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Leadership in Corrections: An Examination of Leadership in California Prisons

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Leadership in Corrections: An Examination of Leadership in California Prisons

A Dissertation by

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School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

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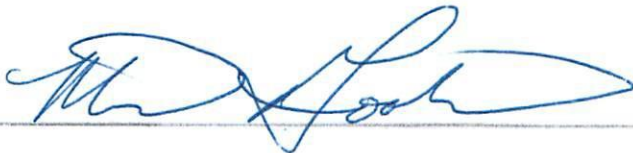The dissertation of Julia Ann Muñoz is approved.

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DEDICATION

First, I give praise and thank God for blessing me with an incredible family, friends, my health and for never forsaking me, even in my darkest moments you are my light. I dedicate this work to my parents, Jose "Joe" Muñoz , Jr. and the late Delia Alice Muñoz; without your love, sacrifice, and support this day would not be possible. I have no words to express my love and gratitude. Daddy, I know somedays it would have been easier for you to walk away, start fresh - a 20-something handsome man, but you didn't, you stuck it out, worked hard and scarified so much to be there for me and provide for our family. I am the luckiest girl in the world because you are my Daddy, my rock, my pillar… I love you!

Mom, today is bittersweet because you're not here to celebrate with me, but I dedicate my dissertation to you because this accomplishment, it is as much mine as yours. All the all-nighters at the dining table, pots of coffee, you waking me up when I feel asleep on my books, all your sacrifice and hard work – we did it Mom! The day I lost you I lost a piece of my heart and for awhile I wanted to take my own life because I didn't know how to live without you, but I could hear you saying, "Julia, smile, I am home, in a better place, picture me sitting next to you at the dining table…." and I did. Mom, this was so incredibly hard, not just the academics of it all, but not having you to call me, to talk me through it, to obsess over it with me and help me in all the ways you always have, so many times I threw in the towel, stopped writing, packed away my books and said I can't do it and all those years of all-nighters with you gave me my mantra… "Come on Mom, we can do this! We got this! Come on!" And deep in my heart you pushed me along….I love you and miss you every single day.

Daddy & Mom, this one is for you! I love you!

ABSTRACT

Leadership in Corrections: An Examination of Leadership in California Prisons

by Julia Ann Muñoz

Purpose: The purpose of this study was to examine leadership perceptions within the California Department of Corrections and Rehabilitation (CDCR), as well as determine if a statistical different existed between leaders' self-perceptions and employees' perception of leader.

Methodology: The study employed a quantitative approach to gather data regarding leaders' self-perception of their leadership skills and employees' perceptions of leaders' skills as measured by the Transformational Leadership Skills Inventory (TLSi). A total of 142 participants from three southern California prisons completed the survey items to yield results. Research Questions 1 and 2 included descriptive statistics to determine the leaders' self-perceived leadership skills and employees' perceptions of their leaders' leadership skills respectively, delineating their average scores and standard deviations for each of the 10 TLSi domains. Research Question 3, t-tests were used to determine if a difference existed between the leaders and custody employees and the leaders and the non-custody employees. Separate t-tests were conducted between both groups and across the 10 scales of the TLSi. The alpha level was set a .05 to be considered a statistically significant difference.

Findings: The findings indicated that CDCR leaders' self-perception and employee perception of leader's leadership skills are statistically similar; with a slightly lower rating of leaders by Non-Custody employees.

Conclusions: CDCR's efforts need to ensure training and development is inclusive of both custody and non-custody as an inspection of the raw data showed ratings for non-custody employees ranged from 1 to 5 on the Likert scale. There were many more "1" and "2" ratings with the non-custody group than with the others indicating some outliers expressing dissatisfaction with leaders' TLSi skills. The leader self-perception and employee perception of leaders were lowest in the areas of political intelligence and visionary leadership.

Recommendations: In order to fully capture the state of leadership within CDCR further inquiry needs to be conducted; there are countless variations of this study that could be conducted to delve deeper into the leadership of California prisons ranging from a focus on geographic location of institutions, to missions, custody levels, to a focus on the multiple layers of the organization's hierarchy.

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CHAPTER I: INTRODUCTION

The modern prison system is an American invention; Walnut Street Jail, Pennsylvania, the first penitentiary, was originally built to serve as a jail, but in 1790 changed into a state prison for the reception of convicted felons (Barnes, 1921). Since the origins of correctional institutions in the United States, leaders have faced challenges of a changing work environment. The prison system has continued to evolve with the social, political and economic climate of the nation, much as it continues to today. The criminal justice and correctional system is ever changing and correctional leadership has been a conglomerate of the principles and reforms, passed down from past penal practices, which have shaped the current correctional environment (California Department of Corrections and Rehabilitation [CDCR], 2016a). "Regardless of the reasons, today's correctional landscape is dramatically different than it was just a short time ago. We no longer face a future that seems pre-ordained" (Cullen, 2014, p. xiv). Correctional policy has reached a tipping point,

> that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. Just as a single sick person can start an epidemic of the flu, so too can a small but precisely targeted push cause a fashion trend, the popularity of a new product, or a drop in the crime rate... (Gladwell, 2000, back dust jacket section)

Prison populations are on the decline for the first time in 40 years. "A broad policy consensus has been reached that penal harm and mass incarceration have outlived their usefulness" (Cullen, 2014, p. xiii). This paradigm shift from the business of warehousing inmates to population reduction, sentence reform, and a focus on reducing

recidivism rates create a unique opportunity for the California Department of Corrections and Rehabilitation (CDCR). Cullen (2014) further emphasizes the shift in the American correctional system, a new era which marks a tipping point; to consider not only reducing inmate populations, but also the role of corrections in a broader social sense. "Thus, we stand at an important juncture in the nation's history. The opportunity for real change that leaves behind a mean season in corrections at hand. It is time to think and act boldly…" (Cullen, 2014, xiv).

The state of California is one of the big four states with the largest prison population in the United States, accounting for a third of all prisoner populations (Bloomberg & Lucken, 2010).

Over the past 40 years, the California corrections system has gone through remarkable changes. 'Tough on Crime' policy led to more than sevenfold increase in prison population between 1980 and 2006…the growth in prison population led to overcrowding and poor prison conditions, prompting lawsuits… (Public Policy Institute of California [PPIC], 2016, p. 1)

In 2007, a three-judge court was convened to address the claims overcrowding in California State Prisons results in unconstitutional medical and mental health care. In 2009, the CDCR was ordered to reduce its adult institutions population to 137.5% of design capacity, a reduction of approximately 40,000 inmates (CDCR, 2016a). In 2011, Assembly Bill (AB) 109 and AB 117, the California's Public Safety Realignment Act, was approved, which transferred jurisdiction and funding for managing lower-level criminal offenders from the State to the counties, "the Department's total adult inmate population as of December 15, 2015, was 127,468, of which 112,510 were housed in the

Department's adult institutions, and the remaining 14,958 were housed in fire camps or contract bed" (CDCR, 2016a, p. 25).

The number one priority of the prison system is public safety - whether it is an era of tough on crime legislation and exorbitant inmate populations or the current philosophy of inmate today- tomorrow your neighbor rehabilitation focused department. Public safety is an extensive responsibility and imperative to every citizen, yet little is known or written about the leadership tasked with such immense responsibility. Leadership is comprehensively researched, discussed, and debated in array of professions; however, there is little research which examines leadership in corrections. The various approaches and theories of leadership are the primary focus of many researchers due to the direct impact on the organization. "A leader and his/her behaviors affect the performance of employees, job satisfaction…the culture and atmosphere that determine the entire dynamic of an organization" (Karadağ, 2015, p.13). As organizations strive to improve and meet the mandate to do more with less, employees are the greatest resource; however, it is not a resource always easily maximized (Welbourne, 2007). "Only strong and effective leadership can help employees understand how they can successfully accomplish their duties within the constraints of organizational policies and procedures" (McGeachy, 2017, p. 68).

Seiter (2016) asserts correctional administration, which he uses to describe both leadership and management, is "guiding and directing an agency responsible for the safekeeping of criminal offenders" (p. 2). "Corrections is a 'people business,' and leadership style and quality are essential to accomplishing the mission of a correctional agency" (Seiter, 2016, p. xiii). Correctional agencies are facing unprecedented

challenges and demands as an emphasis is placed on rehabilitation and preparing inmates for release. In a recent professional development forum for some of CDCR leadership, Secretary S. Kernan (2016), emphasized the importance of rehabilitation and doing the right thing for the right inmate, explaining it is a time of change, "Governor Brown is determine to leave the prison a better system than it was at the beginning of his terms; the Governor believes in the current ballot initiative, and sees it as an opportunity to fix his 1970s mistake of indeterminate sentencing..." (S. Kernan, 2016, presentation). "Lifer Inmates are going places we have never seen before..." (S. Kernan, 2016, presentation). S. Kernan explained it is a time to re-evaluate, "professionalize our organization, focus on ethics... a better way to communicate and listen to staff..." (presentation).

As CDCR strives for continued progress examining current leadership practices in terms of leaders' self-perceptions, and employee perceptions are paramount to the department's ability to overcome current challenges in its fast past evolving system, and maximize the potential of its greatest resource – employees.

> Over the past twenty-five years corrections is the most rapidly growing "business" in the American economy, Corrections has grown in the number of offenders it handles, the number of staff required to carry out the functions, the amount of tax dollars directed to its operation, and in public interest. In addition, to its growth, the administration of a correctional agency has also become more complex, and as legal interventions, political involvement, and public interest all impact almost everything the correctional administrator must do. (S. Seiter, 2016, p. 3)

The recent decline in inmate population, expansion of rehabilitative efforts, increasing political/public oversite and the complexity of the challenges faced by correctional agencies today, require future correctional leaders to rethink past leadership practice (S. Seiter, 2016). The United States adult correctional system population at year's end 2014, was at an estimated 6,851,000, the lowest level in over a decade (Kaeble, Glaze, Tsoutis, Minton, & Statisticians, 2014). In 2016, corrections across the nation will face an impending lack of veteran correctional officers to meet the leadership needs of a growing industry (Walker, 2010). "To address the growing lack of leaders for jails in the United States, there is a critical necessity for current leadership to support leadership succession development…" (as cited in Walker, 2010, p. 111).

According to J. M. G. Burns (2003) transformational leaders empower rather than exercise power over people, they inspire followers. "Leaders take the initiative in encouraging a sense of collective identity and collective efficiency, which in turn brings stronger self-worth and self-efficiency" (Burns, 2003, p. 533). Sridevi (2010) further suggests that empowering employees fosters their confidence, self-efficiency and overall commitment. "Turnover for correctional officers each year is draining invested finances and manpower in corrections. Increased efforts are needed to meet organizational objectives, such as increasing organizational effectiveness, elevating human service for job performance, and raising job satisfaction" (as cited in Walker, 2010, p. 114). The following sections of this chapter will provide a brief background of CDCR, a review of research problem and significance; as well as specific research questions to be examined, key definitions of terms relevant to the study and limitations to the scope of the study.

Background

The CDCR was once a model of correctional excellence for the nation; however, years of surging inmate populations, costly lawsuits, budget deficits, and program cuts have resulted in a revolving door for offenders, and ill-prepared staff to lead reform (CDCR, 2010). The circumstances which have brought the department to an era of over-crowding, federal oversight, and exorbitant budgets are widely debated and complex. Over the past two decades there have been numerous studies, reports, and policy recommendations which suggest how to fix the California prison system in terms of organizational restructuring and population management. These reports include the Blue Ribbon Commission (California & Trask, 1990), Independent Review Panel (CDCR, 2007) and Solving California's corrections crisis: Time is running out, (Commission on California State Government Organization and Economy, 2007).

On May 10, 2005, California enacted Senate Bill (SB) 737 a major piece of legislation which laid the groundwork for fundamental changes in the state's youth and adult correctional departments (California Legislative Information, 2018). The road to transformation began for the department on July 5, 2005, with the addition of "Rehabilitation" to the mission and the establishment of the largest state department - the CDCR. "SB 737 brought together seven existing departments and boards into an organizational model designed to transform the bureaucracies and inefficiencies of California's corrections departments into a corrective and rehabilitative model" (CDCR, 2005, p. 3). While this was a major governmental reorganization and began setting the foundation for a cultural change as effective rehabilitation being essential to public safety, there were no added resources or funds allocated to the department in light of the

addition of the *R* "Rehabilitation" being added to the newly named CDCR (Siggins, 2012). In May 2007, the passing of AB 900, the Public Safety and Offender Rehabilitation Services Act marked a major reform effort for the California prison system by launching the California Logic Model at the recommendation of the *Expert Panel on Adult Offender and Recidivism Reduction Programming* and increasing rehabilitative programming. In 2011, Governor Edmund G. Brown Jr. signed AB109 and AB 117, the California's Public Safety Realignment Act of 2011, transferred jurisdiction and funding for managing lower-level criminal offenders from the State to the counties. Under Realignment, for example, certain offenders began serving their felony sentences in jail rather than prison. Realignment also changed California's system of community corrections. Prior to Realignment, every inmate released from prison was supervised by State parole agents, and parole violators could be revoked to State prison for up to one year (CDCR, 2012).

The transformation of CDCR cumulated with the release of the 2012 *Future of California Corrections: A Blueprint to Save Billions of Dollars, End Federal Oversight, and Improve the Prison System*, which provides a framework to address seven key areas in reforming California prisons, including:

- safely reduce population without early or mass release of inmates

- end out-of-state prison program

- comply with populations cap and end court oversight

- increase rehabilitative programs and decrease recidivism

- close or repurpose existing prisons

- re-norm or re-level the prison system

- cut $1.5 billion dollars in operating cost and reduce construction (CDCR, 2012).

Ackerman-Anderson and Anderson (2010), define transformational change as a fundamental shift in an organizations state of being; requiring a change in operations, culture, behavior and mindset to drive and sustain the change. The organizational and operational changes within CDCR since the 2005 reorganization have and continue to encompass this very definition of transformational change; however, the sustainability of the changes have yet to be determined. Harvey and Drolet (2005) emphasize that building a strong organization starts by building strong people. "Capable, creative, positive, thoughtful people are the fundamental building blocks of strong, surviving organizations" (Harvey & Drolet, 2005, p. 1). The essence of the team is the people that makeup that team - it is only as strong as each of the members and their commitment to the mission. "It is evident today that organizations who lack attention to leadership and engagement practices continue to lose valuable resources, turnover of employees, and a sustainable capacity to compete effectively" (Yossef, 2016, p. 99).

This study will provide the department and other correctional entities with information on prison administrator's self-ratings of their leadership skills as measured by the TSLi (Larick & White, 2012) and employee ratings of administrator's leadership skills. Many possible factors contribute to the difference of leadership practices in state agencies, among which are bureaucratic structures and traditional management styles. This study will examine leaders' self-perception and employee perceptions of leaders in a state prison system and provide insight into the leadership charged with sustaining the transformational change the department is currently undergoing; possibly offering insight

into their readiness to sustain and continue the transformation; as well as recommendations for future growth and development of CDCR leadership.

Transformational leaders inspire change and motivate followers to action. They set goals, build teams, inspire, motivate and empower subordinates (Kotter, 1990). Transformational leaders embrace personal development and lead with a "conscious approach" (Anderson & Ackerman-Anderson, 2010). Leadership in corrections has historically been characterized as command-and-control; however, prisons can no longer run under this style of leadership of orders and directives, but must move toward empowering employees to develop as leaders (Jacobs & Olitsky, 2004). The organizational structure of corrections is often referred to as paramilitary due to its roots in military chain-of-command hierarchy (Cebula & National Institute of Corrections [NIC], 2012). According the National Institute of Corrections (NIC) (2012), paramilitary organizational structure requires only a transactional style of leadership, however all branches of the military recognize the value of transformational leadership concepts, referring to the United States Army field manual, "leaders motivate, inspire and influence others to take initiative, work towards a common purpose, accomplish critical tasks, and achieve organizational objectives" (Cebula & NIC, 2012. p. 47).

Statement of the Research Problem

There are numerous studies on leadership in education, business, as well as in military and local government settings, many of which focus on the success of transformational leadership. However, there is a lack of research which examines the leadership practices within the CDCR; specifically there is a gap in research pertaining to leaders' self-perceptions and employees' perceptions of leaders. As the CDCR (2010)

assesses the goals outlined in the strategic plan and the recently expired California

Blueprint, strives to meet the future vison outlined in the Update to the Future of

California Corrections Report, it is faced with great opportunity as well as substantial

challenges. "The department is focused on establishing principles to guide its future and

improve its operations and delivery of programs…" (CDCR, 2016a, p. 43).

The criminal justice system and corrections is constantly changing, driven by

local practices, litigation and political reforms; as the CDCR strives to meet the demands

of increased interest, oversite and a focus on quality rehabilitation programs;

transformational leadership tenets and practices will be essential to the success of these

change efforts. Fundamental change in the organization's operations, culture, employee

mindset and behavior; as well as a substantial shift away from past leadership practices

will be critical to program sustainability and meeting the challenges of today's

corrections. "If administrators truly want to change the culture of corrections – an often

negative work environment that causes high levels of stress, burnout…they need to

drastically change their leadership style" (Seiter, 2016, p. 1). Transformational

leadership has groundbreaking potential to be a catalyst for change within corrections and

it is necessary to examine its impact on employees in the department.

"In 2017, the gray generation was the largest in American History, fifteen percent

of the population was over 65. In 2030, when the youngest of the baby boomers will

have turned 65, over 20 percent of the U.S. population will be senior citizens" (Dresang,

2017, ch. 7). By 2016, 72% of wardens, 55% of chief deputy wardens and 41% of

associate wardens will be eligible to retire (California Department of Human Resources

[CalHR], 2011). Currently there is a focus on the fact the department faces critical

vacancies in management positions at the institutional level, as many are already eligible to retire today, which would leave the department in a potential crisis situation.

This study will provide insight into current leadership self-perceptions and employee perceptions of leaders and examine if significant differences exist between prison administrators' perception and employees' perception of the leadership skills, as measured by the TLSi. The examination of leadership and understanding the connection between employee and leader perception of leadership skills will be an invaluable tool for future secession planning and leadership development for CDCR.

Purpose Statement

The purpose of this study was to determine if there is a statistical difference between prison administrators' self-ratings of their leadership skills and employees' ratings of the leaders' leadership skills, as measured by the TLSi. A further purpose of the study was to compare leaders' self-perception and employee perception of leaders.

Research Questions

The following research questions guided this study:

1. How do prison administrators perceive their own leadership skills as measured by the Transformational Leadership Skills Inventory (TLSi)?

2. How do the employees of prison administrators perceive their leaders' leadership skills as measured by the TLSi?

3. Do significant differences exist between prison administrators' perception and employees' perception of the leadership skills, as measured by the TLSi?

Significance of the Problem

The organizational and operational changes within CDCR since the 2005 reorganization, 2011 realignment and 2012 California Blueprint goals have, and continue to, transform the organization; however, the sustainability of the changes have yet to be determined. The success of this transformational change will require a fundamental change in the organizations operations, culture, employee mindset and behavior; as well as a substantial shift in past leadership practices. The goals of the CDCR Strategic Plan, the CDCR California Blueprint, and the CDCR Update to the Future of California Corrections, are the primary catalyst to develop and reform correctional leadership to be aligned with transformational leadership tenets and practices (CDCR, 2010; CDCR, 2012; CDCR 2016a).

> Given the increasing number and diversity of offenders in the nation's correctional institutions, the challenging responsibilities being placed on correctional agencies and organizations, and the complexity of the social, political, and legal climate in which they operate, it is now more vital than ever for correctional agencies/organizations to identify and train effective leaders at all levels of management, from the frontline supervisor to the head of a correctional system. (Campbell & NIC, 2006, p. iii)

In response to a major riot in New York's Attica prison, in December 1971, the Attorney General commissioned the first National Conference on Corrections and as a result in 1974 the NIC was created (NIC, 2012). The purpose of the NIC is to provide training, technical assistance, information services, and policy/program development assistance to federal, state, and local corrections agencies (NIC, 2012). The American

Correctional Association (ACA) is the oldest and largest international correctional association in the world. The association has been recognized for more than 135 years and is the expert in establishing measurable standards in prison management and providing certification of correctional facilities (American Correctional Association [ACA], 2014). Development of an association for accreditation was established in 1974 by creation of the Commission on Accreditation for Corrections (ACA, 2014). The Commission on Accreditation for Corrections provided benchmarks for corrections to achieve goals within institutions for advancement in the industry of corrections. These professional associations, along with the emergence of academic studies into the correctional discipline, formed corrections into a specialized academic field and provided intellectual framework (Walker, 2010). "Leaders have the potential to do more than effectively manage organizations and staff. They can work to improve the field, rethink our responses to crime, and inspire others to become the next generation of leaders" *(*Jacobs & Olitsky, 2004, p. 24*).*

The corrections field needs leaders who can help others find meaning in their work and understand how their efforts fit into the larger societal picture *(*Cameron, 2008). The goal of examining leadership within CDCR is to determine if a leadership development plan encompassing transformational leadership principles would be more conducive to the department's mission than the historical paramilitary system in use.

Many possible factors contribute to the difference of leadership practices in state agencies, among which are bureaucratic structures and traditional management styles. This study will examine leadership practices from the perception of leaders and those employees who report to them. The study will provide insight into the leadership

charged with sustaining the transformational change the department is currently undergoing; possibly offering insight into their readiness to sustain and continue the transformation as well as recommendations for future growth and development of CDCR leadership. This study will address the gap in the research that exists with respect to leadership practices within the CDCR.

Definitions

This section of the paper will provide definitions of key terms relevant to the study, as well as operational definitions specific to the study. The following terms were used in this study.

Correctional Facility (agency/prison). "Facility means any institution; community-access facility or community correctional facility; or any camp or other sub facility of an institution under the jurisdiction of the department" (California, 2017, p. 11).

Institution. "A large facility or complex of facilii8tes with a secure (fenced or walled) perimeter headed by a warden" (California, 2017, p. 12).

Inmate/Offender. "Inmate means a person under the jurisdiction of the Secretary and not paroled. Inmate and prisoner are synonymous terms" (California, 2017, p. 11).

Correctional officer/Custody Staff. "Correctional Officers are responsible for protecting the public, staff, and inmates in a correctional institution environment. Institutions operate 24 hours a day, 365 days a year and COs must be willing to work any day or time as required. Candidates successful in the selection process and appointed as COs undergo a 16-week training Academy and a 2-year Apprenticeship Program" (California State Dept. of Corrections, 2008, p. 1).

Non-Custody Staff. Any state employee working at a CDCR facility that is not classified as a correctional officer and does not hold peace officer status, i.e., warehouse staff, clerical support, teachers, library and plant operations staff.

Custody Supervisor/Manager. A supervisor who holds peace officer status, including the positons of Correctional Sergeant, Correctional Lieutenant, Correctional Captain, Associate Warden, Warden.

Non – Custody Supervisor/Manager. Any supervisor of a non-peace office status.

Delimitations

Roberts (2010) defines delimitations as a method of clarifying the boundaries of the study be specifying what will be included and omitted from the study, such as timeframes of study, location, sample, etc. The delimitations for this study will be the following:

- Location: Three pre-designated southern California prisons.

- Administrator Samples: Custody administrators who are at the sergeant, lieutenant, captain ranks, and non-custody administrators with a rank equivalent to the aforementioned custody ranks.

- Employee Samples: Employees who report directly to an administrator as defined in number two above.

The limitations of this study are both the location of the study, which will be three southern California region adult institutions, representing various inmate custody levels from minimum support level inmates to Level 4 high security inmates, which may limit the ability to generalize the results statewide. In addition, the small sample size with respect to the overall population, which may limit the ability to generalize to other

populations. This is in part due to accessibility and cost, which limit the researcher's

ability meet the warden to obtain support for the study and aid in the recruitment of

participants, as well as accessibility to employees of the department. Additionally, this

study may be limited by the truthfulness and accuracy of the participants' responses to

the survey.

Organization of the Study

This study is presented in five chapters, followed by appendices and references.

Chapter I introduced the problem statement, purpose statement, research questions,

delimitation, significance of the problem, and outlined the introduction to the study.

Chapter II contains an analysis of relevant literature in leadership and corrections in the

United States and more specifically, California. Chapter III describes the research

design, methodology, data collection, instrument and procedures, and population and

sample of the study. Chapter IV provides an analysis of the data and discussion of the

findings. Chapter V summarizes the study, offers conclusions, outlines implications of

the study, and recommends future areas of study.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

There are numerous definitions and concepts of leadership, a worldwide

phenomenon, which is most simply defined as the ability to guide, direct or influence

people (Merriam-Webster, 2014). "The definitions most commonly used tend to

concentrate on the leader as a person, on the behavior of the leader, on the effects of the

leader, and on the interaction process between the leader and the led" (Bass & Bass,

2009, p. 15). Distinctly, as there are various ways to describe leadership, there are also

many methods or styles, which determine how leaders provide guidance, direction or

influence people. "A leadership style is a leader's style of providing direction,

implementing plans, and motivating people. There are many different leadership styles

that can be exhibited by leaders in the political, business or other fields" (Merriam-

Webster, 2014, Leadership section). J. M. Kouzes and Posner (2017) challenge the myth

of leadership that some are natural born leaders and assert each of us have leadership

qualities ingrained in us, which need to be developed and brought to the forefront. "In

these times of rapid change and uncertainty, people want to follow those who can see

beyond today's difficulties and imagine a brighter tomorrow" (J. M. Kouzes & Posner,

2017, p. 19).

This review of literature will provide an overview and analysis of leadership in

terms of the following: (a) history of leadership theory and studies of leadership to define

and understand the overarching concept; (b) leadership in terms of styles or approaches

exhibited by leaders with an emphasis on transformational leadership; (c) leadership in

large organizations; and (d) an overview of the CDCR in terms of leadership, current objectives, and challenges.

Leadership and Leadership Styles

J. M. Burns (1978) defines leadership as "the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (p. 425). J. M. Burns viewed leadership as existing on a continuum, from laissez-faire, which in essence is the absence of leadership, to transactional, "a bargain to aid the individual interests of persons or groups going their separate ways (not a joint effort)" (p. 425); to transformational leadership, which focuses on the vision of the organization and the empowerment of employees as part of that vision.

The history of leadership theories and studies of leadership in the 20th century begin with the "Great man" theories of the 1900s, which focused on innate ability and the belief leaders are born. Subsequently, leadership studies evolve over five primary frameworks or theories, which shift from a focus on the behaviors and characteristics of the leader to an emphasis on the importance the follower, the leader/follower relationship, as well as the role of the leader to envision and empower followers to transform the organization toward a shared vision (Bolden et al., 2008). While, there are other types of leadership discussed in research, this review will focus on the following six frameworks, with an in-depth analysis of transformational leadership: (a) trait theory; (b) behaviorist theory; (c) situational/contingency theory; (d) laissez-faire leadership; (e) transactional theory; and (f) transformational theory (Bolden et al., 2008).

The early studies of leadership are based on the premise that leaders differ from non-leaders in attributes, such as intelligence, initiative, and desire to take responsibility (Stogdill, 1948). Trait theory focused on the universal traits common to all leaders, and like the earlier "Great man" theories continued to examine leadership from a leader centered perspective (Bolden et al., 2008).

> The trait approach, which we refer to as the first approach to leadership, is one of the approaches that scientists became interested in at the beginning of the twentieth century...(it) is based on the assumption that a number of characteristics that are either inherent or subsequently gained shall make them powerful leaders. (Karadağ, 2015, p. 3)

The behaviorist theory shifted the focus of leadership from the leader to an emphasis on what leaders actually do, and an introduction to leadership styles (Bolden et al., 2008). "Behavioral (Theory) (was) a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent" (Straker, 2006, Discussion section). "The basis for the behavioral approach is the assumption that leaders have two different types of behavior....(1) employee oriented and (2) production oriented" (Karadağ, 2015, pp. 6, 8). The employee-oriented leaders sees the human side, he/she perceives followers not as machines or positions, and behaves based on those followers' personal needs and interests. Whereas the production-oriented leader sees followers as machines, focusing on the production and technical work that must be done for the organization to be successful (Karadag, 2015; Northouse, 2010).

In response to early criticism of the trait theories approach, theorists begin to examine leadership as a set of behaviors. Lewin, Lipitt, and White (1939) conducted the

first studies of behaviorist theories including, their influential work, leading to the establishment of leadership styles, including autocratic, democratic, and delegative leadership, which are the foundation of laissez-faire leadership, transactional, and transformational leadership (as cited in Newman, 2012). "The transactional approach relates to the autocratic leader; whereas the transformational approach relates to the democratic leader. The laissez-faire approach relates to a delegative leader" (Newman, 2012, p. 19). These approaches will be examined in further detail in the following sections.

In the late 1970s and early 1980s, situational theory, first developed by the work of Hersey and Blanchard (1969), stemmed from the behaviorist approach (as cited in Bolden et al., 2008). The fundamental premise of their work being that there is no best style of leadership and effective leaders must adapt their leadership style specific to the situation in which it is being exercised (Bolden et al., 2008). "Situational Leadership …proposes that leadership effectiveness depends on the leader's ability to tailor his or her behavior to the demands of the situation, namely the subordinates' level of maturity" (Seyranian, 2010, p. 3). Contingency theory is a refinement of the situational style; as rather than simply focusing on behavior specific to the demands of the situation, it emphasizes a combination of tasks and relation behaviors and the leaders' ability to control group outcomes. Leadership behavior becomes a function not only of the characteristics of the leader, but the characteristics of followers as well (Hersey, Blanchard, & Johnson, 2008). "The leader's function is to continually evaluate and adapt his or her behavior to each follower's task maturing scale…the model purports that task

or relations motivates are contingent on whether the leader can control and predict the groups outcome..." (Seyranian, 2010, p. 2).

