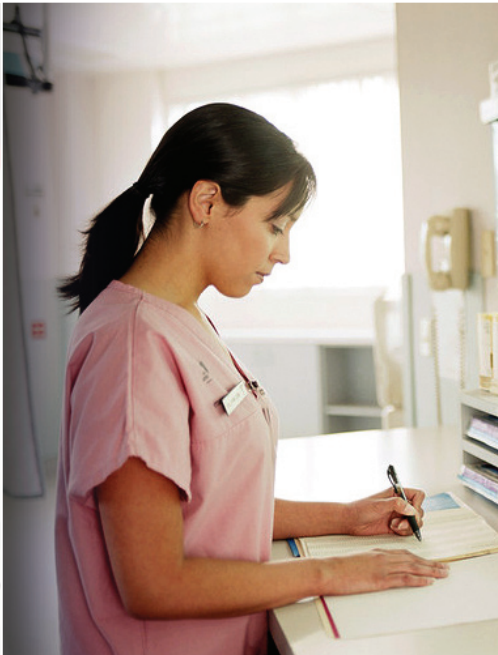




Women Professionals in Corrections: A Growing Asset

Women Professionals in Corrections: A Growing Asset

ACKNOWLEDGEMENTS

The Institute is grateful to the various MTC corrections staff who provided their input including:

Anita Dutson, Sr. Director, MTC Corrections Programs
Darla Elliott, Warden, Arizona State Prison-Kingman and AWEC Board of Director
Stacy Henry, Director, MTC Corrections Programs
Deborah Hill, Assistant to the Warden, North Coast Correctional Treatment Facility
Jackie Thomas, Warden, North Coast Correctional Treatment Facility, OH and AWEC Board of Director
John Vanyur, Ph.D., Sr. Director, MTC Corrections Marketing and former Warden and Assistant Director, Federal Bureau of Corrections

We especially thank the external reviewers who critiqued this document:

Debbie Boyer, Corrections Quality Assurance Administrator, Oklahoma Department of Corrections
Toni Brooks, North Regional Director, Ohio Department of Rehabilitation and Correction
Yvonne Doll, Ph.D., LTC (Ret), Assistant Professor of Military Leadership at the Command and General Staff College, Fort Leavenworth, Kansas
John Gannon, Ph.D., Executive Director, International Assoc. for Correctional and Forensic Psychology
Cindy Goulding, Independent Contractor, Organizational Development Specialist
Kimberly Greer, Ph.D., Associate Professor, Department of Sociology and Corrections, Minnesota State University, Mankato
Ellen Kirschbaum, Program Manager, Juvenile Justice Services Division, Arizona Supreme Court
Bona Miller, former Acting Director (retired), Idaho Dept. of Corrections and past president of AWEC
Joann Brown Morton, Ph.D., Associate Professor, University of Georgia and chairwoman, ACA Women Working in Corrections Committee
Amanda Newsum, Editorial Advisor, University of Phoenix
Francine Perretta, Chief of Probation, St. Lawrence County Probation and President, AWEC
Judy R. Philpott, Senior Asst Superintendent for Adult Programs, Virginia Dept. of Correctional Education
William J. Sabol, Ph.D., Chief, Corrections Statistics, Bureau of Justice Statistics

Their participation has enhanced the value of the information for staff of correctional/detention agencies and facilities, parole and probation agencies, policy makers, and elected officials.

We also extend thanks to the various MTC Executive staff who contributed their understanding and knowledge to the project. Finally, we recognize the valuable guidance and feedback of this project from Roberts T. Jones, President, MTC Institute as well as comments and observations from MTC President & CEO, Scott Marquardt, whose input helped make this document stronger.

Women Professionals in Corrections: A Growing Asset

Published by MTC Institute. Copyright © August 2008.

Principal Author: Carl Nink

Comments are appreciated and should be directed to Carl Nink, Executive Director at:

Management & Training Corporation

MTC Institute

Address: 500 North Marketplace Drive · P.O. Box 10 · Centerville, UT 84014

Telephone: (801) 693-2870 · Fax: (801) 693-2900

E-mail: carl.nink@mtctrains.com

Website: <http://www.mtctrains.com/institute/index.php>

Management & Training Corporation (MTC) is an international corporation dedicated to helping people realize their learning potential. MTC creates nurturing environments in which education is encouraged and recognized. MTC operates 12 contracted correctional facilities across the country with approximately 16,000 beds under contract. MTC also manages and operates 25 Job Corps centers in 18 states for the U.S. Department of Labor, preparing disadvantaged youth for meaningful careers. In addition, MTC has expanded their education and vocational expertise into the international arena, working in countries such as Iraq, Sudan, Tunisia, China, and Mongolia. The MTC Institute is the research division of MTC, which is dedicated to promoting innovations, exemplary practices, and projecting trends that are relevant to job training and corrections. The work of the Institute is geared towards a broad audience including policy makers, educators, researchers, practitioners, state and federal officials, workforce development entities, correctional agencies and Job Corps centers.

EXECUTIVE SUMMARY	1
INTRODUCTION.....	3
LESSONS FROM HISTORY.....	4
EARLY HUMAN DEVELOPMENT CONSIDERATIONS	5
WOMEN IN THE WORKPLACE	5
CREATING OPPORTUNITIES.....	5
THE ORGANIZATIONAL CULTURE IS CHANGING	6
THE APPROACH TO WORKING WITH OFFENDERS IS CHANGING.....	7
GENDER INFORMATION AND DATA	8
THE VALUE THAT WOMEN BRING TO THE CORRECTIONS PROFESSION	8
<i>Problem Solving and Decision Making</i>	8
<i>A Calming Influence Inside Prisons</i>	8
<i>Leadership</i>	9
<i>Mentorship and Coaching</i>	10
DO WOMEN NEED GENDER SPECIFIC TRAINING?	11
WOMEN AND MEN TALKING ON THE JOB	13
LACK OF RESPECT FROM MALE STAFF HAS A NEGATIVE IMPACT ON FEMALE STAFF	13
STRATEGIES TO REDUCE TURNOVER AND IMPROVE THE ORGANIZATIONAL OPERATION	14
INMATE MANIPULATION OF WOMEN WORKING IN CORRECTIONS	15
BEING PREPARED FOR FUTURE OPPORTUNITIES.....	16
<i>Supportive Organization Efforts</i>	17
MENTORING RELATIONSHIPS AND NETWORKING	17
CONCLUSION.....	18
APPENDIX A – EXAMPLES OF PROGRAMS	20
APPENDIX B – DEMOGRAPHIC, GENDER AND CORRECTIONAL PERSONNEL DATA	21
<i>Growth in Female Correction Officers, Supervisors, and Executives</i>	22
APPENDIX C - WHAT ARE SOME OF THE WARNING SIGNALS?	24
<i>Personal Indicators</i>	24
<i>Operational Indicators</i>	24
<i>The Victim Profile</i>	24
APPENDIX D - HOW TO EFFECTIVELY INCORPORATE WOMEN INTO THE CORRECTIONS FIELD	25
<i>Communications</i>	25

<i>Workcrew Supervision</i>	25
<i>Searching Inmates</i>	25
<i>Reduction of Turnover</i>	25
<i>Shift Assignments</i>	25
<i>Acquiring Experience</i>	26
<i>Managing Inmates</i>	26
APPENDIX E – PROFESSIONAL CERTIFICATION PROGRAMS	27
APPENDIX F - QUARTERLY TRAINING MODULES FOR WOMEN PROFESSIONALS	28
ENDNOTES	29

Women Professionals in Corrections: A Growing Asset

EXECUTIVE SUMMARY

Not only is there a “war for talent” going on, but a war for talented women coming into the workforce is underway, especially in the so-called ‘traditionally male’ workplaces, such as construction, engineering, and corrections. More women are entering the workforce, bringing their strengths and attributes into formerly male-dominated environments. Those industries not already planning ways to increase hiring of women are behind other industries; the construction industry, for example, is facing critical shortages and is now looking to women to fill these ranks. There are construction apprenticeships in the High Schools for young women, job shadowing, scholarships, and active recruiting campaigns for women.¹ It is important that correctional agencies also explore what can be done to increase the number of women professionals working in corrections.

In the competitive marketplace, organizations must attract, develop, and retain highly qualified talent. Organizations that are effective in this regard recognize, value, and mentor emerging women leaders. These entities also ensure that women are encouraged and used throughout the workplace which can lead to improvements in the organizational culture. Further, to advance their careers, women need opportunities to develop credentials, organizational knowledge, and management competencies. In order to enhance the potential to develop high performing women, management should use strategies that capitalize on communicative abilities. Women who occupy correctional leadership roles use their ability to collaborate and inspire others to implement their initiatives as well as reflect on how they impact policy and practice.²

of leadership. This process can be helped by networking, having a mentor, and participating in training programs designed to meet their unique needs, thus helping them become prepared to be leaders.

The number of women in the workforce is projected to grow by 10.9 percent compared to 9.1 percent for men through 2014; when women will comprise 47 percent of the workforce.⁴ In 2007, over 59 percent or 70 million women age 16 and over participated in the labor force, compared to 74 percent or 82 million men and the percent of those women who are employed held steady at 56.6 percent in 2006 and 2007, whereas the percentage of men employed declined from 70.1 percent in 2006 to 69.8 percent in 2007.⁵

There were about 15,000 women working as first-line supervisors of correctional officers (29 percent) compared with 37,000 men in 2006⁶ and there is a 13% increase in the number of additional first line supervisory staff projected for corrections between 2006 and 2016.⁷ Probation officers and Correctional Treatment Specialists are also projected to grow, at least 11 percent between 2006 and 2016⁷ or slightly more than 1,000 staff per year, which is about as fast as other occupations.⁸

Over the last eight years, the growth of women working in correctional facilities has been 40 percent based on the information reported to the American Correctional Association, going from 108,913 in 1999 to 152,456 in 2007 (Note: This number takes into account data from seven states posted in 2006 which did not report data in 2007 as well as no data from Connecticut and Vermont which did not submit information in either year).⁹

The number of women in the workforce is projected to grow by 10.9 percent compared to 9.1 percent for men through 2014; with women comprising 47 percent of the workforce.⁴ With a 13% workforce increase in the number of additional supervisory staff projected for corrections between 2006 and 2016⁴³, women represent a growing, educated human resource asset. The Institute, in this public policy paper, looks at this growing part of the correctional workforce, examining issues affecting women and their career success.

A woman faces many challenges in seeking to move to the next level in an organization and those challenges don’t stop after achieving a position of senior leadership. Once in that role, women must figure out how to gain credibility, trust, and respect as a leader. Frequently, women feel they have to perform at a level much higher than a male peer to be viewed as successful.³ Senior leaders also have to create their own style

The workforce numbers and demographics support the fact that women are currently playing a much larger role in the workplace, in general, and in criminal justice specifically, and they will be a more significant human resources asset in the future. Beyond these facts, women at present are receiving and will continue to receive more college and professional degrees than men. Women represent a large educated talent

Women Professionals in Corrections: A Growing Asset

pool which, in times of increasing demand, should be viewed as an excellent source of skilled workers and leaders within the corrections profession.

As corrections looks at the situation of increasing demand to hire staff, the managers in the systems and facilities need to reiterate and train staff about the importance of operating and leading a team of employees which engages all members of corrections workforce, especially women. Managerial inability to engage all staff, regardless of gender and generational differences, will result in a continuation of system failures and costly consequences.

Agency heads, administrators and wardens have an opportunity to create a more effective organizational culture by adopting practices that create the structure needed to provide women with experiences they need to understand larger organizational issues.

Given the expanding nature of the correctional systems and the required number of staff and supervisors that are needed, it is incumbent on those who wish to be seriously considered for those promotions to be prepared. Organizations and their leaders should broaden their view of potential future leaders, thinking of women as an asset.

Women, not unlike men, get “hooked” on the challenges and problem solving demanded in corrections. These professionals seek to master the concepts, responsibilities and tasks associated with their positions, being influenced to tackle ever greater responsibilities as a result of new professional challenges.¹⁰

There are various program models, however most have a new focus: Reentry. This focus emphasizes working with offenders in the community and is some of many signs of a paradigm shift from a control/punishment model to one that demands more engagement with the offender by staff. The strengths that women bring to the work of corrections complement this shift well, with inmates more likely to discuss medical and educational concerns with female officers.¹¹ The presence of women enhances not only the policy development but the implementation of these approaches.

Women, not unlike men, get “hooked” on the challenges and problem solving demanded in corrections.

The enlightenment of female leaders within the corrections environment and how male staff are coached and encouraged, with respect to women in their work-

force, can lead to changes in attitude, thinking processes and behaviors. Creating an environment where it is acceptable to be different, speak your mind and to have your opinions listened to is a tremendous step forward in some organizations management philosophy and organizational culture. Steps of this nature help staff to understand what acceptable behavior is.

Many corrections professionals acknowledge that there are strong people out there, both men and women, who are going to succeed regardless of the circumstances. However, in the corrections environment, with the attributes that women bring, specifically collaboration, communication, and empathy, women have not been traditionally valued. Many women in corrections, not unlike women in the military, became successful by modeling male behavior.

Seeing women who are very successful and who have already achieved success in the corrections workplace as role models is very important to other women entering a corrections career. It is important to have role models to serve as an inspiration and as mentors. Working with mentors allows people to see different ways of being successful, and gives new employees entering into the field of corrections the ability to more quickly learn the nuances of the workplace as well as some of the politics associated with moving up in an organization.

Mentoring programs, both formal and informal, have long proven successful for one-on-one and group experiences. Mentoring can enrich the lives of individuals in personal and professional ways. Research continues to demonstrate the effectiveness of mentoring programs, especially for women seeking leadership positions.¹²

Formal mentorship is a part of many Executive Development Programs, but that is just a small piece of the opportunities to glean information from everyone who is willing to share their knowledge. This is especially true during networking times at conferences and training seminars. Networking is critical to knowledge gain. It is very important that staff pursue formal and informal professional relationships with seasoned staff to learn from them, but most importantly newer staffs have to be open to and accepting of the information that is being shared.

Many organizations are working to create an environment where women have the structural opportunities to be leaders. Administrative strategies and staff development assist in this effort in part by helping

Women Professionals in Corrections: A Growing Asset

women become more aware that they can offer a style of leadership that will make a difference in the correctional setting. Specifically noting that their approach to leadership is valid and they bring characteristics that when blended with others works well.

Organizationally, changing the traditional management approach is a challenge. It presents hurdles because the concepts of collaboration, empathy and other cultural characteristics must be ingrained and displayed by each supervisor, especially when upper management is not there.

In an effort to support this organizational change, agency strategies should look at ways they can support the many professional women in corrections, detention, probation, and parole careers. To do that well, it is important to have some knowledge of the history, demographics, characteristics, talents, and capabilities of women working in corrections. Further, with expanded structural opportunities for women, organizational leaders will learn more about the value that women bring to the workplace and how they can improve operational effectiveness. Throughout the organization, more can then be done to encourage and promote women within the organization. Management staff can also implement strategies to reduce turnover of women and while some may disagree as to the need, research supports the usefulness of gender specific training.

The National Institute of Corrections (NIC) Executive Training for Women found that 97 percent of the participants "... rated the same-gender nature of the training as beneficial."¹³ Gender-specific training has had positive impact on the personal and professional lives of women professionals who have chosen these occupations for a career, helping them become more effective in their roles. Other research also points to positive impacts from this educational approach.

Research related to college coursework, found in single gender groups, women learned more and contributed more to discussions, and in mixed gender groups:¹⁴

- Males communicated better and learned more; females communicated and learned less.
- Females also tended to be inhibited by the presence of males in mixed gender groups.

