

**National Institute of Corrections**  
presents

**Supervisory Leadership for Women in  
Corrections**



**“Each One – Teach One”  
May 16-21, 2004**

Nebraska, Iowa, Montana, North Dakota, and Wyoming  
Department of Correction

C19642

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### NATIONAL INSTITUTE OF CORRECTIONS MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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# National Institute of Corrections

## Supervisory Leadership for Women in Corrections

### Table of Contents

Agenda .....	Introduction
Faculty	
Leadership: Self Mastery Networks Relationships .....	Section 1
Our Dragons .....	Section 2
Power Leadership Our Story .....	Section 3
Expanding Our World View .....	Section 4
Returning Renewed .....	Section 5



# Supervisory Leadership Training For Women

## FACULTY TEAM

Lied Lodge and Conference Center  
Nebraska City, Nebraska



National Institute of Corrections  
in partnership with  
Nebraska, Montana, Wyoming, North Dakota and Iowa

May 2004



## **Supervisory Leadership for Women in Corrections**

### **J'me L.Overstreet, Leadership Development Admin., Faciltator**

Ms. Overstreet is currently employed as the Leadership Development Administrator for the Oklahoma Department of Corrections. She has over twenty-three years of correctional experience, in a variety of disciplines.

Ms. Overstreet began her career as a correctional officer. She has held a variety of positions, to include: Probation/Parole officer, Probation/Parole Supervisor, Parole Supervisor, Assistant Superintendent, Community Corrections, Human Resources Administrator, and Deputy Director of Administrative Services.

Ms. Overstreet has done consulting work in human resources management and leadership development for the National Institute of Corrections and Dominion Correctional Services.

Currently, as Leadership Development Administrator, Ms. Overstreet has developed and implemented a four-tier leadership program, offered to staff from entry to executive level.

Ms. Overstreet lives in Oklahoma City, OK, is married, has a daughter attending Oklahoma State University and a step-son attending Rose State College. She has several hobbies, including mosaics and making handbags.

## **Supervisory Leadership for Women in Corrections**

### **C.Y. "Teena" Farmon, Criminal Justice Consultant, Facilitator**

Ms. Farmon is a native of Dallas, Texas. She moved to California with her family in 1954, where she attended catholic and public schools in Compton. After graduation from high school, she attended Compton Junior College concentrating on Business Administration and studied Personnel/Fiscal Management at Chaffey Junior College. Ms. Farmon holds Certificates of Completion in Training in the areas of Labor Relations and Labor/Management Arbitration.

Ms. Farmon retired from the Department of Corrections as Warden of the Central California Women's Facility (the largest women's prison in the United States), after thirty-three (33) years of state service.

Ms. Farmon began her career with the Department of Corrections in March 1968, working as a clerk typist in the Parole and Community Services Division, having previously worked for the Department of Alcoholic Beverage Control and the Internal Revenue Service.

Ms. Farmon had a varied career with the Department, promoting through the ranks of Office and Allied Services, Fiscal and Management fields. During her service to the department she participated in numerous specialized assignments in the custodial and casework areas, and served as the Chief of Human Resources. In 1980 she was appointed as Assistant Deputy Director, Labor Relations Branch, where she was responsible for negotiating the first labor agreements for California prison employees.

In November 1983, Ms. Farmon was appointed to Associate Warden at the California State Prison-Solano, the first new prison to be constructed in California in twenty years. In this position, she was directly responsible for working with architects and contractors on the construction and design of this facility, and the initial activation of the prison.

In 1984, Ms. Farmon was appointed as Warden for the Northern California Women's Prison, the first new women's prison to be constructed since 1952. She was responsible for its primary construction and activation in 1987.

In August 1990, Ms. Farmon was appointed by the as Warden of the Central California Women's Facility, where she retired as the senior Warden in the California Department of Corrections.

During Ms. Farmon's career she distinguished herself as a national expert and spokesperson on female offender issues, speaking at national forums and appearing in national television broadcasts. During her career and continuing into her retirement, she been called upon to speak at numerous state and local conferences, and has served as consultant for the National Institute of Corrections as a trainer.



# **Supervisory Leadership for Women in Corrections**

**Susan E. Poole, Criminal Justice Consultant, Facilitator**

Ms. Poole is a retired warden and is currently working extensively as a Criminal Justice Consultant, providing direct services to agencies in the areas of *Staff Sexual Misconduct with Inmates*, *Working with Female Offenders*, and *Executive Leadership Development for Women*. Appointed to the position of Warden by the Governor of the state of California in September 1988; Ms. Poole served 13 years at the California Institution for Women.

Ms. Poole's background includes 29 years in the field of Corrections with the California Department of Corrections (CDC). Starting in 1972, as a Teaching Assistant, she promoted through the ranks, serving in 13 different civil service classifications. She served at two correctional institutions and with three divisions in headquarters; Institutions, Administrative Services, and Manpower Services. Her experience and assignments have included both, a wide variety of field operations and staff assignments in Correction's headquarters. While in CDC headquarters, she served in the capacity of Assistant Chief of Personnel, Classification Staff Representative, Chief of Institution Services, and Assistant Deputy Director Institutions Division. For the last thirteen years of her career in Corrections, she served as Warden of the California Institution for Women (CIW). CIW is a 1,800 bed correctional facility which houses level I-III female felons, including pregnant, HIV infected, and inmates with psychiatric disorders.

Ms. Poole is a member of the American Correctional Association (ACA), the Association of Black Correctional Workers (ABCW), the Association of Women Executives in Corrections, and the National Association of Blacks in Criminal Justice. She chaired the Department's Training Advisory Committee for five and one-half years. In addition, Ms. Poole was selected as one of the Outstanding Young Women of America for 1983 and participated in the 1995 Leadership California Program. She is an appointed board member of the Mt. Baldy United Way, and Opportunities Unlimited, Inc., a youth outreach program. She was selected as California's nominee for Warden of the Year to the North American Association of Wardens and superintendents, in 1999. Ms. Poole has received numerous awards and recognition for her work in the community. She has provided consultant services to the National Institute of Corrections (NIC) and the National Institute of Justice (NIJ), to correctional agencies in a number of other states, and is a featured speaker at many community and academic programs. She has recently been selected by the Who's Who Historical Society as a member of the International Who's Who of Professionals for 2001.

## **Supervisory Leadership for Women in Corrections**

**Janice Melton, Warden at Bill Johnson Correctional Center, Facilitator**

Janice L. Melton received a Bachelor of Arts Degree in Sociology in 1977 from Oklahoma State University in Stillwater, Oklahoma.

She began her career in 1977 with the Oklahoma Department of Corrections as a probation and parole officer. In 1995, Ms. Melton was appointed warden of the Bill John Correctional Center, a minimum security, and 438-bed regimented treatment program. Warden Melton coordinated the physical plant construction and the development of the 12-month multi-phased regimented substance abuse treatment program with aftercare.

In her 24 years in corrections, she has held position of substance abuse counselor, assistant probation and parole district supervisor for Northwest Oklahoma and assistant superintendent and superintendent at the Enid Community Corrections Center.

Warden Melton is an active member of Oklahoma Correctional Association, Southern States Correctional Association, and American Correctional Association (ACA) and serves as an ACA accreditation auditor. Her civic involvements include mentoring for elementary students in the reading program, serving on the Board of Directors for the Alva Kiwanis Club and various local Chamber of Commerce committees and events. She has one 5-year-old daughter, and her husband, Rob, also works for the Oklahoma Department of Corrections.

# Supervisory Leadership for Women in Corrections

## FACULTY

### **Evelyn Bush, Correctional Program Specialist, NIC**

Evelyn Bush, Warden of the Manson Youth Institution, began her career with the Conn. State Department of Corrections, twenty-four years ago in 1975. Hired as a temporary employee with the aid of federal funds under the CETA program, Evelyn was promoted to the position of Affirmative Action Officer, then to Personnel Officer. She continued with the human Resources Unit until October 1979. Selected by DOC officials to assist in the integration of women in the male dominated correctional facilities, Evelyn accepted the challenge in 1979, to become Connecticut's highest-ranking woman in a male facility with a promotion to the position of Deputy Warden. By 1984, she was the first African-American female Warden in a Connecticut Correctional facility. For 11 years, five as Deputy and six as Warden, Evelyn directed the operation of an urban correctional center with a 15-town court catchments area. It was also during the most significant overcrowding lawsuit ever faced by the agency. In 1990, an event she now accepts as a gift from God, she transferred as Warden to the Hartell DWI unit. Under her leadership, Hartell DWI was named the Outstanding Unit of the Year in 1992.

From 1992 to 1995, Evelyn served the agency in several significant capacities. To assist the agency in maintaining stability and a positive administrative presence within the Medical Services Division, she served as the Department Interim Health Services Director for nine months. Following that stint, she co-facilitated the reorganization structure of the agency's Operations Division and its accompanying support services from three to five regions, the beginning of a new era for DOC. Within the next two years, Evelyn was promoted and served as a Regional Director in the eastern part of the state, as well as the Deputy Commissioner for Administrative services. Since April 1995, she has returned to her first true correctional passion as Correctional Warden. First, at the former Northeast Correctional Facility and beginning in August 1997, after closing Northeast, at the John R. Manson Youth Institution. She returned to re-open Northeast in 1999 with a facility renaming to the Bergin Correctional Institution. On April 1, 2001, Evelyn proudly retired from state service.

On April 7, 2002, she began a new career with the U.S. Department of Justice, National Institute of Corrections.

A member of the American Correctional Association, The Association of Women Executives in Corrections (AWEC), and the National Association of Blacks in Criminal Justice, Evelyn has been a presenter/panelist at numerous conferences and workshops, including AWEC, the 1998 International Association of Official Human Rights Agencies Golden Anniversary Conference and the Annual Women in Corrections and Juvenile Justice Conference. She has also managed to squeeze in community services as a former Board of Education and Town Library Board member, and currently a board member of her Town Committee, and a local Teen Group Home.

Possessing a Bachelor's Degree in Psychology and a Master's Degree in management Science, Ms. Bush has also served as an instructor at the local Community-Technical College.



# Day One

*Leadership is self-mastery,  
the power of network  
relationships and positive  
politics.*





# Supervisory Leadership for Women: Program Agenda

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
AM	Program Overview & Objectives Introductions Team Activities	ABLE® ABLE®/MBTI® Individual Feedback	The Network of Relationships Star Power Organizational Culture	Team Activity Reflections on Change Process CSI®	Re-Entry & Return Sharing one Goal Staying connected Evaluation FAREWELL
	Lunch	Lunch	Lunch	Lunch	
PM	The Journey of Personal Leadership MBTI® Team Activity Journaling	ABLE®/MBTI® Individual Feedback continued Team Activities Journaling Reconvene	Team Activity Organizational Reality Life Balance Journaling	Team Activity Valuing Differences Setting Goals...	
	Dinner	Dinner	Dinner	Dinner/ Ceremony	

**Monday**

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**WELCOME!!**

Supervisory Leadership for  
Women in Corrections

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**Supervisory Leadership for Women: Program Agenda**

	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
AM	Program Overview & Objectives Introductions Team Activities	ABLE®/MBTI® Individual Feedback	The Network of Relationships Star Power Organizational Culture	Team Activity Reflections on Change Process CSI®	Re-Entry & Return Setting one Goal Staying connected Evaluation FAREWELL
	Lunch	Lunch	Lunch	Lunch	
PM	Program Opening Welcome & Purpose Ice Breaker Activity	The Journey of Personal Leadership MBTI® Team Activity Journaling	ABLE®/MBTI® Individual Feedback continued Team Activities Journaling Reconvene	Team Activity Organizational Reality Life Balance Journaling	Team Activity Valuing Differences Setting Goals...
	Dinner	Dinner	Dinner	Dinner/ Ceremony	

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# Supervisory Leadership for Women

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## Introductions And Expectations

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- Name
  - Position
  - Time In Corrections
  - Significant Challenge Currently facing
  - Significant Achievement
  - Hobby Outside of Work
- Each person will be allotted 3 minutes to speak

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# WOW !!



What an  
Awesome  
group..Give  
yourselves a  
hand and a pat  
on the back...

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### Expectations

Making these days add value.

The diagram features a central starburst shape containing the word "Value". To its left is a solid black rectangular box. To its right is a white rectangular box with a black border containing the text "What learning partners can offer". Below the starburst is another solid black rectangular box.

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### Self Directed Learning

A founding principle of the learning contract

- **Adult learners are unique**
- **Adult learners are application oriented**
- **Adult learners are self (intrinsically) motivated**

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### Experiential Learning Cycle

(Kolb)

The diagram shows a cycle of four stages. At the top is an oval labeled "Concrete Experience". An arrow points from it to a redacted box on the right. Another arrow points from that box to a redacted box at the bottom. A third arrow points from that box to a white box labeled "Active Experimentation" on the left. A final arrow points from "Active Experimentation" back to "Concrete Experience".

**Learning Triads:** Groups of 3, from different facilities, expected to share and receive feedback from one another.

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**Journal**  
Write and Tell your Story

- A journal is a record of your life Story
- Your personal stories are what make you unique
- Keeping a journal is one of the most powerful paths to finding meaning in your life
- All that others know about you are your stories

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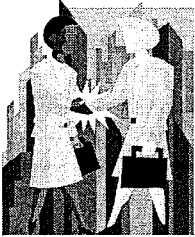
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**Meeting Your Learning Table**

Share:

- Objectives
- Personal History
- Areas of expertise
- Learning style preferences.
- Challenges you might face in pursuing your objectives.




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**FEEDBACK RULES**

<p>- Giving Feedback -</p> <ul style="list-style-type: none"> <li>◆ Tell the Truth.</li> <li>◆ Be Compassionate.</li> <li>◆ Comment on what is Changeable.</li> <li>◆ Use Specific Examples.</li> </ul>	<p>- Receiving Feedback -</p> <ul style="list-style-type: none"> <li>◆ Listen.</li> <li>◆ Ask for Clarification.</li> <li>◆ Express Appreciation.</li> <li>◆ Consider Perceptions.</li> </ul>
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Teamwork

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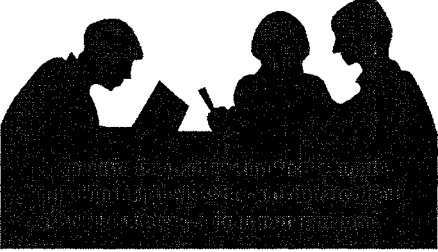
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TEAMS: a definition



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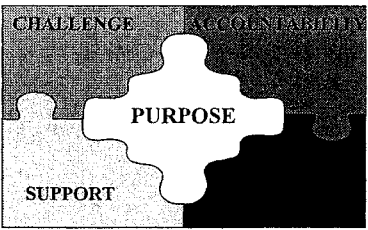
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EFFECTIVE TEAMS



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## FORMING A TEAM THAT WORKS



- Commitment to team purpose
- Decisions made by consensus
- A process for managing conflict and creativity
- Effective communication procedures

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## GROUP DEVELOPMENT Tuckman Model

- |  |             |  |              |  |             |  |                |
|--|-------------|--|--------------|--|-------------|--|----------------|
| <ul style="list-style-type: none"><li>• ID similarities</li><li>• Agree on common purpose</li><li>• Get to know each other</li></ul> | <i>Form</i> | <ul style="list-style-type: none"><li>• ID roles</li><li>• Wrestle with communication</li><li>• Express differences of opinions, ideas</li><li>• React to/Challenge roles &amp; styles</li></ul> | <i>Storm</i> | <ul style="list-style-type: none"><li>• Open communication</li><li>• Roles established</li><li>• Cooperation</li></ul> | <i>Norm</i> | <ul style="list-style-type: none"><li>• Experiment with new methods</li><li>• Feedback</li><li>• Collaboration</li><li>• Respond quickly to change</li></ul> | <i>Perform</i> |
|--|-------------|--|--------------|--|-------------|--|----------------|

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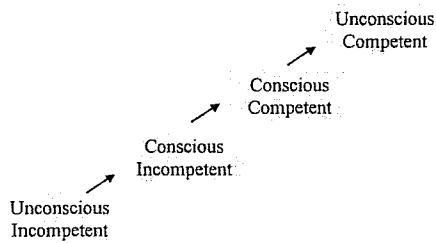
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## Learning Steps



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**EFFECTIVE TEAMWORK**

- ◆ Communication
- ◆ Trust
- ◆ Respect

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**Team Process Debrief**

**GET A GRIP**

- ◆ GOALS
- ◆ ROLES
- ◆ INTERPERSONAL
- ◆ PROCESS

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**Supervisory Leadership Program**

**Self-Knowledge**  
Beginning the Journey of Personal Leadership



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## Challenge



“ You gain strength, courage,  
and confidence by every  
experience in which you  
really stop and look fear in  
the face.... You must do the  
thing you think you cannot  
do.”

Eleanor Roosevelt

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What is an F.A.E.?

F undamental  
A ttribution  
E rror

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What is Fear?

