

Prison Leadership: The Relationship Between Warden Leadership Style and Correctional  
Officer Job Satisfaction.

By

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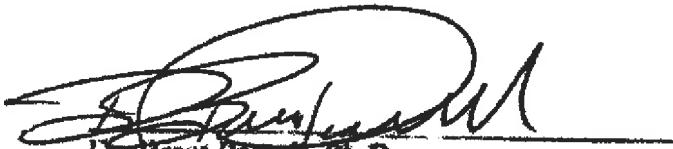
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### **Dedication**

This study is dedicated to “Ten” my mom who is no longer on earth, but I feel her presence and I see her smile every day. She would say I made her proud, but she made me proud. Her unwavering support and her fight to ensure her kids could be the best is the reason I completed this journey. Thanks, Ten! I further dedicate this to Kendra, Amber, and Zoe, my daughters. Let this serve as a reminder that sometimes you must swim upstream to get what you want. The journey is just beginning. We Never Quit!

## Abstract

In the field of corrections, prison wardens are vital to the overall success of their correctional agency. The impending cost associated with the growth in prison population and the escalating turnover rates for correctional officers pose challenges among those who lead prison's operations. The purpose of this study was to examine the relationship between Tennessee wardens' leadership practices and correctional officer job satisfaction. Utilizing the Leadership Practices Inventory (LPI), the relationship between correctional officers' perception of the warden's leadership practices and the LPI norms were examined. Additionally, utilizing the LPI, the relationship between self-ratings of the warden's leadership practices and the observer rating of the LPI were assessed. Lastly, utilizing the Job Satisfaction Survey (JSS) and observer LPI, correlations were examined between the correctional officers' job satisfaction and their perception of the warden's leadership practices. A convenience sampling technique was utilized to identify the participants for the study. The sample population was from five approved prisons within the Tennessee Department of Correction. The study was conducted utilizing a linear regression analysis and a series of one sample *t*-tests. Findings of this study showed lower correctional officers ratings of the wardens on the five LPI subscales than the inventory's norms. In a comparison of the LPI wardens' self-perception and the correctional officers' observer perception, correctional officers rated the wardens lower than the wardens rated themselves. The overall ratings of the correctional officer Job Satisfaction Survey (JSS) were neutral. However, of the nine JSS subscales, the results identified the nature of their work and supervision as the most positive. Pay, contingent reward, and promotional opportunities were rated as the primary reasons for job dissatisfaction. Additional findings indicated a positive relationship between job satisfaction and each of the five subscales of the LPI. It is recommended that future research broaden the sampling to multiple jurisdictions and take a more granular examination into the leadership practices of wardens and job satisfaction of correctional officers.

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## Chapter I: Introduction

### **Background of the Study**

Prisons are no longer small operations that focus on warehousing offenders and ensuring they do not escape. Today's prison systems have become very complex operations. Although operating safe and secure prisons and providing effective community supervision is the core mission of most agencies, supervising offenders is a complicated business. Atkin-Plunk and Armstrong (2013) wrote,

The administrative and correctional responsibilities of prison wardens are vast and include a wide array of components for which prison wardens are held accountable by correctional executives. In addition to carrying out the mission of the state, federal, or corporate entity prison wardens also oversee a facility's order, safety, and the prevention of escapes and riots. (p. 551)

Prisons can be equated to small cities with the prison warden being the Chief Executive Officer (CEO). A warden's priorities can include "administering safety and security operations, managing human resources, managing critical incidents, managing the budget, fostering a healthy institutional environment, presiding over the physical plant, administering public relations, maintaining professional competence, executing the strategic planning process, and overseeing other tasks" (Atkin-Plunk and Armstrong, 2013, pp. 551-552). The duties of the prison warden go beyond a simple lock and key operation. For example, a typical medium-security prison in the Tennessee Department of Corrections has 1500 beds, a staff of 500, and an annual operating budget of 40 million dollars (TDOC, 2013). Ruddell and Norris (2008) suggested, "The warden plays an important role in ensuring that the mission of his or her federal,

state or corporate headquarters is carried out. Increasingly, that focus has shifted to ensuring the safety and security of the community, staff, and inmates” (p. 36).

With the increasing number of offenders populating the criminal justice system and the imposed responsibilities placed on correctional and community supervision agencies, effectively identifying and training leaders for success is now more critical than ever. Ruddell and Cecil (2010) suggested, “The rapid expansion in correctional populations and changes in correctional practices have shaped the roles of correctional professionals, from the officer who supervises a housing unit to the central office staff who oversee the operations of entire correctional systems” (p. 80).

Even the most experienced wardens face challenges of high vacancies and turnover rates. Issues associated with correctional vacancies and turnover rates have received attention in the literature. For example, Udechukwu, Harrington, Manyak, Segal and Graham (2007) published statistics associated with reduction of workforce in corrections and stated, “A recent strategic workforce planning report of the GDC noted that in fiscal year 2004, the turnover rate for correctional officers was approximately 20.45 percent, which was higher than the turnover rates for the entire GDC, which totaled 17.25 percent” (pp. 247-248). Per a report published by the Association of State Correctional Administrators (ASCA), correctional officer turnover rates are still significantly challenging (ASCA, 2014).

As part of the ASCA (2014) report, the following states reported correctional officer turnover rates for 2013: Alabama 15%, Georgia 24.42%, Mississippi 55%, and Tennessee 51.64%. In 2015, changes occurred in correctional officer turnover with Alabama 15.7%, Georgia 29.1%, Mississippi 48.2%, and Tennessee 40.3% (SLC, 2015, p.22). The Southern

Legislative Conference listed the average turnover rate for correctional officers in the 15 southern states as 26.4% (SLC, 2015, p.22).

As the increasing scope of prison wardens' work continues, they must be prepared to lead a diverse organization. To lead, wardens must understand their impact on employees under their control. According to a 2016 research report published by the Society for Human Resource Management, "Respectful treatment of all employees at all levels was rated as very important by 67% of employees in 2015, making it the top contributor to overall employee job satisfaction for the second year in a row" (p. 6). The report identified the next four contributors as being compensation, benefits, job security, and the final was a tie between opportunities to use skills and trust between employees and senior management (Society for Human Resource Management, 2016). The leadership of the prison warden is important and guides the vision and expectations of the correctional officers and offenders, which has the potential to affect the satisfaction or dissatisfaction of employees. "One of the most important qualities of an effective leader is the ability to recruit and inspire subordinates" (Jacobs & Olitsky, 2014, p. 480).

### **Statement of the Problem**

The Department of Justice estimated that states and the federal government combined spent 80 billion dollars on corrections in 2010 (State Corrections Spending, 2013, p. 2). The recent growth of prisons, increased cost of incarceration, and the rising turnover rates for correctional officers gives reason to focus attention on those chosen to lead state prisons. Jacobs and Olitsky (2014) wrote, "The correctional leaders have to manage a workforce that is massively outnumbered by the inmates, often poorly educated, poorly trained, poorly paid, feeling chronically unappreciated and laced with interpersonal and inter-group frictions and gang conflicts" (p. 477). A significant body of research in the correctional area has focused on job

satisfaction of correctional officers, job stress, and retention (Armour, 2014; Armstrong, Atkin-Plunk, & Wells, 2015; Freudenberg, & Heller, 2016; Graham, 2011; Lambert, Minor, Wells, & Hogan, 2015; Peterson, 2014; Tewksbury, Richard, & Collins, 2006). Successful leadership is an essential component in any successful business, government agency, or organization; correctional agencies are no exception. Wilson (2013) posited that leadership in a prison environment could be more important than in any other environment. Furthermore, leadership and the advantages of sound leadership systems in the private sector have been well established in the literature. However, research on leadership practices in a correctional setting is limited, and this attempt to gain insight will lay the groundwork for further research. With correctional officer turnover rates continuing to climb, the impact of a warden's leadership style on employee job satisfaction or dissatisfaction is worthy of further research.

### **Significance of the Study**

The leadership practices of wardens and the influence of those practices on correctional officer job satisfaction were examined in this study. The data presented in this study could assist correctional administrators in understanding how the leadership practices of prison wardens impact job satisfaction of correctional officers. Yildiz and Simsek, (2016) found "that employees' relationships with their leaders have great influence on job satisfaction. In this regard, transformational leadership appears to be very significant because it includes an interactive leader-follower relationship" (p. 72). Finally, the study provides wardens an opportunity to become more aware of the leadership practices that influence correctional officers' perception and ultimately improve job satisfaction and correctional officers' retention.

## **Purpose of the Study**

In the field of corrections, prison wardens are vital to the overall success of their correctional agency. Ensuring that effective leaders are at the helm of prison operations is essential. “While ensuring the priority of a safe and secure prison environment for both staff and inmates, wardens must also respond to macro-level budget and legislative issues, human resource and staffing issues, facility functioning, and concerns of inmates and their families” (Ruddell & Norris, 2008). Paparozzi (1999) suggested, “There are compelling reasons to think about criminal justice as a profession that requires leaders, policy-makers, and practitioners to possess specific values, work experience, and educational backgrounds” (p. 121).

The purpose of this study was to examine how Tennessee wardens’ leadership practices impacted job satisfaction of correctional staff. Walker (2010) posited that when correctional officers are dissatisfied with their jobs, they are more apt to leave, which drains invested finances and manpower in the corrections industry. The importance of understanding whether the warden’s leadership style influences job satisfaction has the potential to expose reasons for correctional officers’ retention and turnover. Utilizing the Leadership Practices Inventory (LPI), the relationship between correctional officers’ perception of the warden’s leadership practices and the LPI norms were examined. Additionally, utilizing the JSS and observer LPI, correlations were examined between the correctional officers’ job satisfaction and their perception of the warden’s leadership practices. Successful organizations usually have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Voon & Ayob, 2011). “A new paradigm is also needed for leadership in corrections. To establish a baseline from which to measure future leadership efforts, greater insight is needed into the current leadership practices

of correctional leaders” (Mactavish, 1995, p. 357). Results of this study can be utilized to help improve employee job satisfaction, lower correctional officers’ turnover rate, and increase retention through sound leadership practices within the prison setting.

### **Theoretical Framework**

The leadership style of a warden has the potential to influence the working conditions and job satisfaction of correctional staff, which ultimately impacts retention. The leader has a role in creating the environment for positive employee job satisfaction. The leaders’ ability to set clear goals, provide sufficient resources, helping with the work, and allowing open and honest dialogue are all contributors to a positive supported work environment (Amabile & Kramer, 2011). In the choice of leadership style, transformational leadership has been reported to be positively related to job satisfaction in various sectors of organization as compared to other styles of leadership such as transactional and laissez-faire (Sulieman Ibraheem, Hussein, & Mohammad, 2011). Northouse (2013) wrote, “Transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals” (p. 185).

The National Institute of Corrections (NIC) published a resource guide for new wardens and wrote about Qualities for Success. The following is a quote regarding successful wardens:

When agency directors cited the qualities they saw in successful wardens and the qualities most desirable for potential wardens, they identified several. Agency directors want the warden to be visible in the facility and someone who listens to staff and inmates. They expect the warden to set clear expectations and hold staff accountable for quality performance. They prefer that a standard be set for a management performance and then, modeled to staff. They want the warden to invite staff participation and to provide



opportunities for team problem-solving. They want common sense. (McC Campbell, Hall, & Layman, 2002, p. 119)

The importance of understanding what makes a successful warden appears to relate directly to the leadership style of the warden. Per Atkin-Plunk and Armstrong (2013), “Transformational leaders were described as individuals who are motivational, able to craft and exhibit a vision of the future with their staff, express confidence that goals will be achieved, and successfully analyze problems” (p. 563). In a study evaluating retention for correctional officers in the Missouri Department of Corrections Crews (2006) suggested, “Employees who indicated that their supervisor provides an environment of trust and communication, also show support for the organization” (p. 68).

### **Research Questions and Hypotheses**

The following are the primary research questions and hypotheses for this study:

**RQ1:** Using the LPI, to what extent, if any, is there a statistically significant difference between the correctional officers’ perceptions of warden’s leadership traits and the LPI norms?

H<sub>01(a)</sub>: There is no statistically significant difference between Model the Way correctional officers’ LPI scores of prison wardens and Model the Way norms.

H<sub>a1(a)</sub>: There is a statistically significant difference between Model the Way correctional officers’ LPI scores of prison wardens and Model the Way norms.

H<sub>01(b)</sub>: There is no statistically significant difference between Inspire a Shared Vision correctional officers’ LPI scores of prison wardens and Inspire a Shared Vision norms.

H<sub>a1(b)</sub>: There is a statistically significant difference between Inspire a Shared Vision correctional officers’ LPI scores of prison wardens and Inspire a Shared Vision norms.

$H_{01(c)}$ : There is no statistically significant difference between Challenge the Process correctional officers' LPI scores of prison wardens and Challenge the Process norms.

$H_{a1(c)}$ : There is a statistically significant difference between Challenge the Process correctional officers' LPI scores of prison wardens and Challenge the Process norms.

$H_{01(d)}$ : There is no statistically significant difference between Enable Others to Act correctional officers' LPI scores of prison wardens and Enable Others to Act norms.

$H_{a1(d)}$ : There is a statistically significant difference between Enable Others to Act correctional officers' LPI scores of prison wardens and Enable Others to Act norms.

$H_{01(e)}$ : There is no statistically significant difference between Encourage the Heart correctional officers' LPI scores of prison wardens and Encourage the Heart norms.

$H_{a1(e)}$ : There is a statistically significant difference between Encourage the Heart correctional officers' LPI scores of prison wardens and Encourage the Heart norms.

**RQ2:** Using the LPI, to what extent, if any, is there a statistically significant difference between warden's self-perception of leadership traits and correctional officers' perceptions of wardens' leadership traits?

$H_{02(a)}$ : There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Model the Way.

$H_{a2(a)}$ : There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Model the Way.

H<sub>o2(b)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Inspire a Shared Vision.

H<sub>a2(b)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Inspire a Shared Vision.

H<sub>o2(c)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Challenge the Process.

H<sub>a2(c)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Challenge the Process.

H<sub>o2(d)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Enable Others to Act.

H<sub>a2(d)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Enable Others to Act.

H<sub>o2(e)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Encourage the Heart.

$H_{a2(e)}$ : There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Encourage the Heart.

**RQ3:** To what extent, if any, are there statistically significant correlations between the correctional officers' perception of their warden's leadership traits and correctional officers' overall job satisfaction?

$H_{o3(a)}$ : There is no statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Model the Way.

$H_{a3(a)}$ : There is a statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Model the Way.

$H_{o3(b)}$ : There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Inspire a Shared Vision.

$H_{a3(b)}$ : There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Inspire a Shared Vision.

$H_{o3(c)}$ : There is no statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Challenge the Process.

H<sub>a3(c)</sub>: There is a statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Challenge the Process.

H<sub>o3(d)</sub>: There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Enable Others to Act.

H<sub>a3(d)</sub>: There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Enable Others to Act.

H<sub>o3(e)</sub>: There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Encourage the Heart.

H<sub>a3(o)</sub>: There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Encourage the Heart.

### **Methodology**

A quantitative correlational research design was selected to conduct this study. According to Leedy and Ormrod (2013), "Quantitative researchers seek explanations and predictions that will generalize to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to existing theories" (p. 96). The chosen research method is consistent with this type of study that does not involve control and treatment method.

A convenience sampling technique was utilized to identify the participants for the study. Convenience sampling takes people or units that are readily available. The sample population was from five approved prisons within the Tennessee Department of Correction. To ensure consistency in the sampling, the prisons were comparable in size, demographics, and offender populations. The study was conducted utilizing a linear regression analysis and a series of one sample *t*-tests. A detailed description of the research method and design is found in Chapter III.