In another report, the Army which uses Gender-Integrated Basic Training, found it to be an "inefficient" training method, citing multiple studies which found "no tangible benefits" aside from those of a social nature.¹⁵

Supporting the women who work within the corrections field by providing training suited to meet their unique needs is important to their success and to help them to play a role in the changing focus of corrections overall.

There is an ongoing paradigm shift from a control/punishment model to one that demands more engagement with the offender by staff. Various program models now have a focus on reentry. The strengths that women bring to the work of corrections complement this shift well, with inmates more likely to discuss medical and educational concerns with female officers.¹⁶ The presence of women enhances not only the policy development but the implementation of these approaches.

Regardless of organizational mission (e.g., probation, parole, jail, detention or prison) working with inmates or offenders, the demands on women for essential knowledge, skills, abilities and leadership aptitudes are similar. While this report will generally focus on women who work in prisons, women in the workforce represent an asset across the various careers in corrections.

Regardless of organizational mission (e.g., probation, parole, jail, detention or prison) working with inmates or offenders, the demands on women for essential knowledge, skills, abilities and leadership aptitudes are similar.

INTRODUCTION

This report looks at women as a growing part of the correctional workforce, examining issues affecting women and their career success. Interviews with correctional experts provide a vast amount of information as the Institute examines the demographic data, need for specialized training and explores ways to support women professionals working within prisons, jails, and other types of detention facilities, community corrections, and the corrections field in general.

Research supports the notion that correctional agencies should be exploring what can be done to:

- Increase the number of women professionals entering their workplace.
- Implement strategies designed to retain, train, and mentor women working in corrections.

After all, there are generally negative views of corrections as a result of the attention various media give the profession and the stereotypes of correc-

Women Professionals in Corrections: A Growing Asset

tions with the public that are amplified for young women. Further, aside from programs such as at the Ohio Department of Rehabilitation and Correction which has a take your daughter to work day for non-prison workplaces¹⁷, and college or university level programs in criminal justice that women may pursue, there are few programs or activities designed to educate young women about job opportunities that exist in the criminal justice system. Things such as job shadowing and 'Take Our Daughters to Work' days do not exist in prisons. These facts, along with others, leave corrections behind in the competition for women as the new targeted talent pool in the workforce.

What can we do to help women in corrections succeed?

- Training
- Good supervision
- Mentoring

Joann Brown Morton, Associate Professor, University of Georgia¹⁸

LESSONS FROM HISTORY

For many years, there were very few women working in corrections and while the work of women in corrections has been recognized by various groups, it was generally not without help from some influential pioneers.

Integrated into the prison reform movement in the 1860s, Enoch C. Wines, secretary of the New York Prison Association, recommended the following important principle, which was ultimately adopted by the National Prison Congress, recognizing the contributions of women in the field of corrections.¹⁹

*Principle XXXVII: The Congress is of the opinion that, both in the official administration of such a [prison] system, and in the voluntary cooperation of citizens, therein, the agency of women may be employed with excellent effect. (Wines 1871)*²⁰

As early as the National Prison Congress of 1912, Maud Booth, newly elected chair of the Association of Women Members, noted in her opening address that it was not only appropriate but very desirable "to get together for mutual help and advice."²¹

Subsequently, the American Prison Association recognized the work of the Women in Corrections

Association (WCA), and especially that of women executives in a 1930 resolution. The resolution stated that the Women's Committee would have a "...place on the program for group discussion and shall otherwise promote the interest of women executives throughout the country..."²² Over the next 40 years, the correctional organizations, many of which had different names (e.g. Conference of Superintendents of Institutions for Girls and Women (CSIGW) and WCA) but similar purposes and functions continued to help women become more integrated into the corrections profession. Women working in corrections may have been a small lot (e.g., one of the earliest census of women working as correctional officers documented that only 6.6 percent of the staff in 1978 were female²³), but they were influential.

Following the expansion of title VII of the Civil Rights Act of 1972 to the state and local governments, more women entered the corrections workforce.²⁴ Beginning a tradition of conferences recognizing the contributions and training to enhance women choosing to work in the field of corrections, the first National Conference for Women Working in Corrections and Juvenile Justice was held at Eastern Kentucky University in 1985. At that time, women were still being integrated into male prisons, which has been traditionally a male domain. Women in corrections started to permeate various systems in the 1980s, with a few women beginning to work the control rooms or pickets in the Texas corrections system until 1987.²⁵

There is a history lesson for the corrections profession regarding the implementation of policies enabling women to work in male maximum security prisons. The decisions were made for a variety of reasons including equal opportunity issues, requests by female employees, decisions made by a single administrator, outcomes of litigation, and change caused by workforce dynamics or from agreements with unions. A survey of the states by the NIC²⁶ revealed that 16 states implemented policies authorizing women to work in maximum security settings during the 1970s; during the 1980s 21 states began such policies and another 4 states started the practices in the early 1990's. Only Louisiana, as of 1991, did not use female correctional officers in some capacity in at least one of their male maximum-security prisons. However, recent enlightened leaders, such as Louisiana Corrections Secretary Richard Stalder, have changed policies and practices in to a point where almost 45 percent of the corrections agency staff are women and where women represent more than 40 percent of security staff.

Women Professionals in Corrections: A Growing Asset

Many of the states phased in less restrictive policies, placing women in non-contact posts. Most of the implementation beyond that was done without formal or informal guidance and few had any form of specialized training or mentoring programs for the pioneer female correctional officers who worked in male maximum-security prisons. As a result of the changes that have taken place over the last 20 plus years, more women have earned the right to lead prisons and correctional agencies.

“Women are not yet fully integrated in corrections.”

Joyce Connelly, Assistant Director, Federal Bureau of Prisons (ACA Workshop, August 12, 2007)

Some reasonable restrictive policies continue today; specifically, both genders are not routinely used to perform strip searches or continuously monitor showering activities of the opposite gender. While many agencies have approved the use of female officers to pat down male inmates, the Virginia Department of Corrections recently authorized female officers to pat down male visitors.²⁷

The following sections are provided for consideration in retention planning and when developing women for leadership positions within the corrections fields.

EARLY HUMAN DEVELOPMENT CONSIDERATIONS

Gender differences develop early in children. Many people comment that young boys, with multiple action figure toys, will usually end up with the figures in some form of combat, while young girls will have the figures talking to each other. Experts suggest that language areas in girls' brains develop early, while boys' brains tend to initially develop in the area of spatial relations, allowing math to come easier for the boys.²⁸ Further, Dr. Sax, author of *Why Gender Matters*, relates that girls are able to talk about their emotions and how they feel, while boys find that next to impossible. It is also noted that girls can hear much better than boys, and handle stress differently; specifically, “stress enhances learning in males.” The same stress impairs learning in females.²⁹ It is important that supervisors and any training program keep these early developmental gender differences in mind.

A study which involved pairs of young (ages 5 and 7) children playing noted that collaborative conversation accounted for much of the speech. However, when girls use a more polite conversation, boys tended to

not react. As a consequence, girls tended to adopt the conversation style to that of boys (i.e., more controlling and domineering) to get results. Girls traditional conversational strategies tended to work best with other girls.³⁰

WOMEN IN THE WORKPLACE

The fact that women are present in the corrections workplace helps enhance the normalization of correctional facilities in relation to society in general. Women tend to be more able to multi-task and are more observant in comparison to many males who are more comfortable with single task completion and excel at synthesizing information. However, some of the uniqueness women bring to the workplace may lead to a level of vulnerability in correctional settings. Over the course of the research for this report, women have shared what can be viewed as some of their characteristics (e.g., natural, socialized, etc.) which some research corroborates as including the ability to be:³¹

- Communicative
- Collaborative
- Inclusive
- Skilled with people
 - Empathetic*
 - Nurturing*
 - Patient*
- Desirous of lots of information
- Interested in more intricate relationships (e.g., people, processes, and data)

To be more successful, it is important to apply these strengths in ways to facilitate the mission of the facility and build a base of experience that can be used to elevate the person to higher levels of productivity, responsibility, and position within the corrections profession.

CREATING OPPORTUNITIES

Many corrections professions generally consider prisons and jails as a traditionally “male” workplace. Seeing women who are very successful and who have already achieved success in the corrections workplace as role models is very important to other women entering a corrections career. It is important to have role models to serve as an inspiration and as mentors. Working with mentors allows people to see different ways of being successful, and gives new employees entering into the field of corrections the ability to more quickly learn the nuances of the workplace.

Women Professionals in Corrections: A Growing Asset

How do we create an environment in corrections where women have the structural opportunities to be leaders? A part of a plan is women being made aware that they can offer a style of leadership that will make a difference in the correctional setting. Their approach is valid and they bring characteristics that when blended with others works well. Organizational culture within agencies (e.g., corrections, probation, parole) needs to be structured such that it can be other than male dominated. Although power and strength are needed in the setting, women not only bring these qualities to the workplace, but they also bring other valuable characteristics. These qualities especially come into play when incorporating more rehabilitation within the correctional setting, as women tend to bring interpersonal skills and calming nature that can be of great benefit to the facility, system, and inmates.

Because corrections professions have been male dominated for so long, many women believed it was necessary or were pushed into behaving like their male peers in order to be accepted. They took on the persona, laughed at the jokes, and behaved in a particular manner to survive in the male-dominated environment, because they wanted to be assimilated into the team. For example, they might ignore the pinup of the nude woman in order to not be labeled as “too sensitive.” Negative labels in the workplace have a tendency to adversely affect promotional potential and team assimilation. Negative labels for women in a male-dominated workplace also seem to have a tendency to have a greater adverse impact on women than for males in the same environment. However, with more women working in corrections and leadership positions, more role models are emerging.

“The Army like corrections is male by demographic and masculine by cultural definition; acceptance and or rejection of women in both corrections and the Army is largely defined by men.”

Yvonne Doll, LTC (Ret), Assistant Professor of Military Leadership at the Command and General Staff College, Fort Leavenworth, Kansas

In a 2007 qualitative study, Kimberly Greer interviewed 25 women in leadership positions (e.g., commissioners, directors, wardens, and consultants from both corrections and probation) throughout the U.S. and surveyed 180 members of AWEC resulting in data from 61 respondents or a 34 percent return

rate.³² The study provided significant understanding of personal and professional issues women in criminal justice leadership positions face. Women in senior correctional leadership understand how important they are to other women in the profession. They also recognize that their actions, attitudes and willingness to collaborate lead to leadership styles that emphasize finding resolutions with less time wasted on competition. Power and status for women executives are not primary professional goals as they see themselves focused more on problem solving and achieving effective outcomes.

The military can be seen as one of the last bastions of male-only organizations, and even they are now changing the rules. The Israeli army is now considering letting women enter all combat posts,³³ and if, the recommendation is approved it would dramatically retool the entire front line of the Israeli army. While still restricted from direct ground combat in the US military, Canada and several European nations have already fully integrated women into their military units. These actions are representative of a shift in thinking about the potential and utility of women in a traditionally male environment.

In a qualitative study of the 38 women still living who have ever been promoted to active duty Army General Officer (i.e., one star/Brigadier General, two star/Major General and three star/Lieutenant General), Yvonne Doll (Lt. Colonel, retired) interviewed 23 former and current General Officers seeking the factors and competencies considered important in their leadership and career ascension. The seven emergent themes, in priority order, which were identified are: “(a) professional competency and doing a good job, (b) interpersonal skills including good communication skills and taking care of people, (c) being known by your good reputation, (d) taking and excelling in demanding positions like command, (e) luck and/or timing, (f) not aspiring to make General Officer, and (g) mentoring.”³⁴

THE ORGANIZATIONAL CULTURE IS CHANGING

Organizationally, as an example, the traditional hierarchical approach is fairly directive with limited collaboration; changing any traditional management approach is a challenge. It presents hurdles because the concepts of leadership, collaboration, empathy and other cultural characteristics which are needed to have an impact on the staff and inmates must be ingrained and displayed by each sergeant and lieutenant.

Women Professionals in Corrections: A Growing Asset

ant in the facility when the warden is not there. When a female officer walks on a run and there is pornography displayed, she needs to know that her male colleague will be supportive. When she tells the male inmate to put that away and the inmate says to the male correctional officer “what about this man isn’t this cool?” How that male officer responds is important. The male officer needs to respond in a way that supports his female peer, not in a way that minimizes or marginalizes her. It is that environment and culture which management must work on every single day. Change requires a team approach.

“The world has changed. If we look at corrections 20 to 30 years ago, the types of behaviors we rewarded and promoted people for, are the behaviors we sometimes discipline people for today. We value treating people the right way; that is not a function of gender.”³⁵

Patricia Caruso, Director, Michigan Department of Corrections

The enlightenment of female leaders within the corrections environment and how male staff are coached and encouraged, with respect to women in their workforce, can lead to changes in attitude, thinking processes and behaviors. Creating an environment where it is acceptable to be different, speak your mind and to have your opinions listened to is a tremendous step forward in some organizations’ management philosophy and organizational culture. Steps of this nature help staff to understand what acceptable behavior is. It is very important for women to have opportunities to speak openly about situations they experience within corrections, because they may perceive that they are the only ones who have run into this type of situation.³⁶

THE APPROACH TO WORKING WITH OFFENDERS IS CHANGING

There are various program models, however most have a new focus: Reentry. This focus emphasizes working with offenders in the community and is some of many signs of a paradigm shift from a control/punishment model to one that demands more engagement with the offender by staff. The strengths that women bring to the work of corrections complement this shift well, with inmates more likely to discuss medical and educational concerns with female officers.³⁷ The pres-

ence of women enhances not only the policy development but the implementation of these approaches.

Correctional leaders across the US, pushed in some states by elected officials, have instituted actions to change the punishment model approach to a prison management approach. Prisons have always been places that use incapacitation to provide ‘behavioral control.’ However, prisons are fast turning into places that provide ‘behavioral change,’ where inmates can learn academics and life skills, and be treated for substance abuse problems (see Appendix A). In some states, additional funding is being provided to support efforts to do a better job of preparing inmates for reentry. For example, an exasperated Colorado legislature feeling budgetary problems told the Director of Corrections to reduce the recidivism rate.³⁸ With this paradigm shift, women generally seem to be very well adapted to an environment that addresses cognitive issues, helping inmates to see the benefits of dealing with the issues that led them to prison, thus improving chances of reduced re-offending.

This shift is important for a number of reasons beyond expanding the role of women in the corrections world. Re-offending has huge cost implications. “Investments in prison education and substance abuse treatment can provide a 25 percent to 30 percent reduction in recidivism from properly designed and implemented programs. In order for these kinds of programs to achieve maximum outcomes, there must be funding and an institutional culture highly supportive of the principles of hard-core outcome-focused programs. Lowering recidivism is like taking on self-retiring debt. Education and substance abuse programs quickly pay for themselves in lower costs of community policing, prosecution and incarceration. For inmates and society alike, it is a win-win proposition.”³⁹ As noted in earlier, women are particularly well suited for this changing organizational culture.

New demands are also being placed on those staff working in community corrections. More now than ever before, policy makers, agency heads and staff of release centers, parole and probation agencies are taking a different approach with the offenders. With prison beds at a premium, staff are being called upon to use their interpersonal skills to retain offenders in the community to the greatest extent possible.

The following sections provide important foundational data related to women in the workforce and in corrections specifically.

