work" (Quebec). The use of reinforcers in the form of food was also a

valuable method for other work supervisors. Delta indicated that "You provide them something

extra, a bite of something, an extra meal, definitely, they are thankful for that" (Delta). Once

again, the outcome was gratitude from inmates. Sierra also suggested that food was a strong

reinforcer. As mentioned by Sierra,

Food is always a main thing that's worked for me. Not only just food, like if we have any

kinda like treats for them. Food, sodas, candy, things that are not necessarily easy to

come by for them in prison. You know, a lot of time they get very basic food, so when

they get something that's a treat or a dessert, you know, we've had inspections where the inmates work their butts off, and we've treated them with ice cream sundaes, or barbeques, or root beer floats or whatever it may be and they really appreciate that. (Sierra)

Sierra continued with, "Usually when they get a positive reinforce with things like food, the next time you need them to really do something for you, or work hard for you they're more than willing to do it" (Sierra). Tango referred to both positive and negative reinforcers, but perhaps more so expressing the use of reinforcers in the form penalties and rewards. Tango conveyed that,

Well with a positive one with the pay bonuses they realize they have a little more money to spend, so that to them that reinforces the, the desire to do well, so they received more pay bonuses. The negative reinforcement with the shots was they lost privileges, and they realize, woe, wait a minute, I'm losing such, A or B, they don't want to be in that situation again, so it makes them not do that again. So where they would not have not have paid attention to the instructions, or the rules, or policy, now they will follow them. (Tango).

Only on participant used a description of penalties as a reinforcer. Papa indicated that, There's been situations where an inmate already knows to stand up for the 4:00 count, he failed to do so, he was ordered to do so several times, and different times to where we had to come in and either do a forcible move on an inmate because of the behavior, failing to stand up or failing to submit to restraints. So there would be times that we would have to exert authority to more aggressive force to get an inmate to be compliant. (Papa)

The outcomes for each of these scenarios reflects more work from inmates, or cooperative compliance. Inmates receiving reinforcers demonstrate ideal behavior that benefits the correctional environment and the mission of correctional institutions. Noncompliance results in the loss of privileges for inmates.

Table 23. Interview Question 21. Summary

Please tell me about a time when you took reinforcers away from inmates. What was the outcome for him or her?

Participant	Reinforcer	Outcome
Alpha	Inmates start to expect the reinforcer for regular work/Saving the reinforcer for special events	Creates bad attitude, but most inmates understand
Quebec	Extra food/reinforcer is taken away from all inmates when one or two steals from the supervisor	Inmates become upset/Outcomes is short term changed behavior reflecting cooperative behavior
Delta	Lead inmate was stealing food /Reinforcer is a reward for higher performance, not performance/ Expectation of the reinforcer	Inmate was sent to special housing unit for being disruptive for the supervisor confiscating the items
Papa	Failing to perform work and administering sanctions	SHU, restriction, loss of commissary impact the inmate
Tango	Negative reinforcer used such as SHU generally create more negative behavior, although you might get a positive change in behavior/Using positive reinforcers created positive behavior	Negative behavior from reprimand Desired behavior from use of perceived positive reinforcer
Sierra	Inmates get used to positive reinforcer/Remove the reinforcer when performance falls	Inmate get angry, irritated, and frustrated

Information provided by participants adds light to data regarding reoccurring behavior and reinforcers. Inmate perception of the reinforcer changes, and work supervisors must provide reminders that reinforcers are part of a reward system. According to the accounts of work supervisors, at some point, inmates start to expect a reinforcer for a specific behavior, in this case, work. Higher levels of work became of no concern to inmates, only the demonstration of work involved in the program. For example, Alpha stated,

Sometimes they start to expect it and they think that every time they do what they're supposed to do, that they should get rewarded, which is not true. So you can't give them

that reward every single time and you really should kind of save it more for special

occasions or when they went above and beyond what they normally do or what they're

normally expected to do. (Alpha)

Delta shared a similar experience with an inmate who is referred to as a lead. Delta

stated,

An inmate was trying to walk out the door with 10 onions. I had to take that away from

him, and he got upset. So we took it, you know, called operations and then this inmate

was my grade two, so he expected for me to just let him go and it wasn't going to happen.

(Delta)

Sierra also shared this phenomenon by stating,

Yes, there will be a time where you'll give them positive reinforcement, but they'll get

used to it, and then their work will fall off. So, you'll remove the reinforcement, and then

they'll have a problem with it. And then, you basically have to tell them the reason why,

look, you've been working for me, and you've been doing a good job, but you have your

behavior, your work ethic is falling off. (Sierra)

The deprivation of a reinforcer was also removed from entire work crews when theft has

occurred. Furthermore, work supervisors realized that inmates not associated with the theft will

take action against those inmates involved in stealing reinforcers. This was expressed in the

comments of Quebec who expressed,

After they clean up, we'll let them have an extra Danish. Somehow, when we did a

shakedown before we passed them out, we found a bunch of Danishes, almost the

equivalent of one case came up missing. They beat me, they robbed one from me,

somehow during the day, somehow during that morning, they took a case that was not

given to them, not authorized. That day, and probably for a whole week, we're not going to give them any extra Danishes at the end of the meal. They're a little bit upset about that, and I know they're going to talk to the person who did it to settle that amongst themselves, so that that is, so they're not stealing from extra portions, which is affecting everyone else. (Quebec)

Two officers mentioned administrative action as a form of removing reinforcers, such as Visitations, phone privileges, and using Segregation Housing Units for behavior modification. As described by Papa, "so whenever you take their visitation, phone, and locking him down in segregation and stuff like that, you've made a major impact to him and those are some of the measures that I've taken in my career" (Papa).

Tango also provided information regarding the removal of reinforcers and said,

I've had times where I've written people up for shots, and I've sent them to the hole and after they've come out and I spoke to them, they spoke to me and they made a point that they will change. So, then I would say okay, you can come back to the job, and once they come back the job, then the shots that were given to them, I would counter it by giving them a positive maybe a pay bonuses or something like that. (Tango)

The exchange between preferred behavior and a reinforcer was presented in Table 23. Work supervisors interviewed provided descriptions of times when reinforcers were taken away from inmates. The work supervisors' interviews indicated that inmates get conditioned to receiving or start to expect a reinforcer. Another work supervisor stated that his lead inmate had been stealing food, or the reinforcer. The general inmate attitude from the removal of the reinforcer was a negative attitude. Another two participants found that methods such as sending an inmate to the Special Housing unit is an alternative to maintaining ideal behavior. In the

examples, failing to work above expectations did not deliver a reinforcer. Failing to meet

minimum standards resulted in administrative procedures that prompted the removal of

reinforcers designed to create ideal behavior. Work supervisors attempt to use reinforcers as a

reward for higher levels of work performance.

Table 24. Interview Question 22. Summary

Please tell me how you have led inmates toward completing work goals? What worked and what was not successful?

Participant	Successful Methods	Unsuccessful Methods
Alpha	Guide them every step of the way/Hold them by the hand/Being hands on	Did Not Work- not communicate clearly/Assumed instructions were clear
Quebec	Use grading system, more reliable inmates-provide expectations/Provide supplies/Allow inmates to recruit help to the task/Much of the time no training is needed inmates have experience	Did Not Work - poor scheduling-lack of supplies and equipment
Delta	Show them step by step-being hands on-provide intimate instruction (teach) and follow up	Not showing them at all, and just telling them to perform tasks
Papa	Assess inmate's time, provide (ins and outs) hands on training as a useful skill that beneficial to the community	Did Not Work - inmates who did not want to participate/no not want to learn-do not want to change
Tango	Provide instruction on how to reach the goal-teach inmates skills necessary to reach the goal - a lot of teaching involved-assess skills-match skill with job	Placing an inmate in a negative situation that may be too challenging for them and failing in front of inmate peers.
Sierra	Help them/Stand firm on what they should complete/Provide them praise	Being strictly by rules created constant policing

Work supervisors have provided insight into how they have lead inmates toward completing work goals. The dominant perspective on this issue from supervisors was assessing and teaching. For example, Alpha stated that, "I'll have a certain way I want them to cook something, and I'll have to guide them every step of the way" (Alpha). This form of hands on continued as presented in the comments of Delta who stated, "What's worked for me is just showing them step-by-step and really getting in there myself, and me being hands-on" (Delta). In

his experience, Papa found that specific methods created more successful results. As stated by Papa,

