EXPLORING THE SKILL IMPROVEMENTS MANAGERS NEED IN A PRISON ORGANIZATION TO REDUCE PRISON VIOLENCE

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Requirements for the Degree of
Doctor of Management

By

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Abstract

The purpose of this qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. The problem identified was the skill improvements managers need to reduce prison violence, which are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility and lower prison violence. The research question asked: what are the skill improvements managers need in a prison organization to reduce prison violence? The exploratory qualitative study used semi-structured interviews to gain information from 10 participants who have worked as prison management within the prison organization for a minimum of 10 years to understand the perception of prison management. The population for the study was prison managers found on the North American Association of Wardens & Superintendents (NAAWS) website. The NAAWS receives input from both active and retired wardens on current issues, influences, and changes within the prison organization. Data was analyzed by using semi-structured interviews and open-ended question to recognize emerging themes. The following themes emerged: (a) communication, (b) people business and community, (c) safety and security, and (d) pro-active and strategy. The key findings suggest these are skill improvements that should be implemented for reducing prison violence. Prison managers who understand the goals and needs of the organization and are willing to communicate, mentor others, and lead by example must develop effective skill improvements initiatives.

Keywords: prison management, prison violence, skill improvements

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Dedication

I dedicate this dissertation to my maternal grandma, Clara Mace, who showed me

through her life experiences that nothing is impossible to achieve if you believe in yourself.

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I would like to acknowledge individuals who made the completion of this dissertation possible. First and foremost, I would like to acknowledge God, in the name of Jesus Christ, for accepting me for who I am today and guiding me to whom I will become tomorrow. I would like to extend a personal appreciation to my partner and best friend, Brian Smith, and to my children, Nathanael, Ryan, Derek, and Christal for the continued support and words of encouragement. To my sister, Donna DeVenturi, your unwavering support and encouragement are immeasurable. To my mother, Della DeVenturi, the love you give me each day is timeless. To my extended family in Ohio who were there for every call, thank you for your support. In addition, I would like to acknowledge my heartfelt appreciation to Dr. Alexa Schmitt (research supervisor) for challenging me to be my best. I would like to acknowledge Dr. Steven Munkeby for always having time to answer a question, and for serving on my dissertation committee. I would also like to acknowledge Dr. Rae Denise Madison for her work on my dissertation committee. Special thanks to Colorado Technical University (faculty, administration, Cohort 35, and colleagues) for the support and opportunity to complete my doctorate journey.

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CHAPTER ONE

The skill improvements managers need to reduce prison violence have become increasingly important in prison management (Flatow, 2014), which provide a safe environment especially for managers working in the prison organization. The skills to reduce prison violence play an important role in the protection of the officers and inmates in the prison system (Craig & Ruhl, 2014). Thus, prison organization managers have many important responsibilities, including the development of continual improvement of skills to maintain a safe environment for managers and inmates (Craig & Ruhl, 2014; Steele & Jacobs, 1975).

The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. Such skill improvements are considered valuable by managers in improving the overall safety of the prison organization (Steele & Jacobs, 1975). The significant meaning of reducing prison violence through the improvement of prison manager skills impacts the influence of the violent prison culture both physically and psychologically (Anderson, 2012; Steele & Jacobs, 1975). However, the skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016; Williams, 2011b).

Prison organizations often struggle to maintain control and a secure facility while detaining enormous numbers of people in a confined area, which limits their movements and can lead to violence as individuals express their frustrations and are unable to walk away from violent situations (Bottoms, 1999; Edgar, O'Donnell, & Martin, 2003). Thus, understanding the level of skill improvements prison managers need in a prison organization to reduce prison violence, determines the extent of a prison manager's efficiency when dealing with a violent

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situation (Slaughter, 2016). Toward this end, the reduction of prison violence is dependent upon the diverse nature of the skill set of prison management (Slaughter, 2016; Williams, 2011b).

Prisons bring individuals, often with a long history of violence, into confined spaces against their wills, frustration builds, and violent situations erupt (Bottoms, 1999; Edgar et al., 2003; Homel & Thompson, 2005). Well-established managers skills are vital to the successful reduction of prison violence (Williams, 2011b). Toward this end understanding the advantages of being proactive in the improvement of prison manager skills can influence the overall prison organization by reducing prison violence (Slaughter, 2016; Williams, 2011b).

The primary concern that a prison organization must resolve regarding prison violence issues is to ensure prison management receive a set of various skill improvements to handle uncertain and volatile situations (Slaughter, 2016; Williams, 2011b). Thus, prison organization managers must have the skills to accomplish reducing prison violence, which is essential to the organization's success (Williams, 2011a). Defining the skill improvements prison managers need in a prison organization is a complicated, vague, and complex issue due to the different types of facilities and prison management skill level involved (Williams, 2011a). The prison organization needs well-established manager skills to maintain a successful low rate of violence (Slaughter, 2016; Williams, 2011a). Focused research by researchers and practitioners in the field of management, organization development and change, and prison organizational management must collaborate to ensure a reduction in prison violence can be achieved through improving prison management skills (Campbell, 2005).

Chapter 1 further introduces the phenomena that was investigated through this study and identifies the research topic's main ideas. The chapter includes (a) topic overview/background, (b) problem opportunity statement, (c) purpose statement, (d) research question, (e) propositions,

(f) conceptual framework, (g) assumptions/biases, (h) significance of the study, (i) delimitations, (j) limitations, (k) definition of terms, (l) overview of research design, (m) summary of Chapter One, and (n) organization of the dissertation. Each section addressed the means by which the central question was determined.

Topic Overview/Background

Over the past two decades, the skills prison managers need to reduce prison violence have changed (Bernstein, 2013). Skill improvements for prison managers are a critical element within the prison organization (Thigpen, Beauclair, & Carroll, 2012). While recidivism has improved, the skills improvements prison managers need to reduce prison violence aspects have not achieved the same level of expectations (Bernstein, 2013). Toward this end, research investigations have indicated a reduction in prison violence can be achieved through improving prison management skills (Campbell, 2005; Thigpen et al., 2012). This lack of continual skill improvements for prison management is creating an uncertain of the needed management skills to maintain their ability to manage the skill improvements managers need in a prison organization, which must be improved to reduce prison violence (Flatow, 2014). Therefore, to reduce prison, violence research is needed to establish the skill improvements for prison managers (Campbell, 2005).

The review of past and current research determined that prison management is a key factor in the stability of the prison organization (Campbell, 2005; Slaughter, 2016; Williams, 2011b). However, practitioners and researchers have given only minimal thought to skill improvements managers need in a prison organization to reduce prison violence. In other studies, researchers have concentrated on the inmate's point of view and little regarding management (Dilulio, 1987; Slaughter, 2016). Follow-on research has addressed the ability for an individual

to change his behavior since behavior is not an inherent trait; it can change (Akers, 1998), but the skill improvements prison managers need to handle the diverse nature of a violent prison system remains unsolved. Thus, from these initial determinations, it is conceivable to conduct a study to understand the need to improve management skills within prison environments.

Prison managers have typically understood that improvement in skills benefits the prison organization by having a greater impact on reducing prison violence. Overall, improving the skills of prison managers play a significant role that is central to reduce prison violence (Bernstein, 2013). Earlier research has exposed that the individuals who manage the prison will prove to be the key to understanding the variation in why prisoners react differently to the same challenges, such as prison violence (Grattet, 2011). Hence, the desire was to explore the skill improvements managers need in a prison organization to reduce prison violence have become increasingly important in prison management (Flatow, 2014), which provide a safe environment especially for managers working in the prison organization. Based on these findings, studies have indicated a reduction in prison violence can be achieved through improving prison management skills (Campbell, 2005; Thigpen et al., 2012).

The National Institute of Correction (NIC) has designed a Core Competencies Project, which utilizes the advice and collaboration of professionals to identify needs that prison management may need to operate a prison facility successfully (Thigpen et al., 2012). Within the prison system, prison management has to maintain control and establish boundaries to maintain security, since security is an essential part of the prison organization's survival (Dilulio, 1987). However, the prison organization continues to advance and evolve. Thus, in the year 2018, the violence in prisons has become complex forcing prison managers to incorporate new skills to reduce prison violence (Grattet, 2011). As such, the prison organization needs to evolve to

maintain and improve current prison management skills and become effective in reducing prison

violence (Dilulio, 1987; Grattet, 2011; Thigpen et al., 2012).

Problem Statement

The problem to be addressed in the study was the number of prisoners incarcerated has

increased 790% since 1980 leading to mass overcrowding and increased violence; however,

prison management is uncertain of the needed management skills to maintain their ability to

manage the skill improvements managers need in a prison organization to reduce prison violence

(Flatow, 2014). Such skill improvements have not been identified (Flatow, 2014). As prison

management tries to juggle the demands of an increasing prisoner population within structures

that were designed for less than one-fourth of the population currently residing, this brings into

question management's ability to maintain a safe environment while performing daily routines

(Goodstein, 1989). Past qualitative studies concentrated on an inmate's point of view and very

little regarding prison management, with even less concentration on the impact of prison

management skills on reducing violence.

Purpose Statement

The purpose of the qualitative exploratory study was to explore the skill improvements

managers need in a prison organization to reduce prison violence. Reduction in prison violence

has been heavily studied from the inmate perspective, but not from the perspective of prison

management (Dilulio, 1987). Therefore, the phenomenon under study was skill improvements

needed by prison managers to reduce prison violence. The study focused on prison managers

who have worked within the prison organization for a minimum of 10 years to understand the

perception of prison management. This exploration was used to identify which skills have

demonstrated the most significant improvements needed and the least significant improvements

need in the perpetual issues of prison violence. The data gathered in this study should provide prison management with the information relating to how they may address improvements in their current skills in areas of physical, psychological, structural, technical, and ethical challenges.

The population for the study was prison managers found on the North American Association of Wardens & Superintendents (NAAWS) website. Purposeful sampling was appropriate for the study because it allows for the researcher to set criteria based on the direction of the study (Creswell, 2014). Open-ended, semistructured interview questions were used to explore in-depth participant responses and experiences of 10 prison managers found on the NAAWS website.

Research Question

What are the skill improvements managers need in a prison organization to reduce prison violence?

Propositions

This study focused on understanding, what are the skill improvements managers need in a prison organization to reduce prison violence. It was proposed that knowledge in the areas of physical, psychological, structure, technical, and ethical skills is not being communicated to current and future prison managers from past prison managers. The skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility and lower prison violence (Guercio, 2015; Slaughter, 2016; Williams, 2011b). Prison managers who have had to deal with the responsibilities of overseeing the day-to-day activities, as well as maintain a secure facility, have a large amount of experience and knowledge to pass on to the current and future prison managers (Slaughter, 2016; Williams, 2011a). Therefore, it was

proposed that skill improvements managers need in a prison organization to reduce prison violence will emerge from this study. It was proposed that prison management control physical, psychological, structural, technical, and ethical skill improvements, and therefore, the study sample of experienced prison managers were able to provide information for the skill improvements needed in these specific areas.

Conceptual Framework

The conceptual framework simplifies how the practices of the past influenced the three major areas governing the prison system and explore what skills need improvement for prison management. The three major areas governing the prison system include prison systems, prison management, and policies/movement/acts affecting prison organization (Dilulio, 1987; Salinas, 2009).The prison system models are only physical and can adapt to the prison management models (Steele & Jacobs, 1975). Policies play a vital role, but are controlled by the current societies ethical beliefs (Zimring, 2005). Prison management holds power to change the overall view of the inmates, correctional staff, and society's view of inmates (Goodstein, 1989). It is an assertion of this study that skill improvements made by prison management can result in reduced prison violence. Therefore, it is critical to identify what skill improvements are needed by prison management.

Assumptions/Biases

Assumptions are statements drawn from the inference of information that is unsubstantiated, but presumed to be true (Gall, Gall, & Borg, 2007). Assumption 1 was an improvement to the skills prison managers receive is relevant to enhancing organizational performance and minimizing prison violence. Assumption 2 was interviewing 10 prison managers through semistructured qualitative interviews were adequate to answer the central

research question and contribute to the body of knowledge. Assumption 3 was that an appropriate sampling of the population was accomplished by prison managers found on the North American Association of Wardens & Superintendents (NAAWS) website.

Biases are systematic errors, which can influence personal and irrational preconception (Creswell, 2014). Bias 1 was the information, which is being shared by participants, is considered correct. Bias 2 was this researcher supports the death penalty even though the study involves reducing violence. Bias 3 was this researcher believes prison management can make positive improvements within the organization. Bias was reduced in this study by; (a) acknowledging potential biases, (b) asking open-ended interview questions that do not introduce the bias into the study, and (c) following accepted practices of qualitative studies to ensure validity and reliability of the data.

Significance of the Study

The data gathered in this study was intended to provide prison management with the information relating to how they may address improvements of their current skills in areas of physical, psychological, structural, technical, and ethical challenges evolving into a safer environment and lower overall prison violence. Grattet (2011) agreed with Eisenberg (2016) in regards to the recent leveling and slight decline in the incarceration rate and credits the recent change to prison management and not the government. Earlier research has exposed that the individuals who manage the prison will prove to be the key to understanding the variation in why prisoners react differently to the same challenges, such as prison violence (Grattet, 2011).

The study provided valuable information to key stakeholders, including prison management, criminal justice organizations, correctional organizations, and prison organizations, because it solicited responses from prison management, who worked for at least 10 years in the

prison organization. These findings add to the body of knowledge. Therefore, prison organizations may be able to use the information to develop and implement skill improvements for reducing prison violence. Dilulio (1987) stated, "If most prisons have failed, it is because they have been ill-managed, under-managed, or not managed at all" (p. 7).

Delimitations

Delimitations are boundaries, which define the scope and limit of the study (Leedy & Ormrod, 2010). Delimitation 1 was the study did not cover private versus public prison management. Delimitation 2 was the inability to interview practicing prison management through the facility due to time restraints and individual state requirements. Delimitation 3 was participants need 10 years of experience in the prison management organization. Delimitation 4 was the number of participants is limited to the first 10 participants who qualify. Qualification included 10 years of experience in the prison management organization. Participants were solicited from the NAAWS website. Delimitation 5 was the study would focus on the prisons in the United States.

Limitations

Limitations are characteristics of the methodology or design, which influences the interpretation of findings from the study (Price & Murnan, 2004). Limitation 1 is the consistency of information received from participants can vary in different degrees per their experiences. Limitation 2 is due to the different experiences of the participants, the data gathered could be unreliable. Limitation 3 is the information received is through self-reporting from the participant's perspective and not a standardized recollection.

Definition of Terms

Inmate: Inmate refers to an individual who has been found guilty of a criminal charge and is remanded to the custody of authorities for security and confinement. Inmates may also be referred to as prisoners (Homel & Thompson, 2005).

Prison. Prisons are long-term secure facilities housing inmates serving a sentence for more than a year to life ("Types of prisons," 2016).

Prison management: Prison management oversee a prison facility including every aspect of staffing and inmate well-being. Prison Management may also be referred to prison administrators, prison wardens, jail administrators, executive directors or facility managers (Hall, 2017)

Prison violence: Prison violence is a regular occurrence due to the mixture of inmates with varied criminal backgrounds that prison facilities house (Thompson, 2017).

General Overview of the Research Design

Exploratory qualitative research is used when little to no information is found on the subject matter (Creswell, 2014). An exploratory qualitative approach is appropriate for the study because it establishes clear priorities for problems, which have little to no previous studies (Dudovskiy, 2017). Many quantitative studies have been conducted and analyzed based on documentation provided by the penal system, but only in recent years have qualitative studies been performed due to the protective nature of this population (Goodstein, 1989). Reduction in prison violence has been heavily studied from the inmate perspective, but not from the perspective of prison management (Dilulio, 1987). The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence.

The population for the study is prison managers found on the NAAWS website who have at least 10 years of experience in the prison management organization. Purposeful sampling is appropriate for the study because it allows for the researcher to set criteria based on the direction of the study (Creswell, 2014). Open-ended, semi-structured interview questions were used to explore in-depth participant responses and experiences from a sample of 10 prison managers.

Data analysis is used to organize and identify events and themes for research (Rubin & Rubin, 2012). The information collected from semi-structured interviews were used to determine words, phrases, or concepts within a section of text that answers the central research question (Creswell, 2014), what are the skill improvements managers need in a prison organization to reduce prison violence. The study results provided derived patterns and themes that are relevant to the research question.

Summary of Chapter One

Chapter 1 provided the study focus and an overview of the topic of what are the skill improvements managers need in a prison organization to reduce prison violence. To create a greater understanding of the overall study the research is addressed through the discussion of the topic overview, problem statement, purpose statement, research question, propositions, conceptual framework, and assumption and bias. The problem to be addressed in the study is the number of prisoners incarcerated has increased 790% since 1980 leading to mass overcrowding and increased violence; however, prison management is uncertain of the needed management skills to maintain their ability to manage the skill improvements managers need in a prison organization to reduce prison violence (Flatow, 2014). The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. Reduction in prison violence has been heavily studied from the inmate

perspective, but not from the perspective of prison management (Dilulio, 1987). The central research question asks, "what are the skill improvements managers need in a prison organization to reduce prison violence." Chapter 1 also provides a guide for the study itself by understanding the significance of the study, delimitations, limitations, definitions, overall study concept and design, summary, and organizational of the proposal. The data gathered in this study is intended to provide prison management with the information relating to how they may address improvements of their current skills in areas of physical, psychological, structural, technical, and ethical challenges evolving into a safer environment and lower overall prison violence. The information generated from this study has the potential to direct prison management to summarized ideas for skill improvements in reducing prison violence.

The following chapter presents the literature review. Chapter 2 provides an evaluation of the literature on prison system models, prison management, early prison systems, United States prison system, The Prison Reform Movement, and prison violence. Chapter 2 ends by providing the conceptual framework of the study, gap in the literature, and summary.

Organization of Dissertation

This dissertation is represented by 5 chapters. Chapter 1 gives an overview of the research topic, the problem statement, the purpose statement, the research question that was addressed, propositions, conceptual framework, assumptions and biases, and the significance of the study. It also provides delimitations, limitations, definition of terms, a general overview of the research design, summary, and organization of proposal. Chapter 2 provides an evaluation of the literature on prison system models, prison management, early prison systems, United States prison system, The Prison Reform Movement, prison violence, conceptual framework, the gap in the literature, and summary. Chapter 3 discusses the systematic process in which the study was

conducted. Chapter 3 reviews the research tradition, research question, and research design. Chapter 3 defines the population and sample, instrumentation, validity, reliability, and data collection process. Chapter 3 also describes the process for data analysis, presents ethical considerations, and presents a chapter summary. Chapter 4 provides participants demographics, presentation of data, a presentation of the findings, and chapter summary of the data collected. Chapter 5 discusses the interpretation of the findings of the data collection process, conclusions, further limitations, implications for practice, implications of study and recommendations for future research, reflections, and chapter summary.