Women Professionals in Corrections: A Growing Asset

GENDER INFORMATION AND DATA

In 2006, the Census Bureau reported that the United States has just over 144 million males and close to 150 million females.⁴⁰ That is up from 2000 when the count stood at 134 million for males and 140 million for females.⁴¹ While underrepresented in a variety of fields and government positions, the number of women in the workforce is projected to grow from 64.4 million in 2004 to 75.9 million in 2014, whereas men in the labor force are projected to grow from 79.0 million in 2004 to 86.2 million in 2014.⁴

Women represent a growing asset, not only to enter the jobs that are going unfilled, but in leadership positions in all sectors of business and government. The number of women in the workforce is projected to grow by 10.9 percent compared to 9.1 percent for men through 2014; with women comprising 47 percent of the workforce.⁴

According to the latest data from the US Bureau of Labor Statistics, in 2006 there were 127,000 women (28 percent) working as bailiffs, correctional officers (CO), and jailers, compared with 324,000 men. There were about 15,000 women working as first-line supervisors of correctional officers (29 percent) compared with 37,000 men in 2006⁴² and there is a 13% increase in the number of additional first line supervisory staff projected for corrections between 2006 and 2016.⁴³ Probation officers and Correctional Treatment Specialists are also projected to grow, at least 11 percent between 2006 and 2016 or slightly more than 1,000 staff per year, which is about as fast as other occupations.⁴⁴

The demographics and related numbers (See Appendix B) support the fact that women are currently and will in the future play a much larger role in the workplace and in criminal justice. There are more females in the US than males; they live longer and their participation in the workforce is growing substantially. Further women are projected to receive more college and professional degrees than men. Women represent a large educated talent pool which, in times of increasing demand, needs to be viewed as a growing source of skilled workers and leaders within the corrections profession.

THE VALUE THAT WOMEN BRING TO THE CORRECTIONS PROFESSION

Women, not unlike men, get “hooked” on the challenges and problem solving demanded in corrections. These professionals seek to master the concepts, responsibilities and tasks associated with their positions,

being influenced to tackle ever greater responsibilities as a result of new professional challenges.⁴⁵

Problem Solving and Decision Making

Women generally solve problems and make decisions differently than men. Women are more collaborative and inclusive, taking into account more input and varying points of view before a decision is made. Men tend to reach a decision quicker and often without the level of input or collaboration exhibited by women. Both men and women adapt decision-making styles depending on the nature of the situation and style of the decision maker.

The usual decision making style of women provides opportunities to develop the staff who are involved in the decision making process, enabling a more creative, thoughtful process that tends to help staff develop their problem solving skills.

Women have long been told that a decision-making process that involves a more collaborative approach is a weakness; “we do not need to talk about it, just do it”. The training that is specific to women in corrections properly educates them that this approach, barring the obvious emergencies in corrections, is a strength and value they bring to the profession.

Calming Influence Inside Prisons

Women generally approach interpersonal communication in a way that eases the nature of the conversation. With a non-confrontational style, most inmates react favorably to female staff, complying with direction. Further, a number of research studies⁴⁶ and personal observations have been published attesting to the impact of female staff to keep the level of violence down inside prisons.⁴⁷

“The inmates seem to have more respect for female officers than they do for men,” said Sgt. LaTanya Taylor, who works at Stevenson Correctional Institution, SC. “I have inmates who would be fussing and fighting with a male officer, but when they show out in front of me, they come and apologize.”⁴⁸

Warden David McKune, Lansing Prison, Kansas Department of Corrections, commented at the Winter 2008 ACA Conference, that the presence of women at his facility was a factor in lowering the number of assaults.⁴⁹ He also indicated that he believes women

Women Professionals in Corrections: A Growing Asset

seem to be more in touch with their feelings, communicate better and since they were not raised to fight, tend to resort to an aggressive approach to a situation only after other strategies have been considered.

Elaine Crawley related that in the United Kingdom her research on prisons, prisoners, and staff lead to a conclusion that "... women officers are a 'calming' and/or 'normalizing' influence is a perception of many of their male colleagues: 'Women have been very good for the job ... they're a civilizing influence and they can diffuse situations' (male security officer: Garth)."⁵⁰

In 1998, the Israeli Prison Service (I.P.S.) undertook an experiment focused on the expansion of the role of women within the service.⁵¹ In 2000, women made up 18.5% of the overall workforce with I.P.S. However within the Security Division or core of the prison system that generally has better working conditions, they were only 6%. Further, only 2 out of the 20 I.P.S.'s senior commanders were women and there were no women in the highest ranks of the service. The experiment involved the selection and placement of women in supervisory and core positions. Of the peers and commanding officers, "Most agreed that the presence of women helped prevent trouble: they had a sharper sense for impending problems and demonstrated greater responsibility and professionalism than male guards."⁵²

As part of the IPS experiment, prisoner's attitudes were also considered. Of the 67 prisoners who responded to the questionnaire, 80 percent indicated that the presence of women caused no or few problems. In fact, 93 percent of the respondents thought the experiment should be extended, with no complaints regarding privacy. The women were viewed as 'tough but okay.'⁵³ A US study also found that women were perceived by male inmates "as equally or more capable of dealing with higher custody offenders" and inmates were more likely to discuss medical and educational concerns with female officers.⁵⁴

"Every study ever done on this subject says that the introduction of women into male prisons has had an enormously positive effect on the socialization of the prisoners, on the incidence of violence in the prisons and not just violence against women, but against all staff."⁵⁵

Patricia Caruso, Director, Michigan Department of Corrections

Leadership

Supported by the numerous pioneers that went before them, many women are eagerly looking to move into the mainstream of management in corrections. At a recent North American Wardens and Superintendents Association conference, Patricia Caruso expressed a belief that gender does not make a difference in being a Warden, aside from the perception that women may process some things differently, and Gwendolyn Chun, commented that leaders, regardless of gender, have to be able to see the big picture.⁵⁵

Of the 61 women who completed an electronic questionnaire in the Greer study, 40 agreed that gender influences the development of leadership style; for example, one respondent noted this may be because "People from all marginalized groups develop special skills in what they must learn to see the world not only from their vantage point but also from the perspective of the dominant group. They learn to recognize and confront complexities in a number of contexts. Their ability to grapple with complex situations and understand the perspectives from multiple stakeholders make many women effective correctional professionals"⁵⁶ This is similar to the gender neutral traits that Harley Lappin described when talking about what leaders need to possess.⁵⁷ Essentially, one gender is not superior to another.

In speaking of leadership, one needs to:⁵⁷

- **Have integrity**
- **Have the ability to negotiate, especially when dealing with an ethical dilemma**
- **Have problem solving skills**
- **Understand the skills of the 'head' and 'heart' and being able to figure out which are needed to best resolve a situation or challenge**
- **Have patience**
- **Be disciplined**
- **Have the ability to reach out and touch people**
- **Be able to reduce the ego needs**

Harley Lappin, Director Federal Bureau of Prisons

Those who want to be leaders have to rise above the organizational issues and find ways to gain experience that will enable them to demonstrate their leadership qualities. However, some women working in corrections experience extraordinary challenges, as Mary Leftridge Byrd, Assistant Secretary for Offender Programs in the Washington Department of Cor-

Women Professionals in Corrections: A Growing Asset

rections points out, “at times, it has been my reality that what was done well was marginalized and what was not done up to standard was magnified. It is this experience that helped me understand, in an intimate way, what the quote over the entranceway to a library on the campus of a historic black college intended. The quote cautions, “In order to be equal, you must excel.”⁵⁸

Women are trained the same as the male staff in the prisons and should be given the same opportunities to perform. Those who desire to take on supervisory responsibilities, regardless of gender, should be given the opportunity.

When women who work posts or areas where few women have entered do not do well, it tends to be considered by the “male establishment” as reflecting on the entire gender, not as a poor fit for an individual. Women who are in charge consciously think through the consequence of having an all female administration, because of what everyone are going to say if something goes wrong; “those women don’t know what the h--- they are doing.” This is especially disconcerting if the situation is the first in the agency history. The tendency is that negative outcomes are not filtered the same way if all males are assigned.

“Leadership is about influential relationships between the leader and the followers in a certain situation. In addition to positive character attributes (i.e., values such as integrity, selfless service, duty, courage, respect, and emotional intelligence including empathy), the best leaders are confident, intelligent, make well thought-out decisions using their critical thinking skills, and they are calm in the face of crisis or stress. Leadership competencies (behaviors) such as leading by example, clearly communicating their vision of the future, actively listening and motivating others, continually learning, creating a positive climate that accepts honest mistakes, one on one counseling and coaching, and developing subordinates or followers are needed in today’s complex environments.”⁵⁵

Yvonne Doll, LTC (Ret), Assistant Professor of Military Leadership at the Command and General Staff College, Fort Leavenworth, Kansas

While discussing the differences between managers of both genders, Mary Ann Saar, former Secretary of the Maryland Department of Public Safety and Correctional Services, related that it is important to recognize and value the different approaches to leadership.

Supporting the need for women to mentor and serve as role models for other women, she went on to say that “Women need to establish their own style of leadership and not copy those of their male counterparts.”⁵⁹ Another reason for same gender mentoring is the need to overcome a natural prejudice that may come from working in a traditionally male dominated environment, encouraging protégés to reach further than what one believes may be possible.⁶⁰

“In my experience, I found that it was critical for women and men to understand the different styles of communication used by both genders. Without that understanding, accomplishing great things is difficult if not impossible. It is true that men are from Mars and women are from Venus. The inability to communicate effectively, orally in writing, seriously hinders a woman’s ability to be successful.”⁶⁰

Bona Miller, former Acting Director, Idaho Department of Corrections and Past President AVEC

When looking at the skills employers are going to need, Gail Foster, President of the Conference Board and nationally recognized expert in economic forecasting, noted that skills will not be defined by degrees earned, but by abilities such as communications, teamwork and leadership.⁶¹ Further, for those who are bottom line people, Workforce Management reported on a study conducted by Catalyst, a New York-based consultant of Fortune 500 companies, over a four-year span.⁶² Of those companies with higher numbers of females on their company boards of directors, equity returns were 53 percent higher than organizations with the fewest number of females.

Mentoring and Coaching

It is important for women working in prison to have someone to talk with and for those heading up agencies, there are few peers available. Most of the women in the Greer study reported they received supportive mentoring (from both men and women, however, the number of women role models were limited) during their careers and almost all of them said they had mentored others, because they recognized how vital mentorship is to preparing future correctional leaders.⁶³

Experts have noted that to become more upwardly mobile, women need to do more to develop a wide variety of contacts; an activity which should focus on identifying a number of women who can serve as

Women Professionals in Corrections: A Growing Asset

mentors.⁶⁴ Many women executives acknowledge that it was another woman who gave them confidence and served as an inspiration, supporter, and mentor in their rise to the top as well as assistance when they found themselves in positions that were not a good fit.⁶⁵

"I was fortunate to have a mentor nine years into my career, while I was an Army Captain. He was my former boss, whom I trusted and respected. From my research with executive level Army women General Officers, many of the women Generals stated they had male mentors because there were very few or no women officers to assist them in their career progression and in the mentoring process."⁹⁵

Yvonne Doll, LTC (Ret), Assistant Professor of Military Leadership at the Command and General Staff College, Fort Leavenworth, Kansas

A small number of women have risen to the top of the correctional agencies. At the end of December 2007, there are only 5 women as state adult correctional agency heads and 7 women agency heads in the state juvenile systems.⁶⁶

The benefit of having mentors, both men and women, has been very helpful to rising stars of both genders. The mentors can share their experiences and perspectives, as well as help staff they are coaching to consider if they are seeing the big picture? Question if they are missing something? A good mentor is going to say, "Well, you tell me..." A protégé needs to answer their own question in many situations, developing those required critical thinking skills. Where the mentor has many years of experience, the staff person is able to draw on the mentors experience to ask if anything like this has happened in the past and how did he/she deal with it. This is particularly helpful if the mentor is in another agency, company, or facility.

DO WOMEN NEED GENDER SPECIFIC TRAINING?

Research supports the usefulness of gender specific training. In a project for the National Institute of Corrections, Jeanne Stichcomb and Susan McCampbell assessed the impact of the NIC Executive Training for Women and found that 97 percent of the participants "... rated the same-gender nature of the training as beneficial."⁶⁷ Research related to college coursework, found in single gender groups, women learned more and contributed more to discussions, and in mixed gender groups:⁶⁸

- Males communicated better and learned more; females communicated and learned less.
- Females also tended to be inhibited by the presence of males in mixed gender groups.

"South Carolina may have been one of the first in the country to institute a training program where they did start to try to rationally and reasonably deal with the problems that women face working in a male environment. It is different and it needs to be dealt with differently."⁸²

Joann Brown Morton, Associate Professor, University of Georgia, (ACA Winter Conference 2008)

In another report, prepared for the US Department of Education, researchers studied the impact of single-sex versus coeducational schooling. The researchers "found positive effects of single sex schools on all subject achievement tests," post-high school and long term positive outcomes, as well as a reduction in the propensity to drop out of high school. ⁶⁹ "Furthermore, coeducational schooling only had a positive impact on the self-esteem of males."⁷⁰ The Army, which uses Gender-Integrated Basic Training, found it to be an "inefficient" training method, citing multiple studies which found "no tangible benefits" aside from those of a social nature.⁷¹ However, Jacquelyn Banks, Warden at Wilkinson County Correctional Facility, a 1,000 bed male prison with almost 80 percent female staff, does not agree that there is a need for gender specific training, and she is not alone in her beliefs.⁷²

These perceptions and beliefs stand in contrast to many individuals and organizations, including most notably the National Institute of Corrections (NIC), which have gender specific training activities. Toni Brooks, Northern Regional Director, Ohio Department of Rehabilitation and Correction, who was a participant in the NIC training, said "I am an advocate of correctional training programs which are gender specific for women working in this field. As I promoted up through the ranks, the attitudes of my male peers did not change, but I was able to gain a new perspective on how to deal with their attitudes after being able to attend gender specific training at the National Institute of Corrections. Finally, there was an environment where my thoughts and input were valued. I was also able to explore more about myself as a woman in this field and be a woman of courage, strength and tenacity, knowing that my vision and ideas did matter and could make a difference."⁷³

Women Professionals in Corrections: A Growing Asset

The NIC training, in addition to other lesson plans such as the Women in Male Facilities/Professional Boundaries lesson plan from the Kansas Department of Corrections,⁷⁴ is designed to support women working in corrections and remove obstacles, along with encouraging their personal growth. Some women who work in the corrections environment relate that those who question the need for gender specific training believe ‘they made it’ (i.e., received promotions and generally felt successful) on their own and that providing such training or even acknowledging differences somehow means they are less capable and may be unable to manage in the prison environment.

“You have to have ways of compensating for not being able to go into the [male] locker room.”⁷⁵

Gwendolyn C. Chunn, former Director NC Division of Youth Services and past president of the American Correctional Association

Many corrections professionals acknowledge that there are strong people out there, both men and women, who are going to succeed regardless of the circumstances. However, in the corrections environment, with the attributes that women bring, specifically collaboration, communication, and empathy, women have not been traditionally valued. Many women in corrections, not unlike women in the military, became successful by modeling male behavior. This means walking and talking like their male counterparts and doing most things in a manner that is indistinguishable from the males who work with or for her. This is not a bad thing. However, by approaching business operations in the same way a male does, they are negating the strengths they bring to the workplace as a female.

Someone who makes a decision and then follows this by asking others “What do you think?” is looked at in some workplaces as being indecisive - unable to make a decision. In the military or the typical corrections environment, some women who wanted to be viewed as capable (i.e., like their male peer) simply did not ask for input. Luckily, many make mostly good decisions. Unfortunately, these staff will not know if they could have made a better decision by being more collaborative.