> I find out what's the length of an inmate's sentence. So showing him that he can be resourceful inside the prison by learning this trade, and also showing him hands on and how the operation works, and he realizing that that is something he can use once he gets back out, so he don't fall back off into a life of crime or a lifestyle he was accustomed to. That has been very effective for me in the past. (Papa)

Tango also suggested a similar perspective by stating,

> The things that have work for me to teach them is that I listen to what they have to say, to figure out what the actual level of experience is, and then from there, I tried to put them in the situations that fits their experiences without having to change too much of what they need to learn, and not put them in a negative situation where they will fail in front of their fellow inmates. (Tango)

> Two other officers, Quebec, and Sierra used alternative means for leading inmates toward completing work goals. One example provided by Quebec was the use of pay grades. As mentioned by Quebec,

> That's where the grading system comes, like your grade one, two, and threes. You expect more from them because you pay them more, and they're a little bit more, you can talk to them and you know they're going to get it, they're more dependable than an average inmate. (Quebec)

Sierra also shared a perspective and made the following comment,

> I help them complete their goals by standing firm on what they should complete and push themselves, and then once they achieve a particular goal, it's good to just, almost like

with children, not to assimilate them to children but it's to just praise them over and over and over, tell them that they've done a good job. (Sierra)

Table 24 provides an account of the experiences of work supervisors when leading inmates to complete work goals. The data in this Table presents components that helped inmates meet objectives, such as guidance, resources to achieve objectives, teaching inmates skills to complete tasks, and provide them rewards such as praise. While supervisors answered in a variety of general responses, the underlining theme through related comments was hands-on.

Work supervisors did not describe a constructed plan of leading inmates toward completing work goals. Rather, work supervisors responded with various reasons, or mistakes during the course of trying to accomplish work objectives that resulted in failure. For example, Tango learned to keep inmates away from "a negative situation where they will fail in front of their fellow inmates" (Tango). Alpha stated that,

> I thought I got my communication through properly and that they were understanding because they had acknowledged what I said but, I walk away and I come back to find out they did exactly what I didn't want them to do. (Alpha)

Quebec described that "Some of the issues are hours that they're scheduling, because the chow hall is so busy, some of the stuff, the floors can't be done until after dinner" (Quebec). Still, Delta, who has indicated previously that a hands on approach works well in leading inmates toward completing work goals also stated that "What has not worked is not showing them at all, and just telling them" (Delta). Sierra stated,

> Sometimes with certain rules and regulations you can like, there's some gray areas to where you can use your own discretion but still adhering to what you are supposed to as correctional worker, and it usually comes with experience. (Sierra)

Papa also provided information that did not reflect a failing leadership strategy, but relied on the attitude of the inmate to determine the success or failure of the work goals. As stated by Papa,

> no matter what positive detail or incentive you're giving the inmate, no matter what type
>
> of work detail skills we try to teach them, if the inmate doesn't be receptive to try to learn
>
> it on his own or don't want to change, there's nothing you really can do. (Papa)

Table 25. Interview Question 23. Summary

Please tell me about a time when you had to motivate an offender(s) to accomplish work-program goals. What did you do to make this a successful event?

Participant	Response Summary
Alpha	Used counseling/ Encouraged offenders to take advantage of programs including work programs where appraisals, certificates, are issued/Train and build good work ethic which increase an inmate's chances of getting a job in the community
Quebec	Everyday it's constant motivation, inmates don't want to be there/Use of Culture and language to connect/Joking helps performance
Delta	Show interest inmate/Find out if something is wrong/Encourage them to finish task then address any issue an inmate may be experiencing
Papa	Being approachable, positive/Use of same ethnic or cultural background/ Talking to inmates/Encouraging inmates/Motivate with verbal communication
Tango	Working a bit with them/ Use of positive reinforcers
Sierra	Make it fun-a lot of verbal- positive motivation/ Use of rewards following their efforts

Participants reflected on a time when they were required to motivate an offender in order to accomplish word program goals. Considering that inmates are being held in a correctional facility against their will, work supervisors must find methods for creating or improving morale. Quebec made a powerful statement when indicating that inmates do not want to be incarcerated, which also created a stage for the dominant them involved in responses from participants regarding motivating offenders. As stated by Quebec,

> Actually I would say that that's every day, and not just individual. The inmates don't want
>
> to be in jail, they don't want to be in prison. Their motivation is to get some money.

Yeah, sure, they'll show up. I actually feel I have to motivate them daily. From count time, I do the count, and every morning, I'll tell them in English and Spanish, "Good morning, Buenos Dias," and it's something that they don't hear often, not too many of the officers tell it. I try to motivate them that way. (Quebec)

Papa followed with another comment that made reference to ethnicity and inmates, and stated,

And once again, putting myself in the place as approachable staff within positive guidelines, and at the same time being able to talk to these guys coming from the same ethnic background as them, and letting them see, hey, you know, you put yourself in the position and not trying to put the blame on everyone else, whether it's the staff, the institution, whether it's the judicial system, but once again finally realizing that they put themselves in the position, that they're in and at the same time being able to try to motivate themselves to try to stop kicking against the judicial system. (Papa)

The reference that both Quebec and Papa make, while seemingly directed at ethnicity, are actually windows of opportunities to improve inmate morale in order to accomplish work program goals. Their ethnicity created a common ground for inmates with similar backgrounds to connect. Other supervisors used creative methods for improving morale, which resulted in motivational levels that enhance the success of work program goals. For example, Alpha used rewards and reinforcers to motivate inmates to perform. As stated by Alpha,

I see this as an opportunity for counseling and motivation, and stuff like that. Usually I try to find something that means something in their life that they need to try to work towards. Not only that, but while they're in custody, taking advantage of the programs that are available to them, which includes working, 'cause they can get work appraisals

and evaluations and in some institutions they can even get certificates and stuff like that, which can also help increase their chances of getting a job out in the future. (Alpha)

Delta used counseling to find hidden reasons as to why inmate performance and morale may be usually low. He stated that,

There was a time when an inmate was feeling down. I don't know what was, I don't know what was going on with him but, I just had a tell him, you know, I had to bring him in the office and ask him what's going on? Talk to him, he broke down and said something happen personally with his life. I guess a family member was killed or shot or something like that. So, just to motivate him, you know, I had to prep-talk him, and tell him, you know, everything is going to be alright. (Delta)

Tango used close interaction to create conditions in which morale and performances increased. Tango stated,

It's hard to pick a specific time, because a lot of times, those things actually happen more often than not. A lot of it is positive interaction with them. Be it walking alongside them and actually working a little bit with them to get them to try to achieve what you want them to do. I just think positive reinforcement. (Tango)

Sierra used fun in order to motivate inmates. As stated by Sierra,

I've worked in areas where the weather conditions are extremely warm, hot and then, you know. Sometimes in corrections we have several supervisors-managers, and they want a particular thing done, but are not considering what the inmates are enduring. So, a lot of times we have to do a lot of motivating. You know, we get them to maybe chant a cadence, or you know, try to make it as fun as possible because you know the inmates

aren't you know, servants or anything like that, but we expect them to do, endure some

pretty harsh things sometimes to just to get a project finished. (Sierra)

Participants used opportunities to increase morale. Increasing morale increased the

opportunity for supervisors to accomplish work program goals. By using cultural similarities,

rewards, concern, or fun, work supervisors held methods for improving moral for the sake of

work program goals.

Table 26. Interview Question 24. Summary

Please tell me about a time when you had to motivate an offender(s) to accomplish work-program goals, but no matter what you did, things did not fall into place the way you expected? How did this impact you?