The following three leadership styles; laissez-faire leadership, transactional leadership, and transformational leadership will be discussed in the following sections, with an emphasis on transformational leadership as it is integral to this study's examination of leadership in corrections.

Laissez-Faire Leadership

The laissez-faire leadership style was first described by Lewin et al. (1938). Laissez-faire leaders give all the rights and power to make decisions to the follower/worker. It is also known as declarative leadership or hands-off leadership style because the leader delegates tasks with little or no direction to the follower (Goodnight, 2004).

> The laissez-faire leader is one who believes in the freedom of choice for the employees, leaving them alone, so they can do whatever they want…such a leader provides basic, but minimal information and resources. There is virtually no participation, involvement, or communication within the workforce. Understanding of job requirements, policies and procedures are generally exchanged from employee to employee. Because of this, many processes are out of control. No direction is given and the laissez-faire leader functions in a crisis or reaction mode…Laissez-faire management or leadership can only lead to anarchy, chaos, and inefficiency. (Goodnight, 2011, p. 822)

The laissez-faire leadership style can be effective with highly skilled individuals; however, ultimately, it leads to complacency and lack of motivation. "When leaders

display laissez-faire behavior, they really don't care whether or not followers maintain standards or reach performance goals" (Sosik & Jung, 2010, p. 272). "The disengaged pattern, also known as laissez-faire, is a benign neglect, but it is not so benign because it injures leader effectiveness" (Kaplan & Kaiser, 2006, p. 91). Leadership is defined as an interaction process in which the leader provides guidance and direction to influence the follower. However, laissez-faire leadership is also categorized as management-by-exception, a passive mode of leadership in which the leader delegates from the top down. "The role is one of indifference, non-involvement, or "leave alone"; hence, this mode could be called Laissez-faire leadership or abdication of responsibility" (Goodnight, 2011, p. 820).

Transactional Leadership

J. M. Burns (1978) defines leadership as leaders persuading followers to action based on needs and wants. "Leadership, unlike naked power-wielding, is thus inseparable from followers' needs and wants" (J. M. Burns, 1978, p. 19). "Power and leadership are measured by the degree of production of intended effects" (J. M. Burns, 1978, p. 21). "The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs…" (J. M. Burns, 1978, p. 3). Transformational leadership is also described as management leadership and focuses on the daily operations, task completion, and motivating followers through a system of rewards and punishments.

"A transactional environment does not attempt to change the organizational culture as it exists; instead it works within that culture, clarifying followers'

responsibilities, expectation, tasks and rewards, all in exchange for fulfilling the contract or agreeing with the leaders" (Cebula & NIC, 2012, p. 41).

The primary leadership style in public sectors is transactional leadership, whereby goals are clearly defined and leadership is task oriented to meet those goals. According to Kest (2007), the earliest theories of leadership in public sectors concentrated on transactional leadership, lagging behind the corporate world, which embraced leadership styles recognizing the value of the individual. Transactional leadership is primarily concerned with the daily operations of the organization and establishes clear expectations for employees, who are motivated by rewards and punishment (Kest, 2007). Kest indicates that in a time when public sectors are tasked with doing more with no additional financial resources, transactional leadership hinders these organization's success and effectiveness by negatively impacting employee effectiveness, extra effort and job satisfaction.

Matz, Woo, and Kim (2014) emphasize the importance of job satisfaction in employee retention and commitment to the organization "Leadership and management within the organization must recognize...workers who are overworked, underappreciated, and generally left out of key decision making processes will suffer from emotional exhaustion, and other psychological ailments that detract from their general satisfaction and commitment to job" (p. 242). While this study will not review employee turnover rates, it is noted that research examining corrections shows a strong correlation between job satisfaction and intentions to leave for both law enforcement and corrections personnel (Adams & Buck, 2010; Lambert & Paoline, 2010; Matz et al., 2014). The prison administration greatly influences the work environment for corrections personnel

and non-custody. "Supervisors serve as the first and most frequent level of management that most correctional employees encounter. The nature and quality of supervision shapes how one perceives the quality of the work environment" (Peterson, 2014, p. 16). Transformational leadership in a local government setting offers promising resulting showing positive effects on attaining increased employ job satisfaction, efficiency and extra effort (Kest, 2007).

According to Cebula and NIC (2012), transactional leadership, "addresses the basic needs for feeling like you belong, safety and security, and employment survival and is a necessary counterpart to transformational leadership" (p. 41). According to Newman (2012), public sectors are shifting from transactional leadership styles of directing and controlling to transformational leadership and a focus on customer satisfaction, service and savings. Local government organizations are beginning to recognize transactional leadership can stifle progress and morale (Newman, 2012).

There are two factors which form the basis for this system, *contingent reward* and *management-by-exception* (J. M. Burns, 1978).

Contingent reward. Leader assigns or secures agreements on tasks and gives promise of rewards in exchange for satisfactory completion of the work assignment (B. J. Avolio, 1999).

Management by exemption. Leader arranges to actively monitor deviations from standards, mistakes, and errors in follower assignments and follows up with corrective action as appropriate. This type of leader behavior exhibits a constant search for any possible mistakes. This behavior is particularly desirable in emergency settings.

Management-by-exemption leader waits for deviations, mistakes, and errors to occur and then takes some form of corrective action.

Transformational Leadership

"Transformational leaders do more with colleagues than simply set-up exchanges or agreements" (B. J. Avolio, 2011, p. 59). The transformational leader strives to not only be a model of higher morals, enthusiasm and optimism, but transform their followers into leaders and progress organizations to achieve sustainable and limitless success (B. J. Avolio, 2011). Transformational leaders inspire change and motivate followers to bring that change to fruition, while improving themselves and their organizations in the process (Koehler & Pankowski, 1997). According to Cebula and NIC (2012), transformational leadership is characterized by leaders who inspire continuous improvement by reinforcing self-awareness, self-regulation, and self-development (Cebula & NIC, 2012).

The National Center for Corrections further emphasis transformational leaders create a culture in which positive change is encouraged and employees are empowered as part of the vision for the future (Cebula & NIC, 2012). Transformational leaders strive to unleash the full human potential within their organizations to surpass mediocrity and achieve nothing less than breakthrough results (Anderson & Ackerman-Anderson, 2010). While transformational leaders are visionary, motivating, encourage development and empower followers in change efforts, this alone is not sufficient in leading systematic and lasting change within an organization. Kotter (1990) asserts both management and leadership are vital if an organization is to prosper. "Leadership by itself never keeps an operation on time and on budget…and management by itself never creates significant

useful change" (Kotter, 1990, p. 7). Hence, in order for an organization to bring about systemic change, the leadership must get beyond the vision of desired change and set expectations and goals for achieving the vision. Likewise, an organization only concerned with policies and procedures and with no understanding of the organization's purpose will never be able to truly achieve its full potential (Kotter, 1990). Leaders create vision and move the organization forward by overcoming barriers to the achieving the organizations vision (Kotter, 2011). Employees are influenced by the behavior of their leadership – in a transformational leadership style the leader is a role model, who focuses on building and maintaining positive relationships to develop followers. "Ultimately, transformational leadership becomes moral in that it elevates the conduct of both the follower and leader" (Cebula & NIC, 2012, p. 44).

Transformational leadership has groundbreaking potential to be a catalyst for change within corrections. Haenisch (2008) states that the primary factors impeding employee productivity in state government is ineffective leadership and poor communication. While, Haenisch does not specifically refer to transformational leadership he identifies key factors in improving productivity including active and effective leadership, two-way communication, setting clear goals and objectives, fostering teamwork and positive motivation. According to Koehler and Pankowski (1997), transformational leadership fosters a working environment which encourages those closest to the problem to be instrumental in its resolution (Koehler & Pankowski, 1997). Tucker and Russell (2004) examine the influence of transformational leadership on change and progress within an organization. Transformational leaders have a powerful influence on their organization and provide new direction, inspiration and

behaviors for employees (Tucker & Russell, 2004). Cebula and NIC (2012) indicate that correctional leaders who embrace a transformational leadership style have the courage to challenge the status-quo and take on the professional risk of being an agent of change in the organization. Effective correctional leaders, "realize that individuals are motivated different, and they strive for balanced leadership on the continuum between transformational and transactional" (Cebula & NIC, 2012, p. 1). J. M. Kouzes and Posner (2013) emphasize "leadership is a relationship between those who aspire to lead and those who choose to follow" (p. 2). Leadership is experienced everywhere, it does not solely occur at the top or only in a formal organization; leaders are regular people (J. M. Kouzes & Poser 2013a). Kellis and Ran (2013) propose a public administration model of leadership, with one of the three main principles being transformational leadership. Kellis and Ran state that "the highly complex environment facing many public organizations cannot be successfully managed using traditional leadership techniques" (p. 138). "Transformational leadership recognizes the influence of leaders' relationships with their followers...is associated with improved performance in both public and private contexts" (Kellis & Ran, 2013, p. 132).

Transformational leadership is comprised of four behavioral components; including (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration (see Table 1).

Table 1

Transformational Leadership Components

Charisma or Idealized Influence
Displays convictions and take stands
Clear set of values
Role model
Builds solid foundation of trust

Inspirational Motivation
Articulate a vision that is appealing and inspiring to
High standards and optimistic
Motivate to act by providing mean
Communication skills – compelling and persuasive

Intellectual Stimulation
Challenges assumptions and takes risks
Encourages creativity and feedback/input from followers
Vision provides a framework and allows followers freedom to act

Individualized Consideration or Individualized Attention
Acts as a mentor or coach to the follower
Listens to concerns and needs.
Respect and celebrate contributions

Note. Adapted from the "Transformational Leadership Report," by Transformational Leadership, 2007, p. 5. Retrieved from https://www.scribd.com/document/21516094/The-Transformational-Leadership-Report

J. M. Kouzes and Posner state:

[N]oted that transformational leaders (1) challenge the process, constantly searching for new opportunities, ready to experiment and take risks, and remaining open to new ideas; (2) inspire a shared vision, articulating direction, ideals, and the special nature of the organization; (3) enable others to act by promoting collaboration and cooperative goals and establishing trust and empowerment; (4) model the way by behavior that is consistent with the vision and instills values supporting the vision; and (5) encourage the heart with high expectations, supporting persistence, rewarding others for success, and celebrating achievement. (as cited in Bass & Bass, 2009, p. 625)

Taylor-Pearce (2015) also discuss the leader's impact on employees and organization outcomes; characterizing leadership as an act of influence. Specifically, Taylor-Pearce explains the leader motivates the follower to utilize resources most efficiently to achieve organizational unexpected/grand successes, maximizing the use of resources even at the expense of the follower's personal self-interests.

This study will examine prison administrators' self-perception and employee perception of leaders' behaviors; the examination of the current leadership characteristics will better equip the department to meet current demands and prepare future leaders.

Leadership in Large Organizations

Covey, in the introduction to Marquet's (2012), *Turn the Ship Around! A True Story of Turning Followers into Leaders* raises the idea that regardless where you are in the organizational structure the mechanisms of leadership are about the interaction of people and be applied to any organization, business, government, or even family.

> We are in the middle of one of the most profound shifts in human history, where the primary work of mankind is moving from the Industrial Age of 'control' to the Knowledge of the worker and Age of 'release.' As Albert Einstein said, 'The significant problems we face cannot be solved at the same level of thinking we were at when we created them.' They certainly won't be solved by one person; even, and especially, the one 'at the top.' Our world's brightest future will be built by people who have discovered that leadership is the enabling art. It is the art of releasing human talent and potential…leadership is communicating to people their worth and potential so clearly that they are inspired to see it in themselves. (as cited in Marquet, 2012, p. xxi – xxii)

Marquet (2012) explains leadership in the Navy and in most organizations is about controlling people; and groups them into a leader or follower structure and asserts while this has been successful especially with proficient leaders it stifles followers, boxing them into a follower mindset. "The widespread development of farming, the pyramids of Egypt and the factories of the industrial revolution were all built on this structure" (Marquet, 2012, p. xxvi). In the leader-follow structure people are treated as followers and as such have limited decision making authority and passion. The success of the organization is tied to the ability of the leader and followers rely on the leader. "The leader-leader model not only achieves great improvements in effectiveness and morale but also makes organizations stronger…they do not rely on the leader always being right…(and) spawn additional leaders throughout the organization naturally" (Marquet, 2010, p. xxvii).

Irrespective of the size of an organization, White, Harvey, and Kemper (2007), emphasize the notion of a politically intelligent leader as, "one who uses a moral compass to lead the organization in the right direction while considering the wants, need, values, motivations, and emotions of followers and stakeholders" (p. 4). Leaders in any organization must understand the internal and external politics and how to navigate them to lead change. This seems even more critical in larger organizations as the internal and external stakeholder and influences are that much greater whether business enterprises, public interest or perceived interest. "If you lack the power to translate ideas and beliefs into action, you will not be an effective leader" (White, Harvey, & Kemper, 2007, p. 3). This idea of leading is about action - doing is further articulated by J. M. Kouzes and Posner (2017), "The instrument of leadership is the self, and mastery of the art of

30

leadership comes from mastery of the self" (p. 308). J. M. Kouzes and Posner, discuss Brian Alink's, Capital One's Auto Finance Business Executive, early recollections of his career and how taking time in the large organization for "Snacks and Chat" where he would gather employees from various areas in an informal time where he was able to connect with them on a more personal level.

> These experiences helped Brian to realize that leadership comes from the heart and from a place of being genuine, being vulnerable and bring your whole self to work…..Each day provides countless chances to make a difference. The chance might be a private conversation with a direct report or a meeting with colleagues…It might come when you're speaking at a conference on the future of your business…Leadership is in the moment. (Kouzes & Posner, 2017, p. 309, 311)

While leadership in large organizations may have had successful outcomes with top-down leadership practices, the complexity of internal and external stakeholders and layers of organizational structures, require leaders to be creative in finding ways to engage with followers to foster leader-leader structures as this strengths the organization, empowers followers and develops future leaders.

Leadership in Corrections

Leadership in corrections has historically been characterized as command-and-control; however, prisons can no longer run under this style of leadership of orders and directives, but must move towards empowering employees to develop as leaders (Jacobs & Olitsky, 2009). "The traditional authoritative leadership style often used in corrections may be of value in a crisis, but it only serves to demotivate employees in non-crisis

situations" (Campbell & NIC, 2006, p. 52). The organizational structure of corrections is often referred to as paramilitary due to its roots in military chain-of-command hierarchy (Cebula & NIC, 2012). "An iron first mode will take an organization to a certain point, but to encourage lasting change that is both positive and effective, a look to strategic planning and culture change interventions are best places to start" (Eggers, 2014, p. 16). The military mode of chain-of-command is used by most American prisons, jails and law enforcement. Peck (2013) explains, "The military model works remarkably well in areas key to corrections...enhancing performance in dangerous situations…" (p. 0).

Change in a correctional environment can come from various outside entities, including; legislature, lawsuits, budget crisis, professional associations, etc. (Cebula & NIC, 2012). As correctional environments aspire to become higher performing, learning organizations, the attitude and actions of leaders will build the organization's capacity for the successful implementation of change efforts (Cebula & NIC, 2012). According to Jacobs and Olitsky (2004), "Prison history is full of examples of exceptional leaders who have made a difference at least for a time, as well examples of leaders whose failures in vision, values and capacity have led to squalor, chaos and human suffering" (p. 478). "Correctional leaders will need to develop strategies concerning leadership development…" (Walker, 2010, p. 114). "Despite substantial growth in the U.S. Correctional system, limited research exists on leaders responsible for the effective and efficient functioning of correctional organizations" (Atkin-Plunk & Armstrong, 2013, p. 551).

Transformational Leadership in Corrections

According to Pittaro (2014), the two primary stressors associated with corrections work are organizational structural issues within the prison administration and weak or inconsistent leadership practices. "Correctional institutions have historically relied on punitive and authoritative styles of leadership…Corrections leaders must work to shift leadership practices …to transformational, coaching and mentoring leadership practices…" (Pittaro, 2014, p. 2). Pittaro asserts transformational leadership practices will help corrections in various areas including; (a) empowering staff to accept mission; (b) foster a rehabilitative environment; (c) provide inmates opportunities to develop social skills necessary for release; and (d) enhance rehabilitation and reentry efforts, ultimately resulting in reduced recidivism rates.

Transformational leaders move organizations forward and foster motivation and a positive working environment, "Leaders create enthusiasm and optimism. Followers are involved in the process of transforming the organization's future. With the enthusiasm created by the leaders, followers are inspired to commit the organizations and goals and shared visions" (Tombul, 2011, p. 23). In a study of police administrators, Tombul (2011), found perceived transformational leadership behavior has a positive effect on officers' willingness to exert effort.

Stress in the field of corrections is a prominent issue today. Not only does it affect the individual and his or her mental state, but it also seeps into an organization's ability to manage their facility, as existing vacancies due to turnover can pose a safety risk for current employees…One ongoing frustration of correctional officers is their perceived ability of control over the processes that

occur on the job. This lack of power often results in their role being dominated

by protecting the fortress, as opposed to participating in decision-making.

(Sekhon, 2013, p. 19).

Leadership in the California Department of Corrections and Rehabilitation

Over the past two decades there have been numerous studies, reports and policy

recommendations which suggest how to fix the California prison system in terms of

organizational restructuring and population management. This section of the chapter,

will discuss leadership in CDCR in terms of how political reforms and initiatives; as well

as current priorities, which have and continue to shaped CDCR. In spring 2004, the

Corrections Independent Review Panel was appointed by Governor Arnold

Schwarzenegger to examine the entire corrections system and recommend changes. The

CDCR was in a state of emergency facing costly lawsuits and a threat by a U.S. District

Court judge to place the state's prisons under federal receivership (California

Performance Review, 2004). The Corrections Independent Review Panel presented 237

recommendations to Governor Schwarzenegger beginning with a proposed reorganization

of the state's correctional system; which up to this point had each warden operating

independently with little training and no consistency across prisons and youth facilities

(California Performance Review, 2004). In terms of recommendations for leadership

reform the panel also suggested,

> Services managers and administrators serve as role models for integrity and that
>
> they require the same behavior from employees; Employ "quality management"
>
> principles and methods; Develop a mentorship model for supervisory, managerial,
>
> and executive staff positions; and Create supervisory, managerial, and executive

staff training that emphasizes vision, leadership, and ethics. Cross-functional

teams and evidence-based decision models. (California Performance Review,

2004, p. 73)

In May 2016, the CDCR revamped the Executive Development and Orientation

Program (EDOP) in an effort to provide CDCR future leaders a divisional overview

focusing on most critical issues/challenges (CDCR, Office of Public and Employee

Communications, 2016). During a recent meeting of CDCR Administration, at the Galt

Correctional Center, wardens were introduced to the Los Angeles Police Department

Leadership Program and encouraged to send members of their executive leadership

teams. The program is a college level program, conducted in three, one-week sessions,

which was developed by the United State Military Academy at West Point and provides

practical leadership tools to today's law enforcement leader. The program emphasizes

the process of influencing human behavior to accomplish goals.

Influencing human behavior is calculated through a leader's ability to meet the

needs of individuals within his or command, and goals are defined as those of the

organization. The Leadership Program focuses on improving individual ability to

maintain a balance between the needs of subordinates and the demands of the

superiors at all level of the command. (Jenks, Carter, Jenks, & Correia, 2018, p. 2)

On May 10, 2005, California enacted SB 737, a major piece of legislation which

laid the groundwork for fundamental changes in the state's youth and adult correctional

departments (California Legislative Information, 2018). The road to transformation

began for the department on July 5, 2005, with the addition of "Rehabilitation" to the

mission and the establishment of the largest state department - the CDCR. In response to

authorization language placed in the Budget Act of 2006-2007, the CDCR created the Expert Panel on Adult Offender Reentry and Recidivism Reduction Programs. The California State Legislature directed the CDCR to contract with correctional program experts to complete an assessment and provide recommendations for improving of California's adult prison and parole programs (CDCR, 2007). "Despite the name and mission changes that added rehabilitation to the CDCR, we found its organizational culture to still be largely "institutional"—focused on incarceration rather than rehabilitation" (California Expert Panel, 2007 p. 119). The expert panel made recommendations relating to prison overcrowding and population management; however, the panel also emphasized to achieve these goals the department needed to be committed to leader and employee development, as staff are the key component to the successful implementation and sustainability of these change efforts.

> All managers should be trained in and held accountable for using 'participatory management practices.' These practices will help managers obtain buy-in from their employees on the proposed organizational changes. It will also foster a sense of joint ownership (between the manager and the employee) as the organization progresses through the change process. (CA Expert Panel, 2007, p. 120)

The "R" in CDCR has many meanings; rehabilitation, public safety, reducing recidivism, a roadmap to reentry (Virbel, 2016). While safety and security are at the forefront of the warden's responsibilities, they are tasked with balancing custody needs with rehabilitation. CDCR is "redesigning systems to work more cohesively… (this may mean), roles are defined differently…" (Virbel, 2016, presentation). "Rehabilitation

continues to be of paramount importance for the long term success of the California criminal justice system" (CROB, 2016, p. 1). The California Rehabilitation Oversight Board (CROB) is a multidisciplinary board who examines rehabilitative programs for effectiveness, gaps in service, etc... In the September 2016 CROB Report, CDCR was commended for the successful implementation of the Blueprint and expansion of meaningful rehabilitation programs. The report also noted five areas of follow-up ranging from strategies to expedite the processing of disruptive inmates to more effective tracking of release date/conduct correlations to plans on how to maximize the rehabilitative programming opportunities available to the inmate population. While, CROB does not specifically address CDCR leadership, it does note key insight, while emphasizing the importance of leadership development, as CDCR moves forward in meeting CROB expectations.

> Culture between custody staff and rehabilitative programming has improved significantly, there is continued room for improvement, and that effort is perhaps best led by the executive management at each of the institutions… enhanced communication between institution staff and management (including headquarters) will be necessary to promote effective and efficient programming opportunities. (Office of the Inspector General [OIG], 2016, p. 2)

As prison population decreases the CDCR has a renewed emphasis on rehabilitation program. As of July 2016, the components offered in re-entry hub (13 pre-identified institutions offering specialized programs for inmates close to release), will be available across the state at all 35 adult facilities (CDCR, 2016b).

The Little Hoover Commission, an independent state oversight agency that was created in 1962, mission is to investigate state government operations and – through reports, recommendations and legislative proposals – promote efficiency, economy and improved service (Little Hoover Commission, 2014). The Commission 2007 Report indicated that while the department's organization structure had been reorganized at the recommendation of the California Performance Review, it was not recognized nor fiscally supported.

> A key condition for reform is consistent state leadership. The Governor and the Legislature must create the conditions for CDCR to successfully fend off attempts to dull or deflect its efforts to move forward. This is particularly crucial to helping CDCR to mount bureaucratic hurdles that can unintentionally stall or thwart change. To the extent that CDCR has not enjoyed such leadership, its efforts to change have been eroded. (Little Hoover Commission, 2007, p. 5)

"Avoid the negative, focus on the offender… (CDCR) has to move forward, not be static…don't be the person impeding programs, work as a partner…" (Vibel, 2016, presentation).

> The California Department of Corrections and Rehabilitation incarcerates the most violent felons, supervises those released to parole, and provides rehabilitation programs to help them reintegrate into the community. The Department provides safe and secure detention facilities and necessary support services to inmates, including food, clothing, academic and vocational training, as well as health care services. The May Revision includes total funding of $12.1

billion ($11.8 billion General Fund and $313 million other funds) for the

operation of the Department in 2018-19. (Brown, 2018 p. 43)

The California Public Safety 2018-2019 Budget includes $12.9 million in funding

for additional training for peace officers; which includes training to strengthen skills of

existing supervisors and managers and creating a Command College for Captains,

Associate Wardens, Chief Deputy Wardens and Superintendents (Brown, 2018).

The ability to attain experiences leaders is a challenge for most state government

entities. "In California, the state's workforce is aging, with 43 percent of employees

nearing retirement age. Without preparation, state agencies stand to lose crucial

institutional knowledge as employees leave" (Little Hoover Commission, 2014, cover

letter section). "The projected labor force growth over the next ten years will be affected

by the aging of the Baby Boomer generation; as a result the labor force is projected to

grow a slower rate than in the last several decades" (Toossi, 2012, p. 43).

> In recent years, California civil service has been tarnished…state employees have
>
> endured furloughs, related pay reductions, hiring freezes that stretch the
>
> remaining human capital…there ae 17,000 fewer state employees in 2014, than
>
> there were in 2011. This leaner government requires smarter hiring practices and
>
> an emphasis on leadership and training. (Little Hoover Commission 2014, p. 19)

CDCR faces ongoing retention and succession planning challenges, which is

hinders the department's ability to sustain recent reform, meet objectives and continuous

organizational development (CDCR, 2016a). In January 2016, 74% of CDCR employees

will be at or reach retirement age in the next 10 years; 71% of those will reach retirement

age in the next five years (CDCR, 2016a).

Nearly half of CDCR's current employees will be eligible for retirement within 10 years. The lack of a succession management plan and trained staff to prepare future leaders results in the inability to prepare staff to fill key leadership roles, leads to a continual loss of institutional knowledge and skills, and critically impacts our ability to fulfill our mission objective. Additionally, certain classifications, such as mental health clinicians and principals, are more challenging to attract and retain prospective candidates because of private sector salaries and compaction issues. The Succession Management Planning Unit continues to develop the Succession Management Planning Program. Phase 1 of the project is expected for completion by December 29, 2017. A pilot of the program will launch in Spring 2018. (S. Kernan, 2017, p. 8)

As CDCR faces the challenge of the impending mass retirement of its most experienced, knowledgeable and talented workforce, leadership development and training paramount in managing and sustaining change efforts. An Update to the Future of California Corrections, emphasizes the departments plan to create improved leadership training and develop and effective succession management plan for future leaders. "The Department plans to create improved leadership curricula which will enhance leadership skills and support continuous organizational development" (CDCR, 2016a, p. 20).

The examination of leadership from both from the leader and employee perception in terms of transformational leadership tenets will be an invaluable tool for future secession planning and leadership development for CDCR. "Transformational leadership is positively related to a subordinate's perceptions of leader effectiveness and

higher levels of motivation. Studies have found that followers of transformational

leaders report high satisfaction and motivation" (Given, 2008, p. 17).

>The domain of leaders is the future. The work of leaders is change. The most
>
>significant contribution leaders make is not to today's bottom line; it is to the
>
>long-term development of people and institutions so they can adapt, change and
>
>grow. (J. M. Kouzes & Posner, 2017, p. xiv)

In Kiehl's (2013) study of police departments revealed a positive relationship

between overall organizational effectiveness and transformational leadership. Tombul's

(2011), study of law enforcement also found according officers are positively influenced

by their managers` both transformational and transactional leadership behaviors.

The Office of the Inspector General (OIG) (2018) noted the department has

several efforts underway to address inmate housing and population challenges as outlined

in the initial Blueprint and 2016 Update. The OIG also notes that while recidivism is

down, CDCR needs to continue to find ways to meet the remaining goals set out in the

initial Blueprint and Update, as well as address the many changing developments into a

comprehensive rehabilitation plan that meets the California Logic Model and improves

public safety (OIG, 2018).

Research Gap

A review of literature on leadership from the basic definition to the various

theories and styles, offers studies in various disciplines, including law enforcement

entities; however, little research was found on leadership in California prisons. This

study will address the gap in research that exists in respect to leadership within CDCR;

specifically, it will provide insight into current leaders' self-perceptions of their

leadership skills and employees' perceptions of those skills. "Transformational leadership is the most effective form of leadership through which organizations can transform themselves in order to meet the challenges of the 21st Century" (Jacob, 2015, p. 120). Jacob (2015) concludes in the literature on transformational leadership suggests leaders who exhibit transformational leadership tenets have positive influence on follower's responsiveness, productivity and overall positive organizational outcomes.

In an era of continued court oversite, pressure to sustain current imperatives of inmate population management, expansion of rehabilitative programs, and in light of impending retirements, it is critical for the department to focus on comprehensive succession planning and leadership development priorities. The research shows the promising impact of transformational leadership and positive correlations to organizational outcomes; this study will provide a glimpse into California prison leadership and offer insight into the leadership training needed to ensure the current and future leadership meet these objectives while ensuring the ultimate priority of public safety. Specifically, this study will provide a look into the current leadership practices within CDCR from the administrator and employee viewpoint, which will provide a framework to further support and develop transformational leadership skills in current leaders as well as aid in succession planning for the development of future leaders. Specifically, this study will address the gap in the research pertaining to self-perceptions of leaders and the perception of employees of those leaders in California prisons.

Summary

Chapter II reviewed the literature on leadership in terms of the following: (a) history of leadership theory and studies of leadership to define and understand the

overarching concept; (b) leadership in terms of styles or approaches exhibited by leaders

with an emphasis on transformational leadership; (c) leadership in large organizations;

and (d) an overview of the CDCR in terms of leadership, current objectives, and

challenges. A synthesis matrix was created to organize and analyze the major themes

within the literature studied and presented within this chapter (see Appendix A).

CHAPTER III: METHODOLOGY

The purpose of this quantitative study is to examine the leadership in California prisons. Specifically, the goal of the study is to gain insight into prison administrators' self-ratings of their leadership skills, employees' ratings of the leaders' leadership skills and to determine if there is a statistical difference between prison administrators' self-ratings and employees' ratings. The TLSi will be utilized to examine leaders and employees' perceptions of leaders' skills respectively.

