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Assessment of NIC's Executive Leadership Training for Women

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TABLE OF CONTENTS

APPENDIX A:
     Summary of on-site participant evaluation comments

APPENDIX B:
     Correspondence with program graduates

APPENDIX C:
     Survey instrument

APPENDIX D:
     Survey follow-up correspondence

APPENDIX E:
     Summary of participant comments on the integration of men and women in
     leadership training

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EXECUTIVE SUMMARY

Being "different" is not usually viewed as desirable. To the contrary, most of us living in today's social environment have an inherent need to "fit in" with our surroundings. In that environment, uniformity is encouraged. Uniqueness is not.

From high school cliques to high-powered clubs, there is an ongoing search for that "niche" where we can feel a comfortable sense of belonging. Along the way, many of us adapt to the common denominator. We learn to abandon creativity for conformity. To value job security over personal integrity. To sacrifice personal goals for group acceptance. To work at making a living rather than making waves. After all, it is easier to "go with the flow" than to "swim against the tide." Otherwise, one does not survive long in contemporary organizational life.

Making such accommodations is always difficult. But it may be particularly burdensome for women working in a traditionally male-dominated field such as corrections. In an occupation where both clientele and fellow employees are predominately male, women have traditionally been the "outsiders." But no one wants to be ostracized. Thus, the natural tendency of female staff members is to downplay their differences in an effort to blend unobtrusively into a male-dominated workplace.

There are those who would deny that such differences exist—maintaining that treating men and women equally is essentially the same as saying that they are equivalent. In reality, it is not. Aside from physiological distinctions, men and women differ in the very nature of the manner in which they address their personal and professional lives; e.g.:

> There are those who would deny that differences exist—maintaining that treating men and women equally is essentially the same as saying that they are equivalent.

"The essentially masculine way. . . . is to handle it [life] departmentally. A man says to himself: there is my home and private life. . . ; there is my business, my work; there is my life as a citizen. . . . His art of life is to *disconnect*; it simplifies problems. . . The feminine impulse, on the other hand, whether on account of women's education or her fundamental nature, is to see life more as a continuum." (Jones and Carlson, 2001: 87, quoting Desmond MacCarthy).

In recognition of the female tendency to seamlessly integrate life in this manner, as well

3

as the additional challenges facing women who strive to be leaders in corrections, NIC's Executive Leadership Training for Women has been designed to address both the personal and professional aspects of correctional leadership. More specifically, it has sought to:

> "A man's art of life is to *disconnect*; . . . The feminine impulse, on the other hand, . . . is to see life more as a continuum."

- Provide executive leadership development for women in corrections;

- Establish strategies for women's long-term promotional success;

- Facilitate planning that supports personal learning and career opportunities.

Provided in two phases, the first one week and the second three days, (conducted one year apart), the training is a highly interactive experience that incorporates extensive use of exercises, feedback instruments, and simulations, along with an emphasis on networking and mentoring. Moreover, it has been implemented in a same-gender setting that provides "safe space" in a non-judgmental environment for women to come to grips with who they truly are and what they intend to be.

This report assesses the outcome of the training in terms of the leadership-related behaviors of participants. Among the questions it addresses are: Were program goals accomplished? Are participants satisfied with the results? More specifically, the objectives of this assessment are to:

- Summarize the extent to which program goals, learning objectives, and related competencies were achieved for a representative group of graduates.

- Identify those aspects of the program which had the most self-reported impact on the participants.

- Identify those aspects of the program which are in need of further development or improvement.[1]

These are issues that were explored in the multi-faceted evaluation undertaken in June, 2001, by the Center for Innovative Public Policies, working in conjunction with researchers from Florida Atlantic University. This assessment encompassed both process indicators and outcome/impact measures from a number of sources:

- Review of NIC's participant training manual;

- Analysis of post-training evaluation

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[1]

Cooperative Agreement Request, FY 2001: Documentation of the Impact of NIC Executive Leadership Training for Women (April, 2001).

4

reports;

- On-site observations;

- Focus group feedback;

- Results of a survey administered in the fall of 2001.

Findings from each of these assessment instruments are described herein. While the specific details vary, overall results clearly indicate an extremely positive endorsement of NIC's efforts. For example, participants reported that the program:

> Overall results clearly indicate an extremely positive endorsement of NIC's efforts.

- Enhanced both their leadership potential and their subsequent leadership-related behavior.

- Contributed to their ability to overcome barriers to achieving executive positions.

- Improved their self-confidence.

- Changed their work-related orientation from isolation and detachment to collaboration, consensus, and teamwork.

- Accounted for much of their post-training career accomplishments and personal well-being.

- Promoted their personal growth, wellness, and career development.

- Enabled them to better balance their

personal and professional lives.

As will be highlighted in later sections of this report, there was overwhelming support for retaining two of the most unique aspects of the program—i.e., its gender-specific nature and its integration of both personal and professional development into the curriculum. Almost all participants (97%) rated the same-gender nature of the training as beneficial. A similarly strong majority (91%) view their personal and professional development as inter-related, and therefore appreciated the manner in which these were integrated during the training.

Such overall positive ratings were also reflected in a variety of individual components of the program. For example, extreme satisfaction was expressed with everything from the quality of the instruction to the relevance of the curriculum and the interactive nature of the program. Additionally, the use of multiple assessment instruments was viewed by participants as a strong feature of the program, enabling them to gain considerable self-insight.

For most participants, this was the first time they had slowed down the treadmill long enough to take a careful look at who they are, and perhaps more importantly, where they were headed. Many did not like what they

saw. As a result, the individual action plans that they established for themselves to guide their post-training development often spoke of putting life into better perspective, learning to be more comfortable with themselves, and not trying to emulate the "masculine" model of career success.

In that regard, perhaps the greatest impact of NIC's program was delivering the clear message that it is quite possible to fit within executive ranks without compromising one's unique identity. That the defensive armor with which women often surround themselves in corrections can be safely abandoned. That being "different" is not necessarily undesirable. That, in fact, it can be advantageous.

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BACKGROUND

Training does not exist in a vacuum. Rather, it emerges as a reflection of a particular set of circumstances, priorities, resources, and concerns that coalesce at a particular point in time. Moreover, in order to continue to keep pace with on-going changes, training cannot become static. To the contrary, as circumstances change over time, any training program that intends to remain effective will likewise change. Thus, every training program is a feature of the historical legacy which over time has shaped its nature, content, and direction. NIC's Executive Leadership Training for Women is no exception.

> Training does not exist in a vacuum... every training program is a feature of the historical legacy which over time has shaped its nature, content, and direction.

Although this program emerged in 1994, its origin actually extends back to the late 1980's and early 1990's. It was then that the Prisons Division of the National Institute of Corrections took note of the "continued under-representation" of women executives in corrections throughout the country. The gains achieved during the previous 20 years "seemed to be slowing" (Moss and Rans, 1997: 116), and this created cause for some concern.

Women have made substantial strides in correctional employment over the past few decades. Since the Civil Rights Act was amended in 1972, prohibitions against discrimination on the basis of sex have produced a correctional workforce that today is almost one-third women (Camp and Camp, 1999: 132). It is one thing, however, to successfully open the doors of employment to women at the entry level of correctional operations and quite another to assure that they have equally appropriate opportunities for upward advancement.

In that regard, women have not fared quite as well. For example, while 23% of state custodial/security officers are women (Camp and Camp, 1999: 136), that figure drops to 14% at the executive (warden) level (Flanagan, Johnson, and Bennett, 1996: 386). To some extent, this discrepancy is likely a reflection of the more recent entry of women into what had been until relatively recent years an exclusively male-dominated work environment. In fact, although their entry into line operations can no longer be legally prohibited, correctional literature over the past 20 years is abundant with accounts of women's ongoing struggle to attain personal acceptance and professional equality (e.g., Zimmer, 1986; Jones, 1992; Miller, 1996; Corrothers, 1992; and Morton, 1995). It was

in the context of such a changing and challenging environment that NIC initiated its first Executive Leadership Training for Women in 1994.

Just as training does not exist in a vacuum, it does not exist without a purpose. To the contrary, correctional training is primarily provided to fill a gap or to enhance the skills and knowledge of a target group. The concept is that addressing the perceived gaps, or working toward workplace behavioral enhancements, will produce both short- and long-term benefits for individual participants, and potentially, the organization for which they work as well.

> Just as training does not exist in a vacuum, it does not exist without a purpose.

The gaps addressed by the Executive Leadership Training For Women were identified by conducting a needs assessment, through which NIC determined that the three most-needed subject areas for women were "strategic, communication, and consensual," (as defined in Figure 1). From this research, ten essential competencies were developed, (see Leadership Competency Model in Figure 1), and three specific objectives emerged to guide the program (Moss and Rans, 1997: 117):

(1) To provide executive leadership development for women in corrections;

(2) To establish strategies for women's long-term promotional success;

(3) To facilitate planning that supports personal learning and career opportunities.

By spring, 2002, the program had been offered for 143 women from correctional agencies and institutions throughout the country. Through a multi-part series focusing on executive, strategic, and organizational leadership, NIC has provided this target audience with a curriculum designed to address concerns regarding the under-representation of women in executive positions.

With this track record of training programs spanning nearly a decade, the question now is to what extent NIC's Executive Leadership Training for Women has actually achieved its intended outcomes—which is the subject addressed throughout the remainder of this report. It is anticipated that the program will continue to be offered by NIC in upcoming years, (although by new providers using an updated curriculum). Thus, it is even more essential that the answers to this question serve as feedback into the continuing curriculum development process as the program enters a new phase in its on-going historical legacy.

PROGRAM DESCRIPTION

Since its inception in 1994, NIC's Executive Leadership Training for Women has developed in a multi-stage sequence (Moss and Rans, 1997: 117-18):

❖ *Phase 1: Executive Leadership*

A five-day program focused on leadership development. A number of assessments, (including Leadership 360 feedback), are combined with experiential activities and simulations to help participants understand their own behavior and leadership effectiveness.

> The setting reflected concerted efforts to create a non-traditional training atmosphere—designed to promote learning by providing a safe haven for intensive insight, introspection, and self-examination.

❖ *Phase 2: Strategic Leadership*

As a result of recommendations from Phase 1 participants, a three-day follow-up program was established, beginning in 1995. This phase emphasizes strategic thinking, the leader's role in challenging and encouraging organizational change, and skills for managing change. Since Phase 2 overlaps with Phase 1, networking opportunities are provided as both groups interact.

❖ *Phase 3: Organizational Leadership*

In Phase 3, the program was extended to encompass directors of corrections. The intent of this component was to build partnerships between program graduates and their directors as a foundation for promoting organizational competency, particularly in terms of creating vehicles

of systemic change. However, due to funding limitations and other administrative considerations, Phase 3 was offered only twice and therefore is not included in the independent follow-up assessment. But the training provider did summarize participants' reactions at the end of each Phase 3 session, which are reported herein. (See Figure 2 for all program dates).

In order to continue to communicate and interact with their colleagues upon completion of the training, graduates subsequently created a professional organization, the Association of Women Executives in Corrections, (with membership open to all women executives, regardless of whether they have attended the NIC training program).

One of the most unique features of the program through 2001 was its location on the grounds of Searles Castle (Windham, New Hampshire). This serene, picturesque setting reflected the concerted efforts of program developers to create a non-traditional training atmosphere—one that was designed to promote learning by providing a safe haven for the intensive insight, introspection, and self-examination that are fundamental to generating significant personal change. To what extent such change was achieved is explored throughout the remainder of this report.

Figure 1: Leadership Competency Model

INNOVATION: Feeling comfortable in fast-changing environments, willingness to take risks and to consider new and untested approaches.

STRATEGIC: Analyzing the future impact of decisions by taking a long-range and big-picture approach to problem-solving.

EXCITEMENT: Operating with a good deal of energy and a capacity to keep others enthusiastic and involved.

COMMUNICATION: Stating clearly what you want and expect from others while maintaining a precise and constant flow of information.

DELEGATION: Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgments.

FEEDBACK: Letting others know in a straightforward manner how well they have performed and if they have met your expectations.

MANAGEMENT: Gaining satisfaction from leading and organizing the efforts of others, controlling their performance, and being in charge.

PRODUCTION: Adopting a strong bottom-line orientation, possessing high expectations for yourself and others, and pushing yourself and others to achieve at high levels.

CONSENSUAL: Collecting input and opinion from peers and other employees as part of your decision-making process.

EMPATHY: Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.

Figure 2: Dates of NIC's Executive Leadership Training for Women

PHASE 1	PHASE 2	PHASE 3
September 11-16, 1994	June 14-17, 1995	
June 12-16, 1995	June 26-29, 1996	May 12-16, 1997
June 24-28, 1996	June 25-28, 1997	October 13-17, 1997
June 23-27, 1997	June 24-27, 1998	
June 22-26, 1998	June 23-26, 1999	
June 19-25, 1999	June 21-24, 2000	
June 18-23, 2000	June 20-24, 2001	

RESEARCH DESIGN

In order to obtain a comprehensive view of this program from as many different facets as possible, the overall assessment was designed to encompass both process indicators and outcome/impact measures from a number of sources, as listed below.

PROCESS:

✔ On-site observations at "the castle" during program sessions (summer, 2001);

✔ Review of the participant manuals for Phases 1 and 2;

✔ Analysis of information contained in K-RAN program evaluation reports;[2]

OUTCOME/IMPACT:

✔ Input from participants through focus groups;

✔ Responses to a mail survey, (conducted in fall, 2001).

It is sometimes tempting to conserve time and effort by focusing exclusively on final outcome measures or long-term impact–i.e.,

> It is one thing to determine how successful or unsuccessful a training program is at achieving what it set out to do, and quite another to determine *why*.

the "bottom line." But doing so overlooks the context within which results (whether favorable or unfavorable) occur. It is one thing to determine how successful or unsuccessful a training program is at achieving what it set out to do, and quite another to determine *why*. For example, even if an outcome evaluation indicates that the program is effectively accomplishing its goals, without the accompanying insights provided by a process assessment, there will be many unanswered questions about exactly *what* it is that accounts for its success. It is the process-related features that can subvert or support the implementation of formal goals and objectives.

The specific strategies used in conjunction with each of these process and outcome/impact components are briefly outlined below.

On-site observations

Under ideal conditions, evaluation staff would have attended the complete sessions of both Phase 1 and Phase 2 in order to obtain an in-depth perspective of the program as it actually operated on a day-to-day basis. But this was not feasible as a result of the timing of the cooperative agreement (awarded mid-June,

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Although much of the K-RAN reports contain process-related information, there are some components that could be classified as intermediate outcome measures.

2001) in relation to the Phase 1-2 program schedules. By that point, NIC was in the process of selecting a new training provider. Thus, no Phase 1 sessions were held during the research period of the cooperative agreement. One session of Phase 2 remained to be conducted,

> This is an intensive, hands-on program that cannot be fully appreciated by analyzing data and reviewing secondary sources of information.

but it was set to commence almost immediately (June 20-24, 2001). Two members of the evaluation staff attended at least part of that Phase 2 session (i.e., 2-3 days).

One member of the evaluation team was able to attend a state-level version of essentially the same program, (modified slightly for a somewhat different target group), held the week of July 29, 2001. The on-site observations reported herein reflect those portions of the training which evaluation staff were able to attend.[3]

Attendance at these portions of the program turned out to be an invaluable asset, inasmuch as NIC's Executive Leadership Training for Women is an intensive, hands-on program that cannot be fully appreciated by analyzing data and reviewing secondary sources of information.

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[3]

Since Phase 3 was offered only twice-- both times in 1997--it is not included in this analysis.

Review of Participant Training Manuals

There is certainly more to a training program than what appears in writing in the participant manual. Nevertheless, any process assessment would be remiss to overlook an analysis of this valuable source of information. Everything obviously does not work out in practice precisely as it is designated in writing. Nevertheless, content outlined in the training manual specifies what program developers intended to deliver. Aside from specific content, the language used, and even the manual's style and format, all send clear (though often subtle) messages about the nature of a training program. It was for these reasons that K-RAN's participant manuals for Phase 1 (June 19-23, 2000) and Phase 2 (June 20-24, 2001) were analyzed as a component of this process evaluation.

Analysis of information contained in K-RAN program evaluation reports

Following each session of Executive Leadership Training for Women, the program providers (K-RAN Design, Inc.) administered an overall program feedback and evaluation instrument. K-RAN furnished the researchers with aggregated summaries of the results of these assessments in a consistent format for six of the seven Phase 1 sessions that were conducted, along with six of the seven Phase

2 sessions.[4]

It should be noted that the cumulative analysis of K-RAN evaluations contained in this report is based on secondary data--that is, aggregate compilations of written feedback as calculated by the training providers--rather than original information provided in disaggregated form directly by participants. It obviously expedited processing considerably for the researchers to work with 12 summarized forms rather than the more than 200 individual evaluations that those 12 compilations represented.

> Analyzing written evaluations and program manuals is informative, but there is nothing quite so vivid as hearing first-hand the personal accounts of individual participants.

Methodological concerns might be raised in this regard, however, since the "outside" research staff essentially accepted composite results prepared by "inside" training providers. But findings reported by K-RAN were consistent with results of two other measures administered independently by evaluation staff (i.e., the mail survey and feedback from the focus group sessions). In light of these separate validity checks, the researchers

determined that it was not necessary to devote the extensive time and labor that would have been necessary to attempt to procure all of the original post-training program evaluation instruments and re-check K-RAN's tabulations.

Focus group input

Analyzing written evaluations and program manuals is informative, but there is nothing quite so vivid as hearing first-hand the personal accounts of individual participants. Thus, one of the reasons that focus groups were conducted with graduates was to obtain further insights into the program and its impact. Additionally, research staff utilized focus groups to help fine-tune the mail survey instrument by pilot-testing it with former participants and getting feedback from them on how it could be improved, what was missing, anything that was confusing, etc.

As with on-site observations, some compromises were necessary when constructing and scheduling focus groups. In a rigorous research design, focus groups would have been randomly selected from program participant lists. However, in an effort to conduct this evaluation in a manner as cost-effective as possible, groups were assembled on the basis of convenient access without cost (rather than random selection

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Because the format used to assess the first Phase 1 and Phase 2 sessions differed from subsequent assessments, information from these programs is not included in this report.

without concern for pragmatic factors). For example, focus groups were convened:

- At "the castle" among those participating in Phase 2 (June 20, 2001), primarily for program feedback, with some survey guidance; (n=6).

- At "the castle" among those former graduates returning to teach in the state program (July 29, 2001), for survey pilot-testing; (n=7).

- In Philadelphia among those attending the American Correctional Association conference (August 13-14, 2001), for survey pilot-testing; (n=10).

- In San Antonio among those attending the mid-winter meeting of the American Correctional Association (January 15, 2002); for program feedback; (n=7).

Whether assembled to offer insights into the program or to critique the survey instrument, these focus groups provided valuable assistance to the researchers.

Mail survey

In terms of long-term impact, the mail survey that was conducted in the fall of 2001 represents the most significant outcome/impact measure included in the evaluation. The instrument was designed with

input from focus groups, (described above), as well as NIC staff, university researchers, project consultants, and the Center for Innovative Public Policies.

During this process, the survey went through dozens of revisions–ranging from major content changes to fine-tuning–in order to assure that the final product was as unambiguous and user-friendly as possible. That effort was directed toward both assuring the validity of responses and encouraging high response rates. In that regard, at least one measure of its success is the fact that a 73% response rate was achieved, which is unusually high for social science research.[5] Survey results, as well as findings from other process and outcome measures are described in the following sections of this report.

> A 73% response rate was achieved, which is unusually high for social science research.

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Mail surveys typically produce the lowest response rates, and a rate of over 30% from such surveys is considered relatively rare (Alreck and Settle; 1995; Fowler, 1988).

14

OVERVIEW OF PARTICIPANT TRAINING MANUAL

The written documentation supporting a training program may or may not reflect what is delivered in the classroom. But beyond revealing potential differences between original plans and operational practices, written curriculum materials offer descriptive insights into the nature and intent of the program. Whether or not they were actually translated effectively in the classroom, lesson plans and participant manuals are indicators of what was intended by program developers.

> Written curriculum materials offer descriptive insights into the nature and intent of the program.

Thus, providers of NIC's Executive Leadership Training for Women (i.e., K-RAN Design, Inc.) were asked to furnish evaluation staff with curricula for both Phase 1 and Phase 2 of the program. In that regard, K-RAN submitted copies of participant manuals for the programs conducted on June 19-23, 2000 (Phase 1) and June 20-24, 2001 (Phase 2).[6] The following descriptions are based on an analysis of these documents.

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[6]

This represents the totality of materials provided by K-RAN based on the request of CIPP regarding source documents to support this assessment.

Participant Manual Overview–Phase 1

For those embarking upon the initial phase of Executive Leadership Training for Women, the first page of their participant manual begins to set the stage for subsequent events--with the admonition that "The door itself makes no promises–it is only a door" (quoted from Adrienne Rich). While its actual meaning is open to personal interpretation, this quote appears to suggest that, although the forthcoming training will potentially open doors to new frontiers, whether or not new opportunities are seized during that process will be determined individually by each participant's receptivity. Likewise, the welcome to Searles Castle, operated by the Sisters of Mercy, establishes an empathetic program context of caring and concern.

The manual goes on to point out that "women are under-represented in executive-level positions in the field of corrections," and notes that NIC's response to this dilemma has been to establish an Executive Training Program that "enhances the ability of women to achieve, and to function effectively in executive-level positions in state departments of corrections." More specifically, program

objectives were designed to:

- Identify future strategic directions for corrections;

- Provide executive leadership development for women in corrections;

- Identify barriers to women's promotion to executive positions in corrections;

- Outline strategies for women's long-term promotional success;

- Clarify present and future personal growth and career development priorities;

- Facilitate a plan that supports personal learning and career opportunity.

Program Overview

Following general descriptions of the missions of both NIC and K-RAN, brief overviews of Phase 1, 2, and 3 were provided, followed by biographical sketches of the faculty. In the program overviews, it was noted that:

- Phase 1 focuses on "leadership competency, relationship effectiveness (as a role model and enabler of others), broadening of perspective, and self-mastery." As such, it "helps participants enhance their leadership competency, align career goals, and accelerate

achievement." More specifically, it was noted that NIC and K-RAN both "recognized that a women's executive program must value the importance of:

- Insight and vision in strategic decision-making.

- Using 'your voice' to gain influence and visibility.

- Individual differences in strengthening group effectiveness.

- Courage, integrity, and mature use of personal power."