### **Definition of Key Terms**

The following are a list of key terms used throughout this research study:

1. **Correctional Experience:** The number of years working in a correctional setting (jail, prison, probation, or parole).
2. **Educational Attainment:** The highest level of education completed. (Reference.Com).
3. **Job Satisfaction Survey (JSS):** The Job Satisfaction Survey (JSS) is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction. The JSS is a copyrighted instrument (Proctor, 1985).
4. **Leadership Practices Inventory (LPI):** Kouzes and Posner's (2003) self-assessment inventory designed to measure leadership practices of participants.
5. **Observer:** Correctional officers completed the LPI Observer Questionnaire.
6. **Prison:** A place of confinement especially for lawbreakers, specifically: an institution (as one under state jurisdiction) for confinement of persons convicted of serious crimes (Definition, 2014).
7. **Recidivism:** Recidivism is one of the most fundamental concepts in criminal justice. It refers to a person's relapse into criminal behavior, often after the person receives sanctions or undergoes intervention for a previous crime. Recidivism is measured by

criminal acts that resulted in rearrests, reconviction or return to prison with or without a new sentence during a three-year period following the prisoner's release ("NIJ," 2014).

8. Transformational Leadership: Transformational leadership behaviors are those behaviors that inspire followers by providing a sense of vision, challenging the status quo, engaging in idealism, and providing stimulation and inspiration (Burns 1978).
9. Transactional Leadership: A relationship between leader and follower which is a temporary bartered arrangement between the leader and the follower (Burns, 1978).
10. Southern States: States identified to be in the Southern Legislative Conference (SLC, 2015).
11. Warden: An official who oversees a prison ("Definition," 2014).

### **Limitations**

According to Simon and Goes (2013), "Limitations are matters and occurrences that arise in a study which are out of the researcher's control. They limit the extensity to which a study can go, and sometimes affect the result and conclusions that can be drawn" (p. 1). However, limitations may not necessarily equate to diminished validity to the study. Limitations in one's study provide the opportunity for future research. Sample size, self-reported measures, and literature to support findings will have the most significant potential impact on the ability of effectively answering the research question.

Determining the sample size to be selected is a significant step in any research study as it has a direct impact on the validity and reliability of the research. Duffy (2006) wrote, "The question to answer is: How many participants need to be sampled to ensure that the results of the completed study will have scientific significance?" (p. 9). The sample size could be impacted because of lack of support or fear of answering questions. Also, participants have no incentives

in responding to the surveys, which could cause a poor response rate and further affect the sample size. To improve chances of receiving sufficient surveys the researcher monitored the response rate throughout the period the survey was open. Additionally, the Research Director for TDOC agreed to send a reminder email out if necessary. The additional measures were intended to ensure a sufficient sample pool is collected.

While self-reported measures allow individuals to express themselves in a non-threatening manner and can be efficiently administered, they do have limitations. McDonald (2008) identified, "Another related concern regarding credibility of respondents is that individuals do not just respond in a socially desirable manner because they want to present themselves in a certain way" (p. 78). The accuracy of the reports may be compromised when a participant exaggerates or minimizes the survey or indicators are compromised. However, some of the problems listed above can be countered through the careful design and application of self-report measures. For example, response bias can be attenuated by ensuring anonymity and confidentiality of responses. Also, the online questionnaire distribution presents an advantage over having the researcher present when the participant completes the questionnaire. Utilizing online tools such as electronic surveys the researcher never meets with any of the participants, thereby minimizing the individuals' need to respond in a socially desirable fashion.

### **Delimitations**

The research problem assumes transformational leadership characteristics are essential to the success of prison wardens. Additionally, the researcher assumes that all the wardens in Tennessee will agree to participate. Also, as the study aims at assessing the relationship between warden's leadership styles and correctional officer job satisfaction, it is noted that correlation does not imply causation.



## Summary

Chapter I reflects background information on the critical role of prison wardens and leadership practices that impact public safety. Prison operations are responsible for the confinement of individuals who are sentenced for criminal convictions to serve time away from their family and communities. Those charged to lead each correctional facility can impact public safety by operating safe and secure facilities. Therefore, identifying and training effective correctional leaders at all levels of management from correctional officers to wardens is more critical now than ever. Correctional agencies hold wardens accountable for the oversight of correctional facilities, and wardens hold correctional officers responsible for the supervision of offenders. “To be successful in these and other efforts, wardens must be effective leaders who can successfully convey and inspire their staff with a shared vision for their organization without suffering negative affect from intensive job tasks” (Atkin-Plunk & Armstrong, 2013, p. 551). Jacobs and Olitsky (2014) wrote, “Many private organizations, and the U.S. armed forces, invest heavily in recruiting and developing leaders who can define, refine and achieve goals, solve problems effectively, creatively and efficiently and elicit their subordinates' best efforts” (p. 478). In Chapter II a review of existing literature as it relates to prison operations, correctional leadership, various leadership styles, and employee job satisfaction is examined.

## Chapter II: Review of the Literature

### Introduction

Chapter II includes three major sections. The first section provides context into prison operations. The second section presents information related to job satisfaction. The final section reviews the literature associated with existing leadership theories, including leadership power, servant leadership, and transformational leadership.

The literature compiled for this review was obtained through comprehensive online library search methods. Among the journal databases searched, EBSCOhost, ProQuest, Business Source Premier, and American Doctoral Dissertations, and included articles within the last five years generated the most applicable results. The search included the following keywords: *Leadership, prison, warden, corrections, corrections officer, job satisfaction, employee satisfaction, and leadership and retention*. The researcher accessed a multitude of other databases in the search process as well. Before generating the returns, the peer-reviewed feature was selected, ensuring that all the literature generated would fit this designation.

Current literature containing empirical research in the relevant areas was reviewed, which appeared in a wide range of publications such as the *Journal of Counseling Psychology, Personnel & Guidance Journal, Journal of Occupational and Organizational Psychology, The Leadership Quarterly, and the International Journal of Management, Business, and Administration*. Additionally, once crucial authors were identified, the corpus of their work was reviewed for other relevant research, and other works cited by those authors were similarly reviewed. Equally, identified journals, especially in specifically themed issues, for other relevant work were reviewed.

## **Prison Operations**

The actual regulation of correctional facilities entails a comprehensive understanding of a multitude of areas. Houston (1999) asserted that unidimensional individuals make for poor corrections managers given the multifaceted approach required by the job. Those entering the job must be knowledgeable of the criminal justice system and the information behind criminal behavior while being aware of the needs of being an effective manager (Houston, 1999).

Paparozzi (1999) suggested, “There are compelling reasons to think about criminal justice as a profession that requires leaders, policy-makers, and practitioners to possess specific values, work experience, and educational backgrounds” (p. 121). Also, “A new paradigm is also needed for leadership in corrections. To establish a baseline from which to measure future leadership efforts, greater insight is needed into the current leadership practices of correctional leaders” (Mactavish, 1995, p. 357).

Atkin-Plunk and Armstrong (2013) validated, “Prison wardens who had no prior experience as a correctional officer or singular experience in either treatment or custody alone experienced greater levels of job stress” (p. 564). Additionally, they suggested, “the dynamic prison environment presents daily challenges for wardens as many wardens perceive that they are insufficiently prepared for their roles” (Atkin-Plunk & Armstrong, 2013, p. 551). Wardens manage a variety of populations, facility plans, staffing patterns, and budgets throughout their tenure.

Prisons usually fall into one of four primary security types: maximum, medium, minimum, and community. The National Institute of Corrections (NIC) published a manual on staffing analysis, which discussed prison security levels (NIC, 2016).

Facilities are built or renovated based on the agency administrator's decision as to which custody classification(s) will be housed there. Preferably, the security classification of the physical plant (including perimeter, administrative and program/service buildings and housing units) will be reflected in the "hardness" of the construction. The higher the custody level of the inmates housed, the higher the security level of the construction. A facility that will house inmates classified as maximum custody requires maximum-security construction and sophisticated technology. (p. 32)

Each of the prison security levels corresponds with the types of offenders assigned to the facility. In describing the types of offenders that are supervised within a correctional facility, the four primary custody levels are maximum, high/close, medium, and minimum.

**Maximum Custody.** Maximum custody inmates require the greatest degree of supervision because of the significant danger they pose to others and the institution (NIC, 2016). Inmates are classified as maximum custody based on criminal history, institutional misbehavior, escape history, or high-profile crime (NIC, 2016). These inmates are subject to the greatest degree of observation and most stringent security and are restricted to their cells most of the time (NIC, 2016).

**High/Close Custody.** High/close-custody inmates have demonstrated by their conduct in the community (serious crimes) and their prior institutional behavior (assault and escape history) that they pose a threat to the safety and security of other inmates and correctional officers and, therefore, require continual supervision and accountability (NIC, 2016). These inmates are not allowed outside the facility's secure perimeter except when escorted to court or for health care issues, are prohibited from participating in programming requiring movement outside the secure perimeter, and are observed continuously while inside the unit (NIC, 2016).

**Medium Custody.** Medium-custody inmates require less supervision than those in close custody but more than minimal supervision (NIC, 2016). These inmates are assigned to regular quarters and are eligible for all regular work assignments and activities under a normal level of supervision (NIC, 2016). Medium-custody inmates are not eligible for work details or programs outside the perimeter unless supervised, and their inside movements (except call-outs) are subject to the issuance of passes (NIC, 2016). Restraints must be used on these inmates for any outside movement except supervised work or program assignments (NIC, 2016).

**Minimum/Low Custody.** Minimum/low-custody inmates have demonstrated acceptable institutional behavior and are not deemed a threat to the community (NIC, 2016). They are not continually confined to their rooms, do not need a pass to move within the facility, and may participate unescorted in outside programs and work details on a time-restricted basis (NIC, 2016).

As an example, in the Tennessee Department of Correction (TDOC), there are 15 prisons under the state's supervision. Six of the 15 are rated as maximum security, four are close security, and the remaining five are medium security (TDOC Statistical Abstract, 2016). As listed in the TDOC FY2016 Statistical Abstract, there were 20,802 offenders as of June 30, 2016, (p. 21). The security levels by type were:

Maximum	508
Close	781
Medium	16,157
Minimum	3,006
Unclassified	292

### **Prison Staffing**

In the Tennessee Department of Correction, the staffing for the prisons ranged from a high of 703 to a low of 151 based on the offender population size and the mission of the prison

(TDOC Statistical Abstract, 2016). Prison staff are designated as security and non-security. According to the Florida Department of Corrections, custody staff are correctional officers who “are responsible for the supervision, care, custody, control and physical restraint, when necessary, of inmates in a Correctional Institution or facility” (FDOC, 2016). Some of the jobs listed in the career path include Correctional Officer, Correctional Sergeant, Correctional Lieutenant, Assistant Warden, and Warden (FDOC, 2016). Jobs not listed under the custody staff included positions related to administration, clerical, maintenance, healthcare, legal, education, and contracts. While the list is not exhausted, it indicates the complexity of the interworking of a prison.

### **Wardens**

Across the southern states, varying education, experience, and previous job responsibilities are required to become a warden and to carry out the official duties. A review of the state corrections website for Alabama, Georgia, Florida, and Tennessee listed warden education requirements from General Education Diploma (GED) to Bachelor’s degree (ADOC 2016, GDC 2016, FDOC 2016 & TDOC 2016). Likewise, minimum job requirements were focused on years of experience in a work-related environment. Job responsibilities were broad and included administrative and supervisory responsibility, supervisory responsibility for prison staff, and operating safe and secure facilities (Bennett, Crewe, & Wahidin, 2013).

Wardens are often promoted from within their organization, wherein they often begin as correctional officers and rise through the ranks (Stoyanova & Harizanova, 2016). The American Correctional Associations Publication “What is a Warden” (2007), compares the modern-day warden to a CEO and identified 12 major duty areas. The duty areas spanned from management of human resources, litigation, inmate management, emergency management, and budget

(NAAWS, 2007). Wardens must create a common goal and share the vision with their staff, especially the backbone of correctional facilities—the correctional officers (Baker, Gordon, & Taxman, 2015).

### **Correctional Officers**

In the southern states, various educational levels and years of experience are required to be considered for the position of correctional officer. Utilizing the same states reviewed for wardens, Alabama, Georgia, Florida, and Tennessee, a review of the state's corrections website identified education, experience, and job requirements. Minimum requirements include a high school diploma or General Education Diploma (GED), at least 18 years of age, and a clean criminal record (FDOC, 2016).

Prison operations are a huge responsibility for correctional staff with the expectations that offenders in custody will conform to reasonable rules, achieve and maintain good mental and physical health, and will not victimize one another, the staff, or the facility (Finney, Stergiopoulos, Hensel, Bonato, & Dewa, 2013). Additionally, correctional officers are subject to increasing amounts of stress due to the fact that they are outnumbered by the inmates, are dealing with poorly educated individuals, often lack higher education themselves, are poorly paid, feel unappreciated, and deal with conflict on a daily basis (Armstrong, Atkin-Plunk, & Wells, 2015). Work as a correctional officer has the potential to create distorted views of the world because of shared experience working with inmates. For example, Tewksbury and Collins (2006) wrote, “Violence and aggression by correctional staff has been a long-standing part of popular culture's views and characterizations of prisons and, according to some research, is a part of the reality of many prisons” (p. 330).

## **Job Satisfaction**

### **Job Satisfaction of Correctional Officers**

Skills and abilities critical to leadership in corrections pose unique challenges. The current knowledge regarding the criminal justice system is more extensive than it has ever been, wherein the field is viewed more as a science. As such, critical perspectives regarding various shortfalls of the criminal justice system are rampant within the existing literature. This perspective is due to the fact that when the system is administered poorly, too many people are victimized in numerous ways (Freudenberg & Heller, 2016). An organization's well-being is described as the way in which its function and quality are perceived by employees. Well-being includes the employees' physical and mental health, sense of happiness and social well-being, which are all attributed to job satisfaction (Grant, Christianson, & Price, 2007).

In describing job satisfaction, Chomal and Baruah (2014) wrote, "Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more an attitude, an internal state" (p. 54). To further explain and define job satisfaction, Chomal and Baruah referenced the work of others Rich, (1997), Arnett (2002), Spector (1997), and Lawler (1990) and concluded, "Job satisfaction refers to people's feeling about the rewards they have received on the job. Thus, satisfaction is consequences of past events" (p. 54).

As suggested by Mofoluwake and Oluremi (2013), job satisfaction relates to how one feels about the work related to his or her job. The totality of the good, bad, negative, and positive creates the feeling of satisfaction or dissatisfaction (Mofoluwake & Oluremi, 2013). Walker (2010) asserted that leadership directly influences the satisfaction of correctional officers. Regardless of working conditions or leadership, there are occasions when the job and



the employee are not a good fit. Udechukwu (2009) asserted that correctional officers were no different than employees in other organizations, in that they will have the potential to dislike their job and feel unsatisfied. Additionally, because correctional officers work in such inhospitable and unforgiving environments, they are likely to voluntarily leave their organization (Udechukwu, 2009). Dial, Thompson, and Johnson (2008) similarly reported that correctional officers who received less care from immediate supervisors were more likely to be dissatisfied with their jobs.

Being overworked and increased stressors in the correctional environment can contribute to job satisfaction or dissatisfaction. Carlson and Thomas (2006) examined the contributors to burnout between caseworkers and correctional officers. Their study identified the top three reasons staff left was more money, lack of support from management, and stress and burnout. Understanding the reasons for burnout and turnover at any level can contribute to changes that can positively impact job satisfaction.

Walker (2010) asserted that organizational effectiveness, elevating human service for job performance, and raising job satisfaction need to be increased because job dissatisfaction can impact the health of the overall organization. Regarding the effect of job dissatisfaction on the position, Udechukwu (2008) reported that monetarily, organizations suffer due to the training and replacement costs of officers who leave. Additionally, there is no guarantee that the replacement will meet the needs and expectations of the organization (Udechukwu, 2008). As such, this may have a negative effect on remaining employees who now must cater their performance to substitute for the replacement (Udechukwu, 2008). The health of the organization suffers because of the turnover and constant staff training requirements.

Peterson (2014) conducted a quantitative study and examined job satisfaction and organizational commitment among correctional officers at the Iowa State Penitentiary. Peterson (2014) concluded job satisfaction and organizational commitment was an important role in the lives of correctional officers. Utilizing the Job Descriptive Index (JDI) Peterson (2014) noted the responses related to work, promotions, and supervisors were below average while responses related to pay were above average. The author's findings suggested the correctional officers in Iowa were generally satisfied with their pay. Peterson (2014) wrote "Because pay is usually low in the field of corrections, it is interesting that pay was a source of satisfaction, not dissatisfaction, for the correctional officers at the Iowa State Penitentiary" (p. 85).