CHAPTER TWO

The purpose of the qualitative exploratory study was to explore the skill improvements managers need to reduce prison violence. Reduction in prison violence has been heavily studied from the inmate perspective, but not from the perspective of prison management (Dilulio, 1987). The study focused on prison managers who have worked within the prison organization for a minimum of 10 years to understand the perception of prison management. This exploration was used to identify which skills have demonstrated the most significant improvements needed and the least significant improvements need in the perpetual issues of prison violence. The data gathered in this study should provide prison management with the information relating to how they may address improvements in their current skills in areas of physical, psychological, structural, technical, and ethical challenges.

The literature review is presented in Chapter 2. The literature search strategy consisted of an initial search in the doctoral library of Colorado Technical University (CTU) for prior dissertations written with the search criteria of "prison management" and "prison violence." The search led to the review of multiple dissertations, which helped to narrow down the area of prison management as correlating with how successful a prison facility functions (Dilulio, 1987). Also, it was found that prison violence remains a problem and prison management has been referred to as an answer (Wortley, 1996). During the literature search, several books with seminal literature dating back into the late 1700s, which were partially presented online, were not available in entirety via the library. The CTU librarians were unable to locate the books, unless the books were paid for, due to the age of the sources. When the books were ordered, the books came with recent print dates since the original books were out of print and essentially kept away from the general public. These sources included works from the original authors of Cesare

Beccaria, 1764 and Jeremy Bentham, 1789 and have reprint dates listed in the citations of 2016 and 2012, respectively.

Chapter 2 provides a theoretical foundation for the study and research question, what are the skill improvements manager's needs in a prison organization to reduce prison violence. Depending on the prison management model and the prison system chosen, there will be a direct effect on the prisons centralized administration, correctional personnel, and resources available to assist in the common mission (Dilulio, 1987; Salinas, 2009). Chapter 2 provides an evaluation of the literature on prison system models, prison management, early prison systems, United States prison system, The Prison Reform Movement, prison violence, conceptual framework, the gap in the literature, and summary.

Prison System Models

Researchers have widely studied prison systems (Flatow, 2014; Goodstein, 1989). Dilulio (1987) for example, suggested the dismal state of knowledge about prisons is due to the majority of researchers concentrating on the perspective of the inmate and not the staff, leaving a gap in the knowledge base of the prison organization. Dilulio's drive to understand prison management began with a 1980s study by the Rand Corporation, which suggested Texas, Michigan, and California as three systems differing in significant ways (Dilulio, 1987). Salinas (2009) continued with Dilulio's study with a higher concentration on the Texas prison system.

The purpose of establishing a prison was to confine individuals convicted of a crime, away from the general population while rehabilitating them to re-enter society in a productive manner (Edgerton, 2000). Prison system models provide theoretical simplicity regarding the multifaceted workings of the prison system as well as the advantages and disadvantages of each system (Dilulio, 1987). Dilulio (1987) and Salinas (2009) provided continued research within

Michigan, Texas, and California influence on prison system models: (a) hierarchal, (b) differentiated, and (c) autonomous. The hierarchal organization structure is associated with a shape of a pyramid (Ashforth, 1994). Ashforth (1994) stated the higher an individual is located on the pyramid, the more control the person has over the ones on the bottom. Griffin's (2016) structure has defined lines of responsibility about actual employee duties and chain of command, which is in direct contrast with Ashford's (1994) thoughts, that individuals holding power over others are a petty tyrant. Tyrants use the power, which has been entrusted to them as a means of making others do as he or she wants above what is expected (Ashforth, 1994).

Steele and Jacobs (1975) stated the elaborate punishment and reward system formulated the foundation of the hierarchical system. Rewards provide incentives, but when rewards are emphasized more than values, the lack of future rewards may result in a decline in the desired behavior (Cameron Anderson & Courtney, 2010). The rewards are based on individual institutions as well as the system as a whole (Steele & Jacobs, 1975).

The hierarchical system was the main structure that founded the prison system (Steele & Jacobs, 1975). It uses the cultures within the prison system to maintain control by favoring a few inmates in exchange for looking the other way for minor infractions (Dilulio, 1987). Additional control is obtained through the classification system of prisons: maximum, medium, and minimum security (Dilulio, 1987; Steele & Jacobs, 1975). Inmates classified in minimum-security are referred to as trustees (Salinas, 2009). Trustees received rewards such as better sleeping quarters and are permitted to work in the industry attached to the prison (Dilulio, 1987; Salinas, 2009; Steele & Jacobs, 1975). The use of favored inmates within a hierarchical system gave the administration additional control within the large structure and attached work farms where correctional officers could not be present at all times (Steele & Jacobs, 1975).

Hierarchical structures will also consist of a segregation unit, which would house persistent troublemakers for an extensive period (Dilulio, 1987; Salinas, 2009). Within each institution, whether maximum, medium or minimum-security will also implement different classifications within each institution (Dilulio, 1987). Hierarchical structures emphasize security and maintaining custody of inmates over any treatment or rehabilitation (Steele & Jacobs, 1975).

The prison system ranges from maximum-security elaborate hierarchical structure boxed in by high gray concrete walls and gun towers to the comfortable minimum-security work farms, which help to establish the punishment and reward structure (Steele & Jacobs, 1975). Hierarchical structures shifted the maintenance of order from a single prison to the whole prison system (Anderson & Courtney, 2010). The transferring of inmates between institutions is not only used for punishment and reward, but also by the Federal Bureau of prisons to break up groups gang relations and avoid the development of potential risk issues (Steele & Jacobs, 1975).

Steele and Jacobs (1975) indicated the hierarchical structure failed to support rehabilitation since the focus was primarily confining the inmate and keeping order. Without rehabilitation, the inmate population continued to escalate with higher recidivism rates (Dilulio, 1987). Due to the inability to rehabilitate, the hierarchal structure was in the process of being dissolved in many states, but change has proven difficult because once a person or organization has experienced the power over another, is hard to relinquish (Steele & Jacobs, 1975).

A portion of the society would argue that rehabilitating individuals is a waste of time since free will is only an illusion (Vauleon, 2014). The outcome of a person's destination is already predetermined. It does not matter if a person comes to a crossroads and has a choice to go left or right, he or she will always end up at the destination set in life (Dilulio, 1987). People only think they have free will, but instead, we are all puppets (Vauleon, 2014).

A differentiated prison system is the second type. A differentiated prison system does not categorize individuals based on the crime committed, but tries to diagnose the reason for the crime and treat the issue, which led to the crime (Dilulio, 1987). To determine the cause of the crime and the appropriate treatment a review of specific categories such as age, offense, educational deficiencies, and geographic location are considered (Dilulio, 1987; Steele & Jacobs, 1975). One-on-one correspondence is not conducted to determine the appropriate treatment, only the facts mentioned are considered for a plan of treatment (Steele & Jacobs, 1975). Steele and Jacobs (1975) stated that the differential process also separates juveniles from adults, young adults from the elderly. The second key variable in a differentiated organizational structure is grouping offenders by the type of offense committed (Dilulio, 1987; Salinas, 2009). The groupings would put thieves separate from individuals who have forged checks to ones who have committed murder (Dilulio, 1987).

Upon entering the institutions, a psychological evaluation helps to determine an inmate's score on a passive-aggressive scale (Akers, 1998). The score helps determine if the crime was a symbolic act or a deep-rooted psychological disorder and the right program that would help rehabilitate the person (Salinas, 2009; Steele & Jacobs, 1975). Grouping individuals also have to consider the time of the sentence (Akers, 1998). Individuals who are facing a life sentence behind walls have proven to be especially difficult in rehabilitation, within the early stages unsuccessful (Steele & Jacobs, 1975).

Akers (1998) suggested behavior is learned from who, what, where, how, and when an individual interacts with person, place, or object. Behavior is not an inherited trait, and therefore change can happen (Akers, 1998). Amaranta, Claartje van der, L., & Celeste (2013) continued with this thought process and suggested that individuals will relate to their surroundings through

social interactions, either negative or positive. The interactions have a direct effect on an individual's responsibility, responses, and thinking (Amaranta, Claartje van der, & Celeste, 2013).

Steele and Jacobs (1975) suggested that geography was influential in the classification of individuals. Locating an inmate near his or her hometown increases the desire for family visits and deters the inmate from pursuing unwanted behavior for fear of losing visitation (Akers, 1998). A differentiated organization has a large number of institutions specifically designed for the needs of the specific group (Dilulio, 1987; Salinas, 2009). The system is largely dominated by medical and social welfare professionals who carry out sophisticated evaluations to ensure placement of the right inmates in the right institution to achieves optimal results (Dilulio, 1987; Steele & Jacobs, 1975). The high cost of implementing, running, and maintaining a differentiated structure ensures a consistent speed in which an inmate will progress through the programs (Steele & Jacobs, 1975). Since all of the money is allocated for rehabilitation programs, the differentiated structures have little time to focus on security (Dilulio, 1987). Every system will have some individuals who will not follow the program so implementing some precautions is necessary, such as for minor infractions, removal of privileges and major infraction, confinement to the inmate's cell for a set time (Dilulio, 1987; Steele & Jacobs, 1975). Any inmate who consistently fails to follow the program or poses a threat will be transferred to a maximum-security prison where rehabilitation will cease, and strict order and solitary confinement become the normal routine (Steele & Jacobs, 1975).

The conventional administrative law had a time in which it was useful, but in the last few years, these same laws have shackled the growth of management (Craig & Ruhl, 2014). People

are unable to effectively use adaptive management to expand into new areas (Steele & Jacobs, 1975). Adaptive management is vital in changing prison structure (Craig & Ruhl, 2014).

Dilulio (1987) emphasized three strategic ideologies encompass the quality of prison life: order, amenity, and service. The order is referred to as security amenities in which danger and misconduct can be prevented for both prisoner and guard within the structure (Steele & Jacobs, 1975). Amenity is equivalent to the quality of life in which an inmate can obtain healthier food, clean cells, physical exercise, and communication with others. Service is improvement or rehabilitation (Dilulio, 1987). Programs help improve the abilities of the inmate to acquire additional skills, which can be used in the outside world, such as vocational training to help inmates learn additional skills, work opportunities to encourage social interaction, and restructuring of group mentality thoughts (Dilulio, 1987; Steele & Jacobs, 1975).

An autonomous organizational structure is a third option brought on by individuals concerned by the high recidivism rate and the indeterminate sentencing in a documented history of programs and treatments that were initiated and later dissolved, all being unsuccessful (Dilulio, 1987; Salinas, 2009; Steele & Jacobs, 1975; "Types of prisons," 2016). Steele and Jacobs (1975) suggested that hierarchal structure and differentiated structure are both forms of compelling the poor and powerless to conform to middle-class standards. The autonomous organizational structure suggests a form of humanitarian warehousing, where individuals can serve their time without being labeled as degenerate or sick (Dilulio, 1987). An autonomous structure is characterized as remote, small, and absent a professional influence (Steele & Jacobs, 1975). The qualities of the chief administrator will determine the degree of success for an autonomous organization (Rosca & Stanescu, 2014). Each institution would develop its community of inmates that will live, work, and be responsible within their community (Steele &

Jacobs, 1975). As with any social structure, there will be individuals that will be threatening to any prison community (Beccaria, 2016; Bentham, 2012; Dilulio, 1987). These individuals will be separated from the community and confined to a small jail for a period (Steele & Jacobs, 1975).

The autonomous organizational structure enables inmates to learn with others what it takes to live within a community (Dilulio, 1987). The autonomous structure has the lowest cost of operations of all structures (Salinas, 2009). The structure also allows the highest inmate responsibility and dignity (Steele & Jacobs, 1975). The behavior of inmates is altered when the prison environment changes to an open community environment (Akers, 1998; Amaranta et al., 2013). Treating the person as an equal instead of a number can determine the value of a person as seen through his or her eyes (Akers, 1998). Developing a structure, which promotes values and self-improvement, takes a strong informal leadership style (Akers, 1998; Amaranta et al., 2013). The leadership style will encompass all forms of leadership styles to achieve the optimal outcome (Rosca & Stanescu, 2014).

Return to the beginning of such things as community policing and a switch to community justice is only the beginning of change for the 21st century (Whitehead, Dodson, & Edwards, 2012). Society is changing to a virtual world, which transcends local boundaries and local government (Akers, 1998). As society continues to change, the local and graphical communities' realities change as well and organizations will either lead or follow suit (Rosca & Stanescu, 2014). The penal system will be no exception it will change in some form when it is given no other way to turn (Whitehead et al., 2012).

Prison Management Models

Prison management skills are more than just physical, they are also psychological, leading to such concepts as being visible, like physically walking the tier (Williams, 2011b). The

level of information, skills, and knowledge these officers have usually determined the extent of their efficiency in dealing with the day-to-day issues in the prison system (Slaughter, 2016). Technology is continuously changing the skill set prison management need to maintain the security and structure of a prison facility (Guercio, 2015). In addition to technology, Correctional Emergency Response Teams (CERT) were implemented to quell disturbances and reduce violence (Bernstein, 2013). CERT was designed to respond to issues of prison violence while staying out of the public eye (Bernstein, 2013).

Aside from prison models, another major study area was the development of prison management. Dilulio (1987) stated, "If most prisons have failed, it is because they have been ill-managed, under-managed, or not managed at all" (p. 7). Prison management is the internal method used to maintain the care, custody, control, and safety of both prison staff and inmates (Slaughter, 2016). Management is the balancing boards between maintaining control while actively implementing the mission, goals, and objectives of the prison facility (Bernstein, 2013; Dilulio, 1987). Dilulio (1987) and Salinas (2009) used the three-prison management ideas applied to Texas, Michigan, and California. The following prison management models are: (a) control prison management, (b) responsibility prison management, and (c) consensual prison management.

Dilulio (1987) emphasized that Beto's control model highly influence the Texas Penal System. The control model follows a strict regimen (Steele & Jacobs, 1975). Dilulio (1987) emphasized Beto was responsible for founding the control model and argued there was a better overall way to handle the day-to-day process as well as lower recidivism rate by improving the inmate's experience through goals and establishing set boundaries. All inmates were clean shaved, bathed regularly, wore white outfits, and maintained the same short haircut (Dilulio,

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1987). It is mandatory that any inmate who could not read and write attend classes one day a week to learn (Dilulio, 1987; Salinas, 2009). Inmates were assigned to field duty the first 6 months of incarceration (Dilulio, 1987). Dilulio (1987) stated that when addressing an officer, the inmate would refer to him or her as "boss" or "sir" no last names. Inmates had minimal rights, and additional privileges had to be earned through good behavior (Steele & Jacobs, 1975). This external control was to discipline inmates since it was felt that the inmates did not embody discipline before arriving at the prison (Foucault, 1995). The inmates' mentality is why go to work 10 hours a day for a paycheck when a person can make it in 10 seconds and have the same or more money than the person who worked (Beccaria, 2016; Dilulio, 1987; Foucault, 1995; Hindus, 1980).

Dilulio (1987) stated that officers were not to dwell on the reason why an incarcerated individual was behind bars, but only that the incarcerated individual was behind bars. Leaving the reason for incarceration behind is a practice that officers and others in the corrections industry were not always able to accomplish (Steele & Jacobs, 1975). Individuals were not viewed as an incarcerated citizen, but as an incarcerated criminal (Dilulio, 1987).

Dilulio (1987) stated that the responsibility model is backed by the Michigan corrections chief Perry M. Johnson. The responsibility model differs from the control model in several ways. First, when necessary to restrain an inmate, only the amount of restraint to keep them from harming themselves or others is necessary (Steele & Jacobs, 1975). Second, in a responsibility prison management model, it is enough for the inmate to follow the rules, restrain from violence, and participate in programs if the inmate wants to; they were not forced (Dilulio, 1987; Salinas, 2009; Steele & Jacobs, 1975). The encouragement of officers and inmates to shake hands and

show respect to each other gave a sense of self-respect, which went farther than punishment (Dilulio, 1987).

The consensual model is somewhere between the control model and the responsibility model (Steele & Jacobs, 1975). Dilulio (1987) reinforced the following statement from Warden Estelle of the California Prison system "running a prison is like running a large organization" (*p.*187). Many management styles will work except for participative management (Steele & Jacobs, 1975). The first responsibilities of the prison system are to maintain control and establish boundaries (Dilulio, 1987). Dilulio (1987) specified that Director Richard A. McGee began a prison movement in California focusing on helping inmates to reform to the socially acceptable norms began by establishing programs and encouraging self-respect. Inmates did not wear uniforms, but were allowed to wear blue jeans to help boost self-respect (Steele & Jacobs, 1975). Inmates were clean and presentable; unlike the responsibility model, inmate participation in programs for rehabilitation is mandatory (Salinas, 2009). Under McGee's guidance, he oversaw the construction of a dozen prisons, helped introduce the concept of inmate classification, developed staff training programs, and set the groundwork for inmate work programs and prison industries (Dilulio, 1987).

Prison management has become more complex and demanding with the changing technology, the unspecified standards of care, and the implication of modern principles to cover the administration (Foucault, 1995). As prison administration tries to juggle the increasing demands, he or she is also trying to deal with the increasing prisoner population within structures that were designed for less than one-fourth of the population currently residing (Dilulio, 1987). The increasing prison population within a facility brings to question the traditional roles of the present administration and entire staff (Goodstein, 1989). Goodstein (1989) suggested before

change can begin a set of prison standards needs to be set that defines lawfulness, safety, industriousness, and hopefulness established through the system.

Early Prison Systems

From the outset, researchers in criminal theory advocated greater social responsibility instead of a penal system based on cruel and torturous punishment (Beccaria, 2016; Bentham, 2012; Foucault, 1995). In the 18th century, Cesare Beccaria, whom many consider the father of classical penology, argued that people should be held accountable for the crime they have committed and nothing more (Dilulio, 1987). A person's status, money, or whom they know should not have leverage in determining the appropriate punishment for a crime committed (Beccaria, 2016; Bentham, 2012; Foucault, 1995). Punishment is predetermined for each crime, and no one, including the judge, can change the predetermined punishment (Beccaria, 2016).

Beccaria (2016) was among the first to bring an enlightened view to the cruel and torturous penal system. Beccaria (2016) believed a change in the society's attitude towards crime and punishment could change with time, it would not happen now because he believed the largest part of the population was barbaric, childish, lazy, and out to satisfy his or her own needs. To obtain more, a person would have to build it with his or her own hands, earn it by working for another person or take it (Foucault, 1995). It is the nature of humans to socialize not to be isolated (Anderson, 2012). Due to this need to socialize, people would gather into groups forming a society (Western, 2011). In every society, a hierarchy of social structure will emerge. Personal morals would swing much like a pendulum from the extreme honorable to the most corrupt. The birth of a new country on the rise, promising freedom and liberty from the cruel and torment of the world, had already given part of the precious freedom away before it had begun. This loss of freedom was referred to as a law (Beccaria, 2016).

