

>> Hello and welcome to healing corrections. We have a few housekeeping items before we get started. If you experience technical difficulties joining the WebEx session please dial 186-6779 1-866-779-3239 or you can message the WebEx producer using the Q&A panel. All participants are remaining in listen mode during the presentation. As a reminder this event is being recorded for rebroadcast. We encourage you to submit written questions at any time during the presentation. Using the Q&A panel located at the bottom right of the screen. After typing in your questions in the space at the bottom hit the send button and please be sure to direct questions to all panelists. Your questions will not be seen by the members of the audience and will be addressed time permitting for the end of our session. Please turn the call over to your moderator today.

Thank you and good afternoon. Thank you to everyone who has attended today and for logging in for our final presentation entitled healing corrections. By Director Harold Clarke of the Virginia Department of Corrections. This presentation introduces new concepts to transform a correctional agency in a way that creates a healing environment for staff and defenders with the ultimate goal of lowering recidivism and increasing long-term public safety.

Effectively reducing recidivism and implementing evidence-based practices requires a new paradigm for correctional professionals that must begin with examining the agencies culture and its ability to support change.

The presentation shares a new vision, inspires other to change attitudes, challenges participants to question traditional paradigms and presents methods that can be replicated by others.

Harold Clarke grew up in the Canal zone in Panama. After graduating from John's College in Creek Nebraska 1974 Mr. Clark joined the Nebraska Department of correctional services as a counselor. He rose through the department becoming a unit manager, deputy Warden and Wharton at the Nebraska State penitentiary in 1987. In August 1990 he was appointed rector of the Nebraska Department of correctional services. A position he held until 2005. Since then he has served as the secretary of the Washington State Department of Corrections, commissioner of the Massachusetts Department of correction and currently is the director of corrections in the Commonwealth of Virginia. Among other initiatives under Director Clark's leadership the Virginia Department of Corrections has had a focus on improving reentry of offenders in the Commonwealth. Mr. Clark is also a past president of both the American correctional Association and the Association of State correctional administrators. After the presentation there would be a question and answer session that will be hosted by Dr. Dewey Jennings on Harold Clarke's behalf. This time I would like to turn it over to Director Harold Clarke. Thank you.

Thank you for allowing me to be part of this very important virtual conference. My name is Harold Clarke and I am the director of the Virginia Department of Corrections. My topic today is redirection to correction or healing corrections. Just by way of some background and history I became [Indiscernible] of corrections in Virginia [Indiscernible] years ago. And when I arrived here I encountered a number of opportunities and challenges within this agency. I announced to the agency that we're going to need some changes and began to layout the process by which we will accomplish those changes. One of the things that I encountered is that we had a lot of [Indiscernible] and operations within the agencies. [Inaudible - static] five years ago they were not working together.

I found that divisions were not communicating effectively. I found that a lot of decisions were being made based on relationships. I outlined my agenda for change and gave a snapshot to those in the department of what that change would involve.

Along [Inaudible - static] it was my idea for the need of having a healing environment within the agency. In both the institution and the districts of probation and parole as well. A healing

environment is applicable to offenders and staff alike. [Inaudible - static] of approximately 25 individuals called healing environment Council. That council came up with a restriction or a definition of what a healing environment was all about. That definition is currently on the screen and it reads the healing environment is purposely created by the way we work together and treat each other, encouraging all to use their initiative to make positive, progressive changes to improve the lives. It's a, respectful, and ethical where people are both supported and challenged to be accountable for their actions.

If you take a close look at the words in that definition, that description of a healing environment you will see that it speaks to everyone. It speaks to step throughout the agency regardless of where they are working and what their assigned to do and it speaks to offenders alike.

This is all part of a culture change.

If we have healing environment [Inaudible - static] the right environment in which it is possible for construction -- constructive change to occur. When I arrived here in the agency we saw that there was a command and control culture. [Indiscernible - speaker out of microphone range] 21 of one of recidivism and reduction. We are able to achieve an estimation short-term results. We can reduce victimization if we can reduce offenses [Indiscernible - speaker out of microphone range] in just a small way. What we are really after is recidivism reduction. The recidivism reduction -- you have to focus on cognitive -- [Indiscernible] what skills and skills in an effort to make them make better decisions when they are discharged from the agency.