A presentation of the reliability and validity of the instruments follows. Babbie describes survey research as, "a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of those populations; it includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population" (as cited in Creswell, 2009, p. 12). Further, survey research is an economical means of gathering data quickly. The survey will be cross-sectional since the data will be collected at one point of time and the instrument will be self-administered by employees at multiple correctional facilities. The following sections will focus on the research method used to obtain data to conduct the analysis and come to conclusions about current leadership self-perceptions and employee perceptions of leaders in the CDCR, including the following: research design, target population, sampling procedure, instrumentation, and data collection procedures.

Purpose Statement

The purpose of this quantitative study was to compare leaders' self-perception and employee perception of leaders' behaviors as measured by the TLSi. An additional

purpose of the study was to determine if there was a significant statistical difference between prison administrators' self-ratings of their leadership skills and employees' ratings of the leaders' leadership skills, as measured by the TLSi.

Research Questions

1. How do prison administrators perceive their own leadership skills as measured by the Transformational Leadership Skills Inventory (TLSi)?

2. How do the employees of prison administrators perceive their leaders' leadership skills as measured by the TLSi?

3. Do significant differences exist between prison administrators' perception and employees' perception of the leadership skills, as measured by the TLSi?

Research Design

The study will employ a quantitative approach to gather data regarding a leaders' self-perception of leadership skill and employees' perceptions of leaders' skills. Quantitative research tests variables and produces numbered data through the use of statistical tests. On the other hand, qualitative research focuses on interpreting data and building themes therefore, a quantitative research approach will be utilized to analyze the results of this study due to its beneficial factors of validity and reliability (Creswell, 2009).

This quantitative comparative study will acquire data from leaders within the CDCR and then acquire data from the subordinates of those leaders for the purpose of comparing the leader and subordinate results on leadership characteristics to determine what differences exist and to determine if those differences are significant. "In comparative design the researcher investigates whether there are differences between two

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or more groups on the phenomena being studied" (McMillan & Schumacher, 2010, p. 22). One survey instrument will be utilized to collect data from both leaders and employees. The TLSi, in electronic format was provided to leaders and employees to separately examine leadership skills. Quantitative data gathered from surveys of CDCR administrators and employees will be analyzed to give numeric descriptions of the results. Survey research allows the researcher to describe characteristics of a large population. "A carefully selected probability sample, in combination with a standardized questionnaire, offers the possibility of making refined descriptive assertions about… any large population" (Babbie, 2007, p. 276).

The researcher will distribute the TLSi survey to both leaders and employees, with the designation of those in a supervisor/manager role as a leader and those in a non-manager role as a custody or non-custody employee. Using the TLSi, leaders assessed their own leadership traits, while employees evaluated the leadership traits of their leaders. The researcher began by emailing the participants an invitation (see Appendix B) and informed consent forms (see Appendix C) as well as the Participants Bill of Rights form (see Appendix D) to participate. Following the return of the informed consent form, a link to access the TLSi survey was sent to each of the participants (see Appendix E). The TLSi was disseminated through an email link to an internet site.

Population

McMillan and Schumacher (2010) define population as a group of individuals or events from which a sample is taken. The population for this study will be employees and administrators from the CDCR. There are approximately 62,000 CDCR employees statewide of which 30,200 are employed within adult institutions in various

classifications and rankings (CDCR, 2018). Adult institutions statewide have 488

management level positions including both custody and non-custody rankings, i.e.,

custody captain, associate warden, correctional business manager, and principal. Custody

positions include correctional officer, correctional counselor, correctional sergeant, and

correctional lieutenant. In the custody classification sergeants are first line supervisors

and lieutenants are at second line supervisor ranking. Non-custody classifications include

trades, i.e. electricians, painters, stationary engineers, etc., support staff and education

and have similar reporting structures including first- and second-line supervisors in the

various departments within an institution from plant operations to business services and

education. Due to the varying size and mission of each of the 35 institutions the actual

number of first level and second level supervisors/administrators varies by site

(California State Controller, 2018).

<div align="center">**Target Population**</div>

The target population for any study is the entire set of units for which the study

data are to be used to make inferences. Thus, the target population defines those units for

which the findings of the study are meant to generalize (Cox, 2008).

The target population for this study is supervisors and employees in three

southern region adult institutions representing various inmate custody levels from

minimum support level inmates to level 4 high security inmates. These three include: (a)

Ironwood State Prison, (b) Chuckwalla Valley State Prison, and (c) Calipatria State

Prison. There are a total of approximately 3,140 employees of various classification and

rankings, which will be contacted to participate in this study. Thirty-four of the

employees are administrative and 3079 are non-administrative (CDCR, 2018).

Sample

A sample is "the group of subjects or participants for whom the data is collected" (McMillan & Schumacher 2010, p. 129). This study will include a purposeful sample, which each of the participants selected will have specifically defined characteristics, including position rank and institution (McMillan & Schumacher, 2010). The sample will include correctional administrators in the department head rank in classifications equivalent to a captain, including institutional personnel officer, correctional plant manager, community resource manager, correctional business manager, correctional food manager, principal, litigations coordinator, labor relations officer, etc. Twelve total administrative participants and a minimum of 120 subordinates will comprise the sample.

Sample Selection Process

The correctional administrators were from three southern region California prisons as well as employees from those institutions who report to these correctional administrators (see Table 2 and Table 3). A systematic random sample method was used to select the administrative participants. The selection process was as follows:

1. The participants for this study were selected by starting at a random point on the employee lists and selected every third element on the lists; process will be repeated with list of managers and supervisors at each institution. Subsequently, the participants selected were sent a consent form via email, which outlined the purpose of the data being collected – if the subject agreed to participate they were directed to return the consent.

2. Four administrative participants from each facility were randomly selected for a total of 12 administrative participants.

3. Each of the 12 administrative participants will ask a minimum of 10 subordinates to complete the TLSi for a minimum of 120 subordinates.

4. Subordinate participants were asked to provide informed consent to participate. If participant agreed, the process proceeded.

5. If a potential participant declined to participate, a replacement was selected using the same selection process until 12 administrative participants were identified and a minimum of 10 subordinate participants for each administrative participant.

This method was selected due the accessibility of a list of employee names from the personnel office at each institution to use as a sampling scheme, and due to the accuracy of a random sampling compared to a simple random sampling (McMillan & Schumacher, 2010).

Table 2

Southern Region Correctional Administrators

California Department of Corrections and Rehabilitation Delegated Sites	Total Administrative Positions
Site A (Southern Region)	9
Site B (Southern Region)	12
Site C (Southern Region)	13
Total Administrative Positions	34

Note. For the purpose of this study correctional administrator will encompass custody and non-custody at the level of manager. These totals do not include administrators at the first and second line supervisor rankings as they differ at each site.

Table 3

Correctional Employees

California Department of Corrections and Rehabilitation Delegated Sites	Total Positions
Site A CVSP (Southern Region)	844
Site B CAL (Southern Region)	1175
Site C ISP (Southern Region)	1060
Total Correctional Employee Positions	3079

Note. For the purpose of this study correctional employees will encompass custody and non-custody staff members as well as first and second line supervisors.

The study sample was selected to make comparisons about employee perceptions as measured by the TLSi and self-perceptions of leaders. The Superintendent, CDCR was contacted to request authorization to survey selected CDCR employees at three institutions.

Instrumentation

The instrument for this study was the TLSi, developed by Larick and White (2012), which is rooted in the Multifactor Leadership Questionnaire (MLQ, also referred to as MLQ 5X short or the standard MLQ). The MLQ is a proprietary instrument developed by Bass and Avolio.

Yossef (2016) states the:

 Transformational leadership traits were ascertained with the use of the MLQ, providing insight as to how individuals perceive themselves and are perceived by those they work with. Continued success of an individual is further tested and assessed to account for any variance in leadership style. The tool has been

continuously modified to encompass more items that depict directly observed

leadership actions that lead to results. (p. 31)

While the MLQ is a well-known measurement for transformational leadership, as

the field continues to develop it makes sense to use several tools to measure effectiveness

(Transformational Leadership, 2007). The TLSi survey, contains 10 detailed domains of

leadership style and evaluates leadership qualities using a 360-degree analysis. Larick

and White (Brandman Immersion Document), assert a 360 analysis provides valuable

insight as the feedback is constructive and identifies specific areas of potential

improvement, shows where they may be a disconnect between leader self-perception and

feedback from perception of others.

The employees who participate in the study rated their perceptions of their leaders

in each of the aforementioned areas. The employees completed the *rater* form, which is

used to measure leadership as perceived by people at a higher level, same level, or lower

level in the organization than the leader. For this study, only the subordinate and self-

ratings were used as peer and superior ratings are not a part of the study. Subordinates

were designated "custody" and "non-custody" for the study. This instrument was

selected due to the fact that survey research allows the researcher to describe the

characteristics of large population. "A carefully selected probability sample, in

combination with a standardized questionnaire, offers the possibility of making refined

descriptive assertions about…. any large population" (Babbie, 2007, p. 276).

Furthermore, data obtained from the sample can be used to determine

relationships between variables at the time of study. This study examined the differences

noted between the leaders' self-perception of leadership and employees' perceptions of leaders.

Validity

According to McMillian and Schumacher (2010), internal validity refers to casual truthfulness. External validity refers to the generalizability of the results. The potential threats to internal validity in this study include attrition, which is the loss of participants and subject effects, which is the influence of participants on the results. In terms of the attrition, employees may be off work during portions of the study or may promote to another department or institution. In regards to subject effects, as participants are responding to survey questions they may not be completing candid in their responses which could potentially impact the results. In order to mitigate impact and encourage participants to answer questions candidly all surveys will be completed via secure link and be completely confidential. Validity refers to the degree to which an instrument measures what it claims to measure, allowing meaningful and justifiable inferences (Creswell, 2009). The TLSi, which was used in this study has been used by numerous researchers and have been shown to be a valid and reliable tool.

Reliability

While validity is concerned with the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure, reliability is concerned with the accuracy of the actual measuring instrument or procedure. The TLSi is rooted in the MLQ, which is considered the benchmark measure of transformational leadership used in the research of leadership in a variety of organizations including military, education, government and business, etc. (Bass & Bass, 2009).

Larick and White established a strong instrument that continues to be a reliable

tool as a 360-degree assessment of leadership qualities. The 10 domains selected

in the evaluation tool provided holistic notion of leadership from an introspective

and external angle. Statistical analysis of each domain's set of items further

promoted the reliability of the TLSi; a correlation of individual items to the

overall domain rating was used to modify weak items and additional testing

ensued. (Yossef, 2016, p. 62)

Larick and White conducted a review of the change process and transformational

leadership, which led to the delineation of ten domains that comprise a collective view of

transformational leadership drawn from business and educational settings (Jackson,

2017).

Data Collection

Upon approval by the Brandman University Institutional Review Board (see

Appendix F) and the necessary coursework is complete for the National Institutes of

Health certification (see Appendix G). The Superintendent of CDCR was contacted to

request authorization to survey selected CDCR employees at three CDCR sites (see

Appendix H). To support the study and aid in the recruitment of participants, each

institution warden announced the survey at an executive staff meeting prior to the

beginning of the study. Additionally, the researcher maintained on-going personal

contact via telephone, e-mail and one site visit per institution to optimize participation.

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The data collection was completed by the following process:

1. Email the randomly selected administrative participants in the role of
    supervisor or manager, with an invitation and informed consent forms to
    participate in the TLSi survey.

2. Upon agreement to participate and completion of survey administrators
    received an email which outlines the next step, which is to contact the people
    who will complete the inventory about them.

3. The administrators will send an email requesting informed consent from each
    subordinate.

4. Upon receiving informed consent from the subordinates, the administrators
    then provided to their subordinates (a) passcode and (b) the appropriate group
    number, which they have identified for each participant, i.e.; self, custody
    subordinate, non-custody subordinate.

The TLSi Survey is administered anonymously and is collected electronically by
Donna O'Neil, an independent contractor, who compiled and reported results to the
researcher.

The participants for this study were selected by starting at a random point on the
employee lists and selected every third element on the lists. Subsequently, the
participants selected were sent a consent form via email, which outlined the purpose of
the data being collected – if the employee agreed to participate they were directed to
return the consent form and upon receipt of signed consent the employee received a link
to the TLSi. CDCR email addresses for employees are all formatted the same therefore
after lists are compiled for the personnel offices at each institution emails were sent to

selected participants. In addition to the TLSi, participants were asked to provide demographic data, including position level (leaders and employees), gender, age group, and years worked in CDCR. In order to ensure confidentiality no demographic information or personal data was collected from the participants and responses to TLSI will not be linked to the participants name to ensure anonymity. The only information which will be shared with CDCR is the final aggregated results of the study.

Data Analysis

Descriptive Comparative Statistical Analysis

Data from the respective TLSi individual results will be displayed in a table so a comparative analysis and review can be done. This will allow the researcher and reviewers to look for trends and consistencies/inconsistencies in the data.

Inferential Statistical Analysis

The data for this study will be collected from the TLSi and will be downloaded into MegaStat and analyzed for differences between administrators and subordinates utilizing this software. In order to determine whether there is a significant difference between the leaders' perceptions and employees' perception of the leadership skills measured by the TLSi, an analysis of variance (ANOVA) will be used. An ANOVA is used to compare the mean scores of participants on the dependent measure across groups. The probability value (significance or alpha value) that was used to interpret the results is 0.05. Thus, any test that results in a p-value less than 0.05 will be deemed as significant. Through this analysis, it could be determined whether employees and leaders have significantly different perceptions of leadership behaviors.

Limitations

The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study; that is, the constraints on generalizability and utility of findings that are the result of the design or method that establish internal and external validity. One limitation of this study is that it uses employees at three institutions out of 35. Although the employee participants are similar in nature, the fact that employees from all institutions in the system were not used is a limitation. The participants in the study have different responsibilities, jobs and ranks; as such an additional limitation of the study was that it solely focused on the overall leadership and subordinates rather than delineating between impact based on responsibilities/job specifics. Comparison of individual categories may be examined in a future study. Another limitation for this study was the willingness of the subordinates to be honest. Although great care is taken to enact data collection anonymously through a third party, some subordinates may not trust the process and thus not answer honestly.

Summary

This chapter provided an outline of the methods and procedures which will be used to conduct this study along with the proposed research design, population, sample, instrumentation, data collection, analysis, and potential limitations of the study.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This study examined leaders' self-perceptions and employee perceptions of leaders in three southern California prisons: Ironwood, Chuckwalla Valley, and Calipatria. The purpose of this chapter is to present findings to each of the three research questions, which guided the study. This chapter will include the following: (a) restatement of purpose, (b) research questions, (c) review of Methodology, (d) description of population and sample, and (e) presentation of data.

Overview

Chapter IV reiterates the purpose statement and research questions that supported the framework of this study. The methods and data collection procedures, summary of population and sample of the targeted population are also discussed. Findings related to the three proposed research questions and a summary of the results are given in the conclusion of this chapter.

Purpose Statement

The purpose of this quantitative study was to compare leaders' self-perception and employee perception of leaders' behaviors as measured by the TLSi. An additional purpose of the study was to determine if there was a significant statistical difference between prison administrators' self-ratings of their leadership skills and employees' ratings of the leaders' leadership skills, as measured by the TLSi.

Research Questions

The following research questions guided this study:

1. How do prison administrators perceive their own leadership skills as measured by the Transformational Leadership Skills Inventory (TLSi)?

2. How do the employees of prison administrators perceive their leaders'

   leadership skills as measured by the TLSi?

3. Do significant differences exist between prison administrators' perception and

   employees' perception of the leadership skills, as measured by the TLSi?

Research Methods and Data Collection Procedures

Upon obtaining BUIRB approval, the researcher procured the services of Dr.

Donna O'Neil, an independent contractor who works under the supervision of the EDD

Chair, Dr. Keith Larick, and supports all TLSi data collection for Brandman University.

Dr. O'Neil only provides the aggregate data to maintain confidentiality. Dr. O'Neil sent

an electronic email to each identified CDCR Administrator; including: (a) study

introduction, (b) Participant Bill of Rights, and (c) a link to the Informed Consent, and (d)

Survey Monkey containing the survey.

The CDCR Administrators were asked to complete the TLSi about their leadership

skills, and send the survey link via email to 10 or more employees. The employees were

asked to either identify as Group 1: Custody; or Group 2: Non – custody. Prior to

answering any of the survey items, participants logging in the online survey were first

prompted with an electronic consent form to acknowledge that their participation was

completely voluntary, to assure confidentiality and anonymity of their responses, and to

provide context to the study. The use of a survey was the most efficient method for

obtaining sample data from a large population, and further it allows for generalizations to

the population in the mostly low cost and timely manner (McMillan & Schumacher,

2010).

The study surveyed administrators from three southern California prisons. Due to limited resources, a purposeful sample was utilized with each participant selected having defined characteristics including: rank and institution. The administration participants were asked to identify the employee participants. To support and aid in the recruitment of participants, each institutional warden or designee announced the survey at an executive staff meeting. Additionally, the research maintained on-going personal contact via telephone, email, as well as a boots on the ground approach to recruitment walk/talk with employees at sites. Participants were all encouraged to complete survey by "word of mouth."

The data collection process was open for approximately 25 days and obtained a total of 142 CDCR employees and administrators in the rank of manager/supervisor. The researcher worked closely with Dr. O'Neil who, logged on to Survey Monkey to check weekly progress and send the research participation numbers. After the first few days of live data collection, the researcher received feedback from some administrative respondents that the three digit code required use of parenthesis to activate the survey, causing some initial confusion. The researcher also received feedback from emails from employee participants that they were unsure what group they should be selecting, as a result of this feedback Dr. O'Neil made updates to survey so that either three digit A00 or (A00) would be accepted as well as addition of text custody and non-custody to groups on the survey.

After the first week of data collection, the researcher sent a follow-up email to each potential administrator participant and re-introduced self, thanked them for their participation and reminded them of the two-step survey process, also providing them with

cut and paste language they could use to send the email to the employee participants.
Over the subsequent two weeks the researcher continued to closely monitor participation
and used more informal methods of recruitment by word-of-mouth conversations with
administrative participants reminding them to encourage employees as well as personal
conversations with potential employee participants. The researcher received feedback
from employee participants that the Survey Monkey website was timing out and running
slow, some reporting they had to relaunch survey multiple times to complete it. The
research informed potential participants they could do the survey from any computer via
word-of-mouth.

Population

The population for this study was comprised of supervisors and employees in
three southern California region adult institutions representing various inmate custody
levels from minimum support level inmates to level four high security inmates. These
three included: (a) Ironwood State Prison, (b) Chuckwalla Valley State Prison, and (c)
Calipatria State Prison. There are a total of approximately 3,140 employees of various
classification and rankings, which were contacted to participate in this study. Thirty-four
of the employees are administrative and 3,079 are non-administrative (CDCR, 2018).

Sample

The study included a purposeful sample, which each of the participants selected
having specifically defined characteristics, including position rank and institution
(McMillan & Schumacher, 2010). The sample included 16 total administrative
participants and a minimum of 126 subordinates from each institution

Presentation and Analysis of Data

The data was quantitatively collected through Survey Monkey and aggregated by Dr. O'Neil, Independent Contractor on behalf of the researcher. A total of 142 participants completed the survey items to yield results. Specifically, 16 administrators for Research Question 1, 47 custody employees and 79 non-custody for a total of 126 employee participants. Collected data was analyzed for each respective research question. Research Question 1 included descriptive statistics to determine the leaders' self-perceived leadership skills, delineating their average scores and standard deviations for each of the 10 TLSi domains. Research Question 2 was also addressed using descriptive statistics to determine the mean ratings and standard deviations of the employees' perceptions of their leaders' leadership skills.

For Research Question 3, t-tests were used to determine if a difference existed between (a) the leaders and custody employees and (b) the leaders and the non-custody employees. Separate t-tests were conducted between both groups and across the 10 scales of the TLSi. The alpha level was set a .05 to be considered a statistically significant difference.

Research Question 1: Leaders' Self-Perceived Leadership Skills

Research Question 1 asked: *How do prison administrators perceive their own leadership skills as measured by the Transformational Leadership Skills Inventory (TLSi)?*

Using a five-point Likert scale "1" being a very little extent to "3" some extent "5" very great extent, leaders were asked to rate their own leadership skills. The average leaders' score for each of the 10 domains was 3.90 or above. The lowest means scores

for CDCR leaders were in the areas of political intelligence (3.75), visionary leadership

(3.72), and created/sustained innovation (3.75). The highest ratings were for character

and integrity (4.09) and for collaboration (4.00). The standard deviation (SD) ranged

from .50 to .70 meaning that leaders' self-ratings were grouped together fairly tightly (see

Table 4).

Table 4

TLSI Ratings for the Administrators

Domain	Mean	SD
Character and Integrity	4.09	.50
Collaboration	4.00	.50
Communication	3.92	.58
Creativity/Sustained Innovation	3.75	.70
Diversity	3.91	.67
Personal/Interpersonal	3.98	.55
Political Intelligence	3.75	.64
Problem Solving/Decision Making	3.96	.51
Team Building	3.88	.53
Visionary Leadership	3.72	.69

Note. n = 16. Data sorted in ascending alphabetical order with Domain controlling the sort.

Research Question 2: Employees' Perception of Leaders' Leadership Skills

Research Question 2 asked: *How do the employees of prison administrators*

perceive their leaders' leadership skills as measured by the TLSi?

Using a five-point Liker scale "1" being a very little extent to "3" some extent,

and "5" very great extent, custody employees were asked to rate leaders leadership skills.

The average custody employees' score for each of the 10 domains was 3.90 or

above. The lowest mean scores for CDCR custody employees were in the areas of

political intelligence (3.83), visionary leadership (3.88), and creativity/sustained

innovation (3.80). The highest ratings were for character and integrity (3.96) and for

team building and problem solving/decision making (3.94 each). The SD ranged from

.72 to .80 meaning that custody employees' ratings were grouped together less tightly than the leaders' ratings but moderately tightly overall. An inspection of the raw data (Appendix I) showed few outliers in the "1" range or "2" range with most ratings being "3" to "5". This demonstrated a reasonable level of satisfaction with leaders' TLSi skills.

Non-custody employees overall average score was 3.70 or above, which is slightly lower than the overall score for custody employees. Non-custody employees rated the following areas lowest: political intelligence (3.58), visionary leadership (3.62), team building (3.63), and creativity/sustained innovation (3.59). The highest ratings were for character and integrity (3.80) and for personal/interpersonal (3.76). The SD ranged from 1.17 to 1.32 meaning that non-custody employee ratings were not grouped together as tightly as with the other groups. In addition, an inspection of the raw data showed that the ratings for non-custody employees ranged from 1 to 5 on the Likert scale. There were many more "1" and "2" ratings with the non-custody group than with the others indicating some outliers expressing dissatisfaction with Leaders' TLSi Skills (see table 5).

Table 5

TLSI Ratings by Employees

Domain	Custody (n = 47)		Non-Custody (n = 79)	
	Mean	SD	Mean	SD
Character and Integrity	3.96	.78	3.80	1.32
Collaboration	3.90	.73	3.72	1.20
Communication	3.91	.76	3.70	1.28
Creativity/Sustained Innovation	3.80	.75	3.59	1.24
Diversity	3.90	.74	3.75	1.25
Personal/Interpersonal	3.95	.74	3.76	1.29
Political Intelligence	3.83	.72	3.58	1.17
Problem Solving/Decision Making	3.94	.73	3.68	1.22
Team Building	3.94	.80	3.63	1.25
Visionary Leadership	3.88	.78	3.62	1.24

Note. Data sorted in ascending alphabetical order with Domain controlling the sort.

Research Question 3: Perception Differences

Research Question 3 asked: *Do significant differences exist between prison administrators' perception and employees' perception of the leadership skills, as measured by the TLSi?*

To examine whether significant differences exist between the leader and employee perceptions of the leadership skills, as measured by the TLSi, a t-test of the difference of means for each group (leaders versus employees) was used. "The purpose of this procedure is to determine if there is a statistically significant difference in the dependent variable between two different populations of subjects" (McMillan & Schumacher, 2010, p. 300). There were no statistically significant differences between the leader and employee perceptions of the leadership skills (see Table 6). The t-test was applied as a single sample using a two-tailed test with alpha set at 0.05, and focused on the overall domain rating score for each of the 10 domains. The findings revealed leaders are generally in tune with their strengths and weaknesses and employees' share similar perceptions of said leaders' skills.

Table 6

Administrators Compared to Custody Employees

Domain	Admin Mean	Custody Mean	Difference	t
Character and Integrity	4.09	3.96	0.13	.73
Collaboration	4.00	3.90	0.10	.61
Communication	3.92	3.91	0.01	.07
Creativity/Sustained Innovation	3.75	3.80	-0.05	-.22
Diversity	3.91	3.90	0.01	.04
Personal/Interpersonal	3.98	3.95	0.03	.17
Political Intelligence	3.75	3.83	-0.08	-.39
Problem Solving/Decision Making	3.96	3.94	0.02	.15
Team Building	3.88	3.94	-0.06	-.32
Visionary Leadership	3.72	3.88	-0.16	-.78

Note. Data sorted in ascending alphabetical order with Domain controlling the sort.

The output in Table 7 shows each of the 10 domains with the respective t-values. Although non-custody means were slightly lower across all the domains, none of the differences were statistically significant, indicating non-custody employees held statistically similar views of the leadership skills of the leaders.

Table 7

Administrators Compared to Non-Custody Employees

Domain	Admin Mean	Non-Custody Mean	Difference	t
Character and Integrity	4.09	3.80	0.29	1.48
Collaboration	4.00	3.72	0.28	1.57
Communication	3.92	3.70	0.22	1.08
Creativity/Sustained Innovation	3.75	3.59	0.16	.70
Diversity	3.91	3.75	0.16	.74
Personal/Interpersonal	3.98	3.76	0.22	1.11
Political Intelligence	3.75	3.58	0.17	.84
Problem Solving/Decision Making	3.96	3.68	0.28	1.49
Team Building	3.88	3.63	0.25	1.33
Visionary Leadership	3.72	3.62	0.10	.44

Note. Data sorted in ascending alphabetical order with Domain controlling the sort.

Summary

This chapter provided a review of the study's purpose statement, research questions, data collection methodology, population, sample, and a presentation of the data analysis. A more in depth explanation of the results, study limitations, and ideas for future research were included in Chapter V.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was an examination of three southern California prisons administrators and employee perception of administrator leadership skills. The TLSi was administered to 142 participants of various ranks including custody and non-custody classifications. Administrators were asked to rate their self-perceptions in the 10 domains of the TLSi and employees' were asked their perceptions of leaders. The purpose of this study was to examine leadership perceptions within the CDCR, as well as determine if a statistical difference existed between leaders' self-perceptions and employees' perceptions of leaders. The study employed a quantitative approach to gather data via a TLSi administered through Survey Monkey.

Major Findings

The major findings which emerged from the analysis of this study will be outlined in the subsequent sections of this chapter. As evident in the literature review, the impact of leadership on the organization is critical to the effectiveness of that organization. "Transformational leadership is the most effective form of leadership through which organizations can transform themselves in order to meet the challenges of the 21st Century" (Jacob, 2015, p. 120). Jacob (2015) concludes that leaders who exhibit transformational leadership tenets have positive influence on follower's responsiveness, productivity and overall positive organizational outcomes. While this study revealed no ground-breaking findings it does offer a glimpse into the leadership in California prisons and addresses the gap in research which exists in respect to leadership within CDCR; providing insight into current leaders' self-perceptions of their leadership skills and employees' perceptions of those skills.

Unexpected Findings

This study yielded no unexpected findings; however, the researcher was surprised by how close leaders' self-perceptions were to the employee perceptions of their skills. This may be a result of the department's efforts to create improved leadership training and develop an effective succession management plan for future leaders. "The Department plans to create improved leadership curricula which will enhance leadership skills and support continuous organizational development" (CDCR, 2016a, p. 20). The study also suggests CDCR's efforts need to ensure training and development is inclusive of both custody and non-custody as an inspection of the raw data which showed ratings for non-custody employees ranged from 1 to 5 on the Likert scale. There were many more "1" and "2" ratings with the non-custody group than with the others indicating some outliers expressing dissatisfaction with Leaders' TLSi Skills.

Conclusions

Conclusion 1

The leader self-perception and employee perception of leaders were lowest in the areas of political intelligence and visionary leadership. White, Harvey, and Kemper (2007), explain leaders in any organization must understand the internal and external politics and how to navigate them to lead change. It is concluded that this seems even more critical in larger organizations as the internal and external stakeholder and influences are that much greater whether business enterprises, public interest or perceived interest. "If you lack the power to translate ideas and beliefs into action, you will not be an effective leader" (White et al., 2007, p. 3). The specific areas within the domain

political intelligence were 'builds coalitions to support initiatives through consistent messages" and "forms coalitions supporting organizational goals."

Conclusion 2

In the visionary leadership domain, the lowest area was "mobilizing stakeholders to transform the organization" and "involves stakeholders in creating a vision for the future." It is concluded that while transformational leaders are visionary, motivating, encourage development and empower followers in change efforts, this alone is not sufficient in leading systematic and lasting change within an organization. Kotter (1990) asserts both management and leadership are vital if an organization is to prosper. The complexity of internal and external stakeholders and layers of organizational structures, require leaders to be creative in finding ways to engage with followers to foster leader-leader structures as this strengthens the organization, empowers followers and develops future leaders (Kouzes & Posner, 2017).

