

**U.S. Department of Justice
National Institute of Corrections**



**Multi-Disciplinary Approach to Managing
Prison Security Systems
FY2005**

020354

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NATIONAL INSTITUTE OF CORRECTIONS MISSION

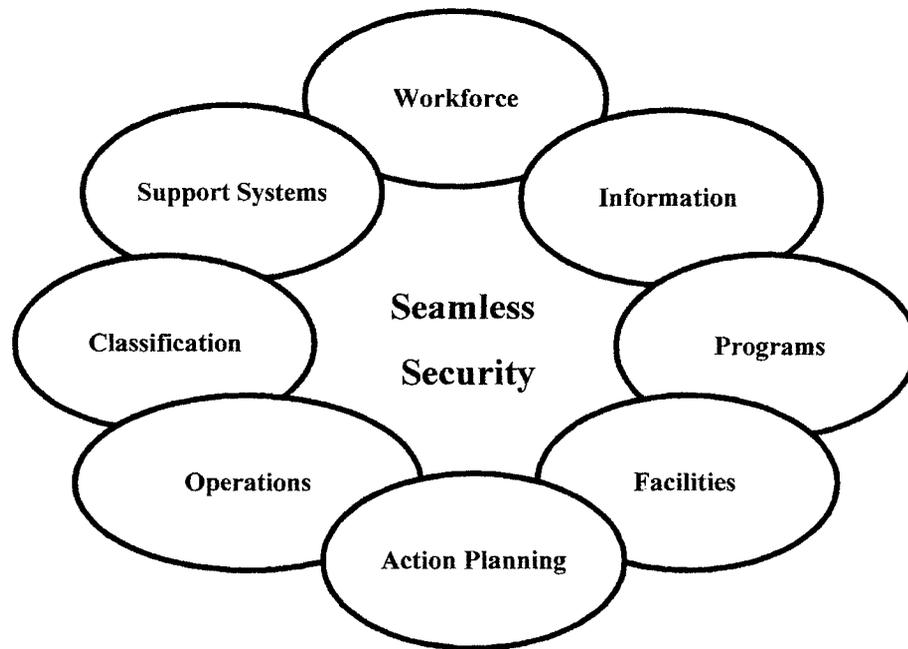
The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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National Institute of Corrections

Multi-Disciplinary Approach To Managing Prison Security Systems



Presented to...

The Florida Department of Corrections

February 7 - 11, 2005

PARTICIPANT'S GUIDE

020354

NATIONAL INSTITUTE OF CORRECTIONS

About the National Institute of Corrections

The National Institute of Corrections (NIC) is an agency within the U.S. Department of Justice, Federal Bureau of Prisons. The Institute is headed by a Director appointed by the U.S. Attorney General. A 16 member Advisory Board, also appointed by the Attorney General, was established by the enabling legislation (Public Law 93-415) to provide policy direction to the Institute.

NIC provides training, technical assistance, information services, and policy/program development assistance to federal, state, and local corrections agencies. Through cooperative agreements, NIC awards funds to support its program initiatives.

NIC also provides leadership to influence correctional policies, practices, and operations nationwide in areas of emerging interest and concern to correctional executives and practitioners as well as public policymakers.

NIC offices are located in Washington, D.C., and Longmont, Colorado.

History of the National Institute of Corrections

In September 1971, a major riot at New York's Attica prison focused national attention on correction and the practice of imprisonment in the United States. In response to public concern and recognizing the problems in corrections facilities and programs at the local and state levels, Attorney General John N. Mitchell convened a National Conference on Corrections Williamsburg, Virginia, in December 1971.

Chief Justice Warren E. Burger, in his keynote address before the 450 conference participants, expressed support for the establishment of a national training academy for corrections. The training academy would:

- Encourage the development of a body of corrections knowledge, coordinate research, and formulate policy recommendations.
- Provide professional training of the highest quality for corrections employees and executives
- Provide a forum for the exchange of advanced ideas in corrections.
- Bring about long-delayed improvements in the professionalism of the corrections field.

The National Institute of Corrections was created in 1974. It first received funding in 1977 as a line item in the Federal Bureau of Prisons budget.

National Institute of Corrections Information Center

The NIC Information Center (NICIC) provides research assistance and document delivery for correctional policy makers, practitioners, elected officials, and others interested in corrections issues. All services are provided at no charge. The Information Center is located with the *Robert J. Kutak Memorial Library*, a specialized collection dealing with corrections and related issues.

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National Institute of Corrections

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Mary Lou Baker, Correctional Program Specialist, NIC

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Prior to her current assignment with the National Institute of Corrections, Ms. Baker was the Administrator for Executive Development within the Human Resource Management Division of the Bureau of Prisons, and held this position for eight years.

While in the Division, her duties included identifying high potential candidates for leadership positions and preparing them for greater responsibilities. Mary Lou served as the National Coordinator and trainer for Myers-Briggs Type Indicator, True Colors Personality Assessment, Fundamentals of Interpersonal Behavior (FIRO-B) and the Winners Edge Self Management Program. She was also an instructor for Managing Cultural Diversity and Introduction to Supervision.

Prior to her assignment to the Division, Mary Lou worked as a Budget Analyst in the Administration Division. Before joining the Bureau of Prisons, she served as a public school teacher.

Mary Lou holds a Bachelors Degree from Mary Washington College, a Masters Degree from the University of Virginia, and a Certificate of Supervision and Administration from the University of Virginia.

Grantt Culliver, Consultant

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Mr. Culliver has been with the Alabama Department of Corrections for 21 years. Currently, he is Warden of the W.C. Holman Correctional Facility, a maximum-security facility housing 998 inmates, including the majority of Alabama's death row. He has also served as Warden at the G.K. Fountain Correctional Facility and the Atmore Community Based Facility.

Grantt is also the State Coordinator for the Correctional Emergency Response Teams. He manages six teams, each comprised of fourteen correctional officers from institutions across the state. Under his leadership, specialty teams have placed third in the nation in CERT competitions.

While at the Atmore Community Based Facility, Grantt was recognized as the 1997 Warden I of the Year. He was recognized as Warden III of the Year, one of the highest awards given by the Alabama Department of Corrections, for his accomplishments at the G.K. Fountain Correctional Facility.

Grantt attended the University of Southern Mississippi in Hattiesburg, Mississippi on an athletic scholarship. There he received a Bachelor of Science degree, with a major in American Studies and a minor in Public Relations. He has also taken graduate courses at the University of Alabama, Birmingham. Grantt is a member and regional representative of the Alabama State Correctional Association.

Brenda Flanagan, Consultant

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Brenda has been an Associate Commissioner for the New York State Office of Children and Family Services since 1997. She has over 30 years of experience in the field of juvenile and adult corrections.

She began her career as a line staff employee for the Ohio Department of Youth Services. She has worked a variety of positions within facilities and has managed many facilities throughout the state of New York. Her knowledge and experience in facility operations, program development and management is extensive. Brenda has served as an auditor for the American Correctional Association (ACA) for the past 12 years.

She holds a Bachelor's Degree from Ohio Dominican College in Columbus, Ohio, and a Master's degree in Correctional Administration from Xavier University, Cincinnati, Ohio.

Don Greenwald, Consultant

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Don retired from the Arizona Department of Corrections in 2001 with over 15 years of experience and is now self-employed as a correctional security consultant. Following a prior retirement from the United States Army (Military Police Corps) in 1986, he was first employed as Deputy Warden of the Mohave Unit in Douglas. After two years there he was reassigned as Deputy Warden for Douglas Complex Operations for an additional two years.

Next came an assignment to the Health Services Bureau (later Division) of the Agency, as the Administrative Programs Manager. This 2-year assignment was followed by a brief tour as Deputy Assistant Director for the Human Resources and Development Division in 1992. Then, for two and one-half years, he served as Assistant Director for Inspections and Investigations. He was again reassigned as the Deputy Assistant Director for the Human Resources and Development Division until January 1996, when he was named as Operations Officer for Security in the Prison Operations Division. In this capacity he administered major Agency programs which included: security threat group management; correctional officer staffing; service dog operations, technology transfer and the Inmate Management Systems (controlled movement and emergency response).

A native of Sheboygan, Wisconsin, Don's under-graduate work was at the University of Wisconsin. He obtained a Masters Degree in Police Science and Administration from Michigan State University, and graduated from the Army War College.

Guy Hickman, Consultant

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After receiving his degree in Criminal Justice in 1972, Guy began his career in corrections with the State of New York Narcotic Addiction Control Commission as an officer/counselor. In the five years employed by the Commission, he had the opportunity to work at several different facilities with various missions and populations.

In 1978, Guy relocated to Atlanta, Georgia, where he was employed by the Georgia Department of Corrections (GDC). His first assignment with the GDC was as a Chief Counselor at Metro State Prison (male). Since 1982, he has been a Warden over every type of facility that is operated by the GDC, e.g., male/female, co-ed, minimum to maximum security, mental health/medical, diagnostic, and death row. Additionally, he has held several Statewide positions to include Assistant State Supervisor over women's services, State Compliance Officer, and Director of Offender Management.

Guy has gained additional experience in corrections as an auditor for ACA, and has audited numerous prisons around the country. While Warden at Metro State Prison (women), he was featured in an NBC televised news special entitled "Women in Prison". The program suggested that the manner in which the Metro State Prison was managed should serve as a model for other female institutions around the country.

In 1990, Guy completed a Certified Public Managers Program through the University of Georgia. He continues to expand his knowledge base by participating in GDC and various National training/educational programs and opportunities.

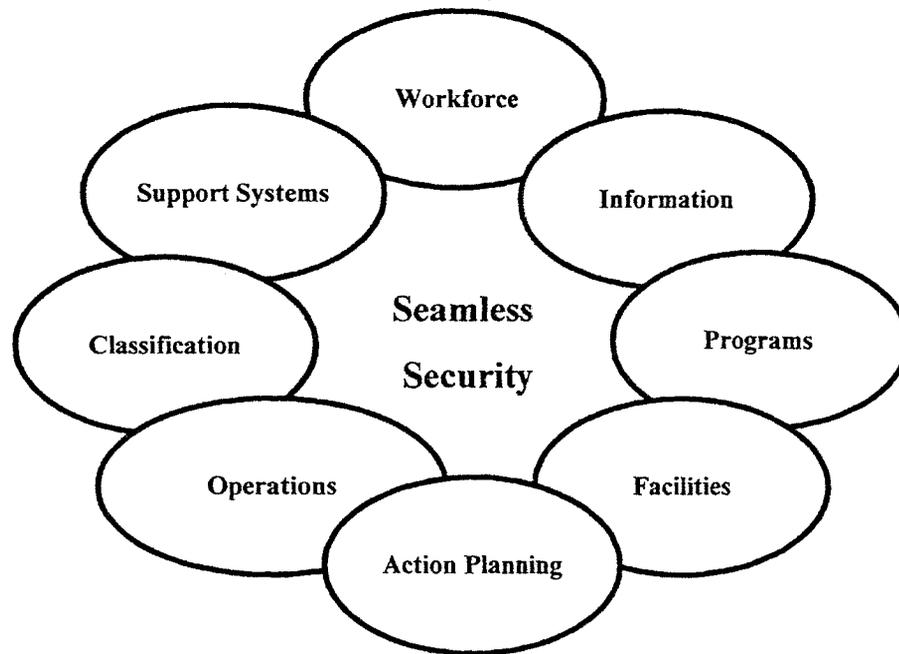
With over 30 years of corrections experience, Guy is now the Warden of Pulaski State Prison, an 1100-bed close security female institution.