Corrections is looking at a finite human resource pool and the managers in the systems and facilities need to learn how to operate and lead, engaging all members of corrections workforce, especially women working in corrections. Managerial inability to engage all staff,

regardless of gender and generational differences, will result in a continuation of system failures and costly consequences. Women bring the type of characteristics and innate skills that make them more successful in approaching the shifting demands of the corrections environment and the new workforce.⁷⁶ Now are there men that have those skills? Absolutely! However, if they operated with those skills and traits in the traditional corrections environment, they may have suffered the consequences (e.g., ridicule, inability to get promoted, lack of important assignments, etc.). In essence, they did not fit in that little traditional box.

A correctional worker can be successful, but this success is limited by operating in the “traditional” manner. However, by collaboratively leading and mentoring, one can maximize productivity with today’s workforce. Female subordinates look at women in positions of authority and see traits they want to model, but if they act in a more traditional way, they might be reluctant to bring inherent skills and traits to bear on corrections problems. This may lead them to question if they want to do what they observe is necessary behavior, or cause them to question whether or not they want to stay in the corrections field. The “ceiling effect” can be established through some of the modeling that female supervisors display. This could create a self-selection process with some saying they do not want to become what they perceive they have to be in order to rise up in this organization.

According to a 1984 study by R. Etheridge, being hired and assigned to a post is only the beginning. The most important elements that a woman can bring to a job are confidence that she can do the job and a realistic approach to deal with and learn from difficulties.⁷⁷

By promoting leadership training for women, trainers want to make sure that women understand what characteristics they bring to the workplace and that it is acceptable to use those styles in the correctional workplace. At the same time, there is a need to educate males in corrections and their supervisors that there are different and sometimes better ways to accomplish the mission and associated tasks. But if we continue to do what we have always done, we are going to get what we have always gotten AND it is not working.

At present, the public views the prison system as getting bigger with more people going to prison at ever increasing costs. They view it as a system that is not

Women Professionals in Corrections: A Growing Asset

working. It is not rehabilitating offenders, which is causing a lack of confidence about the system meeting its primary mission; public safety. Without change in the approach to management, performance standards, and funding to improve programming, the system will continue to lack accountability and have a revolving door, with inmates returning to prison, creating many new victims.

Furthermore, it is easy to say this is the way we manage because we have had success with this method and it is how we have always managed. However, when you look at the new workforce, many managers are finding that the old management approach is not working with the new generation of workers.

Kathy Waters, past president of the American Probation and Parole Association (APPA) and division director at the Arizona Supreme Court, has been involved in many executive development programs and observed growth of professionals of both genders during such programs. Waters believes that there is “significantly more growth in women who participate in leadership programs designed for women.”⁷⁸ Further, the APPA Gender Issues Committee affirmed that gender specific training is essential for women who are probation and parole officers.

WOMEN AND MEN TALKING ON THE JOB

In her book, *Talking from 9 to 5*, Deborah Tannen, provided insights into how conversation styles affect the way men and women deal with the workplace.⁷⁹ In the book, she focuses the attention on why women were not advancing as fast as men and how to integrate women into a diverse workforce.

Tannen relates a number of myths and realities in her book. She notes that learning initially takes place during sex-separate play groups as children. She also mentioned that men do not ask directions since doing so will cause them to assume a one-down position. This symbolizes the belief that boys grow up by a different set of rules where one is either up or down in relation to peers. Women operate under a separate set of standards and are usually unaware that asking directions may make a negative impression; instead they think about how much time and gas doing so will save. The point she is making is to be flexible; approaching issues the way one has always performed may not be the best method. Further, the author notes that men tend to be focused on information, whereas women seem to be more sensitive and gather information from a variety of sources.

With respect to raises and promotions, negotiation skills are a critical necessity. A research activity designed to test which gender did better in obtaining job raises involved a group of 177 students.⁸⁰ It highlighted the fact that women ended up with lower salaries. During the role play, the mock male supervisors gave more money to start, but lower raises overall, except when it came to other males. The mock female supervisors started out lower but raised offers more during negotiations. A woman may support their negotiations for a raise by pointing to what a fellow worker earns. A male CEO cited in Tannen’s book suggested that it is better to argue on the basis of value to the company. However, women generally are more accustomed to dealing with potential bias and most have also learned from an early age to refrain from self-promotion.

Most who make presentations to groups understand the importance of speaking with confidence. The habitual way that one speaks can portray them as confident person or not. Women may tend to hold themselves back from acting confidently as a result balancing their interests and those of the person(s) to whom they are speaking. Furthermore, during the usual course of business, women generally prefer to give ideas or directions to staff in the form of a suggestion rather than being autocratic or “bossy.”⁸¹ Although many women working in corrections would challenge the point, an indirect approach with subordinate staff might be viewed by some males as self-deprecating. It is perceived that this may make women more likeable as a boss but in the prison system and especially under a male supervisor, they may appear lacking in confidence and therefore less capable.

LACK OF RESPECT FROM MALE STAFF HAS A NEGATIVE IMPACT ON FEMALE STAFF

To some degree, male inmates tend to pattern their behavior after male staff with regard to their treatment of female staff. In the past, a few senior staff had been observed taking bets with other staff as to who would be able to “sleep” with a new female staff first. This obviously does not set a good tone for the inmates or institutional culture.⁸²

Inmates are very observant and notice if the woman allows the male staff to be disrespectful or flirtatious. This can provide some platform for inmates to try out the approach. As a result, some inmates fail to respond and show respect for female officers during interactions. It is vital that supervisors ensure respect is displayed at all times for everyone working in the organization.

Women Professionals in Corrections: A Growing Asset

In addition, there are safety considerations that go hand in hand with this behavior. With what appears to be a more cavalier attitude by the male officers there is an increased level of danger for female officers. Consequently, a facility is under greater risk.

STRATEGIES TO REDUCE TURNOVER AND IMPROVE THE ORGANIZATIONAL OPERATION

The Bureau of Labor Statistics expects that job growth for correctional officers and jailers will be faster than average, with employment projected to increase between 14 and 20 percent from 2006 through 2016.⁸³ This projection is driven in part by the belief there will be growth in the inmate population. The projection is that the industry will create 7,500 new jobs on an annual basis through 2016.⁸⁴ The combination of new jobs, impending retirements, and occupational mobility is expected to create a demand for 25,000 correctional officer and jail detention officer staff annually through 2016.⁸⁵ Additionally, the Bureau of Labor also projects a 12.5 percent increase in the number of first-line supervisors/managerial positions over the next 10 years.⁸⁶ This opens the door to the opportunity for an upward shift in occupational mobility for those who enter and remain in the corrections profession.

It has been challenging for government to attract and keep young workers in their ranks. The younger worker tends to seek jobs that have a quick payoff in terms of promotion, flexible schedules, and skill development. In the state of Texas the turnover rate within government was 36.9 percent in 2006 among workers under 30 years of age, compared to those over the age of 40 who had a turnover rate that was just 9.4 percent.⁸⁷ The state of South Carolina has turned to telecommuting, compressing work weeks to give three day weekends and greater flexibility in schedules, reducing turnover among younger workers to about 25 percent, as well as providing certified professional development programs to address fears of being stuck in a particular job and to develop managerial skills.⁸⁸

A report by Hewitt Associates illustrates the process it undertook to identify the top 20 companies out of 373 leading public and private organizations in the United States and how they grow great leaders.⁸⁹ Top-20 companies use developmental opportunities for personal and professional growth assignments 89 percent of the time compared with 43 percent of other companies. In addition, senior management is available (i.e., regular meetings) to high potential candidates in 95 percent of

the top 20 companies. Top-20 companies also formally hold their leaders accountable in performance reviews for the identification, development exposure and retention of potential leaders.

The University of Pittsburgh conducted a retention survey of the faculty in 2004 and found that there is a difference in what women and men perceive as important when it comes to retention.⁹⁰ This study showed that a variety of factors contributed to a decision to find another job. For female professional staff, some of the reasons cited involved the atmosphere for women (i.e., male-only bathrooms, non-addressing of offensive behavior by management, and advancement opportunities less open to women, etc.) and belief that salaries were low in comparison to male faculty.

The Association of Supervision and Training Development (ASTD) reported there are a number of strategies which have been adapted by the author for a corrections environment as methods to improve the organizational operation and reduce turnover. Examples of strategies that can be readily integrated into the correctional environment include:⁹¹

- Encouraging an atmosphere of respect and response to directions.
- Mentoring women, as well as providing male and female peer support groups.
- Enforcing a strict inmate code of conduct. Inmates need to know where the line is and everyone needs to enforce it.
- Increasing awareness training for both genders of correctional staff. They also need to know gender-related strengths and how harmful the impact of non-support on a prison yard is, as well as how it detracts from institutional security.

In addressing correction officer (CO) turnover, there are several important issues.⁹² Perhaps most significant: CO turnover is on the rise in many jurisdictions, and the cost of replacing these well-trained employees is growing.⁹³ In addition, prison populations are escalating, contributing to the problems associated with recruitment and retention of prison staff. The labor market is getting tighter (i.e., more jobs are available for a shrinking workforce). Furthermore, state and federal budgets are being squeezed too tightly to be counted upon to resolve these issues any time soon. Because significant CO pay increases are highly unlikely, managers need to implement proven employee retention strategies.

Women Professionals in Corrections: A Growing Asset

As Judge Betty Adams Green points out, it is safe to say that stereotyping is alive and well, not only in the corrections profession but in all areas of our lives.⁹⁴ Many women do not get the opportunity to be part of the 'in group' at the facility. Male officers tend to get the choice assignments, which provide experiences that can help one acquire a promotion. Support is usually limited to the 'good old boys' (i.e., males), while female officers are assumed to be 'secondary.' One outcome of these types of actions is that women are made to feel uncomfortable, which for some could result in low self esteem on the job. The "cherry-picking" of prime assignments and opportunities to learn leave women without the types of experiences that prepare them for upper levels within the corrections profession.

Another point where helpful information can be disseminated to women working in corrections is at the entry point of initial training programs typically referred to as 'correctional academies' or orientation. By providing a safe place to talk about concerns that female cadets and other newly hired female staff may have, especially with more senior officers who have responded to the typical challenges facing a new female staff person, the potential for future problems could be reduced.

Yvonne Doll, LTC (Ret) related that the US Disciplinary Barracks assisted new, often times naïve (generally 18 or 19 years old), and inexperienced female correctional specialists by providing a two-hour gender coaching session conducted during pre-service training (orientation).⁹⁵ During this session the new female soldiers had the opportunity to listen to senior women correctional specialists who shared their techniques and strategies on what had helped them succeed while working in the male dominated prison environment. These tips and stories, shared by the senior women, often times helped prevent being manipulated by the inmates.

INMATE MANIPULATION OF WOMEN WORKING IN CORRECTIONS

It is important that staff understand from the beginning of their employment that inmates will test them. All staff, particularly new employees, are targets of opportunity for inmates to manipulate. Staff need to remain vigilant as to the ways in which inmates may try to compromise them. When staff fail to maintain that professional separation from inmates and become overly friendly, they are treading on thin ice and are subject to a multitude of problems.⁹⁶

"A professional also views the job as an arena for utilizing learned skills, rather than as an environment in which to have personal needs met."⁹⁷

Bridget Gladwin, Adjunct Faculty, John Jay College, Former Superintendent and Jail Administrator

The inmate's view manipulation as a game which requires some skills in acting and imagination, to ultimately set up the victim.⁹⁸ Based on experience working extensively in both female and male institutions, Warden Darla Elliott said, "Men and women are at equal risk of becoming a victim of manipulation and being vulnerable. However, given the number of women working in male prisons, women have a higher likelihood of becoming a victim (of manipulation)."⁹⁹ Data tends to confirm the point and the need to continue to invest in training female staff as noted in the materials Morton presented in 2005 that women made up 78.5% of all staff cited for misconduct in male facilities.¹⁰⁰

Many correctional staff interviewed as part of this report related that workers may become more vulnerable when they have a need for approval, reinforcement, and acceptance. When they don't find that any other place but with an inmate or offender, regardless of their gender, they can fall victim to manipulation.

In addition, while applicable to both genders, women who tend to be more talkative than men, need to guard against talking about personal circumstances at work. Those who are unhappy in a marriage or relationship may become a target when they talk about their circumstances with other staff members and do not pay attention that inmates are around and listening, especially when they have more direct contact with inmates.¹⁰¹ A manipulative male inmate will use what is overheard and hone in on this female staff person, making her "his project." A (disgruntled) staff member may even share their perceptions about the situation, some possibly with inmates. That can also create a feeling of disenfranchisement, isolation, and that lack of engagement with the team, which can create a situation of increased vulnerability. This can lead to warning signals that problems may be developing or exist requiring management intervention (see Appendix C). It is incumbent on all staff to maintain safety and security. This means remaining vigilant with respect to these warning signals and when something is observed or over-heard, to address it either with the person involved or with a supervisor, depending on the situation.

Women Professionals in Corrections: A Growing Asset

Despite the potential for staff of both genders to be manipulated by inmates, probationers, and parolees, the women are being effectively incorporated into the corrections field (see Appendix D)

BEING PREPARED FOR FUTURE OPPORTUNITIES

Given the expanding nature of the correctional systems and the required number of staff and supervisors that are needed, it is incumbent on those who wish to be seriously considered for those promotions to be prepared. And, current leaders should broaden their view of potential future leaders, recognizing women as an asset. As noted earlier in this report, there will be 12.5 percent increase in the number of first line supervisory staff overseeing correctional officers and jailers through 2016 and this does not take into account those higher level management positions. These opportunities are there for those who are prepared. Staff who choose to take on the responsibilities of a supervisor should develop a plan which would address the education and experiential demands of the various positions that one may aspire to reach, including the incremental promotions that would need to be attained along the way.

“Take advantage of every opportunity to learn something new. Learn as many details as you can about every department or agency that may be connected to your agency’s work. Be careful not to make the mistake of stepping over something that is not of interest to you.”

Gwendolyn C. Chunn, past president of the American Correctional Association and former Director NC Division of Youth Services.¹⁰²

The plan should also include an attitudinal change which would unleash the drive needed to do more than most at work and during the off duty hours. These actions should include but not be limited to:

- Take advantage of all opportunities to learn (e.g. agency training, online training, Internet, etc.)
- Acquire professional credentials (e.g. ACA certification).
- Volunteer for additional assignments, especially those that are very challenging and difficult.
- Systematically perform tasks that are designed to provide experiences that demonstrate knowledge, skills and abilities associated with the next higher level, reviewing the human resource related paperwork (e.g., position description, DACUM, etc.).

There are also some intangible activities that should become part of a person’s routine who is seeking advancement. Those activities include¹⁰³:

- Assist your peers and supervisors as appropriate.
- Treat others with professionalism and respect.
- Understand that what one does on the job is learning what is required and is preparation for promotion.
- Learn to complement the work of others.
- Learn how to graciously accept a compliment on your work.
- Make your intentions for promotion known to your supervisors and keep them abreast of your accomplishments and expanded work skills and knowledge.

An employee development program should include individual plans for staff to address any perceived weaknesses in knowledge, skills, and abilities. The plan should include “tasks, knowledge expanding experiences, and activities”¹⁰⁴ that can help those seeking or current supervisors. The list of supports should include:¹⁰⁵

- Job assignments
- In-service training
- Regional and national conferences
- Job shadowing
- Reading materials
- Outside training opportunities (e.g., National Institute of Corrections)
- Educational courses
- Online training opportunities
- Mentoring
- Agency work-group assignments

“Every woman interested in maximizing their life journey should...