Conclusion 3

Overall, custody and non-custody employees ranked leaders similarly showing no significant difference on the rating scales. However, an inspection of the raw data and detailed responses showed more outliers in the "1" and "2" rating scores for non-custody employees than for the other groups. It can be concluded that, since the business of prisons is custody, non-custody employees may feel less valued than custody employees.

<div align="center">

Implications for Action

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Based on the literature review and the quantitative data collected from the TLSi, the following actions are recommended:

- Expand research efforts informally and formally through organization

conducted inquiry and hiring an independent research firm to complete

research and statistics for CDCR to better understand current leadership and

employee practices and areas of providing additional support.

- Complete a needs assessment for employees to identify potential training and

    development needs for current and future leaders.

- Create additional professional development opportunities across custody and

    non-custody job classifications i.e.; job shadowing, temporary acting and out-

    of-class assignments. This inclusive process would address Conclusion 3 by

    making non-custody employees feel included and valued.

- An update and continuance to the Future of California Corrections, (CDCR,

    2016a) recommended expanded training for CDCR leadership. These efforts

    appear to have yielded tangible benefits as employee perceptions and leader

    perceptions are primarily in sync.

- Continued attention to implementation and training of a sound supervision and

    management program encompassing transformational leadership principles

    will aid in meeting current and future organizational imperatives.

Recommendations for Further Research

The initial findings of the research showed no statistically significant differences

between the leader and employee perceptions of the leadership; ratings are in the mid-

range with non-custody employee ratings being lowest overall.

In order to fully capture the state of leadership within CDCR further inquiry needs

to be conducted; there are countless variations of this study that could be conducted to

delve deeper into the leadership of California prisons ranging from the an inquiry into the

elements of an effective training program for CDCR administrators to a focus on

geographic location of institutions, to missions, custody levels, to a focus on the multiple

layers of the organization's hierarchy; including the following:

- Expand population sample to include more California prisons, including

  locations in all three regions northern, central, and southern.

- A comparison between of various custody levels and/or missions could also

  be examined, for instance a review all high security, female offenders,

  reception centers and general population missions to determine if there are

  statistical differences in leadership perceptions across missions.

- A comparison of the Division of Rehabilitative Programs and Division of

  Adult Institutions leadership perceptions.

- Narrow participants to examine first and second line supervisor self-

  perceptions and employee perceptions of those supervisors.

- Narrow participants to review headquarters management in the executive

  assignments and warden perceptions of self and leadership.

Concluding Remarks and Reflections

The OIG (2018) noted the department has several efforts underway to address

inmate housing and population challenges as outlined in the initial Blueprint and 2016

Update. The OIG also notes that while recidivism is down, CDCR needs to continue to

find ways to meet the remaining goals set out in the initial Blueprint and Update, as well

as address the many changing developments into a comprehensive rehabilitation plan that

meets the California Logic Model and improves public safety (OIG, 2018). Clearly,

CDCR recognizes the need for leader development and is committed to the mission, as

evident it the California Public Safety 2018-2019 Budget, which includes $12.9 million in funding for additional training for peace officers; including training to strengthen skills of existing supervisors and managers and creating a Command College for Captains, Associate Wardens, Chief Deputy Wardens and Superintendents (Brown, 2018).

In an era of continued court oversite, pressure to sustain current imperatives of inmate population management, expansion of rehabilitative programs, and in light of impending retirements, it is critical for the department to focus on comprehensive succession planning and leadership development priorities. The research shows the promising impact of transformational leadership and positive correlations to organizational outcomes; this study provides a glimpse into California prison leadership and offer insight into the leadership training needed to ensure the current and future leadership meet these objectives while ensuring the ultimate priority of public safety. Specifically, this study provides a look into the current leadership practices within CDCR from the administrator and employee viewpoint, which scratches the surface into the developing a framework to further support and development of transformational leadership skills in current leaders as well as aid in succession planning for the development of future leaders.

I often say I was raised by this department, as I reflect on my 18 year career, what makes CDCR an exceptional place to work is the people, who share a deep commitment and dedication to the profession. The department has accomplished a lot through changes in political administrations, policy mandates, and budget priorities, all while never losing sight of the ultimate goal of public safety. What matters most now is what we do next, it is my hope that every organization in law enforcement, specifically in corrections aspire

to inspire employees through fostering positive working environments and empowering employees. "Transformational leadership is positively related to a subordinate's perceptions leader effectiveness and higher level of motivation. Studies have found that followers of transformational leaders report high satisfaction and motivation" (Givens, 2015, p. 17).

As CDCR faces the challenge of the impending mass retirement of its most experienced, knowledgeable and talented workforce, leadership development and training are paramount in managing and sustaining change efforts. While it is imperative to set high standards and expectations for subordinates, it is also important for administrators to let staff know it is okay to make mistakes and learn and grow from them as they become more effective. Ultimately, the role of the administrator is not to simply manage the organization and ensure adherence to policy and accountability, but it is to be the visionary and lead the organization by building lasting relationships and establishing a culture that promotes learning, growth, mutual respect, collaboration and professionalism amongst the team. My hope is this study offers a glimpse at the possibilities, while CDCR has made great strides, there is more work to be done.

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APPENDICIES

APPENDIX A

Literature Matrix

SOURCE	Leadership Theory & Styles	PRISON HISTORY/PARAMILITARY STRUCTURE	POPULATION REDUCTION DIFFERENT TIME/MAJOR SHIFTS	LEADERSHIP IMPACT ON EMPLOYEE/ORGANIZATION	SUCCESSION PLANNING	TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS & POTENTIAL	MISCELLANEOUS COMMENT/NOTES
				COMMON THEMES			
Ackerman-Anderson, L. S., & Anderson, D. (2010). The change leader's roadmap: How to navigate your organization's transformation.	X			X		X	
Anderson, D., & Ackerman-Anderson, L. S. (2010). Beyond change management: How to achieve breakthrough results through conscious change leadership.	X			X		X	
Hennick, J. P. (2008). Exploring and assessing factors affecting the productivity of state government employees				The primary impact impeding employee productivity in state government		Transformational leadership has groundbreaking potential to a catalyst for change within corrections	
Campbell, N. M., & National Institute of Corrections (U.S.). (2006). Correctional leadership competencies for the 21st century: Manager and supervisor levels.				X		X	
Jacobs, J. B., &OKlesky, E. (January 01, 2004). Leadership & Correctional Reform. Pace Law		command-control structure, but must move toward empowering employees to develop as leaders		X		X	
Walker, E. G. (2010) Correctional officer job satisfaction and leadership: A correlational study.				X	X	X	
Atkin-Plunk, C. A., & Armstrong, G. S. (May 01, 2013). Transformational Leadership Skills and Correlates of Prison Warden Job Stress.		X	X		X	X	
Karadag, E. (2015) Leadership and organizational outcomes: Meta-analysis of empirical studies.			X	"A Leader and his/her behaviors affect the performance of employees, job satisfaction...the culture and atmosphere that determine the entire dynamic of an organization" (p.13)			
Cullen, F. T., in Stohr, M. K., & in Jonson, C. L. (2014). The American prison: Imagining a different future.			"Regardless of reason, today's correctional landscape is dramatically different than it was just a short time ago. " p.xiv				
Bloomberg, T. G., & Lucken, K. (2000). American penology: A history of control.		X					
Dresang, D. L. (2017). Personnel Management in Government Agencies and Nonprofit Organizations					X		

SOURCE	Leadership Theory & Styles	PRISON HISTORY/PARAMILITARY STRUCTURE	POPULATION REDUCTION / DIFFERENT TIME/MAJOR SHIFTS	LEADERSHIP IMPACT ON EMPLOYEE/ORGANIZATION	SUCCESSION PLANNING	TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS & POTENTIAL	MISCELLANEOUS COMMENTS/NOTES
Jacob, J.N. (2015). An empirical investigation of the transformational leadership traits between employees of federal, state and local governments in the United States				X		X	
Peterson, B. (2014). Job satisfaction and organizational commitment among correctional officers at the Iowa state penitentiary.				X	X	X	
Kaeble, D., Glaze, L., Tsoutis, A., Minton, T., & Statisticians, B. J. S. (2015). Correctional populations in the United States 2014 (US Department of Justice Bureau of Justice statistics).			X				
Boen, Z. (2008). Job openings, hires, and turnover decreases in 2007. Monthly Labor Review		X					"Since the original of correctional institutions in the United States, leaders have faced challenges of changing work environment"
Marquet, L. D. (2012). Turn the ship around: A true story of turning followers into leaders. New York: Penguin Group.	Middle of profound shift in leadership			X	"The leader-leader model not only achieves great improvements in effectiveness and morale, but also makes organization stronger …they do not rely on leader always being right (and) spawn additional leaders throughout organization naturally"	X	
McGillvachy, D. (2017) Managing risk and local law enforcement leadership perspectives on policy training performance and communication. University of La Verne				"Only strong and effective leadership can help employee understand how they can successfully accomplish their duties with the constraints of organizational policies and procedures" (p. 68)		X	
Seiter, R. P. (2016). Corrections: An introduction	If administrators truly want to change corrections…they need to drastically change their leadership style." (p.1)		X	"Corrections is a 'people business' an leadership and style are quality are essential to accomplishing the mission of a correction agency" (p. xii)			Administration of corrections become more complex with legal intervention , political involvement and public interest
Sridevi, M. S. (2010). Employee engagement: The key to improving performance. International Journal of Business and Management				X		Empowering employees fosters their confidence, self-efficiency add commitment	
Yousef, Lindsay, "Exploring the Perceptions of Leadership and the Effect on Employee Engagement" (2016).	X			X		X	It is evident today that organizations who lack attention to leadership and engagement practices continue to lose value resource, turnover of employees, and a substantial capacity to complete effectively (p.99)
Kouzes, J. M., & Posner, B. Z. (2017). The leadership challenge: How to Make Extraordinary Things Happen in Organizations.	Challenge the myth of leadership that some are natural born leaders			X		People want to follow those who can see beyond tomorrow	Challenge the process Inspire Enable Model the Way Encourage
Bolden, Richard, Gosling, Jonathan, Marturano, A., & Dennison, P. (2008). A Review of Leadership Theory and Competency Frameworks.	Leadership studies develop over five primary frameworks or theories					Empowers followers Transforms organization	

SOURCE	COMMON THEMES						
	Leadership Theory & Styles	PRISON HISTORY/PARAMILITARY STRUCTURE	POPULATION REDUCTION DIFFERENT TIME/MAJOR SHIFTS	LEADERSHIP IMPACT ON EMPLOYEE/ORGANIZATION	SUCCESSION PLANNING	TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS & POTENTIAL	MISCELLANEOUS COMMENTS/NOTES
Kent, R. T. (2007). Transformational leadership and its outcomes in a local government. Walden University).	X	Public sectors have primarily been concerned with daily operations - focus on clear expectation and rewards/punishment		In a time when tasked with doing more - transactional leadership hinders organization			
Koehler, J. W., & Pankowski, J. (1997). Transformational leadership in government.				X		Transformational leaders inspire change and motivate followers - improving themselves and organization	
Kellis, D. S., & Ran, B. (2013). Modern leadership principles for public administration: time to move forward. Journal of Public Affairs				Transformational leadership recognizes the influence of leaders' relationships with their followers ... is associated with improved performance in both public and private sectors. P.132		X	

APPENDIX B

Invitation to Participate

Date:_____

Dear Prospective Study Participant:

I am a doctoral student in the Ed.D, Organization Leadership Program, Brandman University, Chapman University System, who is conducting a study on leaders' self-perceptions and employees' perceptions of their leaders. My study is entitled, "Leadership in Corrections: An Examination of Leadership in California Prisons".

I am asking for your assistance in the study by participating in a survey, which will take from 15 to 20 minutes. If you agree to participate in the study; you will receive an email which outlines the next step. You are assured the survey is administered anonymously and results are collected electronically and reported to the researcher. No names are attached to results, all results will be pooled and individual results of this study will remain absolutely anonymous. No employee or supervisor or California Department of Corrections and Rehabilitation (CDCR) representative will have access to individual results. You will be free to stop survey and withdraw from the study at any time. Further, you may be assured that the researcher is not acting in any capacity affiliated with the CDCR and the sole purpose of the study to fulfil requirements for doctoral program.

I am available via email at dogo4401@mail.brandman.edu or phone at [redacted], to answer any questions you may have. Your participation would be greatly valued.

Sincerely,

Julia Ann Muñoz
Doctoral Candidate
Brandman University
Chapman University System

Informed Consent

BRANDMAN
University
CHAPMAN UNIVERSITY SYSTEM

INFORMED CONSENT – LEADER PARTICIPANT

RESEARCH TITLE: *Leadership in Corrections: An Examination of Leadership in California Prisons*

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

INFORMATION ABOUT: Leadership in Corrections: An Examination of Leadership in three Southern California prisons from administrator self-perceptions and employee perceptions of administrator's leadership practices.

RESPONSIBLE INVESTIGATOR: Julia Ann Muñoz, MS.Ed.

THE FOLLOWING WILL BE INCLUDED IN THE ELECTRONIC SURVEY:
You are being asked to participate in a research study conducted by Julia Muñoz, Master of Science, Education, a doctoral student in the Organizational Leadership Program at Brandman University. The purpose of this study is to compare leaders' self-perception and employee perception of leaders' practices as measured by the Transformational Leadership Skills Inventory (TLSi). An additional purpose of the study is to determine if there is a statistical difference between prison administrators' self-ratings of their leadership skills and employees' ratings of the leaders' leadership behaviors, as measured by the Transformational Leadership Skills Inventory (TLSi).

Your participation in this survey is voluntary. You may choose not to participate. If you decide to participate in this electronic survey, you can withdraw at any time.

The survey will take approximately 20 minutes to complete. Your responses will be confidential. The survey questions will pertain to your perceptions regarding your leadership practices.

Each participant will use a three digit code for identification purposes. The researcher will keep the identifying codes safe-guarded in a locked file drawer to which the researcher will have sole access. The results of this study will be used for scholarly purposes only.

No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher. I understand that I may refuse to participate in or I may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-9937.

1

If you have any questions about completing this survey or any aspects of this research, please contact Julia Muñoz at dogo4401@mail.brandman.edu or by phone at [redacted]; or Dr. Pendley, Advisor, at pendley@brandman.edu.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button indicates that you have read the informed consent form and the information in this document and that you voluntarily agree to participate.
If you do not wish to participate in this electronic survey, you may decline participation by clicking on the "disagree" button. The survey will not open for responses unless you agree to participate.

___AGREE: I acknowledge receipt of the complete Informed Consent packet and "Bill of Rights." I have read the materials and give my consent to participate in the study.

___DISAGREE: I do not wish to participate in this electronic survey

BRANDMAN
University
CHAPMAN UNIVERSITY SYSTEM

INFORMED CONSENT – EMPLOYEE PARTICIPANT

RESEARCH TITLE: *Leadership in Corrections: An Examination of Leadership in California Prisons*

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

INFORMATION ABOUT: Leadership in Corrections: An Examination of Leadership in three Southern California prisons from administrator self-perceptions and employee perceptions of administrator's leadership practices.

RESPONSIBLE INVESTIGATOR: Julia Ann Muñoz, M.S.Ed.

THE FOLLOWING WILL BE INCLUDED IN THE ELECTRONIC SURVEY:
You are being asked to participate in a research study conducted by Julia Muñoz, Master of Science, Education, a doctoral student in the Organizational Leadership Program at Brandman University.

The purpose of this study is to compare leaders' self-perception and employee perception of leaders' practices as measured by the Transformational Leadership Skills Inventory (TLSi). An additional purpose of the study is to determine if there is a statistical difference between prison administrators' self-ratings of their leadership skills and employees' ratings of the leaders' leadership behaviors, as measured by the Transformational Leadership Skills Inventory (TLSi).

Your participation in this survey is voluntary. You may choose not to participate. If you decide to participate in this electronic survey, you can withdraw at any time.

The survey will take approximately 20 minutes to complete. Your responses will be confidential. The survey questions will pertain to your perceptions regarding your leader's leadership practices.

Each participant will use a three digit code for identification purposes. The researcher will keep the identifying codes safe-guarded in a locked file drawer to which the researcher will have sole access. The results of this study will be used for scholarly purposes only.

No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained.

1

There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher. I understand that I may refuse to participate in or I may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-9937.

If you have any questions about completing this survey or any aspects of this research, please contact Julia Muñoz at_dogo4401@mail.brandman.edu or by phone at [redacted]; or Dr. Pendley, Advisor, at pendley@brandman.edu.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button indicates that you have read the informed consent form and the information in this document and that you voluntarily agree to participate.
If you do not wish to participate in this electronic survey, you may decline participation by clicking on the "disagree" button. The survey will not open for responses unless you agree to participate.

___AGREE: I acknowledge receipt of the complete Informed Consent packet and "Bill of Rights." I have read the materials and give my consent to participate in the study.

___DISAGREE: I do not wish to participate in this electronic survey

APPENDIX D

Participant's Bill of Rights

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB   Adopted   November 2013

TLSi Survey

BRANDMAN
University Chapman University System

October 9, 2018

Julia Munoz
Jules.Ann@hotmail.com
Doctoral Candidate
Brandman University

Dear Julia,

This email will serve to confirm our permission for you to use the Larick/White Transformational Leadership Skills Inventory (TLSi), to collect data for your Dissertation, *Leadership in Corrections: An Examination of Leadership in California Prisons*. This authorization will extend until May 30, 2019 and is for the sole purpose of collecting data related to this dissertation.

The copyright information should be prominently displayed on the instrument, and it should not be copied, distributed, or used for any other purpose. The full instrument can be placed in the appendix and should be prominently imprinted with the copyright. The actual structure for each of the domains should not be distributed nor included in the body or appendix of the dissertation.

Since you are a Brandman doctoral student, the only fee for using this instrument will be the one you pay directly to the data processor who will prepare the reports for you. We will put you in touch with her when you are ready to take that step.

We would like to receive a copy of chapters 4 and 5 after you defend your dissertation. Your study looks to be very interesting and we wish you the best in collecting your data.

Sincerely,

Patricia Clark White, Ed.D. Professor and Associate Dean School of Education

cc: Dr. Keith Larick
    Dr. Phil Pendley, Chair

16355 Laguna Canyon Road   Irvine, CA 92618   C: 949.842.5041   www.brandman.edu

Transformational Leadership Skills Inventory Questionnaire

Using the Scale, 1 through 5:

1 = Very Little Extent   2 = Little Extent   3 = Some Extent

4 = Great Extent 5 = Very Great Extent

Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.	
1.	Plans & actions match the core values of the organization
2.	Uses strategic thinking to create direction for the
3.	Communicates personal vision effectively
4.	Involves stakeholders in creating a vision for the future
5.	Inspires others
6.	Anticipates and plans for the future
7.	Mobilizes stakeholders to transform the organization
8.	Challenges thinking about the future
Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.	
9. Listens to & tolerant of divergent points of view	
10. Uses technology & social media to communicate with	
11. Writes in a clear, concise style	
12. Builds strong relationships through open communication &	
13. Is accessible	
14. Presents ideas & information in a clear & well-organized	
15. Communicates an inspiring vision	
16. Communicates effectively in oral presentations	
Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.	
17. Conducts effective meetings	
18. Manages decisions decisively	
19. Involves staff in decisions	
20. Organizes people & resources to accomplish tasks	
21. Pays attention to critical details	
22. Brings conflict into the open	
23. Sets clear goals	
24. Explains & clarifies new tasks	

Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.
25. Is approachable and easy to talk with
26. Provides feedback in a constructive manner
27. Has a good sense of humor
28. Displays energy in personal & work goals
29. Motivates team members
30. Anticipates and manages conflicts
31. Counsels & supports team members
32. Provides support for personal development
Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.
33. Accepts responsibility for actions & decisions
34. Treats others with respect & dignity
35. Is considerate of others
36. Balances personal & work life
37. Develops trust & credibility with team members
38. Remains calm in tense situations
39. Sincere & straight forward
40. Follows through on agreed on actions
Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.
41. Delegates responsibility
42. Gives and receives feedback
43. Encourages open dialog
44. Manages unproductive behavior in teams
45. Participates in team meetings
46. Builds strong relationships of team members
47. Facilitates decision making
48. Gives teams members authority to accomplish tasks
Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.
49. Promotes a positive culture of change and improvement
50. Generates new ideas
51. Fosters & encourages creativity
52. Supports risk taking

53. Demonstrates willingness to take a courageous stand
54. Provides resources that support non-traditional solutions
55. Uses divergent fields & disciplines to create something new
56. Establishes clear expectations

Diversity: Integrate the strengths that individual cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global

57. Recognizes the value of people with different talents and
58. Thinks about own feelings and reactions to people before
59. Exhibits the humility to knowledge what they don't know
60. Demonstrates empathy and sees things from other people's
61. Understands that treating people fairly may mean treating according to their ability and background
62. Reflects and learns from experience
63. Involves diverse stakeholders in planning and decision
64. Assists others to cultivate productive & respectful

Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.

65. Provides subordinates effective mentoring & coaching
66. Builds a culture of open communication
67. Encourages divergent thinking
68. Challenges & encourages team members
69. Holds self & others accountable
70. Empowers others to work independently
71. Provides feedback for improved performance
72. Builds a culture that is safe and promotes risk taking

Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.

73. Builds support for organizational initiatives
74. Builds trust & support with constituents
75. Develops key champions for organizations agenda
76. Identifies & maintains resources supporting the
77. Negotiates effectively on behalf of the organization
78. Avoids negative politicking and hidden agendas
79. Builds coalitions & support through networking
80. Anticipates obstacles by engaging others to share ideas

APPENDIX F

Brandman University Institutional Review Board Approval

BUIRB Application Approved: Julia Ann Munoz

MyBrandman <my@brandman.edu>
Sat 1/19/2019, 12:28 PM
To: dogo4401@mail.brandman.edu <dogo4401@mail.brandman.edu>
Cc: Devore, Douglas <ddevore@brandman.edu>; Pendley, Philip <pendley@brandman.edu>

Dear Julia Ann Munoz,

Congratulations! Your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.Brandman.edu

Best wishes for a successful completion of your study.

Thank You,

BUIRB
Academic Affairs
Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
buirb@brandman.edu
www.brandman.edu
A Member of the Chapman University System

This email is an automated notification. If you have questions please email us at buirb@brandman.edu.

APPENDIX G

National Institutes of Health Certification

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Julia Dogonyaro** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 07/14/2013

Certification Number: 1213371

APPENDIX H

Permission to Conduct Survey- Contact Superintendent CDCR

BRANDMAN University *Chapman University System*

Date:_____

Dear Prospective Administrative Study Participant:

I am a doctoral student in the Ed.D, Organizational Leadership Program, Brandman University, Chapman University System, and I am conducting a study on leaders' self-perceptions and employees' perceptions of their leaders. My study is entitled, "Leadership in Corrections: An Examination of Leadership in California Prisons".

I am asking for your assistance in the study by participating in a survey, which will take from 15 to 20 minutes. If you agree to participate in the study; you will receive an email which outlines the next step. You are assured the survey is administered anonymously and results are collected electronically and reported to the researcher. No names are attached to results, all results will be pooled and individual results of this study will remain absolutely anonymous. No employee or supervisor or California Department of Corrections and Rehabilitation (CDCR) representative will have access to individual results. You will be free to stop the survey and withdraw from the study at any time. Further, you may be assured that the researcher is not acting in any capacity affiliated with the CDCR and the sole purpose of the study to fulfil requirements for doctoral program.

If you have any questions about completing this survey or any aspects of this research, I am available via email at dogo4401@mail.brandman.edu or by phone at 951.213.7634; or Dr. Phil Pendley, Dissertation Advisor, at pendley@brandman.edu. Your participation would be greatly valued.

Sincerely,

Julia Ann Muñoz
Doctoral Candidate
Brandman University
Chapman University System

DIVISION OF REHABILITATIVE PROGRAMS
1515 S Street, Suite 400-South
Sacramento, CA 95811

December 19, 2018

Julia A. Muñoz
Doctoral Student
Brandman University

Dear Ms. Muñoz,

You have requested authorization to survey selected CDCR employees at three CDCR sites as a part of your Doctoral Dissertation Studies at Brandman University. All surveys and data will be administered electronically and no individual results will be identifiable. Participation in the survey is strictly voluntary and with prior permission of the participant. The survey is to be administered anonymously with results aggregated for all three sites.

This letter serves as authorization for you to send out an electronic survey to staff at three California Department of Corrections and Rehabilitation (CDCR) sites.

Sincerely,

SHANNON SWAIN
Superintendent
California Department of Corrections and Rehabilitation

Response	POLINT Maintains	POLINT Negotiates	POLINT Forms coa	POLINT Demonstr	POLINT Builds coa	POLINT Builds trus	POLINT Builds con	POLINT Anticipates
Admin	5	4	3	3	4	4	4	3
Admin	5	5	4	4	4	4	4	3
Admin	5	4	4	4	3	4	4	4
Admin	4	4	4	4	4	4	4	3
Admin	3	4	4	3	3	3	3	3
Admin	2	4	2	3	3	3	2	4
Admin	3	3	3	3	3	3	3	3
Admin	3	4	5	4	4	5	3	3
Admin	5	5	4	5	4	5	4	5
Admin	4	5	4	5	4	5	5	5
Admin	5	5	5	5	4	4	4	4
Admin	5	2	1	3	1	4	2	4
Admin	3	3	4	4	3	3	3	3
Admin	3	4	3	3	3	3	3	3
Admin	5	4	4	5	4	4	5	5
Admin	4	4	3	3	4	4	5	4
Custody	4	4	4	4	4	5	4	4
Custody	4	4	4	3	3	4	3	5
Custody	3	4	3	4	3	4	3	3
Custody	3	3	4	3	3	3	3	4
Custody	5	4	4	5	3	3	4	3
Custody	3	2	2	3	2	3	4	3
Custody	4	4	3	4	4	4	3	3
Custody	5	5	4	5	4	5	4	4
Custody	3	3	3	3	3	3	3	3
Custody	5	4	4	4	4	4	4	4
Custody	4	4	4	4	4	4	4	4
Custody	4	4	4	4	4	4	4	4
Custody	5	5	5	5	5	5	5	5
Custody	5	3	5	5	4	5	4	4
Custody	4	3	3	3	3	3	4	3
Custody	4	4	4	4	3	3	4	4
Custody	5	4	4	4	4	4	4	4
Custody	2	2	3	5	5	5	3	4
Custody	1	1	3	5	5	5	5	5
Custody	4	4	4	4	4	4	4	4
Custody	4	4	3	4	4	4	4	4
Custody	4	3	3	4	4	4	4	4
Custody	4	4	4	4	4	4	3	4
Custody	3	2	3	4	3	3	3	3
Custody	4	2	3	2	3	3	3	3
Custody	2	3	3	3	3	2	2	2

Raw Data

Custody	4	3	3	3	3	4	3	3
Custody	4	4	3	3	3	3	3	4
Custody	5	5	5	5	5	5	5	5
Custody	5	4	5	5	5	5	5	4
Custody	2	3	2	4	2	3	3	3
Custody	4	4	2	2	2	3	2	3
Custody	3	4	4	5	4	4	4	5
Custody	4	3	5	4	4	4	4	4
Custody	4	5	5	5	4	4	5	4
Custody	5	5	4	5	5	5	5	5
Custody	3	4	3	4	4	3	3	3
Custody	5	5	5	5	5	5	5	5
Custody	2	3	2	2	3	2	3	3
Custody	5	5	5	5	5	5	5	5
Custody	3	3	2	3	3	2	3	3
Custody	5	5	5	5	5	5	5	5
Custody	4	4	3	4	4	3	4	5
Custody	4	3	3	4	3	4	3	4
Custody	5	5	5	5	5	5	5	5
Custody	5	4	4	4	3	3	4	4
Custody	5	4	4	5	4	5	4	4
NonCustody	4	3	3	5	3	4	4	4
NonCustody	4	4	3	4	3	3	4	4
NonCustody	4	4	2	5	3	3	3	3
NonCustody	4	4	4	4	4	4	2	4
NonCustody	5	5	5	5	5	5	5	4
NonCustody	5	4	5	4	4	4	5	4
NonCustody	5	4	4	4	3	4	4	4
NonCustody	4	4	4	4	4	4	4	4
NonCustody	4	3	3	3	2	2	2	3
NonCustody	5	5	4	5	5	5	4	5
NonCustody	5	5	5	5	5	5	5	5
NonCustody	5	5	5	5	5	5	5	5
NonCustody	1	1	1	1	1	1	1	1
NonCustody	3	4	3	4	4	3	2	2
NonCustody	5	3	3	3	2	3	2	3
NonCustody	5	5	5	5	5	5	5	5
NonCustody	4	4	4	4	5	5	5	4
NonCustody	4	4	4	5	4	4	4	4
NonCustody	3	3	3	3	3	3	3	3
NonCustody	5	5	5	5	5	5	5	5
NonCustody	5	5	5	5	5	5	5	5