Multi-Disciplinary Approach to Managing Prison Security Systems

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(AM) Module 1 <i>Laying the Foundation</i>	Feedback & Warm-up	Feedback & Warm-up	Feedback & Warm-up	Module 10 (Cont'd) * Presentation of Action Plans
* Administrative Activities * Ground Rules * Expectations	Module 5 (Cont'd) <i>Identification of Security-related Issues</i>	Module 8 <i>Maintaining Seamless Security</i> * Operations	Module 9 <i>Action Planning Exercise</i>	* Presentation of Action Plans
Module 2 <i>Shifting Paradigms of Prison Security</i>	Module 6 <i>Building Seamless Security Relationships</i> * Classification	* Workforce Issues	<i>Action Planning Exercise (Cont'd)</i> Module 10 <i>Preparation/Presentation of Individual Action Plans</i>	Seminar Evaluation, Administrative Activities and Adjournment
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
(PM) Module 3 <i>Introduction to Seamless Security</i>	Module 6 (Cont'd) * Programs	Module 8 (Cont'd) * Information Needs, Sources and Flow	Module 10 (Cont'd) <i>Preparation/Presentation of Individual Action Plans</i>	
Module 4 <i>Planning for Seamless Security</i>	* Facilities * Medical/Mental Health Issues	* Planning for Mission Change	* Preparation of Action Plans	
Module 5 <i>Identification of Security-related Issues</i> Evaluation/Adjournment	Module 7 <i>Introduction to Action Planning</i> Evaluation/Adjournment	Evaluation and Adjournment	* Preparation of Action Plans Adjournment	

National Institute of Corrections

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Participant's Guide

Module One

Laying The Foundation

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EXPECTATIONS	1.4
EXPECTED OUTCOMES	1.5
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MODULE 1 OBJECTIVES

- 1. Update on roles and functions of the National Institute of Corrections**
- 2. Become familiar with background and experience of each other and Trainers**
- 3. Establish ground rules**
- 4. Discuss expectations**
- 5. Program overview**

TRAINER EXPECTATIONS

- 1. Looking at the same security issues/problems that may have long existed, but perhaps seeing them in a different way.**
- 2. Changing the way we look at “our world” and being willing to take risks to effect change.**
- 3. A willingness to “go back to zero.”**
- 4. Taking a new approach to how we anticipate and manage change.**
- 5. Taking “professional trust” with our functional partners to a higher level.**
- 6. Committing to reduce the “seams and gaps” that may now exist in our security/other component systems**
- 7. Identifying a specific individual security management issue or problem to address with an “action planning” process.**

CURRICULUM OVERVIEW

Module One: Laying the Foundation

Module Two: Shifting Paradigms of Prison Security Management

Module Three: Introduction to “Seamless Security” Management

Module Four: Planning for “Seamless Security” Management

**Module Five: Identification of Individual “Security-related”
Management Issues**

CURRICULUM OVERVIEW (Cont'd)

Module Six: Developing “Seamless Security” Management Relationships

Module Seven: Introduction to Action Planning

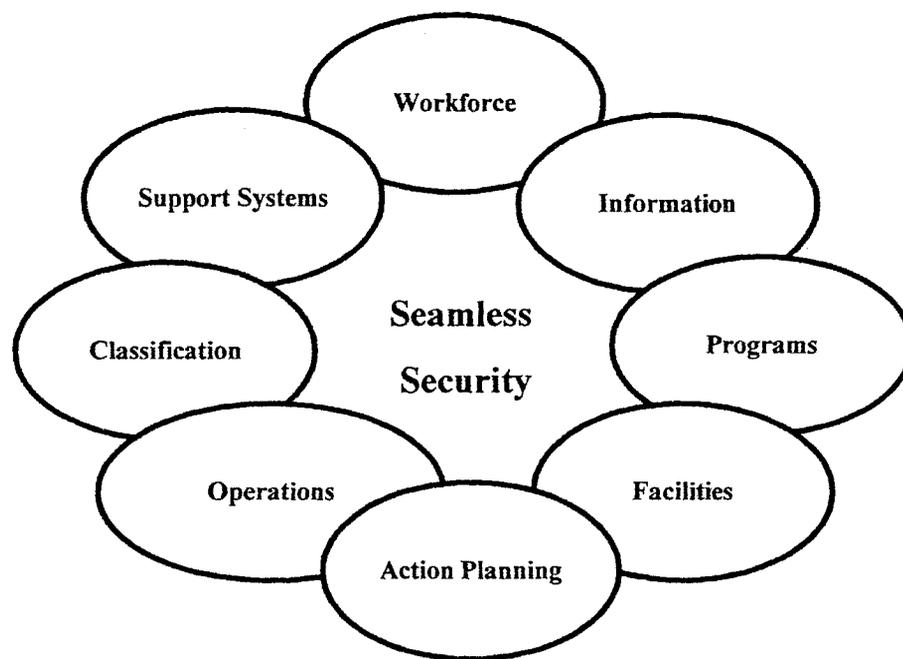
Module Eight: Maintaining “Seamless Security” Management Relationships

Module Nine: Action Planning Exercise

Module Ten: Preparation and Presentation of Individual Action Plans

National Institute of Corrections

Multi-Disciplinary Approach To Managing Prison Security Systems



Participant's Guide

Module Two

**Shifting Paradigms of
Prison Security**

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WHAT IS A PARADIGM?

**“A paradigm is a set of rules/regulations
(written/unwritten) that does two things:**

1. It establishes or defines boundaries

and

**2. It tells you how to behave inside the
boundaries in order to be successful.”**

Future Edge, Joel Barker, 1992

AND WHY NOT?

because...

**“we see what we
are supposed to see”**

DIFFERENT VIEWS

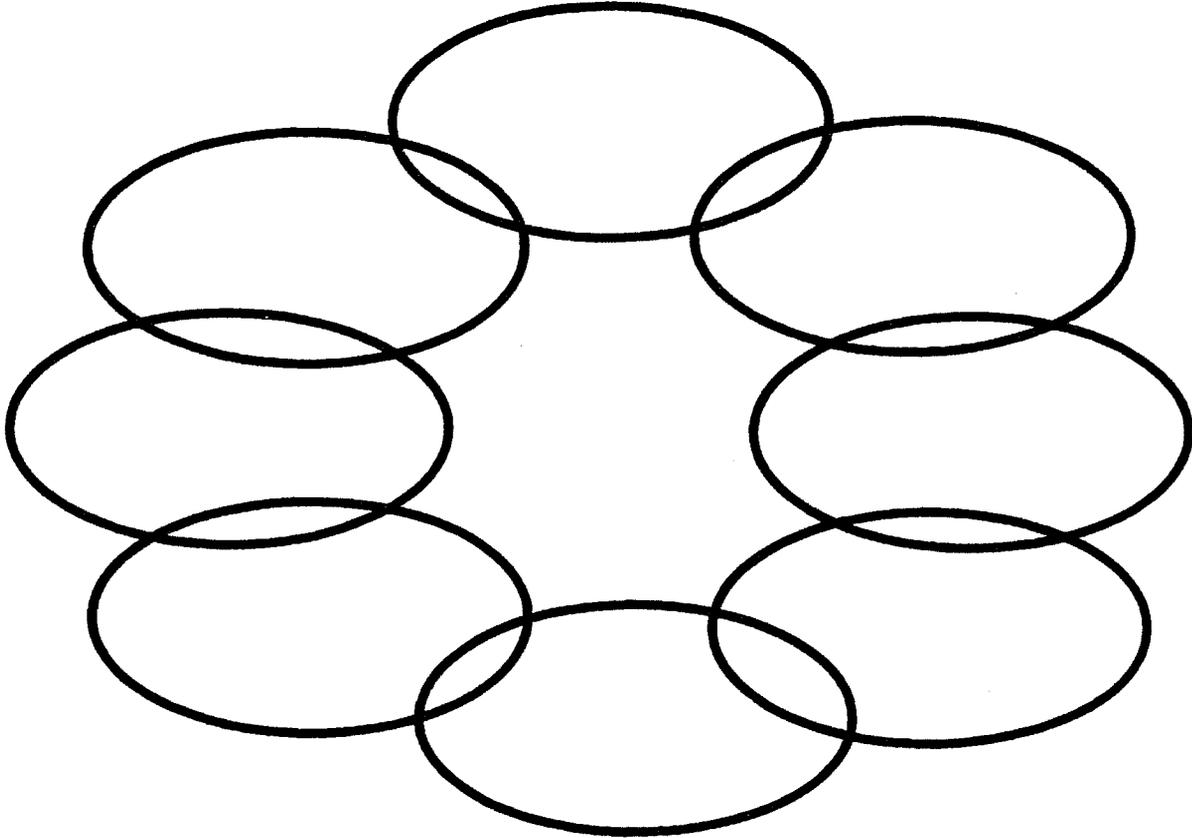
What we see . . .