Beccaria (2016) stated that laws were consequences of a temporary necessity driven by the passion and greed of the few who would ignite the emotions of the many, the emerging power over another person. Laws arose without forethought for the future to satisfy the majority of society (Foucault, 1995). These laws and the bond that it provided proved necessary so that man did not fall back to his or her original state of barbarity (Beccaria, 2016). Any punishment which exceeds the need to protect this bond or law is unjust (Beccaria, 2016; Bentham, 2012). If a crime was committed and the person is guilty, the person will suffer the punishment set forth by this law (Bentham, 2012). Punishment should only be used to prevent the criminal from repeating the crime as well as a deterrent to others from committing the crime (Beccaria, 2016; Bentham, 2012; Foucault, 1995). The punishment for the crime should be chosen and the method in which it should be inflicted determined by the most durable and most lasting impression on the local society (Hindus, 1980). Long drawn out torture and confinement of an individual who had not been found guilty is cruel and unjust (Beccaria, 2016; Bentham, 2012). A person is either guilty or not. If the person is not guilty, the person returns to society (Bentham, 2012). The need to feel power is the only reason to confine and torture a citizen who has not been found guilty though stands in the grey area of doubt (Beccaria, 2016).

The deterrence of crimes has proven most effective when punishment is a certainty and not set by severity (Beccaria, 2016; Bentham, 2012; Dilulio, 1987; Foucault, 1995; Hindus, 1980). As time progresses the minds of men will become hardened, and the punishments will become crueler (Beccaria, 2016). Current and future laws should be clear and simple and unify across all classes of society, not favoring one class over another (Bentham, 2012). Criminals should be deterred by the fear of the certainty in the punishment, not by the fear of man (Beccaria, 2016).

The views of Beccaria (2016) were supported by the writings of Jeremy Bentham (2012). Jeremy Bentham was a 1700s philosopher who wrote, *An Introduction to the Principles of Morals and Legislation in 1780* (Bentham, 2012). Bentham's main principle was that anything that promotes pleasure and prevents pain should be the basis for what is considered right, wrong and the law (Bentham, 2012). Bentham referred to pleasure and pain as a utility (Bentham, 2012). Bentham (2012) agreed with Beccaria (2016) in the fact that people do not agree when interpreting the laws that have been set and the punishment associated with the offense. Due to a person's expression of private feelings, prejudices, and interests, punishments may be misinterpreted (Feeley, 1998). The basic underlying assumptions of utility made it possible to define good and evil, right and wrong, in a way that everyone understood and accepted (Bentham, 2012).

Bentham (2012) carefully distinguished between the intention of an act and its motive. The intention of an act has two parts, the act, and its consequences; these parts are not equal (Feeley, 1998). The act has to have an intention, a purpose or goal set in a person's mind, only the consequences of an act are good or bad (Capo, 2011). Pleasures and pains are real, as expressions are not (Bentham, 2012). As acts and intentions are the internal thought process of the doer, so are determining good or evil from achieved consequences (Feeley, 1998). Bentham (2012) continued to distinguish and classify mischievous acts. Primary mischief is one or more individuals' happiness becomes affected by the act (Bentham, 2012; Feeley, 1998). Secondary mischief is fear or insecurity instilled into society from the presence of the offender at large (Bentham, 2012; Feeley, 1998). In determining punishment, Bentham stated that by diminishing the general happiness of society, the punishment for this act alone should not be any less than the original act (Bentham, 2012).

Beccaria (2016) stated that the people of the new world had changed their freedom by establishing a law to provide some sense of security. The enforcement of this law for the guilty is punishment; if innocent, the person returns to society (Beccaria, 2016; Bentham, 2012). Bentham (2012) agreed with the right and wrong by comparing it to pleasure and pain, but dives deeper into the conscious thoughts of intent for a harsher punishment. Both Beccaria (2016) and Bentham (2012) agreed with the need for punishment, the certainty of consequences, swift and timely conclusion, and that the punishment should fit the crime (Beccaria, 2016; Bentham, 2012).

Beccaria (2016) expressed, to find someone guilty of murder and to order the individual executed, is like repeating the crime in cold blood (Beccaria, 2016). Towards the end of the eighteenth century, the act of public execution was dying down (Foucault, 1995). Public displays of execution have died down, but the act of execution did not. Now the act of execution is confined behind prison doors (Dilulio, 1987). Condemned individuals were executed following sentencing (Foucault, 1995).

Walnut Street Jail

Foucault's (1995) expression of punishment from 1757 allowed for an understanding of change in discipline. Beccaria (2016) gave way for laws to be established to help the merging population live in better harmony. The needs for a change from the extreme punishment lead to the establishment of the first United States confinement facility, Walnut Street Jail (Foucault, 1995).

In 1790, Quaker officials opened the Walnut Street Jail in Philadelphia to promote humanitarian reforms, which encompasses a new philosophy to provide a purpose of punishment by changing criminal behavior (Edgerton, 2000). Walnut Street Jail set the practice of

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segregating inmates by type of crime committed and the gender of the person (Foucault, 1995). It developed prison industries and some education and training for the inmates. Walnut Street Jail became overcrowded quickly (Edgerton, 2000).

Eastern State Penitentiary/Pennsylvania System

The practices at the Walnut Street Jail became the primary form of corrective criminal activities (Whitehead et al., 2012; Woodham, 2008). The Walnut Street Jail soon became overcrowded, and construction of Eastern State Penitentiary began on Cherry Orchard outside of Philadelphia in 1822 (Whitehead et al., 2012). Created by British-born architect John Haviland, the Eastern State Penitentiary was unique in design (Dilulio, 1987). Upon completion in 1829, the facility had central heating, flushing toilets, and shower baths in each private cell; it consisted of seven wings of individual cellblocks all coming out from a central unit (Whitehead et al., 2012; Woodham, 2008). Charles Williams, a farmer, found guilty of theft and sentenced to 2 years became Eastern State Penitentiary's first inmate, number one on October 23, 1829 (Woodham, 2008).

The Eastern State Penitentiary design was based on the need to confine individuals separately (Woodham, 2008). It was felt solitary confinement gave the individual time to reflect on his or her misdeeds, pray, study the Bible, and become repentant (Capo, 2011). An inmate would spend all day and night in his or her cell (Dilulio, 1987). There was an adjoining yard for each cell for the inmate to exercise (Woodham, 2008). Transportation of inmates required hoods to be placed over the inmates head so the inmate could not see and the inmate had to physically bend forward and be guided to each destination (Capo, 2011). This measure served a two-fold purpose. First, other inmates would not recognize the individual once released, so the transition

back into society is easier. Second, it reduced the chance of escape since the person did not recognize anything but the cell he or she was confined within (Capo, 2011).

Auburn System

Auburn prison was established in New York in 1819 (Kimble, 2015). In Auburn, inmates would work with each other in silence and after work return to their cells without saying a word ("Auburn Prison Model," 2002). The march back to the cells was in single file lockstep (Kimble, 2015). People would come from all around to view both models, Pennsylvania System and Auburn agree the Auburn system had better work performance, lower operating costs, and considered it more humane ("Prison beginnings," 2017). One of the most famous prisons established after the Auburn model is Sing-Sing, which opened in 1825 in Ossining, New York ("Auburn Prison Model," 2002).

The Auburn Prison occupied land that was once a Cayuga Indian Village, then a British prisoner of war camp. It was eventually donated to the state by four-men, Samuel Dill, David Hyde, Ebenezer Beach, and John Beach ("Prison beginnings," 2017). The system-separated inmate according to the crime committed, associated with the type of clothing he or she wore (Kimble, 2015). Auburn originally built cells, which measured 7 foot long, 7 foot high, and 3 ½ foot wide to occupy two inmates, but ultimately the cells were used as individual cells ("Prison beginnings," 2017). Auburn Correctional Facility will hold its place in history as the first to perform execution by electrocution (Kimble, 2015).

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United States Prison System

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The structuring of the United States prison system is around set security levels (Mierjeski, 2015). The security levels classifying as minimum security, medium security, maximum-security, and Supermax (Steele & Jacobs, 1975). Individuals convicted of a felony go

through an evaluation of his or her needs and risks to others as well as their self, this is referred to as a classification review (Dilulio, 1987).

Minimum Security

Minimum-security houses are non-violent, white-collar criminals (Mierjeski, 2015). The number of staff overseeing the inmates is low, and the facility usually has little to no perimeter fencing ("Prison security levels explained," 2010). Minimum-security prisons may allow inmates to participate in work-release programs, so inmates can continue holding jobs during the day (Mierjeski, 2015). Even with little to no supervision, inmates in minimum security prisons follow the rules and act responsibly with other inmates ("Security levels and what they mean," 2014).

Minimum security includes work farms, boot camps, forestry camps, and other forms of camps used within the correctional facility (Mierjeski, 2015). This unit will house low-risk first-time offenders or other inmates who have worked up through the system and possibility on his or her way out of prison ("Prison security levels explained," 2010). Low security offers better living conditions and more freedom than any of the other facilities (Mierjeski, 2015).

Medium Security

Medium security facilities house most of the criminal population (Mierjeski, 2015). The facilities resemble a large residence hall and hold seventy inmates or more stacked in bunked sleeping quarters, some as three high (Pavlo, 2016). Inmates earn the right to work outside of his or her cell (Mierjeski, 2015; Pavlo, 2016). Consistent monitoring of inmates and staff is maintained ("The 4 security levels in prison," 2015).

Medium security prison is usually where the typical inmate will begin the time behind bars (Pavlo, 2016). The inmates have some rights, but not many; additional freedom is earned

(Mierjeski, 2015). Bad behavior will get a person sent to maximum security, and good behavior can transfer the inmate to a minimum security facility (Assigning inmates to prison, 2012).

High Security or Maximum Security

High-security designs provide maximum external and internal controls for inmates who pose a threat or violence to other inmates and staff (Mierjeski, 2015). Due to the high potential for violence and escape, the uses of high-security parameters, internal physical barriers, like steel doors, and bars help control individual and situations (Pavlo, 2016). Checkpoints provide random personal body and cell checks for any contraband (*Public safety*, 2016).

Inmates reside in single cells, rarely see other inmates, and have limited contact with staff (Mierjeski, 2015). The inmates who are on lockdown most of the day receive time outside called the yard. The accommodations are usually no more than an outside cage the size of the inmate's cell (Pavlo, 2016). Meals are brought to the cells, and visitation takes place between glass, no-contact ("What do security levels mean,").

Supermax Prison

The Supermax prison also referred to as Secure Housing Units (SHU), is the highest level of security provided in the penal system ("Types of prisons," 2016). Supermax has a security level of VI in American and federal prisons systems ("US prison security levels: from minimum to maximum," 2016). The units follow a strict regime of highly controlled protocols isolating prisoners from other prisoners as well as limited time from staff ("The 4 security levels in prison," 2015). Supermax houses the most violent of inmates, so the focus is on control, with the use of lethal force (Mears, 2006). Due to the isolation of inmates, there is little concern over possible escapes (King, 2007). The term, Supermax, was not widely used until the 1980s when the federal authorities began plans for a new Administrative Maximum (ADX), which would

replace Marion Prison after it was placed on permanent lockdown in 1983 after the death of two officers (Mears, 2006; Vasquez, 2016). In 1987, Arizona established the first of its special management unit, dubbed the name Supermax (King, 2007).

Supermax is unique in the fact that no inmate is sentenced to a Supermax facility from the courthouse, this decision can only be made through an administrative decision by the prison organization ("What's the difference between prison and jail?" 2016). Inmates can go from minimum security to Supermax for minor infractions, giving the administration a powerful intimidator (R. King, 2007). Twenty years ago, Supermax prisons were not well known, and few existed in the United States. Today, two-thirds of the states govern Supermax prisons (Mears, 2006). These prisons are three times more expensive to operate and maintain than maximum-security prisons (King, 2007). Inmates' are confined to their cells for 23 hours of every day (Mears, 2006).

The Prison Reform Movement

Prison reform has a long history as researchers have noted changes in prison conditions as far back as the early 1700s in England (McAfee, 2016). The prison reform movement began in England in the 1700s in a revolt against the poor prison conditions (Dilulio, 1987). The conditions of prison in England in the 1700s expressed overcrowding of people, in dark damp musky cells with no ventilation or light, housing both male and female of all ages (McAfee, 2016). Sickness, disease, and death was part of everyday prison life due to the unsanitary conditions and the lack of any food for nourishment (Beccaria, 2016). This movement carried over into the early beginnings of the United States on a platform of establishing religious rights (McAfee, 2016).

Dorothea Dix returned to the United States from England in 1840 after recovering from tuberculosis and began the prison reform movement after being inspired by what she saw in England (Parry, 2006). She began her work in 1840 wanting to help inmates who were mentally ill in the United States (McAfee, 2016). She felt the inmates who were mentally ill were mistreated, so she went to court regarding the mistreatment and won (Parry, 2006). She visited many jails and drafted a document addressed to the Massachusetts legislature, the information in the document won her support and funds to expand the Worcester State Hospital and went on to found 32 hospitals (McAfee, 2016).

After the war of 1812, people began to petition for children to be removed from jails and placed into a separate unit known as Juvenile Detention Centers ("US prison security levels: from minimum to maximum," 2016). A larger question loomed as to the purpose of prisons: Is incarceration used for punishment or penitence (McAfee, 2016). In 1821, Auburn Prison locked down 80 men in solitary; after the inmates were released, many committed suicide or had mental breakdowns ("Prison and asylum reform," 2016). After the 1821 incident, Auburn applied a strict disciplinary approach (McAfee, 2016).

Mass Incarceration Impact

The increased incarceration rate has not only caused an increase in prison population and overcrowding, but has affected other government-funded organizations like the foster system (Wildeman & Western, 2010). The foster care system has seen a dramatic increase in the number of children placed in the system (Swann & Sylvester, 2006; Wildeman & Western, 2010). Sylvester and Swann (2006) suggested in a comprehensive study a direct link to the increased incarceration numbers to the increase in foster care caseloads. The children of incarcerated individuals need a place to go if there is no other family or family who cannot afford to care for

the children (Wildeman & Western, 2010). The responsibility of the children falls to the government childcare system (Swann & Sylvester, 2006).

Wildeman and Western (2010) stated the increasing number of individuals who are incarcerated not only have increased the number of people behind bars, but has increased the number of children who are affected by being placed in government programs such as foster care. Swann and Sylvester (2006) continued to say that the government is developing a society of children who will be radical and have a greater class inequality. There will be repercussions from the mass incarceration of the 1970s (Swann & Sylvester, 2006; Wildeman & Western, 2010). The increase of individuals behind bars does not solve the problems of failing schools, the joblessness rate, untreated addiction, and mental illness (Wildeman & Western, 2010). Just as the reduction in sentencing would not make any of the issues mentioned any worse (Western, 2011). The sentencing reduction would affect the overall impact on the future generation of children (Wildeman & Western, 2010).

As wages decreased for the 1980s to the 1990s, an increase in the incarceration rate was tracked in relations to lower wages and lower individuals obtaining college degrees (Western, Kleykamp, & Rosenfeld, 2006). Western (2011) stated as the years progressed the average wage a person is paid an hour decreased. Cost of living continued to go up every year causing people to live on less and lose the luxuries they were once accustomed to (Western et al., 2006). In an economic decline, the opportunity to attend college increases with individuals who would like to change directions, since job loss or reduction in working hours results in the time available to attend college. However, not everyone can go to college due to financing, so the poverty level increases (Western, 2011). Those living under the poverty level represent the highest percentage rate of incarcerated individuals (Western et al., 2006).

A review of the last century in rates of imprisonment show that between 1925 and 1970 small increases and decreases were noted, but nothing of magnitude until 1973 when things began to change dramatically within the prison organization (Zimring, 2005). The increase in incarcerations rates is so sharp it appears to be a collective goal of all 50 states and the government (Western, 2011). The introduction of policy changes in the 1970s was in response to the uproar from the general population for stricter sentencing laws (Zimring, 2005).

During the 12-year period between 1973 and 1984, the rate of incarceration had doubled. People felt that the policy change had worked and the growing drug problem began to demand attention (Zimring, 2005). The war on drugs is one of the largest events the government played a big role in over prison sentencing (Grattet, 2011). In the 11 years following the 1985 policy change for drug offenses, the prison incarceration rate grew 15 times greater than in 1983 (Zimring, 2005). The birth of the U.S. Sentencing Commission is due to the passing of the new federal criminal code in 1984 (Grattet, 2011).

Eisenberg (2016) suggested after years of increasing incarceration rates the system is showing signs of a decline. The current prison population has leveled off and even slightly dipped (Grattet, 2011). A movement from the government to reduce incarceration numbers will face a challenge with vested groups in the prison system (Eisenberg, 2016). Many decades of increasing incarceration rates have given birth to interest groups that became empowered by the growth (Grattet, 2011). These groups are vested in the continued growth of incarcerated individuals and do not want to see a decline (Eisenberg, 2016).

Grattet (2011) agreed with Eisenberg (2016) in regards to the recent leveling and slight decline in the incarceration rate. Grattet (2011) did not attribute the recent change in the prison incarceration rate to the government, but rather to the prison management. The individuals who

manage the prison will prove to be the key to understanding the variation in why prisoners react differently to the same issue (Grattet, 2011). Lambropoulou (1999) offered a different view of mass incarceration by stating reform may have failed, but the need for incarceration is still vital in controlling crime.

Society will experience a large number of negative effects that expanded farther than just the individuals incarcerated (Mauer, 2002). The full effect of the mass incarceration rate has only begun to hit back, and it will be far worse than the original act (Logan, 2013). Mauer (2002) agreed with Logan (2013) on the expanding range of collateral damage to family, communities, and the nation as a whole, from the incarceration of a family member. Scholars are beginning to explore this range in increasing numbers (Logan, 2013). The more it is researched, the greater the collateral expansion becomes (Mauer, 2002). Incarceration places a disadvantage on an individual who would not be there if it was not for incarceration (Dhondt, 2012).

Massoglia (2008) reviewed one of the after-effects of an individual who has been exposed to multiple or a long period of incarceration, sickness. More and more individuals after incarceration have become afflicted with an illness or infectious disease directly related to stress brought on by incarceration (Lambropoulou, 1999). Recent attention to the decline in incarceration rates has government and criminal justice system weighing the good and the bad (Massoglia, 2008). In reducing the prison population, a comparison of the cost of housing an inmate on a small prison management budget compared to the cost of the public's safety if the inmate was released back into society, is a focus of concern to the safety of the community (Mauer, 2002). Releasing inmates on one side is great for the budget, but on the other side, it may not be safe for the community (Orrick & Vieraitis, 2015).

Prison Violence

Foucault (1995) described in detail the harsh discipline and punishment practiced before, and during the time the United States was established, grabbing a reader's attention beginning his book with a detailed public execution, which takes place on March 2, 1757. Edgar (2003) stated that violence in prison is a common occurrence. Studies indicate that between 10-20% of adult inmates have experienced some form of physical violence within the first thirty days of incarceration, while verbal violence was experienced by 33% (Edgar et al., 2003). The violence does not stop with the new inmates, but extends out to the correctional staff and prison management who experience verbal and physical aggression from inmates, such as being spit on, urinated on, or struck with feces (Bernstein, 2013).