The availability of jobs in the community can have an impact on job satisfaction. The availability of jobs in the community can have an impact on job satisfaction. Artz and Kaya (2014) examined the impact of perceived job security on job satisfaction. The author's findings support job security having a positive effect on job satisfaction and that security from job loss is a determinant to job satisfaction. Specifically, they wrote, "This is an important consideration, as it is the macroeconomic condition at the time of the survey that helps to inform the worker as to whether he or she is secure from job loss" (Artz & Kaya, 2014, p. 2873). Additionally, the authors found less educated workers were more positively impacted by job security during periods of contractions relative to periods of expansions.

The relationship of supervisor's leadership behaviors and employee job satisfaction is relevant. Snowden (2011) evaluated the relationships of supervisory leadership behaviors to employee job satisfaction. The study was done to provide insight into what leadership behaviors influenced job satisfaction. The targeted population was employees in call centers. The findings identified relationships existed between the leadership behavior styles of supervisors and the job

satisfaction of call center representatives (p.117). Walker (2010) conducted a study of leadership practices and job satisfaction of correctional officers in a jail setting and concluded there is a positive correlation between transformational leadership from supervisors and correctional officer job satisfaction.

Examining relationships between leadership styles, Saleem (2014) concluded, “Transformational leadership has a positive impact on job satisfaction, and transactional leadership has a negative impact on job satisfaction. Findings also suggested that perceived organizational politics partially mediate the relationship between both leadership styles and job satisfaction” (p. 563). A primary responsibility of the leader is to ensure employee job satisfaction. The leader of the organization is the person who can create solutions, develop appropriate policies, and ensure improvements are made to positively impact job satisfaction (Sarier & Uysal, 2013).

The impact of job satisfaction and leadership styles is relevant based on gender. Minardo (2017) investigated perceived leadership style, gender, and job satisfaction in county jail correctional officers. Minardo (2017) found that overall correctional officers were more satisfied under transformational leadership. Additionally, the study revealed female correctional officers preferred transformational leaders and males were more satisfied with transactional leaders.

### **Theories of Leadership**

Good leadership is an essential component in any successful business, government agency, or organization. A question that is often asked is “What makes a great leader?” Mother Theresa of Calcutta, Martin Luther King, Jr., Ronald Regan, and Colin Powell are considered great leaders who have demonstrated there are many diverse ways to lead people and emerge as a leader. Howell, Bowen, Dorfman, Kerr, and Posdakoff (1990) wrote, “Leadership has been

recognized through the ages as a primary means of influencing the behavior of others. Research into the keys to effective and ineffective leadership has also been going on for quite some time” (p. 21).

Northouse (2013) provided a number of theories that describe leadership styles, practical tools, including assessments, case studies, and checklists designed to assist in preparing leaders to become better leaders. A significant emphasis of Northouse is on helping leaders construct their own effective approach to leadership. Smith, Carson, and Alexander (1984) wrote, “Can leadership make a difference? Some leaders do influence organizational performance. Perhaps it is time to go beyond describing leader” (p. 765). Leaders and organizations that aspire to succeed must be engaging and possess the ability to be innovative in their leadership approach.

Leaders must create and maintain an organizational culture that strives for continuous improvement and works toward fundamental goals. Cultivating a positive work environment with clear organizational mission goals while making a positive difference in the lives of the employees are vital components to the success of any business. Therefore, a positive relationship between leader and follower is critical. According to Jacobs and Olitsky (2014), “Without intelligent, competent and even inspiring prison leadership, there is little chance of creating decent, much less constructive prison environments and operations” (p. 477). The concepts of power, servant leadership, and transformational leadership are discussed in the next sections.

## **Power**

There is no leadership without power; however, there can be power without leadership. How leaders choose to use the inherent power that comes with a position of authority is critical to the success of the leader, followers, and the goals of the organization. While there are many

definitions of power, Burns (1978) chose to emphasize the purpose of intent in the definition of power. He asserted, "Power has been defined as the production of intended effects, but the crux of the matter lies in the dimensions of 'intent'" (p. 130). The warden's influence in obtaining desired results must be rooted in his or her intent to accomplish a shared vision or goal.

"Leaders begin with the end in mind by imagining what might be possible. Finding a common purpose inspires people to want to make that vision a reality" (Kouzes & Posner, 2012, p. 104). Leadership is not about the leader but about the people that one has the opportunity to lead. The use of influential power should aim at what is good for the organization and the people of that organization.

The purpose of power follows the assumption that there is a direct association between the intent of the power holder and the intent of the power recipient. As such, Burns (1978) conceptualized power as a "collective act and a relationship between the intent of the power holder and the power recipient" (p. 13). The relationship between the power holder and the power recipient in relation to leadership should be considered, as the amount of power necessary to complete the task will alter if the perceived intention of the power holder is aligned with the objectives or expectations of the power recipient (Altman, 2008). The way that these intentions are communicated makes it apparent that the use of power is capable of building trust.

Expert power as defined by Lunenburg (2012), "is a person's ability to influence the behavior of others by creating a perceived threat or promise to punish (p. 3). According to Lunenburg (2012), "Expert power is closely related to a climate of trust. A leader's influence can be internalized by subordinates; that is, when a leader uses expert power, attitudinal conformity and internalized motivation on the part of subordinates will result" (p. 6). Therefore,

the power to obtain the desired results depends heavily on the relationship that is established by the leader and his followers.

Effective leaders can influence others by using motivational techniques; the power holder can persuade the intent of the follower or power recipient. Regarding motivational techniques, power is split into two categories: soft power bases and harsh power bases. The difference in the two bases is the amount of freedom the power recipient feels in his or her choice to comply with the power holder's rules or decisions. Soft power techniques allow the followers more freedom and autonomy in making a choice to accept demands through expert power, referent power, informational power, and legitimacy of dependence; on the contrary, harsh power techniques are characterized by the constraints of the follower's freedom to comply with the leaders demands through coercion, reward, legitimacy of position, equity, and reciprocity (Pierro, Raven, Amato, Belanger, 2012). Pierro et al. (2012), in agreement with Koslowski et al. (2001), concluded that soft power techniques are associated with positive individual and organizational outcomes.

Effective leaders influence others to support and implement decisions that the leader and group members perceive are necessary. There is no leadership without influence; motives can be persuaded to influence outcomes. Power of position alone is unable to create the balance needed to implement successful leadership. Campbell (2006) examined position power versus personal power and suggested that even within a paramilitary structure of corrections, leaders still must earn respect by demonstrating forms of personal power.

A study conducted by Pierro et al. (2012) used an interpersonal power interaction model (IPIM) to find the association between both harsh and soft power bases in transformational leadership to discover the commitment of the followers within an organization. The IPIM encompasses personal power regarding the weakness exhibited by the power recipients influence

to comply based on the style of the power holder's influence. Results indicated that organizational commitment was heavily influenced by the followers' choice to comply with soft power methods of leadership while harsh power methods were not (Pierro et al. 2012). Pierce-Mobley (2015) examined the relationship between leader authenticity and personal sense of power. The researcher attempted to understand the influence of power in public sector employment. The findings of the study concluded that leaders in public sector organizations at all levels were able to be authentic in their leadership journey. Additionally, a balance of power has been associated with job satisfaction. Tsai (2011) researched the relationship between job satisfaction among nurses and leadership behaviors and concluded, "A supportive manager shares values, believes in a balance of power, and provides opportunities for open dialogue with nurses, which in turn reduces the chances of internal conflicts" (p. 2).

Effective leadership, however, is the ability to be influential for the good of the organization and not guided by selfish motives. According to Burns (1978), the use of power relies heavily in what the power holder wants to accomplish. At times, leaders exercise power without any concern for the wants and needs of the respondent. However, power holders may use the needs and wants of respondent only as a mean to obtain what they want. Leaders will always be more successful when they are aware and insightful of what motivates others.

### **Servant Leadership**

Flint Jr. describes servant leadership as a style that boosts followers' moral initiative and motivation. Flint Jr. (2012) suggested that the best strategy for achieving organizational goals is by "developing an environment of caring, mutual trust, and respect between the leaders and the people by focusing their efforts and strategy on developing the full potential of all associates and

the business, therefore creating a winning partnership” (p. 15). Servant leaders set their vision, guide the path, and facilitate the opportunity for the team to be successful.

Focht (2011) conducted research to define servant leadership by identifying the primary characteristics of servant leadership. According to Focht (2011), “Twelve characteristics were identified as primary characteristics of servant leadership. The characteristics include valuing people, humility, listening, trust, caring, integrity, service, empowering, serving others' needs before their own, collaboration, love/unconditional love, and learning” (pp. 72-73). Through team collaboration, a leader may find himself implementing all the skills described by Focht. Moreover, Crother-Laurin (2006) wrote, “Healthy leadership, rather than teams, should be the approach for increasing collaboration by which the organization gets to the light in the best efforts and contributions from each constituent” (p.8).

In servant leadership, the primary focus of the leader is on his or her followers (Hoch, Bommer, Dulebohn, & Wu, 2016). In a previous study conducted by Hoch et al. (2016), a meta-analysis was done to show the correlation between emerging leadership styles and nine criterion variables subdivided into behavioral measures, attitudinal measures, and relational perceptions. In Hoch’s study, correlations were sought between authentic leadership, ethical leadership, transformational leadership and, servant leadership. With a correlation coefficient of  $\rho = .52$  it was only presumed to be moderately effective in explaining organizational citizenship behavior, employee engagement, job satisfaction, overall commitment, trust, or leader-member exchange. When disseminating information via servant leadership it was concluded, the leader should provide a practical strategy for an effective leadership style (Hoch, Bommer, Dulebohn and Wu, 2016).



Sokoll (2014) building on the work of Jacobs, 2006; Russell and Stone, 2002; and Van Dierendonck, (2010), examined the relationship between servant leadership behaviors of a supervisor and subordinates' commitment to the supervisor. Sokoll (2014) sought to validate the importance of the employee's commitment to the supervisor as a major role in employee retention. Sokoll (2014) concluded, "This study quantitatively found significantly strong support for its hypothesis that servant leadership behaviors of a supervisor uniquely and positively affect employee commitment to said supervisor" (p. 97). Morgan and Lynch (2017), writing on service-based leadership in the U.S. Marines Corp, referenced Greenleaf's concept of servant leadership. Morgan and Lynch described the concept of putting your team's need ahead of personal needs. Specifically, Morgan and Lynch (2017) wrote, "These actions might seem simple, but that doesn't mean they're easy. Being of service to your employees is a process, not an event. It takes time, commitment, and effort, but the payoff is clear: loyalty, engagement, and higher performance" (p. 5). Leadership is not about one person getting the job done; it is more about how to get it done through leading and inspiring others to share the vision and make it happen as a team.

### **Transformational Leadership**

The review of the literature indicates that transformational leadership also adds value to organizations, people, and stakeholders. According to Northouse (2013), "Transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals" (p. 185). Transformation leadership style has a place in the public sector. Public employees are more engaged when they have a clear understanding of expectations and mission. The nature of public work should be utilized by leaders to motivate and guide employees into outstanding performance (Ljungholm, 2014).

Transformational Leadership is conceptualized by Harper (2012) as he cited the work of Bass (1997) and Northouse (2006). Transformational leadership requires the leader to set the example and be the role model. Transformational leaders are expected to earn the trust and confidence of by inspiring their followers to contribute to the success of the organization (Harper, 2012). In transformational leadership, performance happens without expectations from either side. People trust each other to execute to a common vision and aspiration. Performance in transformational theory is measured based on a leader's abilities, skills, and achievement in a defined task (Deinert, Homan, Boer, Voelpel & Gutermann, 2015). A meta-analysis was conducted by Deinert et al. (2015), which partially focused on the association between transformational leadership and leader performance. Transformational leadership was divided into four sub-divisions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Deinert et al., 2015). Results concluded the transformational leadership sub-dimensions were all positively related to leader performance.

Deinert et al., (2015) found the following:

Leaders who focus more on idealized influence act as a role model, allowing followers to orient themselves to their leaders' behavior. These behaviors might be more consequential for the followers' performance rather than that of the leaders. Conversely, the motivational aspect of leaders who focus more on inspirational motivation might influence followers and leaders, since these leaders motivate, foster optimism, and inspire — behaviors that might have an impact on their own motivation to perform and subsequent performance as well. (p. 1111)

The leader's performance and positive actions allows for people to trust each other for executing a shared vision and aspiration. Together leaders and their subordinates can promote each other.

The leader and follower will impact the overall morale and motivation of one another.

Transformational leaders motivate and inspire followers to accomplished goals for the good of all.

Unanticipated or significant outcomes are often the results of inspirational leaders.

Transformational leadership reinforces principles of high standards and challenges the status quo. Atkin-Plunk and Armstrong (2013), suggested characteristics that are exhibited by a transformational leader include "have an appropriate emotional outlet, effectively communicate the purpose of the correctional organization to stakeholders, be a mediator, clearly articulate performance expectations, and be invested in their relationships with staff members" (p. 556).

According to Northouse (2013) and Deluga (1990), four factors correlate with the transformational leadership style. The factors associated with this style include idealized influence (perceived God-like qualities that generates great referent power and influence), inspirational motivation (ability to engage and emotionally communicate a future idealistic state), intellectual stimulation (how the leader derives power), and individualized consideration (encourages subordinates to think of old problems in new ways).

Transformational leadership has been associated with positive job satisfaction. Chang and Lee (2007) investigated the connection and interaction between leadership style, organizational culture, and job satisfaction. According to the results, leadership style and organizational culture were very likely to influence employees' job satisfaction positively, especially when the latter shared their leaders' vision in the frame of a transformational leadership style. Investigating the relationship of transformational leadership between

correctional officers and job satisfaction, Minardo (2017) found, “The interaction, although not significant, does suggest that transformational leadership may influence job satisfaction” (p. 69). Examining the impact of transformational leadership style on employee affective commitment in the banking sector, Riaz, Akram, and Ijaz (2011) reached similar conclusions and found strong positive interaction between transformational leadership and employees’ job commitment. The quantitative study surveyed four banks and 293 employees and recommended exploring employee commitment in relationship to leadership on a broader scale. Bushra, Usman, and Naveed (2011) investigated the relationship between transformational leadership and job satisfaction. They found that transformational leadership had a positive impact on the general job satisfaction experienced by 42% of participants, indicating their preference for a transformational leadership style (Belias & Koustelios, 2014).

Transformational leadership inspires employees to want to be part of the team. It is an inclusive approach to leadership that provides leaders an opportunity to increase job satisfaction. While transformational leadership is inclusive of the follower, it cannot be taken for granted that it comes without suspicion. Gebert et al., (2015) suggested, “Leaders who consider charismatic leadership to be a reasonable way to fulfill followers' need for meaning and who engage in this leadership practice must answer the question of how to encounter followers' cynicism” (p. 9). The leader must be cognizant of the possible cynicism and work to balance the needs of the organization and the needs of the followers.

Servant leadership and transformational leadership provide the necessary tools for leaders to use their power to influence outcomes by serving employees, attending to their needs, and reaching to their full potential. Leadership is about the people in the organization and not about the power that a position in authority is guaranteed. “The success of an influence attempt

depends greatly on the manner in which power is exercised. Effective leaders are likely to use power in a subtle, careful fashion that minimizes status differentials and avoids threats to the target person's self-esteem" (Green, 1999, p. 56).

### **Summary**

Prison operations, job satisfaction, and leadership theories including leadership power, servant leadership, and transformational leadership were reviewed in this chapter. The review reinforced that leaders establish direction, align people, motivate, and inspire. Today's leadership theory studies have evolved and extend into focusing on the ethical leader, which encompasses transforming, servant, authentic and spiritual leadership styles" (Yukl, 2013, p. 335). Soni and Soni (2016) referencing the work of Wren (2006) wrote:

The concept of leadership has changed over the centuries and continues to evolve with the changing times and contexts. New models and theories are presented constantly to solve the mystery of how to be an effective and good leader who not only helps us to survive but also to thrive. Therefore, till today, there is no general agreement on a multidisciplinary unified grand theory of leadership. (Soni & Soni 2016)

When leaders use their power to help others accomplish great things, they have not only served the people of the organization but can also become inspirational and transformational by creating and sustaining accomplishments for the good of all. In Chapter III the research methodology is discussed.