In other words removing the command and control and moving to long-term safety. To achieve our goals we embrace four guiding principles. We felt it is important for us to improve our public safety, staff and persons in our care. Agency structure and culture must be addressed for any change to be sustained. And throughout this presentation one of the things we have done to impact the culture and the staff with the Dutchman in the agency. We believe that science and research must be followed for outcomes to be achieved. And actually engaging all staff and stakeholders in the process is critical for lasting success.

The Department of Corrections was successful in creating a partnership with the urban Institute to evaluate the process that we were making as a result of implantation of our initiative to include the healing environment concept and other things that we have done. This relationship was made possible by support from the national Institute of corrections. The Institute was charged with measuring staff perceptions, involvement in and support for the healing environment concept, at a towards -- attitudes towards reentry in a condition to get was also charged with assessing changes of that attitude and perception over time and to influence [Indiscernible - poor audio] the survey is confidential online survey with approximately 200 items with 18 distinct measures.

You can see on this slide after the first year of having and lamented the initiative we had a response rate from approximate 12,000 employees of 42%. In the second wave we had a response of approximately 37%. In the third wave we had a response of 39%. We are very, very pleased with those results that we are seeing from the surveys.

In the third wave which we just completed a couple of months ago overall staff, support the initiatives of the department just over 80%. We are also seeing that across the agency [Indiscernible - poor audio] and most of partly departments rate of recidivism has fallen to 22.8% which gives us the second best rate of recidivism today in the United States.

We have to prepare the organization for change.

For the organization to embrace all of the initiatives that we invented we have to keep the focus on how to improve the organization [Indiscernible - poor audio] in the things that we were about to do -- how to be a part of the change in addition to shifting the thinking of [Indiscernible - poor audio] moving from command and control to recidivism reduction.

In preparation we set out to establish a new vision for the agency. Most importantly it wasn't only a new vision but a shared vision. A vision that staff and our partners, external to the agency, have a chance to participate in. We also embraced shared readings. We have a list [Indiscernible - poor audio] that have proximally 28 books that we have been developed over the last five years and books that are aimed at giving us new thoughts and ideas about [Indiscernible] function and [Indiscernible - poor audio] and how people behave within the organization. We have a myriad of lessons from these books that we have been reading for the last five years.

On book that I emphasize that I thought was very important [Indiscernible - poor audio] is entitled the iceberg is melting. [Indiscernible - poor audio] all of the changes that were introduced and realized in the department.

We then set out to reorganize the organization. We made some changes in the structure. We went away from having three [Indiscernible] to two. In an effort to cause division to be actively engaged [Indiscernible - poor audio]. Today when [Indiscernible - poor audio] people from the department of [Indiscernible - poor audio] and operation are all engaged and involved [Indiscernible - poor audio] in the past there was a separation in a division between us very to important divisions which interfered with our ability to create a seamless transition of offenders from incarceration into the community and discharge.

I realized shortly after getting here that our communication was challenge. It was challenged by the structure. It was challenge by the [Indiscernible - poor audio] set up to facilitate engagement. [Indiscernible - poor audio] when I arrived at this agency five years ago. Today [Indiscernible - poor audio] all of the major department heads in addition [Indiscernible - poor audio]. Everyone that attends that meeting has a responsibility to add to the agenda. [Indiscernible - poor audio]. They usually run an average of two and half hours every Tuesday. Also the meetings are open meetings. Anyone in the department, [Indiscernible - poor audio] can show up. I'm not sure -- [Indiscernible - poor audio] you are encouraged to participate. We are operating [Indiscernible - poor audio] and we have no secrets in the agency. I believe in so doing we are also modeling for everyone else within that mission. We also created a extended leadership team. But that is this all of the teachers and wardens and superintendents in that particular district come together to create an extended leadership team for the district. They are encouraged to have [Indiscernible - poor audio]. Once a month these executive teams travel throughout the region and visits that extended leadership team from the region.

I mentioned [Indiscernible - poor audio]. To shepherd the work of the healing environment and to promote the concept throughout the agency. We also establish a diversity Council. This diversity Council consists of about 30 individuals. They are from all over the agency [Indiscernible - poor audio] in different regions and they have direct access to the director and executive team. And they have been charged with taking a look at anything and everything that impacts diversity and all types of diversity within the agency.