The prison environment encourages violent behavior by confining large numbers of people in prison, which by its nature restricts their movements and adds to the frustration of not being able to walk away. Confinement makes for a volatile situation (Bottoms, 1999). However, many prisoners who are exposed to the same pressures and frustrations in prison differ in the way they handle their internal feelings, which determines how the inmate will react to violence (Bottoms, 1999). Prison management skills are critical for the control of violence (Wortley, 1996). There is increasing evidence that poor prison management and control is the most significant factor in contributing to and even promoting prison violence (Ekland-Olson, 1986; McCorkle, Miethe, & Drass, 1995; Silberman, 1992). Factors found to be related to violence include pre-existing prisoner characteristics such as age, gender, and type of crime convicted, structure, prison management, and political decision, which affect the prison organization (Homel & Thompson, 2005). Poor prison management leads to dysfunction, which emerges as a major issue with prison violence (Wortley, 1996).

Conceptual Framework

Exploring the skill improvements, managers need in a prison organization to reduce prison violence emerged as a point of interest from the literature review. The ability to understand why prison violence has remained at the forefront of the prison organization is best understood by understanding the evolution of the issue. The United States has the largest prison population in the world (Flatow, 2014). The mandatory sentencing and little to no rehabilitation has only added to the numbers of incarcerated people (Swann & Sylvester, 2006; Wildeman & Western, 2010). The prison system has maintained the same basic organizational structure since the beginning, authoritarian (Flatow, 2014). Over the years, the prison system has been a hot potato debate, calling for prison reform (McAfee, 2016). Reform is considered a change of something that is in the direction of the current societies belief, physical, mental, or behavioral (Solice, 2013). Change happens to the public's satisfaction that something is being done, not for the population behind bars. Now the population behind bars has only become a place to cultivate and refine the negative side of life, which continues to grow. Without intervention and restructure of this organization, the current prison structure will become a way of life or the norm for general society. It is said that the biggest changes happen from within, we, the person, group, organization, began to understand what needs to happen and how he or she will play a part in the change. To change the outcome, the way people view a situation through understanding needs to be changed. Changing the way people view a situation will include a mental mindset change for the prison organization.

The researcher viewed the information produced by the conceptual figure and articulated the need to understand what are the skill improvements managers need in a prison organization to reduce prison violence to narrow the focus of the dissertation. This information showed two

major areas controlling the prison system: The prison organization itself and policies issued through changes in laws. The scope of this dissertation will follow the prison organization itself. Due to the extensive agenda and political policies for the prison system, a complete review of the political process is not included.

Prison organizational systems and prison management are broken into three sections: prison system models, prison management, and any major policies/movements/acts that affected the prison organization directly over the years. Under prison organizational systems, the researcher will view what are the current prison management skills in the use and how it affects the reduction of prison violence. Figure 1 shows the major players within the prison system, models, management, and policies.

With the changing social culture and ethics, policies affecting the prison organization and management process may change (Akers, 1998). There are times when a new law or policy will make a major change, such as a prison reform movement, which not only make a change within the organization, but the effects will ripple into other areas of society (Feeley, 1998). Policies play a vital role, but are controlled by the current societies ethical beliefs (Zimring, 2005). Prison management holds the power to change the overall view of the inmates, correctional staff, and societies view on inmates (Goodstein, 1989).
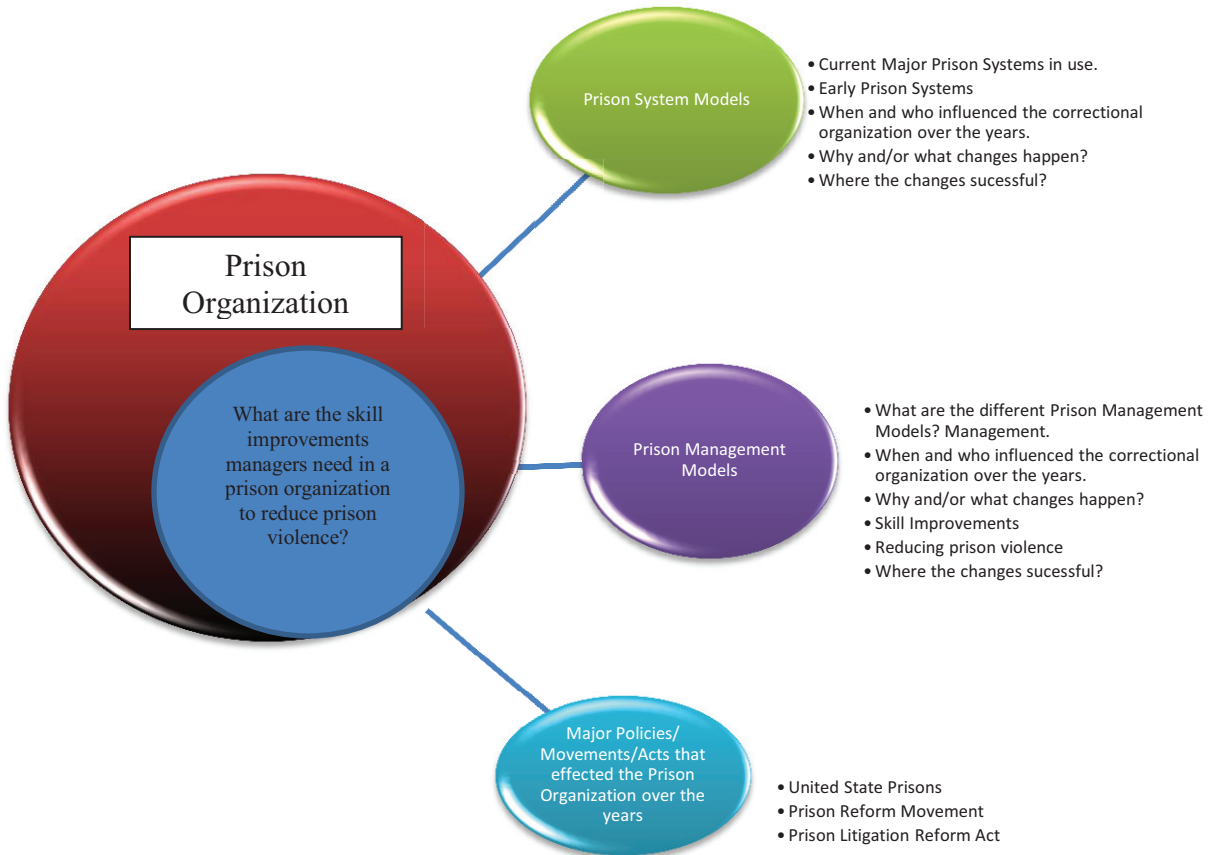
Figure 1. Conceptual framework.

Gap in Literature

Dilulio (1987), for example, suggested the dismal state of knowledge about prisons is due to the majority of researchers concentrating on the perspective of the inmate and not the staff, leaving a gap in the knowledge base of the prison organization. The information reviewed leaves a gap, staying with the original concept of changing violent behavior, what skill improvements managers need in a prison organization to reduce prison violence. The next chapter examines the research methods used to determine the skill improvements managers need in a prison organization to reduce prison violence.

Summary of Literature Review

Chapter 2 provides a theoretical foundation for the study and research question, what are the skill improvements manager's needs in a prison organization to reduce prison violence. Depending on the prison management model and the prison system chosen to orchestrate the organization, there will be a direct effect on the prisons centralized administration, correctional personnel, and resources available to assist in the common mission (Dilulio, 1987; Salinas, 2009). Chapter 2 provided an evaluation of the literature on prison system models, prison management, early prison systems, United States prison system, The Prison Reform Movement, prison violence, conceptual framework, the gap in the literature, and summary.

The conceptual framework simplifies how the practices of the past influenced the three major areas governing the prison system and explore what skills need improvement for prison management. The prison system models are only physical and can adapt to the prison management models (Steele & Jacobs, 1975). Policies play a vital role, but are controlled by the current society's ethical beliefs (Zimring, 2005). Prison management holds power to change the overall view of the inmates, correctional staff, and society's view of inmates (Goodstein, 1989).

The United States early prison system founders set the direction and overall mission of the organization and understanding to what are the skill improvements managers need in a prison organization to reduce prison violence, by exploring what has worked over time and what has not worked (Dilulio, 1987). Beccaria (2016) and Bentham (2012) agreed that society is motivated through emotion, through the feelings of pain and pleasure, and one day will achieve a penal system, which is clear, simple, and unified across all classes of society, but not at that time. The establishment of the Wall Street jail encompassed the new philosophy of humanitarian reform, which provides a purpose of punishment by changing criminal behavior (Edgertone, 2000).

Almost 300 years later society continues to react through emotion as seen through the mass incarceration impact and violence (Dilulio, 1987). Many quantitative studies have been conducted and analyzed based on documentation provided by the penal system, but only in relevantly recent years have qualitative studies been performed due to the protective nature of this population (Goodstein, 1989). The concentration of the qualitative studies has been from an inmate's point of view, and there has been very little regarding management (Flatow, 2014; Goodstein, 1989). Research conducted on management in the prison system concentrates on operations of the organization and not the impact of management skills on reducing violence (Flatow, 2014).

Chapter 3 discusses the systematic process in which the study was conducted. Chapter 3 reviews the research tradition, research question, and research design. Chapter 3 defines the population and sample, instrumentation, validity, reliability, and data collection process. Chapter 3 also describes the process for data analysis, presents ethical considerations, and presents a summary.

CHAPTER THREE

The problem to be addressed in the study is the increase in the number of prisoners being incarcerated by 790% since 1980 leading to mass overcrowding and increased violence; however, prison managers are uncertain of the needed management skills to maintain their ability to manage because the skill improvements managers need in a prison organization to reduce prison violence have not been identified (Flatow, 2014). The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence.

Chapter 3 identifies the research methodology employed to identify the skill improvements managers need in a prison organization to reduce prison violence. The chapter includes (a) research traditions, (b) the research question, (c) research design, (d) sampling procedure, (e) instrumentation, (f) validity, (g) reliability, (h) data collection, (i) data analysis, (j) ethical considerations, and (k) Chapter Three summary. Each section addresses the means in which the central research question was examined.

Research Tradition

A methodology is used in research to structure a process to solve a problem (Creswell, 2014). A methodology provides an understanding of the process, which is used to research, collect, and analyze the information acquired during the study (Bryman & Bell, 2011). The purpose of the methodology was to act as a guide to allow for replication of the study (Ossa, 2017).

The qualitative methodology was used for the study. Qualitative methodology helps gain insights into a problem through understanding the underlying reasons, opinion, and motivations of a small selected population (Bryman & Bell, 2011). Also, qualitative methodology dives

deeper into a problem to uncover possible trends (Wyse, 2011). The qualitative methodology is appropriate for the study because qualitative methods focus on words from the participant (Rubin & Rubin, 2012). The researcher becomes involved in the research and the participants to see things through their eyes, and through this involvement, a theory emerges (Creswell, 2014). It is unstructured and seeks the understanding of behavior, values, and beliefs (Bryman & Bell, 2011). The quantitative methodology did not work for the study because it follows a linear process with a deductive approach (Huck, 2012). It begins by elaborating on the theory and devises a hypothesis, which is not the goal of this study (Bryman & Bell, 2011). The mixed methods methodology did not be used for the study because mixed method contains the overall intent of the study, information about both the qualitative and quantitative concepts of the study, and a reason of using both forms in the research (Creswell, 2014). A mixed method is lengthy and time allotment issues arise (Bryman & Bell, 2011; Creswell, 2014).

A research design is used to inquire into a chosen methodology (Bryman & Bell, 2011). A research design provides direction and a semi-structured for procedures (Creswell, 2014). A research design outlines the foundation of what to expect from a research process for future research to be replicated (Bryman & Bell, 2011; Creswell, 2014).

Based on the selection of the qualitative methodology, an exploratory design approach is used since little to no information is found on the subject matter. An exploratory design is flexible and leads to indications as to the "why," "how" and "when" of the problem (Dudovskiy, 2017). Exploratory research helps uncover a problem from the collected data through in-depth interviews and focus groups (Bryman & Bell, 2011).

An exploratory qualitative approach is appropriate for the study because it establishes clear priorities for problems, which have little to no previous studies (Dudovskiy, 2017).

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Creswell (2014) and Dudovskiy (2017) agreed that an exploratory qualitative approach helps determine if a perceived problem does or does not exist. Three design options were considered: ethnography, case study, and phenomenology. The case study design did not work for the study because it involves one or all forms of research designs and due to time limitations is not appropriate for this study (Bryman & Bell, 2011). The ethnography design did not work in the study because it retrieves data from a particular culture over a long period and time limitations prevent the completion of this study (Creswell, 2014). The phenomenological design did not work in the study because it concentrates on personal experiences of individuals and not on facts that affect the selected population (Bryman & Bell, 2011; Creswell, 2014).

Research Question

What are the skill improvements managers need in a prison organization to reduce prison violence?

Research Design

The research design is organized by population and sample, sampling procedure, instrumentation, validity, reliability, data collection, data analysis, and ethical considerations. This researcher adopted an exploratory research design to address the skills needed for the management of the prison organization to reduce violence. Exploratory research is conducted for a problem, which needs additional consideration (Dudovskiy, 2017).

Population and Sample

The population in a research study is a group of people who have identified with to the sample criteria (Creswell, 2014). The population for the study was prison managers found on the NAAWS website who have at least 10 years of experience in the prison management organization. Such experience is believed to increase the likelihood of successfully improving

the managers' skills needed to reduce prison violence in a prison organization. The estimated

size of the population is 1150 prison managers ("North american association of wardens &

superintendents," 2017). This population is appropriate because the website is a prison

manager's organization with members in Canada and the United States ("North american

association of wardens & superintendents," 2017). The NAAWS receives input from both active

and retired wardens on current issues, influences, and changes within the prison organization.

A sample is a subset or group of individuals selected to represent the whole population

based on a set criteria (Creswell, 2014). The sample size is a subset of the population, which

takes only a selected number of participants to represent the majority of the population

(Blackstone, 2012). The sample size is determined by the research objectives and the individual

nature of the population (Bryman & Bell, 2011). The number of participants for the study is 10

prison managers. The sample size is appropriate because Wedlick (2012) and Chaves (2017)

conducted similar studies where a sample size of 8 participants and 10 participants were used.

Sampling Procedure

A sampling procedure are techniques that are used to gather the designated sample

(Bryman & Bell, 2011). For the study, purposeful sampling was used as the sampling procedure.

Purposeful sampling is the ability to hand pick people who meet the criterion (Creswell, 2014).

Purposeful sampling is appropriate for the study because it allows for the researcher to set

criteria based on the direction of the study (Creswell, 2014).

The population for the study is prison managers found on the NAAWS website. This

website allows access to the participants needed for the study. Therefore, permission to use site

letter is not needed for this study.

IRB approval was received and potential participants were contacted using emails or phone numbers obtained from a contact list provided by North American Association of Wardens & Superintendents. Participants are characterized by establishing selection criteria (Bryman & Bell, 2011). The selection criteria for participants have a minimum of 10 years as a prison manager. There are no required demographic characteristics for the study.

Communication was by email or phone for prospective participants requesting their participation. Eligible participants who agreed to participate were emailed the consent form (see Appendix A) (Creswell, 2014). Interview dates and times were established with each eligible participant.

Instrumentation

For qualitative research, the researcher is an implicit part of the research and must collect valid and reliable data (Creswell, 2014). Qualitative researchers often serve as the instrument (Hesse-Biber, 2010). Qualitative research uses open-ended questions as the instrument to collect data (Creswell, 2014; Hesse-Biber, 2010).

During data collection, semi-structured interview questions were used to capture data from face-to-face interviews. The interview process uses interview questions to capture the interviewee's perceptions (see Appendix B). The interviews were expected to last approximately 45-60 minutes.

In the interview protocol, a digital voice recorder, and notepad were the primary data collection tools for the study. An online screen recorder was used for any online face-to-face and a Samsung voice recorder for actual face-to-face. Also, a notepad was available to document anything, which is visually seen by the researcher.

Open-ended, semi-structured interview questions were used to explore in-depth participant responses and experiences. Rubin and Rubin (2012) noted open-ended interview questions encourage participants to provide detailed descriptions of their lived experiences while elaborating on additional opportunities and challenges. Depending on the responses provided, follow-up or probing questions were used to capture additional details (King & Horrocks, 2010). Individual interviews took place at a date and time convenient to each participant.

Observation is a great tool for collecting data about people, processes, and cultures in qualitative research. Observation provides the researcher an opportunity for viewing body language, which is the nonverbal expression of feelings (Bryman & Bell, 2011). The use of field notes is important in observation of people, places, and things. There were three forms of notes: Mental notes, jotted notes, and full field notes. Full field notes need to be written as soon as possible after the interaction (Lofland, Snow, Anderson, & Lofland, 2006).

The captured data were labeled to ensure that all of the information for each participant is kept together (Rubin & Rubin, 2012). When jotted notes are captured, no personal identification information was used. A labeling technique was used to protect the participants from harm, such as P1, P2, and P3 to represent participant 1, participant 2, and participant 3.

The labeling process ensures data interpretation through the assignment of phrases and words (Lofland et al., 2006). Labeling is a method to organize the collected data identifying concepts, themes, or events (Rubin & Rubin, 2012).

The process of ensuring participants are not harmed includes receiving approval from the Institutional Review Board (IRB). The intentions of any research should be no harm, and ideally make the person better off for their participation (Rubin & Rubin, 2012). No participants were harmed during the process of the study.

Validity

Validity is a system of checks and balance to ensure accuracy and credibility of the information by employing certain procedures (Bryman & Bell, 2011). Validity is important for a qualitative study because it establishes credibility, transferability, confirmability, and dependability (Creswell, 2014). Validity was demonstrated by establishing criteria for controlling participation in the study and maintaining observation field notes (Bryman & Bell, 2011; Creswell, 2014).

Dependability is the consistency in which results can be repeated in the future achieving parallel findings (Creswell, 2014). Dependability is important for a qualitative study because it ensures consistency of the research information through a standard measure in which the data was analyzed and presented (Anney, 2014). For the study, dependability was addressed by audit trails to ensure consistency of the research (Ali & Yusof, 2012).

Credibility is establishing that the results are believability and trustworthiness from the perspective of the participant within the research (Trochim, 2006). Credibility is important for a qualitative study because it describes an experience of interest from the participant's point of view (Anney, 2014). For the study, credibility were addressed by doing interviews with participants who have worked as a prison manager for a minimum of 10 years of experience, introducing their perspective on the skill improvements managers need in a prison organization to reduce prison violence.

Transferability is the degree that the findings of the research can be transferred to other settings or groups (Koch, 1994; Polit & Beck, 2012). Transferability is important for a qualitative study because it evaluates the findings to be used in other settings or similar projects adding value to future research (Anney, 2014; Bryman & Bell, 2011). For the study,

transferability was addressed by documenting in a thick description (Lincoln & Guba, 1985). Confirmability is describing how well the research findings are supported and the results confirmed by other researchers (Trochim, 2006). Confirmability is important for a qualitative study because it posits a good faith act to the understanding of data, allowing no inappropriate biases to the study

Reliability

Reliability relates to the ability of a measuring instrument to determine that the data collected stays consistent over time (Bryman & Bell, 2011). Reliability refers to the extent of the consistency of procedures and protocols through documentation (Creswell, 2014).