- **Dream bigger than your window**
- **Find your passion**
- **Remember the difficulties you encounter are not designed to stop you, but to test your commitment**
- **Surround yourself with quality people and learn from them¹⁰⁶**

Vicki Spriggs, Executive Director, Texas Juvenile Probation Commissioner (2008 ACA Winter Conference presentation)¹⁰⁷

Women Professionals in Corrections: A Growing Asset

There have been well-documented differences in the perceptions of men and women working in the human services fields. In the US Bureau of Prisons, Wright and Saylor discovered, in addition to other items, that women's job satisfaction is not lower than that of men and women have higher levels of job stress than reported by men.¹⁰⁷ In another study, Griffin found that "there were few differences between male and female officers in the effects of workplace stressors on their level of job stress."¹⁰⁸ It is vital that both men and women working in the corrections profession have methods and programs to deal with the stress of the job in positive ways.

Supportive Organizational Efforts

Programs need to be in place that assist women working in corrections to enhance their understanding of their own potential within the corrections workplace to drive personal and professional growth. Agencies can support women in their organizations by sending them to such programs as APPA, which has a women's leadership track for their training conferences (personal communication Francine Perretta, AWEC President, June 18, 2008) and ACA which also has a Women Working in Corrections committee as well as sponsorship of various workshops designed to highlight issues related to the subject.

Corrections professionals can choose training or certification from an external association (see Appendix E). The American Correctional Association (ACA) Corrections Certification Program affords correctional professionals with training a self-study educational opportunities that can lead to attainment of a designation as a Certified Corrections Professional (CCP). For jail personnel, the American Jail Association (AJA) offers parallel programs called Certified Jail Manager and Certified Jail Officer.¹⁰⁹ The American Probation and Parole Association has also partnered with Georgetown University, initiating an Individual Certificate Program during the summer of 2008.¹¹⁰

According to Peggie O'Brien, ACA Professional Development Specialist, the CCP program is continuing to grow (personal communication, June 19, 2008). As of June 2008 there were 1630 active program participants, with 924 achieved certifications (37.8 percent female). This is up from May 2004, when there were 715 active program participants.⁹²

At the facility level, wardens need to encourage and support women working in the facility by providing

gender-specific training at the facility. Examples of such training activities are gender-specific training events being implemented at such institutions as the Kyle Correctional Facility in Texas, the Arizona State Prison-Kingman and the North Coast Correctional Treatment Facility in Ohio (see Appendix F). These training activities help create a safe place for managers to build self esteem in other ways. They can move beyond the superficial, by making sure people are competent, feel valued, and have the tools to do the job. Recognizing the current and future human resource talent pools, a woman supporting other women in a correctional facility can be invaluable.

"The Association of Women Executives in Corrections (AWEC) is a membership organization with a mission to provide leadership development for female executives, support the career advancement of women in corrections and promote informed discussion of correctional issues in an atmosphere of mutual respect. With an "Each One ... Teach One" philosophy"¹¹¹

AWEC¹¹¹ actively works to assist women working in corrections with career development and management training. They also offer peer support, mentoring and research related to sound correctional practice. The organization is growing fast, now adding associate members who may not be supervisors, but have a passion for learning more and sharing it with others. With growth the association plans to become an even greater influence on the national agenda for women working in corrections. Responding to a question about the benefits of AWEC, a deputy commissioner from the south said, "Hearing others in the organizations talk about their trials, failures, and successes gives perspective to my life. Confidentiality among us is a rare commodity and a valued one. Understanding and non-judgmental responsivity is valuable as well. One never feels that she cannot tell a story because she might be seen as inferior."¹¹²

MENTORING RELATIONSHIPS AND NETWORKING

Formal mentorship is a part of many Executive Development Programs, but that is just a small piece of the opportunities to glean information from everyone who is willing to share their knowledge. This is especially true during networking times at conferences and training seminars. A person who really wants to learn will actively seek the counsel of the more experienced and remain open to the lessons that are shared.

Women Professionals in Corrections: A Growing Asset

"In selecting mentors choose:

- **Someone you respect and are comfortable with**
- **Someone who is supportive of you**
- **A person you can go to with questions and issues"**¹¹³

Francine Perretta, Director, St. Lawrence County Probation Department, New York (APPA Winter 2007)

Networking is critical to finding a variety of knowledgeable staff to talk with, but most importantly is the ability to be open to and accepting of the information that is being shared. Yvonne Doll commented that "Women are often so focused on doing well and accomplishing organizational goals that they do not take the time to assist others and share their stories with others."¹¹⁴ Commenting on the importance of such activity, Sharon Johnson Rion, president and CEO of TransCor America, LLC., stated that "the women who actively engage in networking are more likely to achieve a higher level of satisfaction, accomplishment and balance in their careers."¹¹⁵

Leaders choose people by the skills and abilities they perceive are needed. That is where a good self-assessment can be so valuable. 360 assessments, which provide feedback from subordinates, peers, and supervisors, generate a lot of information which can lead to understanding one's strengths and areas needing attention.¹¹⁶ Mentors need to be willing to share their knowledge with a protégé and must understand that sharing that knowledge is not decreasing one's power.

Everyone can contribute in some manner to a person's growth. Regardless of where people are in a hierarchical structure, they have a role to play in the development of others. We sometimes lose site of what everyone brings to the workplace. A person in the thick of a bad situation learns that even with disasters there are those who survived a similar situation. These individuals can suggest things to think through, or strategies that can be followed or adapted to fit the circumstances a person is facing. It is nice to have several key people with whom one can talk.

CONCLUSION

Women pioneers working in corrections worked hard to earn a place in the profession. As they did, the women of today, especially those in organizations such as AWEC, are serving as important role models helping the women who are new to the profession. As in the military and in the typical para-military

correctional environment, it is important that women entering the profession seek professional competency, perform well on the job, and develop their interpersonal skills including good communication skills while taking care of people.¹¹⁷

Recognizing the declining number of skilled workers available, the growing number of women participating in the workforce, entering higher education, and completing advanced degrees as well as the war for talent, recruiting ads and the approach to new applicants, agencies and work units need to target the growing pool of educated women. Agency heads and wardens have an opportunity to create a more efficient organizational culture by supporting the presence of women in the workforce, including the adoption of practices that create the structure needed to provide women with experiences needed to tackle greater levels of responsibility.

The Arizona Department of Corrections is working to address 'glass ceiling' effects in their Five-Year Strategic Plan, FY 2009 to FY 2013. The agency included the following objective:¹¹⁸

Women and minority employees in supervisory and managerial ranks and/or earning greater than \$50,000 per annum are proportionate to the state's workforce.

Subordinate management and human resource staff also need to continually discuss strategies or practices as well as the forecast what role the increasing involvement of women in the workforce could play in remediating problems in various areas. These strategies should also work to improve organizational safety and security. Further, since women are showing particular loyalty to corrections and more women are succeeding, agencies can reduce costs associated with turnover and enhance organizational effectiveness by expanding the numbers of women professionals in the field of corrections.

More agency heads, organizational leaders and human resource managers are recognizing the importance of equal representation of women in leadership, support and the security ranks. Some are dealing with the nagging question of how to get to that point. Starting with an atmosphere of respect, a level of understanding of talents and strengths women bring to corrections and a strict inmate code of conduct that is enforced by all staff is a good beginning. Beyond that agencies need to support women in their work-

Women Professionals in Corrections: A Growing Asset

force by encouraging women to volunteer for various assignments designed to broaden their experience. In addition, agencies can help through the development of peer support groups, mentoring, and gender specific training.

While mixed gender training is vital to the corrections profession and typical training regimen, the research is clear that women gain more from certain training modules which enables them to come together as a group to address issues that uniquely affect them. Organizations such as the National Institute of Corrections have stepped forward, recognizing the need and benefit of gender-specific training. Agencies that provide this type of training support their women

professionals both personally and professionally. In this manner, positive role models develop and emerge; further, good old boy cultures are left behind with other correctional practices proven to be ineffective and inappropriate.

Ultimately, the corrections profession, facility operations and offenders are best served by having a mix of both genders. As women enter the profession in greater numbers, it is important to maximize their strengths and recognize the positive impact they have on the staff, offenders, and the overall workplace. For corrections, women represent an asset that can no longer be overlooked.

Appendix A: Examples of Programs

With more than 95 percent¹¹⁹ of all inmates being one day released back into society, it is vital that such programs be implemented and outcomes studied. There are a number of programs that engage the inmate in helping himself or herself prepare for eventual release. One example is the “Parallel Universe,” used within the Arizona Department of Corrections, is premised on the notion that life inside prison should resemble life outside prison and that inmates can acquire values, habits, and skills that will help them become productive, law-abiding citizens.”¹²⁰

The Oregon Accountability Model (OAM) is another program strategy begun in 2003 by the Oregon Department of Corrections (ODOC) to address their public safety mission.¹²¹ The OAM utilizes a corrections plan that is focused on criminal risk factors, enhancing offender chances of successfully returning to the community. Bringing together a variety of departmental initiatives, ODOC insists that “Programs are outcome, research and evidence-based.”¹²² Unique to their effort is the significant approach to objectively measure performance which provides knowledge of outcomes such as the percentage of offenders released with housing (57 percent), as well as completion of cognitive skills programs (84 percent) and alcohol drug programs (64 percent) in 2006 and other important programmatic facts.¹²³

Management & Training Corporation (MTC) uses its Success for Life® which is a holistic correctional philosophy seeking to engage all staff at the facility in an organized effort designed to prepare offenders for reintegration upon their release.¹²⁴ Effective prison programming prepares offenders for successful re-entry. Program participation is stressed as the single most important element a prison can provide to reduce recidivism. Inmate programming begins the first day they enter an MTC correctional facility, encompassing classrooms and all other functional areas (e.g., religion, maintenance, finance, security, health and food service) of the prison. MTC staff also actively engage the inmates with a BIONIC (i.e., Believe It Or Not I Care)¹²⁵ attitude which alters the typical prison environment and culture to one of support and expectation of success upon release.

Underlying the philosophy is that institutions must provide quality programs that serve the whole person. Prison life must effectively provide offenders with quality personal growth opportunities. Positive correctional experiences change offender values, habits, and skills, allowing them to return to their communities as productive, law-abiding citizens.

Appendix B: Demographic, Gender and Correctional Personnel Data

In 2006, the Census Bureau reported that the United States has just over 144 million males and close to 150 million females.¹²⁶ That is up from 2000 when the count stood at 134 million for males and 140 million for females.¹²⁷ Women have a life expectancy of 80.5 years as opposed to men who are expected to live until they are 75.5 years old.¹²⁸ While underrepresented in a variety of fields and government positions, the number of women in the workforce is projected to grow from 64.4 million in 2004 to 75.9 million in 2014, whereas men in the labor force are projected to grow from 79.0 million in 2004 to 86.2 million in 2014.⁵

Women above the age of 16 have steadily increased their labor participation rate from 35.7 percent in 1960 to 60.2 percent in 2000 in comparison to men which declined from 80.4 percent in 1960 to 74.7 percent in 2000.¹²⁹ The unemployment rate for women got better as it continued to decline from 4.6 percent, which was the same for men in 2006¹³⁰ to 4.5 percent in 2007, whereas for men it rose to 4.7 percent in 2007.¹³¹

Women represent a growing asset, not only to enter the jobs that are going unfilled, but in leadership positions in all sectors of business and government. The number of women in the workforce is projected to grow by 10.9 percent compared to 9.1 percent for men through 2014; with women comprising 47 percent of the workforce.⁴ An increase in the number of managerial positions is projected by the U.S. Census Bureau to be 9.4 percent during the next 8 years as well.¹³² About 80 percent of senior and middle managers in the federal government are eligible for retirement.¹³³ According to the Census Bureau, 46.3 percent of government workers are age 45 or older.¹³¹ In comparison, just 31.2 percent of private sector employees are 45 or older.¹³⁴ Clearly the government has a more critical need to deal with the work force retirement trend.

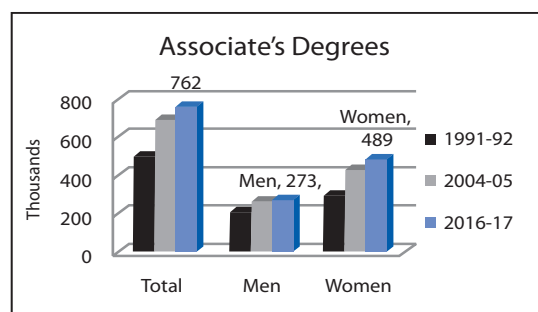
In March 2003, the US justice system employed almost 2.4 million persons, with a total March payroll of approximately \$9 billion (latest cumulative data available) and of that total; the Bureau of Justice Statistics reported there were 748,250 persons employed in corrections of which 62 percent were at the state level.¹³⁵ Between 1982 and 2003, the overall number of justice employees grew 86 percent. States grew at 115 percent with the Federal Government having the largest percentage increase —168 percent.

According to the latest data from the US Bureau of Labor Statistics, in 2006 there were 127,000 women (28 percent) working as bailiffs, correctional officers (CO),

and jailers, compared with 324,000 men. There were 15,000 women working as first-line supervisors of correctional officers (29 percent) compared with 37,000 men in 2006.¹³⁶ Probation officers and Correctional Treatment Specialists are projected to grow, at least 11 percent between 2006 and 2016 or slightly more than 1,000 staff per year, which is about as fast as other occupations.¹³⁷

More women are receiving high school diplomas, professional and college degrees than men at present and as predicted for the future. Women are graduating high school (2003-04) at a rate of 73.6 percent in comparison to only 66 percent of men.¹³⁸ Additionally, women are catching up to men in the areas of science and engineering. Women earned 49 percent of science and engineering degrees in 1998, up from 33 percent in 1975.¹³⁹ “Nearly 33 percent of women age 25 to 64 years held a college degree in 2004, compared with about 11 percent in 1970”; further, “among 2004 high school graduates, young women were more likely than young men to enroll in college (72 percent versus 61 percent).”¹⁴⁰ It is clear that women are also using college degrees to secure a place in the workforce in greater numbers.

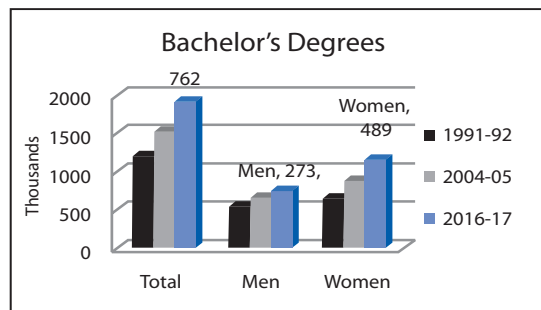
With greater numbers of women earning college credentials, it is likely that more women will rise to higher ranks in business and correctional environments as well. Overall, according to the National Center for Educational Statistics, the number of women completing college credentials exceeds and is growing at a much faster pace than men.¹⁴¹



Between 2004–05 and 2016–17, the number of associate's degrees is projected to

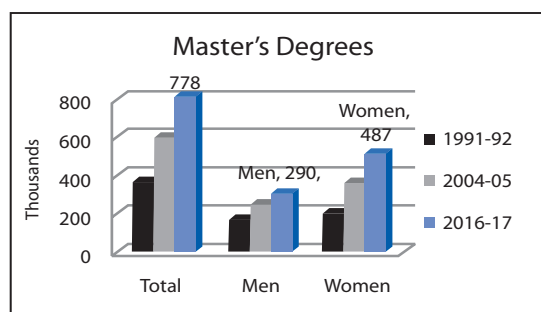
- increase 9 percent overall;
- increase 2 percent for men; and
- increase 14 percent for women.