Participant	Response Summary	Impacts
Alpha	Overflow of inmates assigned to me, many did not want to work/I sifted through them and managed inmates that wanted to work-provided minimum expectation and work to offenders that did not want to participate/it took away motivation at times from inmates wanting to work	Impacted me by allowing me to identify inmates working and provide them with positive reinforcement
Quebec	Had a confrontation with an inmate who was not compliant/Inmate took a combative stance, an officer assistance call was made, the inmate was escorted to SHU. The inmate was experience a family tragedy and could not be reasoned with	No impacts personally, but follow ups were conducted
Delta	Inmates has issues on the yard-there was a fight, a stabbing between two different races-inmates were ordered by inmate-group leader to not participate in work-nothing could be done	No impacts personally,
Papa	You have younger and older inmates who are rebellious against the system. They are accustomed to a lifestyle and they are not going to partake in bureau functions	No personal impacts-inmates have to want to change-majority of inmates will try to learn and better themselves
Tango	Inmates have something set in their head that they're not going to do it/use negative reinforcer such as incident report to gain cooperative compliance/show other inmates a supervisor has limits	No personal impacts to the staff
Sierra	Most of the time you can get through to them, but there's that one who is very reluctant-it stems back to their upbringing-it	Makes you feel a bit defeated and want to focus on that guy

When supervisors were asked to recall a time when they had to motivate an offender to accomplish work program goals, and no matter what was tried, things did not fall into place, participants revealed a commonality in their descriptions. Most scenarios involved inmates with

rebellious attitudes, for a variety of reasons. Some work supervisors were impacted by the experience, while others understood that controlling behavior was much more difficult than restricting a specific behavior. For example, Alpha indicated that,

> Back when I worked at my other institution at the low end I was working in dining room, a lot of times the counselors would rotate which department was their dumping ground because everyone in a normal institution has to have a job unless they had a medical reason or something not to have a job. (Alpha)

Alpha continued with his recollection and stated,

> The ones who didn't really want to be there but had to have a job, I would tell them I would assign them to a certain job as a table wiper, except I really wouldn't expect much out of them because I knew I wasn't going to get it anyways. (Alpha)

Alpha redirected his attention toward inmates who wanted to work, and the impacts from this experienced had favorable results. As mentioned by Alpha,

> The guys who wanted to work, I would put them in jobs where I was expecting someone to do a certain job. It helped with my payroll a little bit where I wasn't paying a bunch of people money that weren't doing anything anyways. (Alpha)

Quebec also had difficulties with an inmate assigned to his detail who did not want to cooperate. Quebec stated

> He got a little confrontational, and I had to call the compound, you know, I needed some back up before this got, before this was going somewhere that I didn't want it to go. They took him away, and it turns out the inmate was having, some sort of natural disaster happened in his state, and his family had been affected with it. (Quebec)

Quebec indicated that he was not impacted by the incident and stated, "It didn't impact me. I followed up on it" (Quebec). Delta also provided his experience in dealing with inmates not willing to cooperate. As indicated by Delta,

I tried when working in the Medium in Victorville to motivate inmates to work, but they had other things on their mind because they had issues on the yard, I guess the night before. So, they didn't want to work at all. So there's nothing I could talk to, nothing I could tell them, they were all determined to not work and they did a work strike, and I had to call the Operations Lieutenant, and tell him that, you know, these guys are refusing to work. No matter what you say to them or tell them they had something else on the yard going on so. (Delta)

Unlike Delta who experienced a group demonstration, Papa indicated that there are inmates who are against the system and will not cooperate. Papa stated, "Yes, you got some of the inmates where the younger inmates or older inmates that I've encountered both pretty much just as much in the past being rebellious against the system" (Papa). Papa also mentioned he was not impacted and stated, "Once again that inmate's going to have to want it for themselves" (Papa).

Much like Papa, Tango also experienced a similar incident. Tango stated,

Oh yeah, there's, there's been quite a few times that it just sometimes some inmates no matter what you do to try to achieve the goal they have something set in their head or in their psyche that they're just not going to do it. (Tango)

Tango continued and expressed that he was not impacted by the experience, and mentioned,

Personally, it doesn't impact me because I approach it as a job and I do not have a

personal interaction or anything I'll gain personally for dealing with inmates. I have a job

to do so, as myself personally, it didn't impact me. (Tango)

Sierra also provides information regarding inmates who rebel against the prison or

officers, and states,

Occasionally there's that one where they're just very reluctant, and usually it stems back

to their upbringing or what not, but it does make you feel like you should just, you want

to focus on that guy, but it doesn't make me lose any sleep though. (Sierra)

Sierra stated that personal impacts did occur, but recognizes that those impacts are a result of an

unrealistic perception of the scenario. As stated by Sierra,

So once I get an inmate that I can't get through to, no matter what I say, do, try, and still

not getting through to him, you know it makes me feel a little like I'm not able to do my

job to the best of my ability even though I really am. (Sierra)

Table 27. Interview Question 25. Summary

Please tell me about your professional positioning. How have or do you attempt to present yourself when working with inmates?

Participant	Response Summary
Alpha	Appear to be someone who knows what they're doing/As someone who will give everyone a shot (chance)/Treat inmates with respect and equal
Quebec	Not a sloppy or messy uniform/Professional appearance/Respectful Tone and Dialogue with inmates
Delta	Professional/Creased uniform/Professional appearance/Consistent in motivation level
Papa	Follow policy with clean uniform/Follow policies and institutional supplements/Use of appropriate conduct/Lead by example
Tango	Easily approachable/Was not a push over/Clear cut but not being too hard or too soft on inmates
Sierra	Present myself professional/Dress the part-play the part-do the job you get paid for-do the best of your ability/Take pride in your work

Professional positioning was viewed among four of the six supervisors as having an association with appearance. Maintaining a clean and pressed uniform conveyed an unsaid message to inmates that indicated professionalism. A professional appearance accompanied by a matching attitude was ideal in professional positioning. Officer presence in the form of upright posture, or voice tone indicative of officer command and authority were not mentioned by the officers. Quebec stated,

> I try to present myself professional, starting with the uniform. Not sloppy, not messy. Working in the kitchen you get kind of dirty sometimes, but every day I wash my shoes off, clean, laundered uniform. Just the way you talk to them and carry yourself, they know by appearance-wise. (Quebec)

Delta also presented information regarding appearance and stated,

I present myself as professional as possible, keep my uniform creased, boots cleaned as much as possible in the department I'm in, even though there is water, grease, and food everywhere but I try to stay nice and tight, clean and sharp, and I expect my inmates to be the same. (Delta)

The perspective on professional positioning through a professional uniform was also conveyed by Papa. His experience in professional positioning structured this belief. However, Papa also refered to policy in coordination with his appearance to establish a professional position among inmates. As stated by Papa,

I try to carry myself on a clean, positive level with the institution's policies as far as my uniform goes with that, and once they see how staff is following the policy in the Bureau, policy and supplements and stuff like that, that also they see that on a daily basis so they're also gonna mimic that as well. (Papa)

Sierra, like the other three participants, shared the same perspective regarding professional positioning. As indicated by Sierra,

You gotta let the inmate know that you, one, you need to dress the part, two, you need to play the part, does he dress the part and don't play the part, they will not respect you. So you have to come to work looking professional, acting professional and then provide whatever service you're there to work for. (Sierra)

The last two supervisors, Alpha and Tango took a different perspective that did not match that of their peers. These participants referred to professional positioning in a manner that benefitted the inmate. For example, Alpha stated,

I just try to present myself as someone who hopefully somewhat knows what they're doing. I don't always have the right answers, but I'll try to find them. I try to present

myself as someone who's going to give everybody at least a shot at being the right type of person and doing the right thing and someone that's not going to just treat them like an inmate or lower life form than me, and try and treat everyone within the confines of policies equally. (Alpha)

Tango stated,

I attempted to present myself as a supervisor who was easy to approach and talk to, but also a supervisor who did not take crap from people, and so I think I was more of a we'll say an A,B, and C type of supervisor. A being a hard-core, B being more middle of the road, and C just being soft. I think I was more like a B, I think. (Tango)

Leadership Survey Summaries

Listed below are survey results from work supervisor participants. Participants were asked specific questions that provided the researcher with trends of dominant leadership styles used by work supervisors. The tables were generated into percentages using Survey Monkey, and were consolidated for the purpose of this study. Questions and responses were categorized into eight different leadership styles, and were analyzed using the summary of Leadership theories by Northouse (2013).

Situational Leadership

The results regarding Situational Leadership indicated a high belief that situation impacted leadership style. All six participants agreed that leadership depended on the situation. Four out of six participants acknowledge that they adapted to the needs of the inmate, while only two out of the six disagreed. Two thirds of the participants also agreed that they assessed the development of each of inmate and then matched leadership with the level of the development, while one third of the participants disagreed with this leadership option. With regard to leading

according to the individual's needs, half of participants agreed. One participant was neutral, and two disagreed.