F alse  
E vidence  
A ppearing  
R eal

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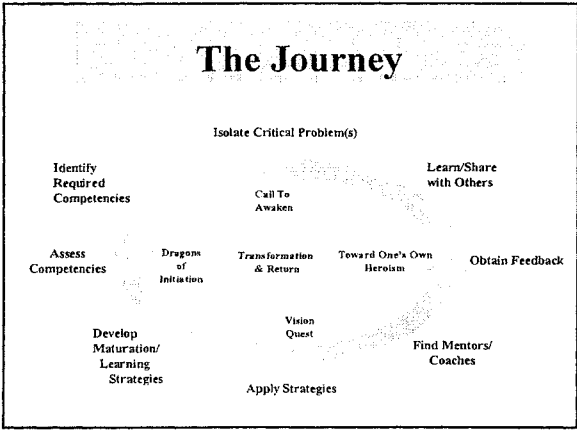
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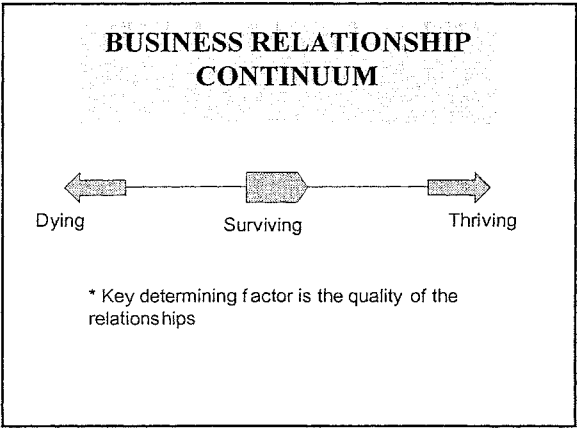
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### Dying

**Based on:** Consistency, Security, Conformity, Compliance  
**Behavior:** Do as we are, Don't make waves, apathy  
**Reasons for Action:**  
 That's the way it always has been  
 We were told to do it this way  
 My boss said  
 It won't work here  
 I don't know

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## Surviving

**Based on:** Survival, Security, Protection

**Behavior:**

- Protecting my own
- Looking out for number one
- Doing just enough to get by
- Telling management what they want to hear
- My boss is my customer

**Reasons for Action:** This will make me look good

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## Thriving

**Based on:** Commitment, Contribution, Teamwork, Dialog, Synergy

**Behavior:**

- Learning environment
- Creativity and innovation
- Intelligent risk taking
- Exploration

**Reasons for Action:**

- We've agreed this is the best course of action
- We're taking a new approach
- This aligns with our vision, mission and values
- Our customers/clients need it this way

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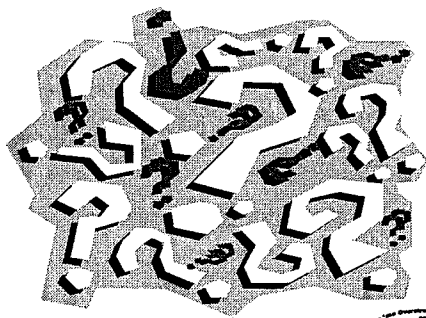
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## What is the MBTI®



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# The Myers-Briggs Type Indicator MBTI®

Was developed by Katharine Briggs and Isabel Briggs Myers and is based on Carl Jung's theory of psychological types

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The MBTI® is a self-report questionnaire designed to make Carl Jung's theory of psychological type understandable and useful in everyday life

- MBTI results identify valuable differences between normal, healthy people, differences that can be the source of much misunderstanding and miscommunication
- Taking the MBTI inventory and receiving feedback will help you identify your unique gifts

This information may enhance your understanding of yourself, your motivations, your natural strengths, and your potential areas of growth



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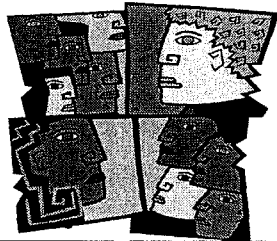
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The MBTI® can help you appreciate people who differ from you. Understanding your MBTI can be self-affirming and encourages cooperation with others



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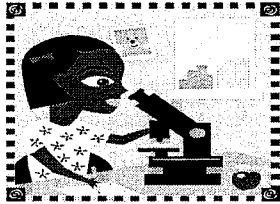
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**After more than 50 years of research and development, the current MBTI is the most widely used instrument for understanding normal personality differences**



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Because the MBTI explains basic patterns in human functioning, it is used for a wide variety of purposes

- Self-understanding and development
- Career development and exploration
- Organizational development
- Team building
- Management and leadership training

- Problem Solving
- Relationship counseling
- Education and curriculum development
- Academic counseling
- Diversity and multicultural training

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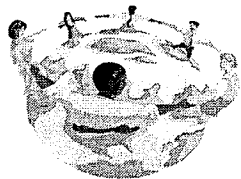
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**More than two million indicators are administered annually in the United States. The MBTI is also used internationally and has been translated into more than 30 languages**



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**What is Psychological Type?**

Psychological type is a theory of personality developed by Carl G. Jung, Swiss psychiatrist, to explain the normal differences between healthy people.

Jung concluded that differences in behavior result from people's inborn tendencies to use their minds in different ways. As people act on these tendencies, they develop patterns of behavior.

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**Jung observed that individuals tend to focus their energy and be energized either by:**



■ **Extraversion**

- Energized by the external world of people, experience and activity



■ **Introversion**

- Energized by the internal world of ideas, memories, and emotions

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Jung observed that when people's minds are active, they are involved in one of two mental activities:

■ **PERCEIVING**

- Taking in information
- He identified 2 opposite ways people perceive, which he called sensation or *sensing* and *intuition*

■ **JUDGING**

- Organizing the information and coming to conclusions
- He identified 2 opposite ways people judge, which he called *thinking* and *feeling*

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**Briggs and Myers further developed Jung's ideas, which resulted in the 16 types indicated by the MBTI**

**Myers and Briggs designed four preference scales:**

Extraversion - Introversion

Sensing - iNtuition

Thinking - Feeling

Judging - Perceiving

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In the beginning, it is customary to focus on defining each preference. It is important to remember that it is the combination of the four preferences that provides the fullest and richest picture of psychological types.



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**What are Preferences?**

The MBTI reports preferences on four dichotomies, each consisting of two opposite poles. The following exercise conveys what Jung and the MBTI mean by *preferences*:

**First, on a piece of paper, sign your name as you normally do (with your preferred hand).**

**Now, sign your name again, but this time use your other hand (non-preferred).**

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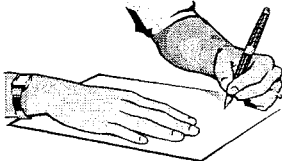
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How would you describe the experience of writing your name with your preferred hand? With your non-preferred hand?



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The words you use to describe the preference for one hand over the other illustrates the theory of preferences in the MBTI: You can use either hand when you have to, and you use both hands regularly; but for writing, one is natural and competent, while the other requires effort and feels awkward.

We can develop skill in writing with out non-preferred hand, but imagine how difficult it would be if you were required to write with your non-preferred hand throughout an entire work day.

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The MBTI preferences indicate the differences in people that result from the following...

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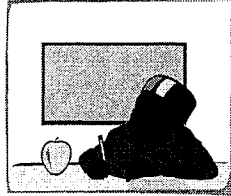
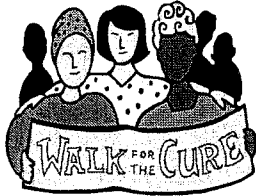
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Where they prefer to focus their attention and get energy  
*Extraversion or Introversion*



Jane Overstreet, December, 2002

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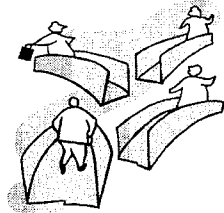
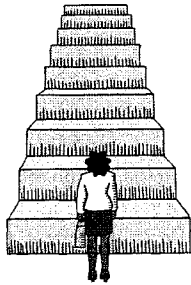
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The way they prefer to take in information:  
*Sensing or Intuition*



Jane Overstreet, December, 2002

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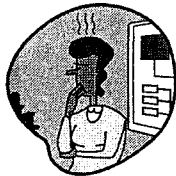
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The way they prefer to make decisions:  
*Thinking or Feeling*



Jane Overstreet, December, 2002

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How they orient themselves to the external world--with a *Judging* process or a *Perceiving* process



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There is no *right* or *wrong* to these preferences. Each identifies normal and valuable human behavior



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The Myers-Briggs Type Indicator reports some of your key

PREFERENCES,  
TENDENCIES,  
CHARACTERISTICS,  
BUT NOT ALL OF THEM

© The Myers-Briggs Company, 2002

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As we use our preferences in each of these areas, we develop what Jung and Myers defined as *psychological type*: an underlying personality pattern resulting from the dynamic interaction of our four preferences, environmental influences, and our own choices

Jane Overstreet, Copyright © 2003

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People tend to develop behaviors, skills, and attitudes associated with their type, and those with types different from yours will likely be opposite in many ways.

Jane Overstreet, Copyright © 2003

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Each type represents a valuable and reasonable way to be. Each has its own potential strengths, as well as its likely blind spots.

Jane Overstreet, Copyright © 2003

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**The MBTI does not assess...**

Learning Skill "Normalcy" Psychological Illness Physical Illness Intelligence Stress Trauma

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"TYPE" is helpful in understanding yourself and other people. But remember... **EVERYONE IS AN INDIVIDUAL**

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**Assumptions Underlying Type Theory...**

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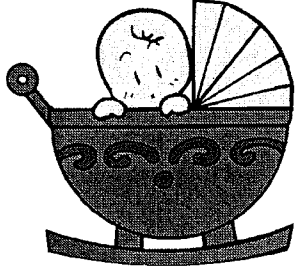
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**Assumption:  
Preferences are inborn...**



Jane Owenston, Consultant  
2002

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**Assumption:  
Environment enhances or  
impedes expression of type**



Jane Owenston, Consultant  
2002

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**Assumption:  
People use all four  
processes (Sensing,  
Intuition, Thinking, and  
Feeling) in both  
extraverted and  
introverted attitudes some  
of the time.**

Jane Owenston, Consultant  
2002

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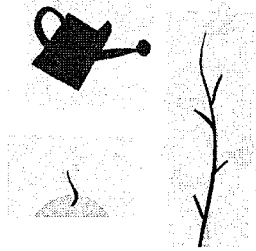
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**Assumption:  
Type is dynamic, not static.**



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**Assumption:  
All of the types are equally  
valuable.**



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**Common Organizational Uses**

- Improving Communication**
- Enhancing Problem Solving and Decision Making**
- Dealing with Conflict**
- Planning, Implementing, and Managing Organizational Change**
- Recognizing and Managing Stress**
- Team Development Activities**
- Leadership and Management Development**

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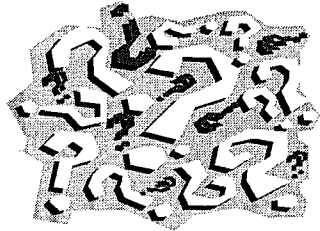
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# FAQ's...



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"How likely am I to come out the same type if I take this again?"

98% for 3 or more of the preferences  
60% for 4 or more of the preferences  
Statistically, it is *extremely likely* you will come out the same type if you take the test again.

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"My boss wants to know how I came out on the MBTI; do I have to give him/her my results?"

"No. The results are yours to share as you please. We share our results in the classroom so that we may benefit from learning about each other's types. However; the MBTI is voluntary and the results are yours.

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"My counselor told me that I should not be a musician, since I came out an ESTJ. What do you think?"

Type does not limit us--it influences how we express ourselves in any particular area. Your type is not an indicator of skill and ability.

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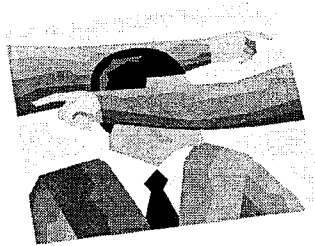
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Extraversion or Introversion...



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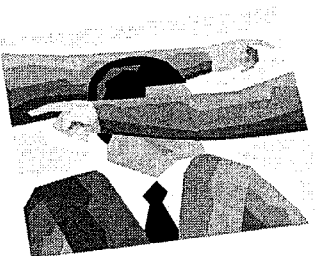
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Sensing or Intuition...



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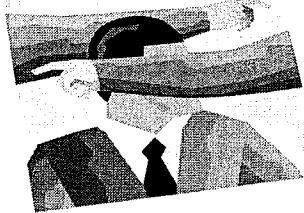
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Thinking or Feeling...



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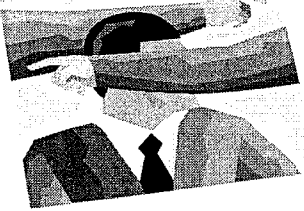
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Judgment or Perception...



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When combined, your four preferences indicate your preference TYPE

**EXTRAVERSION or INTROVERSION**  
**SENSING or INTUITION**  
**THINKING or FEELING**  
**JUDGMENT or PERCEPTION**

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**YOU** decide how **ACCURATE**  
the report is for **YOU**



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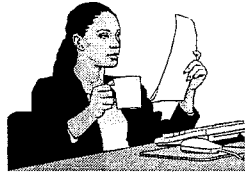
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Review your MBTI results



Read about your type in your  
**"Introduction to Type"**  
booklet

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Extraversion -----Introversion

- |                 |              |
|-----------------|--------------|
| ▪ INITIATING    | ▪ RECEIVING  |
| ▪ EXPRESSIVE    | ▪ CONTAINED  |
| ▪ GREGARIOUS    | ▪ INTIMATE   |
| ▪ PARTICIPATIVE | ▪ REFLECTIVE |
| ▪ ENTHUSIASTIC  | ▪ QUIET      |

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Sensing ----- Intuition

- |                |               |
|----------------|---------------|
| ▪ CONCRETE     | ▪ ABSTRACT    |
| ▪ REALISTIC    | ▪ IMAGINATIVE |
| ▪ PRACTICAL    | ▪ INFERENCEAL |
| ▪ EXPERIENTIAL | ▪ THEORETICAL |
| ▪ TRADITIONAL  | ▪ ORIGINAL    |

1. Use Overlap, Consistent, 2003

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Thinking ----- Feeling

- |               |                 |
|---------------|-----------------|
| ▪ LOGICAL     | ▪ EMPATHETIC    |
| ▪ REASONABLE  | ▪ COMPASSIONATE |
| ▪ QUESTIONING | ▪ ACCOMMODATING |
| ▪ CRITICAL    | ▪ ACCEPTING     |
| ▪ TOUGH       | ▪ TENDER        |

1. Use Overlap, Consistent, 2003

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Judging ----- Perceiving

- |                  |                     |
|------------------|---------------------|
| ▪ SYSTEMATIC     | ▪ CASUAL            |
| ▪ PLANFUL        | ▪ OPEN-ENDED        |
| ▪ EARLY STARTING | ▪ PRESSURE PROMPTED |
| ▪ SCHEDULED      | ▪ SPONTANEOUS       |
| ▪ METHODOICAL    | ▪ EMERGENT          |

1. Use Overlap, Consistent, 2003

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## Day Two

*Our dragons are often things we know about ourselves and believe other people do not know. As leaders we need to hear the perception of others and adjust.*

Laurel Rans and Pat Kulesz  
K-RAN, Design, Inc.



End of day Wrap Up

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**Tuesday**

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Delivery of Feedback

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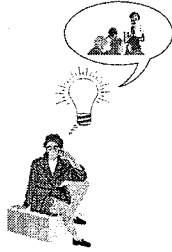
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## FEEDBACK

Is a process through which an individual gains an understanding of the perceptions others have of his/her behavior. It is also the setting of expectations for how that behavior may change in the future to better suit the needs of the organization and the individual




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## EMPOWERMENT

Empowerment is the life-stance of continually focusing one's attention and commitment on a desired future state and in the midst of the current situation, taking action to bring that vision into being over time.

*Empowerment is the essential quality of leadership.*

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## Johari Window

	KNOWN TO YOU	NOT KNOWN TO YOU
KNOWN BY OTHERS	ARENA	BLIND SPOT
NOT KNOWN BY OTHERS	MASK	POTENTIAL ?

Developed by Joe Luft & Harry Ingham

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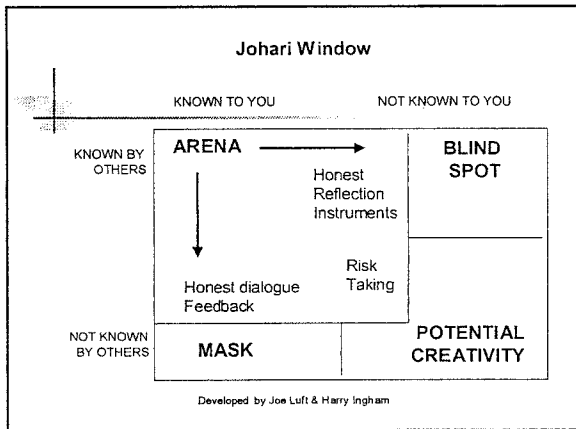
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- Participant Activity Schedule during 360-feedback sessions**
- Activity One: Receiving individual feedback
  - Activity Two: Small group exercise - MBTI "Grip" experience
  - Activity Three: Overview of MBTI "Grip"
  - Activity Four: "Murder Mystery" exercise
  - Activity Five: Journal-reflections

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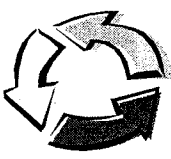
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**Assessment of Basic Leader Effectiveness**  
**ABLE®**



360 Degree  
Multi-Rater Evaluation

ABLE®  
© 2002

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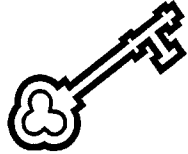
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**A key component of any professional development is individualized feedback.**



- The ABLE® is a 360 degree multi-rater evaluation which can provide valuable insight to perceived leadership behaviors and specific management skills
- As well as how one is perceived by their peers/subordinates and/or boss

ABLE OVERSEAS 2002

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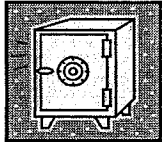
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**The confidential feedback the rated leader receives is a graphical comparison of the leader's perception, his/her supervisor's perception and an *average* of direct reporting team members or peer responses.**



**Individual responses to specific items are held in confidence and will not be revealed.**

ABLE OVERSEAS 2002

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**Rated leaders are advised to solicit more information through meetings after receiving their feedback reports. This continuing dialogue is what makes the 360 degree system so powerful.**



ABLE OVERSEAS 2002

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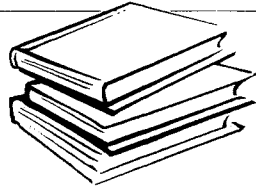
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The ABLE® is a questionnaire based on over fifteen years of research by High Performing Systems, Inc., and is designed to provide quantitative information regarding the effectiveness of a leader's staff skills and potential improvement areas



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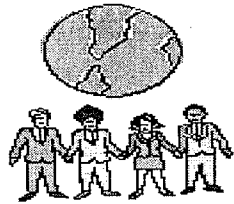
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The instrument has been administered and validated in numerous industries, both nationally and abroad.



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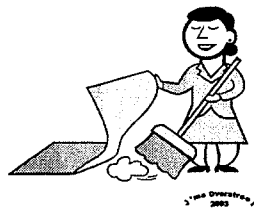
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Findings suggest a strong relationship between results of the instrument and actual job performance

■ What will you do with the feedback you receive?



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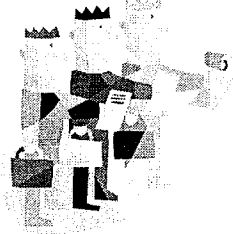
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The ABLE® measures nine basic leader skill dimensions proven to be the most essential to high performing leaders. Each skill dimension supports the others, and they are often exercised simultaneously in executing day-to-day responsibilities.

- Project Management
- Problem Solving
- Stress Management
- Coordination
- Goal Setting
- Delegation
- Communication
- Team Work
- Meeting Management



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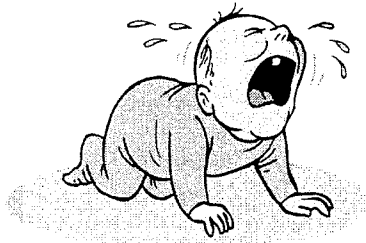
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### Interpreting the Results



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Each dimension in the leader effectiveness profile is based on a scale of 10 to 50.