This is a process that was established that will allow anyone in the agency to be able to reach that counsel and present issues that are important to them, to the executive staff and [Indiscernible - poor audio]. And I mentioned earlier we are establishing [Indiscernible - poor audio]. That conference is a two and half day conference in the community involving a number of the stakeholders and that process [Indiscernible - poor audio] to be able to develop that shared vision. Division of all of the staff as well as all of the stakeholders in the community and the opportunity --

people who have an interest in the work that we are doing within the agency. >> The work that we have been doing our dialogue initiatives. We defined dialogue. I like to define dialogue as the art of first talking together, thinking together, learning together and [Indiscernible - poor audio] together. We have trained Alder executive staff in dialogue. We have practiced check-in and checkout [Indiscernible - poor audio] to be able to hear all of the voices in the room before a meeting begins and after a meeting is about to conclude. The check-in and checkout gives everybody a chance to respond to questions that are frequently chosen that causes people to think about the issues at hand that we are about to discuss.

Dialogue has a number of practices, modes and action. In the upcoming slides I will speak more about the mode and actions and practices. We have trained 84 individuals in the agency [Indiscernible - poor audio] administrators and counselors and everyone in between. These people have been trained to do what we call dialogue practitioner

They are capable coaching and capable of training people in dialogue and the health -- to have also been trained to use dialogue that is to assist in solving problems and issues that present themselves anywhere within the agency, between our staff or between staff and oh vendors. -- offenders.

Lastly we have established what we refer to as [Indiscernible - poor audio]. With our staff as well as with the offenders to [Indiscernible - poor audio]. The resettlement journey is a process whereby we walk offenders to a conference [Indiscernible - poor audio] and all the way to the point where the discharge [Indiscernible - poor audio]. And as an offender goes through and walks from one stage to another they describe what they're feeling to the staff and talk to staff about what they're thinking and what [Indiscernible - poor audio] and also talk to staff about what seems to be missed opportunities. Missed opportunities [Indiscernible - poor audio] to improve the atrocities that we using to cause that long-term public safety [Indiscernible - poor audio]. I mentioned that there is a dialogic mode. Speaking on dialogic modes in speaking about practices and actions as well.

First let me -- one of the side there is a box that you perhaps cannot read. Let me read what is in the box for you. That box will be on the next slide our presenting. Talks about dialogue -- dialogic's about talking and speaking together that I share with the early. Helps people find a common understanding in a common purpose. The decisions and actions that result from good dialogue make common sense to everyone involved. Good dialogue requires a set of simple and practical skills that can easily be learned and that toured with practice. In dialogue people express their own views, needs and aspirations. Listen to each other and agree or disagree with one another, supports and challenge each other, become aware of their own assumptions and impact of others, come to appreciate diversity and to accommodate differences in ways that may not have been obvious at first. With the benefit of dialogue it is possible to undertake participatory change with people rather than imposing change by doing it to people. Change of this kind is sustainable over time because it feels right and is based on collective common sense.

Many people limit themselves by using only one or two of the modes to engage people. For example listed are several of the modes of dialogue. And often whoever may engage the group and their hoping to get on results but they are using the wrong mode of engagement. Their hoping to get decisions made but they may be in monologue mode. When you are in monologue others are not engaging with you. You're not going to get results that you are seeking.. People in a going to feel free to show you what their feeling. In a monologue one speaker holds the floor.

The same is true for debate. If you are engaged with debate someone is trying to win. Your listening and hearing what others are saying and preparing to counter what they're saying. You are

not trying to hear the what they are saying makes sense. You are trying to [Indiscernible - poor audio] so you are trying to use your best skills.

You will see that if you want people to engage in if you want people to help you get to [Indiscernible] collectively as a team or group you want to be engaged in the dialogic mode or generative dialogue. Generative dialogue is when you are able to create new meaning together. Those are some of the things we will talk about in a second. You can learn and make decisions to shift and change your approaches to prove [Indiscernible - poor audio].