In that regard, Phase 1 used "the heroine's journey" as a metaphorical roadmap for "developing competence, building successful relationships, broadening perspectives, and creating a personal 'path forward' for self-knowledge and mastery."

> Phase 1 used "the heroine's journey" as a metaphorical roadmap for "developing competence, building successful relationships, broadening perspectives, and creating a personal 'path forward' for self-knowledge and mastery."

- Phase 2 builds on the first program by emphasizing "strategic (vision) competency, the leader's role in challenging process, and encouraging change through negotiation, persuasion, and collaboration."

- Although the limited offerings of Phase 3 precluded it from substantive inclusion in this report, it is pertinent to include its description here:

"Using partnerships between the Phase 1-2 participant[s] and their director[s] is a cornerstone in building organizational competency.

16

The learning environment in Phase 3 is. . . . focused on the dynamics of the organization, especially the use of innovative problem-solving, and the role of the executive team in creating effective vehicles for systematic change. Specifically, participants learn to 'leverage' internal and external resources to address large system changes."

Program Format and Delivery

In terms of format and delivery mechanisms, all phases of the Executive Leadership Program included certain fundamental ingredients:

✔ *Individual and group assessment and feedback.*

A variety of diagnostic tools was used to help participants gain insight into their strengths and weaknesses, as well as different types of behaviors that can enhance their competency. Primary among these instruments was the LEA 360. This measure uses input from those in all vertical and horizontal organizational positions surrounding the participants's immediate work environment to provide constructive feedback based on:

- Observations of role-specific behaviors (related to management/leadership) by four sets of observers; i.e.:

> To facilitate active learning, numerous group activities, simulations, and team-building exercises were incorporated into the program.

- Self
- Peers
- Boss
- Direct reports (subordinates).

- A descriptive (vs. prescriptive) instrument (the LEA 360, Leadership Effectiveness Analysis), that measures:
  - Creating vision
  - Developing followership
  - Implementing the vision
  - Following through
  - Achieving results
  - Team playing.

✔ *Opportunities for personal growth and self-directed learning, as well as personal, team, and organization skill-building.*

After the conclusion of each classroom day, time was allocated for personal reflection, journal entries, socializing, and networking with other participants, which was strongly encouraged by the program's facilitators.

✔ *Experiential challenges for practical application.*

To facilitate active learning, numerous group activities, simulations, and team-building exercises were incorporated into the program. As described in various components of the manual, these were designed to help participants:

– Take risks and build trust;

– Practice collaborative problem-solving;

– Give and receive effective feedback;

> Participants left Phase 1 with a list of personal and professional goals that they committed to work toward prior to returning for Phase 2.

– Shift perspectives and expand boundaries.

✔ *Transfer mechanisms (e.g., goal-setting), linkages to work, and follow-up coaching.*

After engaging in career and life planning activities, participants left Phase 1with a list of personal as well as professional goals that they committed to work toward prior to returning for Phase 2.

Program Content

Following the program's opening on Sunday night, (which included welcomes, introductions, and a castle tour), participants were presented with an overview of the program. On Monday, incorporated with classroom work, team-building exercises were conducted, designed to explore innovative problem-solving, small group communication, and trust-building[7] Following the end of the

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[7]

According to the trainers, the facilitator's guide contained information on how to conduct each exercise. That specific information was not contained in the participant manual and was therefore not reviewed for this assessment.

classroom day, participants were afforded time for personal reflection, journaling, and socializing.

On Tuesday, participants received individual feedback on the results of their LEA 360 (Leadership Effectiveness Analysis). This was followed by one-on-one consultations with each person, small group work, and presentation of the leadership competency model for defining strategic leadership directions in corrections, the development of which is described below:

- Ten "correctional visionaries" were asked to complete a strategic directions questionnaire.

- They were then asked to identify future leadership requirements for state departments of corrections, ultimately selecting the leadership "set" that they felt was needed.

- Twenty female corrections executives then completed the LEA 360 instrument.

- Results were used to conduct a "gap analysis," which revealed areas in need of attention.

- Based on this and additional research in the private sector, these sets were identified for developmental skill emphasis in the program:

  – Strategic, innovative;
  – Communication, feedback;

– Consensual, cooperation.

During the next "strategic directions" exercise, which was described as a "process of organizational diagnosis and goal-setting," participants analyzed how their organization has changed in the past five years--particularly with regard to external threat (competition) and internal complexity. They then considered what type of leadership will be needed to deal with this changing environment.

That same day, several group activities were provided, and again, after the class day ended, time was allocated to personal feedback, visioning, and journaling. It should be noted that the participant manual included exercises intended as either on-site or post-training resources, (e.g., brainstorming, mind-mapping, quantum leap thinking, problem-solving, and team-building). As such, not all exercises were conducted in every class, which was left to the discretion of instructors based on available time.

Much of the third day (Wednesday) included team-building exercises and simulations such as "vision quest" and "star power." Additionally, a session on "realities of the correctional environment" was included, along with:

- Information from private-sector research studies on differences between men and women managers,

- Survival skills for female executives,

- Identification of gender-related barriers,

- Factors involved in executive success/failure.

A panel of women executives from corrections ("Telling Our Stories") discussed how they dealt with organizational politics, glass ceiling issues, and barriers to women in corrections.

Within the overall theme of "Creating our own Heroism," Thursday was the point at which Phase 1 participants met those returning for Phase 2. This program element was designed to further support professional networking and to address the isolation of women leaders in the corrections field. Substantive components of the program focused on "organizational and political realities" and "correctional savvy," which contained an overview of organizational culture and diversity issues, including the findings of NIC's organizational culture survey. Additionally, participants received feedback from the "Appraise Your World" instrument during the life directions component of the program. This assessment asked participants to:

- Picture your current personal world;

- Measure your current levels of satisfaction and security;

- Recognize your power to make choices;

- Design your future world.

The exercise is based on the premise that we create our own "personal worlds" through our decision-making patterns and responsiveness to opportunities. By altering these features, the assumption is that "we can influence and change our worlds." Continuing with the program's focus, following each day's classroom activities, participants were encouraged to make journal entries during time set aside for personal reflection.

After dinner on this, the final evening of the program, a "ceremonial circle" was held in an attempt to coalesce the themes of the week. Presented as an "opportunity for women to share their stories with one another and honor in a celebratory context the meaning of their personal and collective journeys," this portion of the program was often cited by participants as the most meaningful of all activities.[8] It was initially developed on the basis of "a contemporary rendering of traditional ceremonial forms inspired by Native American and earth spiritual ways." but was later modified following input from instructors and participants.

8

Subsequent information from focus group feedback sessions indicated differing reactions to this component of the program. (See focus group findings in this report).

During the last morning, networking opportunities were provided, action plans were finalized, and Phase 1-2 participants interacted on their final day together.

Participant Manual Overview–Phase 2

As with Phase 1 of the program, the second phase of NIC's Executive Leadership Training for Women was also provided at the Searles Castle, and again it included team-building exercises, simulations, evening activities, and feedback from assessment instruments, (including a second repetition of the LEA 360).

The evaluators had initially anticipated comparing Phase 1 with Phase 2 ratings on the LEA 360 as an additional outcome measure to supplement follow-up survey findings. However, in almost every case, participants had either changed jobs or experienced a change in either their boss, co-workers, or subordinates. Thus, with different raters filling out the instrument between Phase 1 and Phase 2, it would not have been valid to compare results for most participants.

When graduates returned for Phase 2, they participated in a more abbreviated, three-day program (Thursday, Friday, Saturday), consisting of the activities described below:

✔ *Day 1 (Thursday): Organizational culture; Theme: "Creating our own heroism."*

The program began with a group session in which each participant reported the progress she had made and the pitfalls she encountered with regard to achieving the professional and personal goals that she had set for herself at the end of Phase 1.

Following this, the program included extensive material on facilitation skills, handling problems and difficult situations, conflict management strategies, and gender differences in organizational leadership.

Additionally, the agenda called for a "teamwork" exercise and a session on the "organizational culture index." As with Phae 1, the manual for Phase 2 included reference materials and exercises that, while not used in the classroom, were intended as resources for participants. Thursday's activities concluded with Phase 1 and 2 participants coming together at the banquet, after which a session entitled "We are our Voices" was conducted.

✔ *Day 2 (Friday): Personal/system change; Theme: "Personal and strategic choices in the midst of power and politics."*

Here participants were exposed to

information on personal mastery and psychological maturation. Additionally, they received feedback on their current (Phase 2) LEA 360 ratings, and interacted with Phase 1 women.

They also completed a self-assessment of their own strategic leadership style with regard to how they approach organizational change (i.e., the Kirton instrument, which places respondents on a continuum between being "adaptors" and "innovators"). Finally, they participated in a simulated exercise (Planet Omega), and had an opportunity for personal reflections and journaling.

✔ *Day 3 (Saturday): Leadership challenge and leverage.*

On their last day of Phase 2, participants were exposed to material on diversity and leadership, organizational impact, personal re-visioning, and leadership legacy. This included information on personal and strategic choices in the midst of power and politics, along with an evening program on "Sojourner Truth."

Each program (both Phase 1 and Phase 2) concluded with participants filling out an overall evaluation instrument. Results of these assessments are analyzed in the next section of this report.

ANALYSIS OF PARTICIPANT PROGRAM EVALUATIONS

At the end of each session of Executive Leadership Training for Women, participant reactions were measured by an overall program evaluation instrument administered by K-RAN. Summaries of the findings were compiled by K-RAN staff and provided to the evaluators for review.[9]

K-RAN provided the researchers with aggregated information in a consistent format for six of the seven Phase 1 sessions that were conducted, along with six of the seven Phase 2 sessions. (Because the format used to assess both the first Phase 1 and the first Phase 2 programs differed from later assessments, information from these programs is not included in this report). Appendix A presents a synopsis of comments made by participants in response to specific questions about the program, as reported in K-RAN evaluation reports (six Phase I; six Phase 2; two Phase 3).

In the interest of time and space, this analysis is limited to the information that is most pertinent. For example, ratings and comments about the hotel are not included, since the location has now been moved. Additionally, this synopsis includes only those measures for which the wording of the item on the rating forms was consistent from one program to another.

Quantitative Feedback

On a scale ranging from 1 (low) to 5 (high), participants were asked to rate a number of program dimensions. Class averages were tabulated and provided by K-RAN. These, in turn, were averaged by the evaluators. That is, the average for each class (provided by K-RAN) was added together and divided by the total number of classes (6). Since there were approximately 20 women in each class, the "n's" listed below (number of classes) can be multiplied by 20 for an estimate of the total number of people on which results are based.[10]

9

As noted earlier, this cumulative analysis is based on secondary data–that is, aggregate compilations of results prepared by the training providers. But findings are consistent with results of the mail survey and focus group feedback conducted independently by the evaluators.

10

Given the fact that each class was not composed of the exact same number of participants, this overall averaging procedure contains an obvious methodological weakness; however, given the relative consistency of ratings among most classes, it is doubtful that the true overall averages differ substantially from the figures presented herein.

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                SCALE:
1----------------------------------------5
Low                                    High
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MEASURE:
Quality of advance preparation (information on the program, communication, travel assistance)

    Phase 1 (n = 6 classes) . . 4.3
    Phase 2 (n = 5 classes) . . 3.8
    Phase 3 (n = 2 classes) . . 3.8

COMMENTS: Although all three groups of participants were generally satisfied with the quality of advance preparation, those in Phase 1 were somewhat more satisfied than those returning for Phases 2 and 3. Perhaps this is because greater effort was made to prepare first-timers, since it could be assumed that those coming back for later phases already had some familiarity with what to expect.

MEASURE:
Overall satisfaction with the program

    Phase 1 (n = 6 classes) . . 4.8
    Phase 2 (n = 6 classes) . . 4.7
    Phase 3 (n = 2 classes) . . 4.6

COMMENTS: With "five" as the highest possible rating, it is apparent that all classes were well-satisfied with the program overall. Although ratings diminished ever-so-slightly from Phase 1 to 2 to 3, the decline was exceedingly small, and averages were still closer to "five" than "four" on the rating scale.

MEASURE:
Overall quality of the presentation, leadership, and support provided by instructors and facilitators

    Phase 1 (n = 6 classes) . . 4.9
    Phase 2 (n = 6 classes) . . 4.6
    Phase 3 (n = 2 classes) . . 4.7

COMMENTS: Again, there appear to be virtually unanimously high ratings of instructors and facilitators, (although slightly higher in Phase 1 than in 2 or 3).

MEASURE:
Relevance of subjects and activities to participants' effectiveness as a leader

    Phase 1 (n = 6) 4.7
    Phase 2 (n = 6) 4.6
    Phase 3 (n = 2) 4.8

COMMENTS: Relevance of the subject matter and hands-on activities likewise scored extremely high for all groups.

MEASURE:
Value to participants' personal growth

    Phase 1 (n = 6 classes) . . 4.7
    Phase 2 (n = 6 classes) . . 4.7
    Phase 3 (n = 2 classes) . . 4.5

COMMENTS: Both Phase 1 and 2 classes rated the program's value to their own personal growth identically; again, quite high on the 1-to-5 scale. While Phase 3 ratings were slightly lower, it might be expected that the perception of greatest growth would come at earlier stages.

MEASURE:
Degree to which initial program expectations were met

      Phase 1 (n = 6 classes) .. 4.6
      Phase 2 (n = 6 classes) .. 4.6
      Phase 3 (n = 2 classes) .. 4.5

COMMENTS: Nearly identically high ratings were also reflected among all groups for the degree to which participants felt that the program met their initial expectations.

MEASURE:
Intensity of involvement expected

      Phase 1 (n = 6 classes) .. 3.4
      Phase 2 (n = 6 classes) .. 3.1
      Phase 3 (n = 2 classes) .. 3.4

COMMENTS: On a scale ranging from 1 (not intense) to 5 (too intense) all groups appear to feel that the intensity of involvement that was expected of them was about right.

MEASURE:
Comfort with working in small groups with other participants

      Phase 1 (n = 6 classes) .. 4.5
      Phase 2 (n = 6 classes) .. 4.7
      Phase 3 (n = 2 classes) .. 4.9

COMMENTS: On a scale ranging from 1 (not at all comfortable) to 5 (entirely comfortable), classes expressed little discomfort with the small group work included throughout the program. It is notable that Phase 2 participants were slightly more positive on this dimension than their Phase 1 colleagues, and Phase 3 participants were, in turn, slightly more positive than those in Phase 2.

Additionally, K-RAN asked one group of participants in Phase 1 whether they felt that attending this program has in any way enhanced their chance to advance their career in corrections. Fourteen (14) reported that it had, two felt it had "somewhat," and one stated it had not, (with two others not responding). However, since this item was included only once in K-RAN's evaluation reports, it was not possible to calculate cumulative responses across classes or to make further comparisons.

Qualitative Feedback
Participants were also asked to respond to a series of open-ended questions. Those qualitative items selected for inclusion in this report were:

- Subjects participants would like to have included in the program;

- Subjects that were the least helpful;

- Specific suggestions for improving the program in terms of subjects/topics covered;

- What was personally most valuable about participating in the program;

- Final thoughts.

A synopsis of responses in each of these categories is provided below,[11] with detailed data reported in Appendix A. (However, suggestions from early classes which are now dated because they have been accommodated-- such as facilitating interaction with other classes--have not been included in this analysis).

Suggestions for subjects to include in the program

When asked to "list any subject you would like to have included in this program," quite a few people declined to mention anything. Of the few who did offer a suggestion, the most-often cited were:

> When asked to "list any subject you would like to have included in this program," quite a few people declined to mention anything.

- More diversity and race issues;

- Physical health, self-care;

- Handling power and politics;

- More 360 feedback; guidance; concrete plans to improve.

Least helpful subjects

When asked "what subjects were least

11

Again, these responses have been previously transcribed and recorded by K-RAN staff. Thus, findings presented herein represent a synopsis of the secondary information provided by K-RAN.

helpful to you," many apparently either did not respond or noted that all topics included were equally important. The few participants who did respond to the "least helpful" question primarily cited team-building activities and group exercises. In some cases, respondents further clarified their answers by noting that "some group discussions got off track despite skilled facilitators," and that group exercises at times became excessive, long, tiring, and "mindless." One participant felt that "points could be made more quickly with less annoyance." Another noted that she had "been there, done that." And yet another simply reported being "teamed out."

Suggestions for program improvements

When asked to provide suggestions for improving the program in terms of the topics covered, few specific subjects were mentioned. Mostly, respondents either indicated that they were at a loss to think of anything or recommended devoting more time to various existing components of the program, (or, in a few cases such as physical activities, less time). The isolated exceptions primarily focused on the same topics mentioned under "suggestions for subjects to include in the program," such as diversity, nutrition, leadership, and physical awareness. However, it should also be noted many respondents urged staff not to change anything at all.

Most personally valuable aspect

The question asking participants to describe "what was personally most valuable to you about participating in this program," elicited the lengthiest and most detailed responses of any open-ended item.[12] Nevertheless, there was considerable consistency among the replies, with most clustering in a few general areas:

> The "castle" was described as an "exceptional location for introspection and personal reflection," where the "relaxed atmosphere [and] spirituality" functioned as a "source of strength" and created "a sense of inner peace."

- Networking; interaction; fellowship;

- Personal insight; assessment tools; feedback;

- Reflection; sharing stories.

Final thoughts

While the location of the training has now been moved from the Searles Castle (Salem, NH), it is noteworthy that participants were virtually unanimous in their praise for the conduciveness of the setting to the goals of the program. When asked to rate "the quality of the Searles Castle as a conference site for this

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12

Since all comments were listed as individual points in K-RAN reports, it was not possible to determine how many came from independent participants and how many reflected multiple observations of the same person.

program," average scores were 4.8 (Phase 1) and 4.7 (Phase 2). But the additional comments contributed by participants tell far more than numerical scores; e.g.: The "castle was an exceptional location for introspection and personal reflection," where the "relaxed atmosphere [and] spirituality" functioned as a "source of strength" and created "a sense of inner peace." Perhaps it was this setting which prompted one participant to describe the program as "the most inspirational training I have been to in my entire career." Along that same line, others praised it as:

- The best [program] I have ever attended;"

- "The most rewarding experience I have ever had;"

- "The most beneficial training I have received in 18 years;"

- "One of the highlights of my life;"

- "A life-altering training experience."

It was this "removal from the world" that many participants cited as having made NIC's Executive Leadership Training for Women "so different from all other training." As one person phrased it, "I expected the more structured, rigid NIC program of old," but instead, as others added, it generated "intense soul-searching," "hit hard at my belief system,"

"shifted my paradigm," "had a tremendous effect on me both professionally and personally," and became an "intensely personal experience."

> The program was praised for having "generated intense soul-searching," "hit hard at my belief system," "shifted my paradigm," "had a tremendous effect on me both professionally and personally."

In fact, it was the word "intense" that was used more than any other to describe this program. In that regard, it was praised for providing an "opportunity for reflection in a non-judgmental environment" thus offering "insight into misperceptions I've had my whole life."

> It was the word "intense" that was used more than any other to describe this program.

Through the networking, story-telling, group exercises, and general sharing of experiences, participants came away realizing that "what I am experiencing is not unique," and "learning that the areas where I felt isolated were actually common ground." Energized with this sense of interpersonal connection and self-reassurance, some reported "a renewed commitment and vision," "being able to trust and feel emotions that I had not felt for a long time," and feeling "that an extreme burden has been lifted."

> Regardless of precisely what it was about the program that worked for each individual, its pervasive influence was perhaps captured best in the simple closing comment of one participant: "Something very special happened this week."

Others described becoming "a better person," being "deeply touched," and having grown more "in the last week than I had allowed myself to [grow] in the last 40 years." As one woman put it, "I was on a fast train going downhill with no brakes—this made me stop and take a look. I am going to invest in balance before the train derails."

Another woman coming back for Phase 2 noted that the impact did not end with Phase 1: "This experience has continued to have a profound effect on my life." Regardless of precisely what it was about the program that worked for each individual, its pervasive influence was perhaps captured best in the simple closing comment of one participant: "Something very special happened this week."

ON-SITE OBSERVATIONS OF RESEARCHERS

As noted in the research design section of this report, it was fortunate that the evaluation staff was able to arrange to attend at least some portions of two sessions of NIC's Executive Leadership Training for Women. To have missed the rich contextual framework within which this program operated would have limited the scope of inquiry considerably.

Program Theme

From the very beginning of the first day, the program's overall theme, "each one, teach one," was apparent. In this respect, program developers envisioned that graduates would become emissaries for helping other women succeed in executive leadership capacities. The basic idea was that "we're all in this together," and that each individual therefore has a contribution to make toward the collective well-being of everyone. This sense of collective unity was a strong normative philosophy that permeated the entire program. As one person put it, "the focus here is on building a network of trust" among other women.

> From the very beginning of the first day, the program's overall theme, "each one, teach one," was apparent. . . . This sense of collective unity was a strong normative philosophy that permeated the entire program.

Unique Features

Much of the philosophy guiding this program is based on the premise that women learn differently than men, a distinction which has a basis in educational literature. For example, Gilligan (1982) reports that women prefer to learn through relationship-building and collaborative activities rather than a competitive approach. Belenky et al. (1986) likewise found that preferred learning styles of women included personal experience, empathy, listening, and involvement.

Moreover, Bostock and Seifert (1987) suggest that women may learn best in cooperative situations where they are separated from men. Because of their preference for connection, collaboration, and acceptance, Rosenburg (1989) concludes that activities such as class discussions, journal writings, role-plays, and interactive exercises would best facilitate learning on the part of women. Many of these distinctions were incorporated into NIC's Executive Leadership Training for

Women.[13]

Because this program is so unique, it is essential to the process-oriented component of the evaluation to distinguish it from more traditional offerings, which can be contrasted as follows:

TRADITIONAL LEADERSHIP PROGRAMS	NIC LEADERSHIP PROGRAM FOR WOMEN
Lecture-oriented	Relationship-oriented
Knowledge-based	Value-based
Closely-structured	Flexible
Didactic	Problem-solving
Gender integrated	Women only
Outcome-focused	Process-focused
Cognitive	Affective
Organizationally-reflective	Self-reflective

That is not to champion one of these training models as inherently better or worse than the other. But they are decidedly different. And if men and women do have differing learning styles, comfort zones, and/or instructional preferences, it may be that the traditional model which appropriately fits one will not necessarily function with equal

This tranquil setting provided the cultural ambience and serene atmosphere conducive to rising above life's everyday hassles and viewing the world from a broader perspective.

13

Evaluation staff are indebted to Dr. Mary L. Livers for compiling this literature review in conjunction with her personal research on the subject.

effectiveness for the other.