## Chapter III: Methodology

### **Introduction**

The purpose of this research study was to examine the leadership practices of state prison wardens in Tennessee and their impact on correctional officer job satisfaction. A correlational study was conducted to examine the relationships between the variables considered in this study. The major variables of interest were the five dimensions of the LPI, which include model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (Kouzes & Posner, 2003). Additionally, the study determined if there were significant differences on the five dimensions of the LPI between observers (Correctional Officers) and warden's self-reported scores, as well as the scale norms. Finally, utilizing the Job Satisfaction Survey (JSS), the relationship between correctional officers' job satisfaction and the scores resulting from these officers' rating of their warden were examined. In this chapter, a detailed discussion and justification of the methods that were used to conduct the proposed research study is provided. The research method and design are discussed first followed by the participants and sample size. Instrumentation is then presented along with the data collection methods, validity and reliability, data analysis methods, and ethical assurances.

### **Research Design and Rationale**

A quantitative correlational research design was employed in this study. A correlational research design was specifically chosen for the study because the purpose is to examine potential relationships between identified variables (Babbie, 2012). A correlational design is non-experimental wherein participants will not be exposed to an intervention or be divided into a control and a treatment group. Participants were asked to complete the survey questionnaire in

this study considering the natural setting of their experiences as state prison wardens and correctional officers.

A correlational research design does not consider causal relationships between variables (Leedy & Ormrod, 2013). The research design only focuses on the direct relationships between the variables, which is the focus of this study. Therefore, it is deemed that a quantitative correlational research design is most appropriate for the study.

### **Methodology**

A discussion of the population, sampling and sampling procedures considered for this study is provided. A presentation of the sample size calculation that was conducted to identify the minimum sample size necessary for the study is also provided. Finally, a detailed step-by-step discussion of the recruitment and data collection procedures involved in the study is provided.

#### **Sampling and Sampling Procedures**

The sample participants were five (5) state prison wardens and a relative sample of correctional staff of the Tennessee Department of Correction, where each prison warden's self-rating was matched to the corresponding ratings of each warden's specific correctional officers for LPI comparison. As there were a limited number of wardens, their self-ratings acted only as a value against which their correctional officers' average scores were compared using a series of one-sample *t*-tests. This methodology allowed the correctional officers to be the unit of measurement and ensured that the analysis had a sufficient sample regarding this measurement unit. All wardens selected were from prisons with similar missions and the same gender populations.

A convenience sampling technique was employed to gather participants for the study. A convenience sampling technique is a non-probability sampling technique wherein participants are gathered based on their willingness and availability to participate in the study. The willingness and availability of potential participants was determined through their agreement with the informed consent form. All potential participants received an email invitation to participate in the study. The invitation included the background of the study, the inclusion criteria considered in the study, and the role of participants in the study. An informed consent form was included with the invitation. Only participants who responded positively to the informed consent form and who completed the survey questionnaire were included in the study.

A power analysis was performed using the software G\*Power v3.1.0 (Faul, Erdfelder, Buchner, & Lang, 2013). The power analysis involves a number of factors that should be considered, including the specific analysis, expected effect size, alpha, and power. For this study, a medium effect size was expected because there is no literature specific to the effect of interest. In cases like this, Cohen (1992) suggested the use of a medium effect, as it represents a relationship that could be determined with the naked eye. Also, a significance level of .05, and a power of 80% were considered, as these are the typical standards in the social sciences (Cohen, 1992).

The types of analysis that were conducted in the study included a linear regression analysis and a series of one sample *t*-tests. Entry of these parameters indicated that the multiple linear regression would have the most stringent sample size requirement; for a regression with five predictor variables, a sample of 92 correctional officers would be necessary to meet these parameters, since the correctional officers represent the unit of analysis. The number of wardens is not pertinent to this sample requirement, as their self-rated LPI scores are used as an artificial



norm against which their prison's correctional officers' LPI scores can be compared for Research Question Two.

### **Procedures for Recruitment, Participation, and Data Collection**

Before collecting any data, approval was obtained from the Committee Chair and the Institutional Review Board (IRB). Permission was obtained from the Tennessee Department of Correction to conduct the research (Appendix A). The coordination of the survey was facilitated by the Tennessee Department of Correction's Research Director. The instructions and survey link were sent to the Research Director who forwarded the information to each respective prison warden and prison correctional officers. The Tennessee Department of Corrections did not have access to any responses. All responses were compiled via a secure link with Survey Monkey.

The email invitation (Appendix C) contained a brief background of the study as well as the purpose and the role of the participants. In the email invitation, a link to the informed consent form in Survey Monkey was included. Prospective participants who were interested in participating in the study were asked to click the agree button in the informed consent form. Only participants who agreed to the informed consent form were given access to the survey questionnaire. The survey link remained valid and active for 14 days from the delivery of the email to the recipients.

Identified wardens completed the self-form of the LPI (Appendix H) and the demographic questionnaire (Appendix E). Identified correctional officers completed the demographic questionnaire (Appendix F), observer LPI questionnaire (Appendix I), and the JSS (Appendix G). Participation was entirely voluntary. After completing the survey questionnaire in Survey Monkey, the participants were asked to submit their responses and were thanked for their participation. As suggested by Leedy and Ormrod (2013), various pseudonyms were

assigned to the participants to protect the confidentiality (p. 151). Data gathered in the study was imported to SPSS v21.0 for data analyses.

### **Instrumentation and Operationalization of Constructs**

The Leadership Practices Inventory (LPI), Job Satisfaction Survey (JSS), and a demographic questionnaire were administered. The participants were divided into two groups, including wardens and observers. The wardens and observers received an email invitation containing a cover letter with basic instructions on how to complete each of the questionnaires. The letter also included a statement explaining the purpose of the study, how the results will be reported, and a confidentiality statement guaranteeing that participants will not be identified and that all survey responses will be kept anonymous.

**Leadership Practices Inventory.** The Leadership Practices Model was developed by Kouzes and Posner beginning in 1987. “Kouzes and Posner's (1987) visionary leadership theory has been used extensively by business organizations for management development purposes (Posner & Kouzes, 1993). According to Kouzes and Posner (2012), each of the five dimensions of leadership constitutes are essentials in the capacity to lead,

*Model the way:* Exemplary leaders set the example by aligning actions with shared values. *Inspire a Shared Vision:* Enlist others in a common vision by appealing to shared aspirations. *Challenge the Process:* Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. *Enable others to Act:* Foster collaboration by building trust and facilitating relationships. *Encourage the Heart:* Create a culture of celebrating the values and victories by creating a spirit of community. (pp. 15-24)

The leadership practice model utilizes the LPI to gain insight into the leaders' practices of the five dimensions. "In common with most management development programs, an assessment tool, the Leadership Practices Inventory (LPI: Kouzes & Posner, 1988), is used to obtain feedback about the leadership practices of participants" (Carless, 2001, p. 233). The LPI has been found to be applicable across a broad set of diverse leaders and industries. Posner (2016) concluded, "The Leadership Practices Inventory has sound psychometric properties. Internal reliabilities for the five leadership practice scales (both the Self and Observer versions) are very good and are consistently strong across a variety of sample populations and situations" (p. 13). Additionally, the LPI has been utilized in research in conjunction with demographic surveys to gain additional insight into the persons completing the LPI. Rubenstein (2014) conducted a mixed-method study and utilized the LPI self-assessment in conjunction with data from a demographic profile to identify the dominant leadership practices of school superintendents in Illinois. For future research, the author recommended the use of the LPI observer assessment in conjunction with the LPI self-assessment to get a more comprehensive view of the superintendents' leadership practices.

The LPI (Kouzes & Posner, 2003) is a 30-item instrument designed to measure leaders' behaviors as they lead others. The inventory identifies five dimensions of leadership behaviors: modeling, inspiring, challenging, enabling and encouraging. The scale has a Likert format; responses are made on a 10-point scale ranging from 1 (almost never) to 10 (always) (Kouzes & Posner, 2003). Research supports the internal reliability of the LPI. The statements pertaining to each leadership practice are highly correlated. The five scales corresponding to the five leadership practices do not all measure the same phenomena. Instead, each measures a different practice. Alpha reliability coefficients range from .75-.87 in the self-form and from .88-.92 in

the observer form. Test-retest reliability is high (Reynolds & Baker, 2007). Permission to use the LPI (Appendix B) was granted from the publishers John Wiley and Sons.

**Job Satisfaction Survey.** The Job Satisfaction Survey (JSS) is a questionnaire used to evaluate nine dimensions of job satisfaction: “Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance-based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication” (Spector, 1985). Each dimension is assessed with four items, and a total score is computed from all items.

This instrument is well established among the other job satisfaction scales. The test consists of 36 items with four questions in each of the nine categories. The scale for the test ranges from disagree very much to agree very much. This well-established instrument has repeatedly been investigated for reliability and validity. Internal consistency reliabilities reported by Spector (1985) for the facets range from .60 (Coworkers) to .82 (Supervision), with a value of .91 for the total score and 18-month test-retest Coefficients, in range of .37 to .71. A multi trait-multi method matrix analysis using JSS and Job Descriptive Index facet scales supported their construct validity (Spector, 1985).

**Demographic Questionnaire.** The key demographic variables of the demographic questionnaire (Appendix 1 & 2) can be categorized into areas such as age, gender, race, marital status, and education. The categorization of the factors above is an example of a general categorical outline. This series of factors also allows room for the identification and comparison of subgroups such as education attainment, average years of correctional experience, and length of time spent in position. Together the variables present a valuable collection of data, utilizing the different classifications to produce potential correlations.

Demographic characteristics of participants were operationalized as categorical variables. Age ranges, gender, ethnicity, education level, years of correctional experience, and view on education related to the position of warden was included in the survey. Demographic characteristics were compared among the prisons to determine if there were any significant differences in the composition of each group. Any identified differences were used to indicate which control variables to use or whether differences in the prison correctional officers' composition should be considered when interpreting results.

### **Research Questions and Hypotheses**

This study focused on addressing three sets of research questions:

**RQ1:** Using the LPI, to what extent, if any, is there a statistically significant difference between the correctional officers' perceptions of warden's leadership traits and the LPI norms?

$H_{01(a)}$ : There is no statistically significant difference between Model the Way correctional officers' LPI scores of prison wardens and Model the Way norms.

$H_{a1(a)}$ : There is a statistically significant difference between Model the Way correctional officers' LPI scores of prison wardens and Model the Way norms.

$H_{01(b)}$ : There is no statistically significant difference between Inspire a Shared Vision correctional officers' LPI scores of prison wardens and Inspire a Shared Vision norms.

$H_{a1(b)}$ : There is a statistically significant difference between Inspire a Shared Vision correctional officers' LPI scores of prison wardens and Inspire a Shared Vision norms.

$H_{01(c)}$ : There is no statistically significant difference between Challenge the Process correctional officers' LPI scores of prison wardens and Challenge the Process norms.

$H_{a1(c)}$ : There is a statistically significant difference between Challenge the Process correctional officers' LPI scores of prison wardens and Challenge the Process norms.

H<sub>01(d)</sub>: There is no statistically significant difference between Enable Others to Act correctional officers' LPI scores of prison wardens and Enable Others to Act norms.

H<sub>a1(d)</sub>: There is a statistically significant difference between Enable Others to Act correctional officers' LPI scores of prison wardens and Enable Others to Act norms.

H<sub>01(e)</sub>: There is no statistically significant difference between Encourage the Heart correctional officers' LPI scores of prison wardens and Encourage the Heart norms.

H<sub>a1(e)</sub>: There is a statistically significant difference between Encourage the Heart correctional officers' LPI scores of prison wardens and Encourage the Heart norms.

**RQ2:** Using the LPI, to what extent, if any, is there a statistically significant difference between warden's self-perception of leadership traits and correctional officers' perceptions of wardens' leadership traits?

H<sub>02(a)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Model the Way.

H<sub>a2(a)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Model the Way.

H<sub>02(b)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Inspire a Shared Vision.

H<sub>a2(b)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Inspire a Shared Vision.

H<sub>02(c)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Challenge the Process.

H<sub>a2(c)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Challenge the Process.

H<sub>02(d)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Enable Others to Act.

H<sub>a2(d)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Enable Others to Act.

H<sub>02(e)</sub>: There is no statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Encourage the Heart.

H<sub>a2(e)</sub>: There is a statistically significant difference between the wardens' self-perception of leadership traits and the correctional officers' perceptions of the warden's leadership traits score for Encourage the Heart.

**RQ3:** To what extent, if any, are there statistically significant correlations between the correctional officers' perception of their warden's leadership traits and correctional officers' overall job satisfaction?

H<sub>03(a)</sub>: There is no statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Model the Way.

H<sub>a3(a)</sub>: There is a statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Model the Way.

H<sub>03(b)</sub>: There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Inspire a Shared Vision.

H<sub>a3(b)</sub>: There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Inspire a Shared Vision.

H<sub>03(c)</sub>: There is no statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Challenge the Process.

H<sub>a3(c)</sub>: There is a statistically significant correlation between the correctional officers' perceptions of leadership traits and correctional officers' overall job satisfaction for Challenge the Process.

H<sub>03(d)</sub>: There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Enable Others to Act.



H<sub>a3(d)</sub>: There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Enable Others to Act.

H<sub>o3(e)</sub>: There is no statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Encourage the Heart.

H<sub>a3()</sub>: There is a statistically significant correlation between the correctional officers' perception of leadership traits and correctional officers' overall job satisfaction for Encourage the Heart.

### **Data Analysis Plan**

The study used a quantitative method by applying a correlational approach. The data was gathered from answers based on four surveys, the Self-Form Leadership Practices Inventory, the Observer-form Leadership Practices Inventory, the Job Satisfaction Survey, and a demographic survey. The demographic characteristics were used to describe the study participants considered in the study and determined if there were meaningful differences in each prison's composition. Frequencies and percentages were used to present categorical variables such as gender and highest educational attainment. On the other hand, descriptive statistics such as measures of central tendencies were used to present continuous variables such as age and years of correctional experience in state prison warden. The study variables on LPI scores were summarized using measures of central tendencies such as the mean, range, minimum, and maximum scores. The validated norm scores are also presented.

For the first research question, a series of five different one-sample *t*-test were used to test whether there was a significant difference between correctional officers' rater LPI scores and

the validated norm scores on the five subscales of LPI. The analyses were conducted for each individual prison. For research question two, a second series of five more one sample *t*-test were used to compare the observers' perceptions to their wardens' perceptions on the LPI scores. In this research question, the wardens' self-rating score acted as the norm against which their prison correctional officers' average LPI values were compared. For research question three, a single multiple linear regression was conducted. Each prison's correctional officers responded to the LPI observer form as well as the JSS. After matching correctional officers' scores on these two instruments, one multiple linear regression was conducted using the set of LPI self-rater scores as the predictor variables and the continuous of job satisfaction as the dependent variable. The use of a multiple linear regression allowed the specific significance of each leadership trait to be assessed simultaneously, thus reducing the chance of Type I error and allowing for the correct attribution of significance (Stevens, 2016). After conducting the overall multiple linear regression, a series of *t* tests were conducted on all *B* values to determine which of the subscales of the LPI were significant in predicting job satisfaction. Each of these *t* tests corresponds to one of the sub-hypotheses of research question three.

### **Ethical Procedures**

The involvement of human participants requires the enforcement of strict ethical considerations. No identifiable information was collected in the study. Therefore, the participants remained anonymous throughout the study. Information was collected, stored, and maintained in a manner that will not reveal any individual who was sampled. However, it was necessary to know which wardens and correctional officers came from which prison. To ensure that correctional officers observations can be compared to their warden's self-rated LPI scores, a separate survey link was sent to each prison. The separate survey links helped maintain the

anonymity of the correctional officers but could allow wardens to be identified. To remedy this situation, each prison was given a numeric code so that only the researcher knew the prison that each correctional officer and warden were drawn from. In the email invitation to participants they were asked to electronically acknowledge the informed consent form (Appendix D) to ensure that they were aware of the conditions of the study. Only participants who acknowledge the informed consent link were granted access to the survey. Participants could skip any item in the questionnaire, and they could withdraw from the study without any adverse effects. Questionnaires that were incomplete or missing information were not included in the final analyses of data collected.