NonCustody	4	4	4	5	4	5	4	4
NonCustody	5	5	5	5	5	5	5	5
NonCustody	4	5	4	4	4	4	4	4
NonCustody	3	3	4	3	3	2	3	2
NonCustody	3	3	3	3	3	2	2	2
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NonCustody	5	4	5	5	4	5	4	4
NonCustody	5	5	5	5	5	5	5	5
NonCustody	4	4	5	5	5	5	5	5
NonCustody	4	4	4	4	4	4	4	4
NonCustody	1	1	1	1	2	1	1	1
NonCustody	1	1	2	1	2	2	2	2
NonCustody	1	1	1	1	1	1	1	1
NonCustody	4	4	4	4	3	4	4	3
NonCustody	4	4	4	4	4	4	4	4
NonCustody	4	4	5	5	4	4	5	5
NonCustody	3	3	4	4	3	3	3	4
NonCustody	2	1	1	2	2	1	2	1
NonCustody	1	1	1	1	1	2	2	1
NonCustody	5	5	4	4	4	4	3	4
NonCustody	5	4	4	5	5	4	4	5
NonCustody	5	5	5	4	4	5	5	4
NonCustody	4	4	4	4	4	4	4	4
NonCustody	5	4	2	5	3	4	3	3
NonCustody	2	2	2	1	1	1	2	1
NonCustody	5	4	4	5	5	3	3	5
NonCustody	3	4	4	4	3	4	4	4
NonCustody	4	4	4	4	4	4	4	4
NonCustody	4	4	4	4	5	4	4	4
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NonCustody	5	4	4	5	3	4	3	4
NonCustody	3	2	2	2	1	2	2	2
NonCustody	2	4	2	3	2	2	3	2
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NonCustody	4	4	4	5	3	3	4	4
NonCustody	5	5	5	5	5	5	5	5
NonCustody	5	4	4	5	5	5	5	5
NonCustody	1	1	4	1	1	1	1	1
NonCustody	3	4	4	3	3	4	5	3
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NonCustody	4	3	5	4	4	3	4	3
NonCustody	3	4	4	5	4	4	5	4
NonCustody	2	3	2	3	2	2	2	2

NonCustody	4	2	4	4	4	4	3	3
NonCustody	1	1	1	1	1	1	1	1
NonCustody	1	1	2	1	1	1	1	1
NonCustody	1	1	2	1	1	1	1	1
NonCustody	4	4	5	5	4	5	5	4
NonCustody	5	3	3	3	3	3	3	3
NonCustody	4	4	4	4	4	4	4	5
NonCustody	4	4	3	3	3	4	3	4
NonCustody	4	4	4	5	4	4	4	4
NonCustody	5	3	3	4	4	4	4	2
NonCustody	5	4	3	3	3	4	4	3
NonCustody	5	5	4	5	3	3	5	4

PI Domain	AVG PI	PS/D Clarifies a	PS/D Decisive i	PS/D Sets clear	PS/D Involves s	PS/D Reviews c	PS/D Proactive	PS/D Open to a
3	3.75	4	4	4	4	4	3	4
4	4.125	5	4	4	4	4	4	4
3	4	4	5	4	4	3	4	4
3	3.875	4	4	4	4	3	4	4
3	3.25	4	4	4	5	5	2	3
2	2.875	3	5	3	3	2	3	4
3	3	3	3	3	3	3	3	3
4	3.875	4	4	4	4	4	4	5
4	4.625	5	5	5	5	4	4	4
5	4.625	5	5	5	5	4	5	5
3	4.5	4	4	5	4	4	4	5
2	2.75	4	5	5	4	1	5	1
3	3.25	4	3	3	4	3	3	4
3	3.125	3	4	3	4	3	3	4
3	4.5	5	5	4	4	4	5	5
4	3.875	5	5	3	5	4	4	4
4	4.125	5	5	4	5	5	4	5
4	3.75	3	4	4	3	3	3	4
4	3.375	4	4	4	3	3	4	4
3	3.25	4	4	3	4	4	4	4
4	3.875	4	3	3	3	4	4	5
3	2.75	3	1	2	3	3	3	3
3	3.625	4	3	4	4	3	4	4
4	4.5	5	4	4	4	5	4	4
3	3	3	3	3	3	3	3	3
4	4.125	4	4	4	4	4	4	4
4	4	4	5	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	4.375	5	5	5	4	4	5	3
3	3.25	4	4	3	4	4	3	3
4	3.75	5	5	5	4	4	5	2
4	4.125	4	4	4	4	4	5	4
3	3.625	5	2	2	3	5	3	4
1	3.75	5	1	1	5	5	5	5
4	4	4	5	5	4	4	4	4
4	3.875	4	4	5	4	4	4	4
3	3.75	4	4	4	4	4	4	4
4	3.875	4	4	4	4	4	4	4
3	3	4	4	3	3	2	3	3
3	2.875	2	2	2	3	3	3	3
2	2.5	2	2	3	3	2	3	2

4	3.25	4	4	4	4	3	3	4
3	3.375	4	4	5	2	3	4	3
5	5	5	5	5	5	5	5	5
5	4.75	5	5	4	5	5	5	4
4	2.75	2	3	2	3	3	4	3
3	2.75	3	3	3	4	2	2	4
4	4.125	4	2	3	4	4	3	4
3	4	4	4	4	3	4	4	4
3	4.5	5	5	5	4	4	5	5
5	4.875	4	4	4	3	5	5	5
3	3.375	3	3	4	4	4	4	4
5	5	5	5	5	5	5	5	5
3	2.5	2	2	2	3	2	3	3
5	5	5	5	5	5	5	5	5
3	2.75	3	5	2	5	3	3	3
5	5	5	5	5	5	5	5	5
4	3.875	3	5	3	4	3	4	3
3	3.5	5	5	3	3	3	4	4
5	5	5	5	5	5	5	5	5
5	3.875	5	5	5	4	5	5	5
4	4.375	5	5	5	4	5	4	4
5	3.75	4	4	4	4	3	5	5
4	3.625	4	5	4	5	4	4	5
4	3.375	3	4	4	3	2	2	3
4	3.75	5	4	4	5	4	5	4
5	4.875	5	5	5	5	5	5	5
4	4.375	5	5	5	4	4	5	4
4	4	5	5	5	4	4	5	5
4	4	4	4	4	4	4	4	4
2	2.75	4	5	4	4	4	4	3
5	4.75	5	5	5	4	5	4	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
3	3.125	4	3	3	1	2	3	4
2	3	3	3	3	2	4	4	4
5	5	5	5	5	5	5	5	5
4	4.375	5	4	4	5	4	4	5
4	4.125	4	4	4	4	4	4	5
2	3	3	3	3	3	3	3	3
1	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
5	4.5	4	5	4	5	4	5	5
5	5	5	5	5	5	5	5	5

5	4.25	4	4	5	4	4	5	5
5	5	5	5	5	5	5	5	5
5	4.125	4	4	5	4	4	4	4
3	2.875	2	3	2	2	3	3	3
3	2.625	2	3	3	3	1	3	3
3	3.5	3	3	3	3	3	3	4
4	3.875	4	4	4	4	4	4	4
4	4.5	5	5	4	4	4	5	5
5	5	5	5	5	5	5	5	5
5	4.75	5	4	4	5	5	5	5
3	4	4	4	4	4	4	3	3
3	1.125	1	1	1	1	1	1	1
1	1.625	1	2	1	1	2	1	1
1	1	1	1	1	1	1	1	1
3	3.75	4	4	4	3	3	3	4
4	4	4	4	4	4	4	4	4
4	4.5	4	3	4	5	5	5	5
4	3.375	4	4	3	4	3	3	4
2	1.5	2	1	2	2	1	2	1
1	1.25	1	2	2	1	2	1	1
4	4.125	5	5	4	5	4	5	4
5	4.5	5	4	4	5	5	4	5
4	4.625	4	5	5	5	4	4	4
5	4	4	5	4	4	4	4	5
5	3.625	5	4	4	5	4	4	5
2	1.5	1	2	2	1	1	1	1
4	4.25	5	3	4	5	5	3	5
4	3.75	4	3	4	3	5	3	4
4	4	4	4	4	4	4	4	4
4	4.125	4	4	4	4	4	4	5
2	2.5	2	4	4	2	2	3	2
4	4	4	4	5	4	4	5	4
1	2	2	3	2	2	3	2	2
1	2.5	2	5	1	4	2	2	3
3	3.625	4	4	3	4	4	4	3
4	3.875	3	5	4	4	3	3	3
5	5	5	5	5	5	5	5	5
5	4.75	5	5	5	5	5	5	5
1	1.375	1	3	1	1	1	1	1
4	3.625	4	5	5	2	3	4	3
4	3.875	4	5	3	4	4	4	4
3	3.75	5	5	4	4	2	3	3
5	4.125	4	4	4	5	5	4	5
2	2.25	2	1	2	3	2	2	4

4	3.5	4	4	4	4	3	3	4
1	1	1	1	1	1	1	1	1
1	1.125	1	3	1	1	1	1	1
1	1.125	1	2	1	1	1	1	1
4	4.5	5	4	5	5	5	5	4
3	3.25	3	3	3	4	2	3	4
4	4.125	4	4	4	4	4	4	4
5	3.5	4	4	4	4	3	4	4
4	4.125	4	5	4	5	5	4	5
4	3.625	4	3	3	4	4	4	4
4	3.625	4	5	5	4	4	4	4
4	4.25	5	5	5	5	5	5	5

PS/D Organizes	PS/D Domain	AVG PSD	CI Exhibits p	CI Accepts re	CI Sincere &	CI Treats oth	CI Builds trus	CI Manages
3	4	3.75	4	4	4	5	4	3
5	4	4.25	4	5	5	5	4	4
4	4	4	4	5	5	4	4	4
4	4	3.875	4	4	4	4	4	3
3	5	3.75	4	5	5	3	4	4
4	3	3.375	3	5	4	3	3	2
3	3	3	3	3	3	3	3	3
4	5	4.125	3	5	5	4	5	3
5	4	4.625	4	5	5	5	5	4
5	5	4.875	5	5	5	5	5	3
4	4	4.25	5	5	5	5	5	4
5	2	3.75	4	5	5	2	4	5
4	3	3.5	3	4	4	4	3	4
3	4	3.375	3	4	4	4	3	3
4	5	4.5	5	5	5	5	4	4
5	4	4.375	4	4	4	5	5	3
5	4	4.75	4	4	4	5	4	5
5	4	3.625	4	4	4	4	3	3
4	4	3.75	3	4	4	4	3	3
3	3	3.75	4	4	4	3	4	3
4	4	3.75	3	5	4	5	4	4
3	3	2.625	3	2	2	2	2	3
4	3	3.75	4	5	4	4	4	4
4	4	4.25	4	5	5	5	5	4
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4.125	4	5	5	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	5	4.5	5	5	5	5	5	5
4	3	3.625	4	4	5	4	4	3
5	5	4.375	3	5	5	4	3	5
4	4	4.125	4	5	4	5	4	4
4	2	3.5	3	3	3	3	5	5
5	1	4	1	1	5	5	5	5
4	4	4.25	5	5	4	4	4	4
4	4	4.125	5	4	4	4	4	4
4	4	4	4	4	5	4	4	3
4	4	4	4	5	3	4	4	4
3	4	3.125	2	3	3	3	3	3
2	4	2.5	3	2	3	3	3	2
2	2	2.375	2	3	2	3	3	2

4	4	3.75	4	4	4	4	4	3
4	3	3.625	3	3	3	4	3	3
5	5	5	5	5	5	5	5	5
5	5	4.75	5	5	5	5	5	4
3	4	2.875	2	3	4	1	4	1
2	3	2.875	4	4	4	4	3	3
5	3	3.625	4	4	4	5	4	4
4	3	3.875	4	4	5	5	4	4
5	4	4.75	5	5	5	5	5	5
5	5	4.375	5	5	5	4	4	5
4	4	3.75	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
3	2	2.5	3	2	2	3	2	3
5	5	5	5	5	5	5	5	5
3	3	3.375	3	4	3	2	2	3
5	5	5	5	5	5	5	5	5
5	5	3.75	4	5	5	3	4	4
4	4	3.875	4	5	5	3	4	3
5	5	5	5	5	5	5	5	5
4	5	4.75	4	3	4	3	3	5
5	5	4.625	5	5	5	5	5	5
4	4	4.125	4	4	4	5	4	5
4	3	4.375	3	5	5	5	5	5
2	3	2.875	3	4	4	5	3	4
4	5	4.375	4	4	5	5	5	4
5	4	5	5	5	5	5	5	5
4	4	4.5	4	5	5	3	4	5
5	5	4.75	5	5	5	5	5	4
4	4	4	4	5	5	4	4	4
4	4	4	4	5	4	4	3	1
5	4	4.625	5	5	5	4	5	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
4	3	3	4	4	5	4	3	2
3	4	3.25	4	5	5	5	2	5
5	5	5	5	5	5	5	5	5
5	4	4.5	4	5	4	5	5	4
4	4	4.125	4	4	5	5	4	4
3	3	3	3	3	3	3	3	3
5	1	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
5	5	4.625	5	4	4	4	5	5
5	5	5	5	5	5	5	5	5

4	5	4.125	4	5	4	5	4	5
3	3	2.625	2	2	3	3	2	2
2	3	2.5	3	3	4	3	2	1
3	5	3.125	5	5	5	5	4	3
4	5	4	4	4	5	5	4	4
5	5	4.625	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5
5	5	4.75	5	5	5	5	5	5
4	3	3.75	4	4	4	4	4	4
1	1	1	1	1	1	3	1	1
2	2	1.375	2	2	2	2	1	1
1	1	1	1	1	1	1	1	1
3	3	3.5	4	3	4	4	4	2
4	4	4	4	4	4	4	4	3
4	5	4.375	3	5	5	5	5	4
4	4	3.625	4	4	4	4	3	3
2	1	1.625	1	1	1	1	1	2
1	1	1.375	1	2	2	1	1	1
4	4	4.5	4	4	5	5	4	4
5	5	4.625	5	5	5	5	4	5
4	4	4.375	5	5	4	4	4	5
4	5	4.25	4	4	4	4	4	4
5	5	4.5	4	5	4	5	5	3
1	1	1.25	2	2	1	1	1	1
5	5	4.375	5	5	5	5	4	5
4	4	3.75	4	4	3	3	4	4
4	4	4	4	5	4	4	4	4
4	4	4.125	5	5	5	5	5	5
3	2	2.75	2	3	2	3	2	3
5	4	4.375	4	5	5	5	4	4
2	2	2.25	2	1	2	2	2	3
2	2	2.625	5	3	2	2	2	2
4	3	3.75	3	3	4	4	5	4
3	4	3.5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1.25	1	1	1	1	1	1
3	4	3.625	4	5	5	5	4	4
4	3	4	4	5	5	4	4	4
3	3	3.625	4	4	5	5	4	5
5	4	4.5	4	5	5	5	4	4
3	2	2.375	2	1	1	1	1	1

4	5	3.75	4	4	4	4	4	4
1	1	1	1	1	1	1	1	1
1	1	1.25	1	1	1	1	1	2
1	1	1.125	1	1	1	2	1	1
5	4	4.75	5	5	5	5	5	5
4	3	3.25	3	3	4	4	4	3
4	4	4	4	4	4	4	4	4
5	5	4	5	4	5	5	5	4
5	5	4.625	4	5	5	5	5	4
3	4	3.625	4	4	5	5	5	3
5	4	4.375	5	5	5	5	4	4
4	4	4.875	5	5	5	5	5	5

CI	CI	CI		VL	VL	VL	VL	VL
Understar	Is conside	Domain	AVG CI	Plans & a	Involves s	Inspires o	Challenge	Uses strat
3	5	5	4	4	3	3	4	4
4	5	5	4.5	4	4	4	3	4
4	4	4	4.25	3	4	4	3	3
4	4	4	3.875	4	4	4	4	4
3	3	4	3.875	5	2	5	3	4
3	4	2	3.375	2	2	2	4	3
3	3	3	3	3	3	3	3	3
4	4	2	4.125	4	4	3	4	4
5	5	4	4.75	5	5	5	4	5
5	4	5	4.625	5	5	4	5	5
4	5	4	4.75	5	4	4	4	5
5	2	4	4	5	1	5	5	2
4	4	3	3.75	3	3	3	3	3
4	4	3	3.625	3	3	3	3	3
4	5	5	4.625	4	5	5	5	4
4	5	4	4.25	4	5	4	4	4
4	4	5	4.25	4	4	5	4	4
3	4	4	3.625	4	3	3	5	4
4	4	3	3.625	4	3	3	4	4
3	3	3	3.5	4	3	3	3	4
4	5	4	4.25	3	5	3	4	3
3	3	3	2.5	3	2	2	3	2
3	4	3	4	4	4	4	4	4
5	5	5	4.75	3	4	5	4	4
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4.25	4	3	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	3	5	5	5
4	3	3	3.875	3	4	4	3	3
4	3	5	4	5	4	3	4	4
4	4	4	4.25	4	4	4	4	4
3	3	4	3.5	3	5	5	3	3
5	5	1	4	1	5	5	5	5
4	3	4	4.125	4	4	4	5	4
4	4	4	4.125	5	4	4	5	3
5	4	4	4.125	4	4	4	4	4
4	3	4	3.875	4	4	5	5	4
2	3	3	2.75	3	3	2	2	3
3	3	2	2.75	3	2	3	3	3
3	3	2	2.625	3	2	2	3	4

3	4	4	3.75	3	3	3	3	3
4	3	3	3.25	4	3	4	4	4
5	5	5	5	5	5	5	5	5
5	5	4	4.875	5	4	5	5	5
1	1	2	2.125	2	3	3	2	3
4	4	3	3.75	4	2	2	1	2
3	4	4	4	4	4	4	4	4
4	4	4	4.25	4	4	4	4	4
5	5	5	5	5	4	5	5	5
5	5	5	4.75	5	4	5	5	5
3	4	4	3.875	4	3	4	3	4
5	5	5	5	5	5	5	5	5
2	3	3	2.5	3	2	2	3	2
5	5	5	5	5	5	5	5	5
2	5	3	3	2	2	3	1	3
5	5	5	5	5	5	5	5	5
4	3	4	4	5	3	4	4	5
4	3	4	3.875	4	3	4	3	4
5	5	5	5	5	5	5	5	5
4	3	3	3.625	4	5	4	4	5
5	4	4	4.875	5	5	5	5	5
4	5	4	4.375	5	5	5	3	4
5	5	5	4.75	3	4	4	5	5
4	4	4	3.875	3	1	1	1	3
4	5	5	4.5	5	4	4	4	4
5	5	5	5	5	5	5	5	5
4	4	5	4.25	5	4	5	4	5
5	5	5	4.875	5	4	4	3	5
4	4	4	4.25	4	4	4	4	4
2	2	2	3.125	4	2	2	2	4
5	4	4	4.625	5	4	4	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
1	4	3	3.375	3	3	2	3	4
5	5	2	4.5	4	3	3	2	3
5	5	5	5	5	5	5	5	5
4	5	4	4.5	5	5	5	5	4
4	5	4	4.375	4	4	4	4	4
3	3	3	3	3	3	3	3	3
5	5	1	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
4	5	5	4.5	4	4	5	5	5
5	5	5	5	5	5	5	5	5

4	5	5	4.625	5	4	5	4	5
5	5	5	5	5	5	5	5	5
4	4	5	4.375	4	4	4	4	4
1	2	2	2.125	3	3	2	3	2
1	2	3	2.375	3	3	2	2	2
4	4	5	4.375	5	4	3	3	3
5	5	5	4.5	4	4	4	3	4
5	4	5	4.75	5	5	5	4	5
5	5	5	5	5	5	5	5	5
5	5	5	5	4	5	5	5	5
4	4	3	4	4	4	4	4	4
1	1	1	1.25	1	1	1	1	2
1	2	1	1.625	1	1	2	2	2
1	1	1	1	1	1	1	1	1
4	4	4	3.625	4	3	4	4	3
4	4	4	3.875	4	4	4	5	4
4	5	5	4.5	4	5	5	5	5
3	4	4	3.625	3	3	4	4	3
1	1	1	1.125	1	2	1	1	1
2	1	1	1.375	1	2	2	1	1
3	4	4	4.125	4	3	3	3	5
5	5	4	4.875	4	5	4	4	4
5	4	5	4.5	4	4	5	4	4
4	4	4	4	4	4	4	4	4
4	5	4	4.375	5	3	5	5	5
2	1	1	1.375	2	2	1	1	1
5	5	5	4.875	4	4	5	4	4
4	4	4	3.75	4	5	4	4	4
4	5	4	4.25	4	4	4	4	4
4	5	5	4.875	4	4	4	4	4
2	2	2	2.375	4	2	2	2	2
5	4	4	4.5	5	3	4	5	4
1	1	2	1.75	2	3	2	2	2
2	2	3	2.5	2	1	3	2	2
3	5	3	3.875	4	3	4	5	4
4	4	4	4.75	4	4	5	4	5
5	5	5	5	5	5	5	5	5
4	5	5	4.875	5	5	4	5	5
1	1	1	1	1	1	1	1	1
3	5	4	4.375	5	5	4	3	4
4	4	4	4.25	4	4	4	3	5
4	3	3	4.25	5	4	4	2	4
5	4	4	4.5	4	4	4	5	4
2	1	2	1.25	2	3	2	2	2

4	4	3	4	4	3	3	3	3
1	1	1	1	1	1	1	1	1
1	1	1	1.125	1	1	1	1	1
1	1	1	1.125	1	1	1	1	2
4	5	5	4.875	5	5	4	5	5
3	3	4	3.375	5	3	3	3	4
4	4	4	4	4	4	4	4	4
4	5	4	4.625	4	3	5	3	4
5	5	4	4.75	5	4	5	4	4
4	4	5	4.25	3	4	5	3	4
4	5	5	4.625	4	2	4	4	4
5	5	5	5	5	5	5	5	5

VL Communi	VL Anticipate	VL Mobilizes	VL Domain	AVG VL	COMM Communi	COMM Presents i	COMM Takes tim	COMM Builds stro
3	4	3	4	3.5	4	5	4	5
4	5	3	4	3.875	4	4	5	4
3	3	3	3	3.25	4	4	4	4
4	4	4	3	4	3	4	4	4
5	3	3	4	3.75	4	4	4	3
2	3	2	2	2.5	1	3	4	3
3	3	3	3	3	3	3	3	3
3	4	4	3	3.75	3	4	5	5
4	4	4	5	4.5	5	4	5	5
5	5	5	4	4.875	4	4	4	5
5	4	4	4	4.375	4	5	5	5
2	5	1	2	3.25	2	4	3	2
3	3	3	3	3	3	4	4	4
3	3	3	3	3	3	3	4	4
5	5	5	5	4.75	4	4	4	4
4	5	3	4	4.125	4	3	5	4
5	5	4	4	4.375	4	5	4	4
4	3	5	4	3.875	4	4	4	4
4	3	3	3	3.5	3	4	4	4
3	4	3	3	3.375	4	3	4	3
3	4	4	3	3.625	3	5	4	3
2	4	4	3	2.75	3	3	3	2
4	3	4	3	3.875	4	4	4	4
4	5	4	4	4.125	4	4	4	5
3	3	3	3	3	3	3	3	3
4	4	4	3	4	4	4	4	4
4	4	4	4	3.875	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	4	4	4	4.5	4	5	5	5
3	3	3	3	3.25	3	3	4	3
4	5	5	4	4.25	4	5	3	3
4	4	4	4	4	5	4	5	4
3	3	3	4	3.5	3	3	4	3
5	5	5	1	4.5	1	1	5	5
4	3	4	4	4	5	5	4	4
4	4	5	4	4.25	4	5	4	4
4	4	4	4	4	4	4	4	5
4	4	4	4	4.25	4	4	4	4
3	3	3	3	2.75	2	4	3	3
3	3	3	3	2.875	3	2	3	3
2	3	3	3	2.75	3	2	2	2

3	4	3	4	3.125	3	4	4	4
4	3	2	3	3.5	2	4	4	3
5	5	5	5	5	5	5	5	5
5	4	5	5	4.75	5	5	5	5
1	3	3	2	2.5	2	2	2	3
2	3	2	2	2.25	2	4	4	3
4	4	4	3	4	3	3	4	4
4	4	4	2	4	4	3	4	4
4	5	5	3	4.75	5	5	5	4
5	5	3	5	4.625	5	4	5	5
4	4	4	3	3.75	4	4	4	4
5	5	5	5	5	5	5	5	5
2	3	2	2	2.375	2	3	2	3
5	5	5	5	5	5	5	5	5
4	3	3	3	2.625	3	4	3	2
5	5	5	5	5	5	5	5	5
5	4	4	4	4.25	3	5	3	3
4	4	3	3	3.625	3	4	4	4
5	5	5	5	5	5	5	5	5
5	4	4	5	4.375	5	5	3	4
4	5	3	5	4.625	5	4	5	5
4	4	4	4	4.25	5	4	5	4
4	5	4	3	4.25	4	4	4	5
2	3	1	1	1.875	2	4	4	3
4	4	4	4	4.125	4	5	5	5
5	5	5	4	5	5	5	5	5
5	5	4	4	4.625	4	5	4	4
5	5	4	5	4.375	4	5	5	4
4	4	4	4	4	4	5	4	4
3	3	2	3	2.75	2	3	3	3
5	5	4	5	4.625	5	5	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
4	3	3	3	3.125	3	2	3	2
5	3	3	2	3.25	3	4	5	2
5	5	5	5	5	5	5	5	5
4	5	5	5	4.75	5	4	4	5
4	4	4	3	4	4	4	5	4
3	3	3	3	3	3	3	3	3
5	5	5	1	5	5	5	5	5
5	5	5	5	5	5	5	5	5
5	4	4	5	4.5	4	4	5	4
5	5	5	5	5	5	5	5	5

4	4	4	4	4.375	5	5	4	4
5	5	5	5	5	5	5	5	5
4	4	4	5	4	4	4	5	5
2	2	3	3	2.5	3	3	3	2
3	2	2	3	2.375	2	2	3	3
3	3	3	4	3.375	3	3	4	4
4	4	3	4	3.75	4	4	4	5
4	5	4	5	4.625	5	5	4	5
5	5	5	5	5	5	5	5	5
5	5	5	5	4.875	4	4	5	5
4	4	4	3	4	4	4	4	4
1	1	2	1	1.25	1	1	2	1
1	2	2	1	1.625	1	2	2	1
1	1	1	1	1	1	1	1	1
4	3	4	3	3.625	4	4	3	4
4	3	4	3	4	4	4	4	4
5	5	5	4	4.875	4	5	5	5
3	4	3	3	3.375	3	4	3	3
1	1	2	1	1.25	1	1	1	1
1	2	1	1	1.375	1	1	1	2
4	3	2	2	3.375	4	5	5	5
5	5	5	4	4.5	5	5	5	5
5	5	4	4	4.375	3	4	4	5
5	4	4	4	4.125	4	4	4	4
4	4	3	3	4.25	3	4	4	5
1	2	1	1	1.375	2	2	1	1
5	4	4	4	4.25	5	5	5	5
4	4	4	4	4.125	4	4	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	5	4
3	3	3	3	2.625	2	4	2	2
5	5	3	5	4.25	5	4	5	5
2	3	2	2	2.25	2	2	1	1
3	2	3	3	2.25	4	1	2	2
4	5	3	3	4	3	3	3	3
5	5	3	4	4.375	5	5	4	4
5	5	5	5	5	5	5	5	5
5	5	4	4	4.75	4	5	5	5
1	1	1	1	1	1	1	2	1
4	5	4	4	4.25	4	5	4	4
4	3	4	4	3.875	4	4	3	4
5	4	2	3	3.75	3	4	3	3
4	5	4	4	4.25	4	4	5	5
2	3	2	2	2.25	3	2	2	2

3	3	4	3	3.25	3	3	3	4
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1.125	1	2	1	1
5	5	5	5	4.875	4	5	5	5
3	4	2	3	3.375	3	2	3	3
4	4	4	4	4	4	4	4	4
4	4	3	4	3.75	4	4	4	4
4	5	5	4	4.5	4	4	5	5
4	4	3	3	3.75	3	3	5	4
3	5	4	5	3.75	4	4	4	5
4	5	3	4	4.625	5	5	4	5

COMM	COMM	COMM	COMM	COMM		COLL	COLL	COLL
Communic	Communic	Communic	Listens wi	Domain	AVG COM	Open to fe	Gives tean	Shares lea
4	4	4	4	4	4.25	4	3	4
4	5	5	5	4	4.5	4	4	5
4	3	4	3	4	3.75	4	4	4
4	4	3	4	4	3.75	4	4	4
5	4	4	3	4	3.875	3	4	4
3	3	2	3	2	2.75	3	4	4
3	3	3	3	3	3	3	3	3
4	4	5	5	4	4.375	4	4	4
4	5	4	5	5	4.625	5	5	5
5	5	4	4	4	4.375	4	5	5
5	5	4	5	5	4.75	5	5	5
5	5	3	2	2	3.25	2	5	4
4	4	4	4	4	3.875	4	4	4
3	4	3	4	4	3.5	4	4	4
5	4	4	4	4	4.125	5	4	5
4	4	4	4	4	4	4	4	4
5	4	4	4	4	4.25	5	4	4
3	4	3	4	4	3.75	4	4	4
4	4	3	4	3	3.75	3	4	4
4	4	4	4	4	3.75	4	4	3
5	5	5	5	4	4.375	5	3	3
3	2	3	2	2	2.625	3	3	2
4	4	4	4	3	4	4	4	3
4	4	4	5	4	4.25	4	5	4
3	3	3	3	3	3	3	3	3
4	4	4	4	3	4	4	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	4	5	4.875	5	5	5
5	5	5	4	5	4.75	3	5	5
4	4	3	4	3	3.5	3	3	3
5	5	3	4	4	4	3	5	2
4	4	4	4	3	4.25	5	4	4
2	5	5	3	3	3.5	2	3	3
5	5	5	5	1	4	1	1	5
4	4	4	3	4	4.125	5	4	4
4	4	4	4	4	4.125	5	5	4
4	4	4	4	4	4.125	4	4	4
3	4	5	3	4	3.875	5	5	5
4	3	3	2	4	3	3	3	3
3	3	3	2	3	2.75	3	3	2
3	3	2	3	2	2.5	3	3	5