Appendix B: Demographic, Gender and Correctional Personnel Data



Between 2004–05 and 2016–17, the number of bachelor's degrees is projected to:

- increase 26 percent overall;
- increase 16 percent for men; and
- increase 33 percent for women.



Between 2004–05 and 2016–17, the number of master's degrees is projected to:

- increase 35 percent overall;
- increase 24 percent for men; and
- increase 43 percent for women.

The demographics and related numbers support the fact that women are currently and will in the future play a much larger role in the workplace and in criminal justice. There are more females in the US than males; they live longer and their participation in the workforce is growing substantially. Further women are projected to receive more college and professional degrees than men. Women represent a large educated talent pool which, in times of increasing demand, needs to be viewed as a growing source of skilled workers and leaders within the corrections profession.

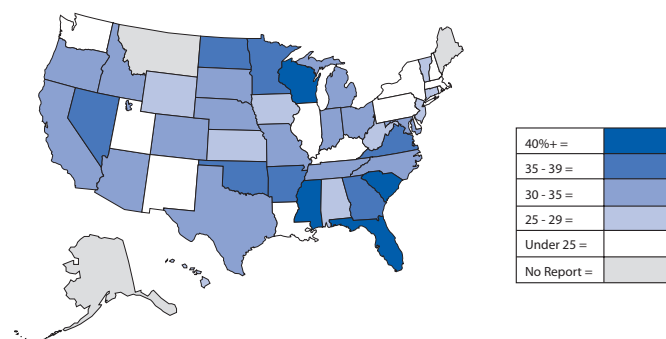
GROWTH IN FEMALE CORRECTIONS OFFICERS, SUPERVISORS, AND EXECUTIVES¹⁴²

There has been steady growth of women working within the corrections field since women were first permit-

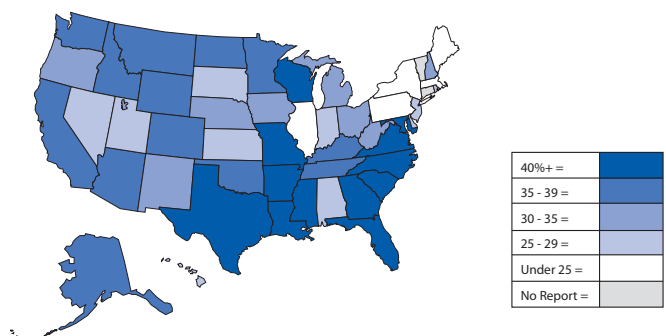
ted to work within the prisons. Over the last eight years the growth of women working in correctional facilities has been 40 percent based on the information reported to the American Correctional Association, going from 108,913 in 1999 to 152,456 in 2007 (Note: This number takes into account data from seven states posted in 2006 which did not report data in 2007 as well as no data from Connecticut and Vermont which did not submit information in either year). The state with the highest percentage of women in the corrections agency overall is Mississippi with 61 percent, which includes 65 percent in the security ranks and 48 percent who are correctional administrators (e.g., wardens and superintendents). Other state departments of corrections with more than 40 percent of women in their workforce overall and within the security ranks include Georgia, Louisiana, Maryland and South Carolina.

Those states with more than 40 percent women in the correctional workforce increased from 4 in 1999 to 12 in 2007 and those with more than 30 percent climbed from 25 in 1999 to 34 in 2007.

Percentage of Women Working in Adult Correctional Facilities in 1999



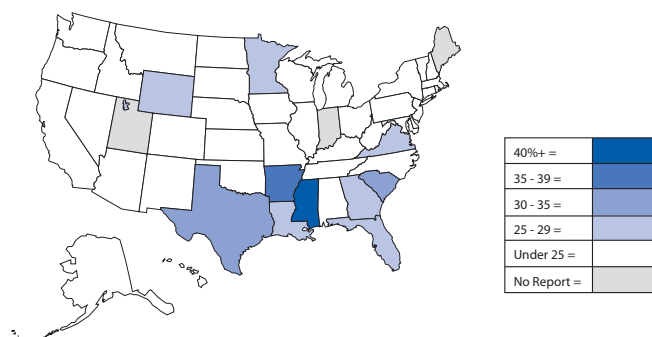
Percentage of Women Working in Adult Correctional Facilities in 2007



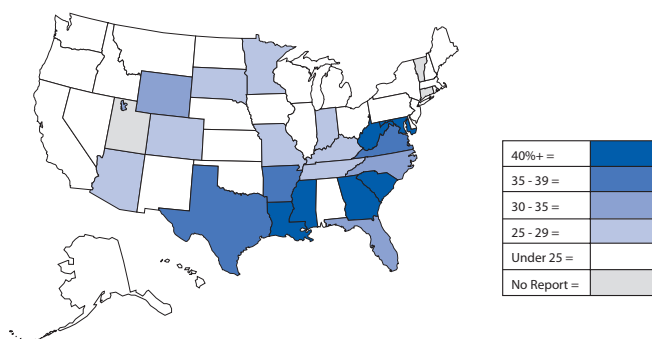
Appendix B: Demographic, Gender and Correctional Personnel Data

The increase of women working in security in adult prison environments has also increased substantially, growing 28 percent from 46,543 in 1999 to 59,484 in 2007 (Note: This number takes into account data from seven states posted in 2006 which did not report data in 2007 as well as no data from Connecticut and Vermont which did not report data in either year). Those states with more than 40 percent women in the adult correctional security (e.g., officer, sergeant, lieutenant, captain, etc) workforce increased from 1 in 1999 to 6 in 2007 and those states with more than 30 percent climbed from 4 in 1999 to 12 in 2007.

Percentage of Women Security Personnel in 1999

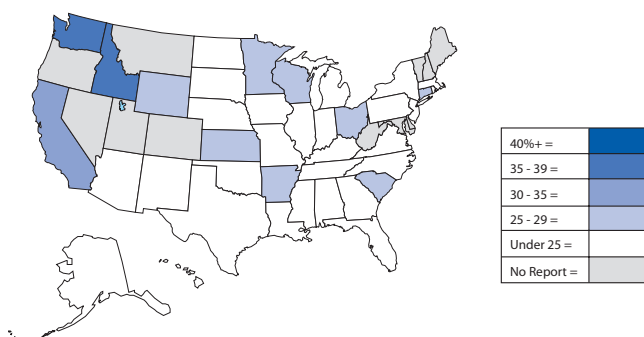


Percentage of Women Security Personnel in 2007

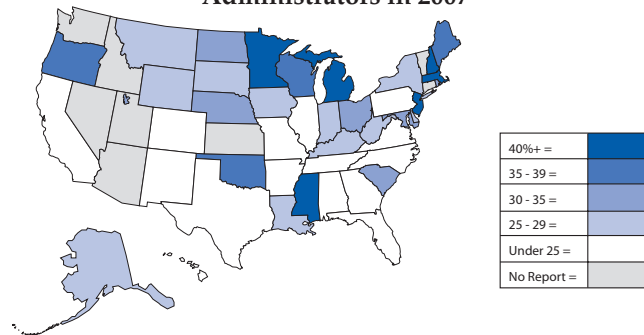


In addition, the number of states that have in excess of 35 percent female correctional administrators (e.g., wardens and superintendents) has increased from 2 states in the year 1999 to 14 states in 2007. The count of women in the roles of warden and superintendent from those states reporting escalated from 277 in 1999 to 1,197 in 2007.

Percentage of Women Correctional Administrators in 1999

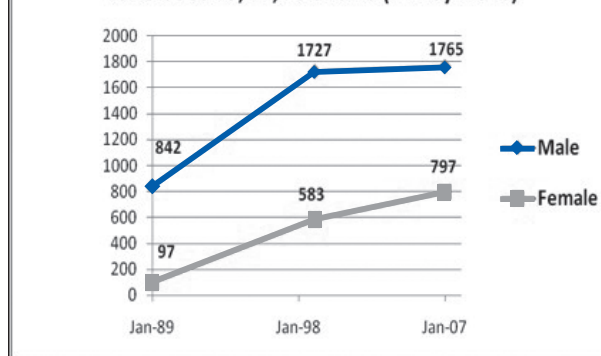


Percentage of Women Correctional Administrators in 2007



The Federal Bureau of Prisons has also made significant strides increasing the number of women in the upper grade levels and executive service (ES) from 25 percent in 1998 to over 31 percent in 2007.¹⁴³

Gender Breakdown - Federal Bureau of Prisons - for Grades 13, 14, 15 and ES (All Pay Plans)



The number of women who became jail administrators also has increased steadily over the years. In 1991 women who were jail administrators numbered 133, rising to 495 by 2003 or from about 4 percent to almost 22 percent.¹⁴⁴ These are important facts since it directly relates to the growing number of women at all levels within the US corrections systems.

Appendix C: What are Some of the Warning Signals?

Are there some things correctional staff, supervisors, and managers should be looking for to check on the welfare of particular staff who might be at risk of becoming a victim of manipulation and being vulnerable? Should there be some sort of intuitive perception of something going on? The answer is YES.

Over the course of collecting information for this report, a number of warning signals were identified by many staff concerned for the welfare of their fellow colleagues. The following represents a partial listing of awareness indicators, which could lead a staff member to question, intervene, and/or report their observations.

Personal Indicators

- Dressing entirely different
- Wearing make up
- Fixing herself/himself up in a different way
- Losing weight
- Isolation from staff
- Wearing cologne or perfume, especially when they had not in the past

Operational Indicators

- Spending an increased amount of time with one inmate
- Contraband found on inmate [i.e., materials provided by a staff member]
- Staff requesting overtime, shift changes
- Staff observing inmates complementing another staff member on their personal attire
- Defending a particular inmate
- Requesting particular inmates for particular jobs
- Staff arranging to be alone with particular inmate
- Staff spending breaks in inmate living area
- Inmate telling staff personal details about another staff person¹⁴⁵
- Inmate losing respect for staff
- Staff appearing overly nervous
- Staff arriving to work earlier than usual
- Staff acting overly sympathetic
- Staff asking to be assigned to particular posts on a consistent basis (regular or OT)

- Staff frequently showing up at a certain time or place
- Staff going to an unusual location where a certain person is working

It is a safety and security issue to keep a high level of awareness so that one can recognize when an inmate and staff person are forming more than a professional working relationship. Based upon a person's human experience, they can and do recognize this and know what is going on. Managers recognize that an intimate relationship between two staff increases the potential of a negative operational security situation that management needs to be aware of and address.

The Victim Profile

It is critical that staff understand the profile of a potential victim is not limited to females.¹⁴⁶ For example, in a female inmate unit, a male staff, 40-50 years of age who has been married for 10 or 15 years, is most at risk. Hypothetically, the staff person could be at a point in his marriage where he is starting to transition to more of a comfortable position in the relationship, unlike the exciting times of past. Suddenly, there is this 25-year-old female inmate saying, "Man you look good today. Are you working out more? Bet you have lost a little weight." The same thing happens with the female staff person in a male inmate unit. Inmates of both genders seek ways to play on emotions and human need for attention.

Regardless of gender, race, or what a person looks like, correctional staff working around or with inmates find themselves in an environment where inmates will try to find ways to please them in some fashion. They do that by finding things in common with staff; i.e. by trying to figure out what it is they need to say to get a person to respond. Inmates have said, "I don't know why your husband treats you that way." Or by *flirting*¹⁴⁷ by saying "you look great today; are you doing something different?" It does not matter who it is, they are simply trying to elicit a response to see if the staff will be willing to discuss the topic with them.

Appendix D: How to Effectively Incorporate Women into the Corrections Field

At a September 2007 meeting of security managers from across the US for Management & Training Corporation (MTC), questions were posed during a workshop about a variety of topical areas. The following responses and discussion demonstrate that female staff are effectively being used throughout the facilities, not unlike many facilities across the US, and in many cases the managers touted the strengths and capabilities that female staffs bring to the corrections profession.

Communications

Speaking about the communication capabilities of female staff, Hector Santiago, Deputy Warden of Operations at North Coast Correctional Treatment Facility (Ohio) said that “his experience is that female correctional staff has better communication skills with the male population. The male inmates view the female officer as less hostile. Female COs have been very effective at deescalating volatile situations.” Deputy Santiago indicated that a lot of his facility’s crisis negotiators are female. He went on to relate that they have avoided numerous cell extractions through the use of female staff (crisis negotiators) talking the inmate into complying with direction.¹⁴⁸

Work Crew Supervision

A variety of security administrators commented favorably on the ability of women COs to manage work crews. Ralph Flores, Correctional Major, Lake Erie Correctional Institution (OH), stated that he finds female COs much more detail oriented as a group, than male COs. Female COs also make very good work crew supervisors.¹⁴⁹ At the Willacy County Processing Center (TX), Chief of Security, Israel Ortega related that he sends female COs out to work sites, because they make sure that whatever is being done, gets done, which includes holding the inmates accountable.¹⁵⁰

Searching Inmates

One aspect of the job that all corrections officers are expected to perform is body searches. Deputy Warden (DW) Yates, Arizona State Prison-Kingman (AZ), indicated that there are some obstacles in fully utilizing female staff to perform certain security functions. He related that some of these come typically in the form of policy where female staff are not allowed to perform pat searches of male inmates if a male CO is readily available. This effectively limits the female CO from performing in a manner similar to male COs as well as gaining important experience.¹⁵¹ However,

since all security staff are trained on how to search offenders, female COs are not without the knowledge and can respond in an emergency or provide the supervision of others if needed.

Reduction of Turnover

In comparing employee retention by gender, one would find that women stick around a lot longer than men, over the long run.¹⁵² According to Ray Terry, Warden, at Otero (II) County Prison Facility (NM), the typical female CO “will be there for a longer period of time; they are going to be dependable. They are going to do a good job for you.”¹⁵³

Warden Terry believes those that are there for one year are there for the long term. He said staff make every effort to engage new employees and especially women, so they do not want to go somewhere else to work; they are a valuable part of the workforce.¹⁵³

Some facilities have learned that there are ways to engage staff. Like many other facilities, Deputy Warden Paul Compton related the Lake Erie Correctional Institution in Conneaut, Ohio created an employee relations committee which works continuously to engage their staff. The committee considers such items as overtime issues, and advising the administration on how to best proceed with a particular approach. In addition, they hold monthly round table discussions with the Warden and Deputy Wardens to hear what staff have to say; rotating meeting times to accommodate all shifts. Facility managers also schedule their work to take one of the three shifts once a month so they have an opportunity to meet and talk with each shift.¹⁵⁴

Shift Assignments

According to Warden Terry, gender must be addressed when making shift assignments.¹⁵³ Many of the female COs, because they have been in the position a long time, are eligible to work on first shift. When there are posting concerns, managers have to place a limitation as to the number of female COs that can be on a shift to comply with agency policy regarding the various functions that must be performed by a male CO. Deputy Warden Cervantes indicated that her facility is precluded by stipulations with the US marshals office from allowing females to work the male detainee cells and dorms. Women may only work the control stations and female detainee areas. Incidentally, male COs are precluded from working the female inmate areas as well.¹⁵⁵

Appendix D: How to Effectively Incorporate Women into the Corrections Field

Acquiring Experience

Times are changing when it comes to gaining needed experience in preparing for supervisory positions within correctional facilities. Deputy Warden Vilma Cervantes, Willacy County Regional Detention Facility (TX), related a story about her early experience as a CO where a lieutenant questioned her interest in going into a cell as a member of a cell extraction team. He questioned why he would want to send in a 130-pound female into the cell when he could send in a 200-pound male CO. She responded that she wanted to learn; “I want to be part of that team.” She went on to say that she believed because she was a female and did not weigh enough, she was not allowed to participate, thus limiting her ability to gain tactical experience.¹⁵⁶ A number of security managers noted that approach was the mentality in the 1980s, but that has been changing.