All efforts are made to safeguard and protect information collected. Information was gathered and downloaded to the researcher's personal computer. Access to the computer is password protected. Additionally, information related to the surveys is secured in a folder that is also password protected. Protecting and safeguarding the information is a priority for the researcher. Should the data be compromised, no identifying features are included, thus further protecting participant identification. Because all prisons were identified using a random number, third parties would be unable to identify any of the individuals based on the prison from which they were gathered.

### **Summary**

Chapter III described the methodology and justification of the methods that were used to conduct the research. The research method and design were discussed in detail followed by the instrumentation, data collection methods, validity and reliability, data analysis methods, and ethical assurances. The research design consisted of the LPI (Kouzes & Posner, 2003), JSS, and demographic survey. The results of this study are detailed in Chapter IV.

## Chapter IV: Results

### **Introduction**

Ensuring effective leaders are at the helm of any organization is important in both public and private organizations. Prison wardens are an integral part of a state's correctional system and can influence the correctional officers and offenders they are given the opportunity to lead. The leadership practices of wardens and their impact on correctional officer job satisfaction were examined. In Chapter IV the results of the research are reviewed by discussing data management, description of the sample, and a detailed analysis of the data collected.

### **Data Management**

Data from correctional officers and wardens included items from the Leadership Practices Inventory (LPI); while the correctional officers completed an observer form, the wardens completed a self-rater form. Only the correctional officers completed the Job Satisfaction Survey (JSS). The LPI included the subscales of model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The JSS consists of subscales regarding pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work, and communication.

### **Description of Sample**

The sample consisted of wardens and correctional officers in five prisons in Tennessee. A total of 500 correctional officer survey invitations were sent to the prisons. Of the 500 survey invitations sent, 141 valid correctional officers' responses were received. The response rate for wardens was 100%, and the response rate for correctional officers was 28.2%. The responses exceeded the required sample of 92 correctional officers' necessary to meet the parameters for data analysis of a significance level of .05 and a power analysis of 80%. However, the response

rate from prison 5 did not meet the significant level and were not included in the results for analysis. The data was collected during the period of July 10 – 23, 2017. Demographic data was collected concerning the correctional officers and the warden's gender, age, ethnicity, education, marital status and years of experience.

The wardens who responded represented one from each of the five selected prisons. All wardens were white males. The average age group of the wardens was 45-54. Four of the wardens had 30 or more years of correctional experience, and the remaining one had 11-15 years. Two wardens had Master's degrees; one had a Bachelor's degree, one some college, and one a high school diploma or equivalent. The wardens were asked to rate the importance of having a college degree in being a warden. Two wardens responded that it was important, one responded that it should be required, and two responded in the neutral. The demographics of the wardens highlighted the spectrum of education and correctional experience of some of Tennessee's wardens.

The observers consisted of a very slight majority of females (51.1%), and most were in the 45 – 54 (36.9%), 35 – 44 (26.2%), and 55 or older (20.6%) age groups. A great majority of the sample was White (80.1%), with only 17.0% Black or African American, and one Asian or Pacific Islander, and one who identified as other. Many of those in the sample had some college education 36.9%, with 20.6% who had a Bachelor's degree and 17.0% who had a high school education or equivalent. Over half were married or in a domestic partnership (69.5%). Years of experience were near equally spread among the groups, and those with less than five years, 6 to 10 years, and 11 to 15 years of experience composed similar percentages of the sample, with lesser proportions with more than 16 years of experience. Finally, participants were asked to rate the importance of a warden in creating a positive work environment. Nearly half responded that

it was a very important part of their job (48.9%), and another 39.0% felt that it was required. Lesser proportions responded that it was not important (2.8%), somewhat important (3.5%), or neutral (5.7%).

### **Detailed Analysis**

Analyses included a series of *t* tests and one multiple linear regression. For Research Question One, analyses consisted of 20 different one sample *t* tests comparing each prison's LPI subscale scores (model the way, inspire a shared vision, challenge the process, enable others to act and, encourage the heart) to the norms for those scores. Research Question Two consisted of a series of five one sample *t* tests, where correctional officers' ratings composed the data for the analysis, and average warden self-ratings on each of the LPI subscales were the values used for comparison. Analysis of Research Question Three consisted of linear regression, where satisfaction was the dependent variable, and the LPI subscales were the independent, or predictor variables.

#### **Research Question One**

Using the LPI, to what extent, if any, is there a statistically significant difference between the correctional officers' perceptions of warden's leadership traits and the LPI norms? A series of 20 one sample *t* tests informed this research question. In each test, norm scores took the place of a hypothetical value, and testing indicated whether each prison was significantly different from that norm score. As listed in Table 1, for Prison 1 and Prison 2, each of the analyses resulted in a *p* value lower than .05, as such, the null hypothesis was rejected in favor of the alternative hypothesis. Except for the subscale enable others to act, Prison 3 analyses resulted in a *p* value lower than .05, as such, the null hypothesis was rejected in favor of the alternative hypothesis. Prison 4 analyses resulted in a *p* value greater than .05, as such, the null

hypothesis was accepted. Prisons 1, 2, and 3 were all significantly lower than the LPI norm of 7.78. This trend continued for each of the subscales, where these three prisons consistently had lower mean LPI scores than the norm. Prison 4 was never significantly different from the norm. Table 1 contains these findings and shows the norms for each subscale in comparison to the mean at each prison. The results are displayed in Table 1.

Table 1  
*Results of One Sample t Tests for Each Prison on the LPI Subscales*

Scores	<i>t</i>	<i>df</i>	<i>p</i>	<i>M</i>	<i>SD</i>
Model the way (norm = 7.78)					
Prison 1	-2.58	20	.018	5.92	3.30
Prison 2	-5.49	40	< .001	5.41	2.76
Prison 3	-3.04	27	.005	6.18	2.79
Prison 4	-1.12	17	.280	7.17	2.32
Inspire a shared vision (norm = 7.27)					
Prison 1	-2.34	20	.030	5.63	3.22
Prison 2	-5.06	40	< .001	5.02	2.85
Prison 3	-2.13	27	.042	6.02	3.11
Prison 4	-0.68	17	.507	6.90	2.33
Challenge the process (norm = 7.45)					
Prison 1	-2.65	20	.015	5.52	3.34
Prison 2	-5.49	40	< .001	4.98	2.88
Prison 3	-2.52	27	.018	6.00	3.04
Prison 4	-0.47	17	.646	7.18	2.44
Enable others to act (norm = 8.32)					
Prison 1	-3.15	20	.005	5.96	3.43
Prison 2	-7.03	40	< .001	5.07	2.96
Prison 3	-4.51	27	< .001	5.68	3.09
Prison 4	-1.64	17	.119	7.37	2.45
Encourage the heart (norm = 7.63)					
Prison 1	-2.12	20	.046	6.02	3.46
Prison 2	-5.71	40	< .001	4.92	3.04
Prison 3	-2.59	27	.015	6.08	3.16
Prison 4	-0.23	17	.818	7.52	2.03

## Research Question Two

Using the LPI, to what extent, if any, is there a statistically significant difference between warden's self-perception of leadership traits and correctional officers' perception of warden's leadership traits?

Research Question Two concerned the difference between self-rater scores from warden LPIs and the responses to the observer scores from correctional officers' LPIs. The mean self-rater score for the sample of wardens for model the way was 8.76, 9.30 for inspire a shared vision, 9.13 for challenge the process, 9.30 for enable others to act, and 8.80 for encourage the heart. In comparison to these, significant differences would indicate that correctional officers' ratings of wardens differed from the wardens' self-ratings, indicating a disconnect. As seen in Table 2 below, every subscale of the LPI among the correctional officers' observer ratings was significantly lower than the wardens' own perceptions of themselves. Each of these analyses resulted in a  $p$  value lower than .05, as such, the null hypothesis was rejected in favor of the alternative hypothesis. The finding from the analyses indicates a high degree of certainty that the differences were not due to chance alone. Correctional officers' perceptions were an average of 3.17 points lower than the corresponding warden self-perceptions. Individual results and specific outcomes can be seen in Table 2.

Table 2

### *Correctional officers' Perceptions of Wardens Compared to Warden Self-Rating Scores*

Score	$t$	$df$	$p$	$M$	$SD$	Mean difference
Model (warden score = 8.76)	-12.20	113	< .001	6.05	2.84	3.25
Inspire (warden score = 9.30)	-10.55	113	< .001	5.75	2.96	2.92
Challenge (warden score = 9.13)	-10.79	113	< .001	5.76	3.01	3.04
Enable (warden score = 9.30)	-11.34	113	< .001	5.85	3.09	3.28
Encourage (warden score = 8.80)	-11.54	113	< .001	5.93	3.12	3.37



### Research Question Three

Using the LPI and the JSS, to what extent, if any, are there statistically significant correlations between the correctional officers' perception of their warden's leadership traits and correctional officers' job satisfaction?

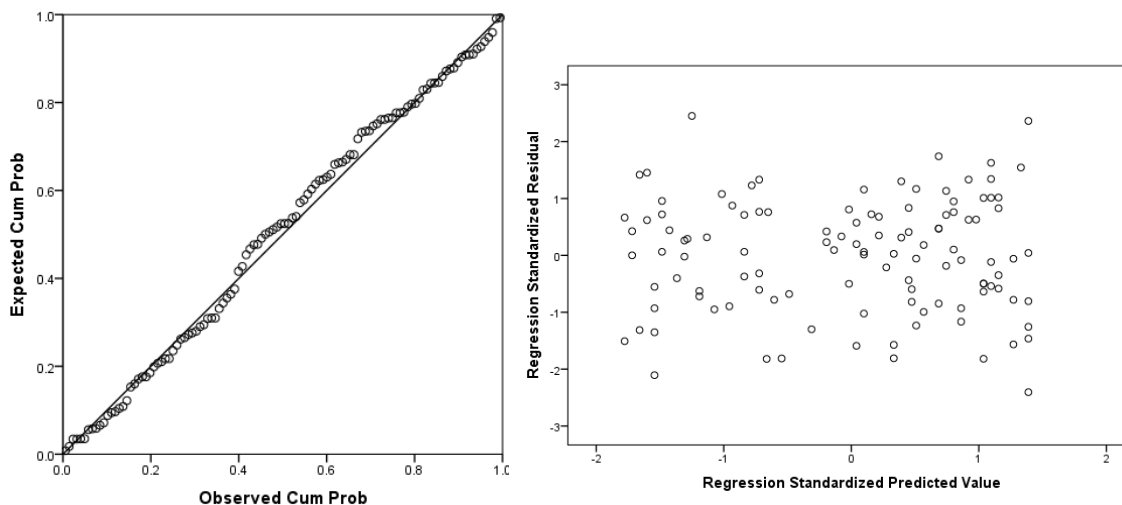
The results from the survey indicated a significant positive association and a strong link between each of the LPI subscales and job satisfaction. The employees who completed the JSS (Table 10) showed concern for level of pay and contingent reward, average ratings on promotion, fringe benefits, operating conditions, and communications but rated their level of supervision, coworkers, and nature of work positively. In each of the LPI subscales, the relationship between leader actions and job satisfaction is significant enough to warrant evaluation.

Analyses of Research Question Three consisted of a single multiple linear regression. This regression was initially proposed to include all five subscales of the LPI, but the five scales exhibited too high a degree of multicollinearity, as seen in Table 3 below. Based on Steven's (2016) guidelines, any predictor variable's variance inflation factor (VIF) above five should be considered for removal or combined with the variable with which it showed multicollinearity, and those above 10 should be cause for concern. However, each of the five subscales exhibited extremely high levels of multicollinearity, as indicated by VIFs breaching 35. The lowest VIF (18.02) was calculated from the encourage subscale. Based on these findings, a series of simple linear regressions were conducted, with one for each predictor variable. By removing the subscales from the same model, all issues of multicollinearity were avoided. Each of these analyses resulted in a *p* value lower than .05, as such, the null hypothesis was rejected in favor of the alternative hypothesis in each of the LPI subscales.

Table 3  
*Variance Inflation Factors for the LPI*

Scale	VIF	Tolerance
Model	25.78	0.04
Inspire	25.25	0.04
Challenge	35.23	0.03
Enable	22.89	0.04
Encourage	18.02	0.06

**Model.** Prior to analysis, the assumptions for the simple linear regression required assessment. As seen in Figure 1, the normal P-P plot followed the perfect normal line very closely, indicating that the data followed the assumption of normality. Similarly, the residual scatterplot showed that the data met the assumption of homoscedasticity, with all points randomly and equally distributed throughout the plot.



*Figure 1.* Normality and homoscedasticity for model predicting job satisfaction.

Results of the analysis indicated a significant relationship between the model the way subscale of the LPI and overall job satisfaction,  $F(1,112) = 62.59, p < .001$  as such, the null hypothesis was rejected in favor of the alternative hypothesis. This finding suggested that the model the way

subscale of the LPI was significantly predictive of job satisfaction and indicated that further examination was appropriate. Further examination showed a significant positive relationship ( $\beta = .60$ ), which exhibited a statistically strong link. Examination of the unstandardized beta showed that a single unit increase in the encourage subscale corresponded with a 0.16 unit increase in satisfaction. Table 4 contains the results of this regression.

Table 4  
*Regression Results for Model Predicting Job Satisfaction*

Source	<i>B</i>	S.E.	<i>B</i>	<i>t</i>	<i>p</i>
(Constant)	2.59	0.13	-	19.26	< .001
Model	0.16	0.02	.60	7.91	< .001

**Inspire.** Prior to analysis, the assumptions for the simple linear regression required assessment. These assumptions included normality and homoscedasticity. Normality is testable through a normal P-P plot, while homoscedasticity is testable through a residual scatterplot. The normal P-P plot followed the perfect normal line very closely, indicating that the data followed the assumption of normality. Similarly, the residual scatterplot showed that the data met the assumption of homoscedasticity, with all points randomly and equally distributed throughout the plot. These plots can both be found in Figure 2.

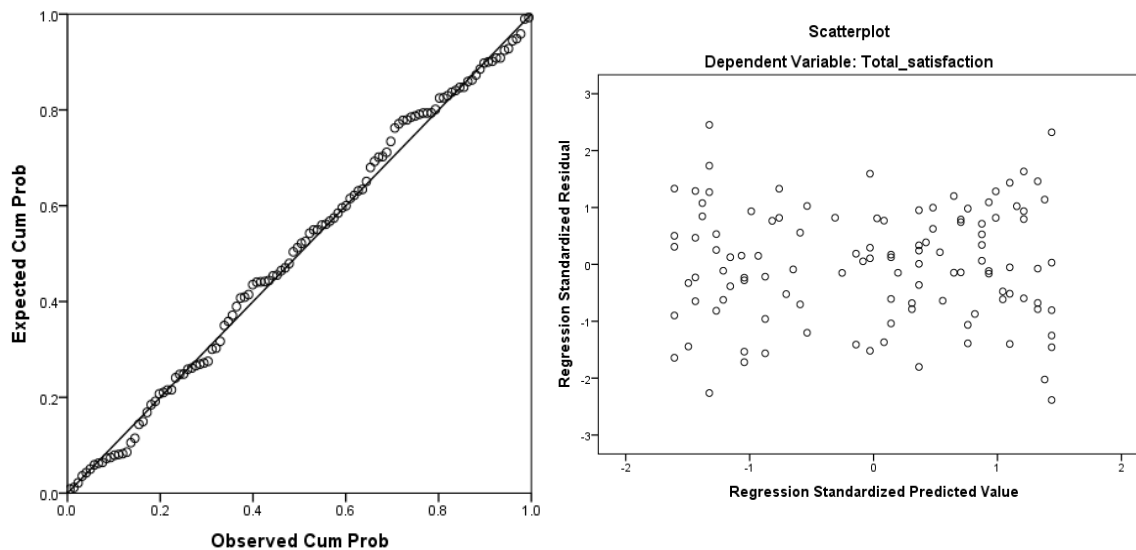


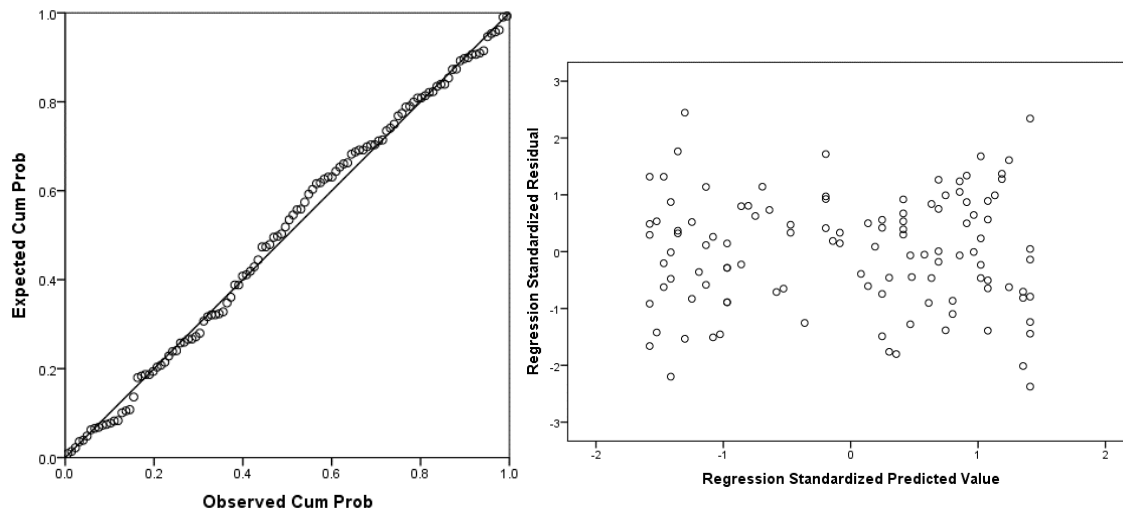
Figure 2. Normality and homoscedasticity for inspire predicting job satisfaction.