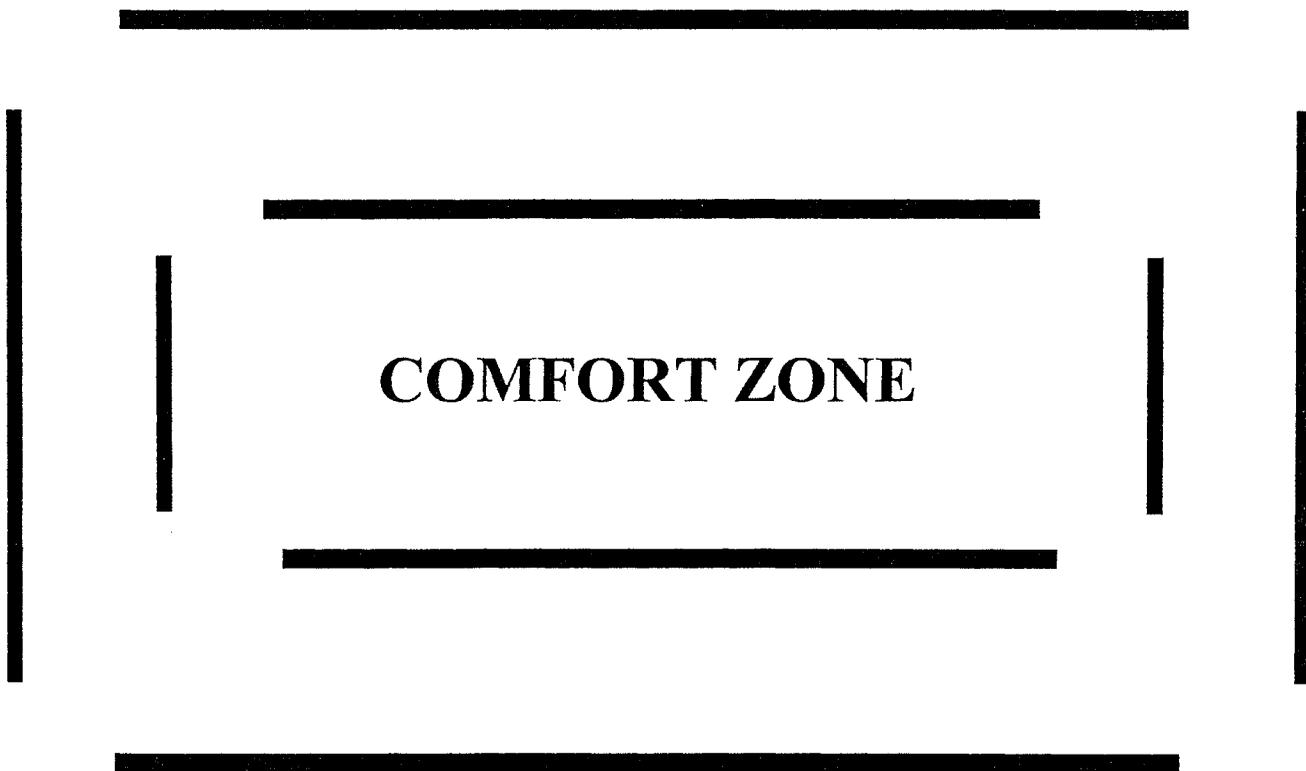
What inmates see . . .

- o Challenge
- o Escape
- o Freedom

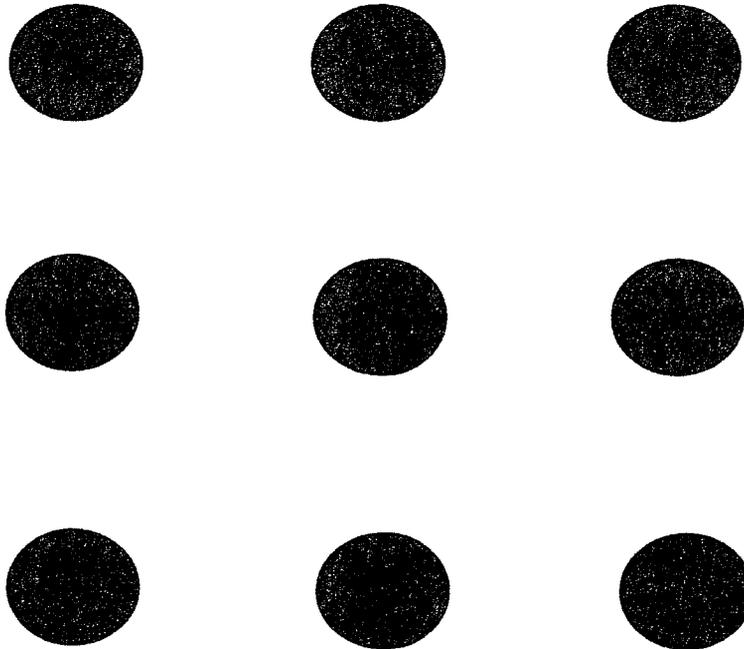
MULTI-DIMENSIONAL VIEW OF SECURITY SYSTEMS



THINK OUTSIDE THE BOX



“OUR NINE DOTS”



MODULE 2 OBJECTIVES

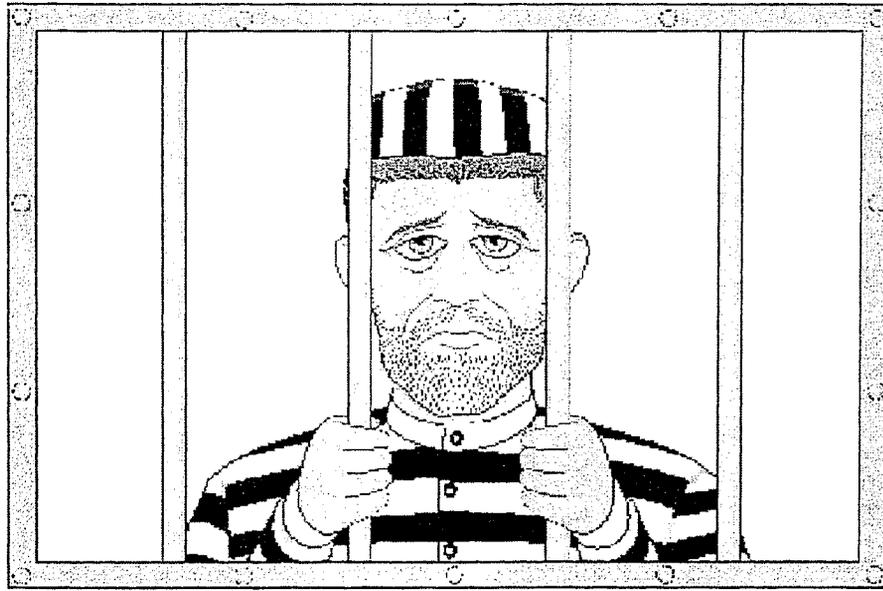
- 1. Define the term “paradigm”**
- 2. Understand “paradigm effect,” “paradigm paralysis,” and “going back to zero”**
- 3. Identify ways to overcome “paradigm paralysis”**
- 4. Look at paradigms in your agency**

HOW DO WE THINK?

“You will never be able to plan for and guard against terrorist attack until you start to think like a terrorist.”



THINK LIKE AN INMATE



THE NEW BUSINESS OF PARADIGMS

The New Business of Paradigms video illustrates how closed paradigms adversely affect individuals and businesses. All of the concepts presented in the video can be applied to security systems as well. Pay particular attention to Joel Barker's definitions of:

Paradigm:

Paradigm Effect:

Paradigm Paralysis:

Going Back to Zero:

PRISON SECURITY PARADIGM SHIFT

GLOBAL PERSPECTIVE

OLD PARADIGM	NEW PARADIGM

STATE PERSPECTIVE

OLD PARADIGM	NEW PARADIGM

THE NEW BUSINESS OF PARADIGMS - SUMMARY

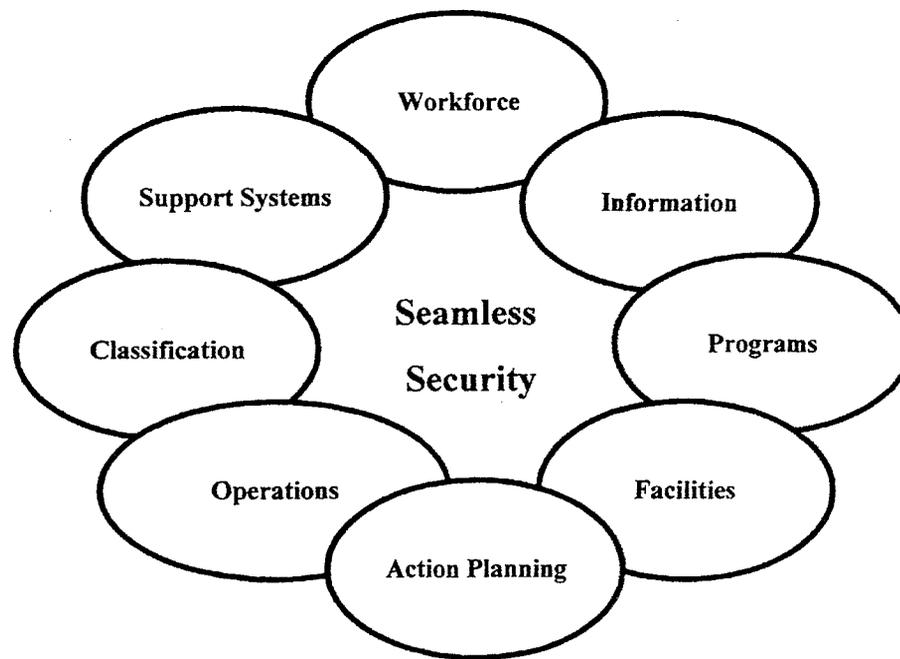
- 1. Our perceptions of the world are strongly influenced by paradigms.**
- 2. Because we get so comfortable at using our paradigms, we resist changing them.**
- 3. It is the outsider who usually creates the new paradigms.**
- 4. Practitioners of the old paradigm who choose to change to the new paradigm must do so as an act of faith, rather than as the result of factual proof, because there will never be enough proof to be convincing in the early stages.**
- 5. Those who change to a successful new paradigm gain new vision and new approaches for solving problems as a result of the shift to the new rules.**
- 6. “When paradigms shift, everyone goes back to zero.”**
- 7. Because a new paradigm puts everyone back to zero, practitioners of the old paradigm, who once may have had great advantage, lose much or all of their leverage.**
- 8. What we actually perceive is dramatically determined by our paradigm. What may be perfectly visible, perfectly obvious to persons with one paradigm, may be, quite literally, invisible to persons with a different paradigm.**
- 9. “Paradigms too strongly held can lead to paradigm paralysis, a terminal disease of certainty.”**

OVERCOMING PARADIGM PARALYSIS

- 1. Listen to staff.**
- 2. Consider ideas outside our paradigm.**
- 3. Look beyond what “you are supposed to see.”**
- 4. Don’t say, “We’ve always done it that way.”**
- 5. Consider the inmates’ paradigms... think like an inmate.**
- 6. If we keep the corners of our “boxes open” and think outside our “nine dots”, we will begin looking at the same things in a new way.**
- 7. Challenge...Challenge...Challenge.**

National Institute of Corrections

Multi-Disciplinary Approach To Managing Prison Security Systems



Participant's Guide

Module Three

**Introduction to
"Seamless Security"
Management**

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ACTIVITY TWO	3.7

MODULE 3 OBJECTIVES

- 1. Articulate a working definition of “seamless security”**
- 2. Assess lessons learned from security-related events in the agency/facilities**

DEFINITION OF “SEAMLESS SECURITY” MANAGEMENT

“A management system that has functional components which exchange information, service and responses for a common purpose.

Each functional component understands the other components’ roles and functions in a coordinated, *seamless* manner.”