Reliability is the consistency with which researchers measure the results of an instrument by achieving repeated results (Bryman & Bell, 2011). Triangulation improves the reliability of collected data by using multiple resources so the researcher can view the information from different perspectives (Anney, 2014; Bryman & Bell, 2011; Creswell, 2014). The reliability of the collected data obtained by asking open-ended questions increases understanding of a participants experiences (Trochim, 2006).

Conducting member checking improves the reliability and validity of the data collection process (Harper & Cole, 2015). After reviewing the interview data, the data was transcribed and a copy provided to the participant to verify the accuracy and provide additional feedback (Creswell, 2014; Harper & Cole, 2015). Researchers use member checking to validate study findings for accuracy and errors (Gall et al., 2007). Cohen and Crabtree (2006) used member checking as a technique for identifying common problems and establishing the validity of the data.

Using triangulation contributes to the validity of the data through verification of multiple resources (Creswell, 2014). Triangulation establishes reliability through multiple resources so the researcher can view the information from different perspectives (Bryman & Bell, 2011). This process aids in interpreting themes and categories (Cohen & Crabtree, 2006). Triangulation is a data analysis technique used in qualitative case studies to determine the accuracy of the data retrieved from the raw transcripts (Bryman & Bell, 2011; Creswell, 2014). Triangulation is the process of corroborating evidence from multiple viewpoints (Anney, 2014; Creswell, 2014). For the study, triangulation was accomplished by giving each participant a copy of the transcribed interview to verify the information (Creswell, 2014).

A pilot study was conducted by assessing a group of three participants to complete the interview protocol. The information was analyzed and evaluated for procedures and themes. Feedback was acquired from the participants as to their understanding of the research questions. In addition, the feedback assured the answers correlated with the expected answers to each question.

Data Collection

The research question guides the data collection process necessary to capture needed information for the study (Creswell, 2014). The research question is, what are the skill improvements managers need in a prison organization to reduce prison violence? The data collection technique selected to answer the research question were semistructured interviews. Semistructured interviews provide reliable data, in-depth participants responses, and experiences (Rubin & Rubin, 2012). Semi-structured interviews encourage participants to provide detailed descriptions of their lived experiences while elaborating on additional opportunities and issues (Creswell, 2014; Rubin & Rubin, 2012). The captured data was labeled to ensure that all of the

information for each participant is kept together (Rubin & Rubin, 2012). When jotted notes are captured, no personal identification information was used. A labeling technique was used to protect the participants from harm, such as P1, P2, and P3 to represent participant 1, participant 2, and participant 3. All data collected was kept under lock and key or password protected for electronic devices. Data was kept for 5 years.

Potential participants and availability were communicated by phone and email. Participants received the researcher's email and phone number. Until the interviews were completed with the participants, email and phone remained the form of communication.

Ten participants from the NAAWS website were interviewed. As specified in the interview protocol (see Appendix C), participants were asked open-ended questions and potential follow-up questions during the semistructured interviews. The plan was to conduct the one-on-one interviews taking place at a date and time convenient to each confirmed participant.

Each interview included the following general process: (a) introductions, establish rapport with the participant; (b) introduce the study, describe the general purpose, and its initial constraints; (c) obtain a signed consent agreement form (see Appendix A), (d) use the interview protocol (see Appendix C) to ensure all questions are asked and are in the correct format, (e) use probing techniques to confirm, elaboration, clarification, reflection, and additional feedback; and (f) thank the participant for their time and efforts.

Interviews were recorded using a digital voice recorder, and an online screen recorder was used for any online, face-to-face interactions. In addition, a notepad was available to document anything, visually seen by the researcher. After the interviews were completed, Microsoft Word transcribed the recorded information using Rev.com This process involves a written transcription of the recorded interview.

In summary, data collection occurred using notes, recordings of interviews, and observations of study participants (Bryman & Bell, 2011; Creswell, 2014; Rubin & Rubin, 2012). Each interview is expected to last approximately 45-60 minutes and was recorded. Transcriptions were produced from the recorded data in MSWord and password protected. The data was cross-referenced with any notes and relevant information that was collected (Creswell, 2014).

Data Analysis

An exploratory qualitative methodology was selected over other qualitative designs because the focus of the research was to categorize and interpret themes (Rubin & Rubin, 2012). Qualitative data analysis methods are conceptual and relational (Brann & Clarke, 2006). Conceptual data analysis involves establishing the existence of themes (Brann & Clarke, 2006; Hesse-Biber, 2010). Relational data analysis begins with the identification of present concepts and continues by looking for semantic or meaningful relationships within the identified concepts (Brann & Clarke, 2006). Semantic relationships are established using thematic units, which are high-level perceptions interpreted from basic themes and patterns established in the qualitative data (Brann & Clarke, 2006; Rubin & Rubin, 2012). Data analysis process involves complying the collection of interview transcripts, personal journal, and any other data and identify the emergence of themes (Brann & Clarke, 2006).

Data analysis begins by organizing the collected information followed by data review, classification, evaluation, synthesis, and presentation of results (Creswell, 2014). The data analysis approach for exploratory analysis includes (a) compiling the data from the interviews, (b) organizing the data by interviewee, (c) coding of the data (i.e., organizing the data by recognized categories), (d) identifying themes (i.e., the label attached to each recognized

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category), and (e) establishing data relationships (i.e., recognizing similarities and differences in themes in order to condense or separate themed categories, as appropriate; (Bryman & Bell, 2011; Creswell, 2014). Once this process was completed, the established themed categories are the findings of the study.

The coding process included descriptive coding, which uses words and phrases to map the textual units (Boeije, 2010). Textual units were categorized and identified themes sorted from interview questions and given related meaning. Each theme was color-coded to establish clusters. The clusters were assigned topics relating to specific themes for each question.

The technique that was used to translate data terms into themes begins with reporting the results to convey multiple participants perspectives (Boeije, 2010; Lofland et al., 2006). The initial coding process of sorting data into various categories that can be organized and given related meaning (Lofland et al., 2006). All duplicate themes and similar themes combined.

The themes and combinations of themes were recorded by a digital device and observation, and field notes were manually written. The themes were syntheses or combined to reflect a single theme making it easier for the researcher to group ideas to explore.

DeDoose was used to conduct data analysis. DeDoose is a data management software, which provides the ability to analyze textual content, images, video, emails, and spreadsheets. The data is collected and organized for emerging categories and themes for coding (Rubin & Rubin, 2012).

Ethical Considerations

The ethical principles applied throughout the research process involved receiving an informed consent form (see Appendix A), communicating with the participants their right to have a safe environment for the interview, and explain the participants right to terminate the

interview without reason (Creswell, 2014). Before interviews can begin with a participant, a signed informed consent form was on file.

To ensure the highest level of ethical research principles of the *Belmont Report* protocol was maintained. The *Belmont Report* principles are primarily focused on the well-being of study participants (Oveyssi, 2012). Due to potential exploitation, the human population must be protected when conducting research (Creswell, 2014). Also, the three basic principles of the Belmont Report protocol (i.e., autonomy, beneficence, and justice) was maintained (The Belmont Report, 1979).

Researchers must ensure the participants are safeguarded from any risk of harm due to the participation in the study (Creswell, 2014; Rubin & Rubin, 2012). Each participant was required to sign an informed consent form (see Appendix A) to ensure awareness and understanding of the risks and benefits of the study. The consent form includes (a) the purpose of the study, (b) the involvement of participates, (c) participation procedures, (d) the benefits of the research, (e) the risks of taking part, (f) costs and compensation, (g) confidentiality, (h) voluntary nature of participating, and (i) the rights of the participant to withdraw (Creswell, 2014) . In addition, the identities of the participants remain confidential, as each participant was assigned a numerical representation of their name. The researcher securely stored all information and data through electronic password protection and a locked cabinet.

Biases occur due to having prior knowledge and experience with the topic of study (Creswell, 2014). Bias was alleviated during the interview by using open-ended questions, concentrating solely on the responses of participants, performing triangulation, and using note taking.

Summary of Chapter Three

Chapter 3 discusses the systematic process in which the study was conducted. Chapter 3 reviews the research tradition, research question, and research design. Chapter 3 defines the population and sample, instrumentation, validity, reliability, and data collection process. Chapter 3 also describes the process for data analysis, presents ethical considerations, and presents a summary.

Exploratory qualitative research is used since little to no information is found on the subject matter (Creswell, 2014). An exploratory qualitative approach is appropriate for the study because it establishes clear priorities for problems, which have little to no previous studies (Dudovskiy, 2017).

The population for the study is prison managers found on the NAAWS website. The sample size for the study were 10 prison managers. Purposeful sampling is appropriate for the study because it allows for the researcher to set criteria based on the direction of the study (Creswell, 2014). Open-ended, semi-structured interview questions were used to explore in-depth participant responses and experiences.

Data analysis is used to organize and identify events and themes for research (Rubin & Rubin, 2012). The collected information was used to determine words, phrases, or concepts within a section of text (Creswell, 2014). The study provided derived patterns and themes that are relevant to the research question. Chapter 4 presents the participant demographics, results of the data analysis, discussion, and findings of the research.

CHAPTER FOUR

The qualitative study explored the following research question: what are the skill improvements managers need in a prison organization to reduce prison violence? The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. This research was conducted to provide valuable information to key stakeholders, including prison management, criminal justice organizations, correctional organizations, and prison organizations because it solicited responses from prison management, who have worked for at least 10 years in the prison organization. These findings added to the body of knowledge. Therefore, prison organizations may be able to use the information to develop and implement skill improvements for reducing prison violence. Chapter 4 is a presentation of data collected from qualitative interviews, peer-reviewed findings, and data analysis. In addition, Chapter 4 provides specific details of the data collected: participant demographics, emerging themes, categories, the researcher's findings, and summary.

Pilot Study

A pilot study was conducted before the actual collection of data for the study. The pilot study used three participants who did not participate in the full study. Each of the participants met the criteria of being a prison manager who has worked in the prison organization for at least 10 years. The purpose of the pilot study was to improve the validity of the research questionnaire and data collection strategy. The data analysis of the pilot study showed that both the open-ended questions and the follow-on questions resulted in answers and dialog that provided both answers to the research question and to the overall research problem statement.

The pilot study showed that the open-ended questions were adequate to provide dialog and answers needed for the study. Additionally, the follow-on questions were adequate to encourage the subjects to speak openly and with detail about their experiences and opinions

related to the subject. The pilot study was followed by the actual data gathering. The data from the pilot study was not included in the actual research data.

Participant Demographics

The study represents participants of the North American Association of Wardens & Superintendents website, which includes prison management of different prison structures and management styles provide insight on the skill improvements needed to reduce prison violence. All participants were contacted by email, and followed by phone contact. The phone contacts were used to confirm participation and to arrange a scheduled time for interviews. The participants of the qualitative research shared common roles and responsibilities, as each served in a prison management capacity. Table 1 indicates the participant's identification, gender, and aggregated grouping of the number of years associated with the prison system. There were 10 participants, which included one female and nine males. The participants eagerly volunteered and willingly followed through with the research process. Anonymity was applied, as each participant was referred to with the letter "P" and a numerical value, participant 1 through 10. This labeling technique was used to protect the participants from harm through anonymity.

Table 1

Participant Demographics

PID	Gender	Number of years associated with the prison organization
P1	Female	30-35
P2	Male	35-40
P3	Male	20-25
P4	Male	35-40

P5	Male	30-35
P6	Male	20-25
P7	Male	35-40
P8	Male	35-40
P9	Male	25-30
P10	Male	25-30

PID = Personal Identification

Presentation of the Data

Eight main questions were explored for the qualitative research to answer the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence? The interview questions (see Appendix B) for this study were as follows:

1. What are the current management skills used to reduce prison violence?

2. What are the physical skill improvements managers need in a prison organization to reduce prison violence?

3. What are the psychological skill improvements managers need in a prison organization to reduce prison violence?

4. What are the structural skill improvements managers need in a prison organization to reduce prison violence?

5. What are the ethical skill improvements managers need in a prison organization to reduce prison violence?

6. What are the technical skill improvements managers need in a prison organization to reduce prison violence?

7. What are the skill improvements managers need in a prison organization to reduce prison violence?

8. Is there anything else you would like to add to the discussion regarding skill improvements needed by managers to reduce prison violence?

The exploratory qualitative research study presents data collected from face-to-face, semi-structured interviews, using open-ended questions. In the study, 10 interviews were conducted and each participant was asked eight main questions, including probing and follow-up questions. The probing and follow-up questions (see Appendix C) were used to facilitate data collection, according to responses provided by the interview participants. Interviews were audio-recorded for accuracy, as the interviewer took field notes. The interviews were transcribed by Rev.com and secured as a Microsoft Word document. The interviewees were provided an opportunity to review the respective transcripts to ensure the process of member checking. One participant provided feedback, to add additional clarification to a given response and nine participants were satisfied the transcription reflected their opinions and statements. A representation of the responses provided for each interview question is provided here.

Interview Question 1

What are the current management skills that are used to reduce prison violence?

Aggregated data for Interview Question 1 yielded five themes: (a) communication, (b) physical presence, (c) people business, (d) empathy, and (e) contraband. The number of study participants who contributed to each of the themes for Interview Question 1 is shown in Table 2.

Table 2

Themes for Interview Question 1

Themes	*n*
Communication	10
Physical presence	9

People business	8
Empathy	4
Contraband	4

Interview Question 1, Theme 1: Communication. For Theme 1 of Interview Question 1, the participants discussed the purpose of skill improvements managers need in a prison organization to reduce prison violence as it relates to self and the organization. In addition, they emphasized the importance of skill development as it relates to communication. The participants expressed various aspects of communication, beginning with the overall presentation of the facility to the control of contraband. The surrounding environment affects the attitude of staff and inmates.

Walking around the facility allows for engagement with the staff and inmates and offers a chance to observe the social interaction first hand, as described by the participants. When communicating with inmates or staff, it is important to follow through with anything that is stated will be done. The follow through with communication includes if prison management does not know the answer, say so, and come back with the answer later. Active engagement and open communication backed by knowledgeable answers help keep possible threats down. Table 3 contains representative Theme 1, communication, responses from Interview Question 1.

Table 3

Interview Question 1, Theme 1 Responses: Communication

Responses
P1: You can never do enough to improve communication. It is always needed, you can always be fine-tuning your communication skills

P2: Probably the largest skill that has to be used is communication. That's making sure everybody knows where you are, what you are, what you're looking for, etc. Communication doesn't only deal with staff; it deals with inmates.

P3: Everybody has their right to an opinion and you listen to all of them. The approach you use to communicate will determine the responses.

P4: A majority of prison management skills rely on communication

P5: Communicate the goals of the facility to both the staff and inmates such as a recycling project.

P6: Once you talk, listen, it is a two-way street for the communication on both the employees side and the inmates side.

P7: That daily management behavior of communicating, listening, and observing are the things I think that begin to really set apart effective warden leadership.

P8: you create an effective and efficient means for inmates to communicate with you and you with them offer a greater operational effectiveness.

P9: Communication skills are vital. The ability to control a situation with your head by using nonviolent crisis intervention can save your life or the life of somebody else.

P10: The show of strength does not mean you need to use force, it is better to handle issues with your brain.

Interview Question 1, Theme 2: Physical presence. For Theme 2 of Interview Question 1, 9 out of 10 participants believed that physical presence is skill prison managers need to reduce prison violence. The way a person presents himself plays a part in a warden's physical presence, from the way clothes are worn, body language, voice tone, to the approach of another person,

determines the expected or desired response. Table 4 contains representative Theme 2 responses from Interview Question 1.

Table 4

Interview Question 1, Theme 2 Responses: Physical Presence

Responses
P1: Management by walking around. You are setting a precedent with your staff that you see out there, and you are setting a precedent with the inmates that see you out there.
P2: Not only do you have to communicate, and you have to figure out all different kinds of communication ways of doing that: memo, talking, video. Anything that you can put out there, you have to do everything you possibly can, and then you have to talk and walk.
P3: Management by walking around gives you a chance to observe
P4: The leadership should be walking around, just getting a feel for what's going on.
P5: You have to been seen in order to establish a presence.
P6: Good quality walk rounds are the foundation for good communication and discussion through interaction.
P7: A warden's presence around the facility on a regular bases is critical to monitoring the temperature of the facility through interaction.
P10: People are affected by their environment.

Interview Question 1, Theme 3: People business. For Theme 3 of Interview Question 1, 8 of 10 participants expressed the prison organization is a people business. The punishment of the inmate is the sentence of incarceration not to punish while incarcerated. A majority of the

inmates incarcerated today will be released back into society according to the participants. Table 5 contains representative Theme 3 responses from Interview Question 1.

Table 5

Interview Question 1, Theme 3 Responses: People Business

Responses
P1: They came to prison as punishment, not for punishment.
P4: How we treat them on the inside is going to be a lot of times, not every time is how they're going to treat people on the outside.
P5: I mean this is a people business and I still believe that physically, you have to be seen.
P6: I make a point to walk through visitation to meet family members, establishing more of a rapport than just the daily activities.
P7: Today, we know that most prisoners go home, have we, as wardens influenced their future in a productive manner.
P8: Regardless of what they had done, I never lost sight of the fact that the inmates that I dealing with are men, human beings and needed to be treated like human beings.
P9: Inmates should be viewed as customers because that what they are, they are customers.
P10: The appearance of the facility, how clean and maintained, affects the attitude of staff and inmates.

Interview Question 1, Theme 4: Empathy. For Theme 4 of Interview Question 1, 8 of 10 participants suggest, empathy is a skill prison management needs to reduce prison violence. Punishment for the crime is incarceration. The inclusion of rehabilitation begins with the influence of prison management and setting their example by demonstrating the standard of a

free society within the prison walls. Table 6 contains Theme 4 responses from Interview Question 1.

Table 6

Interview Question 1, Theme 4 Responses: Empathy

Responses
P2: Prison management needs to have is empathy. Now, that's going to sound, probably, a little strange. But empathy in trying to figure out what's happening and why it's happening. Not sympathy, totally different concepts.
P4: I know people can express true empathy by treating inmates like humans and listening to issues.
P8: Empathy is shown by listening to both staff and inmates with open communication.
P10: The reality of it is, is that every inmate in here is someone's son, husband, brother, uncle, boyfriend, and I respect that.

Interview Question 1, Theme 5: Contraband. For Theme 4 of Interview Question 1, if contraband is controlled, it reduces the spikes in prison violence. In some of the prison facilities, prison management has noticed the need for change in the common perception that society has about inmates. The days of a strict authoritarian mindset of locking them up and throw away the keys needs to make way for a more interactive prison society, a prison organization that understands they are dealing with human beings. Table 7 contains representative Theme 4 responses from Interview Question 1.