All of these modes are important and appropriate for certain settings. There are certain times for debate and monologue and conversation and skillful conversation or having a dialogue in which you are [Indiscernible - poor audio] or generative dialogue in which [Indiscernible - poor audio] which is able to shift your reality with the information that is shared.

Shift from the dialogic mode now to the dialogic action. In every conversation there are four different roles. Regardless of whether or not the conversation involves two people, four, five or 20. The -- the same four will be displayed if you are to have an effective conversation. You need to have someone who is going to put [Indiscernible - poor audio]. That person is called the mover. Without a mover to get no direction. It doesn't happen.

Next you must have a person or persons who will follow. [Indiscernible - poor audio]. Without a follower there is no completion of anything. Third, you must have an individual capable of opposing the mover. Opposing is very good because with opposition comes opportunity to correct [Indiscernible - poor audio]. Without opposition [Indiscernible - poor audio] they're not necessarily hearing [Indiscernible - poor audio] but when you allow opposition, when you allow people to challenge the thought then you are positioning herself and [Indiscernible - poor audio] to be able to correct decisions, initiatives that have been proposed.

The fourth and very important role that is played in every effective conversation is a bystander. The work of a

bystander connects the sideline. [Indiscernible - poor audio] they're not engaged or active. That is far from the truth. A bystander is a very important role because the bystander is the one -- the person who [Indiscernible - poor audio] they understand what people are following and they understand the opposition as well. And before a decision is made the bystander will put the fact back on the table for everyone to hear before following through.

The bystander [Indiscernible - poor audio] for everyone. For the mover the follower and the opposition so everybody has a good understanding of what they are doing and why they're doing it before it is actually done. We have to make sure those four roles are achieved to have effective conversation. Next are the dialogic practices.

Practices are very key. Without the practices you will not be able to practice the modes nor the dialogic actions effectively.

The practices involve placing. Allowing every person to voice. That is check-in and checkout. All of these take place throughout the agency today. The persons voicing must voice without pretense. They must let you know what they're thinking and feeling and what they are generally believing.

Secondly the people in the room participating in the conversation of that dialogue must listen without distraction. If you are not listening without distraction than you are not positioning yourself to effectively engage in that conversation.

Third, respect. Everyone voicing must be respected always. The failure to listen is also a lack of respect being shown to our speaker. Respect is key. Everybody must feel that they can open up to voice. Everyone in the room is going to listen to what we have to say without prejudice. Everyone in the room is going to respect what is being said. You may not care for the person but when you listen and when you respect the person that is speaking and when you are allowing yourself [Indiscernible - poor audio] and the fourth one is important. That is suspension. We all have preconceived notions that if we are incapable of setting aside our positions on a subject matter then you are not going to be susceptible to change. If we voice a conversation and are into the mode believing that we have the answer and our position is to be together when down to win in a competitive fashion that is not true dialogue and we're not going to learn. For true dialogue to take place in addition to the action you must have [Indiscernible - poor audio] which consists of voice, people listening, respecting and suspending judgment.

The next model is integrated model for reentry that was developed as a collaboration between the national Institute of corrections and the criminal Justice Institute partners. We have embraced this model within the Virginia DOC because it encompasses all of the things that we do within the agency. The model talks about what we have to do to model effective reentry. We must implement [Indiscernible - poor audio] that is what works and doesn't work in the discipline. [Indiscernible - poor audio] everything we have implemented in corrections over the years to impact change of behavior of offenders and staff have been tested. All we can do this [Indiscernible - poor audio]. And decide what works and doesn't work and to implement [Indiscernible - poor audio]. You must go back and evaluate and research to figure out what type of results we're getting. If results are not what we are after we should then make changes.

Secondly, the model says that we are not an end-all. We must have collaboration both internally and externally if we are going to be effective in implementing reentry. We must 2 C.F.R partners very carefully. These partners include obviously state agencies, care providers, reentry counsel, a variety of community partners. We must to them carefully and they too must understand the signs so that we can work with them [Indiscernible - poor audio] in our industry. If we do not develop such collaboration the task of creating a lasting public safety through effective reentry modeling is going to be difficult.