Results of the analysis indicated a significant relationship between the inspire a shared vision subscale of the LPI and overall job satisfaction,  $F(1,112) = 58.14, p < .001$ ) as such, the null hypothesis was rejected in favor of the alternative hypothesis. This finding suggested that the inspire the way subscale of the LPI was significantly predictive of job satisfaction and indicated that further examination was appropriate. Further examination showed a significant positive relationship ( $\beta = .59$ ), which exhibited a statistically strong link. Examination of the unstandardized beta showed that a single unit increase in the inspire subscale corresponded with a 0.14 unit increase in satisfaction. Table 5 contains the results of this regression.

Table 5  
*Regression Results for Inspire Predicting Job Satisfaction*

Source	<i>B</i>	S.E.	<i>B</i>	<i>t</i>	<i>p</i>
(Constant)	2.69	0.13	-	21.26	< .001
Inspire	0.15	0.02	.59	7.63	< .001

**Challenge.** Prior to analysis, the assumptions for the simple linear regression required assessment. As seen in Figure 3, the normal P-P plot followed the perfect normal line very closely, indicating that the data followed the assumption of normality. Similarly, the residual scatterplot showed that the data met the assumption of homoscedasticity, with all points randomly and equally distributed throughout the plot.



*Figure 3.* Normality and homoscedasticity for challenge predicting job satisfaction.

Results of the analysis indicated a significant relationship between the challenge the process subscale of the LPI and overall job satisfaction,  $F(1,112) = 58.92, p < .001$ ) as such, the null hypothesis was rejected in favor of the alternative hypothesis. This finding suggested that the challenge the process subscale of the LPI was significantly predictive of job satisfaction and indicated that further examination was appropriate. Further examination showed a significant positive relationship ( $\beta = .59$ ), which exhibited a statistically strong link. Examination of the unstandardized beta showed that a single unit increase in the challenge subscale corresponded with a 0.15 unit increase in satisfaction. Table 6 contains the results of this regression.

Table 6

*Regression Results for Challenge Predicting Job Satisfaction*

Source	<i>B</i>	S.E.	<i>B</i>	<i>t</i>	<i>p</i>
(Constant)	2.70	0.12	-	21.72	< .001
Challenge	0.15	0.02	.59	7.68	< .001

**Enable.** Prior to analysis, the assumptions for the simple linear regression required assessment. As seen in Figure 4, the normal P-P plot followed the perfect normal line very closely, indicating that the data followed the assumption of normality. Similarly, the residual scatterplot showed that the data met the assumption of homoscedasticity, with all points randomly and equally distributed throughout the plot.

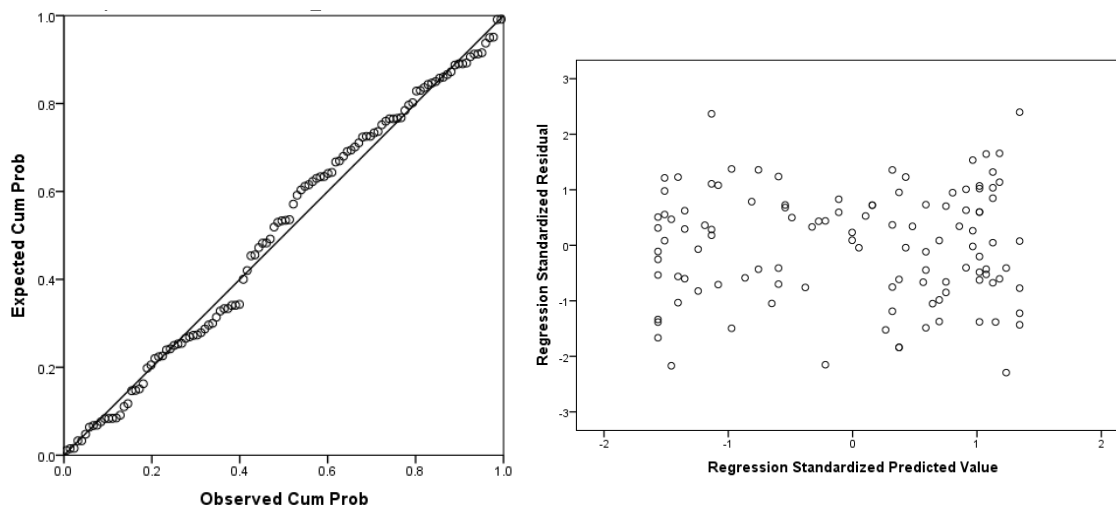


Figure 4. Normality and homoscedasticity for enable predicting job satisfaction.

Results of the analysis indicated a significant relationship between the enable others to act subscale of the LPI and overall job satisfaction,  $F(1,112) = 62.71, p < .001$  as such, the null hypothesis was rejected in favor of the alternative hypothesis. This finding suggested that the enable others to act subscale of the LPI was significantly predictive of job satisfaction and indicated that further examination was appropriate. Further examination showed a significant

positive relationship ( $\beta = .60$ ), which exhibited a statistically strong link. Examination of the unstandardized beta showed that a single unit increase in the enable subscale corresponded with a 0.15 unit increase in satisfaction. Table 7 contains the results of this regression.

Table 7  
*Regression Results for Enable Predicting Job Satisfaction*

Source	<i>B</i>	S.E.	<i>B</i>	<i>t</i>	<i>p</i>
(Constant)	2.69	0.12		22.09	< .001
Enable	0.15	0.02	.60	7.92	< .001

**Encourage.** Prior to analysis, the assumptions for the simple linear regression required assessment. As seen in Figure 5, the normal P-P plot followed the perfect normal line very closely, indicating that the data followed the assumption of normality. Similarly, the residual scatterplot showed that the data met the assumption of homoscedasticity, with all points randomly and equally distributed throughout the plot.

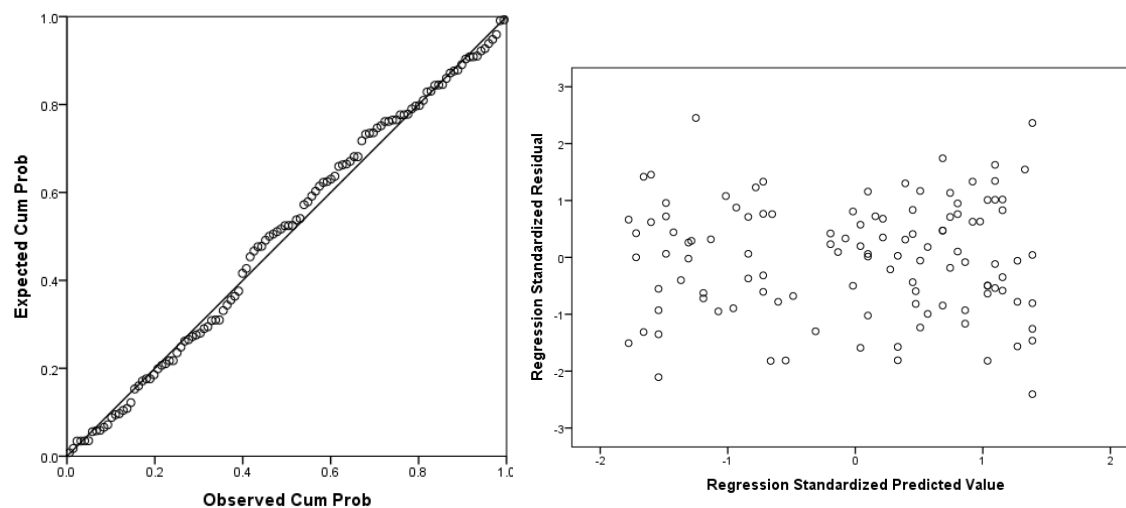


Figure 5. Normality and homoscedasticity for model predicting job satisfaction.

Results of the analysis indicated a significant relationship between the encourage the heart subscale of the LPI and overall job satisfaction,  $F(1,112) = 63.14, p < .001$ ) as such, the null hypothesis was rejected in favor of the alternative hypothesis. This finding suggested that the encourage the heart subscale of the LPI was significantly predictive of job satisfaction and indicated that further examination was appropriate. Further examination showed a significant positive relationship ( $\beta = .60$ ), which exhibited a statistically strong link. Examination of the unstandardized beta showed that a single unit increase in the encourage subscale corresponded with a 0.15 unit increase in satisfaction. Table 8 contains the results of this regression.

Table 8  
*Regression Results for Encourage Predicting Job Satisfaction*

Source	<i>B</i>	S.E.	<i>B</i>	<i>t</i>	<i>p</i>
(Constant)	2.69	0.12	-	21.93	< .001
Encourage	0.15	0.02	.60	7.95	< .001

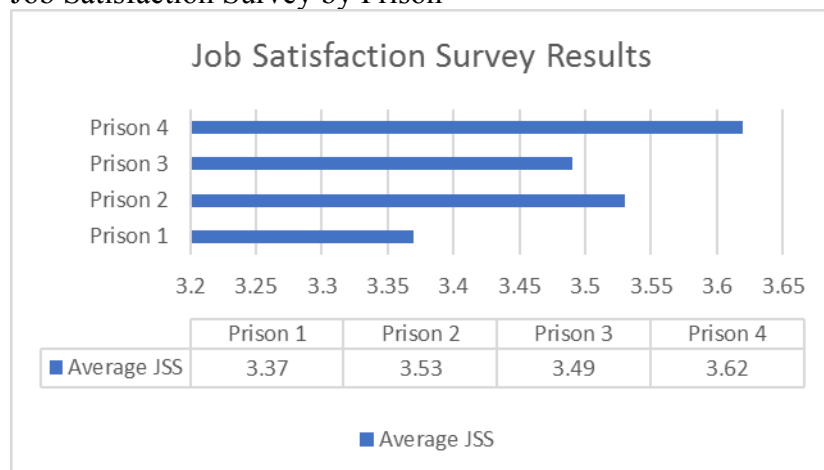
Further analyses of Research Question Three focused on results of the JSS. Employees who completed the JSS responded to various questions relating to job satisfaction. The JSS has nine dimensions: “Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance-based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication” (Spector, 1985). Each dimension is assessed with four items, and a total score is computed from all items. Employees indicated their level of agreement on a Likert- scale from disagree very much (1), disagree moderately (2), disagree slightly (3), agree slightly (4), agree moderately (5), to agree very much (6). Because high scores on the JSS represent job satisfaction, the recoding to reverse scores of 19 questions was required because of the negatively worded items. Responses for questions 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36 underwent recoding to reverse score items for



use in calculating the subscales. In determining overall job satisfaction, the survey was graded on a scale of 1 to 6 with higher numbers suggesting satisfaction. Mean scores between 3 and 4 reflect ambivalence (Spector, 1985).

The mean score of the JSS by prison as seen in Table 9 spanned from a low of 3.37 to a high of 3.62. When comparing each prison, there are only marginal differences. The overall mean scores fall within the range that suggests ambivalence for job satisfaction. As defined by Spector 1985, mean scores between 3 and 4 reflect ambivalence.

Table 9  
Job Satisfaction Survey by Prison



When analyzed by the JSS dimensions, as displayed in Table 4 below, the results showed employees were satisfied with the nature of the work and their supervision. Nature of work was rated at 4.72 and supervision was rated at 4.44. On the lower end of the satisfaction survey was concern for pay which was rated at 2.59 which would indicate dissatisfaction. Additionally, the results reflected dissatisfaction for contingent reward which was rated at 2.98. Table 10 below, identifies the JSS results by dimensions.

Table 10  
Job Satisfaction Survey Results

JSS Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
Nature of Work	134	1.00	6.00	4.7257	1.07123
Supervision	134	1.00	6.00	4.4415	1.40540
Coworkers	134	1.50	6.00	3.9739	1.01180
Communication	134	1.00	6.00	3.3750	1.21347
Fringe Benefits	134	1.00	6.00	3.3750	1.08594
Operating Conditions	134	1.00	6.00	3.3526	.98022
Promotion	134	1.00	6.00	3.3427	1.33817
Contingent Rewards	134	1.00	6.00	2.9832	1.25888
Pay	134	1.00	6.00	2.5951	1.17190
Valid N	134				

### Summary

Results of this chapter's analyses provided several insights into the prisons that composed the sample. For research question one, the null hypothesis was rejected for the alternative hypothesis in all subscales of the LPI norms for Prisons 1 and 2. The analysis for Prison 3 resulted in the null hypothesis being rejected in favor of the alternative hypothesis for all subscales of the LPI norms, except for the subscale of enable others to act. The null hypothesis was accepted for all LPI subscales at Prison 4. The analyses for research questions two and three resulted in a  $p$  value lower than .05, as such, the null hypothesis was rejected in favor of the alternative hypothesis for all prisons. The results of the JSS for the correctional officers showed there was satisfaction with the nature of their work and their supervision. However, pay was rated as the lowest for satisfaction. Finally, linear regressions showed that there were significant relationships between each subscale of the LPI and job satisfaction. Though the five subscales could not be examined simultaneously in one model, their results were remarkably similar, indicating that all five subscales have a similar relationship with job satisfaction. Chapter V will reiterate these results in comparison to the existing research and will include a discussion of how

these findings align with the researcher's expectations. Chapter V will also describe any limitations of the study and highlight the study's strengths with suggestions to future researchers to focus on these aspects.

## Chapter V: Findings, Conclusions, and Recommendations

### **Introduction**

Chapter V presents an overview of the research study, including a review of the problem, purpose, and methodological approach. Also, the findings of the study, conclusions, and recommendations are introduced in relation to the body of research currently found in the literature review on the effects of leadership practices on job satisfaction. In the field of corrections, prison wardens are vital to the overall success of their correctional agency. Ensuring that effective leaders are at the helm of prison operations is essential. Ruddell and Norris (2008) noted that the management of prison operations goes beyond maintaining a safe and secure environment. They found the need for sound correctional management in all areas to include human resources, staffing, and concerns of inmates and families. The research findings in this chapter offer the opportunity to discuss key contributions to the field of corrections and criminal justice.

### **Problem and Purpose**

The costs associated with the growth in prison population and the escalating turnover rates for correctional officers pose challenges among those who lead prisons. Jacobs and Olitsky (2014) described the importance that wardens understand the work environment and that their leadership practices impact employees under their supervision. Identifying essential leadership practices and ensuring effective training of prison wardens are critical components to the overall effectiveness of leading and retaining correctional officers.

The present study was designed to advance the data on leadership practices that could enhance the success of correctional agencies. Specifically, the purpose of this study was to examine Tennessee wardens' leadership practices and their impact on correction's officers'

job satisfaction. In the field of corrections where recruiting and correctional officer's retention are key to the operations of safe and secure prisons, the results of the study can be utilized to improve employee job satisfaction from a leadership perspective. In turn, job satisfaction impacts retention, which ultimately results in budget implications.