Table 7

Interview Question 1, Theme 5 Responses: Contraband

Responses
P3: Contraband externally and internally, from inmates not taking their medication to a visitor bringing it into the facility.
P5: Contraband can enter a facility through visiting, staff, mailroom, and even thrown over the fences.
P7: Contraband issues in our prisons is usually brought in by staff. I always say humans guarding humans is a really tough dynamic that we haven't yet really understood how to effectively train towards.
P10: The control of contraband has a large impact on prison violence

Interview Question 2

What are the physical skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 2 yielded four themes: (a) pro-active, (b) respect/eye contact, (c) decision making, and (d) population: inmate and staff. The number of study participants who contributed to each of the themes for Interview Question 2 is shown in Table 8.

Table 8

Themes for Interview Question 2

Themes	n
Pro-Active	5
Respect and eye-contact	5

Decision making	5
Population: Inmate and staff	4

Interview Question 2, Theme 1: Pro-Active. For Theme 1 of Interview Question 1, 5 out of 10 participants discussed the purpose of proactive skill improvements managers need in a prison organization to reduce prison violence. Pro-active skills involve the utilization of all available resources, such as assessing the daily numbers of the facility. The rise and fall of events can access a pattern and offer insight into potential future issues. The patterns help identify issues in enough time to allow for it to be defused in a non-violent way. Table 9 contains representative Theme 1, Pro-Active, responses from Interview Question 2.

Table 9

Interview Question 2, Theme 1 Responses: Pro-Active

Responses
P3: When directions are not followed or a job not done correctly, you have to find out why, either you can't, you won't, or you don't know how.
P6: I lead by example being inclusive of everybody.
P7: Effective use of data should drive almost all activity of a warden.
P8: It is important to be proactive in preventive maintenance of the facility before a small issue turns into a majority event.
P10: It is important to stay current with technology within the facility and with inmate communication

Interview Question 2, Theme 2: Respect and eye-contact. For Theme 2 of Interview Question 2, 5 out of 10 participants believed that Respect and eye-contact is skill prison managers need to reduce prison violence. Making eye-contact helps to establish an understanding of what is being communicated. There is a need to know the populations because not all eye contact is considered respectful, some cultures consider it disrespectful. Table 10 contains representative Theme 2 responses from Interview Question 2.

Table 10

Interview Question 2, Theme 2 Responses: Respect and Eye-contact

Responses
P1: You make eye contact with the inmates. You make eye contact with the staff. And you ... certainly cannot ever act like you're afraid.
P3: Walking the yard and understanding inmates, command presence is always important.
P4: The way you present yourself and the way you expect others to present themselves to you is a mutual sign of respect.
P7: Making eye contact with staff or inmate plays a role in establishing a rapport and a positive behavior change.
P9: Making eye contact gives me an idea of where the individual is coming from or whether he is being honest or not.

Interview Question 2, Theme 3: Decision making. For Theme 3 of Interview Question 1, 5 out of 10 participants stated decision-making is considered one of the skills that need continuous improvement. Prison management needs to feel comfortable in the decisions they

make. Everything is connected. Table 11 contains representative Theme 3 responses from Interview Question 2.

Table 11

Interview Question 2, Theme 3 Responses: Decision Making

Responses
P1: You're not always going to know every fact, but you're going to have to make a decision, because indecisiveness will get somebody hurt. If you do not have the propensity to take risks in your life of some type, it's going to hold you back in your leadership.
P4: You need to take time for yourself in order to balance your life to make informed decisions.
P6: To be a good leader in this agency, people have to trust that you're going to make the right decisions, and that means sound decisions.
P7: I think decision-making is a critical management skill that sometimes we do not spend enough time on.
P9: It is pretty much the confidence you have in yourself, this helps you with your decisions.

Interview Question 2, Theme 4: Population: Inmate and staff. For Theme 4 of Interview Question 2, 4 out of 10 participants expressed knowing the prison facility population helps in interaction. The physical skill set that a prison manager needs is very different from a first-year correctional officer. Prison management has begun to transition into a new form of leadership and mindset. The transition also includes improving the communication and decision skills of both the inmates and staff. Table 12 contains representative Theme 4 responses from Interview Question 2.

Table 12

Interview Question 2, Theme 4 Responses: Population: Inmate and Staff

Responses
P3: It is important to observe the interaction of the whole facility and monitor data for possible trends that could be forming.
P6: Listen to the concerns of staff and inmates, most of the time concerns can be resolved before they become major issues.
P7: While running a safe and secure facility we also creating this environment, this culture that can make a prison a more hopeful place for positive behavior change for both staff and inmate.
P10: Every prison facility has a different culture, and it starts really with the staff. I think the staff's presence, mentality, their professionalism or the lack thereof, is going to resonate in how the inmates respond to the staff.

Interview Question 3

What are the psychological skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 3 yielded three themes: (a) self-assurance, (b) consistency, and (c) listen: inmates and staff. The number of study participants who contributed to each of the themes for Interview Question 3 shown in Table 13.

Table 13

Themes for Interview Question 3

Themes	n

Self-assurance	5
Consistency	5
Listen: Inmate and	4
staff	

Interview Question 2, Theme 1: Self-assurance. For Theme 1 of Interview Question 3, 5 out of 10 participants discussed the purpose of self-assurance as a skill improvement managers need in a prison organization to reduce prison violence. In addition, the participants highlighted the importance of skill development as it relates to self-assurance. Table 14 contains representative Theme 1, Self-assurance responses from Interview Question 3.

Table 14

Interview Question 3 Theme 1 Responses: Self-assurance

Responses
P1: You have to have self-confidence. You have to be able to walk in, setting a persona to the inmates and the staff, you have to show a presence that you are in charge.
P4: Not everyone can be a correctional officer with a mind set to help people incarcerated.
P6: You have to lead by that example; you have to show that it is a safe and secure environment for both staff and inmates.
P7: It is important to keep your personal life and work life separate. Emotional decision usually do not have a good outcome.
P10: It is important to nurture a healthy balance with both the staff and inmates.

Interview Question 3, Theme 2: Consistency. For Theme 2 of Interview Question 3, 5 out of 10 participants believed that consistency is skill prison managers need to reduce prison violence. Prison management needs to be consistent in everything they do from interacting with inmates and staff to decision-making. Table 15 contains representative Theme 2 responses from Interview Question 3.

Table 15

Interview Question 3, Theme 2 Responses: Consistency

Responses
P2: You have to make sure that you are consistent, and that what you say communicatively is aligned with what you do physically.
P4: It is important to be consistent on all decision and action with staff and inmate.
P6: Inmates and staff both want to know they was listening to and given a fair shake in the event of an unexpected issue, listen.
P7: Never lose confidence, I had kept very accurate records of the decisions I made, and why I made them, with what available information I had at that time. This documentation helps to establish consistency in decision-making.
P9: You need to establish the standard and lead by example.

Interview Question 3, Theme 3: Listen: Inmates and staff. Theme 3 of Interview Question 3, 4 out of 10 participants impress the need for prison management to listen and not just hear the words when interacting with inmates and staff to reduce prison violence. If a question is asked of the prison manager and he or she does not know the answer, but will get back with them

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later with an answer. Active listening and consistency in actions and decision-making help to reinforce the person's self-assurance. People respond when they feel their concerns are heard. People know they are being heard when they receive back feedback to question and/or concerns. Table 16 contains representative Theme 3 responses from Interview Question 3.

Table 16

Interview Question 3, Theme 3 Responses: Listen: Inmate and Staff

Responses
P3: When you are interacting with staff and inmates it is important to not just hear what is being said but to listen, be present.
P6: If there is an issue that arises due to miscommunication the best way to resolve an heated issues is to listen to both side with an open mind.
P7: A strong leader is one who can say, "I don't know the answer to that, and I need to find out."
P8: You need to be a good listener in order to develop trust and identify key staff and inmates to acquire information.

Interview Question 4

What are the structural skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 4 yielded three themes: (a) structure: weakness and strength, (b) multi-generational and culture, and (c) budgeting. The number of study participants who contributed to each of the themes for Interview Question 4 is shown in Table 17.

Table 17

Themes for Interview Question 4

Themes	*n*
Structure: Weakness and strength	6
Multi-generational/culture	5
Budgeting	5

Interview Question 4, Theme 1: Structure: Weakness and strength. For Theme 1 of Interview Question 4, 6 of the 10 participants discussed the structure and how the weakness or strengths affect the reductions of prison violence. The participants' stated that each facility has a flow or rhythm of daily foot traffic. Prison management's ability to understand when and why there are times of heavy foot traffic helps to implement non-violent preventive measures such as installing railings to separate individuals waiting in line. Participants suggested security cameras be installed in areas which do not have a clear line of sight. Table 18 contains representative Theme 1, responses from Interview Question 4.

Table 18

Interview Question 4, Theme 1 Responses: Structure: Weakness and Strength

Responses

P2: When you go inside of an institution, you have to make sure that you understand every nook and cranny of that institution. You have to do a SWOT analysis for yourself of that institution: the strengths, the weaknesses, the opportunities, and the threats. If you are not doing a SWOT analysis yourself, then you're not doing a very good job.

P4: We have learned things through time, so you look at the flow of your facility.

P5: CPED, is Criminal Prevention by Environmental Design it offers a patterned flow of traffic for daily activities to reduce violence. This can be accomplished as easy as putting railings up in the commissary.

P7: When these prisons were built, it primarily was just to hold. Just recently, the architecture community that designs prisons is starting to pay more attention to how do you build and design a prison that is in line with our mission of positive behavior change, rehabilitation, and reentry. It is about more green, more sunlight, more things of that nature.

P8: The physical plant and the structure has changed more as a result of necessity, as opposed to just basic improvements. There is just not a lot of capital improvement money.

P10: It is important to have clear lines of sight from all aspects of the facility.

Interview Question 4, Theme 2: Multi-generational and culture. For Theme 2 of Interview Question 4, 6 out of 10 participants believed that multi-generational/culture knowledge is skill prison managers need to reduce prison violence. Due to lengthy sentences, the prison population has begun to age. It is not uncommon to have two or three generations from the same family as both inmates and staff. Multi-cultures within the prison facility have caused territorial issues. Table 19 contains representative Theme 2 responses from Interview Question 4.

Table 19

Interview Question 4, Theme 2 Responses: Multi-generational and Culture

Responses

P1: The multi- generational workforce has wreaked havoc in a lot of prison settings. The younger generation comes to work and immediately thinks they are ready to move to the top without learning the ropes.

P3: There is a shortage of correctional officers; the younger generations see the profession as short term.

P5: We have an aging human population and they need good medical care, these individuals are human beings.

P6: In a rural area, it is not uncommon to have multi-generations enter this facility as inmate or staff.

P7: The millennial staff and inmate thought process is different than when I first came into facility, they want to understand why. The older generation accepted that we may not understand everything and did what we were told to do.

Interview Question 4, Theme 3: Budgeting. For Theme 3 of Interview Question 4, 5 out of 10 participants expressed the need for additional training on how to manage a prison budget. Knowing how to budget for a prison facility opens avenues to understanding how to handle expected and unexpected maintenance issue with the structure. The repurposing of unused space for current programs, help with the overall environment of the facility. Table 20 contains representative Theme 3 responses from Interview Question 4.

Table 20

Interview Question 4, Theme 3 Responses: Budgeting

Responses
P2: To make sure you understand the safe running of an institution, you've got to know your financial situation and your budget.
P4: When it comes to budgeting and utilizing resources, we need to do proper research and spend the limited resources we have on programs that are proven to work…evidence based programs.
P6: I am one of the fortunate one who was taught how to budget for the facility, while other place are not taught this skill.
P8: Budgeting is not taught, but you learn quickly to breakdown large projects into small and obtainable goals.
P10: Looking at the budget of a facility can help indicate potential issues.

Interview Question 5

What are the ethical skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 5 yielded three themes: (a) empathy and compassion, (b) multi-generational and culture, and (c) budgeting. The number of study participants who contributed to each of the themes for Interview Question 5 is shown in Table 21.

Table 21

Themes for Interview Question 5

Themes	n
Safety	5
Empathy and compassion	4
Society	4

Interview Question 5, Theme 1: Safety. For Theme 1 of Interview Question 5, 5 of the 10 participants discussed the purpose of safety as a skill improvements managers need in a prison organization to reduce prison violence. Participants stated complacency in daily activities causes unforeseen repercussions at a later time. In the past, the prison organization did not teach healthy and appropriate interactions between staff and inmates while maintaining safety and security. Table 22 contains representative Theme 1, safety, responses from Interview Question 5.

Table 22

Interview Question 5, Theme 1 Responses: Safety

Responses
P1: If you do not have a safe prison, you're going to have violence.
P2: The advances in technology have helped to increase the visibility of an officer and inmates.
P5: Being the prison manager you talk about fiscal responsibility and saving money and making the operation safe for everybody involved.
P7: We recognize everyone as a human, having worth, and value, but there still are appropriate boundaries that we work within for safety, and we do a lot of work around boundaries.

P9: First and foremost safety of my staff, inmates, and the public is always going to take

precedence in all matters.

Interview Question 5, Theme 2: Empathy and compassion. For Theme 2 of Interview Question 5, 5 out of 10 participants believed that showing empathy and compassion is part of human skill prison managers need to reduce prison violence. In showing compassion and empathy, any ethical decision can be made by thinking of the institution first and the individual second. Table 23 contains representative Theme 2 responses from Interview Question 5.

Table 23

Interview Question 5, Theme 2 Responses: Empathy and Compassion

Responses
P5: Empathy and compassion can be expressed by just being honest with them and give them an answer that is correct and in a timely manner.
P6: It is important to communicate on all levels and that includes the skills of empathy and compassion for everyone involved.
P7: We need to hold inmates accountable, but they're coming home, so it matters what we do to make you safe.
P10: Your character and ethics is who you are and being able to treat people objectively, and fairly, whether you agree with their opinions or not.

Interview Question 5, Theme 3: Society. For Theme 3 of Interview Question 5, 4 out of 10 participants suggested society's viewpoint on the prison facility has not been positive, so it

allows prison management to create unique challenges to encourage productive thought process. The prison organization has the responsibility to overview the punishment of incarceration. Prison management ensures the safety of the public and the safety of the inmate. The thought process of the prison organization is changing internally towards a servant leadership of empathy and compassion. In time, society will come around. Table 24 contains representative Theme 3 responses from Interview Question 5.

Table 24

Interview Question 5, Theme 3 Responses: Society

Responses
P4: In order for the inmate to be successful in society, we need to put some responsibilities on the inmate and let them work through issues. Let them communicate with people.
P6: That is the whole point of empowering inmates, we got to communicate, we got to let everybody know what's going on inside the facility to bring in the support from the local society.
P7: I think as a correctional professional, our ethics should begin with recognizing every person in our system as a human being.
P9: Our inmates maintain vegetable gardens and all the food is donated to local charities.

Interview Question 6

What are the technical skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 6 yielded three themes: (a) training, (b) security, and (c) intrusive. The number of study participants who contributed to each of the themes for Interview Question 6 is shown in Table 25.

Table 25

Themes for Interview Question 6

Themes	*n*
Training	6
Security	5
Intrusive	4

Interview Question 6, Theme 1: Training. For Theme 1 of Interview Question 6, 6 out of 10 participants discussed the purpose of training skill improvements managers need in a prison organization to reduce prison violence. Participants stated that by monitoring the training records of staff can help block potential issues before it becomes a problem. Feedback regarding the theme of training consisted of increasing use of technology in all areas of the prison organization. Table 26 contains representative Theme 1, responses from Interview Question 6.

Table 26

Interview Question 6, Theme 1 Responses: Training

Responses
P5: Additional technology means additional resources. I learned a long time ago not to ignore, but to embrace new technology.
P6: You look at opportunities to bring in programming in groups and reentry programming, programs of different genres like self-esteem, leadership, decision-making.

P7: The National Institute of Corrections (NIC) has a program for new wardens that are

available, but not mandatory. The system does not train Wardens on how to use their voice

within the local community.

P8: National Institute of Correction (NIC) is the premier in training for corrections managers.

P9: People become too dependent upon technology and are not prepared for failure.

P10: It is important to monitor training records to ensure the officers are current or need

additional training.

Interview Question 6, Theme 2: Security. For Theme 2 of Interview Question 6, 5 out of 10 participants believed that security is skill prison managers need to reduce prison violence. The institution is only as good as the people who run it. Security is improved through the advancement of technology. Technology helps to reduce prison violence by being able to locate staff within the facility. It also helps to access issues in real-time surveillance. Technology helps the inmate stay in contact with family reducing stress and prison violence. Table 27 contains representative Theme 2 responses from Interview Question 6.

Table 27

Interview Question 6, Theme 2 Responses: Security

Responses
P4: I think technology can be good and bad. A lot of people rely on cameras and they cut back their staff. You need staff there, because cameras don't interact with other staff members, or the inmates. Technology also helps inmates keep in contact with loved ones reducing violence.

P6: You have to lead by that example; you have to show that it is a safe and secure

environment for both staff and inmates.

P7: The way technology has changed the way society communicates; now you are starting to

see many facilities starting to bring tablets in that can provide positive activity for prisoners,

but that then can create other kinds of risk.

P9: Electronic pads allow the inmate to stay in contact with family and access to their

documents.

P10: Training records are a prime indicator to determine additional training.

Interview Question 6, Theme 3: Intrusive. For Theme 3 of Interview Question 6, technology's intrusiveness within the prison manager's responsibilities was discussed. Participant 9 stated, "Be prepared for when technology breaks down because it will." Have a backup plan and training for the staff to implement the backup plan. Communication has advanced, so the definition of being on-call has changed there is no unplugging. Technology advances have increased the ability to monitor security in real-time. The participants discussed the intrusiveness of being tethered to an electronic device, but agreed the advantages outweigh the disadvantages. Continuous training is desired to stay proficient with current and new technology. Table 28 contains representative Theme 3 responses from Interview Question 6.

Table 28

Interview Question 6, Theme 3 Responses: Intrusive

Responses
P4: New technology can seem intrusive at first, but then becomes very informative once it has been incorporated into the daily activities.

P7: If you completely restrict all access to any kind of computer technology, when they go out

to look for a job, they do not have the skills to sit down at a computer to fill out an

application. You have to embrace the possibilities, at the same time, recognize and mitigate

the risk.

P8: Technology is not as intrusive as the expectations based on the technology.

P9: Technology is a two-edged sword. Nothing is better than a good set of eyes and an

engaging employee nothing beats it.

Interview Question 7

What are the skill improvements managers need in a prison organization to reduce prison violence?

Aggregated data for Interview Question 7 yielded three themes: (a) talk with the community, (b) know outside environment, and (c) mentors. The number of study participants who contributed to each of the themes for Interview Question 7 is shown in Table 29.