TRENDS IN CORRECTIONS

We are being asked or required to:

- 1. Do more with less \$\$\$, staff, etc.**
- 2. Ensure public safety**
- 3. Be increasingly mindful of staff safety**
- 4. Manage a younger, more aggressive, violence-prone population**
- 5. Accommodate our changing workforce demographics and dynamics**
- 6. Manage a finite number of beds**
- 7. Implement new laws and legal mandates**

ACTIVITY 1 SCENARIO

It is 2005 hours in the spring of the year. A medium-sized, maximum-security facility has conducted two (2) formal and one roll count of inmates. The count is still short by one. The person missing has an extensive record of violence in the community, and is considered a major criminal in the media. He has three known victims in the community to whom he had made public statements, telling them that they will not be safe as long as he is alive.

The inmate was last seen on the recreation field by the officer in charge at 1445 hours, just before the recreation yard and shack were closed for the day. A search of the area turns up nothing.

At 2225 hours on the same day, an escape was declared and external escape procedures were implemented, as well as the internal search continued.

At 0105 hours the next morning, local law enforcement calls advising that the subject is in custody after being located two blocks from a victim's home.

The following factual information was obtained pertaining to the escape:

1. The escape had been planned for 90 days. The escapee had persuaded staff to assign him to the recreation yard detail. He purchased some bolt cutters, with extensions, from the inmate supply clerk in maintenance for \$50 (in cash), and a new credit number to ATT long distance that had just been received. He also obtained heavy work gloves from the Commissary by asking his new work supervisor to get them for him so that he could lift weights. Finally, he noticed from his cell that the two middle gun towers of the recreation field were unmanned (to control overtime) when the recreation yard was secured and before the count was cleared.
2. Using this information, the inmate went to the recreation yard shack where bulk grass seed was stored, and covered himself in it, peeking out only to see how much daylight was left. Once the routine search of the shack and recreation yard were completed, he proceeded to cut the lock with the bolt cutters, and crawled across the recreation field to just below one of the middle gun towers.. He began to cut the fence and the alarm sounded in the tower. He waited in the grass for a foot patrol. He cut again fifteen minutes after the foot patrol left. When it returned, the inmate overheard one officer mumble "so many false alarms...when are they going to fix it!" He cut one more time and waited fifteen minutes, then proceeded to cut through the first fence, the main barrier wire, and the second fence. This was the first perimeter escape in fifteen years.

ACTIVITY 1 WORKSHEET

Review the scenario on Page 3.5; complete the Worksheet individually, and then reach a consensus with your Table Group. A spokesperson is to report out Items 1 and 2.

1. What systems worked well?

2. What systems did not function properly?

Could this type of event happen at other facilities? _____

If so, why? If not, why not?

ACTIVITY 2 WORKSHEET

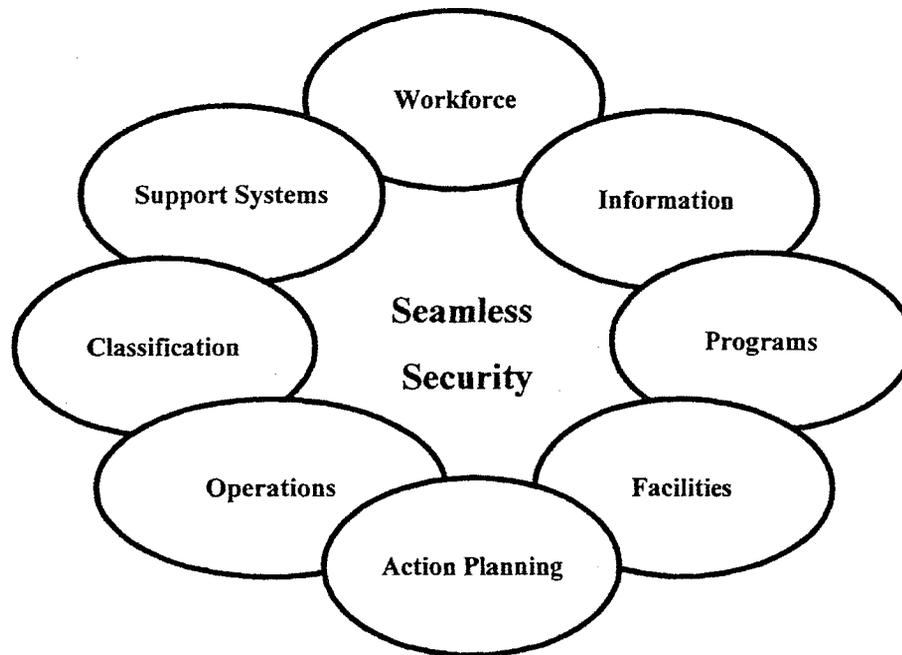
1. Briefly describe not more than three security-related events you recall in your agency where there were "lessons learned" and/or successful outcomes.

Event	Lessons Learned or Successful Outcomes
EVENT: _____	LL/OUTCOME _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
EVENT _____	LL/OUTCOME _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
EVENT _____	LL/OUTCOME _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Share those lessons learned and/or positive outcomes with others in your Table Group.
3. Consensus select and record of the more significant "lessons learned" and/or positive outcomes on an Easel Chart and be prepared to report out.

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Participant's Guide

Module Four

**Planning for
"Seamless Security"
Management**

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PRACTICE WRITING INDICATORS/MEASURES 4.11

MODULE 4 OBJECTIVES

- 1. Understand the relationship between standards and goals**
- 2. Identify the elements of a “seamless security” planning/management process**
- 3. Develop goals and strategies to support management planning**
- 4. Develop indicators (of progress) and measures (of success)**

STANDARDS

- 1. Drive major change in agency and prison operations**
- 2. Give direction and expected outcome(s), but may offer limited specific or implementing guidance**
- 3. Agency-level impact is the norm**
- 4. Agency develops new or revised operational procedures**

GOAL-SETTING (ACID TEST)

- WHO:** Fixes specific overall responsibility (Deputy/Assistant Director, Warden, Programs Manager, Physical Plant Manager, Chief of Security, etc.)?
- WHAT:** Describes specifically "what" is to be done or the result is to be.
- WHY:** Identifies the purpose
- WHEN:** Provides a target date or time line for completion?
- REALISTIC:** Looks at the resources and expertise needed to get there from here; considers other tasks and priorities.

GOAL-SETTING PRACTICE

System Component Assigned to Table Group:

- | | |
|--|---|
| <input type="checkbox"/> Classification | <input type="checkbox"/> Facilities (Systems/Maintenance) |
| <input type="checkbox"/> Programs | <input type="checkbox"/> Food Service |
| <input type="checkbox"/> Medical/MH Services | <input type="checkbox"/> Training |

1) Identify a major issue you face (have faced) related to your assigned component and security?

2) Identify a specific issue that is a priority for your Table Group?

3) Identify a goal that your Table Group feel would best serve to address the issue?
Ensure the goal statement meets the "acid test."

STRATEGIES (ACID TEST)

- WHO:** Identify individual or component to be responsible for completion
- WHAT:** Provide a clear description of effort or task
- WHEN:** Provide a specific time line for completion
- BE REALISTIC:** Consider resources, other tasks, priorities, and time available

STRATEGY DEVELOPMENT PRACTICE

1) **Goal statement:**

2) **List Appropriate Strategies to Reach it:**

1) **Restate the Goal (if needed):**

2) **Update List of Appropriate Strategies to Reach it (if needed):**

INDICATORS (of progress)

- 1. Process and progress oriented**
- 2. A means and method of monitoring and evaluating progress toward completing each strategy**
- 3. A means to enable mid-course corrections (if needed)**

MEASURES (of success)

- 1. Results and success oriented**
- 2. Means for determining degree to which each strategy has been accomplished**

EXAMPLE INDICATORS/MEASURES FOR PRACTICE GOAL

GOAL: The Assistant Director for Inspections & Investigations shall, by September 2005, implement a multi-component, agency-wide security auditing program .

STRATEGIES	INDICATORS (Progress)	MEASURES (Results)
The ___ shall gather input from Wardens, Chiefs of Security, etc., by ___.	Gather, analyze and report input from 50% of identified principals by ___.	Input gathered and analyzed from all principals and final report by ___.
The ___ shall bench-mark with other like organizations' auditing methods, including pros and cons, by ___.	Three sample audit instruments and comments obtained within 90 days	Written report by provided by ___.
The ___ shall get the "buy-in" of all affected component managers by ___.	Obtain hard copy; brief at weekly staff meeting until complete.	Affirmative documents acquired from all managers by ___.
The ___ shall design not less than two draft audit instruments for executive review not later than ___.	First working drafts for preliminary review by ___.	At least two final drafts submitted by ___.
The ___ develop draft program procedures for executive review within ___ days.		
The ___ shall identify a tentative "core" group of auditors representing all components not later than ___.		
Training Manager prepare and test auditor training program component by ___.		
Program Manager shall conduct two trial audits not later than ___; provide feedback.		

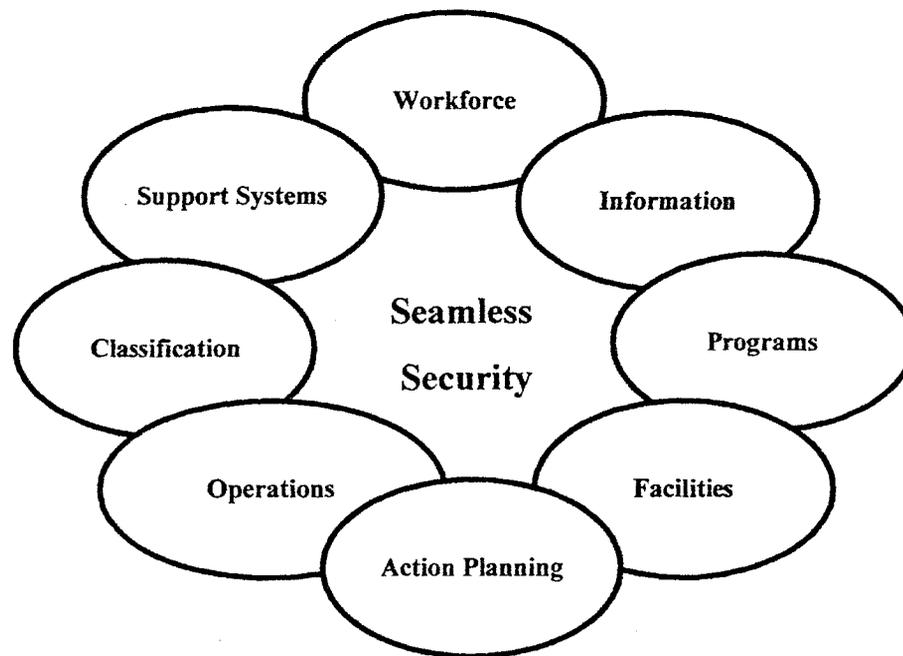
PRACTICE WRITING INDICATORS/MEASURES WORKSHEET

GOAL:

STRATEGIES	INDICATORS (OF PROGRESS)	MEASURES (OF RESULTS)

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Multi-Disciplinary Approach To Managing Prison Security Systems



Participant's Guide

Module Five

**Identification of Individual
"Security-related" Management Issues**

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MODULE 5 OBJECTIVES

- 1. Develop an initial list of significant security-related management issues in your work place**
- 2. Discuss your potential issues with a table “partner”, who is to actively listen, seek clarification and provide constructive feedback regarding background and rationale**

WHAT'S A GOOD ISSUE?