Table 28. Situational Leadership Survey Questions and Results

The way I lead inmates depends on the situation

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	66.67%	0.00%	33.33%	0.00%	6
0	0	4	2	0	

I adapt based on the needs of offenders assigned to my work detail

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	83.33%	0.00%	0.00%	0.00%	6
1	5	0	0	0	

I assess the development level of each offender assigned to my work-program, and then match my leadership with that level of development.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	66.67%	0.00%	33.33%	0.00%	6
0	4	0	2	0	

I lead according to the individual needs of each offender assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	50.00%	16.67%	33.33%	0.00%	6
0	3	1	2	0	

Path Goal Leadership

Regarding path goal leadership, all six participants agreed to defining goals and clear paths for offenders assigned to their work program. All six participants agreed to remove the obstacles and provide support to offenders assigned to their work program, ranging from agree to strongly agree. Four out of the six participants agreed or strongly agreed to adjust leadership based on the motivational needs of the offender, while one was neutral and one disagreed. Four of the six participants either agreed or highly agreed that they assessed work environment and provided what was missing, such as incentives. The remaining two were neutral.

Table 29. Path Goals Leadership Survey Questions and Results

I define goals and develop a clear path for offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	100.00%	0.00%	0.00%	0.00%	5
5	0	0	0	0	

As a priority, I remove obstacles and provide support to offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	66.67%	0.00%	0.00%	0.00%	6
2	4	0	0	0	

I adjust my leadership to meet the motivational needs of offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	50.00%	16.67%	16.67%	0.00%	6
1	3	1	1	0	

I assess the work environment, determine what is missing, and then provide it, such as incentives.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67	50.00%	33.33%	0.00%	0.00%	6
1	3	2	0	0	

Leader Member Exchange

Leader member exchange or LMX had lower rates of use. Three of six of the participants either strongly agreed or agreed that their leadership encourages two groups within their work program, inmates who will take new job responsibilities and inmates who will not. The other half disagreed. Four of six of the participants disagreed that offenders negotiated high-performance for privileges. When asked when offenders, who perform at higher levels for privileges, become part of more reliable subordinates, half either strongly agreed or agreed. Two participants were neutral and one disagreed. Half of the participants also agreed that some offenders felt left out of the group because of their unwillingness to perform at higher levels for more privileges. One of the participants was neutral and two disagreed. Throughout the LMX questionnaire, half of the participants leaned toward strongly agree or agree while the remaining participants leaned towards neutral or disagree.

Table 30. Leader Member Exchange Survey Questions and Results

My leadership encourages two groups within my work-program, those who will take on new job responsibilities and those who will not.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	33.33%	0.00%	50.00%	0.00%	6
1	2	0	3	0	

Offenders negotiate with me, high performance in exchange for privileges.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	33.33%	0.00%	50.00%	16.67%	6
0	2	0	3	1	

Those offenders assigned to my work-program, and who perform at higher levels for privileges, become part of my more reliable subordinates.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	33.33%	33.33%	16.67%	0.00%	6
1	2	2	1	0	

There are some offenders on my work-program that feel left out of the group because of their unwillingness to perform at higher levels for more privileges.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	50.00%	16.67%	33.33%	0.00%	6
0	3	1	2	0	

Transformational Leadership

The findings from transformational leadership indicated a high preference for this type of leadership style by work-program supervisors. Half of the participants indicated from strongly agree to agree that their leadership style reflected group benefit rather than independent achievement. All the participants considered ethical and moral decisions and consequences while leading work programs. Five of six participants indicated that they relied a great deal on positive conversations to motivate offenders assigned to work programs, while one participant remained neutral. Four out of six participants were concerned with professional and personal development of the offenders assigned to their work programs, while one third of the participants remained neutral. For these leadership questions only one question was answered disagreed.

Table 31. Transformational Leadership Survey Questions and Results

My leadership style reflects group benefit, rather than independent achievement

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	33.33%	16.67%	33.33%	0.00%	6
1	2	1	2	0	

I consider ethical and moral decisions, and the consequences they may produce, while leading my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	66.67%	0.00%	0.00%	0.00%	3
2	4	0	0	0	

I rely a great deal on positive conversations and comments to motivate offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
66.67%	16.67%	16.67%	0.00%	0.00%	6
4	1	1	0	0	

I am concerned with the professional and personal development of offenders assigned to my work-program

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	33.33%	33.33%	0.00%	0.00%	6
2	2	2	0	0	

Servant Leadership

Five out of the six supervisors did not see themselves as a servant with regard to leadership, and disagreed with leading in a servant capacity. Only one participant agreed that servant leadership was a description of their role. However, four out of the six supervisors indicated that their leadership reflected organizational stewardship and was focused on the development of the offenders. One participant was neutral and one participant disagreed. Three of six respondents believed that their leadership reflected altruism rather than power and control. Two participants disagreed that their leadership reflected altruism and one participant was neutral. When asked if they were empathetic, attentive, and genuinely concerned with the experience of growth among offenders assigned to work programs, 80 percent of the participants agreed or strongly agreed, while 20 percent were neutral.

Table 32. Servant Leadership Survey Questions and Results

I view my leadership role primarily as a servant capacity to the offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	16.67%	0.00%	83.33%	0.00%	6
0	1	0	5	0	

I exercise my leadership in a manner that reflects organizational stewardship, and that is focused on the development of offenders.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	66.67%	16.67%	16.67%	0.00%	6
0	4	1	1	0	

My leadership style mirrors altruism and influence rather than power and control.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	33.33%	16.67%	33.33%	0.00%	6
1	2	1	2	0	

As a leader, I am attentive, empathetic, and genuinely concerned with assisting in the experience of growth among offenders assigned to my work-program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
40.00%	40.00%	20.00%	0.00%	0.00%	5
2	2	1	0	0	

Team Leadership

Team leadership reflected stronger participant engagement and team leadership styles, rather than not. All participants indicated that they view offenders assigned to their work program as team members, and share leadership with them allowing offenders to develop strategies to accomplish goals. Two of the participants disagreed. Four out of the six supervisor participants also agreed that they monitored offenders until it was necessary for them to get involved. One participant was neutral and one participant disagreed. Four out of the six participants also either agreed or strongly agreed that they were committed to cooperating, communicating, and collaborating with offenders to accomplish goals together. Two of the participants were neutral. All six of the participants in this research agreed or strongly agreed that they analyzed internal and external factors faced by work program offenders, and then assume the appropriate behavior to maximize inmate effectiveness during work program goals.

Table 33. Team Leadership Survey Questions and Results

I view offenders assigned to my work-program as members of my team. As such, I share my leadership with them, allowing them to develop strategies to accomplish goals as a group.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
50.00%	16.67%	0.00%	33.33%	0.00%	6
3	1	0	2	0	

I usually monitor offenders assigned to my work-program until it is necessary for me to get involved.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	66.67%	16.67%	16.67%	0.00%	6
0	4	1	1	0	

As a leader, I am committed to cooperating, communicating and collaboration with offenders assigned to my work-program in order to attain goals together.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	33.33%	33.33%	0.00%	0.00%	6
2	2	2	0	0	

I analyze internal and external factors faced by my work-program offenders, and then I select the appropriate behavior to maximize their effectiveness.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
16.67%	83.33%	0.00%	0.00%	0.00%	6
1	5	0	0	0	

Gender Leadership and Social Equality

The gender leadership and social quality segment of the survey questions were designed to address the option to use gender leadership styles, and to address social equity among work supervisors and inmates. The first two questions addressed the success of work program supervisors among both female and male inmates. To both questions, half of the participants disagreed with the possibility of their success was attributed to their gender. In both questions, two of the six participants were neutral, and one participant was neutral in both questions as well. Four out of the six participants indicated that gender had nothing to do with their success as a leader. However, one participant disagreed, and one participant was neutral. When participants were asked if inmates with similar ethnicities followed much more than inmates with various ethnicities, three out of the six participants disagreed. Two of the six participants agreed, and one

participant was neutral. When participants were asked if offenders from different ethnicities followed their lead more than offenders with similar ethnic backgrounds, 50 percent were neutral. Two out of the six participants disagreed, while only one agreed. Four out of the six participants also believed that ethnicity had nothing to do with their leadership success, while over 33.33 percent disagreed.