Table 29

Themes for Interview Question 7

Themes	n
Talk with community	6
Know outside environment	5
Mentors	5

Interview Question 7, Theme 1: Talk with the community. For Theme 1 of Interview Question 7, 6 out of 10 participants discussed the purpose of talking with the community as a skill improvements managers need in a prison organization to reduce prison violence. Active wardens in the community tend to have a positive moral perspective. The gap between community and prison facility needs to be bridged. Community involvement is essential to successful rehabilitation and a reduction in prison violence. Table 30 contains representative Theme 1, responses from Interview Question 7.

Table 30

Interview Question 7, Theme 1 Responses: Talk with Community

Responses
P2: Social media plays a big role in influencing the community, social networking.
P4: I really don't think society understands what prisons should be. It is important to get involved in the community and help change their thought process.
P5: We have inmate groups who tend to the vegetable gardens and the food is donated. Encourage positive interaction with the community.
P6: It is not uncommon to run into former inmates and they will come up and talk, it is important to treat everyone with respect.
P7: It is for wardens to see their role not only in that of prison management, but also in being a voice, corrections professional voice in the community about our mission, about our vision, about our staff.
P9: Inmates are examples of our behavior, if I am yelling and using foul language then people around me will think this behavior is okay.

Interview Question 7, Theme 2: Know outside environment. For Theme 2 of Interview Question 7, 5 out of 10 participants believed that knowing the outside environment is skill prison managers need to reduce prison violence. Establishing standards which brings a servant leadership form into focus with the parameters of the prison organization will help encompass the surrounding environment. Knowing the environment around the prison facility offers insight into the potential ways to change behavior. The involvement within the community offers opportunities to interact on a casual base and share the positive aspects of the prison facility. Table 31 contains representative Theme 2 responses from Interview Question 7.

Table 31

Interview Question 7, Theme 2 Responses: Know Outside Environment

Responses
P2: If you're in an urban area, than you're a blip on the radar screen many times. They don't really pay you much attention, unless something goes wrong. In those urban areas, you really have a much more difficult job of making sure that people know what your mission is, and that you are there for a purpose.
P5: Community involvement and public relations is one of our strategic goals.
P6: Many of the encounters outside of the facility are with family members of inmates, it is important to keep in mind customer service.
P7: Wardens who are active in the community through social events, the community tended to have a more positive perspective about the mission of the prison.
P9: Most of the individuals who are incarcerated will go home one day and I want to see inmates come out and be able to be a productive member of society.

Interview Question 7, Theme 3: Mentors. For Theme 3 of Interview Question 7, 5 out of 10 participants discussed the advantages of having a mentor to help navigate in the prison organization. Prison management has begun to understand that a successful reduction in prison violence will take a community effort. Mentors offer guidance from their past experiences on various aspects of the prison facility that is not documented common knowledge. The participants stated that having a mentor offers a human sounding board who understands the situation of prison management.

Table 32 contains representative Theme 3 responses from Interview Question 2.

Table 32

Interview Question 7, Theme 3 Responses: Mentors

Responses
P4: My mentor had this yard dog theory where, you tie this dog up to a chain and you put the food just outside of the reach. Then when he finally gets released he bites the owner or something, because the owner has been teasing him. How you treat the inmates can reflect on how they treat others when they are released.
P6: A strong mentor and trust within the prior wardens who have come before me and have continued to build upon the advancements of the processes already in place.
P7: You have to recognize that you need some level of decompression activity and a mentor you trust to keep you strong and active.
P10: My major goal is the preservation of life.

Interview Question 8

Is there anything else you would like to add to the discussion regarding skill improvements needed by managers to reduce prison violence?

Aggregated data for Interview Question 8 yielded two themes: (a) human resources and strategy, and (b) accreditation. The number of study participants who contributed to each of the themes for Interview Question 8 is shown in Table 33.

Table 33

Themes for Interview Question 8

Themes	*n*
Human resources and strategy	4
Accreditation	4

Interview Question 8, Theme 1: Human resources and strategy. For Theme 1 of Interview Question 8, 4 out of the 10 participants discussed the purpose of Human Resources and strategy skill improvements managers need in a prison organization to reduce prison violence. Non-violent conflict resolution strategy is taught in the academy, but in most places, non-violent education is not taught on a continuous basis. Human Resources aids in building a strategy to increase staff knowledge on non-violent conflict resolution and has been implemented in several facilities, but not on a national level. Table 34 contains representative Theme 1, responses from Interview Question 8.

Table 34

Interview Question 8, Theme 1 Responses: Human Recourses and Strategy

P6: You can tell the operation of the prison when you hit front entry, how orderly things are

kept outside, sanitation, to how the officer, the first point of contact treats you.

P7: I always like to think what if we could hold wardens accountable for their outcomes, and

not number of escapes, number of assaults, number of riots, but their recidivism rates of

the people that came through their system. What would their prisons look like if they were

held accountable for that recidivism rate?

P9: One of the biggest things I think they need to start going to and maybe teaching more is

servant leadership, we provide a service.

P10: We have to foster an environment where we protect them, sometimes against

themselves.

Interview Question 8, Theme 2: Accreditation. For Theme 2 of Interview Question 8, 4 out of 10 participants believed that accreditation is skill prison managers need to reduce prison violence. Accreditation help establish a basic set of correctional standards. Participants' two main accreditations are currently through America Correction Association (ACA) and National Commission on Corrections Health Care (NCCHC). Non-violent conflict resolution is becoming the primary strategy in diffusing potentially violent situations Accreditation can close the gap between standard practice and best practice by understanding the difference between the two areas and documenting a current set of standards. Table 35 contains representative Theme 2 responses from Interview Question 8.

Table 35

Interview Question 2, Theme 2 Responses: Accreditation

P3: You have standard practices versus the utilization of what is considered best practices. The

standard practices need to be brought up on a legal base to bridge the gap in accreditation

standards.

P4: Accreditation establishes a basic standard of operation.

P7: The United States has not done an adequate job in developing the role and expectation of a

warden in our current society.

P8: Accreditation helps to establish standard for correctional facilities.

Presentation and Discussion of Findings

The researcher used member checking to ensure validity and credibility of the raw data

that was gathered through interviews. Saturation was reached after interviewing all 10

participants. The researcher conducted a thorough review of the raw data and began the process

of coding by looking for themes, patterns, and experiences. Responses were translated based on

what was observed and the responses of the participants. Once all data had been coded, and

saturation was reached, the researcher began the process of analyzing the data looking for major

themes and prominent topics. The researcher examined the data a second time to ensure that a

thorough and unbiased assessment of the data had been achieved. Table 36 indicates the

aggregated theme data from the eight interview questions asked by the researcher. Table 36 is the

cumulative total of the major themes found in this qualitative study. The letter "n" represents the

number of participants that contributed to the theme.

Table 36

Themes and Topics Emerging from the 10 Interview Questions

Themes	*n*
Frequency of reference for themes related to Interview Question 1	
Communication	10
Physical presence	9
People business	8
Contraband	4
Frequency of reference for themes related to Interview Question 2	
Pro-active	5
Respect and eye contact	5
Decision-making	5
Population: Inmate and staff	4
Frequency of reference for themes related to Interview Question 3	
Self-assurance	5
Consistency	5
Listen: Inmate and staff	4
Frequency of reference for themes related to Interview Question 4	
Structure: Weakness and strength	6
Multi-generational and culture	5
Budgeting	5
Frequency of reference for themes related to Interview Question 5	
Safety	5

Empathy and compassion	4
Society	4

Frequency of reference for themes related to Interview Question 6

Training	6
Security	5
Intrusive	4

Frequency of reference for themes related to Interview Question 7

Talk with community	6
Know outside environment	5
Mentors	5

Frequency of reference for themes related to Interview Question 8

Human resources and strategy	4
Accreditation	4

Once the data were analyzed, the researcher created two categories, major themes and prominent topics as indicated in Table 37. The major themes represent topics that were noticeable with the participant responses, while the prominent topics represent findings that were less frequently mentioned by participants. Nevertheless, they are noteworthy and included in the findings. Complete results are discussed in Chapter 5. The participants answered each of the 8 interview questions, and from the data, four major themes and two prominent themes emerged. In total, six themes emerged from the participants' responses, which provided an understanding of the phenomenon. From the unbiased assessment, the four major themes were (a) communication, (b) people business and community, (c) safety and security, and (d) pro-active

and strategy. The two prominent themes were (a) budgeting and (b) accreditation. The four major themes and two prominent themes that emerged from the data suggested these are skill improvements that should be implemented for reducing prison violence.

Table 37

Major Themes and Prominent Topics of Research Data

Major Themes and Prominent Topics	132
Major Themes	
Communication	51
People business and community	37
Safety and security	20
Pro-active and strategy	15
Prominent Topics	
Budgeting	5
Accreditation	4

The construct for creating skill improvements managers need in a prison organization to reduce prison violence highlights the importance of prison management's perception of skill improvements to address the long-term skill improvement needs of the prison organization. These findings indicate that when prison management has a clear approach to well-established manager skills, a high degree of respect and satisfaction is produced within the prison facility for staff, and inmates maintain a successful low rate of violence. The participant responses show an interconnectedness and openness to skill improvements and show how collaboration can enhance skill improvements as an effort used by prison management. Additionally, the four major themes

and two prominent themes are the findings of the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence? Prison managers who understand the goals and needs of the organization and are willing to communicate, mentor others, and lead by example must develop effective skill improvements initiatives. These findings clearly show alignment between prison violence and the theoretical implications that prison managers use to establish skill improvements directly affects the success of an organization and a reduction in prison violence.

Summary of Chapter Four

Included in Chapter 4 were the pilot study findings, participant demographics, results of the data analysis, findings of the research, and summary. The researcher used the saturated data from the participant interviews to compile the results of this study and answer the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence? As a result, four major themes and two prominent themes emerged. The four major themes were (a) communication, (b) people business and community, (c) safety and security, and (d) pro-active and strategy. The two prominent themes were (a) budgeting and (b) accreditation. The four major themes and two prominent themes that emerged from the data suggested these are skill improvements that should be implemented for reducing prison violence.

Chapter 5 is the final chapter in this study and presents an overall analysis of the study. Chapter 5 includes a summary of the findings of the research question and problem statement. Chapter 5 includes the findings and conclusion, limitations of the study, implications for practice, implications of study and recommendations for future research, and conclusion.

CHAPTER FIVE

This qualitative study focused on understanding the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence. However, the skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016; Williams, 2011b). The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. The significant meaning of reducing prison violence through the improvement of prison manager skills impacts the influence over the violent prison culture, both physically and psychologically (Anderson, 2012; Steele & Jacobs, 1975).

The study utilized a qualitative research methodology approach that consisted of semi-structured interviews to explore in-depth participant responses and experiences. Semi-structured, face-to-face interviewing was used as a direct approach for identifying skill improvements managers need in a prison organization to reduce prison violence. Face-to-face interviewing allowed the investigator to observe the participant's body language and gestures, which could not be communicated through audio only. The interview process offered one-on-one interaction with the participant and provided an opportunity to clarify the responses. Participant's responses to the interview questions were subjective, differing from one participant to another participant.

From the data collected in this study emerged four major themes and two prominent themes. In total, six themes emerged from the participants' responses, which provided an understanding of the phenomenon. The four major themes were: (a) communication, (b) people business and community, (c) safety and security, and (d) pro-active and strategy. The two

prominent themes were (a) budgeting and (b) accreditation. The four major themes and two prominent themes that emerged from the data suggested these are skill improvements that should be implemented for reducing prison violence. The findings directly relate back to the current literature used for researching successful skill planning.

Chapter 5 presents an analysis of the findings and conclusions, as related to the research question and problem statement. Limitations of the study, implications for practice, implications of study and recommendations for future research, and conclusions are included in this chapter.

Findings and Conclusions

The study was undertaken to explore the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence? The population for the study was prison managers found on the North American Association of Wardens & Superintendents (NAAWS) website. The estimated size of the population was 1150 prison managers ("North american association of wardens & superintendents," 2017). This population was appropriate because the website is a prison manager's organization with members in Canada and the United States ("North american association of wardens & superintendents," 2017). The NAAWS receives input from both active and retired wardens on current issues, influences, and changes within the prison organization. Ten study participants who were managers in their facility within the prison organization shared their knowledge, experiences, and stories with the investigator. The study used a qualitative research method, which incorporated open-ended semi-structured interview questions to explore and provide reliable, in-depth participant responses (Creswell, 2014). The interview process offered one-on-one interaction with the participants and provided an opportunity to clarify the responses.

Current literature suggests the skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what

skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016; Williams, 2011b). Thus, understanding the level of skill improvements prison managers need in a prison organization to reduce prison violence, determines the extent of a prison manager's efficiency when dealing with a violent situation (Slaughter, 2016). Toward this end, the reduction of prison violence is dependent upon the diverse nature of the skill set of prison management (Slaughter, 2016; Williams, 2011b). By establishing, a higher documented ethical standard of communication and social behavior within the prison organization, the exploration of skill improvements is still needed for prison managers and is essential for prison organizational change to reduce prison violence.

The study explored questions related to skill improvements, which focused on the assessment of skills for the current prison manager to control prison violence. Defining the skill improvements prison managers need in a prison organization is a complicated, vague, and complex issue due to the different types of facilities and prison management skill level involved (Williams, 2011a). The research question was designed to capture the viewpoints, interpretations, and outcomes of each participant. Understanding the recompenses of being proactive in the improvement of prison manager skills can influence the overall prison organization by reducing prison violence (Slaughter, 2016; Williams, 2011b). The interview questions and protocol offered an opportunity for open-ended responses from the participants.

Many of the answers for the study repeated throughout the interview, which showed an interaction between the themes. The study produced four major themes and two prominent themes, which are discussed below. Participants less frequently mentioned prominent topics; however, the investigator believed the prominent topics were noteworthy and relevant to the findings of this study. The four major themes were: (a) communication, (b) people business and

community, (c) safety and security, and (d) pro-active and strategy. The two prominent themes were (a) budgeting and (b) accreditation.

Major Theme 1: Communication

All of the study participants expressed the importance of communication throughout the prison facility, on all levels. Direct communication from prison management, was noted by the participants to be a large part of the successful reduction of prison violence. Keeping staff and inmates abreast of the events that affect them, helps reduce fear, anxiety, and violence down was a focus of the communication.

Major Theme 2: People Business and Community

Eight of 10 participants expressed that the prison organization is a business of people overseeing people confined within a facility. Prisons are no longer a warehouse; the mentality to lock the door and throw away the key is no longer an option. Prison is a society in the middle of an organizational change. The punishment of the inmate is the sentence of incarceration not to punish while incarcerated. A majority of the inmates incarcerated today will be released back into society according to the participants. Therefore, it is important to put positive human interaction into the daily activities of inmates and staff. The human interaction includes the involvement of community and family to achieve a successful reduction in prison violence.

Major Theme 3: Safety and Security

Safety and security of the facility, inmates, officers, and the community around the facility are the primary concern of prison management for 5 of the 10 participants. Security and safety offer guidelines for a foundation to build a positive prison society. Security is improved through the advancement of technology. Technology helps to reduce prison violence by being able to locate staff within the facility. It also helps to access issues in real-time surveillance. Technology helps the inmate stay in contact with family reducing stress and prison violence.

Major Theme 4: Pro-Active and Strategy

Pro-active skills involve the utilization of all available resources, such as assessing the daily numbers of the facility. The rise and fall of events can access a pattern and offer insight into potential future issues. The patterns help identify issues in enough time to allow it to be defused in a non-violent way. A strategy is needed to achieve the overall goals of the prison facility to reduce prison violence, 5 out of the 10 participants stated a strategy is used to be pro-active. A strategy is used to help prison management define and implement areas of improvement and change for a successful prison facility with reduced prison violence.

Prominent Topic 1: Budgeting

Knowing how to budget for a prison facility opens avenues to understanding how to handle expected and unexpected maintenance issue with the structure. The repurposing of unused space for current programs helps with the overall environment of the facility reducing prison violence. The importance of budgeting was expressed by 4 of the 10 participants. Knowing how to read a facilities budget can help prison management indicate potential issues as well as areas of underutilized resources both affecting the reduction in prison violence.

Prominent Topic 1: Accreditation

Accreditation helps establish a basic set of correctional standards, but not all prison facilities participate in the accreditation process, which was a concern for 4 out of the 10 participants. Accreditation can close the gap between standard practice and best practice by understanding the difference between the two areas and documenting a current set of standards. By establishing, a higher documented ethical standard of communication and social behavior within the prison organization, the exploration of skill improvements needed for prison managers was essential for prison organizational change to reduce prison violence.

Significance of Findings and Analysis of Propositions

Dilulio (1987) suggested the dismal state of knowledge about prisons is due to the majority of researchers concentrating on the perspective of the inmate and not the staff, leaving a gap in the knowledge base of the prison organization. In addition, Grattet (2011) agreed with Eisenberg (2016) in regards to the recent leveling and slight decline in the incarceration rate and credits the recent change to prison management and not the government. Earlier research has exposed that the individuals who manage the prison will prove to be the key to understanding the variation in why prisoners react differently to the same challenges, such as prison violence (Grattet, 2011). The information reviewed leaves a gap, staying with the original concept of changing violent behavior, what skill improvements managers need in a prison organization to reduce prison violence. This study addresses that gap.

The significance of the study is the findings will provide prison management with the information relating to how they may address improvements of their current skills in areas of physical, psychological, structural, technical, and ethical challenges evolving into a safer environment and lower overall prison violence. The study provides valuable information to key stakeholders, including prison management, criminal justice organizations, correctional organizations, and prison organizations, because it will solicit responses from prison management, who have worked for at least 10 years in the prison organization. These findings will add to the body of knowledge. Therefore, prison organizations may be able to use the information to develop and implement skill improvements for reducing prison violence. Dilulio (1987) stated, "If most prisons have failed, it is because they have been ill-managed, under-managed, or not managed at all" (p. 7).

Proposition 1 recommended that knowledge in the areas of physical, psychological, structure, technical, and ethical skills is not being communicated to current and future prison

managers from past prison managers. The research showed that there were skills which were practiced in each area that were not documented and were only passed on to the next generation of prison management through mentors. Since a mentor is not a standard issued resource for prison management, not every prison manager has a mentor for guidance. Participant 9 stated, "The current practices of prison management does not match the written guidelines." The difference between current practices and written guidelines is often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility and lower prison violence (Guercio, 2015; Slaughter, 2016; Williams, 2011b). Theme 1 supported the proposition by showing that all of the participants saw communication as the main instrument in reducing prison violence, and changing the human interaction between inmate and staff. Theme 2 supported the proposition by showing that prison is a people business and a community within the facility. Theme 3 supported the proposition by emphasizing safety and security are the primary fundamentals of prison management. Theme 4 supported the proposition by explaining why it is important to be pro-active and implement a strategy for positive interaction through the whole facility to reduce prison violence. Prominent Topic 1 supported the proposition by communicating the lack of training when it comes to budgeting for a prison facility. Prominent Topic 2 supported the proposition by showing there are a set of standards through a process called accreditation, but not all facilities follow the same standards.