- 1. An old issue that just won't go away**
- 2. A new issue or project of some significance**
- 3. Can't be resolved by simply issuing a written directive or snapping fingers**
- 4. You are accountable and have (or can be given) directive authority**
- 5. Involves at least three "non-security" component partners**
- 6. It is a real issue...not a symptom**
- 7. It is realistic (doable)**

ISSUES IDENTIFICATION WORKSHEET

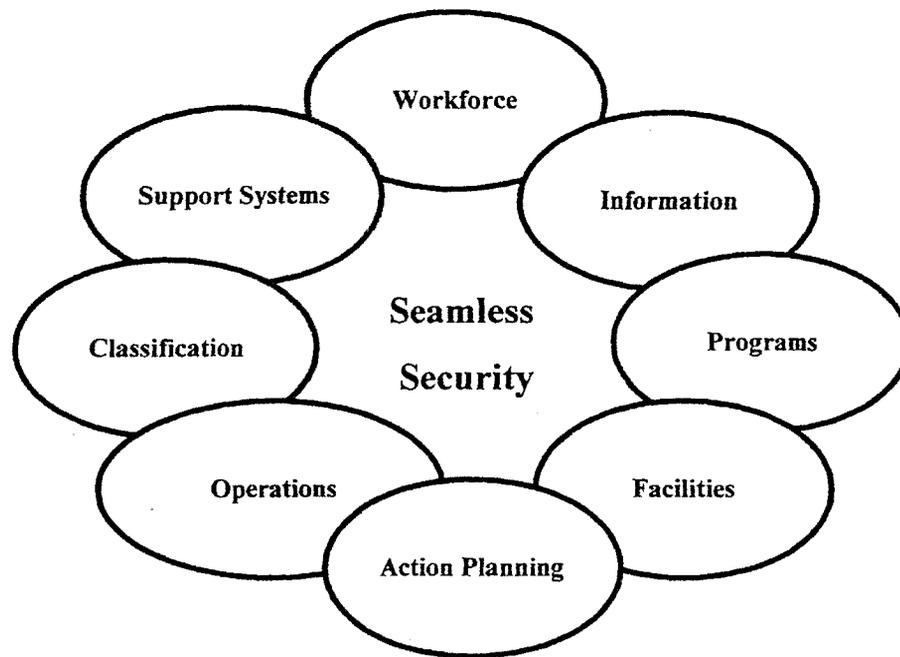
ISSUE	BACKGROUND

ISSUES IDENTIFICATION WORKSHEET (Cont'd)

ISSUE	BACKGROUND

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Module Six

**Building "Seamless Security"
Management Relationships**

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MODULE 6 OBJECTIVES

- 1. Examine the roles and functions of several non-security functional systems within the framework of their impact on overall institutional security**
- 2. Identify specific strengths and opportunities for improving working relationships in our facilities**

CLASSIFICATION GOAL

“getting the right inmate(s)...

to the right place(s)...

at the right time(s)!!!

PURPOSES OF CLASSIFICATION

Population Management

In general, to anticipate, plan, monitor and place the inmate population into housing in compliance with the standards and guidelines set forth by judicial orders and stipulations, accreditation, other legal mandates, sound correctional practice and space availability.

Public Safety

Ensuring that inmates are properly assigned to programs, housing and work assignments that facilitate minimal risk of violence, illegal activities and escape. The system tracks inmate behavior to better predict and avoid critical events that endanger life and safety of staff, inmates and the general community

Staff and Inmate Safety

Ensuring that the threat to life and safety of staff is protected by the proper and timely assignment of violence-prone inmates to the appropriate custody level. The system pro-actively separates known and suspected inmate predators from individuals and inmate populations which experience indicates have been, or are likely to, become victims.

Legal and Political Mandates

Ensuring compliance with mandates, consent decrees and other legal stipulations. Insure proper documentation is in place and presented to the court and the persons monitoring such activities, in order to avoid sanctions for noncompliance.

CLASSIFICATION DEFINED

EXTERNAL: Determines offender’s public risk factors

Based primarily on crime and time

Assigned custody level based on overall risk

Determines employment opportunities

Determines institution of assignment

INTERNAL: Based on institutional risk factors

Identifies “do not house with” issues

Determines appropriate housing

Determines level of supervision

Determines programming opportunities

PRINCIPLES OF CLASSIFICATION

- 1. The system should be validated and re-validated based upon a research-proven profile**
- 2. The system should pass the "headline test" (regardless of the criteria, will the public accept this placement?)**
- 3. The system is based upon sound correctional practices**
- 4. The system takes in to account basic demographics, including age and gender**
- 5. The system looks at the behavior (actual crimes and in-facility actions) and is not based upon the conviction**
- 6. The system uses previous institutional behavior as a predictor of future institutional behavior**
- 7. The system is flexible enough to respond to hot issues of the day, including security threat group affiliation**
- 8. The system will assist management in making proper decisions regarding inmate education, vocational, employment, and other treatment and programming needs, all consistent with the appropriate custody level**

CLASSIFICATION ASSESSMENT TOOL

1. **Does the classification system identify: inmate workers, who needs to program, appropriate housing, STG status, etc? Describe how, and if not, explain why not.**

2. **Is the current classification system designed to track an inmate's racial background, gang involvement, living assignment, and program assignment so that monitoring can be performed by security staff? If not, explain why not.**

3. **How does classification incorporate new laws, policies, and judicial rulings that may have a security impact? Does consultation occur with all areas when implementing the policies?**

5. What process does the current classification system use to track and monitor protective custody inmates once re-integrated into the general population?

6. Does classification now play an active role in the design and planning efforts for mission changes, new programs, training and staffing? If not, explain why not?

7. What are the indicators used to evaluate the impact of classification policy and procedures on the security system?

CLASSIFICATION ISSUES WORKSHEET

1. **What specific information do I need to obtain to enhance my current knowledge and understanding of our Classification system and how will I obtain it?**

WHAT?	HOW?

2. **What do I need to do in the future to pro-actively improve the ongoing working relationship between security operations and our Classification system?**

WHAT?	HOW?

PROGRAMS-RELATED SCENARIOS

1. **EDUCATION:**

The Chief of Security reports that the Principal has been allowing the five teachers to offer incentives to inmates who are programming well. Among the incentives are "coins", sodas, magazines and other items not yet identified. Reportedly, some staff "look the other way" when such items are detected. Inmates are randomly patted down when leaving the education area, however, there is no metal detector in place, and the second officer is often pulled from the education area to perform higher priority work.

2. **RELIGIOUS PROGRAM:**

A report written over the weekend advises that the Chaplain and nine volunteers started a new program on Saturday. There was no record that five of the volunteers had been cleared although the Chaplain said he would vouch for them. They also brought in a large amount of bulky musical equipment, costumes and make-up to stage impromptu skits. The visitation staff was hard-pressed to support their primary mission and oversee the Chaplains' program held in a separate area of the programs building.

3. **CORRECTIONAL INDUSTRIES:**

You just learned that the Correctional Industries Supervisor allows the inmate workers to bring personal items in to the six shop areas located in three separate buildings. Among the items reportedly allowed in are coffee cups, ice tea glasses, AM/FM radios, CD players, fruit from the kitchen, snacks, coffee and sodas. It was further reported that the inmate "clerk" assigned to each shop area had additional special privileges, such as, writing materials and stamps, and magazines.

4. **INMATE JOBS:**

Any inmate who wishes to change job assignments initiates a "job change request" form and presents it to a prospective staff "employer" who either accepts or rejects the inmate. If accepted, the inmate now secures the approval (on the change request) from the current "employer." If both approve the change is effected on an agreed upon date. In addition, quarterly job "fairs" are held to facilitate interaction between job-seekers and the various employers. As long as the inmate's classification level and the job category match, no further screening is done regarding eligibility and qualification. The inmate's initiative and the cooperation of the current and prospective employer are the most influential elements of the jobs program.

5. **STAFF SEARCHES:**

Unannounced staff searches are conducted quarterly. They include a pat down of everyone, random strip searches and drug screening (UA or ION Detection), a search of all belongings brought on-site, and a mandatory search of vehicles driven on-site. Narcotic detection canines are employed. The Chief of Security determines the time and date of the searches and makes the necessary arrangements to support the effort. A considerable number of staff, particularly non-uniformed and female staff, complain that the search procedure is poorly organized, supported and supervised, takes an inordinate amount of time, and is embarrassing. They complain that search areas afford inadequate privacy, and search staff behave less than professionally. Programs and medical staff are complaining that these searches delay them from getting to their work sites promptly. Two nurses and one teacher have quit over these issues, and others have said they might quit as well.

6. **MEDICAL SERVICES:**

A nurse has recently been hired by the Medical Unit Director. The Deputy Warden for Programs has noticed that, within about three weeks of the nurse being hired, the number of use of force (UOF) incidents involving the correctional staff and inmates has increased in the segregation unit. Upon further review of the incident information with the Nursing Unit Supervisor, it was noted that all of the UOF incidents in the segregation unit occurred after pill call was conducted. And looking further, it was also noted that the incidents appeared to occur only when the new nurse conducted the pill call.

7. **TREATMENT PROGRAM:**

You have received information that the Substance Abuse Supervisor is allowing several inmates to remain in the classroom at lunch time and after class is over at the end of the day. Several correctional officers are suspicious of this activity but have allowed it to continue without informing their Supervisor. Upon further investigation it is revealed that a Substance Abuse Counselor is bringing food items to the inmate tutor, and that an unusual amount of funds are being deposited and removed from the inmate's account. The inmate has violated several substance rules and has been allowed to remain in the Program.