Table 34. Gender Leadership and Social Equality Survey Questions and Results

My leadership success among male work-program offenders is heightened because of my gender.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	16.67%	33.33%	50.00%	0.00%	6
0	1	2	3	0	

My leadership success among female work-program offenders is heightened because of my gender.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	16.67%	33.33%	50.00%	0.00%	6
0	1	2	3	0	

Gender has nothing to do with my success as a leader.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	33.33%	16.67%	16.67%	0.00	6
2	2	1	1	0	

Offenders assigned to my work-program, with a similar ethnicity as my own, follow my lead much more than offenders from other various ethnicities.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	33.33%	16.67%	50.00%	0.00%	6
0	2	1	3	0	

Offenders assigned to my work-program, with a different ethnicity than my own, follow my lead much more than offenders from my own ethnic group.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	16.67%	50.00%	33.33%	0.00%	6
0	1	3	2	0	

My ethnicity has nothing to do with my leadership success.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	33.33%	0.00%	33.33%	0.00%	6
2	2	0	2	0	

Transactional Leadership

This segment on transactional leadership provided data indicating that work supervisors did not view the efforts of inmates as an exclusive exchange for pay and progress reports. Four out of the six supervisors disagreed that the work relationship between them and inmates was exclusive to a transaction arrangement. However, two out of the six agreed that inmate work

efforts were an exchange for pay and progress reports. Four out of the six supervisors agreed or strongly agreed that negative performance from offenders resulted in negative responses from work supervisors, while two out of the six disagreed or strongly disagreed. Half of the participants indicated that they disagreed with the idea that their leadership was exclusively a transaction, inmate efforts for pay and privileges. Two participants agreed that their leadership was exclusively a transaction, inmate efforts for pay and privileges. One participant was neutral. Three of the six participants disagreed with the idea that when resources used in exchange for performance are low that inmate productivity reduces. Two out of the six were neutral, and one participant believed the concept to be true.

Table 35. Transactional Leadership Survey Questions and Results

Offenders assigned to my work-program receive pay and progress reports in exchange for their efforts, nothing more.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	33.33%	0.00%	50.00%	16.67%	6
0	2	0	3	1	

Negative performance from offenders assigned to my work-program results in a negative response from me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
33.33%	33.33%	0.00%	16.67%	16.67%	6
2	2	0	1	1	

My leadership is exclusively a transaction. Offenders on my work-program perform appropriately and I give them pay and privileges in return.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	33.33%	16.67%	33.33%	16.67%	6
0	2	1	2	1	

If offenders assigned to my work-program realize that resources used in exchange for performance are low, their productivity reduces.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
0.00%	16.67%	33.33%	50.00%	0.00%	6
0	1	2	3	0	

The findings from this study addressed correctional officers' perceptions of their leadership styles. Data presented here will be reviewed in Chapter 5, conclusions.

CHAPTER 5

DISCUSSION

This qualitative phenomenological study examined the dominant leadership styles used by federal correctional officers as they tried to influence cooperative compliance from inmates in their respective facilities. The research question that guided this qualitative study was: What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities? To assist in answering this question, three sub questions were included.

1. What leadership styles produce reinforcing stimulus among federal inmates?

2. What leadership styles decrease behavior probability, or extinction?

3. Under the conditions of power and privilege, what leadership styles held by federal correctional officers improve social justice among inmates?

In order to address these questions, two research instruments were used. A one-on-one face-to-face unstructured interview and a digital survey. Six work supervisors from the Western region of the United States participated in the study. Each work-supervisor brought a wealth of knowledge and experience to the study. Each had worked in multiple security level facilities, exceeding the requirement of more than one security level, and each had over a decade of correctional experience.

Interpretation of Findings

This section presents main findings from the study in conjunction with research and survey questions. This section also presents correlations between findings in the research and the literature.

Research Question

In order to answer the research question, "What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities?" The researcher examined how correctional work supervisors engaged with inmates during correctional work objectives via interviews and survey questionnaires. Interviews and surveys were consistent with the description provided by the Summary of Leadership Theories by Northouse (2013) and leadership styles considered were those that evoked cooperative compliance from inmates. During interviews, each work supervisor indicated that their leadership style was contingent upon the security level of the institution, and whether correctional staff were working with male or female inmates. Participants agreed that higher security level offenders assume a more aggressive position in correctional facilities, and work supervisors adjusted to inmate attitudes and the environment. Survey questions strongly reflected work supervisors using situational leadership styles, and reflected one of two highest scores presented in chapter four.

Situational leadership requires that the leader evaluate the competence and commitment level of the follower. The information that work supervisors provided, in reference to situational leadership, indicated an awareness of personal internal changes required to meet the demands of the situation. Custody level and security level played a significant role in determining the appropriate behavior for work program supervisors. The security level of an institution provided a description of the type of inmate with whom work supervisors would have contact.

The security level was perceived as impacting the level of commitment by inmates, thus indicating type of inmate. Higher security level institutions were perceived as having a low commitment level from inmates assigned to work programs, as reflected in interviews.

Therefore, work supervisors adjusted their leadership style to fit the situation. Work supervisors, under the condition of situational leadership, assumed behavior that was directive and supportive regardless of the security level of the institution.

Survey questionnaire results corresponded with interview responses. Work supervisors, according to survey questionnaires, indicated that the situation influenced how they led inmates. Supervisors also indicated that offender development and offender needs influenced decisions on what leadership style was needed for the situation. This required supervisors to assess the offender and the situation and make leadership style changes.

Table 36. Summary of Situational Leadership Theory Northouse (2013).

Situational Leadership

Leadership is contingent on the situation, and different situations will require different forms of leadership (leaders adapt to development level of those following)

Equal in usage among work supervisors was Path Goal Leadership. Several key components played a significant role in identifying this form of leadership used by work supervisors, which are: (a) a supportive role for the accomplishment of tasks, (b) the provision of resources and a clear path for inmates to accomplish objectives, (c) and a usage of motivators and rewards (reinforcers). A significant factor in both Situational Leadership and Path Goal Leadership, as indicated by participants, was the use of reinforcers. Reinforcers in the form of food, pay, or written performance evaluation, impacted reoccurring ideal behavior. Inmate compliance was highly contingent on adverse actions taken by work supervisors when offenders cannot, or will not meet minimum behavioral expectations that work supervisors hold. Reinforcers used by work supervisors encouraged inmates to step above minimum expectations through guidance, support, and the disposal of resources, but the outcome for meeting high

demands of officers were reinforcers. Work supervisors retained reinforcers to encourage ideal

behavior, and regardless of the institution, work supervisors followed this rule of reinforcers for

ideal behavior universally.

Participants described their flexibility in leadership roles, and indicated using

characteristics that reflected being supportive, directive, and a seeker of excellence through

rewards. However, interviews indicated that a participative role, which is a component of Path

Goal Leadership, was not met. Crewe (2011) reflected on the finding of Tyler and Blader (2004)

who stated, "Prisoners do not have the same voice as free citizens when decisions are made

about them: they have fewer opportunities to express their views and are taken much less

seriously when they do" (p. 465). Work supervisors indicated through interview responses that

they did not share in the decision-making process with inmates. The ideas or opinions of inmates

were not taken into consideration during work objectives. Work supervisors maintained control

over work program objectives, and resources for reaching higher levels of achievement. While

work supervisors used methods that mirrored Path Goal leadership, they maintained extreme

control over inmates.

The concept of Path Goal Leadership, while aspects of it have been identified in this

research, was difficult to fully identify as a motivator that creates cooperative compliance from

federal offenders. Inmates were faced with complying with work supervisors, or face

consequences in the form of counseling, and administrative action that often results in the loss of

privileges. Another component that begs the positive identification of this leadership style was

the use of reinforcers for rewards. Conflicting information regarding the use of reinforcers, such

as using reinforcers for jobs well done or special projects differ among work supervisors. The

use of reinforcers was not indicated as a regular tool that enhanced regular expected behavior or a regular expected operant.

Table 37. Summary of Path Goal Leadership Theory Northouse (2013).

Path Goal Leadership

Provides subordinates with resources viewed as necessary for subordinates to meet objectives to include information or rewards as motivators/leaders provide clear path to goals
Leaders define goals/define pathways/eliminate hurdles/are supportive

The dominant leadership styles used by work supervisors were Situational Leadership, and Path Goal Leadership. Work supervisors provided data that was crucial in describing the dynamics of situational adaptation. Work supervisors indicated that situations such as inmate custody level, institutional security level, ethnic affiliation and whether inmates were male or female determined the leadership style. Supervisors also indicated their correspondence in leadership with the level of aggression in each correctional facility.

The sphere of correctional settings had influenced the use of Path Goal Leadership and Situational Leadership among work supervisors. Changes in institutional security levels changed leadership styles, but the method for leading inmates to complete work objectives were committed toward Path Goal Leadership. Work supervisors described adjusting attitudes toward inmates based on the security level of the institution, but the methods of providing a clear path for inmates to complete objectives, providing direction, and making work more enjoyable were applied regardless of the security level.