3	4	3	4	3	3.625	5	4	4
3	4	2	3	4	3.125	3	3	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
3	2	2	3	1	2.375	2	2	2
4	3	2	4	4	3.25	4	4	4
4	4	4	5	3	3.875	4	4	4
4	4	4	3	4	3.75	3	3	4
5	5	4	5	4	4.75	5	5	4
4	5	5	5	5	4.75	5	5	3
4	3	4	3	4	3.75	4	4	4
5	5	5	5	5	5	5	5	5
2	3	2	1	2	2.25	3	3	2
5	5	5	5	5	5	5	5	5
2	3	2	3	2	2.75	4	3	3
5	5	5	5	5	5	5	5	5
4	4	4	3	4	3.625	3	5	4
4	5	4	3	4	3.875	4	5	4
5	5	5	5	5	5	5	5	5
4	5	4	3	4	4.125	4	4	3
5	5	5	4	4	4.75	4	5	4
4	5	4	4	4	4.375	4	3	4
4	4	5	5	4	4.375	5	5	4
3	5	2	4	3	3.375	4	3	4
4	4	4	5	5	4.5	4	5	5
5	5	5	5	5	5	5	5	5
5	4	5	4	4	4.375	4	4	4
5	4	4	4	5	4.375	5	4	5
4	5	4	4	5	4.25	4	4	4
3	3	2	3	2	2.75	3	4	3
5	5	4	4	4	4.75	5	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
3	3	4	4	3	3	5	4	4
4	4	4	5	3	3.875	5	5	3
5	5	5	5	5	5	5	5	5
4	4	4	4	5	4.25	4	5	4
5	4	4	5	4	4.375	5	5	5
3	3	3	3	3	3	3	3	3
5	5	5	5	1	5	5	5	5
5	5	5	5	5	5	5	5	5
5	4	5	5	5	4.5	5	4	4
5	5	5	5	5	5	5	5	5

4	5	4	4	4	4.375	4	4	4
5	5	5	5	5	5	5	5	5
4	4	5	4	5	4.375	5	4	5
3	2	3	3	3	2.75	2	3	4
3	2	2	2	3	2.375	2	2	3
3	3	4	5	5	3.625	5	5	4
4	4	4	4	4	4.125	5	5	4
5	5	4	5	5	4.75	5	5	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	4.75	4	5	5
4	4	4	4	3	4	4	4	4
1	1	2	1	1	1.25	1	2	1
2	2	2	1	1	1.625	2	2	1
1	1	1	1	1	1	1	1	1
4	4	4	4	4	3.875	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	4	4.875	5	5	3
4	4	4	4	4	3.625	3	4	4
1	2	1	2	1	1.25	2	1	1
1	2	2	1	1	1.375	2	2	1
5	5	3	5	4	4.625	4	4	5
5	5	5	5	5	5	4	4	4
5	5	4	5	4	4.375	3	5	5
4	4	4	4	5	4	5	4	4
4	5	5	5	4	4.375	4	4	4
1	1	1	1	2	1.25	2	2	2
5	5	5	5	3	5	5	5	3
4	5	4	4	4	3.875	5	3	4
4	4	4	5	4	4.125	5	4	4
5	4	5	5	4	4.5	5	4	4
2	1	2	2	2	2.125	2	2	2
4	4	5	4	4	4.5	4	4	4
2	1	1	2	2	1.5	2	2	2
2	2	1	3	3	2.125	5	2	2
4	5	5	4	3	3.75	3	3	4
5	5	3	4	5	4.375	4	3	3
5	5	5	5	5	5	5	5	5
5	5	5	5	5	4.875	5	5	5
1	1	1	1	1	1.125	1	1	2
5	4	4	4	4	4.25	4	3	4
4	4	4	4	3	3.875	4	4	5
5	3	2	3	3	3.25	2	3	3
4	5	5	5	5	4.625	5	5	5
2	4	2	2	2	2.375	2	3	2

4	4	3	4	4	3.5	3	4	4
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1.125	1	1	1
5	4	5	4	5	4.625	5	5	5
2	2	3	3	3	2.625	3	4	3
4	4	4	4	4	4	4	4	4
4	4	3	5	4	4	4	5	3
4	4	5	5	5	4.5	5	5	5
5	4	3	4	4	3.875	5	4	4
5	4	4	5	4	4.375	5	5	4
5	5	5	5	5	4.875	5	5	5

COLL	COLL	COLL	COLL	COLL		COLL	TB	TB
Facilitates	Builds stro	Participate	Manages	Domain	AVG COL	Encourag	Builds a c	Encourag
4	3	4	3	4	3.65625	3	4	3
4	4	4	3	4	4.0625	4	5	3
4	4	4	4	4	3.96875	4	4	3
4	4	4	4	4	3.96875	4	4	3
4	4	3	3	4	3.609375	4	2	4
4	2	4	3	3	3.34375	4	2	4
3	3	3	3	3	3	3	3	3
4	5	5	3	2	4.171875	4	4	3
5	5	5	4	5	4.828125	5	5	5
5	5	5	5	5	4.796875	5	4	5
5	4	4	3	5	4.46875	5	5	5
3	2	5	5	3	3.65625	3	3	2
4	4	4	3	4	3.859375	4	4	4
4	4	4	3	3	3.8125	4	4	3
5	4	5	4	5	4.515625	5	4	4
4	5	5	4	5	4.25	5	5	4
4	5	5	5	5	4.53125	5	5	4
4	3	3	4	3	3.71875	5	4	4
4	3	3	4	3	3.59375	4	4	4
4	4	4	4	3	3.84375	4	4	4
3	3	4	3	3	3.546875	5	5	3
3	3	3	3	3	2.828125	3	4	3
4	4	3	3	3	3.625	4	4	4
4	5	4	4	4	4.28125	5	4	4
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	4.984375	5	4	5
5	5	5	5	4	4.71875	5	4	5
4	3	4	3	3	3.3125	3	4	3
5	3	4	3	5	3.625	4	3	4
4	4	4	4	4	4.15625	4	4	4
1	3	5	3	5	2.9375	3	2	2
5	5	5	5	1	3.875	5	1	1
4	4	4	4	4	4.140625	5	4	5
4	4	4	5	4	4.390625	5	5	5
4	4	4	4	4	4.015625	4	4	4
5	4	4	4	4	4.484375	4	4	4
3	4	3	3	3	3.125	2	3	3
2	3	3	3	4	2.71875	1	3	3
2	2	2	1	2	2.5625	3	2	2

3	3	3	3	4	3.578125	4	4	3
2	3	3	3	4	3.140625	4	4	4
5	5	5	5	5	5	5	5	5
4	4	4	5	5	4.625	5	5	5
3	3	4	2	2	2.546875	1	2	3
3	3	3	2	3	3.28125	4	4	2
4	4	4	3	4	3.859375	4	4	4
4	4	4	4	4	3.71875	4	4	3
5	5	5	4	4	4.71875	5	5	5
5	4	5	5	5	4.59375	5	4	5
4	4	3	4	4	3.84375	3	3	4
5	5	5	5	5	5	5	5	5
3	2	2	3	2	2.53125	3	2	3
5	5	5	5	5	5	5	5	5
2	4	3	2	2	2.96875	3	3	2
5	5	5	5	5	5	5	5	5
5	4	5	4	4	4.203125	3	4	5
4	3	5	4	4	4.109375	5	4	4
5	5	5	5	5	5	5	5	5
3	4	5	5	5	4.015625	4	5	3
4	5	5	4	5	4.46875	5	5	4
4	3	4	3	5	3.671875	4	4	3
5	5	3	5	4	4.546875	5	4	4
4	2	2	3	1	3.171875	3	4	2
5	4	1	5	5	4.1875	4	4	4
5	5	5	5	5	5	5	5	5
4	4	5	5	5	4.296875	4	4	3
4	5	5	4	4	4.546875	4	4	5
4	4	4	4	5	4.03125	4	4	4
4	4	4	3	3	3.46875	3	2	3
5	4	4	4	5	4.59375	4	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
4	3	5	1	3	3.625	4	3	2
3	3	5	4	2	3.984375	5	4	4
5	5	5	5	5	5	5	5	5
4	5	5	4	4	4.40625	5	4	4
4	4	5	4	4	4.546875	5	5	4
3	3	3	3	3	3	3	3	3
5	5	5	5	1	5	5	5	5
5	5	5	5	5	5	5	5	5
5	4	5	5	5	4.5625	4	4	4
5	5	5	5	5	5	5	5	5

4	5	5	4	5	4.296875	5	4	5
5	5	5	5	5	5	5	5	5
4	4	4	4	5	4.296875	4	5	5
3	2	3	1	3	2.59375	3	2	3
3	2	3	3	2	2.546875	3	3	2
4	4	4	3	5	4.078125	4	4	3
4	4	4	3	4	4.140625	4	4	4
5	5	5	4	4	4.71875	5	5	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	4.84375	5	5	4
4	4	4	3	3	3.875	4	4	4
1	2	3	1	1	1.53125	1	1	1
1	2	2	1	1	1.578125	2	1	1
1	1	1	1	1	1	1	1	1
4	4	4	3	3	3.859375	4	4	4
4	4	4	4	4	4	5	4	4
5	5	4	4	5	4.484375	5	4	4
3	3	4	4	4	3.578125	4	3	3
1	2	1	2	1	1.40625	2	1	1
2	1	3	1	1	1.671875	1	1	1
4	5	5	3	4	4.328125	5	4	5
5	5	5	4	4	4.5	5	5	4
4	4	4	4	5	4.171875	4	4	3
4	4	5	4	4	4.25	4	5	4
4	5	5	4	4	4.296875	5	5	3
1	2	2	2	1	1.78125	1	2	2
3	4	3	3	4	3.875	5	4	5
4	3	5	4	3	3.984375	4	4	3
4	4	4	4	4	4.140625	4	4	4
5	4	4	4	5	4.3125	5	4	4
3	2	3	2	2	2.265625	2	3	2
4	5	5	3	4	4.1875	5	4	4
2	2	3	3	1	2.1875	1	2	2
2	2	1	2	3	2.265625	1	2	2
3	4	5	4	3	3.71875	5	3	3
5	3	4	2	3	3.546875	4	4	4
5	5	5	4	5	4.875	5	5	5
5	4	5	3	5	4.609375	5	5	4
1	1	1	1	1	1.140625	1	2	1
3	5	5	2	4	3.78125	3	4	3
4	4	4	4	4	4.109375	4	4	4
4	4	4	3	3	3.28125	3	4	3
4	4	5	4	5	4.578125	5	5	5
3	2	2	3	3	2.421875	2	3	2

4	3	4	4	3	3.6875	3	4	3
1	1	1	1	1	1	1	1	1
1	1	1	2	1	1.125	1	1	1
1	1	1	1	1	1.015625	1	1	1
5	4	5	5	5	4.828125	5	5	5
2	5	4	3	4	3.328125	5	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	5	4	4	4	5
5	5	5	4	5	4.8125	5	5	5
4	5	5	3	3	4.234375	4	4	4
4	5	5	4	4	4.546875	5	5	4
5	5	5	3	5	4.734375	4	4	5

TB	TB	TB	TB	TB	TB	TB		DIV
Challenge	Holds self	Builds a c	Provides s	Provides f	Empowers	Domain	AVG TB	Works we
4	3	3	4	4	4	3	3.625	5
4	4	3	4	3	3	4	3.625	5
4	4	4	4	4	4	4	3.875	4
4	4	4	4	4	4	4	3.875	5
3	5	3	3	2	2	4	3	4
4	4	4	4	3	4	3	3.625	3
3	3	3	3	3	3	3	3	3
5	4	4	3	4	4	5	3.875	5
5	4	4	4	5	4	5	4.5	5
5	5	5	5	5	5	5	4.875	5
4	4	5	5	4	3	4	4.375	5
5	5	5	4	4	5	3	4.125	1
3	4	3	3	3	4	4	3.5	4
4	3	3	3	4	4	3	3.5	4
4	4	5	4	5	4	4	4.25	4
5	5	4	4	4	5	4	4.5	5
5	5	4	4	4	5	5	4.5	5
4	3	3	5	5	5	4	4.125	4
3	4	4	3	3	4	3	3.625	4
3	4	4	4	3	3	3	3.625	3
3	4	3	3	4	4	3	3.625	4
2	3	3	3	2	3	2	2.875	2
4	4	4	3	4	3	3	3.75	4
5	5	4	4	4	5	4	4.375	5
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	4.875	5
5	5	4	5	5	5	5	4.75	5
4	5	4	4	4	4	3	4	4
5	5	4	3	3	5	5	4	3
4	5	4	4	4	4	4	4.125	4
2	1	5	4	4	3	3	2.875	3
5	5	5	5	5	5	1	4	5
4	4	3	4	5	5	4	4.25	4
4	4	4	5	5	4	4	4.5	4
5	4	3	4	4	4	4	4	5
4	5	4	4	5	4	4	4.25	3
3	3	3	3	3	3	3	3	3
3	3	4	3	2	2	3	2.875	3
2	2	2	2	2	3	3	2.125	3

3	3	3	4	3	3	3	3.25	3
3	3	3	3	4	4	3	3.5	3
5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	4.875	5
2	3	1	3	3	3	3	2.5	3
2	4	2	3	2	4	3	2.875	4
5	5	4	5	4	4	4	4.375	5
4	4	4	4	4	4	4	3.875	4
5	5	4	4	5	4	3	4.625	4
5	5	5	4	5	5	5	4.75	5
4	4	4	3	4	4	3	3.75	4
5	5	5	5	5	5	5	5	5
3	2	1	2	3	2	3	2.25	3
5	5	5	5	5	5	5	5	5
3	2	3	3	2	3	3	2.625	2
5	5	5	5	5	5	5	5	5
5	5	4	4	4	5	4	4.5	3
3	5	3	3	4	5	4	3.875	3
5	5	5	5	5	5	5	5	5
5	5	5	4	5	5	5	4.625	5
5	5	5	4	5	5	4	4.75	5
4	3	4	3	4	4	4	3.625	4
5	5	4	5	5	5	3	4.625	5
3	3	3	2	3	3	2	2.875	3
5	4	5	5	4	4	4	4.375	5
5	5	5	5	5	5	5	5	5
5	5	4	5	4	5	4	4.375	5
5	5	4	5	4	5	5	4.625	4
4	4	4	4	4	4	4	4	5
4	4	2	4	3	2	4	3	4
5	5	5	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
3	4	2	2	5	4	3	3.125	4
5	4	4	3	4	2	3	3.75	3
5	5	5	5	5	5	5	5	5
5	5	5	4	4	5	4	4.5	4
4	4	4	4	4	4	4	4.125	4
3	3	3	3	3	3	2	3	3
5	5	5	5	5	5	1	5	5
5	5	5	5	5	5	5	5	5
4	5	4	5	4	4	5	4.25	5
5	5	5	5	5	5	5	5	5

4	4	4	3	4	4	5	4	5
5	5	5	5	5	5	5	5	5
5	4	4	4	4	4	5	4.375	4
3	1	3	2	3	3	3	2.5	2
3	2	1	2	2	3	2	2.25	3
4	4	4	2	4	5	3	3.75	5
4	4	4	4	4	5	5	4.125	4
5	4	4	4	5	4	5	4.375	5
5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	4.75	5
4	4	4	2	4	4	3	3.75	4
2	2	1	1	1	3	2	1.5	2
2	2	2	1	1	2	1	1.5	1
1	1	1	1	1	1	1	1	1
4	3	4	2	3	4	4	3.5	4
4	4	4	4	4	4	4	4	4
5	5	5	4	5	5	4	4.625	5
4	3	4	4	4	4	3	3.625	4
1	2	2	1	2	2	1	1.5	1
1	1	1	1	1	1	1	1	1
5	4	4	3	4	3	4	4	5
5	5	4	4	5	5	5	4.625	5
4	5	4	4	4	4	5	4	5
4	4	4	4	4	4	5	4.125	4
4	5	4	4	4	5	5	4.25	5
2	1	1	1	1	2	1	1.5	2
5	5	5	4	4	5	5	4.625	5
3	4	4	4	4	4	4	3.75	4
4	4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4.125	5
2	2	2	2	2	2	2	2.125	3
4	5	4	5	5	5	4	4.5	4
2	2	2	1	2	1	2	1.75	2
2	2	2	2	1	2	3	1.875	3
3	4	5	3	4	5	3	3.75	4
4	4	3	3	3	3	3	3.5	5
5	5	5	5	5	5	5	5	5
5	4	4	5	5	5	5	4.625	5
1	1	1	1	1	1	1	1.125	1
4	5	2	5	4	3	4	3.75	4
4	5	3	4	4	4	4	4	5
5	5	3	3	3	3	3	3.625	5
4	4	4	5	5	5	4	4.625	5
2	1	2	1	1	3	2	1.875	2

4	4	4	4	4	4	3	3.875	4
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
4	4	4	4	5	5	4	4.5	5
4	3	3	2	4	3	3	3.375	4
4	4	4	4	4	4	4	4	4
3	4	4	4	4	5	4	4.125	5
5	5	4	5	4	5	4	4.75	5
4	4	4	3	3	4	4	3.75	5
4	4	4	4	4	4	4	4.125	5
5	4	5	4	5	4	4	4.5	5

DIV	DIV	DIV	DIV	DIV	DIV	DIV	DIV	
Aware of a	Reflects a	Involves d	Understan	Builds a d	Encourag	Awarenes	Domain	AVG DIV
4	4	3	4	3	4	4	3	3.875
5	4	3	4	3	3	3	4	3.75
4	4	4	3	4	4	4	4	3.875
4	4	4	4	4	4	4	3	4.125
3	4	3	3	3	3	4	3	3.375
3	4	2	3	3	3	4	3	3.125
3	3	3	3	3	3	3	3	3
4	4	4	5	5	5	5	4	4.625
5	5	5	5	4	5	5	4	4.875
5	5	5	4	5	5	5	5	4.875
5	4	5	4	4	4	4	5	4.375
1	5	2	1	3	3	5	2	2.625
3	4	3	3	4	4	4	4	3.625
3	4	4	3	4	4	3	4	3.625
5	5	5	4	4	4	4	4	4.375
4	4	4	5	5	4	4	3	4.375
4	5	4	5	4	4	4	5	4.375
3	3	3	3	4	5	5	4	3.75
4	4	3	3	3	3	4	4	3.5
3	4	3	3	4	3	3	3	3.25
4	4	4	4	3	4	5	4	4
3	2	3	4	3	3	3	3	2.875
4	4	4	4	3	3	4	3	3.75
4	5	4	4	5	4	5	4	4.5
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	5	3	4	5	5	5	5	4.625
3	3	3	3	5	3	4	2	3.5
3	5	4	5	5	4	4	5	4.125
4	5	4	4	4	4	4	4	4.125
4	5	4	3	4	3	2	4	3.5
5	5	5	5	5	5	5	1	5
4	4	4	4	4	5	5	4	4.25
4	4	4	4	4	4	5	4	4.125
4	4	3	4	4	4	4	4	4
4	4	3	4	3	4	4	5	3.625
3	4	3	3	3	3	2	3	3
2	3	3	4	3	3	2	4	2.875
3	3	3	3	2	3	2	2	2.75

3	4	3	3	4	3	3	4	3.25
3	5	3	3	3	4	4	3	3.5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	4	5
3	1	2	3	3	1	3	3	2.375
3	3	2	3	3	2	4	3	3
4	4	4	4	5	4	4	3	4.25
4	5	4	4	4	4	3	4	4
4	5	5	5	5	4	1	4	4.125
3	5	3	5	4	5	5	5	4.375
3	4	3	4	4	4	3	3	3.625
5	5	5	5	5	5	5	5	5
2	2	2	3	2	3	3	2	2.5
5	5	5	5	5	5	5	5	5
3	2	2	3	5	3	4	4	3
5	5	5	5	5	5	5	5	5
3	4	4	3	4	3	4	4	3.5
3	4	3	4	5	3	4	3	3.625
5	5	5	5	5	5	5	5	5
3	4	4	3	5	5	3	4	4
4	5	5	5	5	4	4	5	4.625
4	4	3	3	3	4	3	4	3.5
4	5	4	4	4	5	5	4	4.5
5	5	2	3	3	3	4	3	3.5
5	4	4	4	4	5	4	5	4.375
5	5	5	5	5	5	5	5	5
3	5	4	4	4	5	4	5	4.25
4	5	4	4	5	5	5	5	4.5
5	4	4	4	4	4	4	5	4.25
3	4	2	3	3	3	3	3	3.125
5	4	5	5	5	5	5	5	4.75
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
3	5	2	3	4	4	2	3	3.375
3	4	5	3	4	4	4	3	3.75
5	5	5	5	5	5	5	5	5
5	5	5	4	5	5	5	5	4.75
4	4	3	5	5	4	4	4	4.125
3	3	3	3	3	3	3	2	3
5	5	5	5	5	5	5	1	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5

4	4	4	4	5	4	4	5	4.25
5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	5	4
3	2	3	3	4	3	3	3	2.875
2	3	2	1	3	2	1	2	2.125
5	5	4	4	5	3	3	5	4.25
4	4	4	4	4	4	4	4	4
5	5	4	4	5	5	5	4	4.75
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	3	4
2	1	1	2	2	2	1	2	1.625
2	2	2	2	1	1	1	1	1.5
1	1	1	1	1	1	1	1	1
4	4	4	4	4	4	3	4	3.875
4	4	4	4	4	4	4	4	4
5	4	5	5	5	5	5	4	4.875
4	3	4	4	3	4	4	4	3.75
1	2	1	1	1	1	2	1	1.25
2	2	1	2	1	1	1	1	1.375
5	4	3	4	4	3	5	4	4.125
5	5	4	5	5	5	4	4	4.75
4	4	4	5	4	4	4	5	4.25
3	4	4	4	4	4	5	4	4
4	5	3	5	5	5	5	5	4.625
2	1	1	2	2	1	1	2	1.5
5	5	5	5	5	5	5	5	5
3	5	5	4	4	4	4	3	4.125
4	4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4	4.25
3	2	3	3	3	2	2	3	2.625
4	5	3	4	5	5	3	3	4.125
3	2	2	2	2	2	2	2	2.125
2	2	3	2	2	2	2	3	2.25
4	4	3	5	5	4	4	3	4.125
5	4	5	4	3	3	3	4	4
5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	4	5	4.75
1	1	1	1	1	1	1	1	1
5	4	4	3	5	5	4	4	4.25
4	4	4	4	4	4	3	4	4
4	4	4	4	4	4	3	3	4
4	5	4	5	4	5	4	5	4.5
2	1	3	2	2	2	2	3	2

3	4	4	3	4	4	4	4	3.75
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
5	5	5	4	4	5	4	4	4.625
4	3	3	4	4	4	4	4	3.75
4	4	4	4	5	4	4	4	4.125
4	4	3	4	3	5	4	4	4
5	5	5	4	5	5	4	5	4.75
4	5	5	4	4	3	4	4	4.25
4	5	5	4	4	4	4	4	4.375
4	5	5	5	5	5	3	4	4.625

C/SI	C/SI	C/SI	C/SI	C/SI	C/SI	C/SI	C/SI	CSI
Willing to	Fosters &	Generates	Promotes	Uses dive	Provides r	Supports	Establishe	Domain
3	5	4	5	5	4	3	4	4
3	4	4	4	3	3	2	4	3
5	3	3	5	2	3	4	3	4
3	3	4	4	4	4	4	4	4
5	3	3	4	3	3	4	3	3
4	3	3	2	2	2	3	4	2
3	3	3	3	3	3	3	3	3
5	3	2	4	3	3	4	4	4
5	5	5	5	5	5	5	5	4
5	4	4	5	5	5	4	5	4
5	5	5	5	5	5	3	5	4
5	1	5	1	1	1	2	5	2
3	4	4	4	3	4	4	4	4
5	3	2	4	3	4	4	3	3
5	5	5	4	4	5	5	4	4
4	3	3	5	3	4	3	3	4
5	4	4	5	4	4	4	4	5
3	3	4	4	4	4	3	5	4
4	3	4	3	3	3	3	4	3
4	3	4	4	4	3	3	3	4
4	3	3	4	3	3	3	4	3
3	2	2	4	3	1	3	3	3
3	4	4	3	3	4	4	3	3
4	5	5	5	4	4	3	4	4
3	3	3	3	3	3	3	3	3
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4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
5	3	4	5	5	4	3	5	4
5	3	3	3	3	3	3	5	3
5	4	5	4	4	3	4	5	4
3	4	4	4	4	4	4	4	4
5	3	2	2	1	4	4	3	4
5	1	1	1	1	5	5	5	1
4	4	4	5	4	4	4	4	4
4	5	4	4	5	3	4	5	4
5	4	4	4	4	5	4	4	4
5	4	4	4	4	4	4	3	4
4	3	4	3	3	3	4	3	3
2	4	3	3	3	3	3	2	2
3	3	2	2	3	2	2	2	2

4	4	3	4	3	3	3	4	4
2	2	3	4	3	3	3	4	4
5	5	5	5	5	5	5	5	5
5	5	4	5	5	5	4	4	5
3	3	3	2	2	3	2	4	3
3	2	2	3	2	2	2	3	3
5	3	3	4	4	4	4	3	3
4	3	4	4	4	4	3	4	4
5	5	5	5	5	5	2	5	3
5	5	3	5	3	3	5	5	5
4	4	4	4	4	4	3	4	3
5	5	5	5	5	5	5	5	5
3	3	2	2	2	3	2	2	3
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3	5	2	4	4	2	1	3	3
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5	4	4	4	4	4	5	3	4
5	3	3	4	3	3	3	4	3
5	5	5	5	5	5	5	5	5
5	3	4	4	4	4	2	5	3
5	5	4	4	4	4	3	5	5
4	5	4	4	3	3	3	4	4
5	5	4	5	4	4	3	4	3
4	2	2	3	3	2	2	3	1
4	4	4	5	5	5	4	4	4
5	5	5	5	5	5	5	4	5
5	5	4	5	4	4	4	5	4
5	5	4	5	5	4	4	5	4
4	4	5	4	4	4	4	4	4
3	3	3	3	2	3	2	2	3
5	5	5	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	2	5	5
1	1	1	1	1	1	1	1	1
3	2	2	4	3	2	2	3	3
4	5	3	5	2	3	2	4	2
5	5	5	5	5	5	5	5	5
5	5	4	5	4	4	5	4	4
4	5	3	4	4	3	3	5	4
3	3	3	3	3	3	3	3	3
5	5	5	5	5	5	5	5	1
5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5

4	5	5	5	4	4	4	4	4
5	5	5	5	5	5	5	5	5
4	5	4	5	4	4	4	4	5
3	3	3	3	2	2	2	3	3
2	2	2	3	2	3	1	2	2
3	4	3	3	3	3	4	3	5
4	5	3	4	3	3	4	4	5
5	5	4	5	4	5	4	5	4
5	5	5	5	5	5	5	5	5
5	5	4	4	4	5	5	5	5
4	4	4	4	4	4	4	3	3
2	2	1	1	1	1	3	1	1
1	2	2	1	1	1	2	2	1
1	1	1	1	1	1	1	1	1
4	4	4	4	4	3	3	4	4
4	4	4	4	4	4	3	4	4
5	5	4	5	4	3	3	5	5
4	3	4	3	3	4	3	4	4
1	1	1	1	1	1	1	1	1
1	2	2	2	2	2	1	1	1
4	4	4	4	5	4	4	4	3
5	4	5	5	4	4	4	5	4
4	4	4	4	5	5	4	4	5
5	4	5	5	4	5	4	5	5
5	4	4	4	2	4	5	5	4
2	2	2	2	2	1	1	1	2
4	5	5	5	5	5	3	3	4
5	4	4	4	4	3	3	4	4
4	4	4	4	4	4	4	4	4
4	5	4	4	4	4	4	5	4
2	2	3	2	2	2	1	3	2
5	4	5	5	4	4	4	4	4
2	2	1	2	2	2	2	2	1
3	5	1	2	1	2	2	2	4
5	3	3	4	4	3	3	3	3
5	5	4	5	4	3	2	3	3
5	5	5	5	5	5	4	5	5
5	4	5	5	4	4	4	5	5
1	1	1	1	1	1	1	1	1
5	3	3	5	3	3	2	5	3
5	4	3	4	4	4	4	4	3
4	4	3	3	4	2	2	4	3
5	4	4	4	4	4	4	4	4
2	3	2	2	1	2	2	1	3

4	3	4	4	3	4	4	4	3
1	1	1	1	1	1	1	1	1
1	2	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
5	5	5	5	4	4	4	5	4
4	3	3	4	2	2	3	3	3
4	4	4	4	4	4	4	5	4
4	4	4	5	3	3	4	5	4
4	5	4	5	4	5	3	4	4
5	4	4	5	4	4	4	3	3
5	4	4	4	4	4	3	3	3
5	5	5	5	5	5	4	4	3