**10 constitutes the lowest range of effectiveness**

and

**50 represents the highest.**

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**Average performance is indicated by a score in the range of 30-40. If your score in a particular dimension is below 25, then your performance in that area is *perceived* as unsatisfactory; the 25-29 range is below average; 30-40 is average; 41-45 is above average; 46-50 is outstanding.**

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Look for any patterns or trends that might appear in the rating schemes



- Any ratings with differences of 5 or more between your own perception and those of other raters should be explored
- This is particularly important if another's perception is less than your own
- Seek to understand and align perceptions

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Scheduling meetings with your boss and peers will be the most important part of the process



The ensuing discussion is the way that you can gain true insight into others' perceptions of your basic leader and staff skill effectiveness

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The numerical ratings only tell a partial story. A healthy dialogue with your boss and peers can set the stage for true understanding and growth.

- As the rated leader, you then have a personal choice of how your respond to your feedback...



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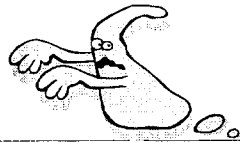
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A 360 degree evaluation tends to evoke anxiety--or down right fear--in the hearts of those being evaluated



It is common to hear leaders say, "Allowing people who work for me to rate my performance gives them a chance to 'get even' if they don't like me"

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Fear, anxiety, withdrawal, and denial are all *natural reactions* to a 360 degree evaluation

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When you meet with your boss, peers, or subordinates there are several feedback do's and don'ts that you should keep in mind...



■ DO

- Keep an open mind
- Stay positive
- Ask for more later
- Take Notes



■ DON'T

- Argue specific points
- Criticize your boss or team members
- Defend your position
- Explain your rationale

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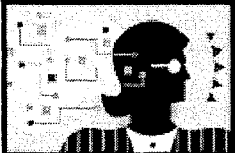
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To gain the greatest benefit from this powerful tool, you need to keep an open mind and try not to become defensive. This is often hard to do. Remember, there is no absolute right or wrong in this assessment



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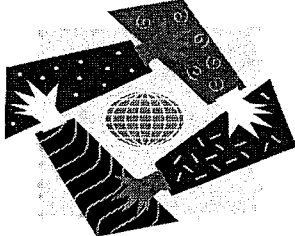
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**More important than any particular numerical rating is understanding why certain perceptions might be held. In reality, we often find it difficult to remain objective and open to feedback and to hear someone else's viewpoint.**



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We often decide that.....  
"the questions weren't any  
good"



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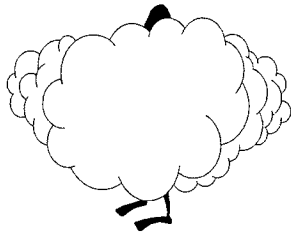
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Or....  
"my boss doesn't know  
what I do"



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Or...  
"my team doesn't know  
what I'm up against..."



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Or....  
"someone just had an ax  
to grind..."



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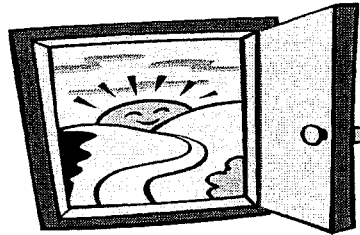
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**Try to clear these thoughts from your mind and psychologically prepare for the feedback session. Look at this as an opportunity to learn more about yourself and your co-workers**



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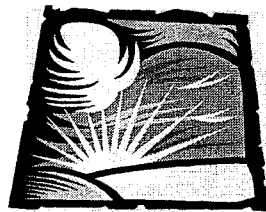
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For many, this experience  
can represent a new  
beginning...



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**360- Degree Feedback Exercise**  
**How I React to Feedback**

- Think back on a situation when you have received feedback from a boss, peer/co-worker, or subordinate that was not favorable. What was your reaction?
- What emotions did you experience, and how did you express your feelings?
- Upon reflection, why do you think you experienced those emotions?
- What actions, if any, did you take as a result of receiving this feedback? What positive results, if any, followed?

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**"In the Grip" - Individual and Group Exercise**  
 Take a few minutes, individually and answer the questions below. Your spontaneous responses will help you identify some thoughts and behaviors that may be aspects of how you respond when you are not yourself. Then, discuss your reflections in your small group. Explore individual differences.

- What are you like when you are "not yourself"? How are you different from your usual way of being?
- What events or circumstances are likely to provoke the reactions and changes that you experience?
- How do you return to being "yourself"? What can you or others do to help the return process?
- What kinds of new things have you learned about yourself as a result of your out-of-character experiences?
- In general, what are your most satisfying or effective ways of relaxing or using free time?

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**"IN THE GRIP"**



**Our Hidden Personalities**

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There are probably times when you feel or behave quite differently from the way you usually do--when the way you see and react to everyday events is so unlike you that you might be described as "out of character", "beside yourself", or "in the grip" of something.

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2002

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*In the Grip* is about the out-of-character selves we all encounter from time to time, particularly in response to fatigue and stress.



Experiencing being in the grip of something strange and unfamiliar tends to alarm us because of its "Jeckyl and Hyde" character. It may cause us to reexamine the essence of our character and personality.

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*In the Grip* explains our seemingly abnormal experiences of ourselves and others as: predictable, adaptive, and necessary expressions of our normal personalities.

Knowing that these *grip experiences* are healthy and adaptive enables us to see them as temporary episodes from which we can benefit.

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## *In the Grip*

allows you to learn a very valuable part of Jung's typology, the *inferior function*-- a usually hidden part of our personalities that emerges most dramatically during times of stress, fatigue and illness.

TYPE OVERVIEW  
2003

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## **We will learn...**

- What the inferior function is
- When is it likely to erupt and what events trigger it
- How the inferior function is expressed in different types
- How we return to our usual state and what can facilitate this
- Why we need inferior function experiences for our psychological well-being
- How knowledge about your own and others' inferior functions can be invaluable in your work life and in your personal relationships

TYPE OVERVIEW  
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Understanding this allows us to not worry that our spouses, friends, bosses, or co-workers are "coming apart at the seams" or emotionally disturbed. Instead, we can appreciate and use the new and unique information we gain about ourselves and others when we or they are in the grip of the other side.

TYPE OVERVIEW  
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## Psychic Energy and the Four Mental Functions

In our normal, everyday activities, we spend more time doing some things and less doing others; we enjoy some parts of our lives more than others.

We seem to have more energy for doing what we like than for doing things we don't like.

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These same kinds of energy differences reflect the way energy is distributed among our four mental functions.

The amount and direction of the flow of psychic energy is the foundation of the typological understanding of personality.

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## The Dominant Function

- In the type approach, one of the four mental functions uses the largest share of a person's psychic energy. It is, therefore, the most **conscious** function.
- A **conscious** mental function is one we are aware of and can direct and control. The type approach refers to this as the **dominant function**.
- We usually very much enjoy using it, so we tend to acquire a lot of experience with it.
- The desire to use the **dominant function** as much as possible influences our choice of work, the way we relate to others, and many other important aspects of our lives.

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### The Auxiliary Function

- Second to the dominant in available (psychic) energy is the *auxiliary* or second-favorite function.
- It provides balance and compliments the dominant function by being the opposite kind of mental process from the dominant.

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### The Tertiary Function

- Third down in the energy hierarchy is called the tertiary function. Using this mental process is often difficult, uncomfortable, and unsatisfying for people.
- The tertiary function is usually not subject to much conscious control and direction, so it is relatively unconscious.
- An unconscious mental function is one that typically lies outside of our awareness, so we can't easily direct and control it.

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### The Inferior Function

- The smallest share of conscious psychic energy goes to our inferior function, so it is essentially unconscious. This means that the energy it has is unconscious as well.
- The unconscious energy of our inferior function is equal in amount to the conscious energy available to our dominant function.
- The unconscious energy of the inferior function remains quiet and dormant as long as our conscious dominant function is in operation.

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## The Inferior Function....more

- The inferior function is always opposite the dominant function. For example: if the dominant function is Sensing, the inferior is Intuition.
- The unconscious nature of the inferior function gives it a very special role in providing balance in an individual's personality.

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Refer to your "In the Grip" handbooks to view the dominant, auxiliary, tertiary, and inferior functions for each type.

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## What are common triggers for the inferior function?

- Fatigue-physically tired and energy is depleted, unable to deal with everyday events
- Illness-body is out of balance, extra strain has depleted our energy
- Stress-physical and psychological stress forces us to use all our energies to combat whatever is causing the stress
- Alcohol and mind-altering drugs-lowers our control of physical reflexes, lowers our level of consciousness

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### Purpose of the Inferior Function Experiences

The inferior function is "the royal road to the unconscious. Falling into the grip of one's inferior function is therefore not a situation to be avoided. Uncomfortable and distressing as it may be, it is an opportunity for growth and self-development.

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### How do Inferior Function Experiences Promote Self-Regulation?

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An inferior function experience may simply be serving as a warning that we're doing too much of something. Or a person may become aware through such an experience that she or he is overtired or quite stressed and needs to slow down, get needed relaxation, or take steps to reduce stress.

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The more important episodes of *falling into the grip* may force us to acknowledge an important attitude, feeling, habit, or way of thinking that is unconsciously influencing our perceptions and actions.

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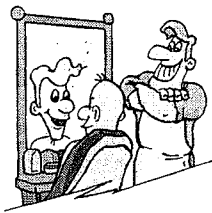
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This may promote a change in self-concept that can encourage new approaches to ourselves and significant life issues. This kind of new knowledge often results from the inferior function experiences that occur during period of transition, such as transition to midlife.

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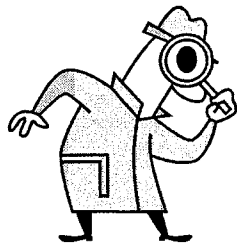
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## MURDER MYSTERY



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You must identify:  
Who is the murderer?  
What was the weapon?  
Where did the murder take place?  
What was the motive?

- Rules:
- Each team is given the same set of clues
- You may only VERBALLY share your clues with your team members
- No use of paper, pen, no notes
- How well can you orally communicate during a group process, how will you make your decisions?

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**End of Day Wrap Up**

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**Wednesday**

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## Boss Perceptions

How I think my boss would describe me:

Areas that my boss may identify as challenges for me:

Areas that I see as primary challenges:

Expectations I think my boss has of me:

What resources or help do I need from my boss in order to be more successful?  
How have I communicated these needs to my boss?

## Peer Perceptions

How I think my peers/co-workers would describe me:

I need to do more of the following:

What I need to do less of:

What I need to continue to do the same:

Ways I might improve communications between me and my peers:

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**James Overstreet, Consultant**  
**2003**



## How I React to Feedback

Think back on a situation when you have received feedback from a boss, peer/co-worker, or subordinate that was not favorable. What was your reaction?

What emotions did you experience, and how did you express your feelings?

Upon reflection, why do you think you experienced those emotions?

What actions, if any, did you take as a result of receiving this feedback? What positive results, if any, followed?

# Supervisory Leadership for Women in Corrections

## FEEDBACK

**WHAT IS FEEDBACK?** A process of describing to another person your perceptions of how his/her behavior affects you, others, or the accomplishment of a task.

### WHY IS FEEDBACK IMPORTANT?

1. Self-development:
  - a) Learning is the only means you have for getting the information you want/need to improve your performance.
2. Employee Development
  - a) Performance and motivation
  - b) Decrease frustration, anger, anxiety, and situational ambiguity.
3. Organizational Development
  - a) Communications tool
  - b) Competitive edge

### WHAT FACTORS IMPACT FEEDBACK?

1. Privacy
2. Trust
3. Empathy
4. Mutual Respect
5. Accessibility
6. Mutual understanding
7. Agenda/goals

# Supervisory Leadership for Women in Corrections

## HOW DO YOU GIVE AND RECEIVE FEEDBACK?

### CRITERIA FOR USEFUL FEEDBACK

“Feedback” is a way of helping people to consider changing their behavior. It is communication to a person or a group, which gives them information about how they affect others. As in a guided missile system, feedback helps individuals to keep their behavior on target, thus, enabling them to achieve their goals. It is a corrective mechanism for the individual who wants to learn how well his or her behavior matches the intentions, and it is a means for establishing and clarifying one’s identity - for answering “Who am I?”

1. It is descriptive rather than evaluative. By describing one’s own reaction to a behavior(s), it leaves the individual free to use the information or to use it as he or she sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.
2. It is specific rather than general. To be told that one is “dominating” will probably not be as useful as to be told that, just now when we are deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you.
3. It takes into account the needs of both the receiver and the giver of feedback. Feedback can be destructive when it serves only one’s own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior, which the receiver can do something to change. Frustration is only increased when a person is reminded of some shortcoming over which he or she has no control.
5. Is solicited by the receiver, rather than imposed by the observer. Feedback is most useful when the receiver formulates the kind of behaviors to be observed, and questions to be answered. Thus, the individual obtains desired information about behaviors and their impact.
6. It is well timed. In general, feedback is most useful at the earliest opportunity after the given behavior occurs (depending, of course, on the person’s readiness to hear it, support available from others, etc.)
7. It is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback to see if it corresponds to what the sender had in mind.

# **Supervisory Leadership for Women in Corrections**

## **CRITERIA FOR RECEIVING FEEDBACK:**

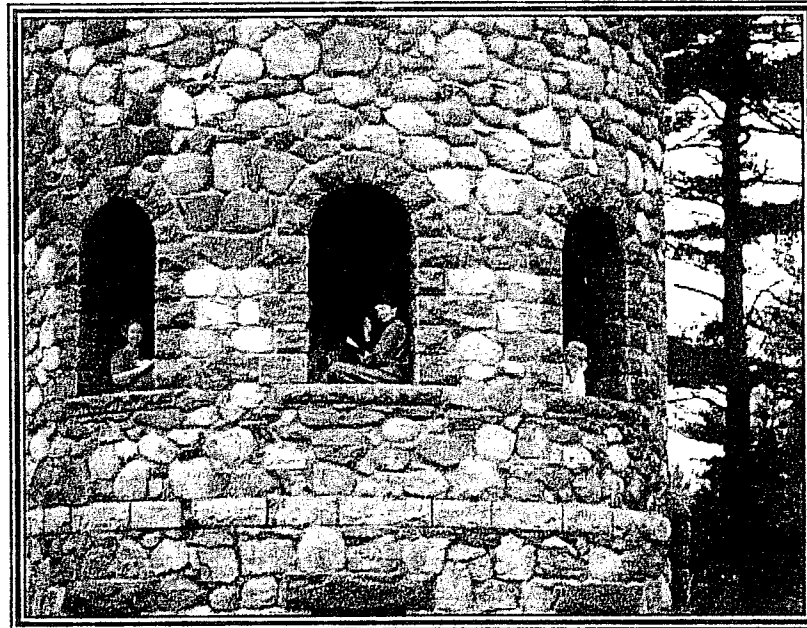
Ask for it! This implies trust, respect, need to know and motivate to learn.

Then,

- Listen, and try not to become defensive
- Paraphrase; ask questions for clarification
- Evaluate, and check other sources
- Modify behavior slowly

# Day Three

## *Relationships, Power, Leadership: Our Story*



**NETWORK OF  
RELATIONSHIPS**

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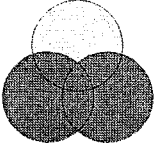
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**NETWORK OF RELATIONSHIPS**

- WHAT IS IT
- WHY DO YOU NEED IT?



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**BASIS FOR RELATIONSHIPS**

- NAME A FEW RELATIONSHIPS AND THE REASON FOR THE ASSOCIATION:

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## BASIC RELATIONSHIP PRINCIPLE

- THE EXTENT OF THE RELATIONSHIP IS ALWAYS BASED ON A NEED.....
- How they are developed and cared for is associated with it's reason for existence

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## RELATIONSHIPS OF SIGNIFICANCE

- Who are they?
- Why do they exist?
- How will I care for it?



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## PROFESSIONAL NETWORK

- ADVERSARIAL
- COLLABORATIVE
- POSITIONAL
- PARTNERING

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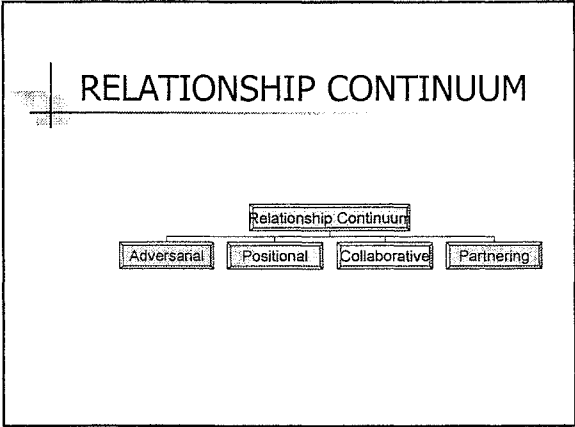
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## POWER – INFLUENCE - CONTROL

<ul style="list-style-type: none"> <li>■ POSITIONAL           <ul style="list-style-type: none"> <li>▪ WIN/LOSE</li> <li>▪ Focus on Today</li> <li>▪ See One Side</li> <li>▪ Predictable</li> <li>▪ Opponents</li> <li>▪ Concessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ COLLABORATIVE           <ul style="list-style-type: none"> <li>▪ WIN/WIN</li> <li>▪ Focus on Tomorrow</li> <li>▪ See Both Sides</li> <li>▪ Expand the Pie</li> <li>▪ Trade Ideas</li> </ul> </li> </ul>
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## WHAT DEPOSITS CAN YOU MAKE "CURRENCIES"

- Task Related
- Relationship Related
- Position Related

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## EXERCISE

### ■ RELATIONSHIPS OF SIGNIFICANCE

- Identify the connections to your Position
- Are they Positive (+) or Negative (-)
- Do you need them
- If you need them, and you have a (-) sign
  - What will you do to improve the relationship
- How will you develop and nurture them (+) or (-)

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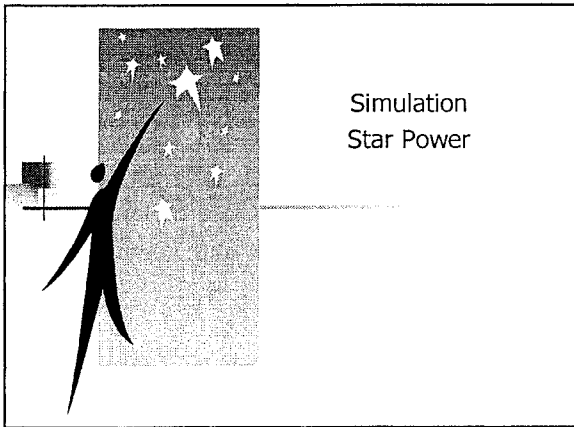
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## STAR POWER

- If players must clasp hands to make a trade
- Only the best five chips count
- Chips of unequal value must be traded once hands are clasped
- No trading or talking unless hands are clasped
- If arms are folded, you do not have to trade
- All chips are to be hidden at all times

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**STAR POWER**  
**\*\*Bonus Round Rules\*\***

- Each bonus chip is worth 3 points
- Bonus chips distributed by unanimous vote
- Bonus chips given to 1, 2, or 3 persons in group
- Persons may be expelled from group by majority vote
- Undistributed bonus chips returned to director

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**STAR POWER: Scoring**

Number of Chips:

	1	2	3	4	5
Gold	8	16	24	32	40
Green	4	8	12	16	20
Red	3	6	9	12+2= 14	15+3= 18
White	2	4	6	8+5= 13	10+7= 17
Blue	1	2	3	4+8= 12	5+11= 16

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**ORGANIZATIONAL CULTURE**

What's Your Agency's  
 Personality?