The third is the organizational development. I have all ready spoken about a lot of things that we have learned to prepare for our organization to embrace the signs and embrace collaboration. Things like a talked about such as the shared readings. The department modeled which will come later on [Indiscernible - poor audio]. All of those things court -- go towards helping the organization. Some other things we have done as well is included [Indiscernible - poor audio] someone takes [Indiscernible - poor audio] to teach the rest of the group something. [Indiscernible - poor audio]. People come prepared to teach other [Indiscernible - poor audio]. We have conducted a place for them. Again, in an effort to learn more about their staff and to develop our staff. We have focus groups as well. So we think -- the thing that we have been is not a final list of things that one can do. I think we need to be creative in terms of things that we do to develop our organization and use your imagination, your desire to experiment will take you much further down the road than resisting [Indiscernible - poor audio]. With this model I think it is a very important. When we are able to collaborate effectively with what -- with others outside agency and even in terms of department is when we are in service delivery collaboration. When we are able to develop our organizations and try to set up a somewhat in aligning our principles [Indiscernible - poor audio]. And when we are able to work well as much -- as an organization with our external partners we are creating a level of interdependency that takes as much further on down the road then [Indiscernible - poor audio]. Independence is necessary [Indiscernible - poor audio]. Interdependence is a greater value.

This empowerment model is one of the things that fits into the organizational development perception of the integrated model for reentry.

The empowerment model speaks to the leadership of the agency. It speaks to the employees of the agency. Talks about how we empower people to [Indiscernible - poor audio] and how we create ambassadors within the organization. The first area, the environment, is the purview of leadership. Leadership is among other things is to create safe environments for staff [Indiscernible - poor audio]. Who do such things as great a shared vision, modeling the way for our staff to follow. We allow staff to change the process or enable people to act. It creates safety. It tells us what we must do if we are going to help staff make the decision to engage and [Indiscernible - poor audio].

It gives us the knowledge. This is key. That is responsibility of both the agencies and the staff. The leadership and the staff create the knowledge necessary to move the agency forward. That consists of things such as policy development, procedures, and things that we called shared reading, skills we are able to work together in the production of news concepts and exposure to new ideas. That is not an exhaustive list. Again use your imagination to determine how to create knowledge within the organization.

It's very important. I believe that I am not capable as a director of empowering anyone. Empowerment is the decision that each individual makes. I hear people all around thing I am going to inspire you to do great. Innocence I am going to give you a set of tasks. I am going to give you an assignment that I am going to encourage you. I am going to ask you to get something accomplished. That is not empowerment. I believe empowerment is when people choose to give the best of their abilities and skills. If you are not doing that then were not fully empowered. You -- getting an assignment is not empowerment. Empowerment is a contrast between a leader and the subordinate. The subordinate -- no one is capable of making [Indiscernible] unless they choose to do their best and to give their best of their talent. Individuals must come to the arena with the desire to care. They must, willing to learn and to grow. They must come wanting to be as professional as possible. They must bring passion and commitment to the arena as well. If individuals don't approach work in that passion no matter what a leader is doing in rate of creating knowledge and environment if that person's not so engaged they will not be empowered. And they can sit on the sidelines and they can watch operations all day long and be as critical as they want to be and -- it is a contract between leadership and individuals. [Indiscernible - poor audio]. It allows people to do [Indiscernible - poor audio]. The person, the employee, also has some responsibility. [Indiscernible - poor audio].

When we have a safe environment and leaders that are modeling the. If we look does work together to share knowledge necessary to move the agency forward and what we have individuals who are passionate and committed and are professional and will care [Indiscernible - poor audio] and when we have people that are prepared to be ambassadors of the agency.

Evidence based practices have been our focus. We believe that by introduction of evidence-based practices throughout the agency we can cause the change that would want to occur first in our culture and secondly in the offender population. We have implemented such practices system-wide. We have designed [Indiscernible - poor audio] at her highest level facilities which has been working very well for us. We have reduced our level of segregation as a result of this program by 17% in the last four years. We now have one level of 250 beds at our institution and only for individuals in for skiers that have done anything to have caused them to return back to a high level. We have implemented a needs assessment tool that is used in the industry case study. We have implemented reentry program such as [Indiscernible - poor audio] and we have developed a learning community throughout the agency and the goal is to have every individual in the

organization to be a member of the learning team which allows them the ability to practice all of these things with their colleagues and to learn from their colleagues to improve [Indiscernible - poor audio] and to become better informed about the things that we're trying to accomplish.