The Setting

One of the most unique features of Executive Leadership Training for Women was, as noted previously, its location at "the castle." A replica of an actual English castle, this grandiose yet tranquil setting sits atop a hill overlooking a forest of stately trees. As such, it provided the cultural ambience and serene atmosphere conducive to rising above life's everyday hassles in order to view the world from a broader perspective. In fact, looking out over the vast expanse of trees from the stone wall surrounding "the castle" gives the impression both literally and figuratively of being able to view a wider horizon. And in the words of one participant, that is exactly what happened: "There's a lot of 'noise and traffic' in your life–but when you can get away from things at 'the castle,' you can sit down and focus on all of the things that you've avoided dealing with for so long."

As another observed, here "you can think about where you are and where you need to be–in terms of your health, personal life, and professional career." Others spoke of having "safe space" at "the castle" to realize who you are, where you are in your agency, and where you want to go. In that regard, the physical setting reinforced the conceptual spirit of the

program, promoting self-reflection and self-mastery—i.e., making deliberate choices today to guide desired destiny tomorrow.

Instrumentation and Motivation

Much of the ability to proactively steer one's future course of action comes from the insights obtained by coming to grips with one's inherent strengths and weaknesses. In that respect, evaluation staff did not have the opportunity to observe the administration or processing of all of the assessment instruments used to enable participants to obtain personal insights into their job-related strengths and weaknesses. But it was apparent that a number of measures were employed, reflecting self-assessments as well as the appraisals by others. This utilization of multiple instruments appeared to be a strong feature of the program.

In addition to the fact that feedback from these instruments surfaced on

> The utilization of multiple assessment instruments appeared to be a strong feature of the program.

written evaluations as a highly-rated attribute, it was apparent from on-site observations that the participants benefitted considerably from the resulting insights. By being exposed to multiple assessments, they were able to avoid the defensive reaction that might have accompanied obtaining feedback from a single source administered in isolation. To the contrary, as one indicated, "If this is what I'm hearing on all of these fronts, there must be something to it."

That, in turn, seemed to motivate participants to take corrective action in the form of establishing future goals—decisions which were fostered by the program's emphasis on taking control of one's own life. As noted by one of the instructors, "You can be a victim or a victor."

Goal-setting

Although the evaluators did not observe the goal-setting component of Phase 1, they did listen to the feedback session conducted at the onset of Phase 2. That was when participants were asked to report on how effective they had been in accomplishing the professional and personal goals they had established for themselves at the end of Phase 1. At that point, participants had essentially "taken inventory" of: What do I do well? What do I need to do differently back at work? In what ways have I not taken responsibility for my life? Or limited myself by fear? . . . . which, as one of the instructors pointed out, is simply an acronym (FEAR) for "False Evidence Appearing Real."

The goals emerging from this introspective process varied considerably in nature and level. While individual goals ranged from losing weight and re-evaluating personal relationships to improving self-confidence and seeking promotion, much of the focus appeared to be on putting life into

proper perspective and better balancing personal with professional demands. For example, some committed to:

> Much of the focus appeared to be on putting life into proper perspective and better balancing personal with professional demands.

- Take less responsibility for everything.

- Be more myself with staff (more genuine, less task-oriented).

- Take more time for myself and my family–not be so driven to do so much.

- Focus more on what is in the way of being more effective.

Caught-up in a belief that "success" demanded excelling both personally and professionally, a number of participants apparently began to realize that they simply "can't do it all;". . . . that because they were trying so hard to achieve "perfection" at work, their personal life was being neglected–and because of neglecting their personal life, they were guilty and stressed-out at work. But once on this endless merry-go-round, they found it impossible to stop and jump off until reaching "the castle" and taking stock of their life. As a result, many of the goal-related commitments involved refocusing priorities in more balanced and productive directions. As one person put it, "I never heard anyone say at the end of their life that 'I wish I'd worked more.'"

That is not, however, meant to imply that

the bulk of participants simply committed to reducing the number of hours being spent on the job. What, in fact, many reported upon returning for Phase 2, was that much of the excessive time they had been putting in at work was not only unproductive and unhealthy, but also stifling in terms of the growth and development of their subordinates.

In their single-minded determination to "do it all" to a level of superfluous perfection, many of their lives had gotten out of control. Moreover, in addition to being detrimental to physical health and personal well-being, this all-encompassing orientation toward work often resulted in overlooking responsibility to nurture the talents and capabilities of others. Thus, a common theme among returning Phase 2 veterans was the renewed ability to put life into proper perspective and better balance competing priorities.

Nor were these changes lost on others in the graduates' work environment. Reports of improved relations with bosses, subordinates, and peers were prevalent during Phase 2. As one participant's supervisor is said to have commented to a program official at NIC, (after citing a litany of positive changes), "I don't know what you did with the person I sent you, but you sure didn't send her back!"

Post-program Follow-up

The strength and guidance needed to review one's life and refocus priorities came not only from program content, evaluation instruments, and instructional staff, but also, (and perhaps primarily), from the nurturing support of fellow participants. After building such intense relationships over the course of the training, participants were naturally concerned about how to remain connected upon departure.

NIC's previous program coordinator, (Andie Moss), had for some time made an effort to call graduates mid-year to find out how they were progressing toward their goals. This became increasingly difficult as the number of participants grew. But as a result of the priority placed on networking by the participants, they created the Association of Women Executives in Corrections. This places the networking and post-program communication responsibilities on the participants and other executive women who belong to the organization.

Visioning

Along with their professional and personal goals, the self-initiated actions taken by graduates to create this national organization could perhaps be viewed as fulfilling a vision that had been inspired by attending the leadership program. In fact, generating and

> As one participant's supervisor commented, (after citing a litany of positive changes), "I don't know what you did with the person I sent you, but you sure didn't send her back!"

then operationalizing a vision was one of the key attributes associated throughout the program with effective leadership. As one instructor phrased it, (quoting Joel Barker):

❖ Vision without action is merely a dream.

❖ Action without vision just passes the time.

❖ Vision with action can change the world.

FOCUS GROUP FEEDBACK

Within approximately one month of being notified that the cooperative agreement had been awarded (July 18, 2001), letters were sent to the 109 program graduates with known addresses. (See Appendix B). The purpose of this letter was to:

✔ Announce the project and introduce the evaluation staff.

✔ Encourage everyone to take the time to complete and return the upcoming mail survey.

✔ Determine who might be available to participate in focus group sessions being conducted in conjunction with forthcoming national conferences.

A form was provided (see Appendix B) for participants to make any address corrections, indicate whether they would be attending any of several national conferences, and if so, whether they would be willing to participate in a focus group.

From the 62 responses received, focus groups were convened in conjunction with the annual and mid-winter meetings of ACA (August and January), along with the two remaining castle training programs (June and July).

These four focus group sessions were conducted between June, 2001, and January, 2002.[14] They involved a total of 30 women, which represented 20% of total participants. Two of the groups were primarily devoted to providing evaluators with program feedback. The remaining two were asked to pilot-test the survey instrument.

In order to maintain methodological consistency among focus group sessions designed to provide program feedback, a structured guide was developed consisting of the following questions:

✔ What were your expectations (or objectives) prior to attending the program?

✔ To what extent were those expectations (or objectives) fulfilled?

✔ Do you feel that this training program should continue to be offered exclusively for women? Why or why not?

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[14]

A fifth focus group was planned in conjunction with the September 2001 annual conference of the Association of Women Executives in Corrections. But although the postponed conference was held in November, 2001, post-9/11 difficulties curtailed travel, limited attendance, and forced evaluators to drop plans for that focus group.

✔ Is there anything that you do differently since attending the program that you can *specifically* attribute to this training?

✔ Have you observed any noticeable reaction (from staff, offenders, management, etc.) to any changes that you have implemented *as a specific result* of participating in this program?

✔ Is there anything about your career development since attending the program that you can *specifically* attribute to this training?

✔ Since you've been back on the job, is there anything else that you now realize should be included in this program?

✔ Is there anything else you would suggest to further improve the program?

✔ Have you kept in regular contact with the women with whom you participated in this program? If so, has that been beneficial?

✔ Have you attended meetings of the participants' national association? If so, has that been beneficial?

Additionally, the focus group moderator set certain "ground rules" prior to opening up discussions; i.e., the moderator:

• Explained that the role of this focus group is to expand further upon

responses received on the survey in order to obtain more of their personal insights into the program and its subsequent results.

• Encouraged everyone to speak freely, even if they think that what they are about to say might be unpopular, sensitive, or contradictory to the rest of the group.

• Cautioned everyone to remain open-minded and respect whatever others have to say.

• Made every effort to avoid the tendency toward "group think" (i.e., everyone jumping on the bandwagon to endorse or oppose something, even if doing so conflicts with their own values or beliefs).

Within the structure of these overall guidelines, the moderator proceeded to explore participants' reactions to each of the previously-listed items. Cumulative results of all sessions have been combined for this report and are described below.

Question 1: What were your expectations (or objectives) prior to attending the program?

Some expected a program that would be "rigid," "formal," and "more of the same." But most also admitted that it quickly became obvious that this program was different.

Initially, most people indicated that they held some

34

traditional stereotypes about the program from previous training experiences. For example, some expected a program that would be "rigid," "formal," and "more of the same." But most also admitted that it quickly became obvious that this was different from every other NIC program, (particularly in terms of how interactive it was).

Others at first thought of it simply as "a week away from work," taking a wait-and-see attitude. Still others indicated that they were not excited about "playing games," (after hearing something about the program from a colleague). Yet, as one woman put it, "I normally don't open up, but once I got involved, I was hooked."

There were also those who entered the program at a pivotal transition point in their career and were therefore looking for "clarification on which direction to go." Others had just changed jobs and were hoping to get some initial feedback. But when this expectation was mentioned, some focus group members expressed concern about whether the program is appropriate for someone in a new position; i.e.:

> "If somebody has just had a new, complete change, she may need time in that position before going to the program. The feedback may not be

valid in so short a time. . . . You need to be in the job for 8 months to a year before going. Also, you're too focused on the job when it's brand new—you need some time to get your equilibrium."

Among those who had been on the job longer, participants expressed a number of relatively pragmatic expectations; e.g.:

- To improve leadership skills.

- To get a better sense of my current style of leadership and make adaptations.

- To meet some interesting, smart women who are similarly situated.

- To look at my management style.

Although individual aspirations obviously varied, the overall theme in terms of participant goals was one of seeking self-insight, self-improvement, and validation from others. As one woman summed it up, "We wanted assurance that we weren't the only ones in this situation."

Question 2: To what extent were those expectations (or objectives) fulfilled?

Particularly with regard to their desire for external validation, participants expressed virtually universal satisfaction with fulfillment

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of their expectations—even if those expectations changed during program participation. As one woman put it, "I expected to learn about leadership, but I really learned about myself." As a result, some characterized it as a "life-changing experience," enabling them to "become more centered and balanced, no longer totally focused on work." In that regard, another noted:

> "Just being with women and talking about their experiences was helpful. It was helpful to know that some of the things I faced, they'd been through-- e.g., having to act tough and make a decision when you wanted to listen."

Someone else, however, cautioned that "you have to be careful not to have too many preliminary expectations or expect too much." In one focus session, that raised the issue of group participation, with one person observing that "some of the people from prisons had a harder time opening up--they spent their entire lives guarding against doing that." This, in turn, generated comments about the ceremonial circle. As part of a closing ceremony, participants shared what they had gained from the training. Many chose to share deeply personal experiences. Others did not.

> Some of the women working in prisons had a harder time opening up–they spent their entire lives guarding against doing that.

> While some found the ceremonial circle to be an intensely meaningful and self-fulfilling experience, others expressed concern about its intensity.

While some found this exercise to be an intensely meaningful and self-fulfilling experience, others expressed concern about the intensity of the ceremony. In the words of focus group members:

> "There was an expectation that everyone would talk in the circle about your experience in a way that would make you vulnerable. I would encourage that, but not make them feel so 'on the spot,' forcing them to open up. Some people actually walked out. . . . . They gave themselves permission to do that, and staff respected their decision."

> "Two people in our group left. . . . for reasons of faith. There was a spiritual element to this. One person felt it was almost an abridgment of her faith. People from all over the country represented very different cultures. . ."

Thus, while the overall objectives of participants appeared to be well-fulfilled, there was a degree of ambiguity in terms of the deeply personal (almost spiritual) nature of the ceremonial circle exercise, (although instructors subsequently noted that participation in the circle

was voluntary).

Here there was no ambiguity whatsoever, with everyone unanimously saying "yes!" As one put it, "until there is a better balance of male/female roles in society, there is a need for this program." But for the most part, the rationale underlying their affirmative responses primarily related to how different the dynamics would be if men were involved. It was felt, for example, that men would:

- Approach the training differently.
- Be less likely to openly "share."
- Have a distracting influence.
- "Own" the agenda.
- Create an "old boy" network.
- Feel uncomfortable.
- Be unwilling to participate in this type of training.

But it was not just the expected reactions and reservations of men that caused participants to overwhelmingly support a gender-specific program. It was also felt that, in front of men, women would likewise be less likely to share and participate at the level of

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intensity required by this program. . . . that in a mixed group, both participants would be quite different; e.g.:

"Women have unique management issues that it's helpful to talk with women about, and some have had painful experiences that they have to heal and get over in order to empower them to move on. The all-female group enabled us to 'let go' of some of these issues."

"If you opened it up, it would change the dynamics. It won't be what it is. It would no longer be a safe haven for people to share their issues. . . . It would even change the way people dress."

"I wouldn't be interested in attending if it were opened up. What I got out of this was much different from integrated programs. It gave me more strength when I heard that others are facing issues of gender."

"It gives you an opportunity to know other women, which is important in this industry."

37

"There's always some sexual tension that exists in a mixed group, which no one had to worry about in this class."

"Mixed classes would normally be appropriate, but this program is very atypical, so I would support it being separate."

Additionally, as one woman phrased it, "the number of women in top correctional leadership speaks to the need for women's programs." Yet another put it in even more pragmatic language: "It's like not having a nursery at the men's prison." (See Appendix E for additional comments on this topic from survey respondents).

Participants cited a long litany of changes that they firmly believe resulted from the program. . . . . intrapersonal changes, interpersonal changes, and life perspective changes.

Question 4: Is there anything that you do differently since attending the program that you can specifically attribute to this training?

This question generated more extensive responses than perhaps any other. Participants cited a long litany of changes that they firmly believe resulted from the program. As illustrated by the comments listed below, their self-appraisals can be grouped into three general categories–intrapersonal changes, interpersonal changes, and life perspective changes:

(1) *Intrapersonal changes*

- Stronger internally.

- More confident.

- Greater self-respect.

- Sharing more, rather than keeping things hidden inside.

- Let my guard down a lot more.

- Speaking my own mind, rather than telling people what they want to hear.

- Quit worrying about image and started to be more myself–more human and less worried about keeping a stiff upper lip.

(2) *Interpersonal changes*

- Spend more time with staff.

- Delegate more.

- Better communicator.

- More patient with staff–now realize that they don't necessarily operate the same way I do.

- Take time to really talk to people and give them better direction.

- Realize the importance of mentoring others–developing people to come up behind you.

(3) *Life perspective changes*

- Exercise more, eat better.

- Less guilt-ridden.

- Changed my demeanor–I've slowed down and don't appear so harried.

- Raised my consciousness, with thoughts and actions now more deliberate. . . . got off "automatic pilot."

- No longer fighting and hoping things will change;. . . . now mature enough to see things differently.

- Much more strategic and innovative.

- Able to see my real self, rather than just the job title.

- More balanced and more effective leader.

- Realized there was more to life than this career--took more time for myself.

- Better employee because I'm happier, more relaxed, have fewer self-doubts, and feel like a leader.

If there is one overall message that was communicated clearly in the focus group sessions, it was this enhanced ability to more effectively balance professional and personal demands. As one woman's child

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used to complain when she came home from work too strict or grumpy, "the warden came to dinner instead of mom."

Another noted that "an important part of this program is teaching us to slow down, take stock, and not try to live up to the superwomen image. . . . If we don't have a jam-packed schedule, we think we're wasting time. The reflective time built into the program helped us slow down and take a look at ourselves. Those reflective pieces are real important so you don't go back to the treadmill again."

Apparently, quite a number of the participants in this program did what one woman described as "defining myself by my job title." Thus, it was not surprising to find that many were work-obsessed, yet did not feel that they were commensurately productive: "I'm more effective now, even though I'm working fewer hours." Moreover, the support that they received from others in the program was often translated back to the job, generating a renewed knowledge that people at work also need similar support and encouragement.

All of these positive intra/interpersonal and life perspective changes are certainly

commendable and highly complimentary to program staff. But it is the stunning words of one particular focus group member that offer the consummate testimonial: "I am alive today because of the program. . . . I made life-altering changes, and love life as a result."

"I used to push staff hard. Now I'm not doing that, but I'm getting more done."

Question 5: Have you observed any noticeable reaction (from staff, offenders, management, etc.) to any changes that you have implemented as a specific result of participating in this program?

This item was designed to be a cross-check and confirmation of the previous self-report question. But discussion surrounding it often reverted back to the format of listing self-described changes, and at times it was difficult to distinguish between what participants noticed in themselves and what others had actually observed. There were, however, a few exceptions; e.g.:

"When the staff began feeling differently about me, it translated into improved treatment of the inmates."

"People would say that I'm making more of an effort to connect with people."

"I was recognized as being more present, more focused."

"Feedback from subordinates shows that I have more empathy."

"My boss saw a substantial change—the difference is amazing."

"Staff definitely noticed, but not in the first year."

"Staff noticed that I'm less driven—I used to push staff hard. Now I'm not doing that, but I'm getting more done."

"Staff say I'm now more relaxed and approachable."

"According to staff, I'm now less of a martyr. Before I was not forgiving of things short of perfection."

Perhaps the most far-reaching comment, however, was the woman who reported the pervasive institutional impact of her participation. Not only did it change her, but that, in turn, changed the nature of relationships among those around her in the work environment. "When the staff began feeling differently about me, it translated into improved treatment of the inmates. . . . When I became different, the institution changed, and there was less anger."

Question 6: Is there anything about your career development since attending the program that you can specifically attribute to this training?

In addition to general lifestyle changes,

evaluators were interested to learn whether graduates had made any career advancements that they felt were causally related to attending the program. Several did indicate that they had received promotions, and one in particular cited the fact that the agency's director told her that her support for peers was noticed in making the promotional decision. Others in the focus groups reported that they are exploring their options, and rethinking where they are in contrast to where they want to be. Still others have either retired or turned down promotional opportunities after clarifying their personal goals through this program.

All of these realignments indicate that many graduates are approaching their future development and reassessing their career goals with an altered perspective. As one observed: "I recognize now that whatever job I choose has to be lined-up with my personal values and priorities. It will be that alignment that drives me to seek career changes, not salary or prestige."

Along those same lines of thought, someone who realized that she was "180 degrees apart" from what was expected at her workplace decided to look elsewhere. Justifying her decision, she pointed out that "I could have stayed and fought, feeling like a victim," but instead decided to proactively seek more positive new directions. Moreover, when making such life-altering decisions, graduates often cited that they now feel as if "they have a much stronger support network for whatever they want to do."

> To be an effective leader, you need to be an effective person. Personal growth and career progress are closely intertwined.

In fact, one of the elements of the program that was cited as especially beneficial was this opening-up a broader horizon of wider opportunities, which, it was astutely observed, "is not a traditional thought pattern for women or minorities."

In that regard, it is noteworthy that the program allowed participants to see how personal issues were having an impact on professional growth; i.e.: The program is based on the premise that "to be an effective leader, you need to be an effective person. Personal growth and career progress are closely intertwined. . . . especially for women."

During the process of operationalizing the instruments and methodology used to conduct this assessment, researchers often struggled with the issue of how to separate personal growth from professional development in terms of measuring the outcome of this training. But after interacting with focus group members, it became apparent that it was both unnecessary and inappropriate to attempt to do so. For women, at least, these are

inextricably linked–as clearly documented not only by this project, but also other research in the general workplace outside of corrections (e.g., Lush, 1992).

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Question 7: Since you've been back on the job, is there anything else that you now realize should be included in this program? Is there anything else you would suggest to further improve the program?

Obviously, these items were designed to elicit conversation regarding recommendations for future course improvements. While it is apparent that not all of the forthcoming suggestions are fiscally or operationally feasible to implement, they are nevertheless listed here for potential consideration:

- More formalized mentoring.

- Increased dialogue on diversity issues.

- More opportunity to reflect and assess what happened with individual action plans.

- Cultural issues.

- More accountability built-in (i.e., to adhere to self-imposed goals).

- More time for feedback on the LEA instrument.

- More on positive politics (i.e., strategies for dealing with politics while maintaining your values).

- Something more skill-based (rather than just sharing people's experiences).

- Emphasize not trying to be everything to everyone.

- Drop star power game. (One group refused to do it because they did not like the confrontation, but other groups found it to be a learning experience). As one person observed, "maybe that's not the only teaching method to address power issues."

- Retain a "spiritually calming" setting, even if it is not "the castle."

Additional and more detailed program recommendations are contained in the section of this report which discusses survey results. In that regard, the comments of focus group members are not unique, but rather, are very reflective of similar feedback received from the broader survey population.

Question 8: Have you kept in regular contact with the women with whom you participated in this program? If so, has that been beneficial?

Most indicated that they had made some effort to remain in touch with other graduates, primarily through the Internet. As the

program evolved, new ways to keep in touch emerged, ranging from the Internet to sending birthday cards, attending conferences, etc.

Virtually everyone found such networking to be a beneficial aspect of the program. In the words of one, "It has been very rewarding-- folks reached out to support me when I had some problems." But they also expressed frustrations with the difficulty of keeping up with people upon return, and were hopeful that there might be some better way to facilitate that. Nevertheless, graduates seemed to feel "connected" regardless of how often they actually communicated. As one put it, frequency of communication is not the real issue--what is important is never feeling alone.

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Question 9: Have you attended meetings of the participants' national association? If so, has that been beneficial?

To varying degrees, most focus group members indicated that they have either attended (or at least attempted to attend) meetings of the Association of Women Executives in Corrections. Not everyone, however, felt that doing so was equally beneficial. Some were more positive than others, citing the group's focus on mentoring, the on-going maintenance of the "each one, teach one" philosophy, and the instant camaraderie that occurred when re-uniting with former classmates.