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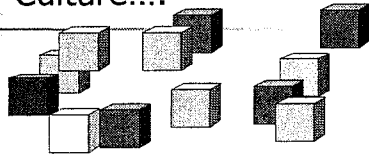
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Culture....



To succeed, management and staff must know the core culture

The more integrated the culture is throughout the organization, the more able the parts are to act as an entity

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CULTURE DEFINED

- Culture is a shared group of beliefs and values that evolve into the norms and expectations for its members.
- Organization's personality



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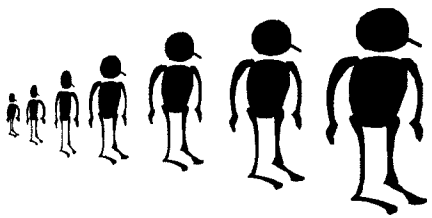
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CORE CULTURE

"THE WAY WE DO THINGS AROUND HERE"



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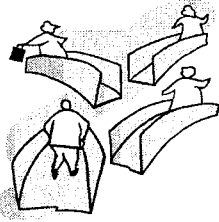
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## WHAT ROLE DOES CULTURE PLAY?

- Focus
- Integration
- Balance
- Completeness



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## Components of Culture

- Focus
  - *Looking inside the organization to find its true nature*
- Integration
  - *Organizational fit and alignment*
- Balance
  - *Operating in a state of equilibrium*
- Completeness
  - *Having all the parts necessary to be effective*

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## Formal vs. Informal Culture

- Can you think of some examples?
  - Formal
  - Informal

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## Observable Features

- Symbols
  - Dress/Status Symbols/Achievements/Rewards
- Myths/Legends
  - Founding stories/Tales of extraordinary
- Language
  - Acronyms/Situational phrases

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## Observable Features cont'd

- Leadership
  - Visibility/Identification with the top (CEO)
- Physical Facility
  - Open/closed




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## CULTURE AND LEADERSHIP

<u>Institutions</u>	<u>Motives</u>
■ Military	■ Power
■ Family/Team	■ Affiliation
■ University	■ Achievement
■ Religious	■ Growth

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### Why Culture Is Important

- Consistency
- Order & Structure
- Boundaries
- Membership Criteria
- Communication Patterns
- Performance Requirements
- Parameters for Rewards/Punishment

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### Importance of Culture Cont'd.

- Framework for Priorities and Power
- Organizations Character
- Limits to Strategy

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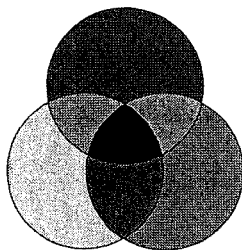
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### TYPES OF CULTURE(4 C's)



- Control Culture
- Cultivation Culture
- Collaboration Culture
- Competence Culture

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### Strengths & Weaknesses of the Cultures

- Control culture
- Cultivation culture
- Collaboration culture
- Competence culture

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### Culture Instrument

- ✓ 30 minutes to complete
- ✓ Be prepared to share your insights



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### Telling Our Stories

Panel Presentation

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# Supervisory Leadership for Women in Corrections

## CORE CULTURE

*“With my paradigms, I can solve certain classes of problems. With your paradigms, you can solve another class of problems. It is our diversity as a group that lets us deal with the complexity of the world through the application of many paradigms. And that makes the group much more capable than any single individual of dealing with the world in the long run.”*

- Barker, Joel A. Paradigms: The Business of Discovering the Future. NY: Harper Business, 1993.

*“The message is clear: If you want to be one of the first into a new territory, you cannot wait for large amounts of evidence. In fact, you have to do exactly the opposite. If you want to be early, you must trust your intuition, you must trust your normative judgment and take the plunge; make the leap of faith to the new paradigm.”*

- Barker, Joel A. Paradigms: The Business of Discovering the Future. NY: Harper Business, 1993.

## LEADERSHIP

Leaders are the agents of change.

When there is turbulence you need to have people with the ability to explore, to challenge existing paradigms, and seek new ways of doing things.

Individuals, teams, organizations, and cultures must:

- Not kill the messenger of a new idea or problem
- Facilitate and encourage talk among divisions
- Look for and find new ways of doing things
- Ask what and why
- Challenge the status quo
- Get others involved

What is the underlying value at stake in the chaos of corrections?

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing, 1994.



# Supervisory Leadership for Women in Corrections

*Organizations succeed by creating and working with a core culture.*

## **CORE CULTURE**

Core culture is the nucleus of the organization culture.

“To succeed management and staff must know the core culture. The more integrated the culture is through the organization, the more able the parts are to act as an entity.

What role does culture play?

Culture has much to do with the life and success of an organization. There are several characteristics that support the success:

- Focus
- Integration
- Balance
- Completeness

## **Focus**

Focus has to do with looking inside the organization to find its true nature. Most organizations adopt a core culture which they feel works to grow the organization and compete effectively in their business environment. Successful organizations continue to build on and work with their core culture.

*“It’s a lot easier to grow corn in Iowa than in the Sahara Desert.”*

*A paradigm is the way people make sense of their world.*

- Wm. Schneider

*The Re-Engineering Alternative*

## **Integration**

Integration is about organizational fit and alignment. This has to do with how well the different parts work together. Are they operating in sync? Successful organizations are internally coherent and congruent.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# Supervisory Leadership for Women in Corrections

## **Balance**

Balance ensures that things don't get out of hand. Procedures are developed to ensure that the organization operates in a state of equilibrium.

## **Completeness**

Completeness means having all the parts necessary to be effective and functional.

## **CULTURE AND LEADERSHIP**

The core culture is most influenced by what the leaders believe and do. Their values shape "the way we do things around here".

Leadership culture paradigms are derived from one of four social institution models. Each of these models is associated with a human motive:

<u>Institutions</u>	<u>Motives</u>
Military	Power
Family/Team	Affiliation
University	Achievement
Religious	Growth

## **Importance of Culture**

Culture is important because it provides:

- consistency
- order and structure for activity
- boundaries and ground rules
- membership criteria
- communications patterns
- specific performance requirements
- parameters for rewards and punishment
- framework for priorities and use of power
- organization's character
- limits to strategy

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# Supervisory Leadership for Women in Corrections

What type of core culture does the organization you work for have?

- Core Culture Questionnaire

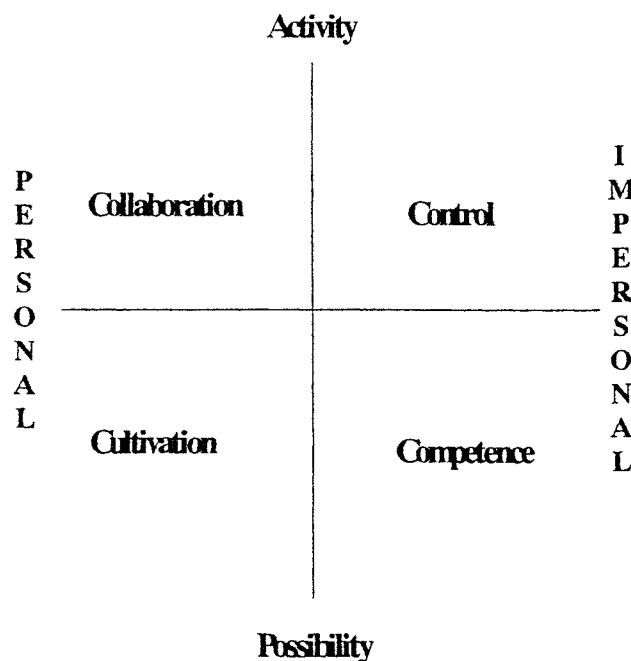
Review your organization culture's strengths and weaknesses.

How balanced is the culture?

- Organization effectiveness = balanced integrity

How does a control culture manage its growth?

To move to greater balance what should you do?



*Culture provides*

- *order and structure*
- *an internal way of life*
- *boundaries and rules*
- *membership criteria*

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# Supervisory Leadership for Women in Corrections

## ORGANIZATIONAL CORE CULTURE

### Instructions

This questionnaire is designed to help you determine the core culture that exists in **your** own organization. As you work through the questions, keep the following in mind:

- “Core culture” is defined as: How we do things in order to succeed.
- For each question ask yourself: “When I boil it down and get to the heart of the matter, which of the **four possible answers most accurately describes my actual experience in my organization?**” Your organization may have a little of each of the four possible answers, but you need to determine **which is the truest** for your organization. Your actual experience in the organization is very important, so **concentrate on how things are**, not on how you believe they ought to be.
- Be objective. Each core culture has its own mix of strengths and weaknesses; you are trying to determine **only the kind that exists in your organization**.
- Focus on your whole organization. These questions are not about your department, your group, your division, or your unit but **about the organization as a whole**.

### NOTE:

Answer every question, and select only one answer for each. When in doubt, go with the first response you had when you read the question.

### CORE CULTURE QUESTIONNAIRE

Name of Organization:

1. When all is said and done, the way we accomplish success in this organization is to:
  - \_\_\_\_\_ a. Get and keep control.
  - \_\_\_\_\_ b. Put a collection of people together, build them into a team, and charge them with fully utilizing one another as resources.
  - \_\_\_\_\_ c. Create an organization that has the highest possible level of competence and capitalize on that competence.
  - \_\_\_\_\_ d. Provide the conditions whereby the people within the organization can develop and make valuable accomplishments.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing, 1994.

## Supervisory Leadership for Women in Corrections

2. What do we pay attention to primarily in our organization, and how do we decide about things.
  - \_\_\_\_\_ a. We pay attention to what might be and we decide by relying on objective and detached analysis.
  - \_\_\_\_\_ b. We pay attention to what is, and we decide by relying on what evolves from within the hearts and minds of our people.
  - \_\_\_\_\_ c. We pay attention to what might be, and we decide by relying on what evolves from within the hearts and minds of people.
  - \_\_\_\_\_ d. We pay attention to what is, and we decide by relying on objective and detached analysis.
  
3. The people with the most power and influence in this organization:
  - \_\_\_\_\_ a. Are charismatic, can inspire others, and are good at motivating others to develop their potential.
  - \_\_\_\_\_ b. Have the title and position that gives them the right and the authority to exercise power and influence.
  - \_\_\_\_\_ c. Are both contributors and team players who are an essential part of the team. People like working with them.
  - \_\_\_\_\_ d. Are experts or specialists who have the most knowledge about something important.
  
4. In our organization, "success" means:
  - \_\_\_\_\_ a. Synergy. By teaming up with one another and with our customers, we accomplish what we are after.
  - \_\_\_\_\_ b. Growth. Success means helping others more fully realize their potential.
  - \_\_\_\_\_ c. Dominance. Success means having more control than anyone else. Complete success would be for the organization to be the only game in town.
  - \_\_\_\_\_ d. Superiority. Success means that the organization is the best, offering superior value. The organization is "state of the art" in all that it does.
  
5. In our organization, leadership means:
  - \_\_\_\_\_ a. Authority. Leaders are regulators and call the shots. They are commanding, firm, and definitive. What they say goes.
  - \_\_\_\_\_ b. Setting standards and working hard to get people to achieve more. Leaders are intense taskmasters who always challenge workers to be better.
  - \_\_\_\_\_ c. Being a catalyst. Leaders cultivate people. They create conditions in which people are inspired to fulfill their own and others' potential. At the same time, leaders build commitment to the organization.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

## Supervisory Leadership for Women in Corrections

- \_\_\_\_\_ d. Building a team that will work well together. Leaders are coaches. They behave as first-among-equals. They strive to represent the people in the organization.
6. When we worry about something in the organization, it is usually about:
- \_\_\_\_\_ a. Losing. We worry most about being also-rans or having our reputation harmed because we couldn't deliver as well as, or better than, our competitors.
- \_\_\_\_\_ b. Stagnation. We worry most about failing to progress, simply existing from day to day, or even going backwards.
- \_\_\_\_\_ c. Vulnerability. We worry most about being in a position where others have more power or market share than we do.
- \_\_\_\_\_ d. Lack of unity. We worry most about the team being broken up or alienating our customers. We worry about a lack of trust among ourselves.
7. Our organization's overall management style is best described as:
- \_\_\_\_\_ a. Enabling. Empowering. Commitment oriented.
- \_\_\_\_\_ b. Challenging. Goal oriented. Very rational and analytical.
- \_\_\_\_\_ c. Democratic. Highly relational. Highly participative.
- \_\_\_\_\_ d. Prescriptive. Methodical. Policy and procedure oriented.
8. The essential role of the individual employee in our organization is to:
- \_\_\_\_\_ a. Collaborate. To be a team player.
- \_\_\_\_\_ b. Be an expert. To be the best in your specialty or area of technical expertise.
- \_\_\_\_\_ c. Perform according to policy and procedure. To meet the requirements of the job as outlined.
- \_\_\_\_\_ d. Be all you can be. To change, develop, and grow. To be committed to the organization and its purposes.
9. What counts most in the organization is:
- \_\_\_\_\_ a. Winning. Being recognized as the best competitor around.
- \_\_\_\_\_ b. Not losing. Keeping what we've got.
- \_\_\_\_\_ c. Evolving. Realizing greater potential. Fulfilling commitments.
- \_\_\_\_\_ d. Accomplishing it together. Being able to say "we did it together."

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing, 1994.

## Supervisory Leadership for Women in Corrections

10. Which of the following best describes how you feel about working in your organization:
- a. This is a caring and "spirited" place. I feel supported.
  - b. People are able to count on one another.
  - c. Things are no nonsense and restrained.
  - d. Things are rather intense. I feel like I have to be on my toes all the time.
11. What counts most in the organization is:
- a. Security.
  - b. Community.
  - c. Merit.
  - d. Fulfillment.
12. Which of the following best describes the primary way decisions are made in the organization?
- a. We pay close attention to our concepts and standards. We emphasize the fit between our theoretical goals and the extent to which we achieve them. Our decision-making process centers on how systematically our conceptual goals are achieved.
  - b. We pay close attention to our values. We emphasize the fit between our values and how close we are to realizing them. Our decision making process centers on the congruence between our values or purposes and what we have put into practice.
  - c. We emphasize what the organization needs. Our decision-making process centers on the objectives of the organization and on what we need from each function within the organization.
  - d. We emphasize tapping into the experiences of one another. Our decision-making process centers on fully using our collective experiences and pushing for a consensus.
13. Overall, life inside our organization is:
- a. Spontaneous, interactive, and free and easy.
  - b. Intellectually competitive, rigorous, and intense.
  - c. Objective, orderly, and serious.
  - d. Subjective, dedicated, and purposeful.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

## Supervisory Leadership for Women in Corrections

14. In general, our attitude toward mistakes is:
- a. We tend to minimize the impact of mistakes and do not worry much about them. People who make mistakes should be given another chance.
  - b. Mistakes are inevitable, but we manage by picking up the pieces and making the necessary corrections before they grow into bigger problems.
  - c. Mistakes are nearly taboo. We don't like them. A person who makes mistakes is looked down upon.
  - d. We pay attention to the kind of mistake. If the mistake can be quickly fixed, we go ahead and fix it. If the mistake causes a function to get in trouble or could cause the organization to become vulnerable, we marshal all our resources to fix it as quickly as possible. Mistakes that affect the organization as a whole could get someone into trouble.
15. Concerning control, which of the following is the most emphasized?
- a. Concepts and ideas. We control everything that is critical toward achieving or preserving our superiority in the marketplace.
  - b. Everything critical to keeping us working together in the organization and retaining close ties with our customers.
  - c. Just about everything. Getting and keeping control is central to what the organization does.
  - d. As little as possible. We are put off by the notion of control. We prefer to leave things up to the commitment and good will of our people.
16. The essential nature of work in the organization emphasizes:
- a. Functionalists. Individuals stay within their function. Specialist are subordinate to the service of functions.
  - b. Specialists. Individuals stay in their technical or other specialty. Functions are channeled into the service of specialties.
  - c. Generalists. Individuals move in and out of numerous functions and specialties.
  - d. All of the above. Individuals do all three.
17. The people who primarily get promoted in the organization are:
- a. Generalists. They must also be capable people who are easy to work with.
  - b. Those who have performed consistently well in their function for many years and have demonstrated that they can seize authority and get things done.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.



## Supervisory Leadership for Women in Corrections

- \_\_\_\_\_ c. Those who know the most about their area of expertise and have demonstrated their competence.
- \_\_\_\_\_ d. People who can handle responsibility and who want it. We don't use use the word "promotion."
18. The compensation system in the organization is most similar to which of the following?
- \_\_\_\_\_ a. We emphasize fair and equitable pay for all. We also emphasize the long-term perspective. We plow a lot of money back into the organization to ensure continued growth and success, so personal financial compensation tends to be secondary to other more important matters
- \_\_\_\_\_ b. Our compensation is highly individual and incentive oriented. Uniquely capable people who are recognized experts can make a lot of money.
- \_\_\_\_\_ c. Our compensation system is highly structured. The larger your role and function in the organization, the more money you make.
- \_\_\_\_\_ d. Our compensation is tied primarily to team effort. If the whole organization does well, we all share in the wealth. If the whole organization does poorly, we all sacrifice.
19. Which of the following best describes our organization's primary approach in dealing with customers or constituents?
- \_\_\_\_\_ a. Partnership. We team up with our customers or constituents. We want to be able to say "We did it together".
- \_\_\_\_\_ b. We emphasize uplifting and enriching our customers or constituent. We concentrate on realizing the possibilities and potential of our customers or constituents more fully.
- \_\_\_\_\_ c. We emphasize gaining the greatest market share that we can get. We would like to be the only game in town for our customers or constituents.
- \_\_\_\_\_ d. We emphasize offering superior value to our customers and constituents. We try to provide state-of-the-art goods or services to our customers or constituents.
20. Which phrase best describes our organization?
- \_\_\_\_\_ a. "We believe in what we are doing, we make a commitment, and we realize unlimited potential."
- \_\_\_\_\_ b. "We are the best at what we do."
- \_\_\_\_\_ c. "We are the biggest at what we do."
- \_\_\_\_\_ d. "United we stand, divided we fall."