Proposition 2 recommended that skill improvements managers need in a prison organization to reduce prison violence will emerge from this study. The study produced a great deal of data of which the following themes emerged in the area of prison violence. Theme 1 supported the proposition by all participants expressing that changes within the way prison management communicates to staff and inmates have an impact on prison violence. Theme 2

supported the proposition by showing the prison organization is comprised of people who respond to being treated concerning being ordered to do things. Theme 3 supported the proposition by stating security and safety is the first concern when deciding on all levels of the facility. Theme 4 supported the proposition by participants expressing a need to be pro-active and strategic design planning, which emphasizes more of a servant leadership and management style over the current authoritarian leadership style. Prominent Topic 1 supported the proposition by 5 out of 10 participants expressing a need for prison management to have established training on how to budget for the everyday activities as well as how to be prepared for the unexpected. Prominent Topic 1 supported the proposition by stating accreditation helps to maintain a standard for the facility.

Proposition 3 recommended that prison management control physical, psychological, structural, technical, and ethical skill improvements, and therefore, the study sample of experienced prison managers were able to provide information for the skill improvements needed in these specific areas. Theme 1 supported the proposition by all participants agreeing that communication is the key to positive change for the prison facility, prison violence, and the surrounding community. Theme 2 supported the proposition by participants stating that through communication a change in the way the community see individuals who are incarcerated as people, not objects. Theme 3 supported the proposition by stating a prison first job is security and safety of the facility, inmates, staff, and the surrounding community. Theme 4 supported the proposition by participants stating to be pro-active, prison management needs to access the current documented skills and develop a strategy to include successfully practiced skills. Prominent Topic 1 supported the proposition by participants expressing a better understanding of

how to budget. Prominent Topic 1 supported the proposition that accreditation can help with prison facilities standardization of tangible expectations.

These findings indicate that when prison management has a clear approach to well-established manager skills, a high degree of respect and satisfaction is produced within the prison facility for staff and inmates to maintain a successful low rate of violence. The participant responses showed an interconnectedness and openness to skill improvements and showed how collaboration could enhance skill improvements as an effort used by prison management to reduce prison violence. Prison managers who understand the goals and needs of the organization and are willing to communicate, mentor others, and lead by example must develop effective skill improvements initiatives. These findings clearly show alignment between prison violence and the theoretical implications that prison managers use to establish skill improvements needed to reduce prison violence directly affects the success of a prison facility.

Limitations of the Study

Three potential limitations were identified before conducting this study. Limitation 1 was the consistency of information received from participants can vary in different degrees per their experiences. According to Slaughter (2016), understanding the level of skill improvements prison managers need in a prison organization to reduce prison violence, determines the extent of a prison manager's efficiency when dealing with a violent situation. The researcher expected a wide range of variances, but for this limitation, it did not apply to this study. A participant who is new to the position will react differently from a person who has been in the position for several years. Limitation 2 was due to the different experiences of the participants, the data gathered could be unreliable. The skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016;

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Williams, 2011b). Limitation 3 was the information received through self-reporting from the participant's perspective and not a standardized recollection. This limitation is important because the information relies on the perception of experiences from a single viewpoint.

There were no apparent additional limitations that emerged while completing the study. The participants were willing and eager to share their experiences. There were some ideas for future research that became apparent, which are discussed in the section.

Implications for Practice

The study provided valuable information for key stakeholders, including prison management, criminal justice organizations, correctional organizations, and prison organizations, because it did solicit responses from prison management, who have worked for at least 10 years in the prison organization. Prison managers who have had to deal with the responsibilities of overseeing the day-to-day activities, as well as maintain a secure facility, have a large amount of experience and knowledge to pass on to the current and future prison managers (Slaughter, 2016; Williams, 2011a). Therefore, prison organizations may be able to use the information to develop and implement skill improvements for reducing prison violence. Prison management holds power to change the overall view of the inmates, correctional staff, and society's view of inmates (Goodstein, 1989).

Prison management can evaluate current communication practices to ensure that staff and inmates are kept abreast of the events that impact them and that efforts are made in keeping fear, anxiety, and violence down. The themes people business and community acknowledgment can begin in the facility with staff and inmates by showing mutual respect to each other. Safety and security are the primary fundamentals of prison management. The theme pro-active and strategy explained why it is important to be pro-active and implement a strategy for positive interaction through the whole facility to reduce prison violence. Prison management can achieve a pro-

active strategy by establishing positive communication with the individuals within the prison facility community while maintaining a secure and safe environment. Prison management may begin to implement a strategic plan for improving the understanding and management of a prison facility budget. A basic set of standards for prison facilities are available through a process called accreditation, but not all facilities follow the same standards. Prison management should incorporate a higher set of standards based on the skill improvements revealed in the study.

Implications of Study and Recommendations for Future Research

Further research on prison management and prison communication skills, as applied to the reduction of prison violence, should be undertaken. Prison management holds the power to change the overall view of the inmates, correctional staff, and societies view on inmates (Goodstein, 1989). Study participants provided rich data that described skill improvements as a continuing growing process in human interaction. Dilulio (1987) suggested the dismal state of knowledge about prisons is due to the majority of researchers concentrating on the perspective of the inmate and not the staff, leaving a gap in the knowledge base of the prison organization. The information reviewed leaves a gap, staying with the original concept of changing violent behavior, what skill improvements managers need in a prison organization to reduce prison violence. The data received from the study supported the need for skill improvements for prison management to reduce prison violence and therefore addressed the identified gap in the body of knowledge.

Recommendation 1

Recommendation 1 reflects the importance of communication. Prison management needs to instill respect for all human interaction within a prison facility by leading by example. Each one-on-one interaction from prison management with staff and inmates offers a chance to change negative behavior to a positive experience.

Recommendation 2

Recommendation 2 is for every prison facility to create a strategic skill improvement plan. Skill levels will evolve to some extent when technology advances or society's views change. A need for a pro-active strategic plan outlining the expectations and hurdles to improve prison management skills is necessary to ensure continued improvement and documented results.

Recommendation 3

Recommendation 3 focuses on prison as a people business. In the past, inmates were not seen as an individual, but a flaw in the society. Prison management has the ability through community interaction and personal interaction to change not only the outlook of society towards the prison system, but also the society within the walls of the prison. Prison management can change the perception of the prison facility by the way they present themselves and interact.

Recommendation 4

Recommendation 4 is to provide education, training, and mentoring, so prison organizations create a productive prison system. The reputation of the prison organization is comprised of past and current inmates, past and current staff, and extended family from inmates and staff. Other people in the society rarely give prison facilities, the time of day until the facility ends up in the news. Due to the overall general lack of concern for prison facilities it is vital prison management have access to an active mentorship, continued training to include leadership and communication abilities, and education to include human interaction and responses.

Areas for Future Research

This study should be continued by evaluating the four major themes of communication, people business and community, safety and security, and pro-active and strategy to establish a documented set of successfully practiced standards for prison management in the reduction of prison violence. Identifying these themes was just the beginning of solving the problem of prison

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violence. Each major theme needs further insight to determine which practice is the best practice. The best practices of each theme need to be documented to include details to implement each practice. A check and balance system should accompany the implementations to ensure consistent and productive feedback.

In addition, accreditation can close the gap between standard practice and best practice by understanding the difference between the two areas and documenting a current set of standards. The accreditation process is simply a foundation of basic standards and expectations. To become an accredited facility means it has met the basic threshold set by an outside third party, but more is needed to become a successful prison facility with little prison violence. By establishing, a higher documented ethical standard of communication and social behavior within the prison organization, the exploration of skill improvements is still needed for prison managers and is essential for prison organizational change to reduce prison violence.

Conclusion

This qualitative study focused on understanding the central research question: what are the skill improvements managers need in a prison organization to reduce prison violence. However, the skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016; Williams, 2011b). The purpose of the qualitative exploratory study was to explore the skill improvements managers need in a prison organization to reduce prison violence. The significant meaning of reducing prison violence through the improvement of prison manager skills impacts the influence over the violent prison culture, both physically and psychologically (Anderson, 2012; Steele & Jacobs, 1975).

Current literature suggests the skill improvements managers need in a prison organization to reduce prison violence are often complicated by the different perceptions concerning what skill improvements should be acquired to ensure a secure facility (Guercio, 2015; Slaughter, 2016; Williams, 2011b). Thus, understanding the level of skill improvements prison managers need in a prison organization to reduce prison violence, determines the extent of a prison manager's efficiency when dealing with a violent situation (Slaughter, 2016). Toward this end, the reduction of prison violence is dependent upon the diverse nature of the skill set of prison management (Slaughter, 2016; Williams, 2011b). By establishing, a higher documented ethical standard of communication and social behavior within the prison organization, the exploration of skill improvements is still needed for prison managers and is essential for prison organizational change to reduce prison violence.

The study explored questions related to skill improvements, which focused on the assessment of skills for the current prison manager to control prison violence. Defining the skill improvements prison managers need in a prison organization is a complicated, vague, and complex issue due to the different types of facilities and prison management skill level involved (Williams, 2011a). The research question was designed to capture the viewpoints, interpretations, and outcomes of each participant. Understanding the recompenses of being proactive in the improvement of prison manager skills can influence the overall prison organization by reducing prison violence (Slaughter, 2016; Williams, 2011b). The interview questions and protocol offered an opportunity for open-ended responses from the participants.

The study was undertaken to explore the central research question: What are the skill improvements managers need in a prison organization to reduce prison violence? The population for the study was prison managers found on the North American Association of Wardens &

Superintendents (NAAWS) website. The estimated size of the population was 1150 prison managers ("North american association of wardens & superintendents," 2017). Ten study participants who were managers in their facility within the prison organization shared their knowledge, experiences, and stories with the investigator.

The study utilized a qualitative research methodology approach that consisted of semi-structured interviews to explore in-depth participant responses and experiences. Semi-structured, face-to-face interviewing was used as a direct approach for identifying skill improvements managers need in a prison organization to reduce prison violence. Face-to-face interviewing allowed the investigator to observe the participant's body language and gestures, which could not be communicated through audio only. The interview process offered one-on-one interaction with the participant and provided an opportunity to clarify the responses. Participant's responses to the interview questions were subjective differing from one participant to another participant.

Many of the answers for the study repeated throughout the interview, which showed an interaction between the themes. The study produced four major themes and two prominent themes. Participants less frequently mentioned prominent topics; however, the investigator believed the prominent topics were noteworthy and relevant to the findings of this study. The four major themes were: (a) communication, (b) people business and community, (c) safety and security, and (d) pro-active and strategy. The two prominent themes were (a) budgeting and (b) accreditation. The participant responses showed an interconnectedness and openness to skill improvements and how collaboration can enhance skill improvements as an effort used by prison management to reduce prison violence. Theme 1, communication, entailed communication as the main instrument in reducing prison violence and changing the human interaction between inmate and staff. Theme 2, people business and community, was supported by showing that prison is a

people business and a community within the facility. Theme 3, safety and security, emphasized safety and security are the primary fundamentals of prison management. Theme 4, pro-active and strategy, explained why it is important to be pro-active and implement a strategy for positive interaction through the whole facility to reduce prison violence. Prominent Topic 1, budgeting, expressed the lack of training when it comes to budgeting for a prison facility. Prominent Topic 2, accreditation, shows there are a set of standards through a process called accreditation, but not all facilities follow the same standards. From the four major themes and two prominent themes that emerged, four recommendations resulted. Recommendation 1 reflects the importance of communication. Prison management needs to instill respect for all human interaction within a prison facility by leading by example. Each one-on-one interaction from prison management with staff and inmates offers a chance to change negative behavior to a positive experience. Recommendation 2 is for every prison facility to create a strategic skill improvement plan. Skill levels will evolve to some extent when technology advances or society's views change. A need for a pro-active strategic plan outlining the expectations and hurdles to improve prison management skills is necessary to ensure continued improvement and documented results. Recommendation 3 focuses on prison as a people business. In the past, inmates were not seen as an individual, but as a flaw in the society. Prison management has the ability through community interaction and personal interaction to change not only the outlook of society towards the prison system, but also the society within the walls of the prison. Prison management can change the perception of the prison facility by the way they present themselves and interact. Recommendation 4 is to provide education, training, and mentoring, so prison organizations create a productive prison system. The prison organization comes by their reputation from past and current inmates, past and current staff, and extended family from inmates and staff. Other

people in the society rarely give prison facilities any thought in their day-to-day activity until the facility ends up in the news. Due to the overall general lack of concern for prison facilities, it is vital prison management have access to an active mentorship, continued training to include leadership and communication abilities, and education to include human interaction and responses.

The study provides valuable information to key stakeholders, including prison management, criminal justice organizations, correctional organizations, and prison organizations. These findings also add to the body of knowledge by addressing the gap in the knowledge base of the prison organization. The data received from the study supported the need for skill improvements for prison management to reduce prison violence, and therefore addressed the identified gap in the body of knowledge, what skill improvements managers need in a prison organization to reduce prison violence. Prison organizations may be able to use the information to develop and implement skill improvements for reducing prison violence. Prison managers who understand the goals and needs of the organization and are willing to communicate, mentor others, and lead by example must develop effective skill improvements initiatives. These findings clearly show alignment between prison violence and the theoretical implications that prison managers use to establish skill improvements directly affects the success of an organization and a reduction in prison violence.

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Informed Consent

Title of Study: Exploring The Skill Improvements Manager Need In A Prison Organization To Reduce Prison Violence

Investigator: Tammy DeVenturi

Contact Number: xxx

Purpose of the Study

You are invited to participate in a research study. The purpose of this study was explore the skill improvements manager need in a prison organization to reduce prison violence. The number of prisoners incarcerated has increased 790% since 1980 leading to mass overcrowding and increased violence; however, prison managers are uncertain of the needed management skills to maintain their ability to manage because the skill improvements managers need in a prison organization to reduce prison violence have not been identified. The data gathered in this study may provide prison management with information relating to how they many address improvements for the skills to reduce violence, or provide strategies for initiating new supervisory and management officers skill sets with reduce prison violence.

Participants

You are being asked to participate in this study because you have critical and relevant information pertinent to the study. Your experience as a prison manager with at least 10 years of experience in the prison management organization critical to the study findings.

Procedures

If you volunteer to participate in this study, you was asked to do the following: sign an informed consent form which states you agree to the understanding of the requirements within the study. You will participate in a semi-structured interview, allow for digital recording and transcription of the interview. A follow-up interview was scheduled to review the accuracy of the interview responses.

Benefits of Participation

There may/may not be direct benefits to you as a participant in this study. However, we hope to learn and have a greater understanding of how to reduce violence through improved or newly implemented skill set for prison management. This study supports the research question by examining past and current studies of violence within the prison organization and the best management practice to reduce prison violence.The information obtain throught the research will assist with addressing improvements of the current management and supervisory skills development.

Risks of Participation

There are risks involved in all research studies. This study is estimated to involve minimal risk. With any study there comes a risk of loss of confidentiality. This risk was mitigated by de-identifying study participants, keeping study data under lock and key or in password protected electronic format, limiting availibilty of collected data in the raw form to the investigator, and presenting published data in aggregated and de-identified form.

Cost/Compensation

This was no financial cost to you to participate in this study. The study will last approximately 45-60 minutes. You will not be compensated for your time. *Colorado Technical University will not provide compensation or free medical care for an unanticipated injury sustained as a result of participating in this research study.*

Contact Information

If you have any questions or concerns about the study, you may contact Tammy DeVenturi, and Dr. Alexa schmitt,. For questions regard the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, you may contact Colorado Technical University – Doctoral Programs at 719-598-0200.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice. You are encouraged to ask questions about this study at the beginning or at any time during the research study.

Confidentiality

In interview protocol template, a digital voice recorder, and a note pad for additional notes was the primary data collection tools for the study. An online screen recorder was used for any online face-to-face and a Samsung voice recorder for actual face-to-face. In addition, a note pad was available to document anything, which is visually seen to the researcher. To protect the participants from harm, a labeling technique was used such as P1, P2, and P3 to represent participant 1, participant 2, and participant 3.

This information was secured at all times, remaining in the possession of the researcher for up to 5 years after completion of this study. At completition of the stated waiting time all documents was properly destroyed through shredding and burning.

Participant Consent

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

_____   _____

Signature of Participant   Date

_____

Participant Name (Please Print)

Interview Questions

1. What are the current management skills that are used to reduce prison violence?

2. What are the physical skill improvements managers need in a prison organization to

    reduce prison violence?

3. What are the psychological skill improvements managers need in a prison organization to

reduce prison violence?

4. What are the structural skill improvements managers need in a prison organization to

reduce prison violence?

5. What are the ethical skill improvements managers need in a prison organization to reduce

prison violence?

6. What are the technical skill improvements managers need in a prison organization to

reduce prison violence?

7. What are the skill improvements managers need in a prison organization to reduce prison

violence?

8. Is there anything else you would like to add to the discussion regarding skill

improvements needed by managers to reduce prison violence?

Interview Protocol

1. Explain the purpose of the study.

2. Assure participant confidentiality and have the participant sign the informed consent agreement form.

3. Address participant physical comfort concerns (lighting, room temperature, chair, and ambient noise distraction, make water available.

4. Record the subject's number on the top of the interview field notes.

5. Encourage participants to open up about their experiences.

6. Monitor participant body language to minimize influencing subject answers.

7. Precisely record participant responses and annotate any non-verbal responses.

8. Audio record and assign a chronological number to each interview.

9. Ask interview questions in order and ask follow-on questions for clarification (see Appendix C).

> Interview and follow-on questions:

1. What are the current management skills that are used to reduce prison violence?

    > Follow-on question 1: Tell me more about the skills.

    > Follow-on question 2: Please elaborate

2. What are the physical skill improvements managers need in a prison organization to reduce prison violence?

    > Follow-on question 1: Tell me more about why physical skills are needed in the prison system?

3. What are the psychological skill improvements managers need in a prison organization to reduce prison violence?

> Follow-on question 1: What psychological skill improvements stand out the most in the prison organization?

> Follow-on question 2: Why this skill?

4. What are the structural skill improvements managers need in a prison organization to reduce prison violence?

> Follow-on question 1: Are there any specific recommendation to ensure organization alignment with structural skill improvements?

> Follow-on question 2: Please elaborate.

5. What are the ethical skill improvements managers need in a prison organization to reduce prison violence?

> Follow-on question 1: What would be the first skill set you would address for improvement?

> Follow-on question 2: Please elaborate.

6. What are the technical skill improvements managers need in a prison organization to reduce prison violence?

> Follow-on question 1: What type of feedback is currently being used to ensure successful skill improvements?

> Follow-on question 2: Please Explain?

7. What are the skill improvements managers need in a prison organization to reduce prison violence?

> Follow-on question 1: Tell me more about the skills.

Follow-on question 2: Please elaborate

8. Is there anything else you would like to add to the discussion regarding skill improvements needed by managers to reduce prison violence?

9. Thank each subject for his or her participation in the study at the end of the interview.

10. Inform participants that a transcript of their interview was made available to them when transcription is complete, and ensure participants understand they will have a final opportunity to clarify or add to responses.