### **Findings and Conclusions**

The summary findings are addressed by Research Question One, Research Question Two, and Research Question Three.

Research Question One asked: Using the LPI, is there a statistically significant difference between the correctional officers' perceptions of warden's leadership traits and the LPI norms? In reviewing the reliability of the LPI norms, Posner (2016) concluded that responses on the LPI are systematically related to demographic and contextual variables and have included school administrators and teachers, healthcare personnel, higher education administrators, military officers, law enforcement, government and public service personnel. More importantly, Posner (2016) suggested the importance of how frequently the observer reports the leader's engagement in the leadership practices is reflective of the leader's level of engagement.

The findings for the conducted *t* tests, comparing each prison's LPI subscale scores to the norms for those scores, revealed that there was a statistically significant difference in all subscales between the correctional officers' perceptions of warden's leadership traits and the LPI norms. In all the subscales, the correctional officers' ratings were consistently lower than the LPI norms. Although the observer ratings were lower than the LPI norm, the ratings may or may not reflect lack of leadership on the part of the wardens. The LPI is based on the transformational leadership model of Kouzes and Posner and reflects traits related to transformational leadership.

At all sites, the correctional officers' perception of their warden's leadership traits reflected a statistically significant difference from the LPI norms. The differences reflect the observers' view based on their involvement and understanding of their warden's actions related to leading the prison. Interestingly, results indicate that the differences were not isolated to one specific prison but were consistent at all four. As suggested earlier by Posner (2016), how frequently observers report their leader's engagement in the leadership practices is important. The correctional officers' engagement with the warden would be less interactive than a direct report to the warden. Prisons are operated with correctional officers on a 24/7 schedule, and this type of scheduling can create an environment where the leader (warden) can have limited visibility and engagement with correctional officers, particularly those officers who work the night shift. The observations reflect the observers' (correctional officers') view of the warden based on their level of engagement. As indicated by the results in Chapter IV, there was consistency at each prison in the findings, which could indicate the correctional officer's overall lack of observations of the traits in the warden on a regular basis.

The demographic survey asked the correctional officers to rate the importance of a warden in creating a positive work environment. Nearly half responded that it was a very important part of their job (48.9%), and another 39.0% reported that it was required. These survey findings highlight the importance of the warden to the correctional officer cannot be dismissed. Pradhan and Pradhan (2015) examined the relationship among transformational leadership, the followers' affective organizational commitment (AOC) and their contextual performance. Consistent with previous empirical studies, the authors found transformational leadership to positively influence the AOC of an employee (Rai & Sinha, 2000; Tseng & Kang, 2008). Pradhan and Pradhan (2015) specifically found, "A transformational leader brings change

in the perception of their followers towards work by attaching societal or organizational significance to it” (p. 232). The researchers’ findings further suggested that as the transformational leader establishes a personal interest in the development and wellbeing of the employee, an emotional attachment to the leader and the organization is created. “An individual who is emotionally attached to the organization and has pledged his/her loyalty towards the organization will exert extra efforts to achieve organizational goals” (Pradhan and Pradhan, 2015, p. 232). Wardens can benefit from establishing systems to engage with the correctional officers through transformational leadership practices. Wilson (2013) reported the role of the warden as being essential in creating an engaging environment. Interviewing correctional officers in Midwestern Prisons, Wilson (2013) wrote, “It was obvious when a particular warden was more ‘hands-on’ in a prison. It was also obvious that each prison took on the personality of its warden” (p. 80). The influence of the leader cannot be underestimated regardless of whether he or she is seen on a regular basis. Research by Li (2016) found that leaders must communicate their organization’s visions, priorities, and reasons for changes in priorities and initiatives in a clear and timely manner.

To increase engagement, wardens should use all available means to regularly communicate with correctional officers on all shifts. Men and Stack (2014) found transparent communication builds employee trust, organizational credibility, and employee engagement. In a prison setting, shift briefings are an important tool for disseminating information and create an opportunity for face-to-face interactions with correctional officers and the warden. Wardens can benefit from attending shift briefings regularly and spending time updating correctional officers on significant events, operational changes, updates, or just saying thank you. Steele and Plenty (2015) citing the work of others, Pettit, Goris, and Vaught, 1997, and Goris, Vaught, and Pettit,

2000, posited “Organizational communication has also been found to moderate the relationship between job satisfaction and communication satisfaction and congruence between individual needs and job characteristics is related to high levels of job performance and satisfaction” (p. 295). Wardens should understand effective communications strategies for their organization and improve upon those strategies to increase job satisfaction.

Research Question Two asked: Using the LPI, is there a statistically significant difference between the warden’s self-perception of leadership traits and the correctional officers’ perception of warden’s leadership traits? As reported in Table 3, utilizing a series of four one sample *t* tests, a significant difference was found between the warden’s self-perception of leadership traits and the correctional officers’ perception of their warden’s leadership practices. When compared to the wardens’ self-perception, results indicated that correctional officers consistently rated the wardens significantly lower than the wardens rated themselves. The results reflected a consistently higher rating by the self-rater, which could indicate the potential for disconnect between the correctional officers and the wardens. Similarly, as to the findings in Research Question 1 with lower ratings than the LPI norms, there are differences between the observer and the rater. The disconnect could relate to the inability of the observer and the warden to develop a significant engagement so that the observer can gain a thorough understanding of the warden’s leadership style. The nature and logistics of the work in a prison setting creates a challenge for the correctional officers and the warden to have frequent observable and physical engagement.

Lee and Carpenter (2017) supported the possibility of negative impacts of significant discrepancies between self-rating and observer scores. They reported that understanding of self is an integral part of a leader’s development and comprehension of the leader’s performance. Similarly, Herbst and Conradie (2011) examined leadership effectiveness in higher education



and found significant discrepancies between self and observer ratings on the five leadership dimensions on the LPI. They concluded that more effective leaders have a greater awareness of self-perception and do a better job of self-understanding of their behaviors in the workplace.

The wardens' higher self-perception results when compared to the LPI observer perception possibly indicated an elevated confidence or belief in their leadership abilities. Lee and Carpenter (2017) referencing the work of Bass and Yammarino (1991) and Atwater and Yammarino (1977) found when leaders and observers differ in their perception, the leader may have inflated perception of his leader behavior. They further suggested that leaders who have elevated self-perceptions are more likely to make poor decisions and respond poorly to training that would enhance their leadership skills. These authors noted that leaders who agree with observers are more likely to be successful leaders and respond appropriately to constructive developmental feedback. Villarreal (2014) examined factors that contribute to a leader's effectiveness and found that self-awareness is a central competency. Additionally, Villarreal (2014) reported higher self-awareness includes increased self-confidence and an improved sense of presence. Reimer (2017) wrote, "Self-awareness means understanding your personality, strengths, weaknesses, thoughts, tendencies, and emotions. Even more, it includes understanding how other people perceive you, your demeanor, and your interactions" (p. 54). A greater focus on self-awareness training for leaders could assist in bridging the gap between leader and observer's observation of the leader's behavior.

Self-Awareness was identified as the first core competency for executive and senior leaders in corrections by the National Institute of Corrections (NIC). Campbell (2006) identified Correctional Leadership Competencies for the 21<sup>st</sup> Century and listed Self-Awareness as the first core competency. The author wrote on the importance of correctional

leaders assessing one's strength and weaknesses and following up with an action plan for improving or changing behavior. Campbell identified a variety of assessment instruments and discussed how each applies to correctional leaders. One of the suggested assessment instruments was the LPI. Wardens should look to the National Institute of Corrections (NIC) for leadership development training and seminars that are tailored for those working in a correctional setting. Additionally, NIC provides technical assistance to correctional agencies that can be tailored for specific needs of the agency.

Research Question 3 asked: Using the LPI and the JSS, are there statistically significant correlations between the correctional officers' perception of their warden's leadership traits and correctional officers job satisfaction? The results found significant relationships between each subscale of the LPI and job satisfaction. According to the analyses in Chapter 4, each LPI subscale significantly predicts overall job satisfaction. The direction of the relationship for each predictor (LPI subscales) was positive, meaning that as scores increased on each of the LPI subscales, there was a general increase in job satisfaction. The analyses suggested that participants who rated their warden's leadership styles higher rated their job satisfaction higher. Each of the five LPI subscales: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart have been identified as making a significant difference in people's performance in the work environment (Kouzes & Posner, 2012). In previous referenced research, Chang and Lee (2007) and Sarier and Uysal (2013), supported the importance of the leader's influence on job satisfaction. The responsibility of the leader is to ensure the satisfaction of his employees. Additionally, White (2016) examined the relationships between leadership styles of federal government workers

and found a positive relationship between most leadership styles (authentic, transformational, transactional, and laissez-faire) and job satisfaction.

Although the results of the Job Satisfaction Survey were not the primary focus of Research Question Three, the findings are significant and relevant to the study outcomes. The results of the nine JSS dimensions found that the top positive scales for job satisfaction were nature of work and supervision. Spector (2007) defined nature of work as measurable by the level of enthusiasm one brought into one's job position. Lambert (2004) supported the positive ratings of supervision and concluded, "Quality, open, supportive supervision has been associated with higher levels of job satisfaction among staff members across a wide range of correctional settings" (p. 210). In 2014, Lambert wrote, "A positive attitude toward supervisors was positively correlated with job satisfaction among correctional staff members at a western correctional complex (Jurik & Winn, 1987), and perceived supervisory support has been positively associated with job satisfaction among southern correctional officers" (Cullen et al., 1985; Grossi et al., 1996; Van Voorhis et al., 1991 (p. 210). Research by Walker (2010) concluded that there is a positive correlation between supervisor's transformational leadership and correctional officer's job satisfaction.

Pay, contingent rewards, and promotions were found to be the most important components associated with job dissatisfaction. The results of this finding support the other research on job dissatisfaction with correctional officers. For example, Ferdik, Smith, and Applegate (2014) reviewed factors associated with salary, benefits, compensation packages, and the correctional officer's reason for resignation. The researchers concluded that positive salary perceptions significantly and favorably influenced overall job satisfaction. Pay and promotions can influence job satisfaction in a positive and significant manner. The findings in this study

validate previous referenced research by Carlson and Thomas (2006) who found low pay was one of the top three reasons correctional officers left their employment. Similarly, as previously referenced in the 2016 research report published by the Society for Human Resource Management, “Respectful treatment of all employees at all levels was rated as very important by 67% of employees in 2015, making it the top contributor to overall employee job satisfaction for the second year in a row” (p. 6). The second and third most important contributors were identified as compensation and benefits (Society for Human Resource Management, 2016).

The findings from the present study are consistent with other research in the field of corrections officers’ high turnover rates in certain states (Minor, Dawson-Edwards, Wells, Griffith & Angel, 2009). These researchers found that insufficient pay and benefits were the major contributors to corrections officers’ high turnover rate. The authors cite other reasons for turnover that included job stress and unfavorable treatment by superiors. However, the high turnover rate was associated with a sense that the officers felt devalued by the lower pay and benefits relative to other types of employment. Although effective leadership played a role in the retention or turnover of staff, Minor et al. (2009) concluded that insufficient pay and benefits were the key factors in corrections officers’ dissatisfaction with their jobs and their desire to seek employment elsewhere. The officers in Minor’s study reported that they felt devalued in their roles as corrections officers because their pay and benefits were “unfair” when compared with other occupations that were not as dangerous or stressful.

Some states have implemented innovative methods of retaining staff by using financial incentives that target performance through merit increases and retention bonuses (Pew Charitable Trusts, 2008). Educating legislators and other influential bodies plays an important role in increasing corrections officers’ pay. For example, Georgia enlisted a private

management company to evaluate the salaries of all government employees and to ensure that corrections officers' salaries were commensurate with competing positions in the state (Pew, 2008). The Georgia legislature also authorized the Department of Corrections to offer retention bonuses for correctional officers, particularly in regions where there was competition for the officers. Wyoming, a state where the hiring and retention of corrections officers competes with the oil and gas industry, instituted tuition reimbursement, child care subsidies, and increased the monitoring of employee satisfaction. Other states that have prisons located in rural locations offer subsidized housing to increase staff retention.

The warden's role of retaining correctional officers through their methods and frequency of communication with employees has been researched (Lambert, Minor, Wells, & Hogan, 2015). Lambert et al (2015) found that administrative and supervisory support for correctional officers was associated with lower job stress, and higher job commitment, job satisfaction, and job involvement. In the age of enhanced electronic communications, wardens can increase their presence and support through e-mails and other media that can provide information on agency current practices and changes. Electronic communications can also be used to recognize employees who have done an exemplary job. White, Vanc, and Stafford (2010) concluded electronic communications coming from the administration and supervisors provides employees at all levels with a sense of receiving information directly from the leader. The author's research supports the use of a wide variety of communications to increase organizational success. Argenti (2017) examined communications strategies for organizational leaders and emphasized the importance of the leader acting as the chief communicator of the organization's vision. Argenti (2017) citing the work of Mayfield, Mayfield, and Sharbrough, (2015) and Westley and Mintzberg, (1989) concluded the leader

must be aggressive in communicating across different mediums to expose employees to the organization's vision and mission. Frequent leader's communication with their staff was found to be one indicator of future success in employee retention.

Recognition of one's work also plays a role in job satisfaction. Zeb, Rehman, Saeed, and HamidUllah (2014) examined the relationship between reward and recognition and employees job satisfaction. The authors found that organizations can achieve their goals using a reward and recognition system to motivate employees. They further concluded that not only financial benefits but also appreciations, encouragements, positive feedback, recognition, and respect play a significant role in employee job satisfaction. For example, wardens could institute an employee of the month with clear guidelines for the recognition and provide special parking spots, gift cards, and other forms of remuneration for a job well done. Exemplary employees who have played a key role in averting a crisis at the prison or who volunteer in the community can be highlighted in the local media. Wardens could also increase their positive exposure by sending out monthly bulletins about events or highlighting an employee's exemplary performance.

### **Limitations of the Study**

The researcher identified three factors that may have impacted the results of the present study: sample size, the use of self-report measures, and limited literature on leadership in state prisons. These influences place restrictions on the methodology and therefore, the conclusions. After all, as stated by Simon and Goes (2013) "Every study, no matter how well it is conducted and constructed, has limitations" (p. 1).

Although the sample size collected had enough power to achieve scientific significance, the implications only apply to four prisons in Tennessee. The results of the current study apply to

the leadership practices of four wardens and the personnel assigned to those four prisons. Therefore, the results represent a snapshot of the wardens' leadership practices in Tennessee. While interpretations can be drawn from the current sample, the size and scope are limited. Additionally, the responses from Prison 5 were minimal and did not reflect a significant sample.

This study measured five exemplary leadership practices as delineated by the LPI as postulated by Kouzes and Posner (1993). The LPI self-report measures are highly flexible allowing individuals to express themselves in a non-threatening manner, and they are easily administered. However, these measures have limitations including the accuracy of the reports and whether participants exaggerated or minimized their observations. As previously determined in Chapter III, other possible limitations may have been fear of answering questions and self-interpretation as to the confidentiality of their reports. The researcher's familiarization with the organization could have influenced reasons for participants not to respond. For example, the responses from Prison 5 were much lower than the other four and could have been the results of specific issues with the investigator or current leadership at the prison.

Finally, a limitation of the present study was the lack of literature in the field of correctional leadership practices. To validate findings, it is essential to have them compared to other research in the field. Consequently, additional research specific to prison leadership practices may have cross-validated the current results.

### **Recommendations for Future Research**

Leadership is a heavily researched area in other professions, although little has been done recently regarding leadership practices in correctional settings. Given the growth of people involved in the criminal justice system and the critical role of the correctional system, examining the factors that impact those who supervise and work in prison settings is essential.

Reflecting on the research process of this study, the opportunity to broaden the scope could have produced different results. The findings of this study provided an introduction into the leadership practices of wardens and job satisfaction of correctional officers and opens the door for future research. Future research should explore the consistency of the current findings in relation to a more representative population that includes diversity of genders, ages, and ethnic origins. Male-female, age group versus years of experience, and minority leaders might produce different results.