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# Supervisory Leadership for Women in Corrections

## SCORING

Record your answer to each question (a, b, c, or d) on the Scoring Table by writing an "X" across the letter chosen at the proper question number. Do this for every question.

When finished, add up the total number of X's recorded under each roman numeral at the top of the Scoring Table. Roman numeral I relates to the control culture, roman numeral II to the collaboration culture, roman numeral III to the competence culture, roman numeral IV to the cultivation culture. The roman numeral with the majority of X's is your organization's core culture. A majority is 50 percent or greater, or 10 or more items out of 20.

Question	Culture			
	I	II	III	IV
1	a	b	c	d
2	d	b	a	c
3	b	c	d	a
4	c	a	d	b
5	a	d	b	c
6	c	d	a	b
7	d	c	b	a
8	c	a	b	d
9	b	d	a	c
10	c	b	d	a
11	a	b	c	d
12	c	d	a	b
13	c	a	b	d
14	d	b	c	a
15	c	b	a	d
16	a	c	b	d
17	b	a	c	d
18	c	d	b	a
19	c	a	d	b
20	c	d	b	a
Total				

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# **Supervisory Leadership for Women in Corrections**

## **Strengths of the Control Culture**

It emphasizes strength and the development of strength itself. When it succeeds, it garners considerable strength and stability.

It is very effective at planning.

It does a very good job at building and implementing systems, policies, and procedures.

Because a control culture is so vigilant, it does well at spotting problems and at taking corrective action. When something isn't working, the culture is poised to fix it and get it back on track.

When successful, it does a good job of providing people with short and long-term financial security.

It is orderly and predictable. People feel safe in a control culture.

Expectations, roles, and jobs are clear.

A control culture emphasizes what works.

It doesn't get fooled much. Surprises are kept to a minimum. All the bases get covered.

Decision making is conservative, thorough, and highly realistic. Decisions are carefully thought through beforehand. It is a systematic culture.

People within a control culture become very proficient at their functions. Functional expertise can reach great heights.

Intra-function teams generally become quite proficient.

If successful, a control culture gets and keeps control, and more often than not it gains a dominating position in its market.

It is a well-organized culture.

Work and results are closely monitored. Following through works naturally.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# **Supervisory Leadership for Women in Corrections**

Things are usually clear-cut and unambiguous. People know what is expected of them.

It is objective and realistic.

It is very effective in high-risk enterprises.

When kept lean and mean, it is very effective at mobilizing decisive action.

## **Weaknesses of the Control Culture**

In excess, it overemphasizes trying to control and dominate. This leads to dysfunctional behavior.

When things don't go as planned and the control culture becomes excessive, distrust and paranoia escalate.

It is prone to fostering too much compliance and getting distorted information from within when things don't go as planned because people are reluctant to give bosses bad news.

Authoritarian leaders stifle differing judgments about critical issues and get told only what they want to hear.

Innovation is low, particularly for purely technical and human resource management innovation. It is more innovative in functional and financial matters.

A successful and, particularly, large control culture is prone toward treating people in an arrogant and cavalier manner. It gives people, especially outsiders, the message that "we can take you or leave you".

It is difficult to be a generalist. It takes years and entails promotion to the highest levels of the organization.

It is impersonal. There is little family feeling. Feelings, subjective ideas, and intuitions are decried.

It is hard to disagree and to voice conflict. The message is that "conflict and disagreement don't cut it".

In excess, it doesn't foster people helping one another out. An excessive control culture fosters a Darwinian norm where survival of the fittest is paramount, and asking for and giving help is taboo.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# **Supervisory Leadership for Women in Corrections**

Excessive control cultures dictate to or ignore customers.

In excess, it takes the fun out of working.

It ignores possibilities. What might be gets lost.

In excess, it becomes inflexible and rigid.

In excess, preservation of the status quo becomes paramount. Ideas for changing something are quickly rejected.

If too intense, people easily feel manipulated or coerced.

In excess, people at lower levels will delegate responsibility upward and refrain from taking responsibility for the results. "Not my job".

Information flow between functions is overly restricted.

Good ideas from below get lost.

It is prone toward bureaucratization.

Individualists have a hard time of it.

In excess, it is caught up in overemphasizing internal organizational issues and needs. It becomes unbalanced by neglecting external environmental issues.

# **Supervisory Leadership for Women in Corrections**

## **Strengths of the Cultivation Culture**

It does a good job of building commitment and dedication among its people.

It makes people feel cared for, nurtured, and special.

It offers considerable opportunities for growth, development, and the realizations of potential.

It highly values people's aspirations and hopes.

It values creativity.

When effective, trust is abundant and people feel accepted for who they are and what they can become.

Resolution and determination come naturally.

It values and nourishes differences and diversity. When successful, people feel fulfilled and gratified that they are contributing to worthwhile goals.

When effective, individual talent is more fully tapped and utilized than in the other three cultures.

It is amenable to change and adaptation.

It is naturally inclined to be socially responsible.

People feel inspired and enlivened.

It strongly encourages self-expression. Empowerment is natural. People have much freedom and autonomy. Virtuosos, eccentrics, and individualists can do well.

It places a high value on training and education.

People can make mistakes and not be punished.

When successful, optimism and positivism prevail.

It can make great, worthwhile contributions to people, communities, and society. More than in any other culture, higher order values are realized and put into action.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing, 1994.

# Supervisory Leadership for Women in Corrections

## **Weaknesses of the Cultivation Culture**

In excess, it lacks direction and focus. Too much self-expression, left unchecked, takes the organization down a fair number of primrose paths. The organization goes in so many directions at once that it squanders its energies.

In excess, many things do not get finished, and projects lay on the shelf.

Taken to extremes, people become moralistic and overly judgmental.

It is prone toward sweeping problems under the rug, particularly problems between people.

It is prone toward having a hard time with the coordination of people and activities. It is prone toward playing favorites.

It is prone toward ineffectiveness in highly competitive situations, because it is so committed to good will. It has a hard time knowing how to respond to competitors who don't play fair.

People try too hard for change and newness, pushing for change when it is more effective to keep things the way they are.

"Hard" data (particularly systems and quantitative data) may get screened out.

People make too many delays because they face too many choices.

People try too hard for perfect solutions. The culture is prone toward too much idealism.

It is prone toward inefficiency.

Details, particularly mundane ones, are easily overlooked.

In excess, people are overly sentimental.

People let intention prevail to too great an extreme, resulting in a minimization of performance and results. In extreme, the organization could be slow to realize it is in trouble.

People feel like they never arrive or make real, and lasting contributions. This occurs because the culture is so possibility oriented and there is always a tomorrow to finish things.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# **Supervisory Leadership for Women in Corrections**

People get burned out and overburdened because the culture can become so compelling.

People are too oriented against controls, resulting in inattentiveness to areas or issues that need control.

Some ideas or initiatives outlive their usefulness but are not discontinued.

## **Strengths of the Collaboration Culture**

It is naturally effective at building in and managing diversity and conflict.

Dedication is high. Individuals easily develop a dedication to the success of the whole enterprise, a dedication that the organization returns to the individual.

Communication is open, free, and direct.

It is naturally effective at building, developing, and utilizing teams.

Cohesion and coordination are prevalent. Work relationships are harmonious.

People treat one another in a sensitive and caring manner.

When effective, synergy is accomplished internally and with customers. People resources are fully realized.

People work together and build on one another's skills and capabilities.

People typically help one another out.

When successful, it does a good job of partnering with its customers.

It is good at forming alliances with other organizations.

It is usually egalitarian and democratic in nature.

When successful, trust is prevalent.

It is versatile and adaptive.

It listens to people.

Participate management thrives.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing, 1994.



# **Supervisory Leadership for Women in Corrections**

Employees often have a strong sense of ownership and personal pride in the organization.

It fosters individual talent and generalist capabilities.

Tasks and functions are well integrated.

Conflict and differences are typically fostered and are well managed.

Monetary rewards are often very generous.

## **Weaknesses of the Collaboration Culture**

In excess, it leads to people getting caught up with being friends with one another. People refrain from holding one another accountable. Performance slips. The culture gets too supportive and is prone to becoming inbred and cliquish.

It is prone toward the short-term. People want to get to the payoff and start pushing too quickly.

In excess, it becomes over compromising. It slips into making everybody happy.

In the extreme, it is prone to laissez-faire management.

If careless, it fails to recognize individual achievement and inadvertently fosters mediocrity. It is prone toward stifling individuality. An outstanding individual performer loses motivation. Highly talented individualists leave.

It inclines toward de-emphasizing planning.

It gravitates toward groupthink. People refrain from dissent for fear of team ostracism.

In times of difficulty or stress, it gets hamstrung and has a hard time making and sticking to firm decisions.

It is at a disadvantage when competing with a ruthless adversary.

In excess, it takes a long time to make decisions.

Without a central focus, it gets over committed and goes off in too many directions.

In excess, it is over adaptive and lets the environment sway and influence it.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# **Supervisory Leadership for Women in Corrections**

## **Strengths of the Competence Culture**

It has high performance standards.

It has a high continuity of service.

Institutional wisdom and its preservation are important.

It offers considerable technical expertise.

Great achievements come from this culture - new inventions, technologies, services, and products. When knowledge is advanced, it happens in this culture.

It is goal oriented and results oriented.

You can't go wrong with its products, services, or technologies.

It is future oriented and possibility oriented. It often sets trends.

It is a creative and exciting place to work.

It is a visionary. It values going beyond what has already been achieved.

It puts much more into research and development than other cultures.

It places a high value on professionalism.

It emphasizes merit and demonstrated performance.

Life gets to a "high pitch".

Discipline is present and emphasized.

It is an efficient and productivity oriented culture.

It values craftsmanship.

The reward system is incentive oriented. An individual can make a lot of money.

It accords considerable importance to strategy and planning.

Decision making is thorough, considered, and systematic.

An individual can stand out.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

# Supervisory Leadership for Women in Corrections

It is good at adapting and changing

Ongoing training and education are prevalent.

## **Weaknesses of the Competence Culture**

In excess, this culture leads to technical or expert tangents. The organization slips into directions that lack viability or pragmatism. It loses sight of the need to stay focused on the application of ideas.

It loses sight of the human element and takes people for granted. Good (not superior) people are passed over. People are treated insensitively; personal concerns become annoyances. Bright, capable, but less educated people are screened out, resulting in the loss of valuable resources.

Values and subjective views are prone toward getting screened out or ignored.

People may over plan and overanalyze.

It is too emotionally controlled.

In excess, it gets so involved in the world of ideas that it fails to appreciate the real world of people, time, individual weaknesses, or prejudices. It risks thinking that the model represents the real world, instead of an attempt to simulate reality.

People feel that leadership is never satisfied and that they are always under performing.

It is too tough on people, too much the taskmaster. In the extreme, people feel like they cannot make a mistake or say that they don't know or can't do something. There is a great deal of pressure to keep pushing on and to refrain from admitting that you have difficulty keeping up.

Winning takes on too much prominence.

In the extreme, "win-lose" behavior goes on. What could be a "win-win" situation is overlooked or not considered.

It advises against collaboration and teaming because that interferes with individual recognition and prominence.

If overdone, people are overly pressured, overworked, and stressed out. People feel like they can't relax, and they don't celebrate enough.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

## **Supervisory Leadership for Women in Corrections**

Capable people who are less effective communicators feel unappreciated.

In excess, it makes people feel constantly insecure.

Generalists are not developed or encouraged.

Adapted from Schneider, William E.; The Reengineering Alternative: A Plan for Making Your Current Culture Work. Irwin Professional Publishing. 1994.

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## Culture IS...as Culture DOES

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**C**an anyone doubt that institution culture is a serious problem at a time when "going postal" has become a national joke? Or, when Europeans suggest that Americans view the crash of an airliner as a "serious malfunction", lacking human dimension? Or that, God forbid, you end up in a hospital where you are referred to as the "heart in room 520" or the "a.h. in 312" as was the reference to the writer's father who was hospitalized with Alshiemers disease?

In our prisons and jails we have our own depersonalizing "terms of endearment" and the "a.h. in cell 312" would not refer to Alshiemers! Frequent reference to "sh--heads", "a---holes", etc. may be laughingly written off as an attempt to lighten an otherwise depressing environment - "if we couldn't laugh we would cry" - but it must be acknowledged that it is more often than not a shameful indication of a deterioration of the culture of our institutions. Because 1) relationships in prison often have a destructive impact upon all parties in and peripheral to the relationship, and 2) because such destructiveness undermines the achieving positive goals and objectives a person or institution may have, relationships and the culture in which they develop and thrive must be examined.

Those interested in safe, secure correctional operations and positive outcomes

must consider how critically important this topic is given the levels of dysfunction evidenced in the prison population. Several years ago this writer, while inspecting the room of a 15 year old inmate who had torn up his room and attacked the officer, found the following words angrily penned on a pad of paper:

*I am no-one, nò-one am I...  
Tears in my eyes  
Fear in my heart  
Hate in my soul  
And all my fear and all my hate  
Remind my always of my fate..  
I am no-one.*

**Control, of itself, will inevitably reinforce an inmate's negative self-view unless it is exercised in a culture in which there is clearly articulated belief in the worth of the individual and corresponding interaction that expresses this belief - irrespective of the inmate's conduct and outlook.**

Few inmates are sufficiently self-aware to recognize or have the ability to articulate such heart-rending sentiments. But it cannot be denied that many of those confined in jails or prisons experience similar pain. The culture of

the institution in which this inmate is controlled will either reinforce this self-portrait or chip away at it over time and instill a greater sense of worth. Control, of itself, will inevitably reinforce an inmate's negative self-view unless it is exercised in a culture in which there is a clearly articulated belief in the worth of the individual and corresponding interaction that expresses this belief - irrespective of the inmate's conduct and outlook.

In considering institution culture, it may be useful to look back in history and consider destructive human relationships in other contexts. Examples may be the My Lai massacre in Vietnam in which American soldiers killed hundreds of civilians of all ages with, perhaps, only assumed provocation. Or, the way black people and native Americans in our country have been treated as if they were “things” or the way the Nazi regime set out to eliminate “inferior races”. Though in these instances we are talking about “institution” in a more global sense, there are some common truths.

The common truths or similarities we must consider are in the creation of “cruel relationships”<sup>1</sup>. In each of these examples, members of one group or culture found themselves in a position of having power to inflict great cruelty or death over another group or culture that they looked upon as inferior, defective – even sub-human – and as “material” to be acted upon. Cruel and destructive relationships developed that enabled otherwise rational men to behave in irrational ways – for loving fathers to destroy the children of others.

It also must be considered that these great tragedies did not occur because of a single “bad apple” in the barrel of human relationships. It was not accidental or incidental. In each example the tremendous cruelty was part of a broad-scale pattern of inhumanity. And, the cruelty of one group to another *was inflicted by people who felt they had some kind of permission to do what they were doing.*

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<sup>1</sup>N. Sanford, C. Comstock; *Sanctions for Evil*; (Jossey-Bass Inc.: 1971)

You may ask, “What has this to do with prison operations?” True, the examples used may be vastly different in their destructiveness when viewed in their totality. But, in terms of their impact on individuals and the groups with whom we interact on a daily basis, the similarities exist. Not all violence or destructiveness is lethal or even physical – much of it happens in the words spoken, attitudes expressed, and relationships into which people are coerced in their employment, housing, or in seeking to meet their basic needs.

If we are to truly examine the “under-belly” of institution culture and understand its’ dynamic, we must at least examine the hypothesis that when men and women inflict cruelty upon another – inmate or staff – they do so in an active perception that there is support or approval of such conduct in the culture or environment in which they work. The perceived supporters may be fellow staff, even supervisors or managers, who will not report the cruel behavior or others who engage in and encourage such behavior. To the extent this is true, institution culture becomes the responsibility of leaders and managers and cruel acts not the sole responsibility of rogue staff.

#### Institution Culture: A Definition

When we speak of institution culture, many will think in terms of *cultures* – discreet groupings of people of common ethnic background, perhaps a neighborhood or community, or large society – who are recognized or known for mores, beliefs, arts, writings, interdependence, a way-of-life that

**Not all violence or destructiveness is lethal or even physical – much of it happens in the words spoken, attitudes expressed, and relationships into which people are coerced in their employment, housing, or in seeking to meet their basic needs.**

is largely peculiar to themselves. It serves to bind them together. In many ways they behave as one and are viewed as one. While recognition of cultures in the institution community is important, institution culture in the context of this paper is much different.

When discussing institution culture we are referring to the *product* of the values, beliefs, and behaviors of the members of the jail or prison “community” as expressed in the ways in which they interact with each other. While individual values, beliefs, and behaviors may differ greatly, the culture of the prison *community* is expressed through the *prevailing* or *predominate* values, beliefs, and behaviors of that community. Such beliefs and values may not be those espoused by the leadership or by some staff, but it will be the *prevailing* values, beliefs, and behaviors by which the community is judged, for which it is known, and that impact the inmates and staff.

“By their works you will know them” is the Biblical expression of our confidence in the validity of measuring people by their actions. It is by their “works” – what they do more than what they say – that the culture of the institution is measured.

#### The Default Culture:

A correctional facility is a community that is comprised of many individuals whose lives are closely entwined,

- staff and inmates
- peace-loving and violence-prone
- managers and line staff
- “professional” and “blue-collar”
- old and young
- of all levels of intelligence and ability
- in an inherently adversarial environment

(the keeper and kept), who have shared beliefs, language, behaviors, traditions, community expectations, and a way of life that is largely peculiar to itself. In addition, the members of this community are interdependent in many very significant ways for their personal growth and success.

Because the correctional community is made up of this broad cross-section of society and great diversity of interests, biases, and beliefs, and the “keeper” and the “kept”,

it is an environment in conflict. At odds with society, cast-out by the community, imprisoned by the judgment of society’s representatives, inmates enter this community with a

clear expectation of more of the same. Often “condemned” by family or others who believed and/or depended on them, their loss of esteem heightens their sense of alienation and the need to strike out. Add to the mix those with behavioral disorders; a “nothing to lose” attitude; or who in fear of the environment mount an aggressive offense as a defense; and staff with their own fears, limited training in conflict resolution, and sometime attitudes that fuel the conflict, and you have a community at risk of explosion.

As if that is not enough, consider other differences in the prison family that often fuel conflict including:

- management and union (labor) strife
- racial/ethnic insensitivity
- gender biases
- rural/urban mores
- personality conflict
- career competition

Then, mix in a dash of staff

**The “default culture” of an institution is the culture that “naturally” evolves and prevails if there are not substantial efforts to shape and mold a culture that embraces growth-values – trust, love, justice, freedom, and truth.**

carelessness or criminal conduct on the job, harassment, and/or discrimination; failure to train and supervise; excessive absenteeism; high vacancy and high overtime rates; and the stress of daily business and you have an environment from which it is difficult to squeeze positive juices.