Security levels were not completely a focal point regarding Situational Leadership. Gender played a significant role in the behavior of work supervisors when it came to adapting to the environment. The environment of an all-female institution required supervisors to use higher

levels of support in comparison to male offenders. Work supervisors believed female offenders to be more emotionally sensitive, thus requiring a change in the behavior of the supervisor to match the situation. Leadership styles associated with Path Goal Leadership were not impacted by the need for more social support.

These dominant leadership styles may have been prompted by the nature of the correctional environment. Path Goal Leadership provided a structured approach to the accomplishment of tasks from inmates who have had little structure in their personal lives, as indicated by participants. The directive component of Path Goal Leadership mirrors the structure of the institution, which consists of strict guidelines and extreme control over inmate movement and behavior. Support was provided, regardless of the security level, and rewards were used to enhance performance. Much like Path Goal Leadership, Situational Leadership consists of similar components, such as directing, supporting, and the evaluation of inmate commitment, which allowed the supervisors to match leadership styles to the situation.

Sub Question 1

As a strategy for the interpretation of "What leadership styles produce reinforcing stimulus among federal inmates" the researcher focused on the use of resources discussed with work supervisors. Food, positive written evaluation, and respect to inmates acted as a reinforcing stimulus. Extra food had been used as a reinforcer by five of the six work supervisors. Work supervisors indicated that reinforcers such as treats, extra portions of meat, and other food items were used to produce reoccurring behavior found in the form of higher levels of inmate work performance. However, inmates misinterpreted the use of the reinforcer for a specific operant. Rather than expecting the reinforcer for higher levels of performance, inmates engaged in a behavior that simulated work with the expectation of the reinforcer.

Work supervisors pointed out that inmates become conditioned to receiving extra food and expect it for regular performance, and often times attempt to steal food. Inmates caught by work supervisors taking food without permission also maintained a sense of entitlement to that specific reinforcer. The removal of the reinforcer (food) did not change the work-behavior because other reinforcers were still available, such as progress reports and inmate pay for work deposits. While officers did describe using styles associated with Situational Leadership, Path Goal Leadership primarily guided officers through the task process by guiding inmates and resources from beginning to end.

Officers indicated working through processes with inmates, developing work skill levels, while expecting to improve in work subject knowledge. Expectations were provided verbally or through a specific demonstration of processes as a method for presenting a standard. This gave inmates clarity on what and how objectives were to be met. Officers also attempted to create a work environment that was positive by selecting the appropriate behavior and by trying to engage inmates either on a personal level or through making difficult tasks more pleasant.

Sub Question 2

Answering the question regarding behavior probability or extinction required an analysis outside of leadership theories provided by Northouse (2013). Northouse (2013) discussed the topic of coercive power, stating that "coercion involves the use of force to effect change. To coerce means to influence others to do something against their will and may include manipulating penalties and rewards in their work environment" (p. 11). Considering these statements and the responses from interviews provided by the work supervisors, the researcher found that extinction occurs when work supervisors tried to force inmates to do work, maintained negative attitudes towards inmates, used aggressive behavior towards inmates, and

used anger to coerce inmates into accomplishing work program goals. Participants in this research have expressed that these methods are used by correctional peers, but it was also expressed that these forms of inmate management deviate from their leadership style.

Maintaining cooperative compliance from inmates was greatly contingent on communication from work supervisors. Communication found in the form of sit-downs, counseling, and communicating reminders of the privilege of being part of a work program, worked toward maintaining inmates in a state of cooperative compliance. Communication was a method for maintaining cooperative compliance among inmates demonstrating passively disruptive behavior, or when corrective action was necessary. Out of the six participants, four had mentioned the use of formal sanctions for inmates demonstrating behavior that was passively non-compliant or requiring the use of force. Depending on the level of aggression, supervisors used actions such as removing inmates from the work program, formally documenting the behavior for administrative sanctions, or calling for officer assistance for the purpose of physically removing an inmate from a work area. The use of force, or physically removing inmates from work sites, occurred when inmates were not responsive to orders from officers or when inmates displayed combative behavior. Reasons for passively non-compliant behavior, or combative behavior was identified as being associated with the personal problems of inmates, organized group disruptions by inmate groups, or an anti-authority mindset held by inmates.

Sub Question 3

The use of power through the distribution of privileges was an underlining condition in correctional work. The example of Path Goal Leadership in the correctional setting indicated the use of a reward system to encourage reoccurring behavior. Aside from setting a clear path for inmates to follow to succeed in work objectives, the power over resources allowed work

supervisors to deliver privileges to inmates in the form of rewards. Tied closely to this was a limited amount of ethnocentrism exercised by work supervisors. According to Northouse (2013) "even though she recognizes her own ethnocentrism, a leader also needs to understand and to a degree tolerate the ethnocentrism of others" (p. 385). Work supervisors monitored personal ethnocentrism; however, personal culture was used as a device by work supervisors to establish relationships with inmates based on similar cultural or ethnic backgrounds. The cultural background of work supervisors was a component that created a comfort level when working with inmates. As stated by Northouse (2013) "people tend to give priority and value to their own beliefs attitudes and values over and above those of other groups" (p. 385). In the case of work supervisors and inmates assigned to their work program, a level of inclusion in work programs is added. It allowed inmates to identify with work supervisors who may speak similar languages or come from similar regions. While interviews revealed the value of using culture or a cultural trait to identify with inmates, the surveys revealed the opposite. Work supervisors felt that their gender or ethnicity had nothing to do with leadership objectives.

Considering that work supervisors used ethnic similarities to create an area of familiarity for inmates, it was difficult to determine whether work supervisors engage in social justice or not. This was primarily because work supervisors use ethnicity to connect with inmates of similar cultures, which leaves out other inmates not sharing those similarities. Inmates outside of ethnic similarities may also recognize that officers make connections based on commonalities with inmates, and perceive the relationship between officers and inmates of similar cultures to be biased. No specific leadership style was identified as improving social justice, but under the conditions presented by the participants, social justice may be hindered. Further research in this area will need to be conducted to identify more conclusive evidence that identifies leadership

styles that improve social justice. It remains that inmates use culture, language, or ethnicity as instruments for measuring qualities that evoke respect for officers, and officers use these similarities to enhance comfortable interaction.

Target Actor

The researcher evaluated the survey and questions, and determined that survey questions were limited in the scope of lived experiences, unlike interviews that provide detailed accounts of inmate interactions. In spite of this, the interviews and survey responses were used to analyze relationships between inmates and officers. Working conditions between inmates and work supervisors reflected the findings of Colwell (2007). As he stated,

> I define subjective respect as one actor's belief that an object (i.e. a person or thing) endowed with social significance possesses valued qualities. This belief emerges from the actor's initial evaluations of a target object and the corresponding sentiments that the evaluations evoke. (p. 443)

The cultural similarities held between work supervisors, and offenders summons an evaluation of similarities by inmates. Colwell (2007) continued with the statement that,

> When an actor perceives that a target actor's qualities reflect their own valued self-definitions, they impart positive symbolic value to the target. These perceptions evoke sentiments of affinity toward the target actor, which supports the belief that the target deserves respectful treatment. (p. 443)

In one instance, language was the quality that had evoked positive symbolic value. Ethnicity among two other supervisors had played a role in inmates identifying with them in and creating working relationships consisting of a level of respect. As stated by Colwell (2007) "Respectful treatment of a target actor is a behavioral manifestation of the subjective perception

of similarity and sentiment of affinity toward what the target actor symbolically represents"

(p. 443). Leadership styles alone did not invoke cooperative compliance. The implicit use of

reprimand acted as a partner to leadership styles in gaining cooperative compliance from

inmates. Officers reserved this form of power for situations when compliance was not being met.

The ramifications for inmates can be long term suspension of commissary, telephone, and social

visit privileges. The relationship between leadership styles, and reprimand toward gaining

cooperative compliance, was another facet unveiled in this research that demands further

investigation.

Recommendations for Further Research

After reviewing the findings and interpreting the data, future research is recommended

for the following reasons:

1. The research sample only consisted of six participants and should be expanded to a

   greater number of participants consisting of equal amounts of male and female. The

   expanded sample should include a more culturally diverse sample in order to answer

   questions regarding social justice.

2. The research sample should be expanded to areas outside of the Western region. This

   research reflected supervisor and inmate interactions within inmate population consisting

   dominantly of Hispanic inmates, and does not reflect regions within the United States

   where other ethnicities and cultures are more dominant.