But others noted that "you can't build the same relationships with different classes." Moreover, even among those who described the meetings as effective, there was some disappointment "because the castle experience can't be duplicated" at a national conference. Still others were concerned that general administrative issues involved in creating a new organization (e.g., writing bylaws, electing officers, etc.), while necessary, seem to distract members from the intended mission.

In summary, these comments from focus group members offer valuable in-depth insights, in addition to their utility during the development and refinement of the survey instrument. It must, however, be kept in mind that they reflect only a handful of the 143 women who participated in this program. Far more representative of the total population are the survey results, as described in the upcoming section of this report.

SURVEY RESULTS

All of the measures described thus far to assess NIC's Executive Leadership Training for Women have contributed substantially toward developing a comprehensive portrait of the program. However, the most meaningful measure, which incorporates the greatest degree of feedback from the largest number of women, was the mail survey conducted during the fall of 2001.

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Methodology

As explained previously, the survey instrument underwent numerous revisions as it proceeded through the scrutiny of evaluators, focus group pre-tests, and NIC staff. By September, 2001, a completed instrument and accompanying cover letter had been developed and approved for dissemination. (See Appendix C.)

At the same time, work was progressing on development of the mailing list. Because no complete, updated list existed at the time, considerable effort was made to identify current addresses of the target population from the list of program graduates. Beginning with responses to the initial mailing on July 18, mailing addresses were updated, verified,

and/or located through Internet searches and personal networking. This eventually yielded a 94% success rate, (i.e., only 8 of the 143 graduates were unable to be located).

On October 17, 2001, surveys were distributed to this target population of 135 women, accompanied by a stamped envelope and a cover letter from the NIC program coordinator, Andie Moss. (See Appendix C). The due date for responses was listed as November 17. Also included with the survey was a list of graduates whose addresses could not be located, along with a plea for help. Of the 8 people listed, 3 addresses were identified through this strategy. When surveys were sent to them, the total population became 138.

Follow-up letters were sent to non-respondents by November 12. Those who did not reply within two weeks received another request on November 29. (See Appendix D). Subsequent correspondence indicated that some participants received follow-up letters, but not the initial survey, indicating that US Postal Service disruptions after 9/11/01 affected the receipt of some surveys, especially in the northeast.

Additionally, everyone was encouraged to respond through phone and e-mail contacts, along with on-site announcements highlighting the study's importance at several national meetings (e.g., in conjunction with ACA and during the annual meeting of the Association of Women Executives in Corrections). All of these diverse and multiple follow-up procedures ultimately proved to be quite successful in terms of generating a very respectable response rate. By the time that all efforts were completed and the final deadline for responses was established (i.e., January 31, 2002):

- Addresses had been identified for 138 of the 143 graduates (96%);

- Of the 138 surveys mailed, 101 had been returned, providing an impressively high overall response rate of 73%.

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- Response rates for each individual class (listed below) ranged from 58% to 78%:
    - 1994: 78%
    - 1995: 58%
    - 1996: 84%
    - 1997: 71%
    - 1998: 61%
    - 1999: 68%
    - 2000: 74%

Demographics

The demographic profile of survey respondents is that of a well-educated 49-year-old white female working at the executive level in state or local corrections. There is not a large age spread among them–71% are between 46 and 55 years old. The majority (72%) are white, with black or African Americans representing 20%, and other minority groups making up the remaining 8%.

Overall, almost everyone in the entire population (94%) has a college degree–at either the Bachelor's (40%) or graduate level (54%). Among those with graduate education, 42% hold a Master's degree, 5% a law degree, and 7% a doctorate.

When compared to their level of education at the time that they participated in Phase 1 of the training program, the results are almost identical, with 93% having held a Bachelor's or graduate degree at that time. This was further confirmed by a subsequent item asking "If your level of educational attainment increased after you attended Executive Leadership Training for Women, what influence, if any, would you say attendance at the program had on your educational pursuits?" Almost three out of four (71%) indicated that this question was "not applicable" because their educational attainment remained unchanged. Among the

remainder, a slight plurality (9%) reported that it had no influence. However, another 8% felt that the program had either a "substantial" or "very substantial" influence in this regard.
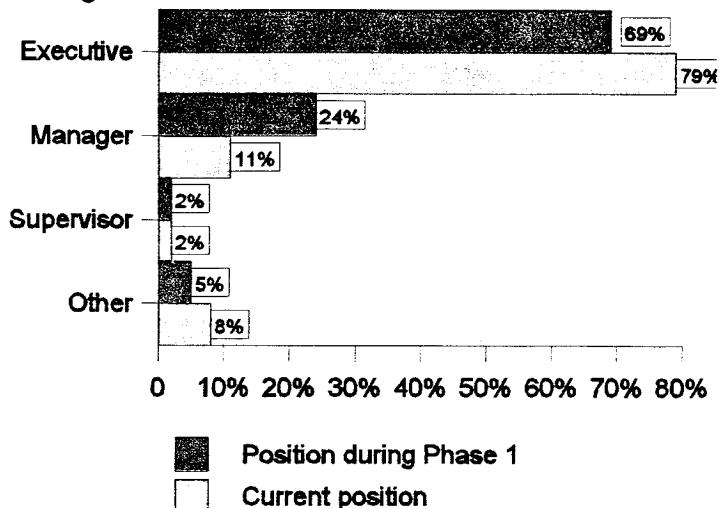
Work Position

Asked to indicate whether their current position is best described as a supervisor, manager, or executive, the majority (79%) selected executive, with another 11% identifying themselves as managers.[15] When compared to their position at the time that they participated in Phase 1 of the training program, the results differ slightly. (See Figure 3). Somewhat fewer (69%) were in executive-level positions at that time, with more in management (24%), indicating that there has been some upward career mobility since graduation from the program. However, inasmuch as over two out of three (69%) were already working in an executive capacity prior to program participation, there was not much room for upward career growth.

15

This question, along with remaining occupational items in this section, asked those who are "fully retired" to respond from the perspective of their last position. However, doing so did not affect results, since only one respondent subsequently identified herself as either "fully retired" or having "changed careers."

46

Fig. 3: CURRENT AND PREVIOUS POSITION

- Position during Phase 1
- Current position

The majority (67%) are working for state corrections, with another 13% in local corrections. Only 2% identified their workplace as private corrections, but 12% selected the "other" category, (most likely representing correctional consulting services).

In terms of the specific nature of the setting where they work, most (38%) are in administrative offices or central/regional headquarters. (See Figure 4). Another 35% are employed in institutional corrections, although interestingly, those working in women's facilities are actually in the minority among this group:

- Women's institutions: 7%
- Male institutions: 12%
- Coed (male and female) institutions: 16%.
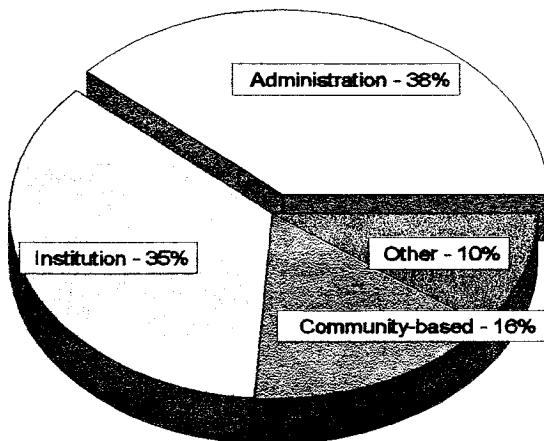
Finally, 16% work in community-based corrections (e.g., probation/parole, transition services, halfway houses), and 9% in other places not listed, along with 1% "fully retired" or having "changed careers."

Those working in female facilities (7%) are actually in the minority among this group.

surveys returned did not contain answers to these items. As discussed among focus groups, (whose members had difficulty remembering precisely when they attended), this is likely a reflection of the fact that most simply could not recall this information. However, return envelopes were coded in a manner that enabled researchers to identify returns by class.

Work Experience

In terms of their full-time work experience, graduates indicated that they have served an average of 21 years in corrections (and 8.3 years outside of corrections). Most of the experience among those working in corrections has been at the level of executive (9.4 years) or manager (6.5 years). Those employed outside of corrections report a managerial average that is slightly higher (6.4 years) than their years in executive service (5.3). Both groups indicated that they worked approximately 4 years as a supervisor and between 5 and 6 years in other capacities.

Fig. 4: WORK SETTING

Administration - 38%

Institution - 35%

Other - 10%

Community-based - 16%

Program Participation

The two items on the survey with the lowest response rate were those asking for the month and year that participants completed Phase 1 and 2. Three out of four of the

Additionally, graduates were asked how they were selected to attend Phase 1. Only 3% indicated that they were unwillingly assigned to attend. At the other end of the spectrum, only 4% felt that they had to work hard to get agency approval. Most asked to attend and readily received agency approval (70%), or simply were willingly assigned to attend (23%).

Among the 11% who did not attend Phase 2, the primary reason cited was "scheduling conflict" (46%), followed by other unspecified reasons (27%) and "unable to get time to attend" (18%). No one selected the option which indicated that they were "not interested

in attending." Only 15% of the respondents had attended either of the two Phase 3 programs that were offered.

Prior Leadership Training

In a *post-hoc* follow-up study of this kind, it is difficult to control for the potential confounding variables that might provide rival explanations for the findings. One of the areas that it was deemed necessary to explore in that regard was the extent of participants' prior leadership training experience.

When a substantial proportion of the population is extensively exposed to similar interventions either prior to or after completing the initiative under study, it could logically be argued that some of the reported impact reflects the general cumulative effect of such exposure, rather than the specific impact of the experimental initiative. Thus, participants were asked how much classroom training on leadership they had received prior to attending Phase 1, as well as whether they had received additional training or education on leadership/executive development after completing Phase 1.

Twenty-one percent (21%) reported that prior to attending NIC's program, they either had no such training or had received extremely limited training (i.e., one week or less). At the other end of the continuum, 49% had completed more than four weeks. However, the majority (55%) did not receive additional training on leadership after NIC program completion. Among the 45% who did, the average reported was three days (24 hours). Very few graduates (5%) indicated that they had completed any leadership-related educational courses.
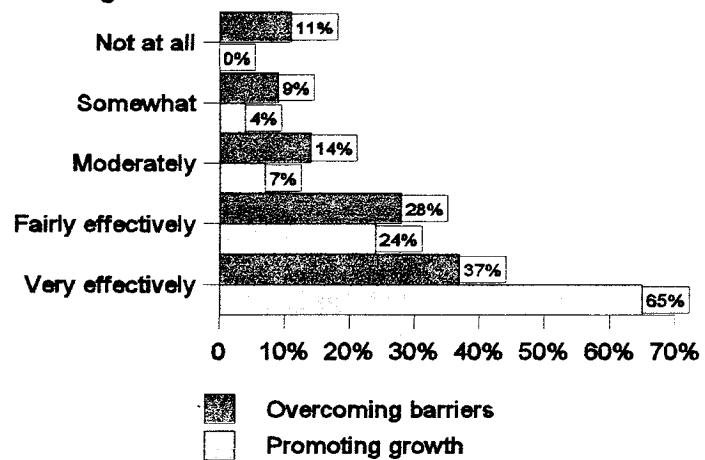
Achievement of Goals

Two of the primary goals that NIC established for this program were to:

- Enhance the ability of participants to overcome barriers to achieving executive-level positions in corrections.

- Promote the personal growth, wellness, and career development of participants.

Respondents were asked to rate the extent to which these goals were achieved on a 1-to-5 scale, ranging from "not at all" to "very effectively," (with "unsure" as an additional option).

Fig. 5: ACHIEVEMENT OF PROGRAM GOALS

Overcoming barriers
Promoting growth

48
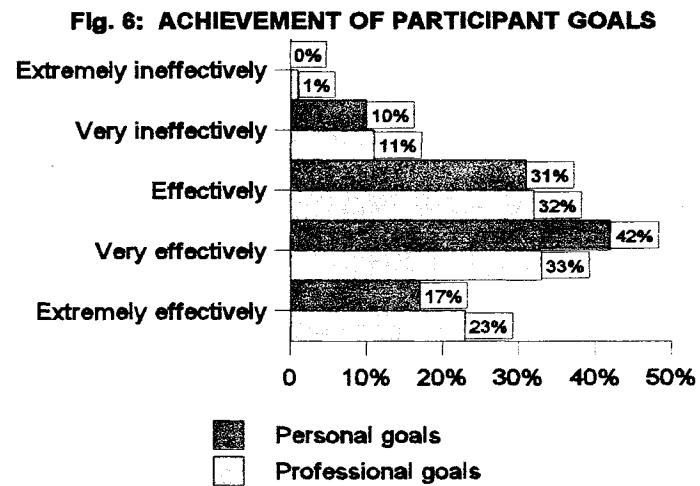
In terms of enhancing the ability of participants to overcome barriers to achieving executive-level positions in corrections, the majority (65%) rated this goal as having been achieved either "fairly effectively" (28%) or "very effectively" (37%). Another 23% felt it had been accomplished "somewhat" or "moderately." Only eleven percent (11%) thought that it had not been achieved at all. (See Figure 5). While these statistics reflect a praiseworthy assessment overall, as also shown in Figure 5, the ratings are considerably higher for the second primary goal.

When asked to rate the program's ability to promote personal growth, wellness, and career development, responses were overwhelmingly positive. An almost unanimous 89% rated this goal as having been achieved "fairly" or "very" effectively. The remaining 11% selected "somewhat" or "moderately." Perhaps most significantly, this was one item which virtually everyone seemed to be certain about. No one marked "unsure."

Additionally, participants were asked to develop an action plan at the end of Phase 1 in which they established personal and professional goals for themselves. Survey respondents were therefore asked to rate the extent to which these goals were fulfilled upon returning home, using a 1-to-5 scale ranging from "extremely ineffectively" to "extremely effectively." Participants rated themselves between a three and a four (in the "effectively"
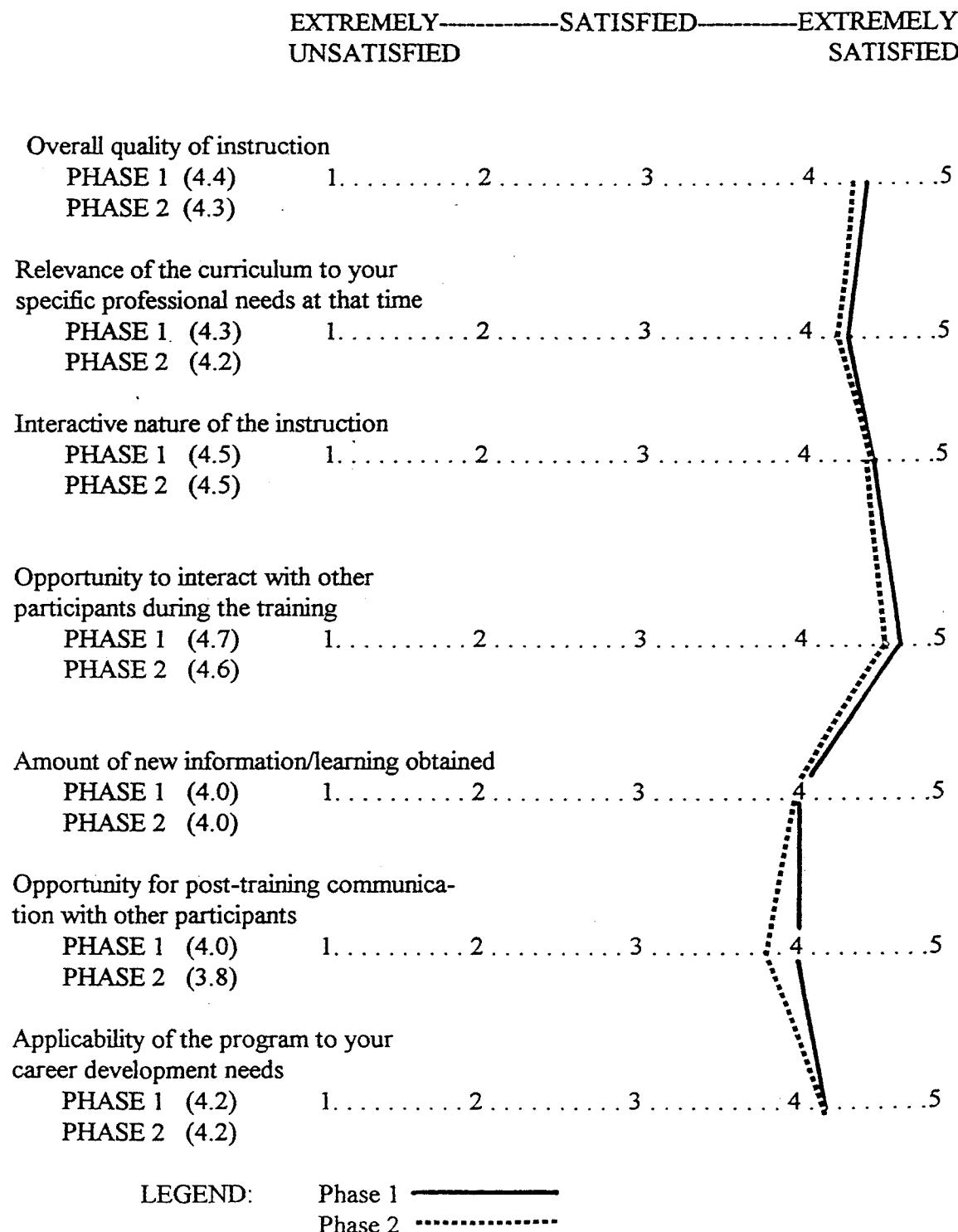
range) on both of these dimensions. They were just slightly more successful in achieving their professional goals (3.7) than their personal goals (3.6). Looking only at positive ratings (i.e., those at the level of "effective" or higher), 90% gave themselves a positive rating on achievement of personal goals. Likewise, 88% rated their achievement of professional goals equally positively. (See Figure 6).


Fig. 6: ACHIEVEMENT OF PARTICIPANT GOALS

Extremely ineffectively — 0% / 1%
Very ineffectively — 10% / 11%
Effectively — 31% / 32%
Very effectively — 42% / 33%
Extremely effectively — 17% / 23%

Personal goals
Professional goals

Program Assessment

In addition to how well goals were achieved, participants were asked to rate various aspects of the program itself. Again, a 1-to-5 scale was provided for this purpose, ranging from "extremely unsatisfied" to "extremely satisfied." (Another option was offered for "unsure or not relevant." These responses were deleted from the analysis). Program dimensions that were included and their average ratings are shown in Figure 7.

49

Figure 7: PROGRAM ASSESSMENT

EXTREMELY------------SATISFIED----------EXTREMELY
UNSATISFIED   SATISFIED

Overall quality of instruction
    PHASE 1 (4.4)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.3)

Relevance of the curriculum to your
specific professional needs at that time
    PHASE 1 (4.3)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.2)

Interactive nature of the instruction
    PHASE 1 (4.5)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.5)

Opportunity to interact with other
participants during the training
    PHASE 1 (4.7)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.6)

Amount of new information/learning obtained
    PHASE 1 (4.0)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.0)

Opportunity for post-training communica-
tion with other participants
    PHASE 1 (4.0)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (3.8)

Applicability of the program to your
career development needs
    PHASE 1 (4.2)   1. . . . . 2. . . . . 3 . . . . 4 5
    PHASE 2 (4.2)

        LEGEND: Phase 1 ————
                    Phase 2 ·············

As Figure 7 reflects, respondents were extremely satisfied with practically all aspects of the program, especially the interactive nature of the training itself and the opportunity that it provided for networking with other participants. Satisfaction with the ability to continue this communication after the training ended was, however, rated somewhat lower. While NIC had provided the networking impetus on-site, maintaining the momentum upon return was a challenge to participants.

Slightly lower ratings, (but still on the high end of the 1-to-5 scale), were also reflected in the amount of new information/learning obtained. Thus, it might appear that it was not the unique nature of the material, but rather, the format in which it was presented that was most commendable from the perspective of the majority of participants.

It is also notable that on none of the dimensions measured in Figure 7 did Phase 2 receive higher ratings than Phase 1. To the contrary, assessments of Phase 2 were either identical (for three variables) or slightly lower (for four variables). To some extent, this may reflect a natural regression tendency, whereby the initial novelty stimulating positive reactions to a program can be expected to diminish somewhat with subsequent offerings over time.
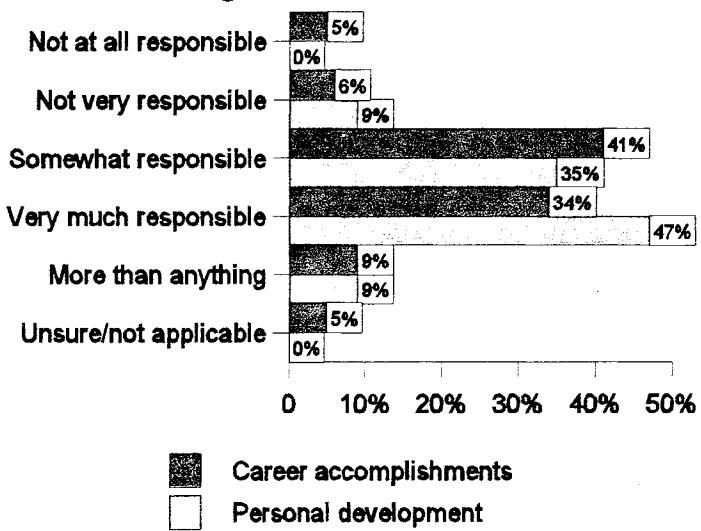
Program Impact

It is one thing to be well-satisfied with the quality and delivery of a program, and quite another to believe that it had any post-training impact. For example, participants could potentially rate a program's content and format extremely high while still not feeling that it achieved any real impact on their lives.

For this reason, graduates were also asked to assess the extent to which they believe that NIC's Executive Leadership Training for Women was or was not responsible for their subsequent progress in terms of: (1) personal development; and (2) career accomplishments, (which, as was noted in the survey, "are not necessarily limited to organizational advancement"). Once again, a 1-to-5 scale was used, ranging from "not responsible at all" to "more responsible than almost any other factor," (with "unsure" and "not applicable" as additional options that were not included in the analysis).

Fig. 8: PROGRAM IMPACT

- Not at all responsible: 5% / 0%
- Not very responsible: 6% / 9%
- Somewhat responsible: 41% / 35%
- Very much responsible: 34% / 47%
- More than anything: 9% / 9%
- Unsure/not applicable: 5% / 0%

■ Career accomplishments
☐ Personal development

Average ratings fell between "somewhat responsible" and "very much responsible" on both variables. In that regard, the program's impact on p e r s o n a l development rated slightly higher (3.6) than its influence on career accomplishments (3.4). In percentage terms, over half (56%) rated the program as "very much responsible" or "more responsible than almost any other factor" for their post-training personal development, and nearly half (43%) did so for their subsequent career accomplishments. (See Figure 8). While these findings are based on the subjective judgments of participants, they are nevertheless impressive indicators of the extent to which on-site satisfaction indicators correspond with perceptions of positive post-training outcomes.