[Indiscernible - poor audio] to all of our institutions.

It's important to mention that we have effective collaboration. We have implemented operations with partnerships throughout the agency. Successful reentry requires partnerships with other stakeholders at the policy and service delivery level. The goals we are setting at some point [Indiscernible - poor audio]

[Indiscernible - poor audio] in the communities. That is very key. I believe that we begin to cause those relationships in the offenders and others in the community [Indiscernible - poor audio] long before the offenders leaving the confines of institutions.

We have partnerships with other agencies and nonprofits [Indiscernible - poor audio] and outside of our prisons. Again I believe that we cannot say enough about changing the culture of an organization if we intend to have progress. Moving from where we are today to a much better place. [Indiscernible - poor audio] to learn from stakeholders. Don't [Indiscernible - poor audio] has helped us to engage with our staff and offenders drop system. I have seen significant change. Good changes taking place in this department. Changes that even I well [Indiscernible - poor audio] did not realize could occur in such a short period of time. Having said that I thank you for the opportunity to present to you today. On the sides now is Dr. Jennings who will be prepared to take our question. I am sure we will have some [Indiscernible - poor audio]. Thank you for your attention.

Thank you director Clark. At this time we will have a question and answer session. Dr. Jennings, we have some questions here for you. If you are unable to answer some of these questions for director Clark what I will do this I will read the question. You feel like you're not prepared to answer that on his behalf -- it is a specific question to him -- if you are unable to answer the question I will just have the participants that ask that question plug into the discussion forum and ask a there. Maybe director Clark would be able to answer that at a later time. After the Q&A session I will provide some more information on how to dispense can receive a certificate of attendance.

We will start the first question. Just how have you to find evidence based practices or programs throughout your career and has that definition evolved over time?

I will say the biggest aspect is what the director has talked about is following the signs. We, for example, use risk assessments. We have an instrument that we have brought in as far as compass. That is example of where we have moved from more broad scale approach to treating offenders to individualized treatment plan. I know other states are using the concept as well. And we have gotten into more cognitive therapy programs like Thinking for a Change which is not based just on our development but it has a foundation of science behind it showing that it is implemented latest designed we should see a shift in chromogenic inking of the offenders their prior -- therefore moving them out of the process of having them do self-questioning about why do I commit the crimes I do more into line with I need to change my life , I need to be thinking differently about behaviors I have demonstrated in the past and what they're thinking this once those thinking shifts we can move into GPs and vocational skills training and that type of modeling. So the programs we have put in place generally are based on some type of some research policy behind it were we have seen it implemented or developed at a success rate as opposed to just operating on the knee-jerk reaction. Let's just try this and see what happens. Director Clark is talking about is moving in circles weather has been success already demonstrated in particular programs and using that evidence to kind of benchmark what we are doing. >> Great. Thank you. Moving on to question

number two -- how much research and what kind of research has -- is necessary to be assured a practice is down? In other words, what is a litmus test for knowing that you are implementing a program or practice that will help?

Are you speaking towards the offender side of what we are doing or toward the cultural work we are doing?

I am going to say if you can speak to the offender side that would be great.

That is based a lot of like we said with regards to what we're seeing nationally happen. Let's talk about the step down program. That was a super max prison that we had and we realized that we were releasing people when they -- when a mandatory update the right into society and there was questions raised about socialization of these individuals. How did ADAP going from a complete lockdown environment to socialization platform? So what we did that was based on part of the program is based on the challenge theories which comes out of some work -- i believe it comes out of federal prisons and journaling, putting these offenders were program. We moved down from an environment where there lockdown 23 hours a day due to behavior issues and move them into more an environment where they move to a classroom setting and eventually into a general population setting and eventually back to the streets. That program has done quite well for offenders that have traditionally posed high risk to staff and other vendors were we have actually got them re-socialized to return to society. With success. That program was based on science. That was based on challenge theories and some of the research that has been done. I go back to when we come up with these programs we usually come up with them based on some type of documented success. Evidence based or evidence showing that this will be a success. We move that into our programming models as opposed to just creating an idea or theme or writing a workbook and putting that in place. We try to base everything we do off of the signs in the field of correctional. In psychology or sociology or across the country in prison work that is going on.