3. The list of leadership styles should be expanded to incorporate more leadership styles.

   The current research considered eight different forms of leadership and survey questions

   reflected those eight leadership styles. This left little room for leadership styles that

   reflect totalitarian coercion.

4. The research needs to address the relationship between leadership styles and the use of power through reprimand for non-complaint behavior.

These recommended reasons fill data gaps in this current research. By adding these recommendations toward further inquiries into this phenomenon, a more comprehensive study that assists in identifying leadership styles, cooperative compliance and social justice would ensue. The use of reprimand resources for cooperative compliance needs to be central when answering future questions regarding correctional leadership. The concept of cooperative compliance from people who are held in environments against their will also needs to be a focal point in examining correctional leadership.

Recommendations for Action

Bureau of Prison administration should use information based on research to develop leadership training curriculum for correctional officers. As an example, this research provided data illuminating leadership styles contingent on situations, and exercised in a manner that mirrors Path Goal Leadership. Correctional officers aware of dominant leadership styles do not have to determine what-works. Leadership training, provided by the Bureau of Prisons, will allow correctional employees to strengthen weaknesses in their leadership styles, and increase the possibility of safety for correctional staff and inmates alike. As stated by one participant,

> I was newer and I would you know, be so hard up by sticking to the rules, sometimes when you are not able to back up enough away from it to see the bigger picture, that's when you come into problems. (Sierra)

Liebling (2011) looked to the work of Sonnet (1980) who claimed "Figures of authority do not arouse much enthusiasm, but when authority is used by the competent, and in the service of some higher ideal, it is more acceptable" (p. 486). The application of consistent leadership

among correctional officer may construct stronger competencies of leadership styles, particularly

Situational and Path Goal leadership. Officers who understand dominant leadership styles may

exercise leadership in more uniformed manner. This may also provide an opportunity for

correctional staff to monitor one another, and train incoming staff according to proven and

recorded methods of leadership.

Conclusion

From 1980 to the present, the population within the Federal Bureau of Prisons has

increased exponentially. Accompanying this growth in population is also the growth in diversity.

The Federal Bureau of Prisons does offer diversity training; however, diversity training has not

been modified to address incarceration that encompasses a more global inmate population.

Successful leadership, regarding correctional officers, is found within a wealth of information

but reflects leadership traits rather than leadership styles that represent a specific leadership

theory.

Authors such as Lin, Lawson Borodach and Riley (2015) examined leadership, but from

positions of captain or higher, addressing traits. Humphrey (2009) also provided examples of

traits. Tait (2008) provided a deep analysis of care as a driving component for correctional

wellness for inmates, but largely provided traits found in the "features and subcultural

orientation" table. (p. 450). The Federal Bureau of Prisons promotes the concepts of firm, fair

and consistent as leadership traits, but these concepts echo the works of Liebling (2011). As

concluded by Liebling (2011) "Policy-makers, critics and analysts of the prison often throw

words at officers – such as justice, relationships, safety or risk – but they rarely reflect on or

share with staff the intended meaning of these complex terms" (p. 485). The concepts: Firm, fair,

and consistent, much like the example provided by Liebling (2011) present a similar conflict, as

these terms are subjective and lack the intended meaning. More information is needed regarding leadership styles, in order to help officers make stronger choices that reflect equity and safety during interactions with inmates.

After analyzing the results of this study, it was found that Path Goal Leadership, and Situational Leadership were two dominant leadership styles used by work supervisors. There are correlations between preexisting research found in the literature review, and this current research. There is a lack of participative leadership, or not giving inmates a say in work objectives, along with target actor scenarios mirrored previous finding from researchers. It was revealed through this research that the use of reinforcers as a reward system, in coordination with Path Goal Leadership, influenced reoccurring behavior. Extinction was created, not through leadership styles, but through a totalitarian position that work supervisors assumed, as indicated by participants. This aspect of the research reflected the work of Colwell (2007) who stated, "When an actor perceives the target's qualities as antithetical to their own, they impart negative symbolic value to the target. These perceptions evoke sentiments of aversion toward the object, which support the belief that it deserves disrespectful treatment" (p. 443).

Participants expressed their desire for choosing more productive methods of leadership that were communication based. Communication played a significant role in gaining cooperative compliance from inmates. However, the possibility of reprimand being at the heart of compliance remains a possibility, as recourse is the alternative for non-compliance and being passively disruptive. While supervisors believed their communication was an effective measure for leading inmates toward accomplishing goals, they were not cognizant of the implicit power held over inmates by officers.

Questions of Social Justice in the correctional context were not answered in this preliminary research, but there were intriguing possible connections between ethnicity, culture and behavior that might be construed as reaching towards social justice or perhaps even being discriminatory. It was identified that work supervisors exercised leadership by using individual culture and ethnicity to create an environment that enhanced interactions between officers and inmates through similarities. Colwell (2007) discussed how actors identify qualities in targets to determine if respect is merited. As stated by Colwell (2007) "the source views the target as a symbolic representation of their own self-identity, the behavioral act of respecting the target is a means of reflexive self-affirmation" (p. 444). While this method of leadership was effective, it may be interpreted by inmates not sharing mirroring qualities that preferential treatment occurs between officers and inmates as a result of ethnic similarities.

The information provided as a result of this research has identified two dominant leadership styles. Further research is necessary in order to generate a more comprehensive study involving correctional leadership. Relationships between work supervisors and inmates are complex, and leading inmates toward accomplishing goals is equally complex and is contingent upon more than leadership styles. Leadership styles, power, control, reinforcers, and communication all influenced cooperative compliance, and while Path Goal Leadership and Situational Leadership are dominant styles used by work supervisors, further studies into why these leadership styles are dominant is required. The data that has been generated, as a result of this research, provides a starting point for further research into correctional leadership, and an opportunity to increase professionalism which may ultimately increase public safety.

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Appendix A: Letter of Participation

From: Administrative Assistant
Subject: RE: Work-supervisor Participants - Research Participation

You are being invited to participate in a research study conducted by Paul Gonzalez, Principal Researcher (PR). The purpose of this proposed phenomenological study is to investigate what the dominant correctional officer leadership styles are influencing cooperative inmate compliance within multiple security level correctional facilities. Your participation must be free and voluntary. You are free to withdraw at any time. I am sending you this email on behalf of Paul. I am acting as a neutral third party so that your privacy is protected and you do not feel (unintentional) coercion by a recruitment email sent directly from the PR.

As a participant you will be asked to:

- Participate in a one-on-one telephone or face-to-face interview and an electronic survey during your own time.
- The interview is expected to last between one and a half to two hours in duration and the survey will take approximately 30 minutes.
- If you take part in the interview, you will be asked to review the transcript during your own time.
- The interviews will be conducted in private spaces selected by you as the participant and will protect your confidentiality.

You are responsible for any incurred expense, such as travel or meals. Participation time is on your own personal time.

If you would like more information **please contact Paul directly** at pgonzalez@une.edu or 858-382-9808 (private business line), and he will send you the Informed Consent Form (ICF) and be available to answer any questions you may have about your participation.

Administrative Assistant
Location
[phone #s]
email [email address] | Facebook | Twitter

APPENDIX B: PARTICIPANT INFORMATION & CONSENT FORM

Examining Correctional Leadership Styles that Encourage Cooperative Compliance from Federal

Offenders

PARTICIPANT INFORMATION & CONSENT FORM

PRINCIPAL INVESTIGATOR: Paul Gonzalez

Background and Purpose of the Study

You are invited to participate in a research study. Your participation must be free and voluntary. You are free to withdraw at any time.

The purpose of this proposed phenomenological study is to better understand leadership traits used within correctional environments that impact inmate non-force compliance.   The primary question guiding this proposed study is: What are the dominant correctional officer leadership styles influencing cooperative inmate compliance within multiple security level correctional facilities?

You are being asked to participate in this study because of your employment with a correctional institution in the Western part of the US. The sampling strategy for correctional officers is based on: The criteria for the sample are (a) must be current or former work supervisors within the last five years, and (b) must have been assigned to more than one correctional facility with differences in security levels

Number of Participants

Six participants will be included in this study. The proposed sample size study is six work-supervisors from three federal institutions in the Western part of the US.

Methods

The methods that will be used as part of this proposed research include a recorded one-on-one 90 minute interview, followed by a 30 minute survey.

What is Required if I Participate?

If you decide to participate in this study, you will be asked to:

- Participate in a one-on-one interview and an electronic survey during your own personal time.

