

**Path-Goal Leadership in Technology Reform Initiatives Within California Incarceration
Systems**

Deborah McQueen

Chapter I. Introduction

This paper examines path-goal leadership, its history and use as evidenced in the California Department of Corrections and Rehabilitation's (CDCR) policy change initiative to develop digital skills in inmates through the use of tablet distribution. It looks at prison history in California between the mid 1950's and 2021, and its emphasis of authoritarian policies, which unfavorably impacted the lives of those incarcerated. It examines the lack of appropriate education, screening, and rehabilitative resources, specifically among prisoners with learning disorder (LD's), which resulted in high recidivism rates. It compares and contrasts these authoritarian systems to Path-Goal leadership theories which were developed in 1971 by Robert House (1996), and experientially leveraged in policy initiative changes within the California Department of Corrections and Rehabilitation (CDCR) to implement modernized approaches to prisoner rehabilitation, communication, and education through the use of digital tablets. Additionally it examines the CDCR's relationship with its contracted carrier Global TelLink and the pros and cons of that partnership. Finally, it discusses the implications of these changes on the future of those incarcerated and the potential for greatly improved outcomes.

Authoritarian and Path-Goal Leadership in California's Prisons

Ample evidence exists to indict authoritarian leadership and its use in incarceration systems as an ineffective and even morally questionable method for managing the incarcerated. Authoritarian leadership methods evolved from ancient edicts and ideologies, which extended outward to the monarchical control of royalty. These systems failed to look at the 'whole personage' of the incarcerated and instead focused on the crime itself. During times when rehabilitation efforts were introduced, the system failed to reach the core issues behind criminal behavior, resulting in superficial improvements. During the second half of the 20th century

imprisonment increased, more prisons were built, and most of those released into the community returned to prison. Most of these individuals suffered from learning disorders, with the most common being dyslexia.

By 2021, paradigm shifts in social justice have aimed at leveling the inequity and suffering of those who are disadvantaged. California has placed an emphasis on bringing prisoners up to date with technology, to give them legitimate employment opportunities commensurate with real world needs once they are released, and reduce recidivism rates. Authoritarian models of leadership are not working, and these new policy changes require new leadership.

When analyzing the results of the CDCR's new policy initiative changes, features emerged that were consistent with path-goal leadership theories. Path-goal leadership is "directive, supportive, participative, and achievement" (House & Mitchell, 1974, as cited in Bickle, 2017, p. 36) and many steps removed from traditional authoritarian leadership. Authoritarian leadership withholds important criteria for decision making, rather than sharing that criteria with participants. This paper demonstrates how path goal leadership is exemplified in the CDCR's policy change initiative to help prisoners develop digital skills, through the distribution of digital tablets.

Tablet distribution to incarcerated individuals aims to provide educational opportunities, improve the reentry process into the community, reduce recidivism rates, and improve communications with family and friends. This paper discusses this groundbreaking policy change, and its potential for addressing illiteracy within incarceration systems. Additionally, the CDCR's selection of Global TellLink as the largest provider for the distribution of tablets,

complete with installation, control, and security of encrypted communications lines is also examined. Pros and Cons of this partnership are introduced, and smaller competitors are noted.

Summary

In summary, Chapter I states the leadership style transition from authoritarian leadership to path-goal leadership, in a large-scale policy initiative change by the CDCR (and its affiliates). This policy change initiative manifested in the distribution of digital tablets to improve prisoner communication, education and entertainment opportunities which offer unique content through artificial intelligence (AI). It acknowledges the relationship between illiteracy and incarceration rates, and the need for dyslexia screening and education. It examines problems with Global TelLink Corporation, the primary contracted distributor and prison telecommunication's carrier for California, and highlights potential uses for this technology in improving the lives of California's incarcerated. Review of the research literature is discussed in Chapter II. Analysis of the CDCR's policy initiative change is discussed in Chapter III. Finally, a summary of this study's findings is located in Chapter IV.