> "I would continue to focus on personal development with the same tenacity as professional development. . . This 'balanced' perspective is what made the training special."

Inter-relatedness of Personal and Career Development

Some may question the degree to which it is appropriate for a correctional training program to address the personal along with the professional development of participants. In that regard, it was noted earlier in this report that, in contrast to the segmented manner in which men tend to view their personal and professional worlds, women are more likely to see life as a continuum (Jones and Carlson, 2001: 87).

To determine to what extent this is true of the population of women attending NIC's Executive Leadership Training for Women, respondents were asked to rate the degree to which they feel that their personal and career development are inter-related. A 5-point scale was provided for responses, ranging from "personal and career development are entirely independent" to "personal and career development are closely inter-related."

The average response was 3.6, just above the center of the scale. In fact, answers were highly clustered in this area, with only 9% of respondents indicating that they view their personal and career development as entirely independent (i.e., a "1" or "2" on the scale). As one woman later noted in her open-ended program recommendations, "I would continue to focus on personal development with the same tenacity as professional development. . . This 'balanced' perspective is what made the training special." Thus, in keeping with general observations on a national level, it appears that participants in this training likewise consider their personal and professional development as more inter-related than independent aspects of their lives.

Leadership Potential
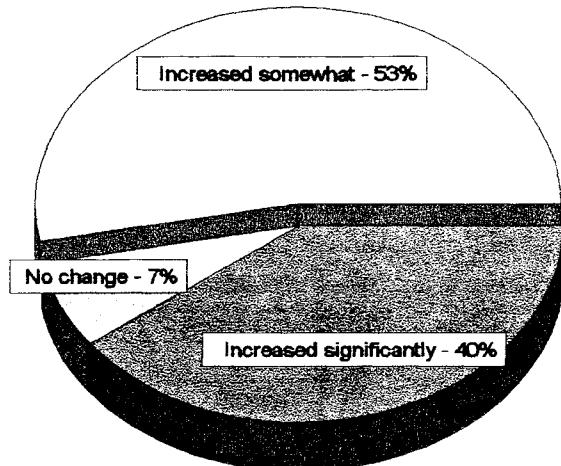
Obviously, there is a multiplicity of potential causal factors that may well contribute to post-training changes experienced by a program's participants. As a result, attributing causality to any one intervention is always somewhat problematic, and that is no less true in this case.

Nevertheless, with that caution in mind, respondents were asked to assess how their leadership potential as well as leadership behavior has changed. (See Figures 9 and 10). In terms of leadership potential, the 1-to-5 response scale ranged from "declined significantly" to "increased significantly," (with "remained about the same" at the midpoint). No one selected either of the first two options, (declined "significantly" or "somewhat"), and only 7% indicated it had remained about the same. Everyone else assessed their post-training leadership potential as having increased "somewhat" (53%) or "significantly" (40%), with an average rating of 4.3 on the five-point scale.

Leadership Behavior

It is one thing, however, to believe that one's potential has improved, and quite another to notice such improvements being demonstrated in actual behavior. Thus, an additional question asked participants to rate their post-training leadership-related *behavior* on a 1-to-5 scale, ranging from "not changed
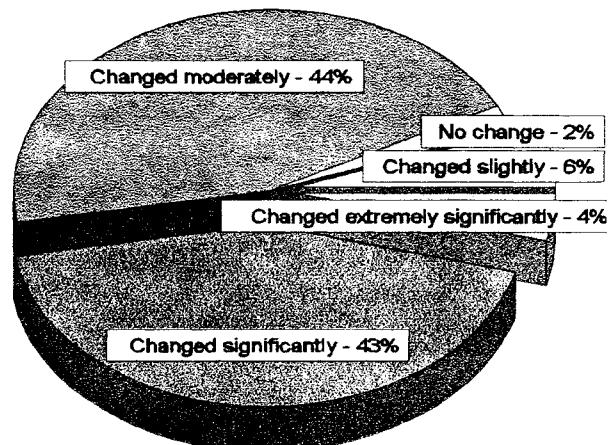
Fig. 9: CHANGE IN LEADERSHIP POTENTIAL

at all" to "changed extremely significantly." Again, it should be noted that this is a self-appraisal, which is only as valid as the respondents are honest, objective, and insightful.

In that regard, most respondents maintained that their leadership behavior changed moderately (44%) or significantly

Fig. 10: CHANGE IN LEADERSHIP BEHAVIOR

(43%). Only 4% thought it had changed extremely significantly. At the other end of the scale, just 8% felt it had either not changed at all (2%) or only slightly (6%). Aggregate responses averaged 3.4 on the five-point scale.

An open-ended follow-up question asked anyone rating their leadership behavior at a "2" ("changed slightly") or above to describe their behavior before and after the program. In that regard, they were asked to fill-in the following blanks: "Before I was. . ." "Now I am. . ." A synopsis of their responses appears below:

BEFORE I WAS. . . .	NOW I AM. . . .
Distant........................	Empathetic
Detached.....................	Team player
Intense........................	Balanced
Task-driven.................	People-oriented
Micro-manager............	Big-picture-oriented
Directive.....................	Inclusive
Dictatorial...................	Consensus-builder
Unsure, tentative..........	More confident
Rigid...........................	Flexible
A workaholic................	More relaxed
Frustrated.....................	Tolerant, accepting
Hesitant.......................	Assertive
Self-centered................	Team-oriented

Overall, these open-ended responses indicated that participants gained from the training in three broad areas related to their perceptions of what successful leadership requires; i.e.:[16]

- Confidence and control;

- Compliance with perceived expectations of the job;

- Sensitivity to subordinates.

Confidence and Control

Prior to this training, respondents seemed to hold the distorted perception that a leader has to know everything and be in total control in order to be effective. For example, one "before" observation states: "Believed I had to do everything or it wouldn't be done correctly." This perception contributed to two self-reported pre-training behavior patterns:

- One pattern displays a stern, no-nonsense leadership style, characterized by such self-descriptions as "micro-manager," "autocratic," "rigid," "demanding," "directive, businesslike, and unemotional."

- The other pattern reveals an underlying sense of insecurity, as reflected in such self-assessments as "defensive,"

"tentative," "uncertain," "non-assertive," "ambivalent," "unsure," and "afraid to take risks."

At first, it may appear that these are mutually contradictory trends. But both of these patterns are attributable to an admitted "lack of confidence" that was one of the primary self-reported behavioral shortcomings prior to the training. In fact, the following statement perhaps best demonstrates the intimate relationship between these two seemingly contradictory patterns: [I was] "aggressive overtly, but very sensitive covertly."

[I was] "aggressive overtly, but very sensitive covertly."

In contrast, post-training descriptions indicated a substantial increase in self-confidence. For example, participants now report being "more sure of myself" and more likely to "believe in myself." They likewise reflect a decreasing sense that the leader has to know it all; (e.g.: "I do the best that I can with the information provided"), along with a greater willingness to relinquish direct control through delegation. As one put it, [now I am] "willing and able to supervise from a distance." In that regard, others cited their willingness to share authority while promoting "t e a m w o r k a n d collaboration." But perhaps the most beneficial effect was that as

Perhaps the most beneficial effect was that as participants gained confidence and became more comfortable with their leadership role, they developed a greater overall sense of self-assured ease, relaxation, and ability to keep things in perspective.

participants gained confidence and became more comfortable with their leadership role, they developed a greater overall sense of self-assured ease, relaxation, and ability to keep things in perspective.

Compliance with Perceived Job Expectations

Prior to attending NIC's training program, participants were driven by "expectations" which they perceived to be emanating from the work environment. These expectations seem to be attributed to the general context of their work without a clearly-defined source. In fact, it is likely that the source is more internal than external—i.e., a reflection of unrealistic self-imposed expectations that are vaguely attributed to the work environment. Regardless of the source, however, respondents reported being driven by work. As a result, they felt off-balance in two areas: (1) keeping work-related responsibilities in proper perspective, and (2) expressing professional capabilities.

First, respondents felt off-balance in terms of where work fits within the broader scheme of life. This sense of over-indulgence in work to the

detriment of other aspects of life was captured in self-descriptions such as "workaholic," "too driven," and "not paying attention to personal needs." In the words of one respondent: "Work was my #1 priority, sometimes to the exclusion of my personal well-being." Along with this was a sense of having too little time, being hurried, harassed, impatient, and frustrated, "inclined to move forward at a fast pace."

Secondly, respondents seemed to feel off-balance in terms of expressing their professional capabilities. For example, they mentioned being "dependent upon others. . . . for recognition," "afraid to assert feelings and values," and "not as proud of qualities I could bring to my organization. . . " In that regard, there appeared to be a discrepancy between what women felt their strengths were and what they perceived to be of value organizationally. As one respondent characterized her "before" frustrations, "much of my behavior did not exude the level of excitement I felt."

Post-training descriptions indicated considerable improvement in terms of balancing personal and professional life. Numerous comments confirmed this change. For example, participants reported being able to "practice life balance" and proactively "ensure my personal life has a balance to

my professional career." Likewise, post-training expressions also pointed toward improvements in terms of having a voice in the workplace and contributing positively toward the organization; e.g.:

- "I'm OK with being the only dissenting vote or voice in the crowd."

- I'm "more assertive, comfortable with my skills. . . ."

- I "view 'shortcomings' differently."

- As one who "values integrity and creativity as much as detail and loyalty," I am now "proud of these qualities" and "comfortable integrating them into my leadership [style]."

While the theme of male dominance and the relative weakness of the feminine voice in corrections is somewhat present in these "before/after" revelations, it is only a whisper at this point. The focus of most of the respondents is on their level of confidence with their own leadership skills. It is only later in the survey, (after it is specifically introduced as a separate topic), that the focus shifts more toward the imbalance of power between the sexes. Perhaps this points to multiple factors influencing

> Post-training descriptions indicated considerable improvement in terms of balancing personal and professional life. . . . [and] also pointed toward improvements in terms of having a voice in the workplace and contributing positively toward the organization

women in corrections--some pertaining to internal characteristics (e.g., level of development, leadership skills, self-assurance) and some pertaining to external factors (e.g., male domination of leadership positions).

Sensitivity to Subordinates

Just as the respondents themselves did not feel that they had properly balanced their lives or effectively expressed their capabilities, they demonstrated evidence of similar misgivings about their relationships with subordinates. Prior to the training, most appeared to feel that they were not sufficiently aware of their subordinates' needs, either personally or professionally. Often feeling "distant" or "detached," common pre-training concerns in this regard indicated that they were:

- "Less patient and thoughtful of others' motives and behaviors."

- "Less capable of delegating and empowering staff."

- "Somewhat judgmental, overbearing in my ideas."

- "Autocratic–just do it!"

> A strong theme which emerged as something gained from the training is a greater appreciation for the value of "collaboration," "consensus," "teamwork," "dialogue," "delegating," "networking," and developing a "global perspective." In sharp contrast, "before" descriptions tended to emphasize isolation, constriction, and detachment from others.

- Inconsiderate of the feelings of others.

In contrast, the "after" descriptions of their behavior clearly indicate improved awareness of subordinates' needs, as illustrated in the following self-reports indicating that now they are:

- "More empathetic to people who work with me."

- Likely to "delegate [and] accept that consensus is empowering."

- "More aware of others and why people act/react to various situations and how I affect the circumstances to which they react."

A strong theme here, which emerged as something gained from the training, is a greater appreciation for the value of "collaboration," "consensus," "teamwork," "dialogue," "delegating," "networking," and developing a "global perspective." In sharp contrast, "before" descriptions tended to emphasize isolation, constriction, and detachment from others.
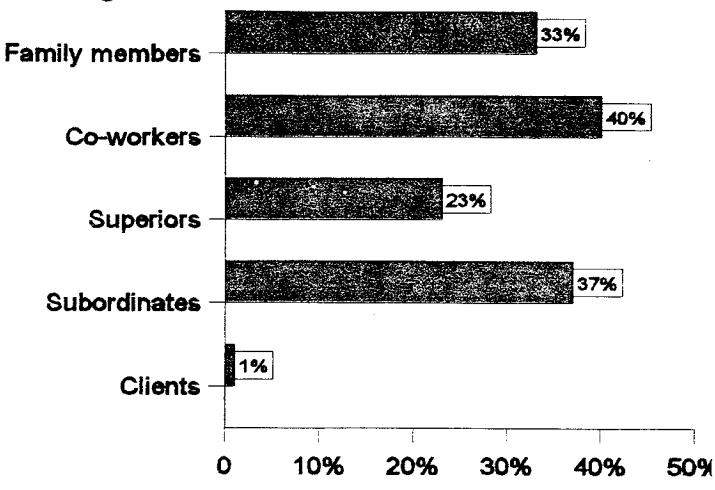
Noticeable Changes

To help determine whether such changes in leadership-related behavior were more a product of self-perception than a reflection of reality, one additional question was asked. It was constructed on the basis of the possibility that there might be an incongruence between the self-appraisal of participants and the perceptions of others in their work and home environments. In other words, graduates may truly have *felt* that their leadership behavior had altered, but if no one else notices any change, how legitimate is that perception?

Thus, respondents were asked whether "anyone mentioned any noticeable difference in your behavior when you returned home after completing Phase 1 of the Executive Leadership Training for Women." Answers indicate that the participants' self-reported behavioral changes were also in many cases observed by others—almost two out of three (63%) responded affirmatively.

When asked to identify who noticed these behavioral differences, the groups listed in Figure 11 were cited.[17] As illustrated, co-workers were the most likely to notice

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17

Percentages are based on the proportion of the respondents who said someone in that group mentioned a noticeable difference. Since more than one category could be cited, percentages do not add to 100.

Fig. 11: THOSE NOTICING BEHAVIOR CHANGES

changed behavior, followed closely by subordinates and family members.

Career Accomplishments and Work-Life Satisfaction

Probing further into details of the program's impact, graduates were asked to rate their post-training career accomplishments and work-life satisfaction. Both variables were assessed on the same 1-to-5 scale, ranging from "declined significantly" to "advanced significantly," (with "remained about the same" at the midpoint).

Post-training career accomplishments received an average score of 4.0 ("advanced somewhat"), with work-life satisfaction being rated almost identically at 4.1. As shown in Figure 12, the majority of respondents (77%) felt that their career accomplishments advanced "somewhat" or "significantly," and

an even higher majority (81%) felt similarly for their work-life satisfaction. Thus, on both of these dimensions, respondents seem to feel that they have progressed since participating in the program. But to what extent can such progress be attributed to NIC's Executive Leadership Training for Women?

Again, the issue of one's ability to specifically attribute causality complicates the answer. It was, nevertheless, considered important to ask the question. In order to elicit responses that were as insightful and objective as possible, extensive effort was devoted to crafting the specific language of this item, which reads as follows:

> "Since you completed NIC's Executive Training for Women, think about everything that has accounted for your subsequent career accomplishments and/or personal well-being. (For example, some of these contributing factors might be personal motivation, organizational fast-tracking, help from a mentor, supportive family, going back to school, attending other training programs, etc.) Considering all of these things combined as representing 100% of the factors contributing to your subsequent career accomplishments and/or personal well-being, approximately what percentage of that 100% would you say could be attributed to NIC's

Fig. 12: POST-TRAINING CHANGES

- Declined significantly — 1%, 2%
- Declined somewhat — 7%, 4%
- Remained same — 15%, 13%
- Advanced somewhat — 49%, 45%
- Advanced significantly — 28%, 36%

■ Career accomplishments
☐ Work-life satisfaction
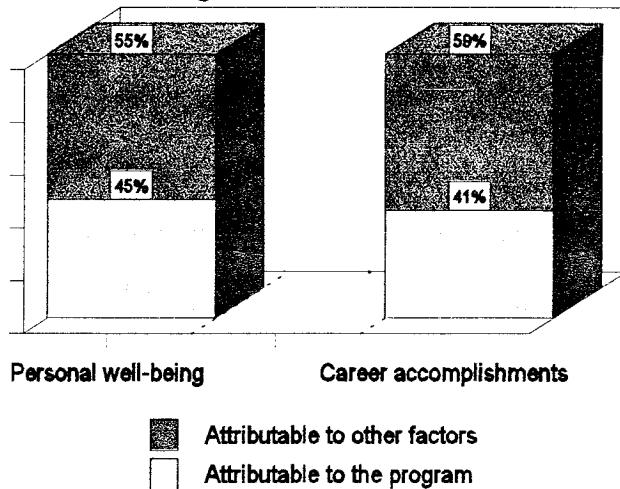
Executive Training Program for Women?"

Responses indicate that, on average, 41% of participants' subsequent career accomplishments and 45% of their subsequent personal well-being "can probably be attributed to participation in this program."

Fig. 13: TRAINING IMPACT

- Personal well-being — 55%, 45%
- Career accomplishments — 59%, 41%

■ Attributable to other factors
☐ Attributable to the program

(See Figure 13). On the one hand, the speculative nature of responses to these items obviously must be taken into consideration when interpreting the results. But in light of the extensive array of other potentially contributing factors, this is indicative of an extremely impressive post-training impact, both personally and professionally.

It might be argued that these findings simply reflect the *perceptions* of participants, as opposed to the *reality* of the circumstances. However, it is equally noteworthy that to those holding them, perceptions *are* reality.

Post-training Mentoring

In keeping with the program's theme of "each one, teach one," respondents were asked whether they have personally mentored any women since completing the training. A nearly unanimous majority of 91% indicated that they had. Most reported having served as mentors for 1-4 women (49%), with another 29% mentoring 5-7 women, and 21% mentoring 8 or more.

When requested to describe specifically what their mentoring involved, responses ranged considerably. But generally, their activities fall into three broad, overlapping categories that were reflected among many respondents—(1) training and education; (2) counseling and consulting; (3) networking and promoting; i.e.:

> In keeping with the program's theme of "each one, teach one," a nearly unanimous majority of 91% indicated that they had personally mentored other women since participating in the training.

- *Training and education*–including everything from encouraging participation in formal, large-scale training programs to one-on-one discussions, organized "shadowing" of the mentor, formal/informal role-modeling and skill-building, advice on balancing personal/professional needs, and simply sharing books and journal articles.

- *Counseling and Consulting*–this involves face-to-face meetings, (routinely scheduled as well as impromptu drop-in's), along with telephone communications, e-mail messages, and planned social meetings. Specific methods that were used included "serving as a sounding board," "mirroring," honest and candid discussions, encouragement and personal support, strategizing, praising, and inspiring.

Topics that were addressed encompassed a wide range of issues; e.g:

60

- Organizational skill development;

- Dealing with "touchy" situations in the workplace;

- Skills for surviving "politics;"

- Balancing personal and professional needs;

- Assessing long-range career plans;

- Establishing the steps to reach career goals;

- Assessing personal strengths and weaknesses in the context of job requirements and the political environment.

• *Networking and Promoting*—included here are notifying subordinates of available positions, "talking-up" subordinates to superiors in an effort to assist their promotion, serving as a reference, making introductions, networking, and assigning high-profile

Fig. 14: GENDER-SPECIFIC PROGRAMMING

Strong benefit - 85%

Strong drawback - 1%

Neutral factor - 2%

Moderate benefit - 12%
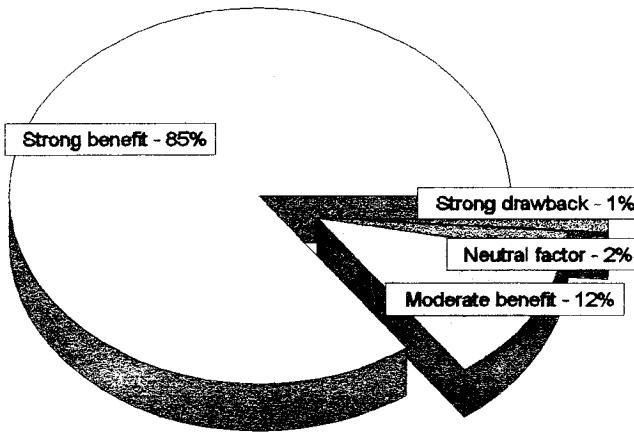
projects in an effort to increase "exposure."

Open-ended comments also reflected several sub-themes, some of them potentially conflicting; e.g.:

• The importance of balancing personal well-being ("mental, emotional, physical, spiritual") with professional advancement and job-related stress;

• The importance of women's advancement in the field of corrections, counter-balanced against the sense that such advancement is an uphill climb, requiring organized and strategic group effort to push others up to advanced levels.

It is apparent that this training experience made some participants freshly aware of their potential to serve as mentors. Others had been mentors for years, but subsequently broadened their well-established networks. Overall, this program seems to have made "mentoring" a conscious activity that should be actively pursued on the job.

Gender-Specific Nature of the Program

Inasmuch as the gender-specific nature of Executive Leadership Training for Women differs from more traditional NIC leadership training courses, evaluators explored reactions to this aspect of the program.
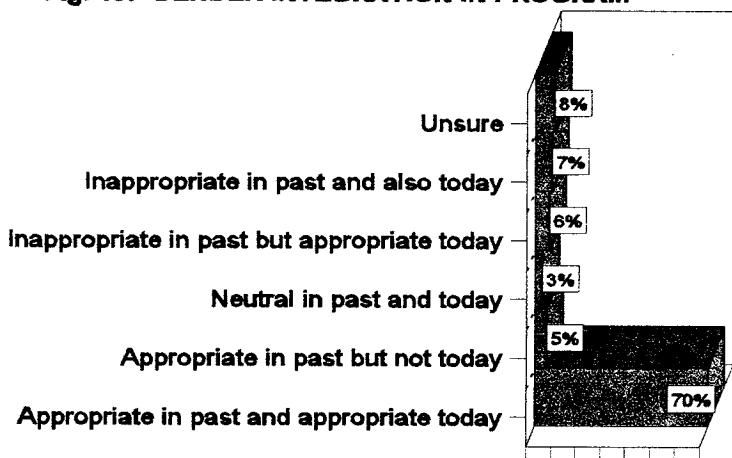
Participants were therefore asked for their opinion about offering the program exclusively for women. A 1-to-5 scale was provided that ranged from this being a "strong drawback" to a "strong benefit," (with "neutral factor" at midpoint on the scale).