The “default culture” of an institution is the culture that “naturally” evolves and prevails if there are not substantial efforts to shape and mold a culture that embraces growth-values – trust, love, justice, freedom, and truth. The *default culture* is destructive and dehumanizing in its’ impact and endemic in an environment in which such differences and stresses as discussed above, exist. ***Unless there is a plan and purposeful activity on the part of the organization’s leader(s) to make it otherwise, the default culture will become increasingly destructive and non-productive.***

In fact, the default culture in any organization is a culture of conflict simply because of the competition, bias, and perceptual and personality differences within its membership.

How much more this is true of the correctional culture in which the factors that divide are so much greater than in most organizations and in which man’s basest nature is a prevailing force!

#### Symptoms of the Default Culture

The existence of the default culture is easily recognized. While, certainly, the underlying cause of specific stresses in the correctional environment may not be readily identified, the overt symptoms of such stresses are apparent and are reflective of a less-than-healthy culture.

Among the symptoms of the default culture are the following:

- ☞ *Adversarial relationships predominate*

- ☞ *Staff in-fighting*
- ☞ *Open conflict with labor organizations*
- ☞ *Racial and gender preference/strife*
- ☞ *Harassment: hostile work environment*
- ☞ *Careless/cruel/criminal conduct*
- ☞ *Abnormal levels of sick/stress leave*
- ☞ *High turnover and unapproved absence*

Each of these symptoms derive from relationships that are not working. In many, the “cruel relationships” spoken of earlier are apparent – often relationships between persons or groups of persons and sometimes between operating systems in the prison – and evidenced in open conflict. Almost without exception, those caught up in the dysfunctional relationships represented in these symptoms will feel justified in their position and conduct and believe that there is a base of support and approval for conduct they would not engage in outside of this relationship.

The response of managers in the default culture to these symptoms are often “woe-is-me” responses, such as:

☹ *decreasing competence of staff*

- ☹ *lack of staff commitment*
- ☹ *inexperienced staff*
- ☹ *increasing resistance of inmates*
- ☹ *increasing numbers of violent inmates*
- ☹ *Generation X*
- ☹ *lack of understanding by legislators*
- ☹ *lack of resources*
- ☹ *etc..*

Their belief is that much of the conflict is to be expected in the prison environment and that it is largely beyond the control of the manager. To operate in this belief is to turn a “blind eye” to the core responsibility of prison management.

Default-culture symptoms are *never* self-correcting. Staff and inmates whose

***Unless there is a plan and purposeful activity on the part of the organization’s leader(s) to make it otherwise, the default culture will become increasingly destructive and non-productive***



conduct is in response to stressors in the environment infuse new stressors in the environment, further exacerbating an already-destructive cycle. It is a responsibility of prison managers to observe and carefully assess the experience of staff and inmates, understanding that such symptoms are always in a downward spiral.

It must be understood that *when staff or inmate conduct is a response to stimuli in a relationship or the culture of the organization (arguably, it always is) it will inevitably be repeated until the stimuli are removed or the individual develops skills that enable understanding of the dynamics of the relationship or environment and development of immunity to the impact of the stimuli.*

This does not just “happen”. If the individual response to the stimuli changes, it is because of an intervention causing some “shift” in the culture...a purposeful intervention. The prison manager must be active in identifying and removing or mitigating stressors in the culture or environment that generate responses by staff and inmates that are destructive – individually and corporately.

#### Profile of the Default Culture

As has been discussed, the default culture in any organization is, inevitably, negative and destructive. Because of the dynamics and level of conflict in correctional communities, that culture can be very negative and have great destructive impact on both inmates and staff.

Perhaps the most telling characteristic of the default culture is the inability of members of the community to identify with each other. Even the most casual review of case files reveals a broad diversity of persons whose most

common characteristic is a lack of concern for their fellow man which enables them to commit all types of crimes against them.

In his book, *In The Belly of the Beast*, Jack Henry Abbott spoke in rather extreme words of this phenomenon. He said:

*“Among themselves the guards are human, Among themselves the prisoners are human, Yet between these two the relationship is not human – it is animal. Only in reflection – subjective reflection – do they acknowledge sharing a common consciousness. What is the common consciousness? It is the consciousness that we belong to a common species of life.”*

In the Holy Bible, we have an admonition that, if embraced, ensures mutual respect: “love thy neighbor as thyself”<sup>2</sup>.

Underlying criminal conduct and most ongoing problems in relationships is an inability or unwillingness to embrace this admonition. Similarly,

the Golden Rule, couched in similar words in all major religions, urges that we “do unto others as we would have them do unto us”. Together, these admonitions suggest our responsibility to accord each other “unconditional, positive regard”.

Each of these admonitions expresses a powerful psychological force of morality and civilized human conduct and should be interwoven in our personal and organizational values. Their absence “allows” depersonalization and dehumanization, and enables otherwise “good” people to do “bad” and “hurtful” things. Implied or expressed approval of activities of subjugation whose *impact* is cruel – irrespective of intent – provides perceived official approval of such

**Perhaps the most telling characteristic of the default culture is the inability of members of the prison community to identify with each other.**

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<sup>2</sup>Lev. 19:18 , Matt. 22:39

activities. The ability of staff to view inmates or each other as less-than-deserving of respect because of their offense, conduct, intelligence, race, gender, etc., enables them to be disrespectful – even destructive – in their interactions with them.

A second characteristic of the default culture is the institutional dehumanization of inmates or staff. “Labeling” inmates or groups of staff with labels or name-calling that suggests deficiencies serves to reduce their humanity in the eyes of the controlling group. Managerial tolerance of labels and name-calling promotes interactions that are consistent with those concocted deficiencies and unjustly deprives the victim of rights, privileges, opportunities, freedoms, and even justice that is afforded others. References such as “the bitch...” or “the fag...”

are blatantly destructive in the culture and when tolerated or condoned provide tacit approval to abuse or discriminate. Depreciating and laughing at the culture

or customs of some has the impact of diminishing them and distancing them and enables the harassing and discriminatory interactions that are often seen.

In short, the distancing of target populations – however that occurs – from the in-charge group gives the in-charge group a sense of superiority that provides tacit approval of abuses upon those judged to be inferior. *This “sense of superiority” may, in fact, be a position of superiority with certain powers over the target population when it receives support or acknowledgment (real or perceived) of the group or organization’s leadership.*

It must be recognized that virtually identical types of dehumanization occurs among and between groups of staff or staff and

supervisors/managers. There, too, all sorts of inhumanity is experienced as ethnic, gender, or other groups establish a superior position and find “license” to diminish the role and opportunity of others. This is only prevented by the vigilance and purposive actions of leadership to create a culture in which mutual respect is a core value.

### Shaping a Positive Institution Culture

What is a “positive institution culture?” Though positive culture might be defined in many ways, any definition should include the following elements.

> Each member of the community has the opportunity to contribute in a real way to the betterment of the community.

> Each member of the community has opportunity for growth and actualization: to progress toward individually-determined, positive goals.

> Staff and inmates, at all levels, identify with each other as

members of the family of man and deserving of unconditional, positive regard.

Simply stated, the essential cause of a negative or destructive culture is lack of attention. Conversely, a positive culture can only exist as leaders and managers attend to it. Studies have shown the destructive impact of lack of love and attention by a mother, be it animal or human. Similarly, lack of attention by the constituted leadership of an organization will enable/cause it to become self-deprecating and self-destructive. In a void of direction and leadership the members of the community will posture to establish leadership or influence leadership. Destructive forces, thus, develop in relationships throughout the community, rapidly becoming

**...the distancing of target populations – however that occurs – from the in-charge group gives the in-charge group a sense of superiority that provides tacit approval of abuses upon those judged to be inferior.**

the “cruel relationships” discussed earlier – relationships in which and through which hopes, dreams, and opportunity are destroyed.

Of course, when we talk about “giving attention” to the organization, we are talking about attention that has the effect of overcoming the downward spiral of the default culture and shaping a culture that moves the prison community in the direction of meeting the needs of its’ members. The attention of which we speak must be *positive* attention and it must also be *purposive* and *principled*. It *must* be an expression and extension of the vision and values of the organization and its’ leaders.

The shaping of culture is something different and much more than preventing negative behavior.

Stopping disrespect, harassment, abuse, discrimination, etc. through monitoring, supervision, discipline, etc. will not shape a positive culture. Though necessary, it is not enough to stop or p r e v e n t

dehumanization or destructiveness: a positive culture develops only as we humanize the prison environment and promote mutual respect and constructive relationships among staff and inmates. Supervising abusive behavior out of existence in a prison is difficult and is not particularly effectual – the “players” will continue to be at odds. Only as genuine mutual respect prevails can a positive culture exist.

The far more effective approach is to humanize the environment. by recognizing and honoring the humanity on both sides of the bars and at all levels of the organization and through the development of understandings of the interdependence of members of the community for the accomplishment of individual and

corporate objectives. Identification, one with the other, and acceptance of the truth, “we’re in this together - we can all win and achieve our goals”, will begin to change relationships and, hence, outcomes.

As was indicated earlier, the “default culture” of an institution is the culture that “naturally” evolves and prevails if there are not substantial efforts to shape and mold a culture that embraces *growth-principles* – *trust, love, justice, freedom, and truth*. These growth-principles, when they become central in our efforts to shape a positive culture, will ensure that our attention is positive, purposive, and principled.

**Trust** – trust is essential to comprehension of the social surroundings and establishing p r o d u c t i v e relationships. Only to the extent that institution culture promotes trust in inmate/staff and staff/staffrelationships can either staff or

inmates be successful.

**Love** – too strong? – try respect. ANY individual must be respected/loved if they are to develop or maintain self-esteem and a sense of identity that enables him/her to respect or love another. Respect is never given on command – it is only received as it is given.

**Justice** – justice is a cornerstone. Community exists only as there is a sense of “justice for all”. Denial of justice is a major stimulus for aggression and abandonment of commitment to or interest in the community.

**Freedom** – freedom, justice, and respect are inexorably intertwined. Where justice prevails and respect is shared, freedom

**It is not enough to stop or prevent dehumanization or destructiveness: a positive culture develops only as we humanize the prison environment and promote mutual respect and constructive relationships among staff and inmates.**

can be awarded as the individual has the capacity to handle it and make proper choices. In the absence of justice and respect, freedom has no context, lacks meaning, and will be abused.

**Truth** – truth is the essential, central value. Being dealt with truthfully, erodes defenses, lessens manipulation and anticipation of abuse. Accepting and facing truth enables one to interact with and gain some control over his/her environment and future. Without truth; purported trust, respect/love, justice, and freedom will be viewed as manipulation.

### Conclusion

The major trouble is, it is easier to understand the default culture than it is to do anything about it. Easier said than done.

The shaping of culture is not a task for the faint hearted. It commands all of the efforts – and deservedly so – of leaders. And, unfortunately; trust, love, justice, freedom, and truth, are often sacrificed in our need for immediate control or in pursuit of organizational efficiency and convenience. In the authoritarian environment these prime values often become dimmed and most efforts are expended in addressing the symptoms of the default culture.

The management of prison operations is no longer enough. If managers are to be truly successful, they must understand the culture of their institution, the stresses that lead to abuse, harassment, discrimination, disrespect, cruelty, turnover, and even criminal behavior. Understanding it, they must shape the culture in positive ways.

How this is done is beyond the scope of this paper. Suffice it to say, that it begins, continues, and ends in the recognition and honoring of the human “family” – that all have growth and development needs (both staff and

inmates) – and that each individual has an equal right to opportunity to maximize their growth and development within limitations that are inherent in the position they occupy.

From this basic understanding comes trust, respect, justice, freedom, and truth. Without this understanding these principles are lacking and no amount of sophistry will convince staff or inmates that they exist.

There is no higher calling for the leader, manager, or supervisor than that of “overseer of culture”. Understanding that the culture can be toxic and destructive or nourishing and growth-promoting, the successful “boss” pays careful attention to the daily experience of those whose lives are intertwined and shaped by that experience.

Alfred Lord Tennyson wrote these simple but thought-provoking words:

***“Two men looked out between prison bars: One saw mud, the other, stars.”***

The culture of the institution will greatly influence the extent to which staff or inmates see “stars” and remain hopeful of growing and developing in ways that ensure their success. Or, it can stifle hope, even to a point of despair, if in their relationships with the organization and each other they find no support or interest in the achieving of their potential.

The leader is encouraged to conduct a simple assessment of the culture of his/her institution as daily rounds are made by simply observing and asking:

***“Does this staff member – this inmate, see mud or stars?..despair or hope?”***

# Day Four

*Expanding our worldview.  
How we learn, change, and  
grow.*



# Thursday

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## MANAGING CHANGE

### Recognizing Potential Effects

A common error: Under-estimating the effect change has on people

A critical piece: Addressing the impact on people

Anticipate: Reactions, problems, opportunities

Responses to change: Sense of loss, Need to resist, Need to deny

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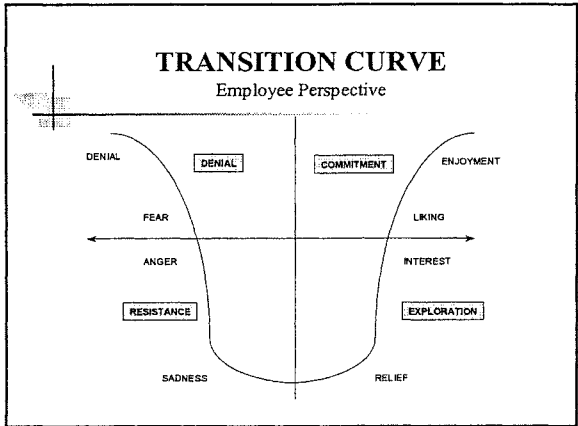
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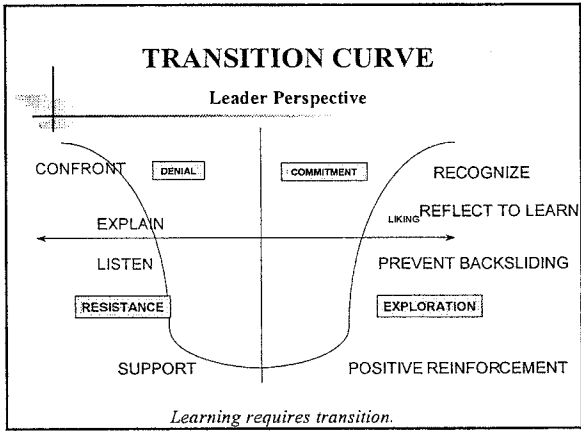
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## Change Style Indicator

Conservator – Pragmatist - Originator

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## Change Style Preference

Conservers	Pragmatists	Originators
Accept the structure	◆ Explore the structure	◆ Challenge the structure
Prefer change that is incremental	◆ Prefer change that is functional	◆ Prefer change that is expansive

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**Characteristics**  
**When facing change**  
**CONSERVERS**

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- ❖ Generally appear deliberate, disciplined, and organized.
- ❖ Prefer change that maintains current structure.
- ❖ May operate from conventional assumptions.
- ❖ Enjoy predictability.
- ❖ May appear cautious and inflexible.
- ❖ May focus on details and the routine.
- ❖ Honor tradition and established practice.

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**Characteristics**  
**When facing change**  
**PRAGMATISTS**

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- ❖ May appear practical, agreeable, flexible.
- ❖ Prefer change that emphasizes workable outcomes.
- ❖ Are more focused on results than structure.
- ❖ Operate as mediators and catalysts for understanding.
- ❖ Are open to both sides of an argument.
- ❖ May take more of a middle-of-the-road approach.
- ❖ Appear more team-oriented.

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**Characteristics**  
**When facing change** **ORIGINATORS**

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- ❖ May appear unorganized, undisciplined, unconventional and spontaneous.
- ❖ Prefer change that challenges current structure.
- ❖ Will likely challenge accepted assumptions.
- ❖ Enjoy risk and uncertainty.
- ❖ May be impractical and miss important details.
- ❖ May appear as visionary and systemic in their thinking.
- ❖ Can treat accepted policies and procedures with little regard.

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**Perceptions**  
Conservers see Originators as:

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- ❖ Divisive
- ❖ Impulsive
- ❖ Lacking appreciation of tested ways of getting things done
- ❖ Starting but not finishing projects
- ❖ Not interested in follow through
- ❖ Wanting change for the sake of change
- ❖ Not understanding how things get done

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**Perceptions**  
Originators see Conservers as:

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- ❖ Dogmatic
- ❖ Bureaucratic
- ❖ Yielding to authority
- ❖ Having their head in the sand
- ❖ Preferring the status quo
- ❖ Lacking new ideas

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**Perceptions**  
Pragmatists can be perceived by strong  
Conserver and Originators as:

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- ❖ Compromising
- ❖ Mediating
- ❖ Indecisive
- ❖ Easily influenced
- ❖ Noncommittal
- ❖ Hiding behind team needs

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## Collaboration

Conservers	Pragmatists	Originators
Prefer to keep current structure operating smoothly	◆ Prefer balanced inquiry	◆ Prefer to challenge accepted structure
Focus on relationships	◆ Focus on shared objectives	◆ Focus on the task
Encourage building on what is already working	◆ Encourage looking at the current circumstances	◆ Encourage exploring new possibilities

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## Creativity

Conservers	Pragmatists	Originators
Verification	◆ Perspiration	◆ Inspiration
Refine	◆ Concretize	◆ Conceptualize
Follow through	◆ Implement	◆ Initiate

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## Valuing Differences

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## Managing Diversity

### Valuing Differences



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## Facts

- Minorities, Immigrants and Women now hold more than 50% of all the jobs in the United States
- In the year 2000 only about one in every 5 new employees in America was a white male
- America's consumers are fast becoming more diverse as well, demanding a diverse work force to understand and serve them.

Beyond Race and Gender by R. Roosevelt Thomas, Jr.

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## Diversity

- What is it?
- Why would diversity concerns be important

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### Diversity Defined

- Diversity Includes everyone

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### The Melting Pot

- Traditionally , the American approach to diversity has been assimilation
- Newcomers were expected to adapt so they "fit".
- The burden of making the change fell to them
- This is true for the business world as well as society at large
- Managers have traditionally insisted that people who are different bear the brunt of adjusting.
- They have been more than willing to help them adjust

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### The Melting Pot *continued...*

- The assimilation model has been so successful that many managers tend to take it for granted
- They believe that their company's culture evolved over the years in response to business realities and it seems reasonable that employees be expected to conform
- Employees too have bought into the rationale for assimilation
- In anticipation for promised success as a result of conforming, they dropped their ethnic and gender identity at the door of the company.