Chapter II. Literature Review

This chapter contains a review of books, peer reviewed journals, Ph.D. theses, municipal, state and federal websites, and video transcripts, which pertain to traditional U.S. policies within incarceration systems regarding punishment and rehabilitation, as compared with recent, new 2021 initiatives aimed at improving education and communication through the use of AI and tablets, within the California Department of Corrections and Rehabilitation (CDCR, 2021).

The Background and History of Prison Incarceration in California

The Oxford History of the Prison: The Practice of Punishment in Western Society (Morris & Rothman, 1997) was used to gain a broad understanding of Western prison systems and the authoritarian leadership styles employed prior to the 21st century. It describes the harsh realities of prison life and conditions throughout these historical periods and the ongoing failure of justice system reforms and misuse. Morris and Rothman illustrate the illiteracy problem through the letter writing of prisoner #12345 in Statesville Correctional Center in Illinois, the following “I am a genuine high school graduate. There are a few more who claim to be such, but the truth is that a majority of my fellow prisoners in Statesville are functionally illiterate, and only a handful has any sort of a record of high school academic achievement.” Prisons at the beginning of the 20th century still cleaved to an old authoritarian model of punishment. The author demonstrates that “meting out punishment by a calculus of time to be served” seems commonplace by today’s standards, but maintains this was not always so in other periods of history, “the history of incarceration is marked by extraordinary changes.”

Prison Problems and Reforms’ in the 21st Century

In *Exploring the potential of digital technology to reduce recidivism: A Delphi study on the digitalization of prison education*, the author V. S. Smith quotes Edge “In America, the notion of crime was synonymous with the notion of sin. Thus, the punishment was seen as a way of getting the sinners back into God’s grace (Edge, 2009)” (2020, p. 24). Smith includes how “Sykes (1971) described prison environments as organizations designed for retaliation, punishment, and retribution rather than for rehabilitation. This was, as argued by the researcher, perpetuated by a form of totalitarian regime sustained by the wider society and not necessarily only by the correctional officers” (p. 30). The USDOJ notes in their article *Evidence-based Recidivism Reduction (EBRR) Programs and Productive Activities (PA)* that “The state of the prisons from 1970 to 1980 the population of the prisons of the United States doubled; from 1981 to 1995 it more than doubled again, so that a crisis of crowding overwhelmed the prison systems, both federal and state” (2020, Feb. 7, p. 4).

In *Recidivism of Prisoners Released in 30 States in 2005: Patterns from 2005 to 2010*, the authors note the more modern goal of rehabilitation of prisoners through the doctrine of “obedience and discipline” includes education, training in vocational skills, and moral development. However, in spite of these changes, recidivism rates are at 76% within five years of release (Durose et al., 2014). Findings from Statistica state the total number of the correctional population of the U.S. is 6.34 million (2021). This includes all individuals in prisons, jails, parole, or probation. Approximately 700,000 people are released each year, and 76% of them return to prison within five years (Durose et al., 2014). The Smith study argues the point that today’s prisons must begin to move away from the authoritarian model. “Implications for practice include change of prison organizational culture from a punishment-based approach to a rehabilitation approach to enable the prioritization of

educational programs and increase chances for the social integration of inmates following release and reduced recidivism” (Smith, 2020, p. iv). The author believes that recidivism can be reduced through on-line instruction (p. 1):

Providing inmates with digital and technical skills could potentially increase their opportunities for employment, open possibilities for affordable higher education via online classes, and substantially increase opportunities for better-paid jobs. All this could reverse the effects of prisonization, improve social integration, and finally, reduce the substantial rates of recidivism.

Prisoners re-entering the community without digital skills are at a significant disadvantage for employment. “The general problem is that in today’s highly digitized society, digital skills are essential for almost any type of employment” (RAND Corporation, 2014, p. 6).