An overwhelming majority of 85% felt that maintaining the program exclusively for women was a strong benefit. In fact, when those selecting "moderate benefit" are included, this increases to a nearly unanimous 97%. Only one person felt that it was a strong drawback, and two rated it as a neutral factor. (See Figure 14).

Additionally, they were asked to indicate which of the following statements best describes their general views on the integration of men and women in leadership training programs:

- Was inappropriate in the past, and remains so today;

- Was inappropriate in the past, but is appropriate today;

- Was neutral and still is (neither beneficial nor detrimental);

- Was appropriate in the past, but no longer is today;

- Was appropriate in the past, and remains so today;

- Unsure.

Fig. 15: GENDER INTEGRATION IN PROGRAM

Unsure — 8%
Inappropriate in past and also today — 7%
Inappropriate in past but appropriate today — 6%
Neutral in past and today — 3%
Appropriate in past but not today — 5%
Appropriate in past and appropriate today — 70%

As shown by the percentages listed in Figure 15, a clear majority (76%) favor gender-specific programming today, with only 12% disagreeing and another 11% unsure or neutral.

When probed for an explanation of why they answered this item as they did, however, responses were not as unequivocal as might be expected. To the contrary, they revealed a significant degree of ambivalence. (See Appendix E for a breakdown of detailed comments within each response category). On the one hand, respondents note that the playing field is not level. Men have more opportunities and hold most of the managerial and executive positions. In that regard, they called for greater equality.

On the other hand, respondents note that men and women are simply different – in the ways they think, feel and express emotions, make decisions, and interact with others. In this regard, they called for recognition of differences. The juxtaposition of this concern for achieving equality (on the one hand) and recognizing differences (on the other) contributes to the ambivalence that was identified across responses, and at times, within individual responses as well. This ambivalence is perhaps best illustrated in the words of respondents themselves:

- "I believe both groups need to be trained together to better understand each other and learn to work with one another. . . . But we need to be trained separately, since I believe there are experiences to be shared and things to learn that may be problematic if both groups are together."

- "I would not be supportive of leadership training offered to men only, so I'm pulled in both directions with regard to this issue. A simplistic statement/phrase captures much of my thoughts regarding this. 'Two wrongs don't make a right.' However, I recognize the history of wrongs for women in corrections and its impact on advancement opportunities for women."

- "Women should participate in leadership training in both settings–with men and with only women. With men, so we can learn how they operate, and without them so we can freely discuss issues of importance to women without being vulnerable."

- "While I personally and professionally enjoyed Phase 1 and 2 a great deal, I would like to see more training for men and women [together]. . . Since corrections is typically a male-dominated system, it is imperative that men and women learn to work together. . ."

- "Leadership development is a continuing area and integration is important in most cases, but separate training also has a niche and should be nurtured. .. "

- "It was good to be able to interact with females only. [But] is this not a form of discrimination, since it was for females only?"

Despite some feelings of ambiguity, however, gender-specific training was appreciated and applauded overall. Respondents most clearly characterized the same-gender experience as being "safe"–a term which appears to refer not to physical

> Despite some feelings of ambiguity, gender-specific training was appreciated and applauded overall.

safety, but rather, a form of social comfort and security. For instance:

- "Practicing skill-building and personal examination in a safe and supportive environment is critical."

- "It was quite a surprise to me. . . . what a safe environment this was for personal/professional growth as compared to any other training I've been involved with."

- "Men and women are not the same. Our approach to everything we do is different—which makes it important that issues women still face. . . .are addressed in a safe environment."

- It is "critical that *each* gender has [the] opportunity to best maximize development. Single gender training still provides that for women."

- "It's safer for women to be in [an] all-women group, [to] test ideas and support each other."

Support for same-gender training was based on two general concerns related to the training setting itself and the political/social/cultural environment of

corrections. In terms of the training setting, there was concern that:

✔ Men would tend to dominate a mixed-gender program.

✔ The presence of men would dilute the bonding process.

✔ The emotional expressions that emerged during the training would be labeled and belittled by men as being "female emotions or gender-specific reactions."

In terms of the correctional environment, respondents felt that women need to be aware of and united against the political, social, and cultural restraints which they face at work; e.g.:

> While the majority believe that training can enhance a woman's leadership skills, many do not seem to believe it will have an impact on how well they can succeed in a male-dominated workplace.

- "Women in corrections still have barriers in the Old Boys' Network which is still alive and well. . . In order to deal with these glass ceilings, women must be brought together to learn how to break through barriers."

- "When sexism isn't an issue in correctional settings, I say fine for men [to be included in the training]; but I think it is getting worse in some places, not

better, for women."

- "Women are a minority in correctional leadership positions. Being a minority means there can be little support and women can find themselves not trusting their reactions and losing confidence in their abilities."

- "Corrections is still viewed as a predominately male work force. Women are not prepared or encouraged to fully reach their potential . . . there is little or no emphasis on preparing women to accept bigger challenges. . . . It is still a good ole boys' organization."

In essence, the majority of respondents view gender issues as part of a broader political/social/cultural framework. Thus, while the majority believe that training can enhance a woman's leadership skills, many do not seem to believe it will have an impact on how well they can succeed in a male-dominated workplace. In the words of one, "My concern is that women don't have a fair chance in corrections. Teaching leadership skills won't help that."

Suggestions for Change

Finally, graduates were asked for their overall program recommendations; i.e.: "If you could change anything about the Executive

> "My concern is that women don't have a fair chance in corrections. Teaching leadership skills won't help that."

Leadership Training for Women to make it more beneficial to women like you, what would it be?" Many either did not respond to this item or stated that they could think of nothing that should be changed. Among those who did respond, suggestions generally fell into one of two categories—(1) extensions or modifications of the current curriculum; (2) additions to the curriculum or training structure. Specific recommendations in each of these categories are listed below, (not in any order of priority):

Extensions or Modifications of Current Curriculum

✔ Incorporate the initial assessment of leadership skills with the follow-up assessment, allowing participants to better see their development.

✔ Broaden the range of roles and environments represented by participants (e.g., include more participants from community corrections, as well as from higher and lower ranks in the chain of command).

✔ Increase time available to re-unite and informally network.

✔ Provide more structured mentorship and follow-up.

✔ Increase focus on how to balance personal and professional responsibilities.

✔ Decrease the self-disclosure and emotionality of the group circle. (In fact, this elicited one of the most frequently-mentioned suggestions, with some calling for its elimination, and one recommending the presence of a mental health professional to deal with the degree of distress that resulted from the circle). [18]

✔ Reduce the time spent on interactive activities.

Additions to the Curriculum or Structure

✔ Include more on cultural diversity, organizational culture, and politics; (these were the most frequently-mentioned suggestions for additions).

✔ Add a wellness component specific to women's issues.

✔ Expand information on gender barriers and enhancing work relationships between men and women.

✔ Include a group forum with application exercises on problem-solving leadership; ("how-to" tactics).

✔ Extend the training to include more advanced phases.

✔ Include more personal problem-solving and goal-setting.

✔ Organize graduates to serve as a network, checking on each others' use of the training and professional advancement.

While all of these recommendations are noteworthy, they must also be viewed within the context of tremendous overall satisfaction with and support for the program.

While all of these recommendations are noteworthy, they must also be viewed in the context of tremendous overall satisfaction with and support for the program. As one woman put it, "I wish I had such training earlier in my career. . . . I would have saved myself a lot of difficulties along the way." Many similarly positive comments were registered, along with encouragement to "keep up the good work."

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[18]

According to program staff, a psychologist was on-site for several years.

CONCLUSIONS AND RECOMMENDATIONS

Findings presented throughout this report indicate that, overall, NIC's Executive Leadership Training for Women produced an overwhelmingly positive impact on participants. Most significantly, the validity of this conclusion is consistently evident across each of the components included in the research design–i.e., analysis of participant evaluations, focus group feedback, on-site observations, and mail survey responses.

> Most participants clearly took advantage of the peaceful respite provided by the program, grasping the opportunity to slow down, take stock of their lives, and deliberately plan their future.

There is no doubt that the vast majority of participants felt considerably better about themselves, as well as their work, after participating in NIC's Executive Leadership Training for Women. They cited the program as being responsible for much of their post-training improvements in terms of leadership potential, work-related capabilities, career accomplishments, work-life satisfaction, self-confidence, and personal well-being. They describe themselves as being less likely to micro-manage, better focused, more balanced, team-oriented, and empathetic since completing the training. Some even noted that others in their work environment noticed distinctly positive post-training changes in their leadership-related behavior. Moreover, participants rather emphatically attribute much of this change to NIC's program.

Graduates now appear to feel considerably more at ease with themselves, having come to grips with who they are and where they are going. Most of them clearly took advantage of the peaceful respite provided by the program, grasping the opportunity to slow down, take stock of their lives, and deliberately plan their future.

On virtually every dimension, they rated the program well above average–from the quality of the instructors to the relevance of the curriculum, interactive nature of the instruction, and applicability of the content to their career development needs. They benefitted substantially from the networking opportunities provided by NIC, and, likewise, report that they were subsequently quite actively involved in mentoring other women. Despite some evidence of ambiguity, by an overwhelming majority, they support the program's gender-specific structure, expressing concerns that the addition of men would significantly change the nature of the training.

The beneficial impact of such positive results cannot be disputed. For those who participated in it, this program obviously made quite a tangible difference in both their personal and professional lives. But that is not to say that there is no room for improvement. Findings from this assessment help to identify recommendations that can be made in several key categories: i.e., the target audience, process-related considerations, and training content.

> A concerted effort to actively promote more minority representation would enhance the program's diversity, as well as its potential impact on promoting greater diversity among corrections' executive ranks.

Target Audience

If there is one regret that many participants expressed about their involvement in this training, it was that the program came too late in their career. As survey results indicate, the average respondent is 49 years old with some 20-30 years of experience. Admittedly, some of these respondents had attended the training as much as six or seven years ago by the time they completed the survey. But that would still mean that the program has largely embraced women over 40 with extensive experience, much of it at the executive or managerial level.

> If there is one regret that many participants expressed about their involvement in this training, it was that the program came too late in their career.

While this audience undoubtedly profited from the experience, the program's long-term cost-benefit, as well as its impact on the personal growth of participants, could be maximized by targeting women who are at earlier points in their career development, and therefore presumably younger in age. Nevertheless, the leadership-related training needs of these upper-level administrators should not be overlooked if the target audience for this program is reconsidered.

A more balanced mix of participants whose background reflects institutional as well as community-based work experience may also be beneficial. Moreover, inasmuch as almost 3 out of 4 participants have been white, a concerted effort to actively promote more minority representation would enhance the program's diversity, as well as its potential impact on promoting greater diversity among corrections' executive ranks.

Process-related Considerations

In terms of the manner in which this training was structured, provided, and evaluated, some procedural recommendations can be made in an effort to further strengthen its delivery and establish a systematic feedback process for making on-going improvements.

Participant reaction forms were completed at the conclusion of each session. However, NIC's Executive Leadership Training for Women did not benefit from a long-term impact assessment, post-training follow-up, or comprehensive process-related evaluation until the awarding of this cooperative agreement some seven years after the program was initiated.

With the information in this report, a foundation has been established upon which future evaluative efforts can be constructed. It is strongly recommended that NIC continue this momentum by incorporating a mechanism for conducting an objective, independent process review and accompanying outcome/impact assessment in conjunction with all future offerings of this program.

Two additional areas where more structured implementation efforts may be beneficial are in action plan follow-up and lesson plan development. Informal efforts were made to follow-up with participants and check on the progress of their action planning goals. As this was not a formal mandate of the NIC staff, networking

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responsibilities were placed on participants, even though they expressed their desire for NIC to take the lead. As noted earlier, the Association of Women Executives in Corrections was an outgrowth of this concern for post-training communication.

One final process-related issue concerns lesson plans. To a certain extent, much of the value of this program lies in its inherent flexibility. In that regard, staff were able to make on-site adjustments to unanticipated participant needs, or simply to address nuances that occur once the training gets under way, without being encumbered by pressures to cover specified content within a precise timetable. But every strength when carried to excess can become a weakness. For example, instructors may have deviated from outlined topics, making it difficult to follow the material in the participant manual. Thus, it may be that the program would benefit from more focused adherence to a structured curriculum, without, of course, losing some of the flexibility to make on-the-spot adjustments that personalize its delivery for each individual audience. When deviations do occur, it would be helpful to future program analysis to have this documented by the providers (and/or trainers)

as an on-going record of the curriculum's evolution.

Training Content

There are several ways in which the content of this program differs substantially from more traditional programs offered by NIC. Primarily, these include its gender-specific nature, inter-related focus on both professional and personal needs, and active use of assessment instruments, team-building exercises, and simulations. Additionally, a few topics were targeted for inclusion or expansion by focus groups, participant evaluations, and/or survey responses. Each of these will be addressed in upcoming sections of this report.

Gender-specific Programming

Today, "political correctness" demands broad-based inclusion. Exclusiveness is discouraged. Equality of opportunity is so deeply ingrained that we tend to view with suspicion anything that deviates from egalitarian values of non-discriminatory inclusiveness and open access to all. Thus, a program designed exclusively for women risks offending our inherent sense of justice and fair play. It is perhaps for this reason that participants expressed a certain

> Equality is not the same as equity. And, in fact, equity may represent the greater good.

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degree of ambiguity when discussing the program's gender specificity.

But on the other hand, equality is not the same as equity. And, in fact, equity may represent the greater good. A simple example clearly illustrates the difference. Giving everyone in a department the same annual pay raise—regardless of each person's competence or commitment—would meet the "equality" standard, but would hardly be equitable. Perhaps the same-gender nature of NIC's Executive Leadership Training for Women can also be viewed in this light. In other words, while a program designed exclusively for women does not necessarily meet modern standards of equality, its effort to "level the playing field" may well reflect the deeper, more fundamental value of equity.

If it seemed plausible that what was achieved in this program could be accomplished equally effectively in a mixed-gender setting, this report would urge NIC to do so. But given the intensely personal and deeply self-disclosing nature of the program, the researchers realize that the "safe space" of a same-gender setting has contributed significantly to its success. After all, when

scheduling inmates for programming, we do not take a "one size fits all" approach. Much of the success of correctional treatment depends on accurately matching the needs of the offender with appropriate therapeutic interventions. Likewise, much of the success of correctional training depends on matching the needs of the participant with the appropriate delivery strategy.

This is not to say that all women in corrections have precisely the same leadership-related training needs. Just as there are fundamental differences between men and women that may apply in general but not necessarily to each individual person, women likewise differ among themselves. In that regard, this program appears to have been most appealing to and most successful with women whose lives have been encumbered by self-admitted "baggage" that they themselves confessed needed to be relinquished in order to come to terms with themselves, begin to view a broader horizon, put life into more balanced perspective, and thus become more effective leaders.

> At some point in the future, it may be that gender-specific programming such as this will outlive its usefulness.

> NIC's Executive Leadership Training for Women is based on the theory that the personal and professional aspects of women's lives are so closely intertwined that each needs to be addressed in order to achieve a commensurate impact on the other.

Whether that will continue to be the case in the years to come as women penetrate further into the traditionally male-dominated ranks of correctional leadership remains to be seen. At some point in the future, it may be that gender-specific programming such as this will outlive its usefulness. Women may someday come into executive ranks with a stronger self-image, broader vision, and greater self-confidence. Along the way, they may be encumbered by fewer "battle scars." A more female-influenced model of leadership may someday be embraced along with conventional male-oriented standards. Maybe. Someday. Until then, there is a gap to be filled--which is precisely what this training is designed to do.

Integration of Professional and Personal Needs

This program has also pioneered new terrain with its integrated focus on both the professional and personal needs of participants. In contrast to traditional training curricula that focus exclusively on work-related topics and behaviors, NIC's Executive Leadership Training for Women is based on the theory that the personal and professional aspects of

women's lives are so closely intertwined that each needs to be addressed in order to achieve a commensurate impact on the other. Survey results indicate that graduates strongly agree with this philosophy and that they, too, view personal growth and career development as more inter-related than independent for women.

In today's society, considerable effort is made to independently segment one's personal and professional life, (e.g., it is often assumed we are "not working" when not in the office; children are often prohibited from the workplace; spouses often discourage us from discussing work at home). Again, many of these norms are based on a male-oriented model of work/home separation—a model that has greater utility for those with fewer child-rearing and home-related responsibilities.

In contrast, however, it is interesting to note that renowned psychologist Abraham Maslow (1954) placed "self-actualization" at the pinnacle of his hierarchy of personal needs—the crowning point at which one's full potential is maximized. Writers, poets, artists and other creative professionals are often cited as examples of those operating at this uppermost level of self-actualization—i.e., people who "live to work" rather than "work to live." Contrary to prevailing modern norms,

> Maslow's theoretical model forms a solid foundation of and secure justification for training that is dually-focused on personal and professional needs.

these are people who have seamlessly integrated their persona and their profession to the point that the two are virtually indistinguishable.

It is that theoretical model which forms a solid foundation of and secure justification for NIC's dually-focused training. Moreover, inasmuch as graduates report that this strategy appears to have functioned quite effectively for them, it can be endorsed from conceptual, pragmatic, and research perspectives.

Assessment instruments, interactive activities, team-building exercises, simulations, etc.

The innovative style of this program distinguishes it from more traditional training endeavors. Most training today incorporates group work and other forms of classroom exercises to enhance variety in the classroom. But NIC's Executive Leadership Training for Women does so to an unusually extensive degree in an effort to translate cognitive concepts to real life through interactive exercises.

The widespread use of a variety of hands-on activities (i.e., assessment instruments, team-building exercises, simulations, etc.) provides a richly diverse training context that stands in stark contrast to the unidimensionality of lecture-oriented training

72

programs. If it is indeed true that we learn best by doing, such a highly experiential program no doubt reinforces the acquisition of knowledge and skills through active learning. It is important, however, that the instructors clearly tie the relevance of each of these interactive exercises to the learning objectives through comprehensive and relevant debriefings.

> It is recommended that interactive exercises and simulations be reviewed and adjusted as necessary, focusing on those that are directly relevant to facilitating the learning process. . . . .and that can be accomplished within a reasonable period of time with a limited amount of confusion, ambiguity, and/or physical expectations.

This hands-on style of training was initially uncomfortable for some participants, especially for exercises which were, by design, confusing and ambiguous. The use of such exercises should be reviewed carefully within the context of the curriculum and related learning goals.

As one person put it, she simply became "teamed out." It is therefore recommended that interactive activities, team-building exercises, and simulations be reviewed and adjusted as necessary, focusing on those that are directly relevant to facilitating the learning process. Additionally, they should be able to be accomplished within a reasonable period of time with a limited amount of confusion, ambiguity, and/or physical expectations. It is equally essential to establish

> It is essential to establish specific objectives for all group exercises, and to clearly articulate how they directly contribute to the learning process.

specific objectives for all such exercises, and to clearly articulate how they directly contribute to learning through effective debriefing.

Because it was so often cited among the comments of participants, there is one group exercise in particular that is being singled-out for special attention in this report—i.e., the closing "ceremonial circle." While some found this to be an intensely meaningful and self-fulfilling experience, others expressed considerable discomfort with it.

In part, these misgivings may have resulted from what some participants perceived as the almost spiritual nature of the ceremony. But they are also likely related to what participants may also have perceived as an uncomfortable degree of self-disclosure and resulting emotionality involved in this exercise. If the circle is retained, it is recommended that participants be clearly advised of expectations, that participation be voluntary, and that a mental health professional be available.

Several additional exercises that were not group-based were highlighted by participants.

These were the activities related to both self-assessments and appraisals of others in the participants' work environment (e.g., the LEA 360 instrument). The feedback received from these multiple assessment instruments was exceptionally valuable. It provided participants with detailed insights into their leadership-related values and behaviors that they had never before obtained, establishing a platform from which to launch future goals. Particularly when a participant received similar messages from multiple sources, the program facilitated the ability to begin to overcome natural tendencies toward defensive denial.

However, a number of participants indicated that it would have been beneficial to include more time to work one-on-one with faculty, reviewing and analyzing the results of these assessment instruments. (One-half hour is allocated). Undoubtedly, more time would be beneficial, allowing participants to digest the information and develop an action plan to address issues raised. But it is also noteworthy that any additional time devoted to one-on-one faculty interaction would have an impact on other aspects of the program, potentially affecting the ability to achieve its overall objectives. If a review of group interactive exercises reveals that adjustments can be made, it is suggested that this time be

> The feedback from multiple assessment instruments provided participants with detailed insights into their leadership-related values and behaviors that they had never before obtained, establishing a platform from which to launch future goals.

reallocated to individually working with participants to enable them to interpret, analyze, and benefit from the self-insights provided by the appraisal instruments.

Curriculum Expansions and Additions

In terms of curriculum-related suggestions from program graduates, there was not a great deal of consistency among comments received from participant evaluations, focus group sessions, and survey results. Nevertheless, a few recommendations surfaced. Aside from issues that have already been addressed (i.e., fewer exercises and more instrumentation guidance), these primarily relate to:

- Physical health, wellness, and self-care;
- Diversity and racial issues;
- Power, politics, and organizational culture.

✔ *Physical health, wellness, and self-care*

Given the composition of the target audience, it was not surprising to find a number of recommendations for the addition of topics related to physical health, wellness, and self-care. As women who are now in their forties, this population may be beginning to fully appreciate how health-care

choices can affect the quality and longevity of life. Moreover, if poor self-care habits were formed earlier in life (e.g., smoking, insufficient exercise, inadequate diet, etc.), the long-term results may be starting to take their toll.

It is also noteworthy that unhealthy habits can be promoted over the years by the very nature of employment in corrections–from the disruption of shiftwork to the high-stress environment and ready availability of starchy foods. Particularly if this program begins to more actively target a younger audience, it is essential to discourage harmful coping techniques and familiarize participants with the importance of proactively making healthy lifestyle choices early in their career.

✔ *Diversity and racial issues*

Challenges related to diversity and race surfaced in two separate, but potentially inter-related, forums. As discussed previously, there was a call for greater racial and ethnic representation among the participants selected to attend. Additionally, suggestions also surfaced for dealing substantively with

> Particularly if this program begins to more actively target a younger audience, it is essential to discourage harmful coping techniques and familiarize participants with the importance of proactively making healthy lifestyle choices early in their career.

> If NIC can help future leaders maximize the benefits of a diverse workforce while maintaining unity in pursuit of common goals, it will indeed make a valuable contribution to the field.

diversity and racial issues in the classroom. In years past, the white-male-dominated nature of the correctional workplace tended to produce a homogeneity of values, beliefs, and leadership styles. Obviously, that is no longer characteristic of work in corrections today.