PROGRAMS ISSUES WORKSHEET

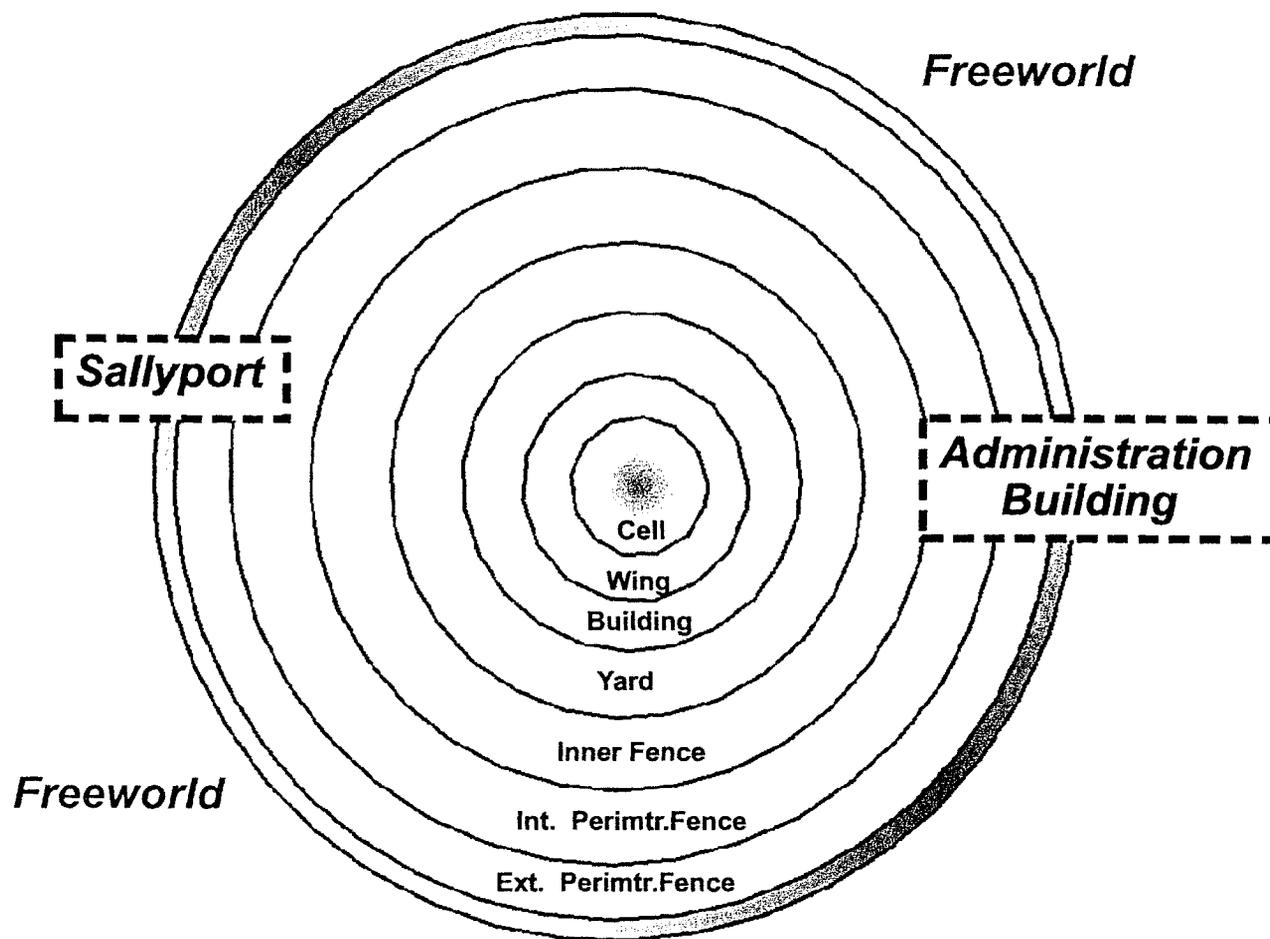
1. What specific information do I need to obtain to enhance *my* current knowledge and understanding of our Programs component and how will I obtain it?

WHAT?	HOW?

2. What can be done to pro-actively improve the ongoing working relationship between Security Operations and our Programs component?

WHAT?	HOW?

Security Layering



ACTIVITY ONE SCENARIO

At 3:10 PM on a Thursday afternoon in the fall of the year, the local police contacted the Warden's office of the maximum security prison to indicate they had inmate Wagner in custody. Wagner, who was serving a sentence of life without possibility of parole, had not been reported missing. He had been arrested by the police a short time earlier during the reported robbery of an adult arcade.

Inmate Wagner had been assigned to work in the furniture factory. On Monday afternoon Wagner told his work supervisor he would not be at work for a few days, saying his daughter was finally coming to visit and he wanted to get prepared for the visits.

The following information is taken from the actual press release made by the Director of the Department following an investigation of the escape:

1. On Thursday, November 12, after months of preparation, inmate Wagner escaped from the prison by hiding in a sawdust truck. To conceal his whereabouts, Wagner left a dummy in his cell made of paper-mache and stolen clothing from the laundry. He enlisted the help of another inmate who put the dummy out for each count and put it away during the day.
2. On Tuesday November 10, at approximately 6:45 AM, Wagner went to the furniture factory area and crawled inside a dumpster and covered himself with cardboard. Later that morning the dumpster was emptied into the sawdust truck which was still inside the penitentiary. Wagner hid inside the sawdust truck for the rest of the day. At 4:00 PM, the truck was taken to a secured sally port where it remained for the rest of the night. Wagner did not know the truck would remain overnight, nor was he aware that because Wednesday was a holiday, the truck would remain in the sally port until Thursday. It was never his intent to spend two nights in the sawdust truck. Wagner previously told his cell mate to use the dummy until Thursday morning to help him get away. It was pure coincidence that it took him that long to get out of the prison.
3. The sawdust truck is routinely stored for six inmate counts before it leaves the penitentiary for the dump. This is to make sure that no inmates are missing.
4. When the sawdust truck finally left the penitentiary at 6:10 AM on Thursday, it was parked on the east side of the prison near the furniture factory. Wagner climbed out of the truck shortly after it was parked. He ran across an open field to a county building where he telephone a relative, said that he had escaped, asked the relative to pick him up. The relative refused.

5. Wagner then traveled on foot to the adult arcade where he was subsequently captured and arrested.
6. While still in prison, Wagner planned his escape by devising a disguise for himself. He made a crude replica of an FBI vest, a fake gun carved from wood from the furniture factory, a fake FBI identification in the name of an alias he had used before going to prison, and a fake court order. All of these items were either made in or stolen from the prison prior to his escape.
7. This escape should not have happened. The Department clearly made mistakes. As a result of this escape, several steps have been taken by the Department of Corrections at all of our institutions.

FACILITIES CASE STUDY WORKSHEET

1. What and where were the security "layers"?

2. How did the interface of staff, buildings and technology impact the probability of critical incidents occurring?

3. How did staff, buildings and technology impact upon accountability?

4. To prevent this from happening at other prisons, which non-security functional partners would you involve in closing the "gaps and seams"; why and how?"

MEDICAL/MENTAL HEALTH ISSUES WORKSHEET

1. List at least three functions of Medical/Mental Health that you consider critical to your operation, that if left unattended, would have serious security consequences.

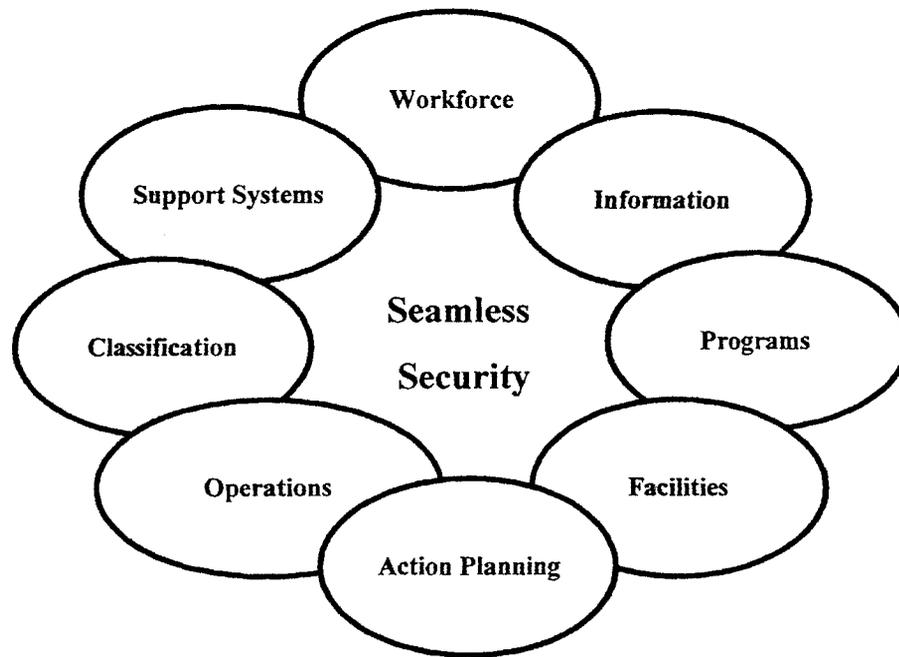
FUNCTION/ACTIVITY	WHY?
1.	
2.	
3.	
4.	

2. What do I need to do in the future to pro-actively ensure that the critical functions list above are always preformed as required by policy and/or law.

WHAT?	HOW?

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Module Seven

Introduction to "Action Planning"

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MODULE 7 OBJECTIVES

- 1. Introduction of a complete process and format for action planning to be used to address your priority individual security-related management issue.**
- 2. Understanding the processes of “environmental scanning” and developing a “marketing strategy.”**
- 3. Having the opportunity to review and revise your initial effort at clearly identifying your priority individual management security-related issue.**

ACTION PLANNING

- 1. A collaborative, structured and documented process for implementing change.**
- 2. A guide to facilitate either the successful resolution of an issue, or the completion of a major task or project which is of significant scope and complexity.**
- 3. A clear description of the issue, task or project in terms of the intended outcome.**
- 4. Comprised of clear goals and supporting strategies, and fixes specific responsibility.**
- 5. A means of monitoring progress, and measuring results; both tied to time lines for completion.**

ACTION PLANNING STEPS

1. A full and accurate **identification of the issue/project**.

2. A well **organized effort (the Action Plan)**.

3. A comprehensive and recurring **environmental scan (what may impact)**.

4. A well thought out **marketing strategy (selling the outcome)**.

ACTION PLANNING WORKSHEET

Date: _____

Statement of the Issue/Project:

Goal Statement # _____:

#	STRATEGIES	INDICATORS OF PROGRESS	MEASURES OF SUCCESS	RESPONSIBILITY

ENVIRONMENTAL SCAN CHECKLIST

WHO/WHAT	WHY/HOW	STRATEGY (IES)
Who might you bench-mark with?		
Who needs to know or be kept informed?		
Are there budgetary considerations		
Are there any Executive, legislative or legal issues?		
Are there Subject Matter Experts (SMEs) to consult with?		
Who might be the gatekeepers?		
Who might be the nay-sayers?		
Who are the informal leaders to consider?		

MARKETING STRATEGY CHECKLIST

ISSUE	ACTION TO BE TAKEN	RESPONSIBILITY
When to present (Day & Time)?		
Where to present?		
Who will present?		
Others present?		
Length of presentation?		
Presentation method(s)?		
How to avoid disruptions?		
Report distribution?		