Deputy Warden Santiago indicated that he effectively uses female staff on cell extraction teams, saying, “They can and do participate.”¹⁵⁷

Managing Inmates

According to Deputy Warden Santiago, “Another myth is that female COs can’t be as assertive and take control of the situation.” Those staff (female COs)

are some of my best people to go into a dorm that is getting loud, rowdy and maybe a bit non-compliant. They demand that respect and they get it.”¹⁵⁸

Hugh Bryant, Deputy Warden, at Giles W. Dalby Correctional Facility (TX), indicated that he has also found that female staff can more quickly disarm a situation where an inmate is getting loud and rowdy. He shared that it is his perception that “It is kind of a respect thing.”¹⁵⁹ He noted that this capability varies from officer to officer, depending on the effectiveness of the inmate management skills the officer possesses, but, generally, the female officers are more effective in volatile situations. DW Bryant added that many male inmates do not want to disrespect a female officer or allow that to happen, so they are quicker to comply with orders from female staff.

In fact, many female officers report being told of impending problems within the prison by inmates, who appear to be more open and interested in protecting female staff.

Appendix E: Professional Certification Programs

Corrections professionals can choose training or certification from an external association. Certification programs, offering professional training and certification from entry level to more advanced, represent an independent third party credential that is industry accepted, resulting from a process whereby an individual's knowledge is verified against a set of pre-determined standards.¹⁶⁰ The American Correctional Association (ACA) Corrections Certification Program affords correctional professionals with training a self-study educational opportunities that can lead to attainment of a designation as a Certified Corrections Professional (CCP). The ACA began this certification program in August 2000. Four categories of CCPs are available:

- Certified Corrections Officer (CCO)
- Certified Corrections Supervisor (CCS)
- Certified Corrections Manager (CCM)
- Certified Corrections Executive (CCE)

Note: For jail personnel, the American Jail Association (AJA) offers parallel programs called Certified Jail

Manager and Certified Jail Officer.¹⁶¹ The American Probation and Parole Association has also partnered with Georgetown University, initiating an Individual Certificate Program during the summer of 2008.¹⁶²

According to O'Brien, ACA Professional Development Specialist, the CCP program is continuing to grow (personal communication, June 19, 2008). As of June 2008 there were 1630 active program participants, with 924 achieved certifications (37.8 percent female). This is up 128 percent from May 2004, when there were 715 active program participants.¹⁶³ A breakout of those who have achieved certification at present includes 18.1 percent in the CCE program (41 female/126 male), 23.4 percent in CCM (95 female/121 male), 18.8 percent in CCS (83 female/91 male) and 39.7 percent in the CCO (131 female/236 male). By gender, the participants are 61 percent male and 39 percent female. The CCP exam is not something most people can pass without studying; the pass rate fluctuates between 70 and 75%.

Appendix F: Quarterly Training Modules for Women Professionals

Training Calendar: A facility can pick any topic(s) from the module designated for the quarterly, e.g., 1st quarter will be Women's History and second quarter will be Self-mastery and Esteem. For each subsequent quarter, topics will be added to the modules to offer a variety of training topics to MTC's Women in Corrections (WIC). Curriculum units are being developed and piloted over time.

Module One: History of Women Working in Corrections

- Women in U.S. Corrections from 1830 to the present
- The Edna Mahan Story

Module Two: Self-mastery and Esteem

- Self-care
- Self-respect
- Perceptions
- Positive attributes of women working in correctional settings
- Recognition programs

Module Three: Understanding the "Art of the Con"¹⁶⁴

- Basic survival skills
- Offenders' personalities
- Offenders' use of time in correctional settings
- Understanding the art of manipulation
- The CHUMPS¹⁶⁵ Approach*
- Identification of vulnerabilities
- "What If" scenarios
- Identification of "red flags"
- Role Play training

Module Four: Development of Appropriate Relationships/Cross-gender supervision

- Value of women working in corrections
- Coping strategies
- Risk and challenges for women working in corrections
- Understanding the difference between female and male offender supervision
- Communication with offenders
- Offender supervision infused with the BIONIC approach

- Success for Life operational philosophy to offender supervision and staff interactions

Module Five: Professionalism in the Workplace

- Defining professionalism in a correctional setting
- Dress code and uniform policy
- Implementation of good judgment and common sense in a correctional setting
- Communication with peers and supervisors
- Ethics and integrity

Module Six: Leadership Development

- Leadership Competency Model
- Relationship effectiveness
- Identification of present/future personal growth and career development priorities
- Development of personal learning/career plan
- Identification of barriers to correctional promotions
- Strategies for long-term promotional success
- Strategic decision making and negotiation skills
- Implement "your voice" to gain influence and visibility
- Celebrate individual differences
- Appropriate uses of personal power
- Mentor selection and training

Note: This schedule is designed to be augmented with the most recent research and program materials from a central office or local facility coordinator, which should include such activities as webinars, blog discussions, guest speakers, job shadowing, and video conferencing.¹⁶⁶

C is control yourself and not become complacent.

H is help offenders help themselves.

U is understand the offender subculture and understand yourself.

M is maintain a safe distance.

P is practice professionalism in adhering to policies and procedures.

S is stop yourself from being stressed out so you are not vulnerable.

- ¹ De Baca, S (2007). Are women construction's future workforce? Expert Business Source. Retrieved December 20, 2007 from <http://www.expertbusiness-source.com/article/CA6482532.html>.
- ² Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ³ Ibid.
- ⁴ US Department of Labor (2007). Hot Jobs for the 21st Century, 2004 – 2014. Retrieved on Oct. 30, 2007 from <http://www.dol.gov/wb/factsheets/Qf-Hot-jobs2.htm>.
- ⁵ Bureau of Labor Statistics (2007). Household Data Annual Averages; Employment status of the civilian noninstitutional population 16 years and over by sex, 1973 to date. Retrieved January 10, 2008 from <http://www.bls.gov/cps/cpsaat2.pdf>.
- ⁶ Email dated November 13, 2007 from the Women's Bureau in the U.S. Department of Labor
- ⁷ US Census Bureau. National Employment Matrix. Retrieved May 30, 2008 from ftp://ftp.bls.gov/pub/special.requests/ep/ind-occ.matrix/occ_pdf/occ_33-1011.pdf.
- ⁸ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Probation Officers and Correctional Treatment Specialists. Retrieved June 19, 2008 from <http://www.bls.gov/oco/ocos265.htm>.
- ⁹ American Correctional Association. (2000). 2000 Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities Directory. Lanham, MD: American Correctional Association. American Correctional Association. (2007). 2007 Directory Adult and Juvenile Correctional Departments, Institutions, Agencies and Probation and Parole Authorities. Lanham, MD: American Correctional Association. American Correctional Association. (2008, in press). 2008 Directory of Adult and Juvenile Correctional Departments, Institutions, Agencies and Probation and Parole Authorities Directory. Lanham, MD: American Correctional Association.
- ¹⁰ Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ¹¹ Cheeseman, K. A, Mullings, J. L. & Marquart, J. W. (2001) Inmate Perceptions of Security Staff across Various Custody Levels. Corrections Management Quarterly; Mar 2001, Vol. 5 Issue 2, p. 41 – 47.
- ¹² Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ¹³ Stinchcomb, J. & McCampbell, S (2003). Assessment of NIC's Executive Leadership Training for Women. Retrieved November 12, 2007 from <http://nicic.org/Library/018781>.
- ¹⁴ Bostock, S. J. & Wu Lizhi (2005). Gender in Student Online Discussions, IETI 42 (1) 73-86 (.pdf file). Retrieved on March 18, 2008 from <http://www.keele.ac.uk/depts/aa/landt/lt/docs/bostock%20and%20lizhi%20RIIE420107.pdf>. Bostock, S.J., R.V. Seifert & J. McArdle 1987. The effects of learning environment and gender on the attainment of computer literacy. Studies in the education of adults 19, 37-45. Personal Interview with Stephen Bostock via email March 27, 2008.
- ¹⁵ Army Gender-Integrated Basic Training (GIBT): Summary Of Relevant Findings and Recommendations: 1993-2002. Retrieved on March 18, 2008 from <http://www.cmrlink.org/cmrlnotes/gibtsp01.pdf>.
- ¹⁶ Cheeseman, K. A, Mullings, J. L. & Marquart, J. W. (2001) Inmate Perceptions of Security Staff across Various Custody Levels. Corrections Management Quarterly; Mar 2001, Vol. 5 Issue 2, p. 41 – 47.
- ¹⁷ Brooks, T. R.; personal communication, June 4, 2008.
- ¹⁸ Morton, J.B., personal communication at ACA Winter Conference, January 14, 2008.
- ¹⁹ Hawkes, M. Q. (1994). Excellent Effect: The Edna Mahan Story. American Correctional Association: Arlington, VA. p. 4.
- ²⁰ Ibid. p. 4.
- ²¹ Ibid. p. 6.
- ²² Ibid. p. 8.
- ²³ Morton, J. B. (2005). Women Working as Correctional Officers in Male Facilities. ACA Winter Training Conference Workshop presentation.
- ²⁴ Morton, J. B. (2006). History of the National Conference for Women Working in Adult and Juvenile Corrections. Retrieved on December 12, 2007 from <http://www.adc.state.az.us/ad/wic/about.asp>.
- ²⁵ Terry, R., personal communication at MTC Security Conference, September 12, 2007.
- ²⁶ National Institute of Corrections (1991). Women as correctional officers in men's maximum security facilities: A survey of the fifty states. Retrieved on September 19, 2007 from <http://www.nicic.org/pubs/1991/009504.pdf>.
- ²⁷ Philpott, J. R., personal communication, June 4, 2008.
- ²⁸ Sax, L. (2007). Why gender matters. Retrieved October 10, 2007 from <http://www.whygendermatters.com/>
- ²⁹ Ibid.
- ³⁰ Tannen, D. (1994). Talking from 9 to 5: How women's and men's conversation styles affect who gets heard, who gets credit, and what gets done at work. New York, NY: W. Morrow and Co. inc. p. 120.
- ³¹ Griffin, C. E. (1999). Vive La Difference! - female characteristics as applied to business - Brief Article. Entrepreneur. Retrieved from http://findarticles.com/p/articles/mi_m0DTI/is_11_27/ai_57475902.
- ³² Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ³³ Friedman, M. (2007, September 18). Israeli army panel to urge allowing women on front lines. The Salt Lake Tribune, p. A7.
- ³⁴ Doll, Y. (2007). Leadership competencies and promotion factors of U.S. women general officers. Published in Tiemann, K. A., Mcneal, R. B., Lucal, B., & Ender, M. G. (Eds.), The intersections collection: Pearson custom sociology (pp. 73-96). Boston, MA: Pearson Custom Publishing, 2008.
- ³⁵ Patricia Caruso, Women in Corrections workshop. North American Association of Wardens and Superintendents conference April 11, 2008.
- ³⁶ Waters, K. L. (2005). Not all leaders look alike. American Correctional Association, Corrections Today. October 2005, p. 93.
- ³⁷ Cheeseman, K. A, Mullings, J. L. & Marquart, J. W. (2001) Inmate Perceptions of Security Staff across Various Custody Levels. Corrections Management Quarterly; Mar 2001, Vol. 5 Issue 2, p. 41 – 47.
- ³⁸ Imse, A. (2007). Repeat inmates targeted; Cut recidivism rate, reduce prison time, Corrections boss told. Rocky Mountain News, CO. January 17, 2007
- ³⁹ Nink, C. & Olding, R. (2004). Rehabilitate or Recycle? Growing Public Expectations. American Correctional Association: Corrections Compendium March/April 2004.

- ⁴⁰ Current Population Survey (2006). Men and Women in the United States. US Census Bureau. Retrieved on September 19, 2007 from http://www.census.gov/population/www/socdemo/men_women_2006.html.
- ⁴¹ Current Population Survey (2000). Women in the United States: March 2000. US Census Bureau. Retrieved on September 19, 2007 from <http://www.census.gov/population/socdemo/gender/ppl-121/tab01.txt>.
- ⁴² Women's Bureau, U.S. Department of Labor; Email dated November 13, 2007.
- ⁴³ US Census Bureau. National Employment Matrix. Retrieved May 30, 2008 from ftp://ftp.bls.gov/pub/special.requests/ep/ind-occ.matrix/occ_pdf/occ_33-1011.pdf.
- ⁴⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Probation Officers and Correctional Treatment Specialists, Retrieved on June 19, 2008 from <http://www.bls.gov/oco/ocos265.htm>.
- ⁴⁵ Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ⁴⁶ Meiri, S (2000). Women in the Israeli Prison Service. Ministry of Public Security, Internal Audit Department: Innovation Exchange. Retrieved March 19, 2008 from <http://www.mops.gov.il/BPEng/InformationCenter/IE8-WomenInIPS.htm>. Crawley, E.(2004). Doing Prison Work: The Public and Private Lives of Prison Officers. Willan Publishing: UK. p. 193. Boyd, E. And Grants, T. (2005). Is gender a factor in perceived prison officer competence? Male prisoners' perceptions in an English dispersal prison. Whurr Publishers Ltd. Criminal Behaviour and Mental Health, Mar2005, Vol. 15 Issue 1, p 65-74, 10p. Anonymous. What We Wish We Had Been Told When First Going Into Prisons (Advice from some Quaker women volunteers who are old prison hands, to new women volunteers, Quakers and others) Retrieved on March 19, 2008 from http://www.bpf.org/html/current_projects/transformativ_justice/pdfs/QuakerAdvice.pdf.
- ⁴⁷ Morton, J. B. ed.(1991) Change, Challenge & Choices: Women's Role in Modern Corrections. American Correctional Association. St. Mary's Press, Waldorf, MD.p. 32.
- ⁴⁸ The Charlotte Observer January 3, 2008. S.C. prisons bolster female staffing. Retrieved on January 8, 2008 from <http://www.charlotte.com/local/story/429679.html>.
- ⁴⁹ McKune, D., personal communication at ACA Winter Conference, January 14, 2008.
- ⁵⁰ Crawley, E.(2004). Doing Prison Work: The Public and Private Lives of Prison Officers. Willan Publishing: UK. p. 193.
- ⁵¹ Meiri, S (2000). Women in the Israeli Prison Service. Ministry of Public Security, Internal Audit Department: Innovation Exchange. Retrieved March 19, 2008 from <http://www.mops.gov.il/BPEng/InformationCenter/IE8-WomenInIPS.htm>.
- ⁵² Ibid.
- ⁵³ Ibid.
- ⁵⁴ Cheeseman, K. A, Mullings, J. L. & Marquart, J. W. (2001) Inmate Perceptions of Security Staff across Various Custody Levels. Corrections Management Quarterly; Mar 2001, Vol. 5 Issue 2, p. 41 – 47.
- ⁵⁵ Caruso, P and Chunn, G. C. (2008). Women in Corrections workshop. North American Association of Wardens and Superintendents conference, April 11, 2008.
- ⁵⁶ Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ⁵⁷ Lappin, H. (2008). Keynote address at the North American Association of Wardens and Superintendents conference, April 11, 2008.
- ⁵⁸ Byrd, M. L (2005). Leadership and Legacy: One woman's view. American Correctional Association. Corrections Today, October 2005, p. 83.
- ⁵⁹ Saar, M. A. (2005). One hand helps the other: Why women need to make good connections and use them to help other women up the career ladder. American Corrections Association. Corrections Today, October 2005, p.75.
- ⁶⁰ Miller, B., personal communication, June 11, 2008.
- ⁶¹ Smerd, J (2007). Forecasting Talent Challenges. Workforce Management. Nov. 19, 2007. P. 8.
- ⁶² Author (2007). Firms with more women on boards perform better than those that don't. Workforce Management. Retrieved October 9, 2007 from http://www.workforce.com/section/00/article/25/14/45_printer.html.
- ⁶³ Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ⁶⁴ Women Get Better at Forming Networks to Help Their Climb. Wall Street Journal (11/19/07) , P. B1.
- ⁶⁵ Ibid.
- ⁶⁶ American Correctional Association (2007). ACA Directory.
- ⁶⁷ Stinchcomb, J. & McCampbell, S (2003). Assessment of NIC's Executive Leadership Training for Women. Retrieved November 12, 2007 from <http://nicic.org/Library/018781>.
- ⁶⁸ Bostock, S. J. & Wu Lizhi (2005). Gender in Student Online Discussions, IETI 42 (1) 73-86 (.pdf file). Retrieved on March 18, 2008 from <http://www.keele.ac.uk/depts/aa/landt/lt/docs/bostock%20and%20lizhi%20RIIE420107.pdf>. Bostock, S.J., R.V. Seifert & J. McArdle 1987. The effects of learning environment and gender on the attainment of computer literacy. Studies in the education of adults 19, 37-45. Personal Interview with Stephen Bostock via email March 27, 2008.
- ⁶⁹ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Single-Sex Versus Secondary Schooling: A Systematic Review, Washington, D.C., 2005.
- ⁷⁰ Ibid, p.xv.
- ⁷¹ Army Gender-Integrated Basic Training (GIBT): Summary Of Relevant Findings and Recommendations: 1993-2002. Retrieved on March 18, 2008 from <http://www.cmrlink.org/cmnotes/gibtsp01.pdf>.
- ⁷² Banks, J., personal communication, March 26, 2008.
- ⁷³ Brooks, T. R., personal information received June 4, 2008.
- ⁷⁴ McKune, D., personal communication at ACA Winter Conference, January 14, 2008.
- ⁷⁵ Chunn, G. C., Women in Corrections workshop. North American Association of Wardens and Superintendents conference April 11, 2008.
- ⁷⁶ Greer, K. (2008). When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections. Mankato, MN: Unpublished.
- ⁷⁷ Etheridge, R., et al. 1984. Female employees in all-male correctional facilities. Federal Probation 48(4): 54-65. Retrieved December 5, 2007 from http://www.ojp.usdoj.gov/reports/98Guides/wcjs98/chap4.htm#N_32_.
- ⁷⁸ Waters, K. L. (2005). Not all leaders look alike. American Correctional Association, Corrections Today. October 2005, p. 93.