There is little doubt that the enhanced diversity of the modern correctional environment has produced a workforce that reflects much broader-based perspectives and less tendency toward "group think." But along with the benefits of diversity have come the challenges of disunity. If NIC can help future leaders maximize the benefits of a diverse workforce while maintaining unity in pursuit of common goals, it will indeed make a valuable contribution to the field.

✔ *Power, politics, and organizational culture*

As corrections embraces a more diverse workforce, resulting issues regarding power, politics, and organizational culture inevitably emerge. When new groups enter an established organizational structure and attempt to share power, it is only natural that they would experience

difficulties in terms of adapting to the existing culture and attempting to overcome institutional barriers. Moreover, in the clash of conflicting values, the potential arises for power-based competition between coalitions of newcomers and established groups. While some degree of conflict within an organization may be a healthy stimulus for change, too much can become counter-productive and destructive.

> As women bond closer together for mutual support and collective well-being, care should be taken to assure that they do not become isolated from the political, structural, and cultural realities of contemporary organizational life.

The fact that dealing with power, politics, and organizational culture issues was mentioned by many respondents as needing further attention suggests the need for leadership training to begin to address tough issues surrounding lack of power, unfamiliarity with political strategies, and discomfort in a male-dominated, para-military organization. In other words, as women bond closer together for mutual support and collective well-being, care should be taken to assure that they do not become isolated from the political, structural, and cultural realities of contemporary organizational life.

> It is apparent that many women have benefitted from NIC's Executive Leadership Training for Women.

The fact is clear that when participants return from the comfort zone of this training program, they will be thrust back into the same organizational context which they left one

week earlier. This research indicates that they return as different people, professionally and personally. That they feel better about their life and their work. That they interact with their environment in ways unlike approaches they used in the past. Yet this does not necessarily mean that they are fully capable of maximizing their success within existing political realities and organizational cultures. If not, it appears that unfinished business remains on the program's agenda.

Nevertheless, it is apparent that many women have benefitted from NIC's Executive Leadership Training for Women. The results reported herein indicate that the program:

- Enhanced both their leadership potential and their subsequent leadership-related behavior.

- Contributed to their ability to overcome barriers to achieving executive positions.

- Improved their self-confidence.

- Changed their work-related orientation from isolation and detachment to collaboration, consensus, and teamwork.

76

- Accounted for much of their post-training career accomplishments and personal well-being.

- Promoted their personal growth, wellness, and career development.

- Enabled them to better balance their personal and professional lives.

As with most outcome assessments of training programs, these findings are based on post-training perceptions of the participants. It might therefore be argued that it is primarily perception and self-concept that have been altered. But to those holding them, perceptions *are* reality. And self-concept undeniably shapes leadership behavior.

> Self-concept undeniably shapes leadership behavior.

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APPENDIX A:
SUMMARY OF ON-SITE PARTICIPANT EVALUATION
COMMENTS

In the following composite of open-ended on-site participant evaluation comments, the "n's" refer to total numbers of participants. Numbers in each response category may appear to be extremely low, given the fact that the twelve K-RAN reports that were analyzed to compile this information probably represent the summaries of some 250 separate evaluation instruments. On the other hand, however, the open-ended nature of these questions required more effort than responding to scaled items, thereby inherently reducing responses.

When interpreting these results, caution should be exercised in quantitatively comparing Phase 1 and 2. For example, the 22 comments related to "time for reflection and sharing stories" in Phase 1 compared to the 10 in this category for Phase 2 does not necessarily indicate that Phase 1 participants found this aspect of the program to be twice as helpful. Additionally, it should be recognized that program length and emphasis differed somewhat between Phase 1 and 2.

Since all comments were listed as individual points in K-RAN reports, it was not possible to determine how many came from independent participants and how many reflected multiple observations of the same person. Moreover, coding open-ended comments is by necessity a somewhat subjective process, since each respondent expressed her comments in personally-relevant terminology. Nevertheless, there was considerable consistency among the replies, (thus accounting for larger "n's" in each of a relatively few number of categories). While some comments were presented in a unique manner that defied categorization, most clustered within a few general areas, as the data presented below reflect.

Suggestions for subjects to include in the program

	PHASE 1 [19]	PHASE 2	TOTAL
	(n= 125)		
More diversity and race issues. . .7	7	14
Physical health, self-care. 6	2	8
Handling power and politics. . . . 3	3	6
More 360 feedback; guidance; concrete plans to improve 4	2	6
More networking. 1	0	1
More physical activities. 1	1	2
Profiles of effective women in leadership roles. 1	0	1
Stress management. 3	0	3
Financial planning. 1	0	1
Communication with bosses. . . . 1	1	2

	PHASE 1	PHASE 2	TOTAL
	(n= 125)		
Male/female interactions.	2	2	4
Humor in tense situations.	1	0	1
Survival skills.	1	0	1
Living spiritually healthy life. . . .	1	1	2
Struggle of minority women. . . .	1	0	1
Conflict/problem resolution. . . .	1	2	3
Something on leisure.	1	0	1
Career options.	2	0	2
Balancing career and family. . . .	1	0	1
Retirement planning.	0	2	2
More team/group exercises. . . .	0	4	4
Situational leadership, TQM. . .	0	3	3
Computers.	0	1	1
Organizational change.	0	3	3
Legal trends.	0	1	1
More on mentorships.	0	1	1
Dealing with other women.	0	3	3

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[19]

    As a result of the aggregated manner in which evaluation results were received from K-RAN, it could not be determined exactly how many participants were represented in each summarized report. It was assumed that everyone who attended filled out an evaluation, thus the "n" was approximated at 125 (i.e., 143 total participants, minus the 18 from the first program, which is not represented here). Also, since so few women attended Phase 3, their open-ended comments are not included in this analysis.

Least helpful subjects	PHASE 1	PHASE 2	TOTAL
	(n= 125)		
Team-building exercises. .	9	5	14
Star power.	13	0	13
Planet Omega.	0	9	9
Appraise your world.	4	0	4
Commissioner's presentations. . .	2	2	4
Night walk.	0	4	4
Physical activities.	2	1	3
Stonehenge.	2	0	2
Personal stories.	1	1	2
Panels (esp. "experiences").	1	1	2
Videos.	2	0	2
Goals and objective setting.	1	0	1
Break and journal time.	1	0	1
Career barriers.	1	0	1
The buddy system.	1	0	1
Leadership styles.	0	1	1
Class greeting/skit.	0	1	1
Burning bowl.	0	1	1
Exchange with other class.	0	1	1
History of women.	0	1	1

Most personally valuable aspect	PHASE 1	PHASE 2	TOTAL
	(n= 125)		
Networking; interaction; fellowship.	42	40	82
Personal insight; assessment tools; feedback.	31	42	73
Reflection; sharing stories.	22	10	32
Personal/work-related skills.	3	6	9
Re-energizing; challenge to grow.	1	7	8
Gaining courage; realizing I'm not alone.	3	2	5
Team activities.	4	0	4

APPENDIX B:
CORRESPONDENCE WITH PROGRAM GRADUATES

CENTER FOR INNOVATIVE PUBLIC POLICIES, INC.

7913 NORTHWEST 83RD STREET
TAMARAC, FLORIDA 33321
PHONE: (954) 726-5322 FAX: (954) 721-0492
E-MAIL: SMCC7913@AOL.COM

www.cipp.org

RE: NIC'S EXECUTIVE LEADERSHIP TRAINING FOR WOMEN

July 18, 2001

As a graduate of NIC's Executive Leadership Training for Women, we wanted you to know that NIC has contracted with the Center for Innovative Public Policies to assess the program's impact. The Center is working with Dr. Jeanne Stinchcomb, who is on the criminal justice faculty at Florida Atlantic University, along with several other practitioners and evaluators who are assisting with this exciting collaborative effort.

As a graduate of the program, your input is a key component of this assessment. We hope that you are willing to help in two ways. First, a survey will be sent to you within the next few months. This anonymous survey is designed to obtain your insights about the NIC program. We hope you will take the time to complete and return it.

Secondly, we want to gather graduates who are already planning to attend national conferences for either individual interviews or focus groups. Through this face-to-face interaction, we will be able to obtain further details and insights about the impact of this program on your career, beyond what can be captured in a written questionnaire.

In that regard, we would appreciate if you would fill out and return the enclosed form indicating your correct address, telephone and fax numbers, as well as e-mail address. Please also note whether you are interested in participating in the face-to-face assessment phase. We realize your time is limited, so these sessions held during these national conferences will be structured to take no more than 90 minutes. Please complete and return the enclosed form *by July 27th*. *(Even if you have retired or changed careers since you completed the program, we want to include you in this assessment, so please return the form regardless of your current employment status)*.

Thank you, in advance, for your help and support of this project. If you would like additional details about it, feel free to contact me at cippinc@aol.com. We are looking forward to working with you, and in the meantime, best wishes for continued personal growth and professional success!
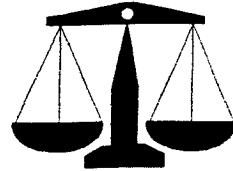
Sincerely yours,

Susan W. McCampbell
President

PARTICIPANT INTEREST FORM
(Due date: July 27, 2001)

National Institute of Corrections
EXECUTIVE LEADERSHIP TRAINING FOR WOMEN

(PLEASE PRINT)

NAME_____ TITLE_____

AGENCY_____

ADDRESS_____

_____

PHONE#:(_____)_____E-MAIL:_____Fax # _____

1. Date that you completed Phase I:_____ Phase II:_____

2. Are you willing to participate in an interview or focus group session to help evaluators gain insights into this program? (Check one):

   ____ NO——————> If not, thank you for completing and returning this form, and we hope you will also complete the survey when it arrives.

   ____ YES——————> If so, please answer the remaining questions

3. Are you planning to attend any of the following conferences? (Check any you plan to attend):   During any checked, would you have time for an interview or focus group?

   ____ ACA (August 11- 16, Philadelphia)   ____ YES   ____ NO
   ____ Assoc. of Women Executives
        in Corrections   (Sept 20- 23, Oklahoma City)   ____ YES   ____ NO
   ____ APPA (August 26-29, St. Paul)   ____ YES   ____ NO
   ____ Adult/Juvenile Female Offender (Sept. 9-12, Boise)   ____ YES   ____ NO
   ____ OTHER (please specify):_____   ____ YES   ____ NO

4. If you are not planning to attend a conference in the next six months, are you willing to be interviewed or participate in a focus group somewhere near your home? (Check one):
   ____ NO
   ____ YES
   ____ YES, but only if (add any conditions, such as driving time):_____

THANK YOU FOR YOUR RESPONSE. PLEASE MAIL THIS FORM BY JULY 27th TO:
Dr. Jeanne B. Stinchcomb, Department of Criminology and Criminal Justice,
Florida Atlantic University, 2912 College Avenue, Davie, FL 33314
or fax to Susan McCampbell at (954) 721-0492

APPENDIX C:
SURVEY INSTRUMENT

October 17, 2001

TO: Graduates of *Executive Leadership Training for Women*
        (Phase I, and or Phase I, II)

RE: Assessment of the Impact of NIC's *Executive Leadership Training Program for Women*

Dear Graduate:

NIC has funded a cooperative agreement with the Center for Innovative Public Policy to document the impact of NIC's *Executive Leadership Training for Women*. This effort will assist NIC to update the program for future classes and to document almost a decade of work with women in the corrections field.

It is essential that we have the help of the program's graduates. The survey, included here, is the first step toward documenting the program's impact. For the survey's results to be significant, we need ALL of you to complete the form and return it in the enclosed, stamped, envelope. Because there are a relatively few number of graduates (142) each survey will count.

There is very little research or documentation of leadership training programs developed specifically for women. NIC seeks to document your experience so that the "Castle" program contributes to our understanding of leadership development for women in corrections. As noted above, the survey is one tool we are using to solicit your feedback from your training experience. Other activities will include focus groups and individual interviews of a representation of graduates. Please, as always, give us your honest opinions to include the strength of the experience and the ways in which the program can improve for future participants.

An updated program will be designed by the Center for Educational Leadership and Transformation of the George Washington University. Pat and K-Ran Design, Inc. continue to support and work with our assessment contractor as well as the new contractor for the program. If you were not aware, K-Ran Design, Inc. decided that their business has grown to the point that doing the research and development for an updated program required more time than their business plan can really allow. The solicitation and award process for our new provider was an exciting project that provided a wealth of information and exciting possibilities for the future of our program. The newly developed program will be offered in calendar year 2002 and promises to be quite exciting.

page two

As many of you are aware, I am planning on leaving NIC on December 31, 2001 to form a small consulting effort. I will remain in Washington, D.C. I now consider it home. This project of assessing the program and guiding the initial stages of the redevelopment of the curriculum has been a high priority for my transition.

I hope that the last few weeks of such dramatic events in our country have served to bring you, your coworkers and your loved ones closer together as we realize the many opportunities we have as Americans. Living and working in the Nation's Capitol has been a powerful experience for me. Though I remain very aware of the vulnerabilities we face I am grateful for six years of working here at the National Institute of Corrections.

Thank you for all the wonderful memories and for all that you do.

Andie Moss, Correctional Program Specialist
National Institute of Corrections

SURVEY OF PARTICIPANTS

National Institute of Corrections

EXECUTIVE LEADERSHIP TRAINING FOR WOMEN

Introduction: 10/16/01

The National Institute of Corrections has awarded a Cooperative Agreement to the Center for Innovative Public Policies, Inc. to document the impact of NIC's Executive Leadership Training for Women.

Your help in assessing this program is essential. In addition to this survey, one-on-one interviews and focus groups are being held with program graduates. You can follow the progress of this work, as well as request a copy of the final report, by logging onto www.cipp.org and sending an e-mail.

Instructions for Completing and Returning the Survey:

Please respond to each question. <u>Do not sign your name.</u> Responses will be kept strictly confidential and will be used only in aggregate form. When you have completed the survey, please return it in the enclosed, stamped envelope no later than:

November 7, 2001

Center for Innovative Public Policies, Inc.
7913 NW 83rd Street
Tamarac, Florida 33321-1727
Telephone (954) 726-5322
Fax (954) 721-0492
Email cippinc@aol.com
Web www.cipp.org

DESCRIPTIONS FOR #1 AND #7:

SUPERVISOR (first line supervisor of civilian or sworn staff; who is responsible for day-to-day implementation of policies and procedures; e.g., sergeant).

MANAGER (major unit or program manager; someone who is responsible for assuring that policies and procedures are implemented; e.g., lieutenant, unit manager, assistant warden, or other mid-level position).

EXECUTIVE (highest organizational level; oversees development and implementation of policies and procedures; e.g., director, deputy director, assistant director, warden, superintendent, captain, or other upper-level administrator).

1. Your current position (or last position if fully retired) is (circle one number):

   (1) SUPERVISOR
   (2) MANAGER
   (3) EXECUTIVE
   (4) OTHER (Please specify): _____

2. Your current employer (or last employer, if fully retired) can best be described as (circle one number):

   (1) STATE CORRECTIONS
   (2) LOCAL CORRECTIONS
   (3) FEDERAL CORRECTIONS
   (4) PRIVATE CORRECTIONS
   (5) SELF EMPLOYMENT (e.g., CORRECTIONS-RELATED CONSULTING)
   (6) OTHER (please specify):_____

3. Your current position (or last position, if fully retired) primarily involves work within (circle one number):

   (1) INSTITUTIONAL CORRECTIONS (FEMALE)
   (2) INSTITUTIONAL CORRECTIONS (MALE)
   (3) INSTITUTIONAL CORRECTIONS (MALE AND FEMALE)
   (4) COMMUNITY-BASED CORRECTIONS (e.g. PROBATION/ PAROLE)
   (5) RESIDENTIAL/TRANSITION SERVICES (HALF-WAY HOUSES, ETC.)
   (6) ADMINISTRATIVE OFFICES OR CENTRAL/REGIONAL HEADQUARTERS
   (7) OTHER (please specify):_____
   (8) NOT APPLICABLE (FULLY RETIRED OR CHANGED CAREERS)

4.   Your total years of full-time work experience:

Position/Title	In corrections (# of years)	Outside corrections (# of years)
Executive		
Manager		
Supervisor		
In another capacity		
Total Years of Full-time Work Experience		

5.   What is your <u>current</u> level of educational attainment (circle one number)?

   (1)   HIGH SCHOOL OR GED
   (2)   SOME COLLEGE
   (3)   2 YEARS OF COLLEGE (OR ASSOCIATE DEGREE)
   (4)   4 YEARS OF COLLEGE (BACHELOR'S DEGREE)
   (5)   MASTER'S DEGREE
   (6)   LAW DEGREE
   (7)   DOCTORATE

6.   Your position at the time that you participated in *Phase I* of NIC's Executive Leadership Training for Women was (circle one number): [See descriptions on page 2.]

   (1)   SUPERVISOR
   (2)   MANAGER
   (3)   EXECUTIVE
   (4)   OTHER (Please specify): _____

7.   Please enter the month/year that you completed:

   Phase I: _____ - _____   Phase II: _____ - _____
         (month) (year)   (month) (year)

8.   If you did *not* complete Phase II, the reason was (circle one number):

     (1)   SCHEDULING CONFLICT
     (2)   NOT NOTIFIED
     (3)   UNABLE TO GET TIME TO ATTEND
     (4)   NOT INTERESTED IN ATTENDING
     (5)   OTHER (please specify):_____

9.   Did you attend Phase III (circle one number)?

     (1)   NO
     (2)   YES, in (year): 19_____

10.   How were you selected to attend Phase I of the Executive Leadership Training for Women (circle one number)?

     (1)   WAS ASSIGNED TO ATTEND (UNWILLINGLY)
     (2)   WAS ASSIGNED TO ATTEND (WILLINGLY)
     (3)   ASKED TO ATTEND AND READILY RECEIVED AGENCY APPROVAL
     (4)   ASKED TO ATTEND AND WORKED HARD TO GET AGENCY APPROVAL

11.   Prior to attending Phase I of the Executive Leadership Training for Women, how much classroom training on leadership had you received (circle one number)?

     (1)   NONE
     (2)   LESS THAN ONE WEEK
     (3)   ONE WEEK
     (4)   TWO WEEKS
     (5)   3 - 4 WEEKS
     (6)   MORE THAN 4 WEEKS

12.   Prior to attending Phase I of the Executive Leadership Training for Women, what was the highest level of formal education you had achieved (circle one number)?

     (1)   HIGH SCHOOL OR GED
     (2)   SOME COLLEGE
     (3)   2 YEARS OF COLLEGE (OR ASSOCIATE DEGREE)
     (4)   4 YEARS OF COLLEGE (BACHELOR'S DEGREE)
     (5)   MASTER'S DEGREE
     (6)   LAW DEGREE
     (7)   DOCTORATE

13. **After** completing Phase I of the Executive Leadership Training, did you receive any additional training or education *on this topic* of leadership/executive development?

    (1)   NO

    (2)   YES, LEADERSHIP-RELATED TRAINING
    If yes, the total time that you spent in such training since Phase I was _____ hours.
    NOTE: Assume that 8 hours = 1 day.

    (3)   YES, LEADERSHIP-RELATED EDUCATION
    If yes, the total number of 3-credit courses on this topic that you completed since Phase I was _____ courses.

14. If your level of educational attainment increased after you attended the Executive Leadership Training for Women, what influence, if any, would you say attendance at the program had on your educational pursuits (circle one number)?

    (1)   NO INFLUENCE
    (2)   SLIGHT INFLUENCE
    (3)   MODERATE INFLUENCE
    (4)   SUBSTANTIAL INFLUENCE
    (5)   VERY SUBSTANTIAL INFLUENCE
    (6)   NOT APPLICABLE; EDUCATIONAL ATTAINMENT REMAINED UNCHANGED

Please rate the achievement of NIC's two (2) primary goals for the *first* (Phase I) Executive Leadership Training for Women program in which you participated.

15. **(GOAL #1):** To enhance your ability to overcome barriers to achieving executive-level positions in corrections.

    This goal was achieved (circle one number):

    (1)   NOT AT ALL
    (2)   SOMEWHAT
    (3)   MODERATELY
    (4)   FAIRLY EFFECTIVELY
    (5)   VERY EFFECTIVELY
    (0)   UNSURE

16. **(GOAL #2): To promote your personal growth, wellness, and career development.**

This goal was achieved (circle one number):

(1) NOT AT ALL
(2) SOMEWHAT
(3) MODERATELY
(4) FAIRLY EFFECTIVELY
(5) VERY EFFECTIVELY
(0) UNSURE

To the best of your recollection, please rate Phase I and Phase II of NIC's Executive Leadership Training for Women, using the following scale to answer questions 17 - 23:

0	1	2	3	4	5
UNSURE OR NOT RELEVANT	EXTREMELY UNSATISFIED		SATISFIED		EXTREMELY SATISFIED

Place numbers from 0 to 5 in the two blank spaces before each item:

(If you did not attend Phase II, leave all second blank spaces empty).

	Phase I	Phase II*	
17.	_____	_____	Overall quality of the instruction.
18.	_____	_____	Relevance of the curriculum to your specific professional needs at that time.
19.	_____	_____	Interactive nature of the instruction.
20.	_____	_____	Opportunity to interact with other participants during the training.
21.	_____	_____	Amount of new information/learning obtained.
22.	_____	_____	Opportunity for post-training communication with other participants.
23.	_____	_____	Applicability of the program to your career development needs.

6

Please rate the extent to which you fulfilled the personal and professional goals in the action plan that you set for yourself upon your return home from Phase I. Use the following scale to answer questions 24 - 25.

| 0	1	2	3	4	5
SET NO GOALS	EXTREMELY INEFFECTIVELY		EFFECTIVELY		EXTREMELY EFFECTIVELY

(Place a number from 0 to 5 in each blank space):

24. _____ Extent to which my *personal* goals were fulfilled upon my return home from Phase I.

25. _____ Extent to which my *professional* goals were fulfilled upon my return home from Phase I.

26. To what extent do you believe the Executive Leadership Training for Women was or was not responsible for any subsequent progress in:

- Your <u>career</u> accomplishments (NOTE: career accomplishments are not necessarily limited to organizational advancement), and
- Your <u>personal</u> development.

Check one response in each column.