	P/IP	P/IP	P/IP	P/IP	P/IP	P/IP	P/IP	P/IP
AVG CSI	Provides	Motivates	Counsels	Displays e	Has a goo	Provides f	Approacha	Provides s
4.125	4	3	4	4	4	5	5	4
3.375	4	3	5	5	4	4	5	4
3.5	4	4	5	3	5	4	4	4
3.75	4	4	4	4	4	4	4	4
3.5	5	4	4	5	3	3	2	3
2.875	3	2	4	3	3	2	4	4
3	3	3	3	3	3	3	3	3
3.5	4	4	4	4	4	4	5	4
5	5	5	5	5	5	5	5	4
4.625	4	4	5	5	5	5	4	5
4.75	4	4	5	5	5	4	4	5
2.625	3	4	1	3	5	2	2	4
3.75	3	4	4	3	5	4	4	4
3.5	4	4	4	3	5	4	4	4
4.625	5	4	4	4	4	5	4	5
3.5	4	4	4	3	4	4	5	4
4.25	4	5	5	4	5	5	4	4
3.75	4	4	4	4	3	5	5	5
3.375	3	3	3	4	4	4	4	4
3.5	4	3	4	4	4	3	4	3
3.375	5	3	3	3	5	4	5	4
2.625	4	3	3	2	3	3	4	3
3.5	4	4	3	4	4	4	4	4
4.25	5	4	4	5	4	5	5	5
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4
5	5	5	5	5	4	5	5	5
4.25	5	5	5	5	5	5	5	5
3.5	3	4	4	4	3	3	3	4
4.25	4	4	3	4	4	4	4	4
3.875	4	4	4	4	3	4	4	4
3	3	3	3	3	1	4	4	4
3	1	1	1	5	5	5	5	5
4.125	4	5	5	4	4	4	5	5
4.25	4	5	4	3	4	4	5	4
4.25	4	4	4	4	4	4	4	4
4	4	4	4	5	3	4	4	3
3.375	3	3	3	3	3	3	2	4
2.875	3	3	2	4	3	3	1	3
2.375	3	2	2	2	3	3	3	2

3.5	4	3	3	3	4	3	5	3
3	3	3	3	4	3	5	5	3
5	5	5	5	5	5	5	5	5
4.625	5	5	4	5	5	5	5	5
2.75	3	3	2	3	3	3	3	3
2.375	4	2	3	4	4	4	4	2
3.75	4	3	4	4	4	3	4	4
3.75	4	5	4	5	5	4	4	3
4.625	5	5	5	5	5	5	5	5
4.25	4	5	5	4	5	5	5	5
3.875	3	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
2.375	2	3	3	2	3	2	3	3
5	5	5	5	5	5	5	5	5
3	3	2	3	3	4	3	1	1
5	5	5	5	5	5	5	5	5
4.125	4	4	4	4	4	3	3	5
3.5	4	3	4	3	5	4	5	4
5	5	5	5	5	5	5	5	5
3.875	5	3	4	4	3	5	3	4
4.25	5	5	4	4	5	4	5	5
3.75	4	4	4	5	4	4	5	4
4.25	4	4	5	4	5	4	5	4
2.625	3	2	4	2	5	3	4	3
4.375	4	4	5	4	4	5	5	5
4.875	5	5	5	5	5	5	5	5
4.5	4	4	4	5	5	4	4	5
4.625	5	5	4	5	4	5	5	5
4.125	4	4	5	4	4	4	4	4
2.625	3	3	4	4	3	2	1	3
5	5	5	5	5	5	4	4	5
5	5	5	5	5	5	5	5	5
4.625	5	5	5	5	5	5	5	5
1	1	1	1	1	1	1	1	1
2.625	4	2	4	5	4	3	4	2
3.5	4	4	4	5	5	5	5	4
5	5	5	5	5	5	5	5	5
4.5	5	5	5	5	5	4	5	5
3.875	4	3	4	4	5	4	5	4
3	3	3	3	3	3	3	3	3
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5
4.875	5	5	4	4	5	4	5	5
5	5	5	5	5	5	5	5	5

4.375	5	4	4	5	4	5	4	5
5	5	5	5	5	5	5	5	5
4.25	5	4	5	4	4	4	4	4
2.625	2	2	2	2	2	3	3	3
2.125	3	2	3	2	3	1	1	3
3.25	3	3	3	2	5	3	5	3
3.75	4	4	4	4	4	4	5	5
4.625	5	5	5	5	5	4	5	5
5	5	5	5	5	5	5	5	5
4.625	4	5	4	5	5	5	5	5
3.875	4	4	4	4	4	3	4	4
1.5	1	2	2	1	1	1	1	1
1.5	2	2	1	2	2	2	2	2
1	1	1	1	1	1	1	1	1
3.75	3	4	4	3	4	4	4	3
3.875	4	4	4	4	4	4	5	4
4.25	5	5	5	4	5	4	5	5
3.5	3	4	3	3	4	4	5	4
1	1	1	1	1	2	1	1	1
1.625	1	2	2	1	1	1	1	1
4.125	5	4	4	5	5	4	5	5
4.5	5	4	5	5	5	4	5	5
4.25	3	5	4	4	5	4	4	4
4.625	4	4	4	4	4	4	4	4
4.125	4	3	5	5	5	4	5	5
1.625	2	2	1	1	1	1	1	1
4.375	4	5	5	4	5	5	5	5
3.875	4	3	3	4	4	3	4	4
4	4	4	4	4	4	4	5	4
4.25	4	4	4	4	5	4	5	4
2.125	3	2	3	2	1	3	2	2
4.375	4	4	5	5	4	4	5	5
1.875	2	2	2	2	1	1	1	2
2.25	3	2	2	2	3	4	1	3
3.5	3	3	3	4	4	4	5	4
3.875	4	5	5	5	5	4	4	3
4.875	5	5	5	5	5	5	5	5
4.5	5	5	4	5	5	4	5	4
1	1	1	1	1	1	1	1	1
3.625	4	5	5	4	5	4	5	5
4	4	4	3	5	4	4	3	3
3.25	4	3	3	5	4	4	3	4
4.125	5	4	4	4	5	4	5	5
1.875	2	2	2	3	3	2	2	2

3.75	3	3	3	4	3	4	5	3
1	1	1	1	1	1	1	1	1
1.125	1	1	1	1	2	1	1	1
1	1	1	1	2	1	1	1	1
4.625	4	5	5	5	5	5	5	5
3	4	3	4	4	5	3	5	5
4.125	4	4	4	4	4	4	4	5
4	5	4	4	5	5	4	5	4
4.25	5	5	5	5	5	5	5	4
4.125	3	4	5	5	5	3	5	3
3.875	5	4	5	5	5	5	5	4
4.75	5	5	5	5	5	4	5	5

P/IP

Domain	AVG P/IP	Is transpa	Decisive v	Organizat	Action ori	Patient when necessary
5	4.125	5	4	4	4	5
4	4.25	5	4	4	4	5
4	4.125	5	5	3	4	4
4	4	4	4	4	4	4
3	3.625	3	4	4	3	4
3	3.125	2	5	2	3	2
3	3	3	3	3	3	3
5	4.125	3	4	4	4	4
5	4.875	4	5	5	5	4
5	4.625	5	5	5	5	3
4	4.5	5	4	5	4	4
3	3	5	5	2	5	1
4	3.875	3	4	3	4	4
4	4	3	4	3	4	4
5	4.375	5	5	4	4	4
5	4	4	3	4	3	3
4	4.5	5	5	5	4	4
4	4.25	4	4	4	3	3
4	3.625	3	4	3	4	3
3	3.625	3	4	4	3	4
4	4	5	3	3	4	5
3	3.125	3	3	2	4	3
3	3.875	4	3	4	4	4
5	4.625	5	4	3	4	4
3	3	3	3	3	3	3
4	4	5	4	4	4	4
4	4	4	5	4	4	4
4	4	4	4	4	4	4
5	4.875	5	5	5	5	4
5	5	4	5	5	3	5
4	3.5	4	4	4	3	3
5	3.875	4	5	5	5	3
4	3.875	5	4	4	4	5
5	3.125	3	3	4	5	5
1	3.5	1	1	1	5	5
4	4.5	4	4	4	5	5
4	4.125	4	5	4	4	4
4	4	4	4	4	3	3
3	3.875	5	4	4	4	4
3	3	3	4	3	3	2
4	2.75	2	2	1	3	4
2	2.5	2	2	3	3	3

4	4.5	5	3	5	5	5
5	5	5	5	5	5	5
5	4.25	4	4	4	5	5
2	2.375	2	3	3	2	2
2	2.25	3	3	3	2	2
5	3.375	4	3	5	4	3
5	4.25	4	4	4	4	4
5	4.875	5	5	5	5	4
5	5	5	5	5	5	5
5	4.75	4	4	4	5	5
3	3.875	4	4	4	4	4
2	1.25	1	1	1	1	1
2	1.875	2	1	1	2	1
1	1	1	1	1	1	1
4	3.625	4	4	4	4	4
4	4.125	4	4	4	4	4
5	4.75	4	3	4	5	5
4	3.75	3	4	3	4	3
1	1.125	2	1	1	1	2
1	1.25	1	1	2	1	1
5	4.625	5	5	4	5	4
5	4.75	4	4	4	5	4
4	4.125	4	5	4	4	5
4	4	4	4	4	4	4
5	4.5	5	5	5	5	3
1	1.25	2	2	2	1	1
4	4.75	4	3	4	5	5
4	3.625	3	3	4	5	4
4	4.125	4	4	4	4	4
4	4.25	4	4	4	4	5
3	2.25	3	4	4	1	2
5	4.5	5	4	5	4	4
1	1.625	2	3	2	1	2
1	2.5	3	3	2	2	2
3	3.75	4	4	4	5	4
5	4.375	3	4	4	3	3
5	5	5	5	5	5	5
5	4.625	5	5	5	5	4
1	1	1	1	1	1	1
4	4.625	3	5	5	4	4
3	3.75	4	5	4	4	4
3	3.75	3	5	3	4	4
5	4.5	3	4	4	4	5
2	2.25	2	1	2	4	3

3	3.5	4	2	3	4	4
1	1	1	1	1	1	1
1	1.125	1	3	1	1	1
1	1.125	1	1	1	2	1
4	4.875	4	4	5	4	5
4	4.125	5	2	5	2	3
4	4.125	4	4	4	4	4
4	4.5	5	5	4	4	4
5	4.875	4	4	5	4	4
5	4.125	5	4	4	4	3
5	4.75	4	5	4	4	5
5	4.875	5	5	5	5	5

3. Do significant differences exist between prison administrators' perception and employees' perception o

Political Intelligence	Adcministrator				Employee-Custody		
	Mean	Standard Dev	N		Mean	Standard Dev	N
Maintains openness and transparency in sharing information	4.00	1.03	16		3.91	1.02	47
Negotiates based on shared interests	4.00	0.82	16		3.70	0.95	47
Builds trust & support with constituents	3.88	0.72	16		3.87	0.92	47
Demonstrates ability to network	3.81	0.83	16		4.02	0.90	47
Anticipates obstacles by engaging others to share ideas	3.69	0.79	16		3.89	0.79	47
Builds connections between stakeholders and decision makers	3.63	0.96	16		3.79	0.83	47
Forms coalitions supporting organizational goals	3.56	1.03	16		3.66	0.94	47
Builds coalitions to support initiatives through consistent messages	3.44	0.81	16		3.74	0.87	47
Overall Domain	3.25	0.77	16		3.74	0.90	47
Average Domain Skills	3.75	0.64	16		3.82	0.73	47

0.70

Problem Solving/ Decision Making	Adcministrator				Employee-Custody		
	Mean	Standard Dev	N		Mean	Standard Dev	N
Clarifies and defines problems and tasks	4.13	0.70	16		4.04	0.92	47
Decisive in making decisions	4.31	0.68	16		3.91	1.15	47
Involves staff in decisions	4.13	0.60	16		3.87	0.76	47
Organizes people & resources to accomplish tasks	4.06	0.75	16		4.09	0.87	47
Sets clear goals and directions	3.94	0.75	16		3.77	1.08	47
Open to alternative solutions to problems	3.94	0.97	16		3.94	0.81	47
Proactive in identifying problems and involving others in seeking solutions	3.75	0.83	16		4.00	0.80	47
Reviews outcomes of problem solving and seeks feedback	3.44	0.93	16		3.87	0.94	47

	Mean	Standard Dev	N		Mean	Standard Dev	N
Overall Domain	3.94	0.83	16		3.87	0.96	47
Average Domain Skills	3.96	0.49	16		3.94	0.72	47

0.03

	Adcministrator				Employee-Custody		
Character/Integrity	Mean	Standard Dev	N		Mean	Standard Dev	N
Accepts responsibility for actions	4.56	0.61	16		4.11	1.02	47
Sincere & straight forward	4.50	0.61	16		4.15	0.90	47
Is considerate of others	4.13	0.86	16		3.89	0.90	47
Treats others with respect & dignity	4.13	0.93	16		4.00	0.97	47
Builds trusting relationships	4.06	0.75	16		3.94	0.86	47
Exhibits principled leadership in working with others	3.88	0.70	16		3.87	0.96	47
Understands personal strengths and weaknesses	3.94	0.66	16		3.87	0.98	47
Manages stress effectively	3.50	0.71	16		3.87	0.98	47
Overall Domain	3.81	0.95	16		3.81	0.96	47
Average Domain Skills	4.09	0.49	16		3.96	0.77	47

0.37

	Adcministrator				Employee-Custody		
Visionary Leadership	Mean	Standard Dev	N		Mean	Standard Dev	N
Plans & actions match the core values of the organization	3.94	0.90	16		3.91	0.94	47
Anticipates and plans for the future	3.94	0.83	16		3.96	0.77	47
Inspires others	3.81	0.88	16		3.91	0.99	47
Challenges thinking about the future	3.81	0.73	16		3.89	1.06	47
Uses strategic thinking to create direction for the organization	3.75	0.83	16		3.96	0.87	47
Communicates personal vision	3.63	0.99	16		3.87	0.98	47
Involves stakeholders in creating a vision for the future	3.56	1.17	16		3.70	0.97	47
Mobilizes stakeholders to transform the organization	3.31	0.98	16		3.83	0.88	47
Overall Domain	3.50	0.87	16		3.62	0.98	47
Average Domain Skills	3.72	0.67	16		3.88	0.77	47

0.00

	Adcministrator				Employee-Custody		

Communication	Mean	Standard Dev	N		Mean	Standard Dev	N
Takes time to communicate and listen to others	4.19	0.63	16		3.98	0.84	47
Communicates clear and concise messages	4.13	0.70	16		3.98	0.86	47
Communicates effectively in oral presentations	4.13	0.70	16		4.11	0.83	47
Builds strong relationships through open communication & listening	4.00	0.87	16		3.87	0.89	47
Presents ideas in a clear manner	3.88	0.60	16		3.98	0.98	47
Listens with respect to others opinions	3.88	0.86	16		3.79	0.97	47
Communicates in a variety of medium	3.75	0.75	16		3.85	0.99	47
Communicates an inspiring vision	3.44	0.93	16		3.72	1.05	47
Overall Domain	3.81	0.81	16		3.68	1.01	47
Average Domain Skills	3.92	0.56	16		3.91	0.75	47

0.16

	Adcministrator				Employee-Custody		
Collaboration	Mean	Standard Dev	N		Mean	Standard Dev	N
Participates in team meetings	4.25	0.66	16		4.00	0.88	47
Shares leadership responsibilities	4.25	0.56	16		3.83	0.93	47
Encourages open dialog	4.13	0.70	16		4.04	1.03	47
Gives teams members authority to accomplish tasks	4.13	0.60	16		4.00	0.95	47
Facilitates decision making	4.13	0.60	16		3.85	0.99	47
Open to feedback	3.88	0.78	16		3.91	0.99	47
Builds strong relationships of team members	3.88	0.93	16		3.87	0.84	47
Manages unproductive behavior in teams	3.56	0.70	16		3.81	0.98	47
Overall Domain	3.94	0.90	16		3.83	1.00	47
Average Domain Skills	4.02	0.51	16		3.91	0.74	47

0.11

	Adcministrator				Employee-Custody		
Team Buillding	Mean	Standard Dev	N		Mean	Standard Dev	N
Challenges & encourages team members	4.13	0.70	16		3.96	1.03	47
Holds self & others accountable	4.06	0.66	16		4.09	1.03	47
Builds a culture of open communication	3.88	0.93	16		3.89	0.95	47

	Administrator				Employee-Custody		
	Mean	Standard Dev	N		Mean	Standard Dev	N
Builds a culture that is safe and promotes responsible risk taking	3.88	0.78	16		3.81	1.00	47
Empowers others to work independently	3.88	0.78	16		4.11	0.88	47
Provides subordinates effective mentoring & coaching	3.81	0.63	16		3.87	0.84	47
Provides feedback for improved performance	3.81	0.81	16		3.98	0.98	47
Encourages divergent thinking	3.63	0.86	16		3.81	1.00	47
Overall Domain	3.88	0.70	16		3.77	0.93	47
Average Domain Skills	3.88	0.51	16		3.94	0.79	47

0.00

	Adcministrator				Employee-Custody		
Diversity	Mean	Standard Dev	N		Mean	Standard Dev	N
Works well with diverse people	4.19	1.07	16		3.96	0.90	47
Reflects and learns from experience	4.19	0.53	16		4.09	0.99	47
Awareness of own prejudices and impact on others	4.06	0.66	16		3.89	1.02	47
Encourages participation of people with different talents and beliefs	3.88	0.70	16		3.85	0.92	47
Aware of and sensitive to different cultures, styles and values	3.81	1.07	16		3.72	0.82	47
Builds a diverse staff with a variety of skills who function effectively to accomplish the goals of the organization	3.81	0.73	16		4.06	0.88	47
Involves diverse stakeholders in planning and decision making	3.69	0.98	16		3.68	0.90	47
Understanding of divergent points of view	3.63	0.99	16		3.94	0.78	47
Overall Domain	3.63	0.78	16		3.83	0.95	47
Average Domain Skills	3.91	0.64	16		3.90	0.73	47

0.39

	Adcministrator				Employee-Custody		
Creativity/Sustained Innovation	Mean	Standard Dev	N		Mean	Standard Dev	N
Willing to take a courageous stand	4.25	0.90	16		4.17	0.91	47
Promotes a positive culture of change and improvement	4.00	1.12	16		3.89	0.97	47
Establishes clear expectations	3.94	0.75	16		3.98	0.91	47
Generates new ideas	3.69	0.98	16		3.66	1.00	47
Provides resources that support non-traditional solutions	3.63	1.11	16		3.70	0.94	47

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	Mean	Standard Dev	N		Mean	Standard Dev	N
Fosters & encourages creativity	3.56	1.06	16		3.74	1.00	47
Supports risk taking	3.56	0.86	16		3.53	1.01	47
Uses divergent fields & disciplines to create something new	3.38	1.17	16		3.68	1.01	47
Overall Domain	3.50	0.71	16		3.72	0.92	47
Average Domain Skills	3.75	0.67	16		3.80	0.74	47
			0.36				

	Adcministrator				Employee-Custody		
Personal/Interpersonal	Mean	Standard Dev	N		Mean	Standard Dev	N
Has a good sense of humor	4.25	0.75	16		3.98	0.89	47
Counsels & supports others	4.06	0.97	16		3.77	0.95	47
Provides support for personal development	4.06	0.56	16		3.98	0.96	47
Approachable and easy to talk with	4.00	0.94	16		4.11	1.02	47
Provides positive support in managing conflict	3.94	0.66	16		3.94	0.88	47
Displays energy in personal & work goals	3.88	0.86	16		3.96	0.85	47
Provides feedback in a constructive manner	3.88	0.93	16		4.04	0.82	47
Motivates team members	3.75	0.66	16		3.81	1.02	47
Overall Domain	4.13	0.78	16		3.96	0.94	47
Average Domain Skills	3.98	0.53	16		3.95	0.73	47
			0.22				

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f the leadership skills, as measured by the TLSi?

Employee- Non-Custody

ES	Mean	Standard Dev	N	ES
0.08	3.76	1.28	79	0.19
0.32	3.58	1.24	79	0.35
0.00	3.52	1.28	79	0.29
0.24	3.76	1.31	79	0.04
0.26	3.44	1.30	79	0.20
0.19	3.53	1.28	79	0.08
0.04	3.57	1.19	79	0.01
0.36	3.44	1.25	79	0.00
0.57	3.54	1.35	79	0.23
0.10	3.58	1.17	79	0.16
0.10				0.03

ES	Mean	Standard Dev	N	ES
0.10	3.68	1.34	79	0.36
0.38	3.86	1.19	79	0.40
0.36	3.67	1.37	79	0.36
0.04	3.70	1.31	79	0.29
0.17	3.66	1.27	79	0.23
0.00	3.76	1.34	79	0.14
0.31	3.61	1.32	79	0.11
0.46	3.52	1.33	79	0.06

Employee- Non-Custody (Employee- Non-Custody at bottom of first column)

0.08	3.63	1.36	79	0.24
0.03	3.68	1.21	79	0.25
0.08				0.04

	Employee- Non-Custody			
ES	Mean	Standard Dev	N	ES
0.49	3.92	1.39	79	0.49
0.42	3.97	1.40	79	0.41
0.27	3.80	1.45	79	0.24
0.14	4.00	1.36	79	0.10
0.11	3.71	1.42	79	0.26
0.01	3.77	1.31	79	0.09
0.08	3.58	1.41	79	0.27
0.41	3.62	1.41	79	0.09
0.10	3.66	1.42	79	0.11
0.18	3.80	1.31	79	0.24
0.17				0.10

	Employee- Non-Custody			
ES	Mean	Standard Dev	N	ES
0.03	3.77	1.32	79	0.13
0.03	3.75	1.31	79	0.15
0.08	3.63	1.37	79	0.14
0.08	3.48	1.39	79	0.25
0.24	3.71	1.30	79	0.03
0.24	3.68	1.35	79	0.04
0.14	3.53	1.30	79	0.02
0.57	3.41	1.26	79	0.08
0.13	3.39	1.34	79	0.09
0.00	3.62	1.23	79	0.00
0.30				0.18

	Employee- Non-Custody

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ES	Mean	Standard Dev	N	ES
0.26	3.72	1.34	79	0.38
0.18	3.77	1.37	79	0.28
0.03	3.75	1.36	79	0.30
0.15	3.68	1.42	79	0.24
0.11	3.70	1.33	79	0.14
0.10	3.82	1.36	79	0.05
0.11	3.63	1.38	79	0.09
0.27	3.54	1.29	79	0.08
0.13	3.62	1.36	79	0.15
0.07	3.70	1.27	79	0.19
0.26				0.06

Employee- Non-Custody				
ES	Mean	Standard Dev	N	ES
0.30	3.89	1.33	79	0.29
0.49	3.68	1.29	79	0.47
0.09	3.78	1.38	79	0.27
0.15	3.78	1.29	79	0.29
0.31	3.70	1.30	79	0.35
0.03	3.84	1.34	79	0.03
0.01	3.70	1.31	79	0.14
0.27	3.39	1.25	79	0.14
0.11	3.57	1.45	79	0.27
0.16	3.72	1.20	79	0.27
0.09				0.11

Employee- Non-Custody				
ES	Mean	Standard Dev	N	ES
0.18	3.78	1.30	79	0.29
0.03	3.70	1.34	79	0.29
0.01	3.71	1.27	79	0.14

ES	Mean	Standard Dev	N	ES
0.07	3.53	1.30	79	0.28
0.27	3.75	1.31	79	0.10
0.08	3.42	1.43	79	0.29
0.18	3.62	1.34	79	0.15
0.19	3.51	1.32	79	0.10
0.13	3.53	1.36	79	0.27
0.08	3.63	1.24	79	0.22
0.20				0.08

Employee- Non-Custody				
ES	Mean	Standard Dev	N	ES
0.24	3.92	1.35	79	0.21
0.11	3.84	1.34	79	0.28
0.18	3.57	1.34	79	0.39
0.07	3.76	1.37	79	0.09
0.10	3.77	1.26	79	0.03
0.30	3.80	1.32	79	0.01
0.01	3.62	1.33	79	0.05
0.37	3.68	1.26	79	0.04
0.22	3.66	1.33	79	0.02
0.01	3.75	1.24	79	0.14
0.08				0.07

Employee- Non-Custody				
ES	Mean	Standard Dev	N	ES
0.09	3.86	1.35	79	0.30
0.11	3.84	1.35	79	0.12
0.05	3.62	1.36	79	0.25
0.03	3.54	1.31	79	0.12
0.07	3.43	1.33	79	0.15

ES	Mean	Standard Dev	N	ES
0.18	3.80	1.29	79	0.19
0.03	3.23	1.29	79	0.27
0.29	3.43	1.34	79	0.04
0.25	3.41	1.34	79	0.07
0.07	3.59	1.23	79	0.14
0.10				0.14

Small difference between admin ratings and both employee groups

Small difference between admin ratings and non-custody employees

Small difference between admin ratings and \custody employees

Small difference between admin ratings and \custody employees

	Employee- Non-Custody			
ES	Mean	Standard Dev	N	ES
0.31	3.94	1.38	79	0.24
0.30	3.75	1.33	79	0.24
0.09	3.75	1.37	79	0.24
0.11	3.90	1.53	79	0.07
0.00	3.70	1.30	79	0.20
0.09	3.81	1.39	79	0.05
0.19	3.58	1.31	79	0.24
0.06	3.62	1.31	79	0.11
0.19	3.65	1.46	79	0.35
0.04	3.75	1.28	79	0.19
0.01				0.07

Small difference between admin ratings and \custody employees

Small difference between admin ratings and both employee groups (custody-moderate diff/non-custody small diff)

| | Employees - Custody | | | | | | Employees - Non-cust | | | |
Political Intelligence	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Demonstrates ability to network	0	3	9	19	16	4.02	10	2	13	26
	0.00%	6.38%	19.15%	40.43%	34.04%		21.28%	4.26%	27.66%	55.32%
Maintains openness and transparency in sharing information	1	4	8	19	15	3.91	9	4	10	30
	2.13%	8.51%	17.02%	40.43%	31.91%		19.15%	8.51%	21.28%	63.83%
Anticipates obstacles by engaging others to share ideas	0	1	14	21	11	3.89	10	9	13	30
	0.00%	2.13%	29.79%	44.68%	23.40%		21.28%	19.15%	27.66%	63.83%
Builds trust & support with constituents	0	3	14	16	14	3.87	9	9	11	32
	0.00%	6.38%	29.79%	34.04%	29.79%		19.15%	19.15%	23.40%	68.09%
Builds connections between stakeholders and decision makers	0	2	16	19	10	3.79	7	12	13	26
	0.00%	4.26%	34.04%	40.43%	21.28%		14.89%	25.53%	27.66%	55.32%
Political Intelligence: Overall Domain	1	1	17	18	10	3.74	11	7	10	30
	2.13%	2.13%	36.17%	38.30%	21.28%		23.40%	14.89%	21.28%	63.83%
Negotiates based on shared interests	1	4	12	21	9	3.70	10	3	14	35
	2.13%	8.51%	25.53%	44.68%	19.15%		21.28%	6.38%	29.79%	74.47%
Forms coalitions supporting organizational goals	0	5	16	16	10	3.66	6	10	14	31
	0.00%	10.64%	34.04%	34.04%	21.28%		12.77%	21.28%	29.79%	65.96%
Builds coalitions to support initiatives through consistent messages	0	3	16	18	10	3.74	9	7	20	26
	0.00%	6.38%	34.04%	38.30%	21.28%		19.15%	14.89%	42.55%	55.32%

| | Employees - Custody | | | | | | Employees - Non-cust | | | |
Problem Solving/ Decision Making	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Clarifies and defines problems	0	4	7	19	17	4.04	10	7	6	31

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	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)
defines problems and tasks	0.00%	8.51%	14.89%	40.43%	36.17%		21.28%	14.89%	12.77%	65.96%
Decisive in making decisions	2	5	6	16	18	3.91	6	4	14	26
	4.26%	10.64%	12.77%	34.04%	38.30%		12.77%	8.51%	29.79%	55.32%
Sets clear goals and directions	1	6	10	16	14	3.77	9	6	10	32
	2.13%	12.77%	21.28%	34.04%	29.79%		19.15%	12.77%	21.28%	68.09%
Involves staff in decisions	0	1	14	22	10	3.87	11	6	7	29
	0.00%	2.13%	29.79%	46.81%	21.28%		23.40%	12.77%	14.89%	61.70%
Reviews outcomes of problem solving and seeks	0	4	12	17	14	3.87	10	9	11	28
	0.00%	8.51%	25.53%	36.17%	29.79%		21.28%	19.15%	23.40%	59.57%
Proactive in identifying problems and involving others in seeking solutions	0	1	12	20	14	4.00	10	5	15	25
	0.00%	2.13%	25.53%	42.55%	29.79%		21.28%	10.64%	31.91%	53.19%
Open to alternative solutions to problems	0	2	11	22	12	3.94	11	2	11	26
	0.00%	4.26%	23.40%	46.81%	25.53%		23.40%	4.26%	23.40%	55.32%
Organizes people & resources to accomplish tasks	0	3	7	20	17	4.09	9	6	11	27
	0.00%	6.38%	14.89%	42.55%	36.17%		19.15%	12.77%	23.40%	57.45%
Problem Solving/ Decision Making: Overall Domain	1	3	10	20	13	3.87	11	5	12	25
	2.13%	6.38%	21.28%	42.55%	27.66%		23.40%	10.64%	25.53%	53.19%

	Employees - Custody						Employees - Non-cust			
Character and Integrity	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Exhibits principled leadership in working with others	1	3	10	20	13	3.87	9	6	7	29
	2.13%	6.38%	21.28%	42.55%	27.66%		19.15%	12.77%	14.89%	61.70%
Accepts responsibility for actions	1	3	7	15	21	4.11	10	4	7	19
	2.13%	6.38%	14.89%	31.91%	44.68%		21.28%	8.51%	14.89%	40.43%
Sincere & straight forward	0	3	7	17	20	4.15	10	5	3	20
	0.00%	6.38%	14.89%	36.17%	42.55%		21.28%	10.64%	6.38%	42.55%
Treats others with respect & dignity	1	2	10	17	17	4.00	9	4	7	17
	2.13%	4.26%	21.28%	36.17%	36.17%		19.15%	8.51%	14.89%	36.17%
Builds trusting relationships	0	3	10	21	13	3.94	12	6	5	26
	0.00%	6.38%	21.28%	44.68%	27.66%		25.53%	12.77%	10.64%	55.32%
Manages stress effectively	1	2	14	15	15	3.87	12	6	9	25
	2.13%	4.26%	29.79%	31.91%	31.91%		25.53%	12.77%	19.15%	53.19%
Understands personal strengths	1	3	11	18	14	3.87	13	6	6	30