- 79 Tannen, D. (1994). *Talking from 9 to 5: How women's and men's conversation styles affect who gets heard, who gets credit, and what gets done at work*. New York, NY: W. Morrow and Co. Inc.
- 80 Ibid.
- 81 Ibid.
- 82 Morton, J.B., personal communication at ACA Winter Conference, January 14, 2008.
- 83 Bureau of Labor Statistics (2007). *Occupational Handbook: Correctional Officers*. Retrieved January 5, 2008 from <http://www.bls.gov/oco/ocos156.htm>.
- 84 Dohm, A. & Shniper, L. (2007). *Occupational employment projections to 2016*. Retrieved on January 5, 2008 from <http://www.bls.gov/opub/mlr/2007/11/art5full.pdf>.
- 85 Ibid.
- 86 Ibid.
- 87 Barrett, K. and Greene, R. (2007). *The Future is Now*. *Governing* (11/07), P. 86.
- 88 Ibid.
- 89 Hewitt Associates. 2005. *Research highlights: How the top 20 companies grow great leaders*. Available at http://was4.hewitt.com/hewitt/resource/rpts-pubs/subrptspubs/pdf/topcompanies_2005.pdf.
- 90 Koeske, R., Constable, N., and Needy, K (2004). *Retention Survey Report*. Presentation: University of Pittsburgh. Retrieved on October 18, 2007 from http://www.pitt.edu/~provost/retention_survey.ppt.
- 91 Association of Supervision and Training Development. December 17, 2008 email; *The Buzz: Training News From Around the World*.
- 92 Nink, C. (2004). *Correctional Officers: Strategies to improve retention*. Management & Training Corporation: Centerville, UT. Retrieved from <http://www.mtctrains.com/institute/publications/CO%20Retention%2010-04.pdf>.
- 93 Ibid.
- 94 Green, B. A.(2005). *A Tribute To All the Little Women*. American Correctional Association. *Corrections Today*, October 2005, p. 83.
- 95 Yvonne Doll, personal communication, May 31, 2008.
- 96 Gladwin, B. P. (2007). *Employee/Inmate Relations*. In *A View from the Trenches: A Manual for Wardens by Wardens* (pp. 5-9 to 10). Arlington, VA: American Correctional Association.
- 97 Ibid. p. 7.
- 98 Cornelius, G. (2001). *The Art of the Con: Avoiding Offender Manipulation*. American Correctional Association: Alexandria, VA.
- 99 Elliott, D., personal communication, September 27, 2007.
- 100 Morton, J. B. (2005). *Women Working as Correctional Officers in Male Facilities*. ACA Winter Training Conference Workshop presentation.
- 101 Foster, C., personal communication, September 27, 2007.
- 102 Chunn, G. C. (2005). *Correctional Women's Issues: Items to Remember for the Future*. American Correctional Association. *Corrections Today*, October 2005, p. 76 – 77.
- 103 Ibid.
- 104 Nink, C., Boyer, D. & Fogg, J. (2006). *Preparing Future Corrections Leaders Now*. American Correctional Association; Vol p. Retrieved on January 4, 2008 from <http://www.aca.org/fileupload/177/prasannak/NinkBoyerFogg%20-%20aug06.pdf>.
- 105 Ibid. p. 35.
- 106 Spriggs, V (2008). *Women in Leadership: Charting Your Course*. ACA workshop, Dallas, TX.
- 107 Wright, K. and Saylor, W. G. (1991). *Male and female employees' perceptions of prison work: Is there a difference?* *Justice Quarterly*, 8(4), 505 – 524.
- 108 Griffin, M. L. (2006). *Gender and Stress: A Comparative Assessment of Sources of Stress among Correctional Officers*. *Journal of Contemporary Criminal Justice*, Feb. 1, 2006; 22 (1): p. 5 – 25.
- 109 American Jail Association (nd.) *Training and Education*. Retrieved June 17, 2008 from <http://www.aja.org/training/index.shtml>.
- 110 American Probation and Parole Association (2008). *Summer 2008 Individual Certificate Program*. Retrieved June 23, 2008 from http://www.appa-net.org/cchheadlines/docs/CJJR_individual.pdf.
- 111 American Correctional Association (2007). *The Association of Women Executives in Corrections*. *Corrections Today*; June 2007. Vol 69, issue 3, p. 68.
- 112 Greer, K. (2008). *When Women Hold the Keys: Impact of Gender on Leadership and Policy Decisions in Corrections*. Mankato, MN: Unpublished.
- 113 Perretta, F., personal communication, June 18, 2008.
- 114 Doll, Y., personal communication, May 31, 2008.
- 115 Waters, K. L. (2005). *Not all leaders look alike*. American Correctional Association, *Corrections Today*. October 2005, p. 93.
- 116 Relevant information and background retrieved from http://en.wikipedia.org/wiki/360-degree_feedback.
- 117 Doll, Y. (2007). *Leadership competencies and promotion factors of U.S. women general officers*. Published in Tiemann, K. A., Mcneal, R. B., Lucal, B., & Ender, M. G. (Eds.), *The intersections collection: Pearson custom sociology* (pp. 73-96). Boston, MA: Pearson Custom Publishing, 2008.
- 118 Schriro, D. (2008). *Arizona Department of Corrections Five-Year Strategic Plan, FY 2009 to FY 2013*. Retrieved April 3, 2008 from http://www.azcorrections.gov/adcc/reports/ADC_5-yr_Plan_FY09-FY13.pdf.
- 119 Hughes, T., & Wilson, D. J. (2003). *Re-entry Trends in the United States*. Washington, DC: US Department of Justice, Bureau of Justice Statistics. December 5, 2004 from <http://www.ojp.usdoj.gov/bjs/pub/pdf/reentry.pdf>.
- 120 Schriro, D. (2000). *Correcting Corrections: Missouri's Parallel Universe*. *Sentencing & Corrections: Issues for the 21st Century*. US Department of Justice. No. 8, p 1. Retrieved on December 31, 2007 from http://www.azcorrections.gov/programs/parallel_universe.pdf.
- 121 Oregon Department of Corrections (2007). *ODOC Strategic Plan 2007-09*. Retrieved July 22, 2008 from http://www.oregon.gov/DOC/ADMIN/docs/pdf/strategic_plan.pdf.
- 122 Ibid. P. 3.
- 123 Ibid. P. 3.

- 124 Management & Training Corporation. Program information retrieved from www.mtctrains.com.
- 125 Marquardt, R. (nd). BIONIC (Believe It Or Not I Care) acronym used at a corporate meeting.
- 126 Current Population Survey (2006). Men and Women in the United States. US Census Bureau. Retrieved on September 19, 2007 from http://www.census.gov/population/www/socdemo/men_women_2006.html.
- 127 Current Population Survey (2000). Women in the United States: March 2000. US Census Bureau. Retrieved on September 19, 2007 from <http://www.census.gov/population/socdemo/gender/ppl-121/tab01.txt>.
- 128 United Nations Population Fund (2007). State of world population 2007: Unleashing the Potential of Urban Growth. Retrieved on September 19, 2007 from http://www.unfpa.org/swp/2007/presskit/pdf/sowp2007_eng.pdf.
- 129 Johnson, R. (2001). Why the "average age of retirement" is a misleading measure of labor supply. US Bureau of Labor Statistics: Commentary retrieved on December 31, 2007 from <http://www.bls.gov/opub/mlr/2001/12/comntry.pdf>.
- 130 Bureau of Labor Statistics (2007). Women in the Labor Force: A Databook. Retrieved April 15, 2008 from <http://www.dol.gov/cps/wlf-databook-2007.pdf>.
- 131 Bureau of Labor Statistics, Womens Bureau (2008). Quick Stats 2007. Retrieved April 4, 2008 from <http://www.dol.gov/wb/stats/main.htm>.
- 132 Hecker, D. E. (2005). Occupational employment projections to 2014. Available at <http://www.bls.gov/opub/mlr/2005/11/art5full.pdf>.
- 133 Ibarra, P. (2005). Succession Planning: An idea whose time has come. *Public Management*. 87(1):18-24.
- 134 Tossi, M. (2005). Labor force projections to 2014: Retiring boomers. U.S. Census Bureau. 128(11). (November).
- 135 Hughes, K. A. (2006). Justice Expenditure and Employment in the United States, 2003. Bureau of Justice Statistics (NCJ 212260).
- 136 Email dated November 13, 2007 from the Women's Bureau in the U.S. Department of Labor
- 137 Bureau of Labor Statistics, U.S. Department of Labor (2007). Occupational Outlook Handbook, 2008-09 Edition, Probation Officers and Correctional Treatment Specialists. Retrieved June 19, 2008 from <http://www.bls.gov/oco/ocos265.htm>.
- 138 Swanson, C. B. (2008). Cities in Crisis: A Special Analytic Report on High School Graduation. Education Research Center. Reviewed on April 12, 2008 from http://www.americaspromise.org/uploadedFiles/AmericasPromiseAlliance/Dropout_Crisis/SWANSONCitiesInCrisis040108.pdf.
- 139 Author (2007). Women catching up to men. Future focus: A career planner for Arkansas students. Science, Technology, Engineering and Mathematics' Edition. The Arkansas Department of Workforce Education.
- 140 US Department of Labor News Release (2005). Women in the labor force: a databook updated and available on the internet. Retrieved December 20, 2007 from <http://www.bls.gov/bls/databooknews2005.pdf>.
- 141 National Center for Educational Statistics (2007). Projections of educational statistics to 2016. Retrieved December 19, 2007 from <http://nces.ed.gov/programs/projections/projections2016/sec4b.asp>.
- 142 American Correctional Association. (2000). 2000 Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities Directory. Lanham, MD: American Correctional Association. American Correctional Association. (2007). 2007 Directory Adult and Juvenile Correctional Departments, Institutions, Agencies and Probation and Parole Authorities. Lanham, MD: American Correctional Association. American Correctional Association. (2008, in press). 2008 Directory of Adult and Juvenile Correctional Departments, Institutions, Agencies and Probation and Parole Authorities Directory. Lanham, MD: American Correctional Association. The section utilized information from these sources.
- 143 Federal Bureau of Prisons Key Indicators report on CD; July 2007.
- 144 Kerle, K. (2004). Jail Evolution. *American Jails*; May/June 2004, Vol. 18 Issue 2, p. 19-29.
- 145 Listing of Red Flags derived in part from staff input at a PREA training seminar (Moss Group facilitated) at MTC in July 2007.
- 146 Elliott, D., personal communication, September 27, 2007.
- 147 Slang term used in prisons – to be fooled or found to be gullible.
- 148 Santiago, H., personal communication at MTC Security Conference, September 12, 2007.
- 149 Flores, R., personal communication at MTC Security Conference, September 12, 2007.
- 150 Ortega, I., personal communication at MTC Security Conference, September 12, 2007.
- 151 Yates, S., personal communication at MTC Security Conference, September 12, 2007.
- 152 Nink, C. (2004). Correctional Officers: Strategies to Improve Retention. Unpublished report.
- 153 Terry, R., personal communication at MTC Security Conference, September 12, 2007.
- 154 Compton, P., personal communication at MTC Security Conference, September 12, 2007.
- 155 Cervantes, V., personal communication at MTC Security Conference, September 12, 2007.
- 156 Ibid.
- 157 Santiago, H., personal communication at MTC Security Conference, September 12, 2007.
- 158 Ibid.
- 159 Bryant, H., personal communication at MTC Security Conference, September 12, 2007.
- 160 Management & Training Corporation Institute (2004, June). Industry recognized certificate programs and Job Corps: Working toward a skilled and qualified workforce. Centerville, Utah: MTC Institute.
- 161 American Jail Association (nd.) Training and Education. Retrieved June 17, 2008 from <http://www.aja.org/training/index.shtml>.
- 162 American Probation and Parole Association (2008). Summer 2008 Individual Certificate Program. Retrieved June 23, 2008 from http://www.appa-net.org/cheadlines/docs/CJJR_individual.pdf.
- 163 Nink, C. (2004). Correctional Officers: Strategies to Improve Retention. Management & Training Corp. Retrieved from <http://www.mtctrains.com/institute/publications/CO%20Retention%2010-04.pdf>.
- 164 Cornelius, G. (2001). The Art of the Con: Avoiding Offender Manipulation. American Correctional Association: Alexandria, VA.
- 165 Henry, S., personal communication, April 16, 2008.
- 166 Henry, S., personal communication, October 29, 2007.

Women Professionals in Corrections: A Growing Asset

MTC Institute

500 North Marketplace Drive
P.O. Box 10, Centerville, UT 84014

(801) 693-2870 Fax (801) 693-2900

carl.nink@mtctrains.com
www.mtctrains.com