	Career Accomplishments	Personal Development
(0) UNSURE	_____	_____
(1) NOT RESPONSIBLE AT ALL	_____	_____
(2) NOT VERY RESPONSIBLE	_____	_____
(3) SOMEWHAT RESPONSIBLE	_____	_____
(4) VERY MUCH RESPONSIBLE	_____	_____
(5) MORE RESPONSIBLE THAN ALMOST ANY OTHER FACTOR	_____	_____
(6) NOT APPLICABLE (please explain):		

27. On the following scale, rate to what degree (if any) your personal and career development are inter-related (circle one number):
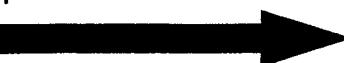
1   2   3   4   5

PERSONAL AND
CAREER DEVELOPMENT
ARE ENTIRELY INDEPENDENT

PERSONAL AND
CAREER DEVELOPMENT
ARE CLOSELY INTER-
RELATED

28. In your estimation, since participating in the Executive Leadership Training for Women, would you say that your leadership *potential* has (circle one number):

(1) DECLINED SIGNIFICANTLY
(2) DECLINED SOMEWHAT
(3) REMAINED ABOUT THE SAME
(4) INCREASED SOMEWHAT
(5) INCREASED SIGNIFICANTLY

29. Since participating in the Executive Leadership Training for Women would you say that your actual leadership *behavior* has (circle one number):

(1) NOT CHANGED AT ALL
(2) CHANGED SLIGHTLY
(3) CHANGED MODERATELY
(4) CHANGED SIGNIFICANTLY
(5) CHANGED EXTREMELY SIGNIFICANTLY

30. For any rating of 2 or above in the previous question, please describe your leadership behavior before the program compared with your leadership behavior after the program.

BEFORE, I WAS:

NOW I AM:

8

31. Since participating in the Executive Leadership Training for Women, please rate your career accomplishments and work-life satisfaction. Check one response in each column.

If retired, please respond based on your last years of work.

	Career Accomplishments*	Work-Life Satisfaction
DECLINED SIGNIFICANTLY	_____	_____
DECLINED SOMEWHAT	_____	_____
REMAINED ABOUT THE SAME	_____	_____
ADVANCED SOMEWHAT	_____	_____
ADVANCED SIGNIFICANTLY	_____	_____

32. Since you completed NIC's Executive Training for Women, think about everything that has accounted for your subsequent career accomplishments and/or personal well-being. (For example, some of these contributing factors might be personal motivation, organizational fast-tracking, help from a mentor, supportive family, going back to school, attending other training programs, etc.). Considering all of these things combined as representing 100% of the factors contributing to your subsequent career accomplishments and/or personal well-being, approximately what percentage of that 100% would you say could be attributed to NIC's Executive Training Program for Women?

____% OF MY SUBSEQUENT CAREER ACCOMPLISHMENTS CAN PROBABLY BE ATTRIBUTED TO PARTICIPATION IN THIS PROGRAM. (Place a number in the blank that makes this statement true for you - from zero to 100.)

____% OF MY SUBSEQUENT PERSONAL WELL-BEING CAN PROBABLY BE ATTRIBUTED TO PARTICIPATION IN THIS PROGRAM. (Place a number in the blank that makes this statement true for you - from zero to 100.)

33. When you returned home after completing Phase I of the Executive Leadership Training for Women, did anyone mention any noticeable difference in your behavior?

    (1)   NO

    (2)   YES (if yes, circle all that apply):
              (1)   Family member/s
              (2)   Co-worker/s
              (3)   Employee/s above you in the chain of command (e.g., your supervisor)
              (4)   Employee/s below you in the chain of command (e.g., a subordinate)
              (5)   Client/s (e.g., inmate; parolee; probationer)
              (6)   Other persons (please specify):

34. Since completing the Executive Leadership Training for Women, have you personally mentored any other women?

    (1)   NO

    (2)   YES
            If yes, how many women? _____ Please describe specifically what your mentoring involved (please print):

35. In terms of the fact that this program has been offered exclusively for women, would you say that doing so was a (circle one number):

    (1)   STRONG DRAWBACK OF THE PROGRAM
    (2)   MODERATE DRAWBACK OF THE PROGRAM
    (3)   NEUTRAL FACTOR
    (4)   MODERATE BENEFIT OF THE PROGRAM
    (5)   STRONG BENEFIT OF THE PROGRAM

36. Indicate which of the following best describes your general views on the integration of men and women in leadership training programs:

Offering leadership training separately for women (circle one number):

(1)   WAS INAPPROPRIATE IN THE PAST, AND REMAINS SO TODAY
(2)   WAS INAPPROPRIATE IN THE PAST, BUT IS APPROPRIATE TODAY
(3)   WAS NEUTRAL AND STILL IS (NEITHER BENEFICIAL NOR DETRIMENTAL)
(4)   WAS APPROPRIATE IN THE PAST, BUT NO LONGER IS TODAY
(5)   WAS APPROPRIATE IN THE PAST, AND REMAINS SO TODAY
(6)   UNSURE

Briefly explain why you answered as you did above (please print):

37. If you could change anything about the Executive Leadership Training for Women to make it more beneficial to women like you, what would it be? (please print):

38. The option that best describes your race/ethnicity is (circle one number):

(1)   AMERICAN INDIAN OR NATIVE AMERICAN
(2)   BLACK OR AFRICAN AMERICAN
(3)   HISPANIC, MEXICAN-AMERICAN, OR PUERTO RICAN
(4)   ORIENTAL OR ASIAN-AMERICAN
(5)   WHITE OR CAUCASIAN
(6)   MULTI-RACIAL

39. Your current age is _____ years.

MANY THANKS FOR TAKING THE TIME TO COMPLETE THIS SURVEY!
PLEASE RETURN IT IN THE ENCLOSED, STAMPED ENVELOPE BY NOV. 7th.

APPENDIX D:
SURVEY FOLLOW-UP CORRESPONDENCE

CENTER FOR INNOVATIVE PUBLIC POLICIES, INC.

November 12, 2001

Dear Graduate of NIC's Executive Leadership Training Program for Women:

In October, we mailed you a survey designed to help us document the impact of the Executive Leadership Training Program for Women.

If you have completed and returned the survey, thanks very much. If you have not completed and returned the survey, we ask that you take a few minutes and do that. With such a small number of women completing the NIC program, we need as many completed surveys as possible to increase the validity of the results.

If you need another copy of the survey, please email me at cippinc@aol.com and I will return it to you. If you have completed the survey, you may return it in the stamped envelope that was provided, or fax to me at (954) 721-0492.

Additionally, if you are planning to attend ACA in San Antonio in January, and are willing to participate in a focus group or individual interview about your experiences following the NIC training, please email Dr. Jeanne Stinchcomb at stinchco@fau.edu.

We recognize that your professional and personal lives are very full. We appreciate your help with this project.

Sincerely yours,

Susan W. McCampbell
President

CENTER FOR INNOVATIVE PUBLIC POLICIES, INC.

November 29, 2001

To: Graduates of the NIC Executive Leadership Training
         Program for Women

We wish to extend our thanks to the graduates who have taken the time to complete and return the survey. Without your help, we will be unable to fully document the impact of this program, and assist NIC in future planning for executive training programs for women.

If you haven't yet returned your survey, there is still time to participate. Surveys we receive by the December 10th can still be included in the data.

If you need another copy of the survey, please contact me at (954) 726-5322, or email me at cippinc@aol.com.

If you'd like to expedite the return of your survey, you may fax it to me at (954) 721-0492.

We very much appreciate your support of this project.

Our best wishes to you and your family for a wonderful Holiday Season.

Sincerely yours,

Susan W. McCampbell
President

Attending ACA - Winter 2002, San Antonio?
January 13 - 16, 2002

If you will be attending ACA's Winter 2002 Conference in San Antonio and are willing to participate in either an individual interview or focus group regarding this project, please e-mail Dr. Jeanne Stinchcomb at:

stinchco@fau.edu

Executive Leadership Training for Women

Help Us Find Graduates!

Of the 142 graduates of NIC Executive Leadership Training for Women, we are unable to locate current addresses for eight graduates. If you know the current address, phone number or email of any of these women, we'd appreciate your asking them if they will contact us about participating in this project. Thanks for your help.

Name	Year
Bacon, Janet	1995
Barth, Cheryl L.	1998
Brown, Patricia Berry	1996
Figueroa, Ruth E.	1999
Jones, Betty Gaines	1995
Lyons, Mary	1997
Williams, Willie Mae	1996
Young, Ellena M.	1996

APPENDIX E:
SUMMARY OF PARTICIPANT COMMENTS ON THE
INTEGRATION OF MEN AND WOMEN
IN LEADERSHIP TRAINING

The following summarizes participant comments on the integration of men and women in leadership training according to their responses to Question #36 on the mail survey. Question #36 asked respondents to:

> Indicate which of the following best describes your general views on the integration of men and women in leadership training programs:
>
> (1) WAS INAPPROPRIATE IN THE PAST, AND REMAINS SO TODAY
> (2) WAS INAPPROPRIATE IN THE PAST, BUT IS APPROPRIATE TODAY
> (3) WAS NEUTRAL AND STILL IS (NEITHER BENEFICIAL NOR DETRIMENTAL)
> (4) WAS APPROPRIATE IN THE PAST, BUT NO LONGER IS TODAY
> (5) WAS APPROPRIATE IN THE PAST, AND REMAINS SO TODAY
> (6) UNSURE

The vast majority provided a response to the follow-up question "Briefly explain why you answered as you did above." All responses are noted below, precisely as they were written; (i.e., grammatical corrections were not made). While some of the comments may appear to be contradictory to the category selected by the respondent, they are recorded here exactly as they appeared in the surveys.

(1) For those women indicating "WAS INAPPROPRIATE IN THE PAST, AND REMAINS SO TODAY" (N=7)

Training focus on just male issues. Does not address issues that women deal with on a daily schedule.

Women generally bring different strengths and skills which should be affirmed and nurtured. Women also bring traits which may not contribute to the work environment. Practicing skill building and personal examination in a safe and supportive environment is critical.

The freedom to talk openly was critical – that would not have happened in a mixed gender group. The level of support and sharing of emotions are also impacted by the gender of the group.

I believe women have little opportunity to network and share their unique concerns. I found the training not only helpful in acquiring goals, but in healing some past situations.

Men tend to dominate discussion, tell more war stories, have knee jerk reactions, criticize women as too emotional and would have been an impediment to the open often emotional responses and personal information that was shared.

Strongly believe that the exchanges and openness would be negatively impacted and influenced.

Bonding, could be more open.

(2) For those women indicating "WAS INAPPROPRIATE IN THE PAST, BUT IS APPROPRIATE TODAY" (N=6)

No one makes an issue of it.

Society is beginning to realize women are just as strong leaders as men. Slow progress.

There should be many venues for leadership development. Some skills can best be learned in mixed groups. The specialized nature of this training program and its intensity could only be accomplished in separate training for women.

Women have different styles, demands, and needs. It is a strength to discuss/learn about them with folks who can relate.

More women have peers on the job or are the leader or have potential to be . . . men are now aware of this potential . . . thus becoming a level playing field where they (men) may listen.

The female population out numbers the male, but yet they (males) are maintaining the major executive roles. Training was presented, but didn't focus on cross-gender areas or problems. The status of the female has increased with time and gender specific training is viewed as an asset.

(3) For those women indicating "WAS NEUTRAL AND STILL IS (NEITHER BENEFICIAL NOR DETRIMENTAL)" (N=2)

I believe both groups need to be trained together to better understand each other and learn to work with one another. There are still issues out there. But we need to be trained separately since I believe there are experiences to be shared and things to learn that may be problematic if both groups are together.

This depends on the individual experience, strength, and style of the woman – some integrate very well with little difficulty - others need to know its OK to behave in certain ways (unique to themselves - not copying others). And move up - give them experience of the training - what alternative training looks like and let them self select.

(4) For those women indicating "WAS APPROPRIATE IN THE PAST, BUT NO LONGER IS TODAY" (N=4)

While I personally and professionally enjoyed Phases I and II a great deal, I would like to see more training for men and women to learn the many differences in the genders. Since corrections is typically a male dominated system it is imperative that men and women learn to work together - more efficiently.

In the past I believe trainers failed to acknowledge there is a significant difference between male and female leaders and how we viewed situations. However, today we recognize and should train accordingly.

Women, unfortunately, still need single sex opportunities to network and develop leadership skills independent of other such opportunities - where they may be encouraged to overcome gender based biases.

The work environment is homogenous. We need to look at integrating our approach to leadership. Much can be learned from each gender. Training exclusively for one without the benefit of learning from the other isn't a balanced approach.

(5) For those women indicating "WAS APPROPRIATE IN THE PAST, AND REMAINS SO TODAY" (N=62)

Women executives often face challenges and obstacles that men do not face. Women need to be encouraged and trained to acknowledge these obstacles and validate certain responses or methodologies that we are discouraged from using.

Women like to be more interactive, have different experiences from men and learn differently.

Women think differently than men and in the past women's voices were not heard as effectively as men. They are not wrong just different and in the workforce at the executive level there are more men than women. So if I want to play soccer I get on the women's team and if I learn from the team, the coach might be a man and the rules are all the same but I learn to play as a women and don't have to think if that is the way the men play.

Women were able to relate without feeling that their peers would label their discussion as female emotions or gender specific reactions. Validations of feelings was achieved.

It is important for participants to be able to speak candidly about issues - difficult to do with mixed gender. Same is true for NIC training for women and minorities.

We need an opportunity to develop our own style and not have to compete with the good old boys' style.

Corrections remains a difficult field for women to achieve leadership success. Learning to support each other

3

and respect our gender differences/values is critical - it is also important to learn to network with men.

Women and men will not be able to achieve levels with honest self evaluation. It is only natural that men play to women and women play to men. In most situations this does not have negative impact, but with this training it would so restrict participants that training would be lost. There is an appropriate time for integrated training, maybe phase III or IV. Would be excellent.

The learning styles of men and women is [sic] different. The emotional make-up is different and only a separate class can explore this aspect.

I think it is significant for women to see others engaged in the same struggles. We have few opportunities to embrace our differences in male dominated work environment.

There are differences in women's experiences that are much more easily explored in a same gender setting. Many of these experiences need to be shared, explored, etc., as a means of moving many women forward.

There are factors that play an important role in personal and career growth for genders. For me, I found this self evaluation, soul searching very much needed. This program some how affirmed importance and approval.

There are still many professional barriers for females - specifically in the criminal justice fields.

Training with men changes the participation, sharing and learning process.

Corrections is still viewed as a predominately male workforce. Women are not prepared or encouraged to fully reach their potentials. Most training opportunities are open to men and there is little or no emphasis on preparing women to except bigger challenges. Summarily, it is still a good 'ole boys' organization. It is disappointing that there continues to be under representation of females.

Depends on focus of program. Both types of training is appropriate.

People in leadership are in competitive environments. Men and women compete differently and may measure success differently. Women are a minority in correctional leadership positions. Being a minority means there can be little support and women can find themselves not trusting their reactions and losing confidence in their abilities. When men compete, my experience is that they are very comfortable being blunt, critical and aggressive. Women often problem-solve differently that can be viewed as weak or ineffective. Plus women aren't very good at matching male bluntness and aggressiveness and if they do, it is not well received. Women in correctional leadership roles or striving for these roles need affirmation and coaching on effective leadership and problem-solving in these male dominated/political environments.

When sexism isn't an issue in correctional settings I say fine for men; but I think it is getting worse in some places; not better for women.

Unfortunately, I continue to witness men taking "front and center" roles while women take the passive roles. The reasons for this are numerous - and vary by situation sometimes (socialization, hierarchy of corrections, i.e. para-miliary model, relative tenure of women). The point is, regardless of why it occurs, it still does. Also, women have some different issues about how they lead, barriers to leadership. Thus, critical that each gender has opportunity to best maximize development. Single gender training still priority for women.

Women in corrections still have barriers in the Old Boys' Network which is still alive and well in state corrections. In order to deal with these glass ceilings, women must be brought together to learn how to break thru barriers. The best teachers are women to women for women.

Best advantage - allowed women to support each other and drop "front" used when dealing with male-dominated organizations.

Women continue to be in the minority in the executive/leadership positions, therefore it is critical that they have an opportunity to develop their voice/styles as leaders with female counterparts.

I believe in both separate programs for women and co-educational. The field of corrections is still greatly under represented by women in senior leadership positions. The organizational culture in many systems is loaded with invisible sexism. Having the experiences of women as they are speaking with women has only convinced me more.

This type of training allows women to be themselves, to really take a hard, honest look at their behavior and how this affects them professionally as well as personally. The kind of sharing which occurred in this setting would not have occurred if men were present.

Allows honesty in process easier to be vulnerable and accept comments from others.

The Castle experience was totally empowering. Some of this empowerment came, of course, from the curriculum but also a great deal came from the sharing experiences as women that addressed our unique requirements. Men as participants would greatly alter the effectiveness of the program.

I think it gives an opportunity to be expressive in a way that males would not enjoy or feel comfortable in participating in.

Men and women lead differently (my observation). To capitalize and develop these differences requires a program focused on and for women. Most all other leadership programs are by and for men.

Men and women are part of the workforce.

Women are unique and bring different skills/views to work. Some work to their advantage and others don't. Corrections environment tends to be "male" oriented, thus women sometimes feel they must check their

femininity at the door. A separate program for women allows them to explore the value their special skills provide in the workplace and allows women an opportunity to develop methods of successfully applying those skills in a male dominated environment.

Women have totally different attitudes and obstacles to overcome. Putting them together brings a sense of humor, caring, responsibility that you can only get from other women.

The issues for women leaders are different than for men. Separate training allows women to discuss issues and matters in a forum which is confidential and supportive.

Learning styles, communication styles, team building deficiencies of women need to be developed apart from men, opening up safely.

Only women working in corrections understand what unique position that entails.

Because men and women communicate differently, having the opportunity to address the various training issues from a female perspective and addressing female specific roadblocks, was advantageous.

Men and women have different issues as they move into upper management positions.

Breaking down those traditional barriers works best in separate training. To help us realize that we don't have to act like men can best be handled separately as well. We need a time to celebrate those differences that make us special.

I believe separate training is initially important for females to be able to openly deal with issues. The same could be done exclusively for men. Then do advanced phases co-ed.

It's safer for women to be in an all women group, test ideas, and support each other. Need both. Leadership training for all female group as well as mixed.

Men and women are competitive. Training should not be competitive. Women bond, are more open and sharing in same sex training.

There remains a "glass ceiling" and we still have a ways to go in leveling the playing field.

Women have different issues in corrections than do men. We would have held back and not been as forthcoming if men were present.

The training made me more cognizant of the needs of women. It also made me aware of the fact that it's okay not to be perfect.

In my agency it is lonely to be the "only" women in parole, at the meetings on a planning group, etc. Leadership training for women sounds like a "safe" place to be real about this paramilitary male dominated career.

This was the first and only single gender training that I have experienced. It was quite a surprise to me (I still am awed by it) at what a safe environment this was for personal/professional growth as compared to any other training I 've been involved with.

I thought the NIC training was very appropriate for women only. It was unique and conducted on a positive note. It provided a balance to other leadership courses where men are present.

Women need to be in an environment where they can test new skills - feel supported and evolve with utilizing relationships for advancement – need to develop our style.

Men and women are not the same - our approach to everything we do is different - which makes it important that issues women still face in "climbing the corporate ladder" are addressed in a safe environment. Leadership development is a continuing area and integration is important in most cases, but separate training also has a niche and should be nurtured by NIC if politically possible.

Men continue to dominate management/executive functions in organizations. Although the number of females are being promoted in/to these areas, they often find it difficult to establish themselves in this role. The need for women to establish their own identify and be an effective leader is critical.

It was helpful to discuss issues that are pretty much unique to women in this field.

There is a time and place for this model and it has been very effective. I do not think all leadership training for men should be segregated, but for this model, it is very appropriate.

Bonding, sharing vulnerabilities, common struggles (personal and professional).

It's still pretty much a man's game in corrections but "times they are a changing" – and getting better. Nonetheless, women are just made differently than men, and process things differently. We often arrived at the same types of decisions but we get there by a different path.

Strategies to overcome the glass ceiling effect need to be offered in an open setting. Men tend to try to dominate leadership skills training to the detriment of some women.

This training allows women the opportunity to share, network, and conduct reality checks without the influence of men. Men have traditionally been in leadership roles and already established what we need to. Women have different needs.

We are still in a system and society that is strongly patriarchal and para-military in nature. Working with women

separately builds confidence and provides greater opportunity to use time to develop leadership behavior in training. Women still face challenges in the corrections environment.

Women still don't feel they're given equal opportunities to advance. Separation puts us on a more equal footing to learn and develop skills.

Because of the history of discrimination against women in the workforce, and ingrained ideas about the qualities, skills and abilities of women still held by many powerful men (and unfortunately, women) until those people retire, women need to deal with the perceptions. Further, women manage differently, and better, nourishing relationships and long-term goals. We are better environmentalists, more progressive and better human resource managers. We need the qualities we share to be recognized and affirmed, and we need these qualities enhanced and embraced.

While may agency has done fairly well in promoting women, many women are working for agencies that have not done so well , where there is little opportunity for growth and/or promotion and where, in some cases, the agency is so small there is not a 'group" of women to support one another. Networking with other successful women in this line of work is one of the most crucial pieces of the whole thing.

Because the program is designed for internal soul searching and growth, there are insights garnered and lessons learned that could not be expressed if we men were present. You would have to change the design if men were included, in Phase one or Phase II.

It is appropriate if female issues are addressed such as balancing home and work differences in perceptions by gender, etc. - but not approached as "it is time for women to gather and become stronger."

Until there is equity in salary and gender distribution in executive positions - it will be necessary.

(6) For those women indicating "UNSURE" (N=7)

In some ways, I've not liked "women only" programs because they seemed to become male-bashing sessions. For career development/advancement, I found this to be an advantage.

I would not be supportive of leadership training that would be offered to men only (or more specific than that) so I'm pulled both directions with regards to this issue. A simplistic statement/phrase captures much of my thoughts re this. "Two wrongs don't make a right." However, I recognize the history of wrongs for women in corrections and its impact on advancement opportunities for women.

I think there are situations when it is very helpful; however, I know many more who would benefit and don't have the opportunity. My concern is that women don't have a fair chance in corrections; teaching leadership skills won't help that. Top male administrators refuse to see it – they deny it. So change will never happen.

I have benefitted from both single gender and dual gender leadership training. They each meet different needs.

My leadership training has mostly come from my work experience and from my own individual studies – reading books - Thus I do not know or had enough of the integration experience to have an opinion.

It was good to be able to interact with females only. Is this not a form of discrimination since it was for females only? Some of the sessions would not have been appropriate or appreciated by males.

I think that it depends on the core content of the program, some topics can do well across gender lines – however, the personal and intimate nature of this program could not have been fostered if it had been for men and women.