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### " I Don't want To Assimilate"

- Times and employee attitudes have changed
- People are less willing to be assimilated
- Increasingly prospective employees are saying "I'm different and I am proud of what makes me different... I can help your team and I would like to join, but only if I can do so without compromising my uniqueness"
- This reluctance is becoming apparent in several employee groups..let's examine

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### " I Don't want To Assimilate"

- **Minority Employees**- who believe their predecessors who fitted in gave up their identity
- **Women Employees**- who see their predecessors wondering if giving up their femininity is too high a price to pay for success
- **Younger Employees**- Who find themselves questioning the wisdom of old men with out of date experience
- **Higher Educated Employees**- Who come to the the work place with expectations of participatory decision making expectations and find themselves at odds with the usual hierarchical style.
- **Il of them are saying don't assimilate me...don't dilute my strengths**

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### A Different Approach To Diversity

- Increasing Diversity in the work place is a fact
- Trying to hold on to yesterday's management patterns will seriously jeopardize the viability of our business.
- Those who see it as opportunity and take on the challenge will have a competitive edge.
- So what does the new model look like?

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## Managing Diversity

- Managing Diversity is a comprehensive managerial process for developing an environment that works for all employees.
- It involves tapping into all employees full potential ..empowerment.

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## Managing Diversity Vs. The Traditional Approach

- Managing Diversity means approaching diversity at three levels simultaneously, individual, interpersonal and organizational. The traditional focus has been on personal
- Managing Diversity approach diversity from a management perspective. At it's best it means not only getting from employees everything you have a right to expect, but everything they have to offer. full potential ..

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## Managing Diversity Vs. The Traditional Approach continued....

- Managing Diversity requires that line managers learn a new way. They spend less time doing the work and more time enabling employees to do the work.
- Managing Diversity defines diversity broadly; it addresses the way employees are different and the many ways they are alike.
- It is not about white males managing women and minorities, it is about all managers empowering whoever is in their work force.

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### Managing Diversity Vs. The Traditional Approach continued....

- Managing Diversity assumes that adaptation is a two way street, a mutual process between the individual and the company.
- Unlike more traditional approaches, managing Diversity is not a program. It calls for more than changing individual behaviors. It requires a fundamental change in the organizations way of life.

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### Real World Examples "The Envelope Please"

- Form five groups
  - Each will be given an envelope on which a diversity scenario is described
  - You will be given 5 index cards
  - You will have 3 minutes within your group to decide the best strategy for responding to the scenario and record it on the card
  - Place the card in the envelope and pas to the next group
  - There will be five rounds
  - In the 5<sup>th</sup> round work within the group to prepare presentation of the best strategies using some or all of the information contained in the envelope

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# Life Balance

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"If you don't get what you want, it is a sign either that you did not seriously want it, or that you tried to bargain over the price."

Rudyard Kipling  
Author

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**Assertiveness** **Fear of Success** **Self-Discipline**  
What are your personal obstacles to achieving a greater life balance  
**Perfectionism** **Knowing what you want** **Time Management**  
**Inertia** **Procrastination**

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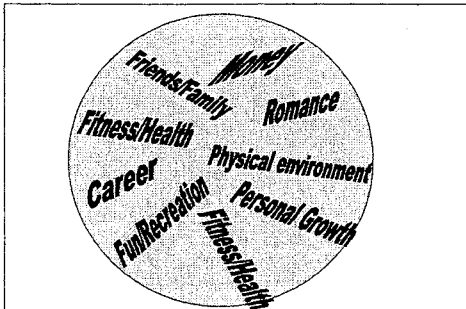
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The rounder the wheel, the more balanced your life...



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## Work/Life Balance

- Unskilled:
  - lacks balance between work and personal life
  - Overdoes one at the expense of the other
  - May be a workaholic
  - Carries troubles from one area of life into the other
  - Can't turn off one area of life and fully concentrate on the other



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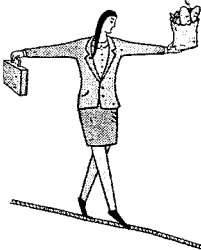
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## Work/Life Balance

- Skilled
  - Maintains a conscious balance between work and personal life so that one doesn't dominate the other
  - Is not one-dimensional
  - Knows how to attend to both
  - Gets what she wants from both



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## The Map



Research on well-being shows that the best adjusted people are generally the busiest people, on- and off-work. Balance is not achieved only by people who are not busy and have the time. It's the off-work part of balance that gives most people problems.

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## What should I pack in my suitcase?



- Think back on when you have taken a successful trip. Why was it successful?
- Now, think about the trip that was a disaster, what went wrong and why?
- How are these two situations like life's journey?

Time Overdrive  
2003

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## When life's journey doesn't go as planned....

- It might be because you don't have any control over what happened
- It might be because you failed to plan, or due to a lack in time management
- It might be because of your reluctance to change
- Could you be focusing on self-fulfillment, rather than self-development?

Time Overdrive  
2003

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### Famous Landmarks and Their Cities

When you are traveling and you're not quite sure where you are, you instinctively look for a landmark to get your bearings. Take this quiz and see how many landmarks you can identify, most of these places you have probably never visited

- | ■ Landmarks              | ■ Their Cities                  |
|--------------------------|---------------------------------|
| ■ 1. Eiffel Tower        | ■ 1. San Francisco, California  |
| ■ 2. Super Dome          | ■ 2. Rome, Italy                |
| ■ 3. Coliseum            | ■ 3. Walt Disney World, Florida |
| ■ 4. Big Ben             | ■ 4. Washington, D.C.           |
| ■ 5. Statue of Liberty   | ■ 5. Jerusalem, Israel          |
| ■ 6. Mount Fuji          | ■ 6. Paris, France              |
| ■ 7. Cinderella's Castle | ■ 7. London, England            |
| ■ 8. Walling Wall        | ■ 8. Tokyo, Japan               |
| ■ 9. Golden Gate B ridge | ■ 9. New York, New York         |
| ■ 10. Lincoln Memorial   | ■ 10. New Orleans, Louisiana    |

Time Overdrive  
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## Look for the Landmarks

What made this quiz so easy? You had already learned to associate those places with their landmarks, either because you've seen them yourself or because someone who has been there described them to you

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**Don't you wish the landmarks on life's journey were as easy to identify?**

The good news is that the same can be true of the landmarks of your journey. All you need is someone who is acquainted with them to tell you what to look for, and you will recognize them.

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**"For everything you gain, you lose something."**

Ralph Waldo Emerson

© 2003

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**You pay a price for getting stronger.  
You pay a price for getting faster.  
You pay a price for jumping higher.  
(But also) you pay a price for staying  
just the same.**

H. Jackson Brown  
author  
*Life's Little Instruction Book*

Life Overcome  
2003

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Reaching your landmarks  
requires commitment and  
persistence

**To reach each landmark, you have  
to give up something of value. Ed  
Cole, popular motivational  
speaker once said "All of life is  
lived on levels and arrived at in  
stages."**

Life Overcome  
2003

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Giving up something of value  
is like a trade-off

Some of these "trade-offs" are  
more significant than others.

Life Overcome  
2003

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Don't expect everyone to be supportive of your choices

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Remember that those closest to you may not respond in the manner you would like, at least initially

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Goals versus Landmarks

**Goals provide an *external* target to shoot for in order to accomplish your dream. Life's success landmarks are internal. They mark changes in *you*--in your thinking, actions, and attitudes.**

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The more landmarks you pass on the inside.....



The farther you will travel on the outside....

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## **Having it All...and Making It Work**

*Six Steps to Career and Family Balance*

D. Quinn Mills  
Harvard Business School

- > **Step 1: Commit to Wanting Both a Career and Family:** *Rethinking your priorities*
- > **Step 2: Pursue a Process that Creates Balance:** *Balancing What is Most Important to You*
- > **Step 3: Make Choices and Accept the Consequences:** *Giving Up What You Don't Want Badly Enough*
- > **Step 4: Choose a Career that Supports Balance:** *Making Your Balance Real*
- > **Step 5: Involve your Loved Ones in Creating Balance:** *Refining Your Balance*
- > **Step 6: Review Your Balance to Retain or Regain it:** *Balance is a Destination*

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## **"How We Choose To Be Happy"**

**The 9 Choices of Extremely Happy  
People**

**Their Secrets, Their Stories**

*Rick Foster and Greg Hicks*



© 1999 Entrepreneur

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**Rick Foster and Greg Hicks co-authored the book, entitled "How We Choose to be Happy", published in 1999. Foster and Hicks were in the business of corporate problem solving.**

**During their years of fixing problems such as misunderstandings between people, lack of trust, poor collaboration, they begin to notice that fixing these problems did not necessarily make people happier.**

© 1999 Entrepreneur

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Eventually, they learned that when we fix our problems, all we end up with is fewer problems. We feel better only until the next problem crops up, which it inevitably does. We can keep "fixing" forever, without ever creating real happiness.

© The McGraw-Hill Companies, 2002

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**Foster and Hicks decided to shift their focus on happy people, not just as work, but in every aspect of life. They wanted to learn what their source of their happiness was.**

- What makes them tick?
- How do they stay emotionally elevated?
- What are they doing that the rest of us aren't?

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The two men set out to do extensive research, seeking to discover the secrets of happy people.



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Their research took them to rural Alabama to talk to the fourth generation owner of a hardware store...



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Backstage to interview a Broadway chorus dancer after her performance in a hit musical...



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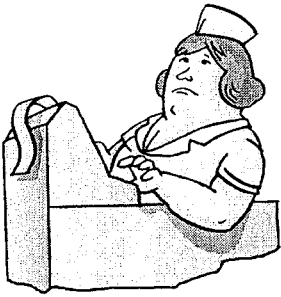
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To a cafeteria worker in East Los Angeles...



© 2002

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What they learned amazed them. Even though the people they interviewed were extremely diverse and their situations varied, they all had something in common.

Rich or poor, black or white, married or single, old or young, *they each created happiness by making the same nine choices...*

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## The Nine Choices

ACCOUNTABILITY  
IDENTIFICATION  
INTENTION  
OPTIONS  
CENTRALITY  
RECORDING  
GIVING  
TRUTHFULNESS  
APPRECIATION

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## INTENTION

The active desire and commitment to be happy, and the fully conscious decision to choose happiness over unhappiness.

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## ACCOUNTABILITY

The choice to create the life you want to live, to assume full personal responsibility for your actions, thoughts, feelings and the emphatic refusal to blame others for your own unhappiness.

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## IDENTIFICATION

The ongoing process of looking deeply within yourself to assess what makes you uniquely happy, apart from what you're told by others should make you happy.

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## CENTRALITY

The nonnegotiable insistence on making that which creates happiness central in your life.

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## RECASTING

The choice to convert problems into opportunities and challenges and to transform trauma into something meaningful, important and a source of emotional energy.

© The Overtones, 2002

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## OPTIONS

The decision to approach life by creating multiple scenarios, to be open to new possibilities and to adopt a flexible approach to life's journey.

© The Overtones, 2002

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## APPRECIATION

The choice to appreciate deeply your life and the people in it and to stay in the present by turning each experience into something precious.

© The Overtones, 2002

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## **GIVING**

**The choice to share yourself with friends and community and to give to the world at large without the expectation of a "return."**

© 2002

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## **TRUTHFULNESS**

**The choice to be honest with yourself and others in an accountable manner by not allowing societal, corporate, or family demands to violate your internal contract.**

© 2002

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**These choices are not meant to dictate what you should believe, what you should value, or how you should live your life.**

**Though the choices are universal, their final outcomes are not generic--they are highly individual.**

© 2002

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**As you make the choices,  
they become uniquely  
yours. Whatever your  
situation, they will enhance  
your life.**

© 2000

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## Factors of Success

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## Success factors

- Good track record
- Brilliant or technically superb
- Outgoing, well-liked, charming
- Moved up during acquisition or reorganization
- Loyal, helpful to management
- Ambitious
- Excellent at leading subordinates

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## Fatal Flaws

- Decline in performance
- Insensitive, abrasive, intimidating style
- Cold, aloof, arrogant
- Betrayed trust
- Over managing
- Overly ambitious

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## 6 Factors Critical for Success

- Help from above
- Track record
- Desire
- Ability to manage subordinates
- Willingness to take career risks
- Ability to be tough, decisive, demanding

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## The Narrow Band of Acceptable Behavior

- Show toughness BUT work through others.
- Be tough, demanding BUT not threatening.
- Take career risks BUT be outstanding.
- Be ambitious BUT don't expect equal treatment.
- Take responsibility BUT follow others' advice.
- Others...?
- Research Findings: Women and people of color, in general, have to have more strengths and fewer weaknesses than their white, male counterparts in order to succeed

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# Supervisory Leadership for Women in Corrections

## CHANGE CHALLENGE

### WHAT IS CHANGE?

“There is nothing more difficult to carry out, nor doubtful of success, nor more dangerous to handle, than to initiate a new order of things”

*Machiavelli*

At its simplest, it is about doing different things or doing the same things **differently**

### WHY CHANGE?

Change is the only constant in business - in a competitive business, if you don't succeed, you can be sure that someone else will!

Nothing new about change - it has always been big business - most societies have faced it in some form - political, military, social, economic or technological. So what's new?

### **It's here to stay**

Stop opposing it and, like a judo expert, turn it to your advantage. The ability to adapt to change in this environment has become a fundamental condition of success in business, and, in a growing number of cases, a condition of mere survival.

### **Pace of Change**

The second factor is the accelerating pace of change. What are these changes? They are varied and not easy to summarize except with headings like political, social, demographic and economic forces.

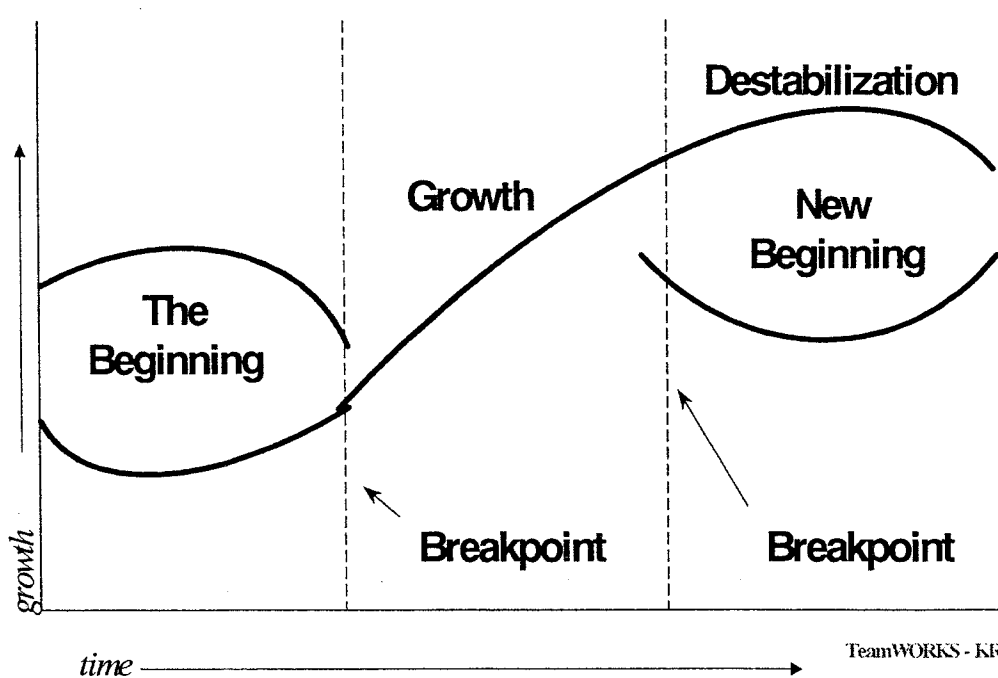
Change leadership is not a skill reserved just for top management. As organizations struggle to respond to the pressure of competition, leaders and their work teams at all levels have to learn to move quickly in order to attain higher standards and increased productivity. The structures, motivation and pressures within an organization or team during change are very different from the traditional processes. Today's organizations ask **each individual** to take more responsibility and rely more and more on effective teamwork.

## Supervisory Leadership for Women in Corrections

### ORGANIZATIONAL RESPONSES TO CHANGE (Handy's Curve revisited)

Times of chaos occur as the system(s) supported by a set of values erodes and questions are asked about the assumption itself.

Breakpoint is the point of no return for the old system. The new process of growth has begun and will overtake the older belief and replace it.



Handy's Sigmoid Curve



## Supervisory Leadership for Women in Corrections

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### The Role of the Manager/leader during Change

Create a Sense of Urgency – **Communicate** – Build an Internal SWAT team – Establish short term wins – Encourage – Challenge – Celebrate Success – **Communicate**

### CHANGE IN PEOPLE

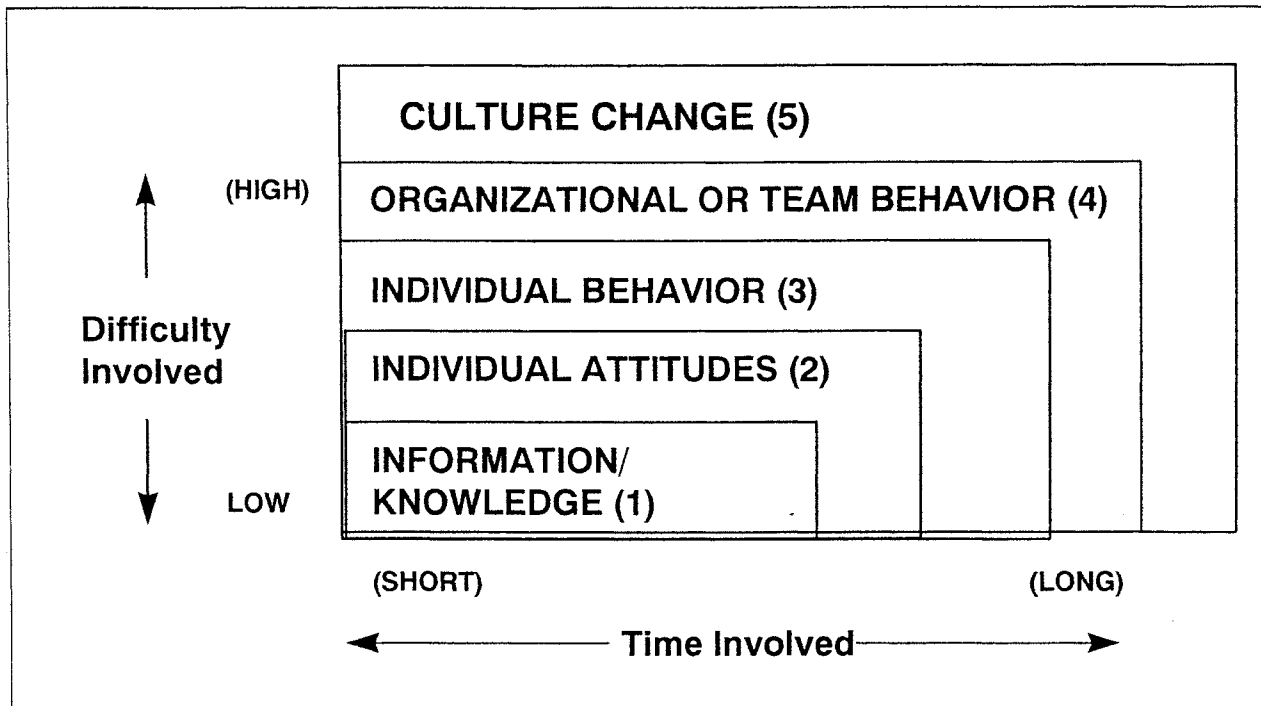
#### People change by being led, not by being told

Change in a person takes place at several levels:

- at the knowledge level (information about desired values, understanding the rationale)
- at attitude level (accepting the need for change and a particular measure of change both rationally and emotionally)
- at the behavioral level (acting in support of effective implementation of the desired values).