Great. Thank you. The next question says director Clark, I love your idea of shared reading. How can I get a list of books your agency has read?

What director Clark brought with us -- i think you mentioned a book called our iceberg is melting. I was a working at the time. That was

I believe in 2011 we knew that significant changes were going to take place in the Department of Corrections in Virginia. What the director did, he came up with his director's reading list. That particular book I would highly recommend if you want to institute change with your staff are with your agency or with prison. It is a short. It has a lot of great pictures in it but gets the point across about why changes needed, why change can be very successful. It took figure out of change from our staff and our managers. And from that was the concept of his reading list which there are other books and I will need if you. -- leadership challenge is a great book. Division to enable others to act, encourage the heart, how full is your book? Motivating staff and crucial conversations and what it does is we advocate ourselves as becoming a learning organization and managers begin to read these books and begin to be talked about and discussed through warnings and probation and parole chiefs and UCS taking on more of an innovative and collaborative effort just by implementing -- instituting best-selling management books from across the country that are in circles and maybe private corporation

When you bring them into a public sector agency like corrections they can really get people to start thinking differently about success and about benchmarking and about progressive thinking and safety and security. It has been a real success for us bringing these folks in and you find the words will put them on their local executive teams to say this month we are going to talk about leadership challenge. And we're going to talk about the models of exemplary leadership. When they start

talking but that the filters through the captains and the majors and the sergeants and lieutenants and they start to really think about culture development change.

Thank you. The next question is have you seen any organization trained offenders as dialogue practitioner's?

I am not aware of anyone in the United States doing dialogue work this. I have heard and heard it discussed, it is being done in the UK some. We have used a company, a consultant called dialogue Associates have some -- have done some work over there. We are in the process of continuously improving dialogue platform for professional communication with our staff. We have had conversations about potentially bringing it to the offender population. We are not there yet with that idea. We are using it to improve our professional lives and our staff communicate with each other in the prisons and the probation parole districts and the Academy in here at headquarters. I would not rule that out. I think when you look at the benefits of having a communication platform where people treat each other with respect and even if you disagree with each other you can respectfully communicate to agree to disagree. I think that have a lot of benefits defusing potentially dangerous situations particularly in the prison environment.

Great. Thanks. The next question is can Dr. Jenny's connect the impacts of the dialogue work to help staff wellness has been increased in the agency?

We do over the past three years we have done -- it is called a staff survey. We were able to have grant funding from NAC to launch this instrument but it is a statewide -- a department-wide survey. I know the director alluded to it when we first started this discussion this afternoon but in that there are questions about transformational leadership questions about how safe do you feel in the prison. Questions about where staff are with regard to the reentry, recidivism, where they are with trusting each other. Out of that survey we are able to clean the impact that is having with regards particularly to how managers treat the staff. Housestaff perceive management is using these skills. What will happen with dialogue, the director talked with the modes of it, the voice, respect, listen and suspend and that is all-important but what you're saying, what we're seeing through that survey work is management is being viewed as more respectful and more engaged, more willing to listen to other points of view about the work they're doing in prisons in the district offices. And that is very important to us with regards to moving the organization forward. We are still paramilitary but it is how your talked to and how you feel a part of something with purpose that really matters is what we're seeing engaging our staff.

Thank you Dr. Jennings. That is the last question I have. Wanted to take a moment to say thank you to everybody who attended this conference today. I also wanted to thank our fantastic presenters and the staff at NAC the put this all together. For those participating we know your time is valuable and we feel honored that you joined us. I want to remind everybody that in a few days you will receive an email with a link to complete a survey. Please take a few minutes to complete the survey. After we receive your service will receive a certificate documenting your attendance.

If you're viewing this in a group please be sure to report that survey -- the number of people participating in order for us to be able to host more virtual conferences we need to gather the most accurate numbers of participants that we can. The national Institute of corrections staff are committed to continuing research on staff wellness and we will be updating our website as new information becomes available. As a reminder, this site will be open until July 10 to review all resources and presentations. You will receive an email once today's presentation is available for viewing. Again, thank you for attending and stay tuned for our next virtual conference. Have a great day and be safe.

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