- The interview is expected to last between one and a half to two hours in duration; the survey will take approximately 30 minutes.
- If you take part in an interview, you will be asked to review the transcript during your own personal time.
- The interviews will be conducted in private spaces selected by you, designed to protect your confidentiality.

The total number of hours for your participation in this study is between two and three (2-3) hours.

You will have the right to decline any question that is asked during the one-on-one interview. You will have the right to withdraw during the interview and/or survey. If you decide to participate and then change your mind later, you can withdraw without any consequences or explanation.

The interviews group will be conducted in private spaces that will protect your confidentiality during your own time. You are responsible for any incurred expenses, such as travel or meals.

Confidentiality

Your confidentiality will be protected within the limits of the law, and there are no additional foreseeable risks or hazards to your participation in this study. Your name or any identifiers will not appear on any artifact, transcript, or publication from this proposed study. Data collection and analysis will allow for confidentiality and anonymity through a process of providing you with a code in exchange for your name. The data will be gathered and analyzed without individual identification markers. Anonymized direct quotations may be used in the final report, but all individual identification markers will be removed.

Withdrawing

You are free to participate or not. If you decide not to participate employment status will not be affected in any way. If you do decide to participate and then change your mind later, you can withdraw without any consequences or explanation. All information you provided, whether recorded, or transcribed, will be omitted from the research and be deleted from all files.

Disposal of Data

Your data from this study will be disposed of either by erasing or shredding. The digital recordings will be erased immediately after the transcriptions have occurred and the participants

have reviewed them for accuracy. The transcriptions will retained for three (3) years after study completion as required by University of New England. After that period they will be shredded. The surveys will additionally retained for three (3) years after study completion and then shredded by a bonded shredding company.

Future Use of Data

The results of this proposed study will be used as partial requirements for a doctorate of education for the primary researcher, Paul Gonzalez. The dissemination of the results will occur through the publication of the dissertation. The data for this study will not be used for any other purpose.

Who Should I Contact if I Need More Information or Help?

The contact information for the Principal Researcher is provided on the first page of this Informed Consent Form and includes an email address pgonzalez@une.edu and telephone number (858) 382-9808. For further information regarding the study or you have any concerns about your rights as a research participant and/or your experiences while participating in this study, or if you wish to verify the ethical approval of this study, you may contact Dr. Carol Burbank, Research Committee Chair, at (301) 292-4947 or email cburbank@une.edu; or Olgun Guvench, MD, PhD, Chair of the UNE Institutional Review Board, at (207) 221-4171.

CONSENT

☐ I consent to participating in the one-on-one interview and to be audiotaped (scheduled at a convenient time and confidential location for me).

AND/OR

☐ I consent to participate in the electronic survey.

Your signature below indicates that:

1. All sections of this Consent form have been explained to your satisfaction
2. You understand the requirements, risks, potential, and responsibilities of participating in the research project, and;
3. You understand how your information will be accessed, collected, and used.
4. All of your questions have been fully answered by the researchers.

_____   _____   _____

Name of Participant   Signature   Date

_____   _____   _____

Name of Person Administering   Signature   Date
Informed Consent

_____

Role of Person Administering
Informed Consent

A copy of this consent form will be given to you, and a copy will be kept by the researcher.

Appendix C

Interview Questions

Foundation Questions

1. When did you join the Federal Bureau of Prisons (FBOP) and how long have you been a work-supervisor?

2. What level of correction facilities have you worked in?

3. What training, if any, did you have in leadership prior to your employment? After you were employed by the FBOP?

4. On a scale of one to ten, with one being not of value, and ten being highly valued, how do you rate leadership training for correctional officers in your current institution?

Activation Questions Regarding Leadership

1. Tell me about your leadership philosophy? How does corrective leadership unite with your philosophy?

2. Please describe your leadership style to those of your peers when handling offenders on your work-program detail?

3. What, if anything, would you change about your current leadership style?

4. What is your expectation for yourself to use corrective leadership in your practice?

5. What is your expectation for your colleagues to use corrective leadership?

6. What are the benefits of using a corrective leadership in your work supervisory role?

7. How has your leadership style changed from one institution to another, or from one situation to another?

8. How is your ability to fully engage with offenders impacted by policies? How does your leadership style work with policies?

9. How does work-culture change from correctional institution to institution? How does work-culture impact your ability to lead a work-program?

Activation Questions Regarding Inmate Interactions

1. What methods have or do you use to motivate inmates in your work-program? What motivating methods have had the least results?

2. How do you manage inmates who are passively disruptive with work-program objectives?

3. How do you manage inmate behavior when corrective action is necessary?

4. When are inmates the most responsive to your leadership style? When are they the least responsive?

5. When are inmates the most cooperative? What motivates them to cooperate with you and others?

6. What methods do you feel leads inmates toward cooperative compliance?

Reflection Questions

1. Please describe a time when you used reinforcers with inmates. What was the outcome for him or her?

2. Please tell me about a time when you took reinforcers away from inmates. What was the outcome for him or her?

3. Please tell me how you have led inmates toward completing work goals? What worked and what was not successful?

4. Please tell me about a time when you had to motivate an offender(s) to accomplish work-program goals. What did you do to make this a successful event?

5.   Please tell me about a time when you had to motivate an offender(s) to accomplish work-program goals, but no matter what you did, things did not fall into place the way you expected? How did this impact you?

6.   Please tell me about your professional positioning. How have or do you attempt to present yourself when working with inmates?

Appendix D

Survey Questions

This leadership tool is to inform the advisor that survey questions have been categorized

into each leadership theory. Participants at no time will see this grading reference.

Situational Leadership

The way I lead inmates depends on the situation

I adapt based on the needs of offenders assigned to my work detail.

I assess the development level of each offender assigned to my work-program, and then match my leadership with that level of development.

I lead according to the individual needs of each offender assigned to my work-program.

Path Goal Leadership

I define goals and develop a clear path for offenders assigned to my work-program.

As a priority, I remove obstacles and provide support to offenders assigned to my work-program.

I adjust my leadership to meet the motivational needs of offenders assigned to my work-program.

I assess the work environment, determine what is missing, and then provide it, such as incentives.

Leader Member Exchange

My leadership encourages two groups within my work-program, those who will take on new job responsibilities and those who will not.

Offenders negotiate with me, high performance in exchange for privileges.

Those offenders assigned to my work-program, and who perform at higher levels for privileges, become part of my more reliable subordinates.

There are some offenders on my work-program that feel left out of the group because of their unwillingness to perform at higher levels for more privileges.

Transformational Leadership

My leadership style reflects group benefit, rather than independent achievement.

I consider ethical and moral decisions, and the consequences they may produce, while leading my work-program.

I rely a great deal on positive conversations and comments to motivate offenders assigned to my work-program.

I am concerned with the professional and personal development of offenders assigned to my work-program.

Servant Leadership

I view my leadership role primarily as a servant capacity to the offenders assigned to my work-program.

I exercise my leadership in a manner that reflects organizational stewardship, and that is focused on the development of offenders.

My leadership style mirrors altruism and influence rather than power and control.

As a leader, I am attentive, empathetic, and genuinely concerned with assisting in the experience of growth among offenders assigned to my work-program.

Team Leadership

I view offenders assigned to my work-program as members of my team. As such, I share my leadership with them, allowing them to develop strategies to accomplish goals as a group.

I usually monitor offenders assigned to my work-program until it is necessary for me to get involved.

As a leader, I am committed to cooperating, communicating and collaboration with offenders assigned to my work-program in order to attain goals together.

I analyze internal and external factors faced by my work-program offenders, and then I select the appropriate behavior to maximize their effectiveness.

Gender Leadership

My leadership success among male work-program offenders is heightened because of my gender.

My leadership success among female work-program offenders is heightened because of my gender.

Gender has nothing to do with my success as a leader.

Offenders assigned to my work-program, with a similar ethnicity as my own, follow my lead much more than offenders from other various ethnicities.

Offenders assigned to my work-program, with a different ethnicity than my own, follow my lead much more than offenders from my own ethnic group.

My ethnicity has nothing to do with my leadership success.

Transactional

Offenders assigned to my work-program receive pay and progress reports in exchange for their efforts, nothing more.

Negative performance from offenders assigned to my work-program results in a negative response from me.

My leadership is exclusively a transaction. Offenders on my work-program perform appropriately and I give them pay and privileges in return.

If offenders assigned to my work-program realize that resources used in exchange for performance are low, their productivity reduces.