	Employees - Custody						Employees - Non-cust
personal strengths and weaknesses	2.13%	6.38%	23.40%	38.30%	29.79%		27.66%	12.77%	12.77%	63.83%
Is considerate of others	1	0	16	16	14	3.89	12	6	3	23
	2.13%	0.00%	34.04%	34.04%	29.79%		25.53%	12.77%	6.38%	48.94%
Character & Integrity: Overall Domain	1	3	12	19	12	3.81	12	6	8	24
	2.13%	6.38%	25.53%	40.43%	25.53%		25.53%	12.77%	17.02%	51.06%

	Employees - Custody						Employees - Non-cust			
Visionary Leadership	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Plans & actions match the core values of the organization	1	2	11	19	14	3.91	10	4	8	29
	2.13%	4.26%	23.40%	40.43%	29.79%		21.28%	8.51%	17.02%	61.70%
Involves stakeholders in creating a vision for the future	0	6	13	17	11	3.70	10	6	16	26
	0.00%	12.77%	27.66%	36.17%	23.40%		21.28%	12.77%	34.04%	55.32%
Inspires others	0	5	10	16	16	3.91	10	9	7	27
	0.00%	10.64%	21.28%	34.04%	34.04%		21.28%	19.15%	14.89%	57.45%
Challenges thinking about the future	2	2	11	16	16	3.89	11	9	14	21
	4.26%	4.26%	23.40%	34.04%	34.04%		23.40%	19.15%	29.79%	44.68%
Uses strategic thinking to create direction for the organization	0	3	10	20	14	3.96	8	9	7	29
	0.00%	6.38%	21.28%	42.55%	29.79%		17.02%	19.15%	14.89%	61.70%
Communicates personal vision	1	4	8	21	13	3.87	11	4	10	28
	2.13%	8.51%	17.02%	44.68%	27.66%		23.40%	8.51%	21.28%	59.57%
Anticipates and plans for the future	0	0	15	19	13	3.96	8	6	14	21
	0.00%	0.00%	31.91%	40.43%	27.66%		17.02%	12.77%	29.79%	44.68%
Mobilizes stakeholders to transform the organization	0	3	14	18	12	3.83	9	10	16	28
	0.00%	6.38%	29.79%	38.30%	25.53%		19.15%	21.28%	34.04%	59.57%
Visionary Leadership: Overall Domain	1	4	17	15	10	3.62	13	4	19	25
	2.13%	8.51%	36.17%	31.91%	21.28%		27.66%	8.51%	40.43%	53.19%

	Employees - Custody						Employees - Non-cust			
Communication	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Communicates an	1	5	13	15	13	3.72	10	6	14	29

	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
inspiring vision	2.13%	10.64%	27.66%	31.91%	27.66%		21.28%	12.77%	29.79%	61.70%
Presents ideas in a clear manner	1	3	8	19	16	3.98	9	8	7	29
	2.13%	6.38%	17.02%	40.43%	34.04%		19.15%	17.02%	14.89%	61.70%
Takes time to communicate and listen to others	0	3	8	23	13	3.98	9	6	13	21
	0.00%	6.38%	17.02%	48.94%	27.66%		19.15%	12.77%	27.66%	44.68%
Builds strong relationships through open communication & listening	0	3	13	18	13	3.87	11	7	9	21
	0.00%	6.38%	27.66%	38.30%	27.66%		23.40%	14.89%	19.15%	44.68%
Communicates clear and concise messages	0	3	9	21	14	3.98	10	6	7	25
	0.00%	6.38%	19.15%	44.68%	29.79%		21.28%	12.77%	14.89%	53.19%
Communicates effectively in oral presentations	0	2	8	20	17	4.11	10	7	5	28
	0.00%	4.26%	17.02%	42.55%	36.17%		21.28%	14.89%	10.64%	59.57%
Communicates in a variety of medium	0	6	9	18	14	3.85	10	9	8	25
	0.00%	12.77%	19.15%	38.30%	29.79%		21.28%	19.15%	17.02%	53.19%
Listens with respect to others opinions	1	3	13	18	12	3.79	10	5	6	26
	2.13%	6.38%	27.66%	38.30%	25.53%		21.28%	10.64%	12.77%	55.32%
Communication: Overall Domain	2	4	10	22	9	3.68	11	5	13	24
	4.26%	8.51%	21.28%	46.81%	19.15%		23.40%	10.64%	27.66%	51.06%

	Employees - Custody						Employees - Non-cust			
Collaboration	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Open to feedback	1	2	13	15	16	3.91	7	10	7	20
	2.13%	4.26%	27.66%	31.91%	34.04%		14.89%	21.28%	14.89%	42.55%
Gives teams members authority to accomplish	1	1	12	16	17	4.00	7	8	10	24
	2.13%	2.13%	25.53%	34.04%	36.17%		14.89%	17.02%	21.28%	51.06%
Shares leadership responsibilities	0	5	10	20	12	3.83	9	6	10	30
	0.00%	10.64%	21.28%	42.55%	25.53%		19.15%	12.77%	21.28%	63.83%
Facilitates decision making	1	4	9	20	13	3.85	10	4	10	31
	2.13%	8.51%	19.15%	42.55%	27.66%		21.28%	8.51%	21.28%	65.96%
Builds strong relationships of team members	0	2	14	19	12	3.87	7	11	8	26
	0.00%	4.26%	29.79%	40.43%	25.53%		14.89%	23.40%	17.02%	55.32%
Participates in team meetings	0	2	12	17	16	4.00	9	4	9	22
	0.00%	4.26%	25.53%	36.17%	34.04%		19.15%	8.51%	19.15%	46.81%
Manages unproductive behavior in teams	1	3	13	17	13	3.81	10	7	19	28
	2.13%	6.38%	27.66%	36.17%	27.66%		21.28%	14.89%	40.43%	59.57%
Encourages open	2	1	9	16	19	4.04	11	4	8	24

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dialog	4.26%	2.13%	19.15%	34.04%	40.43%		23.40%	8.51%	17.02%	51.06%
Collaboration: Overall Domain	1	4	10	19	13	3.83	14	3	14	20
	2.13%	8.51%	21.28%	40.43%	27.66%		29.79%	6.38%	29.79%	42.55%

	Employees - Custody						Employees - Non-cust

Team Building	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Builds a culture of open communication	1	4	6	24	12	3.89	9	6	7	34
	2.13%	8.51%	12.77%	51.06%	25.53%		19.15%	12.77%	14.89%	72.34%
Encourages divergent thinking	1	4	11	18	13	3.81	10	8	14	26
	2.13%	8.51%	23.40%	38.30%	27.66%		21.28%	17.02%	29.79%	55.32%
Challenges & encourages team members	0	5	11	12	19	3.96	8	7	8	27
	0.00%	10.64%	23.40%	25.53%	40.43%		17.02%	14.89%	17.02%	57.45%
Holds self & others accountable	1	3	8	14	21	4.09	10	7	6	30
	2.13%	6.38%	17.02%	29.79%	44.68%		21.28%	14.89%	12.77%	63.83%
Builds a culture that is safe and promotes responsible risk taking	2	2	11	20	12	3.81	10	9	7	35
	4.26%	4.26%	23.40%	42.55%	25.53%		21.28%	19.15%	14.89%	74.47%
Provides subordinates effective mentoring & coaching	0	2	14	19	12	3.87	13	10	9	25
	0.00%	4.26%	29.79%	40.43%	25.53%		27.66%	21.28%	19.15%	53.19%
Provides feedback for improved performance	0	5	8	17	17	3.98	12	4	8	33
	0.00%	10.64%	17.02%	36.17%	36.17%		25.53%	8.51%	17.02%	70.21%
Empowers others to work independently	0	2	10	16	19	4.11	8	7	11	24
	0.00%	4.26%	21.28%	34.04%	40.43%		17.02%	14.89%	23.40%	51.06%
Team Building: Overall Domain	1	1	18	15	12	3.77	11	7	13	25
	2.13%	2.13%	38.30%	31.91%	25.53%		23.40%	14.89%	27.66%	53.19%

	Employees - Custody						Employees - Non-cust

Diversity	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Works well with diverse people	0	2	14	15	16	3.96	9	5	6	22
	0.00%	4.26%	29.79%	31.91%	34.04%		19.15%	10.64%	12.77%	46.81%
Aware of and sensitive to	0	2	18	18	9	3.72	7	7	11	26

	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)
sensitive to different cultures, styles and values	0.00%	4.26%	38.30%	38.30%	19.15%		14.89%	14.89%	23.40%	55.32%
Reflects and learns from experience	1	3	6	18	19	4.09	9	7	4	27
	2.13%	6.38%	12.77%	38.30%	40.43%		19.15%	14.89%	8.51%	57.45%
Involves diverse stakeholders in planning and decision making	0	4	17	16	10	3.68	10	6	13	25
	0.00%	8.51%	36.17%	34.04%	21.28%		21.28%	12.77%	27.66%	53.19%
Understanding of divergent points of view	0	0	16	18	13	3.94	8	7	10	31
	0.00%	0.00%	34.04%	38.30%	27.66%		17.02%	14.89%	21.28%	65.96%
Builds a diverse staff with a variety of skills who function effectively	0	2	11	16	18	4.06	9	5	9	26
	0.00%	4.26%	23.40%	34.04%	38.30%		19.15%	10.64%	19.15%	55.32%
Encourages participation of people with different talents and beliefs	1	1	15	17	13	3.85	10	6	8	24
	2.13%	2.13%	31.91%	36.17%	27.66%		21.28%	12.77%	17.02%	51.06%
Awareness of own prejudices and impact on others	1	4	9	18	15	3.89	11	6	11	29
	2.13%	8.51%	19.15%	38.30%	31.91%		23.40%	12.77%	23.40%	61.70%
Diversity: Overall Domain	1	3	11	20	12	3.83	10	5	13	25
	2.13%	6.38%	23.40%	42.55%	25.53%		21.28%	10.64%	27.66%	53.19%

	Employees - Custody						Employees - Non-cust			
Creativity/ Sustained Innovation	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Willing to take a courageous stand	0	2	10	13	22	4.17	9	6	6	24
	0.00%	4.26%	21.28%	27.66%	46.81%		19.15%	12.77%	12.77%	51.06%
Fosters & encourages creativity	1	3	16	14	13	3.74	6	10	9	23
	2.13%	6.38%	34.04%	29.79%	27.66%		12.77%	21.28%	19.15%	48.94%
Generates new ideas	1	6	10	21	9	3.66	10	7	13	28
	2.13%	12.77%	21.28%	44.68%	19.15%		21.28%	14.89%	27.66%	59.57%
Promotes a positive culture of change and	1	4	7	22	13	3.89	9	6	8	22
	2.13%	8.51%	14.89%	46.81%	27.66%		19.15%	12.77%	17.02%	46.81%
Uses divergent fields & disciplines to create	2	3	13	19	10	3.68	11	10	10	30
	4.26%	6.38%	27.66%	40.43%	21.28%		23.40%	21.28%	21.28%	63.83%
Provides resources that support non-	1	3	15	18	10	3.70	10	10	15	24

	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
that support non-traditional solutions	2.13%	6.38%	31.91%	38.30%	21.28%		21.28%	21.28%	31.91%	51.06%
Supports risk taking	1	6	16	15	9	3.53	11	13	15	27
	2.13%	12.77%	34.04%	31.91%	19.15%		23.40%	27.66%	31.91%	57.45%
Establishes clear expectations	0	3	11	17	16	3.98	11	5	13	24
	0.00%	6.38%	23.40%	36.17%	34.04%		23.40%	10.64%	27.66%	51.06%
Creativity/ Sustained Innovation: Overall Domain	1	2	16	18	10	3.72	13	4	18	26
	2.13%	4.26%	34.04%	38.30%	21.28%		27.66%	8.51%	38.30%	55.32%

	Employees - Custody						Employees - Non-cust			
Personal/ Interpersonal	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)
Provides positive support in managing conflict	1	1	11	21	13	3.94	9	5	13	26
	2.13%	2.13%	23.40%	44.68%	27.66%		19.15%	10.64%	27.66%	55.32%
Motivates team members	1	3	15	13	15	3.81	7	12	10	25
	2.13%	6.38%	31.91%	27.66%	31.91%		14.89%	25.53%	21.28%	53.19%
Counsels & supports others	1	3	13	19	11	3.77	9	6	10	25
	2.13%	6.38%	27.66%	40.43%	23.40%		19.15%	12.77%	21.28%	53.19%
Displays energy in personal & work goals	0	3	9	22	13	3.96	9	9	4	23
	0.00%	6.38%	19.15%	46.81%	27.66%		19.15%	19.15%	8.51%	48.94%
Has a good sense of humor	1	0	13	18	15	3.98	10	4	6	20
	2.13%	0.00%	27.66%	38.30%	31.91%		21.28%	8.51%	12.77%	42.55%
Provides feedback in a constructive manner	0	1	12	18	16	4.04	12	3	10	35
	0.00%	2.13%	25.53%	38.30%	34.04%		25.53%	6.38%	21.28%	74.47%
Approachable and easy to talk with	2	1	7	17	20	4.11	14	3	4	14
	4.26%	2.13%	14.89%	36.17%	42.55%		29.79%	6.38%	8.51%	29.79%
Provides support for personal development	1	2	10	18	16	3.98	10	5	12	20
	2.13%	4.26%	21.28%	38.30%	34.04%		21.28%	10.64%	25.53%	42.55%
Personal/ Interpersonal: Overall Domain	1	2	10	19	15	3.96	13	5	10	20
	2.13%	4.26%	21.28%	40.43%	31.91%		27.66%	10.64%	21.28%	42.55%

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Very great extent (5)	Mean Rating
28	3.76
59.57%	
26	3.76
55.32%	
17	3.44
36.17%	
18	3.52
38.30%	
21	3.53
44.68%	
21	3.54
44.68%	
17	3.58
36.17%	
18	3.57
38.30%	
17	3.44
36.17%	

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Very great extent (5)	Mean Rating
25	3.68

53.19%	
29	3.86
61.70%	
22	3.66
46.81%	
26	3.67
55.32%	
21	3.52
44.68%	
24	3.61
51.06%	
29	3.76
61.70%	
26	3.70
55.32%	
26	3.63
55.32%	

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Very great extent (5)	Mean Rating
28	3.77
59.57%	
39	3.92
82.98%	
41	3.97
87.23%	
42	4.00
89.36%	
30	3.71
63.83%	
27	3.62
57.45%	
24	3.58

51.06%	
35	3.80
74.47%	
29	3.66
61.70%	

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Very great extent (5)	Mean Rating
28	3.77
59.57%	
21	3.53
44.68%	
26	3.63
55.32%	
24	3.48
51.06%	
26	3.71
55.32%	
26	3.68
55.32%	
30	3.75
63.83%	
16	3.41
34.04%	
18	3.39
38.30%	

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Very great extent (5)	Mean Rating
20	3.54

42.55%	
26	3.70
55.32%	
30	3.72
63.83%	
31	3.68
65.96%	
31	3.77
65.96%	
29	3.75
61.70%	
27	3.63
57.45%	
32	3.82
68.09%	
26	3.62
55.32%	

tody

Very great extent (5)	Mean Rating
35	3.84
74.47%	
30	3.78
63.83%	
24	3.68
51.06%	
24	3.70
51.06%	
27	3.70
57.45%	
35	3.89
74.47%	
15	3.39
31.91%	
32	3.78

68.09%	
28	3.57
59.57%	

tody

Very great extent (5)	Mean Rating
23	3.71
48.94%	
21	3.51
44.68%	
29	3.78
61.70%	
26	3.70
55.32%	
18	3.53
38.30%	
22	3.42
46.81%	
22	3.62
46.81%	
29	3.75
61.70%	
23	3.53
48.94%	

tody

Very great extent (5)	Mean Rating
37	3.92
78.72%	
28	3.77

59.57%	
32	3.84
68.09%	
25	3.62
53.19%	
23	3.68
48.94%	
30	3.80
63.83%	
31	3.76
65.96%	
22	3.57
46.81%	
26	3.66
55.32%	

tody

Very great extent (5)	Mean Rating
34	3.86
72.34%	
31	3.80
65.96%	
21	3.54
44.68%	
34	3.84
72.34%	
18	3.43
38.30%	
20	3.43

42.55%	
13	3.23
27.66%	
26	3.62
55.32%	
18	3.41
38.30%	

tody

Very great extent (5)	Mean Rating
26	3.70
55.32%	
25	3.62
53.19%	
29	3.75
61.70%	
34	3.81
72.34%	
39	3.94
82.98%	
19	3.58
40.43%	
44	3.90
93.62%	
32	3.75
68.09%	
31	3.65
65.96%	

1. How do prison administrators perceive their own leadership skills as measured by the Transformational Leadership Skills Inventory (TLSi)?

Political Intelligence	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Maintains openness and transparency in sharing information	0	1	5	3	7	4.00
	0.00%	6.25%	31.25%	18.75%	43.75%	
Negotiates based on shared interests	0	1	2	9	4	4.00
	0.00%	6.25%	12.50%	56.25%	25.00%	
Builds trust & support with constituents	0	0	5	8	3	3.88
	0.00%	0.00%	31.25%	50.00%	18.75%	
Demonstrates ability to network	0	0	7	5	4	3.81
	0.00%	0.00%	43.75%	31.25%	25.00%	
Anticipates obstacles by engaging others to share ideas	0	0	8	5	3	3.69
	0.00%	0.00%	50.00%	31.25%	18.75%	
Builds connections between stakeholders and decision makers	0	2	5	6	3	3.63
	0.00%	12.50%	31.25%	37.50%	18.75%	
Forms coalitions supporting organizational goals	1	1	4	8	2	3.56
	6.25%	6.25%	25.00%	50.00%	12.50%	
Builds coalitions to support initiatives through consistent messages	1	0	6	9	0	3.44
	6.25%	0.00%	37.50%	56.25%	0.00%	
Political Intelligence: Overall Domain	0	2	9	4	1	3.25
	0.00%	12.50%	56.25%	25.00%	6.25%	

Problem Solving/ Decision Making	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Decisive in making decisions	0	0	2	7	7	4.31
	0.00%	0.00%	12.50%	43.75%	43.75%	
Clarifies and defines problems and tasks	0	0	3	8	5	4.13
	0.00%	0.00%	18.75%	50.00%	31.25%	
Involves staff in decisions	0	0	2	10	4	4.13
	0.00%	0.00%	12.50%	62.50%	25.00%	
Organizes people & resources to accomplish tasks	0	0	4	7	5	4.06
	0.00%	0.00%	25.00%	43.75%	31.25%	
Sets clear goals and directions	0	0	5	7	4	3.94
	0.00%	0.00%	31.25%	43.75%	25.00%	
Open to alternative solutions to problems	1	0	2	9	4	3.94
	6.25%	0.00%	12.50%	56.25%	25.00%	
Proactive in identifying problems and involving others in seeking solutions	0	1	5	7	3	3.75
	0.00%	6.25%	31.25%	43.75%	18.75%	
Reviews outcomes of problem solving and seeks feedback	1	1	5	8	1	3.44
	6.25%	6.25%	31.25%	50.00%	6.25%	
Problem Solving/Decision Making: Overall \Domain	0	1	3	8	4	3.94
	0.00%	6.25%	18.75%	50.00%	25.00%	

Character and Integrity	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Accepts responsibility for actions	0	0	1	5	10	4.56
	0.00%	0.00%	6.25%	31.25%	62.50%	

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Sincere & straight forward	0	0	1	6	9	4.50
	0.00%	0.00%	6.25%	37.50%	56.25%	
Treats others with respect & dignity	0	1	3	5	7	4.13
	0.00%	6.25%	18.75%	31.25%	43.75%	
Is considerate of others	0	1	2	7	6	4.13
	0.00%	6.25%	12.50%	43.75%	37.50%	
Builds trusting relationships	0	0	4	7	5	4.06
	0.00%	0.00%	25.00%	43.75%	31.25%	
Understands personal strengths and weaknesses	0	0	4	9	3	3.94
	0.00%	0.00%	25.00%	56.25%	18.75%	
Exhibits principled leadership in working with others	0	0	5	8	3	3.88
	0.00%	0.00%	31.25%	50.00%	18.75%	
Manages stress effectively	0	1	7	7	1	3.50
	0.00%	6.25%	43.75%	43.75%	6.25%	
Character & Integrity: Overall Domain	0	2	3	7	4	3.81
	0.00%	12.50%	18.75%	43.75%	25.00%	

Visionary Leadership	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Plans & actions match the core values of the organization	0	1	4	6	5	3.94
	0.00%	6.25%	25.00%	37.50%	31.25%	
Anticipates and plans for the future	0	0	6	5	5	3.94
	0.00%	0.00%	37.50%	31.25%	31.25%	
Inspires others	0	1	5	6	4	3.81
	0.00%	6.25%	31.25%	37.50%	25.00%	
Challenges thinking about the future	0	0	6	7	3	3.81
	0.00%	0.00%	37.50%	43.75%	18.75%	
Uses strategic thinking to create direction for the organization	0	1	5	7	3	3.75
	0.00%	6.25%	31.25%	43.75%	18.75%	

	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Communicates personal vision	0	2	6	4	4	3.63
	0.00%	12.50%	37.50%	25.00%	25.00%	
Involves stakeholders in creating a vision for the future	1	2	4	5	4	3.56
	6.25%	12.50%	25.00%	31.25%	25.00%	
Mobilizes stakeholders to transform the organization	1	1	8	4	2	3.31
	6.25%	6.25%	50.00%	25.00%	12.50%	
Visionary Leadership: Overall Domain	0	2	6	6	2	3.50
	0.00%	12.50%	37.50%	37.50%	12.50%	

Communication	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Takes time to communicate and listen to others	0	0	2	9	5	4.19
	0.00%	0.00%	12.50%	56.25%	31.25%	
Communicates clear and concise messages	0	0	3	8	5	4.13
	0.00%	0.00%	18.75%	50.00%	31.25%	
Communicates effectively in oral presentations	0	0	3	8	5	4.13
	0.00%	0.00%	18.75%	50.00%	31.25%	
relationships through open communication & listening	0	1	3	7	5	4.00
	0.00%	6.25%	18.75%	43.75%	31.25%	
Presents ideas in a clear manner	0	0	4	10	2	3.88
	0.00%	0.00%	25.00%	62.50%	12.50%	
Listens with respect to others opinions	0	1	4	7	4	3.88
	0.00%	6.25%	25.00%	43.75%	25.00%	
Communicates in a variety of medium	0	1	4	9	2	3.75
	0.00%	6.25%	25.00%	56.25%	12.50%	
Communicates an inspiring vision	1	1	5	8	1	3.44
	6.25%	6.25%	31.25%	50.00%	6.25%	

Communication: Overall Domain	0	2	1	11	2	3.81
	0.00%	12.50%	6.25%	68.75%	12.50%	

Collaboration	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Shares leadership responsibilities	0	0	1	10	5	4.25
	0.00%	0.00%	6.25%	62.50%	31.25%	
Participates in team meetings	0	0	2	8	6	4.25
	0.00%	0.00%	12.50%	50.00%	37.50%	
Gives teams members authority to accomplish tasks	0	0	2	10	4	4.13
	0.00%	0.00%	12.50%	62.50%	25.00%	
Facilitates decision making	0	0	2	10	4	4.13
	0.00%	0.00%	12.50%	62.50%	25.00%	
Encourages open dialog	0	0	3	8	5	4.13
	0.00%	0.00%	18.75%	50.00%	31.25%	
Open to feedback	0	1	3	9	3	3.88
	0.00%	6.25%	18.75%	56.25%	18.75%	
Builds strong relationships of team members	0	2	2	8	4	3.88
	0.00%	12.50%	12.50%	50.00%	25.00%	
Manages unproductive behavior in teams	0	0	9	5	2	3.56
	0.00%	0.00%	56.25%	31.25%	12.50%	
Collaboration: Overall Domain	0	1	4	6	5	3.94
	0.00%	6.25%	25.00%	37.50%	31.25%	

Collaboration	Very little exent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Challenges & encourages	0	0	3	8	5	4.13

	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
team members	0.00%	0.00%	18.75%	50.00%	31.25%	
Holds self & others accountable	0	0	3	9	4	4.06
	0.00%	0.00%	18.75%	56.25%	25.00%	
Builds a culture of open communication	0	2	2	8	4	3.88
	0.00%	12.50%	12.50%	50.00%	25.00%	
Empowers others to work independently	0	1	3	9	3	3.88
	0.00%	6.25%	18.75%	56.25%	18.75%	
Provides subordinates effective mentoring & coaching	0	0	5	9	2	3.81
	0.00%	0.00%	31.25%	56.25%	12.50%	
Provides feedback for improved performance	0	1	4	8	3	3.81
	0.00%	6.25%	25.00%	50.00%	18.75%	
Encourages divergent thinking	0	1	7	5	3	3.63
	0.00%	6.25%	43.75%	31.25%	18.75%	
Builds a culture that is safe and promotes responsible risk taking	0	0	6	6	4	3.88
	0.00%	0.00%	37.50%	37.50%	25.00%	
Team Building: Overall Domain	0	0	5	8	3	3.88
	0.00%	0.00%	31.25%	50.00%	18.75%	

Diversity	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Works well with diverse people	1	0	2	5	8	4.19
	6.25%	0.00%	12.50%	31.25%	50.00%	
Reflects and learns from experience	0	0	1	11	4	4.19
	0.00%	0.00%	6.25%	68.75%	25.00%	
Awareness of own prejudices and impact on others	0	0	3	9	4	4.06
	0.00%	0.00%	18.75%	56.25%	25.00%	
Encourages participation of people with different	0	0	5	8	3	3.88

	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
of people with different talents and beliefs	0.00%	0.00%	31.25%	50.00%	18.75%	
Aware of and sensitive to different cultures, styles and values	1	0	5	5	5	3.81
	6.25%	0.00%	31.25%	31.25%	31.25%	
Builds a diverse staff with a variety of skills who function effectively to accomplish the goals of the organization	0	0	6	7	3	3.81
	0.00%	0.00%	37.50%	43.75%	18.75%	
Involves diverse stakeholders in planning and decision making	0	2	5	5	4	3.69
	0.00%	12.50%	31.25%	31.25%	25.00%	
Understanding of divergent points of view	1	0	6	6	3	3.63
	6.25%	0.00%	37.50%	37.50%	18.75%	
	0	1	6	7	2	3.63
Diversity: Overall Domain	0.00%	6.25%	37.50%	43.75%	12.50%	

Creativity/Sustained Innovation	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Willing to take a courageous stand	0	0	5	2	9	4.25
	0.00%	0.00%	31.25%	12.50%	56.25%	
Promotes a positive culture of change and improvement	1	1	1	7	6	4.00
	6.25%	6.25%	6.25%	43.75%	37.50%	
Establishes clear expectations	0	0	5	7	4	3.94
	0.00%	0.00%	31.25%	43.75%	25.00%	
Generates new ideas	0	2	5	5	4	3.69
	0.00%	12.50%	31.25%	31.25%	25.00%	
Provides resources that support non-traditional solutions	1	1	5	5	4	3.63
	6.25%	6.25%	31.25%	31.25%	25.00%	

Fosters & encourages creativity	1	0	8	3	4	3.56
	6.25%	0.00%	50.00%	18.75%	25.00%	
	0	2	5	7	2	3.56
Supports risk taking	0.00%	12.50%	31.25%	43.75%	12.50%	
Uses divergent fields & disciplines to create something new	1	2	7	2	4	3.38
	6.25%	12.50%	43.75%	12.50%	25.00%	
Innovation: Overall Domain	0	2	4	10	0	3.50
	0.00%	12.50%	25.00%	62.50%	0.00%	

Personal/Interpersonal	Very little extent (1)	Little extent (2)	Some extent (3)	Great extent (4)	Very great extent (5)	Mean Rating
Has a good sense of humor	0	0	3	6	7	4.25
	0.00%	0.00%	18.75%	37.50%	43.75%	
Provides support for personal development	0	0	2	11	3	4.06
	0.00%	0.00%	12.50%	68.75%	18.75%	
Counsels & supports others	1	0	1	9	5	4.06
	6.25%	0.00%	6.25%	56.25%	31.25%	
Approachable and easy to talk with	0	2	1	8	5	4.00
	0.00%	12.50%	6.25%	50.00%	31.25%	
Provides positive support in managing conflict	0	0	4	9	3	3.94
	0.00%	0.00%	25.00%	56.25%	18.75%	
Displays energy in personal & work goals	0	0	7	4	5	3.88
	0.00%	0.00%	43.75%	25.00%	31.25%	
Provides feedback in a constructive manner	0	2	2	8	4	3.88
	0.00%	12.50%	12.50%	50.00%	25.00%	
Motivates team members	0	1	3	11	1	3.75
	0.00%	6.25%	18.75%	68.75%	6.25%	
Personal/Interpersonal: Overall Domain	0	0	4	6	6	4.13
	0.00%	0.00%	25.00%	37.50%	37.50%	