Further evaluation is recommended in determining the potential gap between correctional officers and the wardens in relation to their leadership traits. Because it is difficult for many wardens to spend a significant amount of time with most correctional officers, further evaluation needs to be explored to determine how best to evaluate effective leader behavior. The literature supports that transformational leadership adds value to organizations, people, and stakeholders. The importance of transformational leadership holds true for the public sector. According to Ljungholm (2014), transformation leadership style has a place in the public sector. Public employees are more engaged when they have a clear understanding of expectations and mission. The nature of public work should be utilized by leaders to motivate and guide employees into outstanding performance.

A review of the promotional system of correctional officers is worthy of examination. In a rank-structured organization such as a prison, the promotional opportunities are limited for correctional staff. A review of best practices in other states can assist in developing future opportunities. In government agencies, often the pay structure is established on a broader basis, and the prison warden has little influence. However, the findings suggest that pay structure is the leading cause for dissatisfaction and warrants closer examination. Further research should be



considered to determine how to maximize the positive indicators to help compensate for pay issues.

### **Conclusions**

This study provided quantitative findings that correctional officers are most satisfied with the nature of their work and their supervision. The study also found that the correctional officers are most dissatisfied with their pay, contingent rewards, and opportunities for promotion. The data from this study indicates that employee job satisfaction and high turnover rates in the prisons sampled are due to low pay, low contingent rewards, and lack of promotion which translates into little hope for more pay. While the study supported the lack of pay and promotional opportunities as being contributors to overall job dissatisfaction, the relationship of the warden's leadership practices and job satisfaction cannot be overlooked. As indicated in the findings, as scores increase on each of the wardens LPI subscales, there was a general increase in employee job satisfaction. While the subscales of the LPI are indicative of transformational leadership practices, Tennessee Wardens should utilize the information to enhance and build on the findings that employees are happy with the nature of their work and their supervisors.

The results of this study should be expanded to gain further understanding of the positive job satisfaction items identified and build on those to further enhance job satisfaction and correctional officer retention. Moreover, an examination of correctional officers' pay, benefits, and promotional opportunities is required to improve the overall retention and turnover rates. Additionally, continued research into the leadership practices that enhances correctional officers' retention and job satisfaction in a challenging work environment may lead to a commitment of leadership development among correctional leaders. According to Spector (1985; 2007), workers must feel recognized and appreciated to experience job satisfaction. Leadership

practices of wardens should be examined in future research to enhance the overall effectiveness of prison operations. However, the results of this study highlight that job dissatisfaction is linked with low pay, little promotional opportunities, and limited benefits. Corrections officers form the backbone of the prison structure and the first and primary line of defense in society's methods of incapacitating individuals who have violated the rules and norms. The recognition of the value of a corrections officer's contribution to society through commensurate pay, promotional opportunities, and enhanced benefits is critical to turning around the current high turnover rate of these employees who serve a vital function in our society.

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## **Appendices**

Appendix A: Approval Letter from Tennessee Department of Correction

Appendix B: Approval to use Leadership Practice Inventory

Appendix C: Email invitation to participants

Appendix D: Informed Consent Form

Appendix E: Demographic Questionnaire (Warden)

Appendix F: Demographic Questionnaire (Observer)

Appendix G: Job Satisfaction Survey (JSS)

Appendix H: Leadership Practices Inventory Self-Rater Form

Appendix I: Leadership Practices Inventory Observer Form

## Appendix A: Approval Letter from Tennessee Department of Correction

Derrick D. Schofield

2017 MAY -3 PM 1:49

DEPARTMENT OF CORRECTION  
CORRECTIONAL OFFICER'S COMPLEX

8082 Via Bolzano  
Lake Worth, FL 33467  
615-294-1658  
schofieldd@piedmontu.edu

May 3, 2017

Tennessee Department of Correction  
Attn: Commissioner Tony Parker  
320 Sixth Avenue North  
Nashville, TN 37243-0465

Dear Commissioner Parker,

My name is Derrick Schofield and I am a doctoral candidate studying Organizational Leadership at Piedmont International University. The purpose of this correspondence is to invite you and wardens from your organization to participate in my doctoral research study: *Prison Leadership: The Relationship Between a Warden's Leadership Style and Correctional Officer Job Satisfaction*. The purpose of this study is to examine leadership perceptions of wardens and the five dimensions of the Kouzes-Posner Leadership Practices Inventory (LPI). Additionally, correlations will be examined between correctional officer's job satisfaction and warden's leadership practices. The focus is on the relationship between the leader's practices and the observer's perceptions.

In order to complete the study, I am requesting permission to survey wardens and their correctional staff at five (5) of your state prisons. Specifically, I would like to include prisons of like facility characteristics and populations. The following prisons are suggested: Northwest Correctional Facility, Northeast Correctional Complex, Turney Center Correctional Complex, Morgan County Correctional Complex, and Lois M. Deberry Special Needs Facility.

The warden and their staff will be given a short demographic questionnaire and the Kouzes-Posner Leadership Practices Inventory. Members of the warden's staff will be given the job satisfaction survey (JSS). This survey is completely anonymous, and is designed to protect the identity of the research participants. Participation is completely voluntary and participants will be free to refuse or stop at any time without penalty. There is no compensation for participation. The agency will be provided with a copy of the study once approved.

If you have any questions or concerns about the survey or are interested in a copy of the results of this study, please feel free to contact me at 615.294.1658 or email me at [Schofieldd@piedmontu.edu](mailto:Schofieldd@piedmontu.edu). You may also contact my research chair, Dr. Lori Robertson at [Robertsonl@piedmontu.edu](mailto:Robertsonl@piedmontu.edu).

I would greatly appreciate your agency's participation in this survey in relation to my pursuit of a doctoral degree from Piedmont International University. Please complete the information below

indicating your choice for participating. If you agree specific instructions will be sent to you in a separate email.

Thanks for taking the time to review.

Sincerely,



Derrick D. Schofield

Please complete the information below and return this letter to me at [Schoficldd@piedmontu.edu](mailto:Schoficldd@piedmontu.edu).

I agree and grant permission for Derrick Schofield a doctoral candidate at Piedmont International University to survey wardens and his staff utilizing a demographic survey, the Leadership Practices Inventory, and the job satisfaction survey.

Commissioner: Tony Paetker

Signature: [Handwritten Signature]

Date: May 3, 2017

I do not grant permission for participation in the study.

Commissioner: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B: Approval to use Leadership Practice Inventory

# WILEY

November 15, 2016

Derrick Schofield  
8082 Via Bolzano  
Lake Worth, Florida 33467

Dear Mr. Schofield:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may **reproduce** the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Joshua Carter ([jocarter@wiley.com](mailto:jocarter@wiley.com)) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

Permission to use either the written or electronic versions is contingent upon the following:

- (1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
- (2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s): "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
- (3) One (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent **promptly** to my attention at the address below; and,
- (4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

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Best wishes for every success with your research project.

Cordially,



Ellen Peterson  
Permissions Editor  
[Epeterston4@gmail.com](mailto:Epeterston4@gmail.com)

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T +1 415 433 1740  
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[www.wiley.com](http://www.wiley.com)

**Appendix C: Email Invitation to Participants:**

Dear Employee,

My name is Derrick Schofield and I am a student studying Organizational Leadership at Piedmont International University. Additionally, I am a former employee of the Tennessee Department of Correction, where I had the opportunity to work and learn from a great group of people. My first concern, was then and now, is how can we improve the opportunities for the men and women who work in the prison system. As always, thank you for the work you do. It is appreciated!

I am seeking your support in providing information to assist in my study. The study is titled: *Prison Leadership: The Relationship Between a Warden's Leadership Style and Correctional Officer Job Satisfaction*. The purpose of the study is to examine whether a warden's leadership practices has an impact on correctional officer job satisfaction. This survey is being provided to five prisons throughout the state and your support and participation will be integrated into the final findings. Ultimately, I hope the information can be utilized to assist future prison administrators across the country in improving prison operations.

The request to conduct the survey was approved by the Commissioner but your participation is completely voluntary; and even if you agree to participate you can withdraw at any time. Your participation will require a consent to participate which will explain the procedures I will take to protect your information. There is no information being collected or asked of you which will reveal your individual identity. Because of the nature of the survey your work location will be known to the researcher. However, this information is protected and will be treated with the utmost confidentiality and will not be purposely revealed.

Your participation will require you to take a survey that includes a demographic question, questions regarding leadership practices, and questions regarding job satisfaction. The surveys will be completed online via Survey Monkey and will remain confidential. If you wish to participate, please click on the link below to get started.

Thank you for the great work you do in enhancing public safety in Tennessee.

Regards,

Derrick D. Schofield  
Doctoral Candidate  
Piedmont International University

**Appendix D: Informed Consent Form****INFORMED CONSENT FORM****Identification of Project/Title**

*Prison Leadership: The Relationship Between a Warden's Leadership Style and Correctional Officer Job Satisfaction.*

**Statement of Age of Subject**

I state that I am over 18 years of age, in good physical health, and wish to participate in a program of research being conducted by Derrick D. Schofield a student at Piedmont International University.

**Purpose**

The purpose of this research is to examine leadership practices of Wardens in relationship to correctional officer job satisfaction.

**Procedures**

Participants will complete surveys that involves answering questions on personal demographics and job satisfaction. Additionally, participants will be asked to complete either the Leadership Practices Inventory or the Leadership Practices Inventory Observer questionnaire.

**Confidentiality**

The information that is collected for this research study will be kept confidential. Information about you that will be collected during the research will be gathered and downloaded to the researcher's personal computer. Access to the computer is password protected. Additionally, information related to the surveys will be secured in a folder that is also password protected. Protecting and safeguarding the information is a priority for the researcher. Should the data be compromised, no identifying features will be included, thus further protecting the participant's identification.

**Risks**

There are no known risks to participants in this study.

**Benefits, Freedom to Withdraw, & Ability to Ask Questions**

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier. If you have questions you can contact the investigator below.

**Contact Information of Investigator:**

Derrick D. Schofield  
Piedmont International University  
schofieldd@piedmontu.edu  
615-294-1658

**By clicking the link below, you consent to participate in this survey:**

**<https://www.surveymonkey.com/r/3Z7Q39H>**



**Appendix E: Demographic Questionnaire (Warden):**

## Demographic Questionnaire (Warden)

Q1. What is your gender?

- Male
- Female

Q2. What is your age?

- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years or older

Q3. Please specify your ethnicity.

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian / Pacific Islander
- Other

Q4. What is the highest degree or level of school you have completed? *If currently enrolled, highest degree received.*

- Some high school, no diploma
- High school graduate, diploma or the equivalent (for example: GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

Q5. What is your marital status?

- Single, never married
- Married or domestic partnership
- Widowed

- Divorced
- Separated

Q6. How many years of correctional experience (number of years working in a correctional setting jail, prison, probation or parole) do you have?

- Less than 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26 – 30 years
- Greater than 30 years

Q6. How many years have you served as a warden?

- 1 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26 – 30 years

**Use the following 5-point scale to answer the last question. Place the corresponding number in the blank:**

**1 = Not Valuable 2 = Somewhat Valuable 3 = Neutral 4 = Very Valuable 5 = Required**

\_\_\_\_\_ How valuable do you think having a college degree is in being a warden?

**Appendix F: Demographic Questionnaire (Observer):**

## Demographic Questionnaire (Observer)

Q1. What is your gender?

- Male
- Female

Q2. What is your age?

- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65 years or older

Q3. Please specify your ethnicity.

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian / Pacific Islander
- Other

Q4. What is the highest degree or level of school you have completed? *If currently enrolled, highest degree received.*

- Some high school, no diploma
- High school graduate, diploma or the equivalent (for example: GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

Q5. What is your marital status?

- Single, never married
- Married or domestic partnership
- Widowed

- Divorced
- Separated

Q6. How many years of correctional experience (number of years working in a correctional setting jail, prison, probation or parole) do you have?

- Less than 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26 – 30 years
- Greater than 30 years
- 

**Use the following 5-point scale to answer the last question. Place the corresponding number in the blank:**

**1 = Not Important   2 = Somewhat Important   3 = Neutral   4 = Very Important   5 = Required**

\_\_\_\_\_ How important is the warden in creating a positive work environment?

**Appendix G: Job Satisfaction Survey (JSS):**

<b>JOB SATISFACTION SURVEY</b>  Paul E. Spector  Department of Psychology  University of South Florida  Copyright Paul E. Spector 1994, All rights reserved.							
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION  ABOUT IT.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.							
Copyright Paul E. Spector 1994, All rights reserved.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
		1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

**Appendix G: Self-Rating LPI**

Your name:

---

To what extent do you engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of the statement.

1. I set a personal example of what I expect of others. \_\_\_\_\_
  2. I talk about future trends that will influence how our work gets done.
  3. I seek out challenging opportunities that test my own skills and abilities.
  4. I develop cooperative relationships among the people I work with.
  5. I praise people for a job well done. \_\_\_\_\_
- 
6. I make certain that people adhere to the principles and standards that have been agreed upon.
  7. I describe a compelling image of what our future could be like.
  8. I challenge people to try out new and innovative ways to do their work.
  9. I actively listen to diverse points of view.
  10. I make it a point to let people know about my confidence in their abilities.
- 
11. I follow through on the promises and commitments that I make.
  12. I appeal to others to share an exciting dream of the future.
  13. I actively search for innovative ways to improve what we do.

14. I treat others with dignity and respect.

15. I make sure that people are creatively recognized for their contributions to the success of our projects.

---

16. I ask for feedback on how my actions affect other people's performance.

17. I show others how their long-term interests can be realized by enlisting in a common vision.

18. I ask "What can we learn?" when things don't go as expected.



19. I involve people in the decisions that directly impact their job performance. \_\_\_\_\_
20. I publicly recognize people who exemplify commitment to shared values. \_\_\_\_\_
- 
21. I build consensus around a common set of values for running our organization. \_\_\_\_\_
22. I paint the “big picture” of what we aspire to accomplish. \_\_\_\_\_
23. I identify measurable milestones that keep projects moving forward. \_\_\_\_\_
24. I give people a great deal of freedom and choice in deciding how to do their work. \_\_\_\_\_
25. I tell stories of encouragement about the good work of others. \_\_\_\_\_
- 
26. I am clear about my philosophy of leadership. \_\_\_\_\_
27. I speak with genuine conviction about the higher meaning and purpose of our work. \_\_\_\_\_
28. I take initiative in anticipating and responding to change. \_\_\_\_\_
29. I ensure that people grow in their jobs by learning new skills and developing themselves. \_\_\_\_\_
30. I get personally involved in recognizing people and celebrating accomplishments. \_\_\_\_\_

## Appendix I: Observer Rating LPI

### LPI Observer –

Please note that each statement will begin with "He/She..."

1. Sets a personal example of what he/she expects of others
2. Talks about future trends that will influence how our work gets done
3. Seeks out challenging opportunities that test his/her own skills and abilities
4. Develops cooperative relationships among the people he/she works with
5. Praises people for a job well done
6. Makes certain that people adhere to the principles and standards that have been agreed upon
7. Describes a compelling image of what our future could be like
8. Challenges people to try out new and innovative ways to do their work
9. Actively listens to diverse points of view
10. Makes it a point to let people know about his/her confidence in their abilities
11. Follows through on promises and commitments he/she makes
12. Appeals to others to share an exciting dream of the future
13. Actively searches for innovative ways to improve what we do
14. Treats others with dignity and respect
15. Makes sure that people are creatively recognized for their contributions to the success of our projects
16. Asks for feedback on how his/her actions affect other people's performance
17. Shows others how their long-term interests can be realized by enlisting in a common vision

18. Asks "What can we learn?" when things don't go as expected
19. Involves people in the decisions that directly impact their job performance
20. Publicly recognizes people who exemplify commitment to shared values
21. Builds consensus around a common set of values for running our organization
22. Paints the "big picture" of what we aspire to accomplish
23. Identifies measurable milestones that keep projects moving forward
24. Gives people a great deal of freedom and choice in deciding how to do their work
25. Tells stories of encouragement about the good work of others
26. Is clear about his/her philosophy of leadership
27. Speaks with genuine conviction about the higher meaning and purpose of our work
28. Takes initiative in anticipating and responding to change
29. Ensures that people grow in their jobs by learning new skills and developing themselves
30. Gets personally involved in recognizing people and celebrating accomplishments