PLANNING ASSUMPTIONS

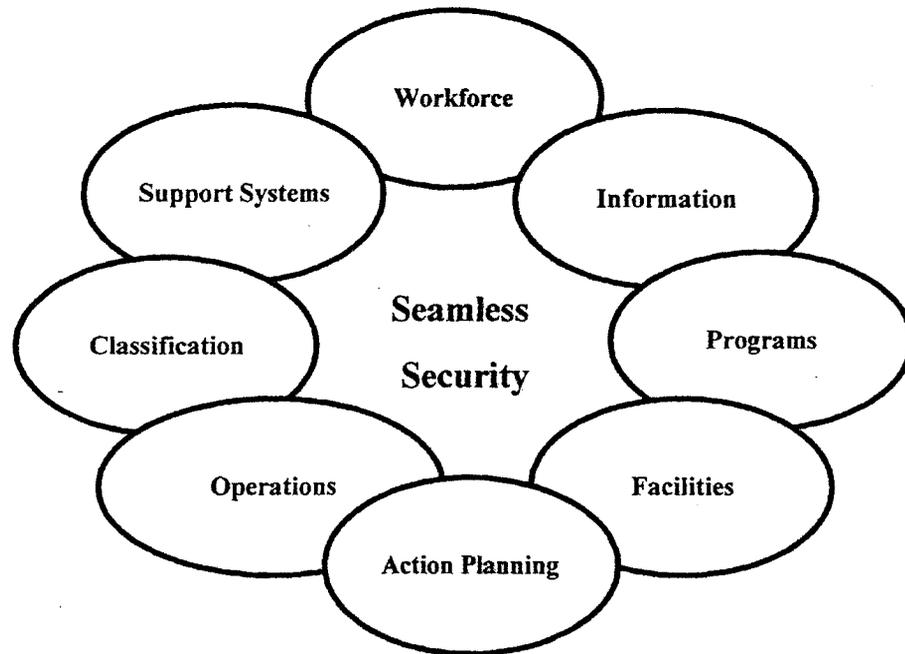
- 1. People best support what they help to build**
- 2. Brainstorming techniques stimulate creativity providing we remain non-judgmental**
- 3. Groups tend to build on others' ideas in every facet of problem-solving**
- 4. A committed group tends to stay on track, while individuals are more prone to wander off the issue**
- 5. The group process tends to work toward something, rather than on asking "why", before, during and after the fact**

BENEFITS OF ACTION PLANNING

- 1. Once we “open” our systems to increased involvement of others heretofore seldom engaged, it will be extremely difficult for us to ever again deny their legitimate involvement in activities which impact them and the security of our facilities**
- 2. People who are part of whatever change is contemplated, want to and will, become involved if enlightened leadership ensures the “corners are off our cognitive boxes”**
- 3. We will further appreciate that our non-security component partners can and will make, a significantly positive contribution to improved security**

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Module Eight

Maintaining "Seamless Security" Management

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MODULE 8 OBJECTIVES

- 1. Recognize the relationship issues internal to the security system**
- 2. Understand the significant and growing impact of select workforce issues on our operations**
- 3. Identify the types, sources and flow of priority operational information needed by the various non-security functional components, and between them and the security system**
- 4. Recognize specific contributions of non-security functional components to achieving and maintaining increased levels of security through completion of a “teamwork” exercise**

SECURITY OPERATIONS ISSUES WORKSHEET

EXAMPLE	CONSEQUENCE	ACTION TAKEN/NEEDED

SEAMS AND GAPS WORKSHEET

1. What specific information do I need to obtain to enhance my current knowledge and understanding of the interaction between our internal security operations components, and how will I obtain it?

What?

How?

2. What can be done to pro-actively improve continuity and consistency in management of our internal security operations?

What?

How?

WORKFORCE DEMOGRAPHICS

The Generations	Who's Who	Today's Workforce	Education
Veterans	Born before 1943	5 %	10.8% College Graduates 6.8% Post Graduates
Baby Boomers	Born 1943 - 1964	45%	17.5% College Graduates 10.7% Post Graduates
Generation X	Born 1964 - 1980	40%	21.3% College Graduates 7.3% Post Graduates
Millennials	Born 1980 - 2000	10%	10.2% College Graduates Less than 1& Post Graduates

NON-SECURITY COMPONENT INFORMATION WORKSHEET

Component:

Information Needed	Impact If Not Obtained	How or Where To Obtain	How To Improve Process

SECURITY COMPONENT INFORMATION WORKSHEET

Component:

Information Needed by Scy	Why Needed	How and Where to Obtain	How To Improve Process

MISSION CHANGE SCENARIO

Background:

1. The Rosemont State Prison Complex (RSPC) is located about 25 miles from a major metropolitan area. It is a mixed custody level and mixed gender facility.
2. It consists of four Housing Units (HU) and a Complex support structure headed by a Warden.
 - A. Three (male) HU's are located inside a main perimeter consisting of a single chain-link fence topped with razor ribbon. Each HU is also separated by a single chain-link fence within, and separated from, the main perimeter fence.
 - B. A fourth female-only HU is located about 300 yards from the main perimeter and is secured by a single chain-link fence, topped with razor ribbon and, augmented with a "shaker" fence alarm system.
 - C. Access to the main perimeter is through personnel and vehicle gates in the Complex facility, and each interior HU controls personnel and vehicle access, respectively. Vehicle access to the main perimeter and the external HU is restricted to service and delivery vehicles; all other vehicles are restricted to exterior parking lots.
3. The Complex provides: perimeter patrol security for all HU's; external transportation of inmates (hospital, court, etc.); central mail and property services; Security Dog (Narcotic) support; visitation services for HU's in the main perimeter; a central kitchen; armory/lock and key services; motor pool; central inmate records; a central medical and dental facility with a 12-bed (male) infirmary; a UA laboratory; physical plant services; criminal investigations support; human resources services including staff training; transportation and security for external inmate work crews, inmate in/out processing; inmate work, education and vocational training and religious services support to the HU's; and, miscellaneous other support.
4. The three main perimeter HU's are responsible for housing; feeding inmates in satellite kitchen and dining facilities; internal inmate transportation; interior work crew supervision; visitation; and, miscellaneous other support. In addition to the above support, the external (Female) HU also operates a central intake/release facility for the entire prison system, supporting standalone female facilities at three other locations (two minimum and one medium custody); and also houses the female maximum custody and death row facilities.

5. All of the HU's consist of identical 2-story, cement block, individually celled, structures . Originally designed to house 300 inmates per HU (1200 total), all cells were double-bunked about 10 years ago to keep up with population growth.

Current Mission:

1. The entire facility was originally designed and intended as a work camp for male minimum custody inmates, with the most trusted to be housed in the external HU to provide extensive support to a variety of outside work programs under minimal supervision. Overall population growth, a need for male medium custody beds, and bed space for a growing female population, changed its use soon after it was opened.
2. Today, the external female HU accommodates all custody levels. Modular housing was added to provide space for 12 female close custody, special needs and five death row beds.
3. Within the main perimeter, one HU contains the minimum custody male population which supports work programs both in and outside with little or no direct staff supervision. The two remaining HU's are medium custody facilities which also support work programs both in and outside the main perimeter, but under more extensive staff supervision, including off-site work crews under armed supervision.

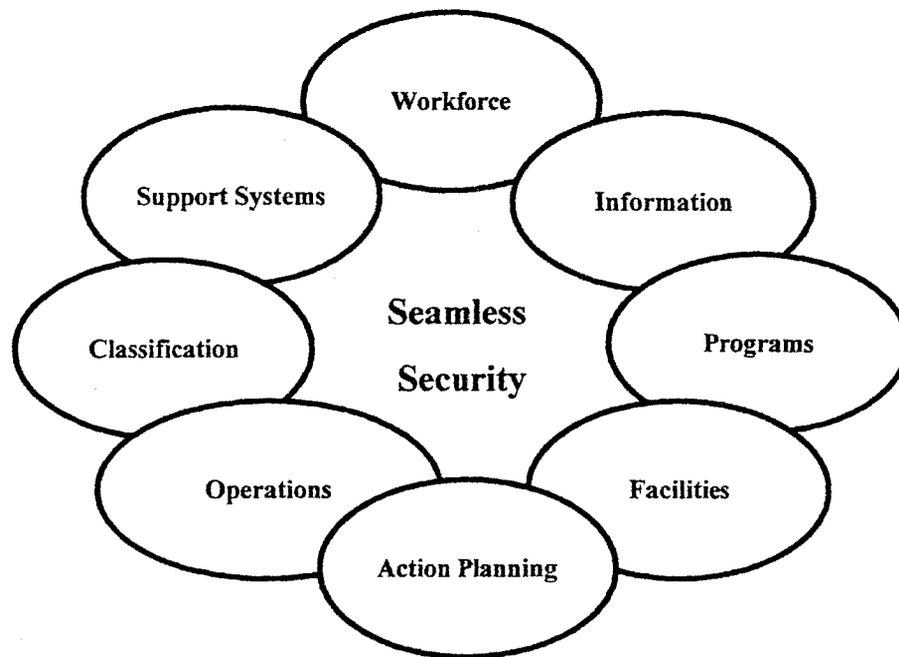
Mission Change Guidance:

Warden Maxine Hathaway has provided the following planning guidance.

1. Due to the forecasted growth of the female population in the Department, as well as the rapidly deteriorating condition of two of the three other female facilities, the Commissioner has decided to consolidate all of the female inmates at the Rosemont Complex. All of the male inmates will be relocated to other facilities. The Commissioner and his key staff want to be briefed on a preliminary action plan for the transition in three weeks.
2. Assuming that the mission will involve every functional area of the Rosemont Complex, the Warden has called an initial planing meeting for three hours from now. She asks for a preliminary informational briefing by her principal component managers. Working with their respective internal staff, each is to identify the **most critical types of support and information it needs or, can provide to other components,** to ensure success of the mission. As a minimum, the security component is to identify what support and representation external to the Complex is needed. The outcome of these briefings will enable the Warden to form an oversight committee consisting of the "right" staff, to put the Action Plan together.