Changes in knowledge are the easiest to make , followed by changes in attitude. Attitude structures differ from knowledge structures in that they are emotionally charged in a positive or negative way. Changes in behavior are significantly more difficult and time consuming than either knowledge or attitude. Therefore implementation of team or organization behavior change is the most difficult and time consuming change process. As the diagram shows, a hierarchy of difficulty is experienced in effecting change when moving from the individual at level 1, through to the team and organization at level 4. The relative levels of difficulty and time relationship are also indicated in the diagram. Culture Change at level 5 establishes the new equilibrium.

## Supervisory Leadership for Women in Corrections



### Letting Go

Change occurs when one thing ends and something new or different starts. The period between these two points is **transition**. This is where people have to learn to let go of the old and embrace the new. Usually, it means moving from the familiar to the unknown. Even when change is positive; this psychological process affects us.

The most common error in managing change is under-estimating the effect it has on people. Even when change is positive - promotion, expansion, going public, new markets, - it is not uncommon to experience a feeling of ending or loss.

### Types of Letting go

When a major shift or change occurs within an organization employees normally experience several types of loss including the loss of;

1. **Security** Employees no longer feel in control or know what the future holds, or where they stand in the organization.
2. **Competence** Workers no longer feel they know what to do or how to manage. It is hard to admit you don't know how to do something.
3. **Relationships** People often lose their sense of belonging to a team, a group, or an organization.

## Supervisory Leadership for Women in Corrections

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4. **Sense of Direction** Meaning and mission often become unclear.

5. **Territory** There is a feeling of uncertainty about the area that used to 'belong' to them.

One of the leader's jobs is to acknowledge that a loss has occurred, and not to pretend it is business as usual. Unacknowledged loss will usually lead to resistance and disruption at a later stage.

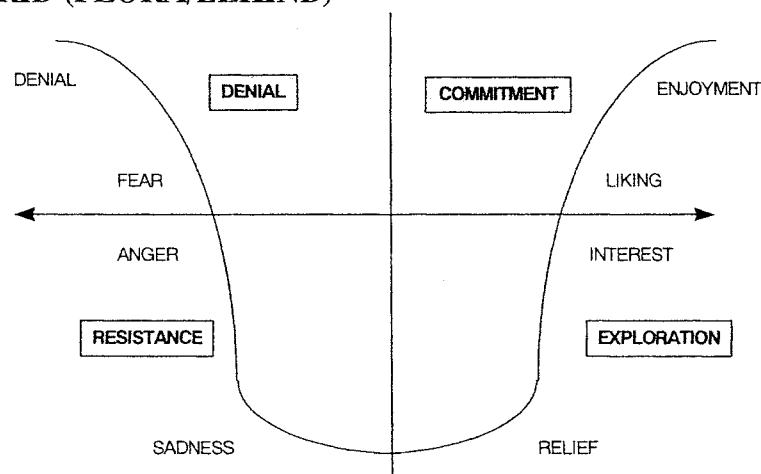
### The Transition Stages

Danger and opportunity can each be further subdivided into the two stages shown below. Altogether, these provide a model of four stages people generally go through when facing change.

- **Danger** can be subdivided into:  
Denial  
And  
Resistance
- **Opportunity** can be subdivided into:  
Exploration  
And  
Commitment

Most people go through these four stages in every transition. However, some may move quickly or get bogged down at different stages. Effective leadership can help a group, and each of its members, to move smoothly through the stages from denial to commitment.

### TRANSITION GRID (FLORA/ELKIND)



## **Supervisory Leadership for Women in Corrections**

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Changes in your organization will transport your team through the four stages of the transition process shown above. The transition leads from the way things were done in the past towards the future. During the early stages of change, people concentrate on the past, and deny the change. Next, they pass through a period of preoccupation, wondering where they stand and how they will be affected. This is normally where resistance occurs. As they enter the exploration and commitment stages, they start to look towards the future and the opportunities it can bring.

### **How to Diagnose each Phase**

#### **Denial:**

You are likely to see: withdrawal, 'business as usual' attention turned to the past. There is activity, but not much is accomplished.

#### **Resistance:**

You will see: anger, blame, anxiety, depression, and even a downing of tools: 'what's the difference, this company doesn't care any more'.

#### **Exploration:**

You will recognize: over preparation, confusion, chaos, energy, 'Let's try this and this and what about this ....?' Lots of energy and new ideas but a lack of coherence.

#### **Commitment:**

This occurs when employees begin working together. There is cooperation, and better coordination: 'How can we work on this?' Those who are committed are looking for the next challenge.

### ***What Actions to Take***

#### **During Denial:**

Confront individuals with information. Let them know that the change will happen. Explain what to expect and suggest actions they can take to adjust to the change. Give them time to let things sink in. and then arrange a planning session to talk things over.

#### **During Resistance:**

Listen, acknowledge feelings, respond empathetically, encourage, support. Don't try to talk people out of their feelings, or tell them to change or pull together. If you accept their response, they will continue to tell you how they are feeling. This will help you to respond to some of their concerns.

#### **During Exploration:**

Concentrate on priorities and provide any necessary training. Follow-up projects under way. Set short-term goals. Conduct brainstorming and planning sessions.

## **Supervisory Leadership for Women in Corrections**

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### **During Commitment:**

Set long-term goals. Concentrate on team building. Create a mission statement. Acknowledge and reward those responding to the change. Look ahead.

### **Traps**

#### **Ignoring or resisting resistance**

Resistance is not pleasant to experience. It can feel as though everyone is angry with you and you are to blame. This is normally temporary. Denying resistance only make it go deeper and last longer. Invite it. Seek it out through listening and good communication.

#### **Pushing productivity too soon**

Some leaders believe that if you demand performance you will get it. Employees may respond in the short-term but tend to level out and there may actually be a decrease in productivity if their feelings don't match their actions. The danger is that you will end with a 'clogged' organization where everything breaks down.

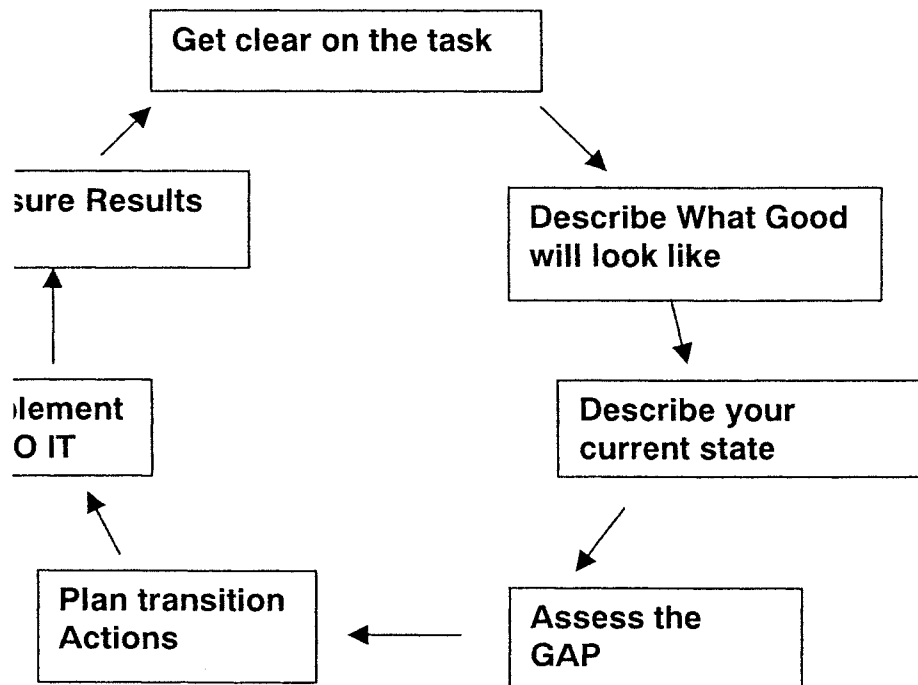
# CHANGE MANAGEMENT

## The Change Path

The Change Path is a framework for thinking about, planning and implementing change.

THE CHANGE Path

Works at all levels



If you want other's to change you must be prepared to first change your own attitude and behavior.

Leaders have little choice but to change! - they can choose whether to simply cope, or leverage it to their advantage!

# Supervisory Leadership for Women in Corrections

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## The Change Path

- **Clarify the task**
  - What is the scope of the task?
  - What is “triggering” the need for change?
  - What’s the relevant history?
- **Describe the future state**
  - Where do you want to get to?
  - Why do you want to get there?
  - How will you know when you have gotten there?
  - What are the main characteristics?
  - Don’t restrict your thinking – go for the vision!
- **Describe the Current State**
  - From different stakeholder viewpoints?
  - Where are you now, what’s happening?
  - Lessons from the past?
- **Assess the GAP**
  - Drivers vs. Restrainers?
  - Champions vs. Resisters?
- **Plan the transition Action**
  - What, why, when who, how?
  - Prime movers, critical mass?
  - Communication strategy?
  - Transition resources?
  - Support systems?
  - Handling resistance?
  - Review milestones?

CHANGE MANAGEMENT

ALWAYS BEGIN WITH  
THE END IN MIND!

REMEMBER -

PEOPLE OWN WHAT THEY  
HELP TO CREATE -  
INVOLVE THEM!

SUCCESS COMES FROM  
THINKING BIG BUT  
STARTING SMALL -  
MATCHING HIGH  
BUSINESS PURPOSE  
WITH COMMON SENSE  
CARING!

## Supervisory Leadership for Women in Corrections

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### The Change Path

- **Implement – DO IT!**
  - Doing it, getting there! Be courageous!
  - “Changing” behavior by role modeling/example!
  - Broaden support - coach, counsel, help.
  - Create commitments - build critical mass.
  - Handle resistance - focus on benefits.
  - Lead by example - clear direction and values.
  - Communicate, communicate, communicate.
  
- **Measure**
  - Monitor change results - Task and Process!
  - Evaluate against transition plan.
  - Sustain “reversing” process - making successful changes permanent.
  - Repeat the cycle.

#### CHANGE OCCURS IF:

- THERE IS A VISION OF A BETTER STATE
- THERE IS DISSATISFACTION WITH THE CURRENT STATE
- PEOPLE SEE HOW TO DO IT

#### CHANGE MANAGEMENT INVOLVES

5% INSPIRATION

AND

95 % PERSPIRATION



# CHANGE MANAGEMENT

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## RESISTANCE TO CHANGE

### Resistance is:

“Any conduct that tries to maintain the status quo in the face of pressure to change it.”

When trying to bring about change you are likely to meet various kinds of resistance such as:

#### 1. Cultural

- values are affected
- important to preserve face
- long traditions
- planned life around things.

#### 2. Social

- affects relationships
- tradition again, e.g. no working during weekend

#### 3. Organizational

- affects formal accepted status quo, e.g. status differentials - cars, phones, offices.
- alter/threatens influence and power of some people.

#### 4. Psychological

- selective perception
- seen as detrimental
- not beneficial - leads to conservatism and conformity.

While you may not always know what type of resistance you are meeting, and the above classification does not explain why it occurs, knowing about the different types of resistance can be a useful tool for starting to analyze the issues.

## Supervisory Leadership for Women in Corrections

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### COMMITMENT TO CHANGE

**“Truly involved people can do anything.”**

Tom Peters

Commitment means giving of your best while at work. When individuals are committed they:

- make suggestions and extra effort
- attend to detail
- welcome change and constantly seek improvement
- are willing to try something new
- enjoy their job
- have pride in their work and abilities
- get it right first time
- cooperate with others
- are trustworthy and show loyalty
- acknowledge contributions of others.

Commitment flourishes when there is:

- A sense of belonging to the organization - which occurs when leaders inform, involve and share successes, thus building the essential loyalty necessary to overcome barriers of “them and us”.
- A sense of excitement - pride, trust, accountability for results; this motivates people to perform.’
- Confidence in management/leadership .

Agreement is not commitment. Even when people agree to changes you cannot expect everyone to be committed to them, there is a spectrum of support for change.

## Supervisory Leadership for Women in Corrections

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### Commitment

TOTAL	HIGH	MEDIUM	LOW	NONE
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On the left of the spectrum there is you, the leader of change, who is totally or at least highly committed to a particular change effort. Other people may be anywhere to the right of you along this spectrum. A commitment plan requires that you discover where they are on this spectrum and find ways:

- Minimize or eliminate their opposition.
- Move them towards your position.

There is always a critical mass of people whose commitment will provide the leverage for action. The number of such people who constitute critical mass will be relatively small yet crucial to success.

### Memory Jogger

- You are no better than your people are and their commitment and participation to the team's goals.
- People own what they help to create.
- If you treat your people as C-, they will perform as C-. If you treat them as capable of A+, you will get A+, or at least their very best efforts.
- When people are in an atmosphere of trust, they'll put themselves at risk; only through risk is there growth.
- It's when your people are challenging you that you know you are getting through.

### SUMMARY

The process of organizational change is alarming, confusing and frustrating. Most organizations appear to pay little attention to the increased demands of managing people through periods of change. Each change, large or small, involving individuals, groups or the whole organization, is unique and requires a specialized, systematic approach to ensure a positive outcome. There is no **single** foolproof list of steps to take. Depending on the situation, you as leader, must improvise and experiment.

THE COLD WITHIN

SIX HUMANS TRAPPED BY HAPPENSTANCE  
IN DARK AND BITTER COLD  
EACH ONE POSSESSED A STICK OF WOOD  
OR SO THE STORY'S TOLD.

THEIR DYING FIRE IN NEED OF LOGS  
THE FIRST WOMAN HELD HERS BACK  
FOR ON THE FACES AROUND THE FIRE--  
SHE NOTICED THAT ONE WAS BLACK.

THE NEXT MAN LOOKING 'CROSS THE WAY  
SAW ONE NOT OF HIS CHURCH--  
AND COULDN'T BRING HIMSELF TO GIVE  
THE FIRE-- HIS STICK OF BIRCH.

THE THIRD ONE SAT IN TATTERED CLOTHES  
HE GAVE HIS COAT A HITCH.  
WHY SHOULD HIS LOG BE PUT TO USE--  
TO WARM THE IDLE RICH?

THE RICH MAN JUST SAT BACK AND THOUGHT  
OF THE WEALTH HE HAD IN STORE.  
AND HOW TO KEEP WHAT HE HAD EARNED  
FROM THE LAZY, SHIFTLESS POOR.

THE BLACK MAN'S FACE BESPOKE REVENGE  
AS THE FIRE PASSED FROM SIGHT  
FOR ALL HE SAW IN HIS STICK OF WOOD  
WAS A CHANCE TO SPITE THE WHITE.

THE LAST MAN OF THIS FORLORN GROUP  
DID NAUGHT EXCEPT FOR GAIN.  
GIVING ONLY TO THOSE WHO GAVE  
WAS HOW HE PLAYED THE GAME.

THE LOGS HELD TIGHT IN DEATH'S STILL  
HANDS  
WAS PROOF OF HUMAN SIN.

THEY DIDN'T DIE FROM THE COLD WITHOUT  
THEY DIED FROM THE COLD WITHIN.


*Source Unknown*

*SEPT 2003 LocRepro*

# Day Five

*Returning Renewed,  
Refreshed!*



 Walking the Talk

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Goal Setting

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 Goals

- Personal
- Professional
- Family
- Community

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**Supervisory Leadership for Women in Corrections**  
**GOAL TRACKING FORM**

**Name:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ (Home) \_\_\_\_\_ (Work

**Completion Date within six months** \_\_\_\_\_

<b>Family</b> <b>Personal</b> <b>Professional</b> <b>Community</b>	<b>GOAL STATEMENT</b>
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	<b>#1</b>
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	<b>#2</b>
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	<b>#3</b>
--	-----------

	<b>#4</b>
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**Coach:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Phone #** \_\_\_\_\_ **Contact date** \_\_\_\_\_

# Supervisory Leadership for Women In Corrections

## WALK THE TALK

The Many Faces of Power:

*"Women alone are perceived as powerless. But a group of women, however small, are apparently perceived - and feared - as powerful. It's a lesson most women have yet to learn."*

- Rosemary Agonito  
*No More "Nice Girl"*

*There are many sources of power: external include money, authority as examples. "Inner power... is important because it can't be taken away. It comes from having access to information..., expertise (based on competence and skill), or personality (the ability to interact effectively with others).*

- Rosemary Agonito  
*No More "Nice Girl"*

*"...what our society values MOST is not the person, but power. ... Our society is ordered by power, and allows or forgives violence in order to achieve it."*

- Oksana  
*Ritual Abuse in Perspective*

*"Power and its use is linked directly to our values and our socialization."*



# Supervisory Leadership for Women in Corrections

## THE NARROW BAND OF ACCEPTABLE BEHAVIOR

Show toughness BUT work through others.

Be tough, demanding BUT not threatening.

Take career risks BUT be outstanding.

Be ambitious BUT don't expect equal treatment.

Take responsibility BUT follow others' advice.

Others...?

Research Findings: Women and people of color, in general, have to have more strengths and fewer weaknesses than their white, male counterparts in order to ascend to the highest levels in corporations.

# Supervisory Leadership for Women in Corrections

## QUESTIONS

1. Managing/working effectively with women and people of color is now a necessary management skill.
2. My organization is helping me learn how to manage/work more effectively with women and people of color.
3. Women and people of color, with executive potential, have access to the same feedback, guidance, informal networks, and resources as their white male counterparts.

## WORKING PREMISES

1. It's impossible to be raised to adulthood in this country without having biases toward women and people of color.
2. Because women and people of color are expected to be less effective and less capable in management roles, they first must prove themselves to be extraordinary before being promoted.
3. Demanding higher standards serves to reduce the uncertainty and risk perceived to be involved in promoting women and people of color to higher level positions.
4. These premises are not consciously held. Nevertheless, they dictate the behavior of organizations.
5. It is possible for white men to work and manage in a non-sexist and non-racist fashion and still work in a sexist and racist organization.