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Module Nine

Action Planning Exercise

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MODULE 9 OBJECTIVES

- 1. Select a high priority, security-related issue**
- 2. Develop specific goals, strategies, indicators and measures following the action planning “model”**
- 3. Employ the “environmental scan” and “marketing strategies” to assist in organizing the effort**

ISSUES IDENTIFICATION WORKSHEET

ISSUE	BACKGROUND

GOAL STATEMENTS WORKSHEET

ISSUE STATEMENT:

GOAL:

GOAL :

GOAL :

STRATEGIES WORKSHEET

GOAL STATEMENT:

STRATEGY:

STRATEGY :

STRATEGY :

INDICATORS/MEASURES WORKSHEET

STRATEGY :

INDICATORS	MEASURES

STRATEGY :

INDICATORS	MEASURES

ENVIRONMENTAL SCAN

1. **Who needs to know** - Not keeping the right people fully informed can be fatal to a project. Of course, your boss needs to know, whether that is who tasked you or not. And if you are the boss, you will want to stay in touch with how those who you tasked, are doing. Determine early-on who needs to be kept advised of progress (or lack thereof). It is important that you include In-Progress Reviews (IPR) at regular intervals or critical points, or both. These are simply scheduled pauses in the activity to advise the decision-makers on the status of the plan, and perhaps to seek guidance on future activity.
2. **Legal issues** - When everything seems to be going along just fine, and you are far along in executing your plan, someone steps forward and tells you that “such ‘n such” statute says that you can’t do “thus and such,” at least without...! Bumping into a legal obstacle can stop you in your tracks. If you don’t know, this is something you must research in the early stages of plan development. Bring a legal “expert” in on this early-on and get an informed report. A legal issue doesn’t have to stop you; it may just become another strategy along your time line that you have to incorporate in your plan.
3. **Executive and legislative issues** - As with legal issues, “scan” these considerations early on in the planning. While most issues and projects at facility level may not be affected, you need to be certain.
4. **Budgetary considerations** - You will want to know early-on where the project stands dollar-wise. Even if you are told not to be concerned or constrained, stay in touch with this area. Build this item into every IPR, and if you have a money issue or concern surface between them, follow-up immediately.
5. **Bench-marking** - This research is essential. To the extent possible, find out who has done this before under similar conditions. It may be that bench-marking is done at several levels, and not just overall. No sense “reinventing the wheel.”
6. **Other Subject Matter Experts (SMEs)** - There is no reason not to consult with experts in the area of your work, formally as part of the plan, or informally as the opportunity presents itself. In fact, contracting with an SME in the larger, more complex projects, might be part of your plan.

7. **Gatekeepers** - These are the individuals who may be in the organizational hierarchy that can influence the outcome of any project with little or no stake in it whatsoever. By virtue of their location or function they can, knowingly or not, either promote or impede a project. Examples are the “bosses” secretary or an administrative assistant whose normal function may be to screen “people or paper” headed to the boss. While performing their duties might only slow things down, you need to work closely with them.
8. **Nay sayers** - These are individuals in nearly every organization who are skeptical or cynical about everything. They are perfectly willing to “bad mouth” any enterprise but their own. They have little good to say, and if they aren’t openly vocal about their feelings, you can be assured something is being said behind the scenes. These are the negative folks who can always find a reason why something is wrong, won’t work, will cost too much, etc. They don’t like to be ignored and you must deal with them.
9. **Informal leaders** - They exist in every level of an agency and facility, from line to executive staff levels. Consider their inclusion informally at critical points, regardless of their need to know.

The list is recommended in a loose priority, but nothing is locked in concrete. Neither is the list all-inclusive; add others as you find appropriate for your situation.

ENVIRONMENTAL SCAN CHECKLIST

WHO/WHAT	WHY/HOW	STRATEGIES TO ACCOMMODATE
Bench-marking		
Who needs to know?		
Budgetary considerations		
Executive/legislative issues		
Legal issues		
Other Subject Matter Experts (SMEs)		
Gatekeepers		
Nay sayers		
Informal Leaders		

MARKETING STRATEGY

1. **When to present (day and time)** - If you have discretion in setting up the presentation, try to pick the day and time that will be most comfortable for the recipient(s). The end of a long day (or week), right after a meal, or following a budget status meeting, are probably not wise choices. **There is usually a best time.**
2. **Where to present** - Again, cater to preferences and compatibility. If the project involves renovation or construction of a build or facility, an on-site choice might be good. If the boss prefers the office, accommodate that. You do not want the location to be a distractor.
3. **Presenters** - Will you do this yourself, or “tag-team” with others. Anyone doing a fairly complex and/or detailed presentation can be boring for the recipient(s) and tiring for them. You may want one or more of the management staff involved in the project, to be featured as a presenter. Not doing some or all of the presentation yourself allows you to observe the impact and inject information at key points, if permissible.
4. **Others present** - Certainly you will want to have present, key representation of those components involved in the project. They will lend support and may help off-set any opposition present (naysayers). It is a matter of having the “right” people in the room, and trying to influence that in your favor. And don’t forget to have the day, time and location put on calendars as early as possible; you may be disappointed by who is present (or not) if you do not.
5. **Length of presentation** - Be good...be brief...be gone! Again, cater to known preferences. If you plan a 30 minute presentation when you know the boss can’t stay attentive (or awake after five minutes), you have a problem.
6. **Presentation media** - Some times the nature of the project will dictate how you present it to the boss. To the extent you have discretion, choose a media type that the boss is known to prefer. If the boss doesn’t like details, don’t smother with facts and figures. If the boss is “visual” and like charts and graphs, use charts and graphs. A computer slide-show can have so much more impact than black and white overheads. Use your imagination without going overboard.

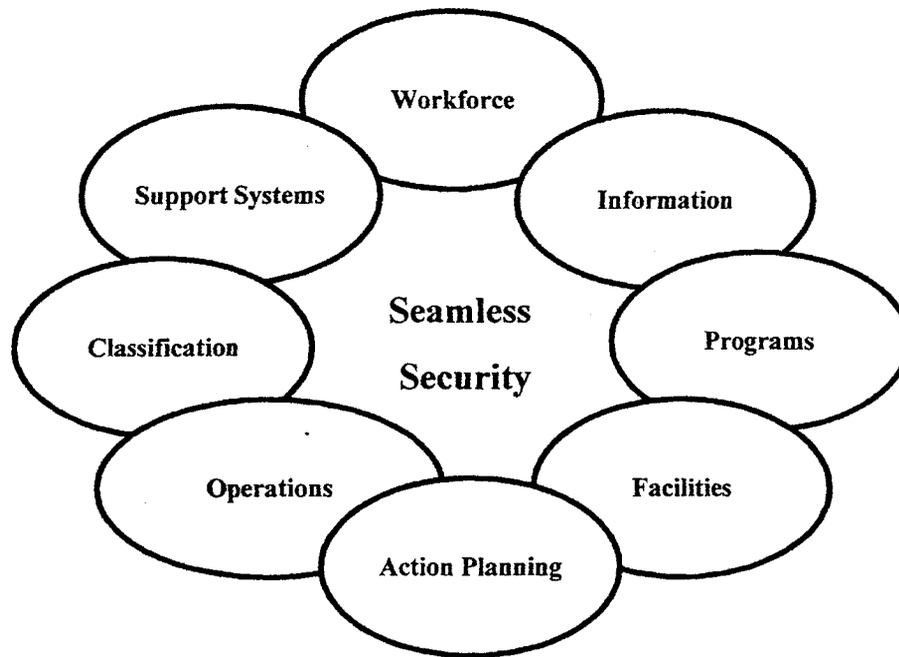
7. **Disruptions** - This may be hard to control completely, but do what you can to avoid or minimize interruptions by pagers, cell phones, secretaries, etc. Get the boss as far away from the disruptions of everyday office-type activity as you can.
8. **Copies of the report** - No matter how you present your project, final-form hard copies will be prepared for the record. The appropriate number of copies may be distributed at the presentation, and in some cases, in advance to select individuals. Be careful that any advance distribution is okay with the boss, who may resent being the second person to know.”

MARKETING STRATEGY CHECKLIST

ISSUE	ACTION TO BE TAKEN	RESPONSIBILITY
WHEN TO PRESENT (Day & Time)		
WHERE TO PRESENT		
PRESENTER(S)		
OTHERS PRESENT		
LENGTH OF PRESENTATION		
PRESENTATION MEDIA		
DISRUPTION		
COPIES OF THE REPORT		

National Institute of Corrections

Multi-Disciplinary Approach To Managing Prison Security Systems



Participant's Guide

Module Ten

**Preparation and Presentation
of Individual Action Plans**

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MODULE 10 OBJECTIVES

- 1. Prepare an action plan to address your priority issue or project using the action planning process worked with this week**
- 2. Prepare a 4 - 7 minute presentation to articulate your action plan to successfully resolve the issue or problem, or contribute significant input to key security-related decisions to be made**

ACTION STEPS

Worksheets have been provided for each practice step in Action Planning. They are now to be used as you proceed through each of the action planning steps to put your individual action plans together. Only when you are satisfied with your work should anything be transferred to Easel Charts for use in the presentation itself. This will save time, effort and frustration if editing is needed. There are some portions of your presentation that should be “bulleted” on the Easel Charts, and then amplified by either reading or paraphrasing the information on your worksheets.

Step 1 - Issue Identification

At this point you should have already confirmed your priority issue. It should be an issue statement you developed on the **Issues Identification Worksheet** during the week. It should be ready for transfer to the **Action Plan Worksheet** with little or no revision. Verbally provide the rationale for selection of your issue during your presentation using your worksheet as a guide.

Step 2 - Goal(s) Development

Using the **Goal Statement Worksheet**, develop **not less than two complete goal statements**. Be certain each goal passes the “acid test,” and address the specific criteria in your presentation. There may be more than two goals in your complete plan, but two will be sufficient to develop supporting strategies for briefing purposes.

Step 3 - Strategy Development

Strategies are the “paths” that need to be followed to reach the goal. Identify at least two strategies for each goal statement using the **Strategies Worksheet**.

Step 4 - Indicators/Measures

For **each** strategy, identify the appropriate indicators and measures you will employ to ensure you are proceeding down the path(s) as planned indicators, and to recognize whether or not you succeeded at the end (results). Develop these on the **Indicators/Measures Worksheet**.

Step 5 - Environmental Scan

Using the **Environmental Scan Worksheet**, identify only those items that you believe are relevant to your project, and describe your strategy to deal with each item selected.

Step 6 - Marketing Strategy

Using the **Marketing Strategy Worksheet**, identify only those items that you believe relevant to your plan, and briefly explain why.

Step 7 - Action Plan Preparation

You should now transfer the key information from each of the previous Steps to the **Action Plan Worksheet**. Do it in bullet fashion, leaving the supporting information or details on the respective worksheets for reference.

Step 8 - Briefing Preparation

Transfer the information to Easel Charts. Using as many sheets as you need, print clearly, 1-2 inches high. Consider using multiple colors for clarity or emphasis.

OTHER INSTRUCTIONS

1. Either stay in this room or use breakout room space to do your work. Consult with others as needed, but remember, this project is yours alone, even though some of you do work together and later may somehow be involved in implementation of another's action plan.
2. Action Plans must be completed today, as tomorrow is dedicated to your presentations and closing activities. If not completed here today, take the project with you to work on this evening.
3. Additional copies of select blank worksheets will be available.
4. Trainers will circulate and be available to assist you throughout the afternoon.
5. We will reassemble at 4:45 this afternoon. We will then draw numbers to set the order of presentation, which will begin at 8:00 AM tomorrow, and proceed at approximately seven minute intervals.
6. You will have four minutes for your presentation, and another three minutes for questions and feedback from your peers and the Trainers. There is no need to rush.
7. We will take Breaks at appropriate times during the morning's activities.

QUESTIONS?