Path-Goal Leadership Theory History, and the CDCR

The history of path-goal theory (PGT) was developed and refined by R. J. House between 1970 and 1996. “The essence of the theory is the meta proposition that leaders, to be effective, engage in behaviors that complement subordinates' environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance” (House, 1996, p. 323). It specifically emphasizes the supportive behavior of the leader within an organization. House refines his work by adding more emphasis on the workers as opposed to leadership, “Group representation includes presentation of the group in a favorable manner and communicating the importance of its work to other members of the organization of which the group is a part.”

The purpose of path-goal theory was to increase motivation between organizational leadership and staff, while enhancing performance of followers, “Path-goal theory was developed to explain how leaders motivate followers to be productive and satisfied with their work” (Northouse, 2021, p. 256). This leadership style is used for implementing large change within a structure. It emphasizes four primary behaviors 1) directive, 2) supportive, 3) participative, and 4) achievement oriented (Northouse, 2021). PGT places the responsibility for communicating tasks to followers on the leader with an expectation that the leader has strong communication skills. “In a general way, path-goal theory offers leaders a road map that gives directions about ways to improve follower satisfaction and performance” (p. 275).

Bickle discusses path-goal theory in relationship to remote training consultant positions (2017, p. 36):

Enterprise software solution implementation requires hundreds of goals with thousands of tasks before delivery can be completed. Path-goal leadership methods enable the flexibility to manage these situations and tasks. As the goal for the training consultants is to become leaders themselves, adapting leadership styles to ERP project members and tasks may be a worthwhile research.

The author discusses the successful implementation of path-goal theory in context of customer service leader and training and believes “Path-goal theory is well suited for the challenges experienced by ERP teams in adapting to changes in a project’s goals and tasks while meeting individual team member’s needs.” (Bickle, 2017, p. 38)

In Farham's study, *Application of Path-Goal Leadership Theory And Learning Theory In A Learning Organization*, we see new pathways available for the application of merging path-goal theory with leader learning theory (2018, p. 13):

The model is based on the assumption that leaders need to develop their competences and the competences of subordinates by creating a continuous learning process through sharing, exchanging, and improving knowledge and experiences.

The model states that learning leaders act as facilitators of the organizational learning process and adopt the right attitude to motivate subordinates for learning by removing obstacles and creating a learning culture.

In Whitney's *The Relationship between Path-Goal Leadership Qualities and Entrepreneurial Success*, the author focuses "on the relationship between leadership style, leadership characteristics, and entrepreneurial success, with the objective of using the data to help executive coaches identify clients' individual needs in terms of building leadership skills and achieving goals" (2021, p. 21). The author evaluates path-goal theory's role in entrepreneurship, "As research on the path-goal theory progressed, Northouse (2013) found that leaders are functionally effective when they can identify the roadblocks and pitfalls that their subordinates face and can skillfully exert a positive influence and provide the clarity that is needed to help them achieve their goals." "As of 2019, the industry of executive coaching had grown globally to be worth more than \$2.4 billion worldwide (Lowe, 2019)."

The CDCR Policy Change Initiatives, Tablet Distribution, and Learning Disorder

Moody's study in 2000 brought the high rate of illiteracy in prisons to the public's attention (p. 1):

Approximately 80% of prison inmates are reported to be functionally illiterate. We hypothesized that poor single word decoding (the chief feature of dyslexia) accounts for a significant percentage of that rate... We found that 47.8% of the inmates were deficient in word attack skills. Word attack skills were detected in each group defined by gender and ethnicity. Nearly two thirds of the subjects scored poorly in reading comprehension.”

Morken et al.’s *Disorders of Language and Literacy in the Prison Population: A Scoping Review*, also confirms Moody’s outcomes. Their study aimed to “map the extent of the literature on language and literacy disorders in the adult prison population over the past 20 years, and what it reveals about the prevalence and nature of these disorders in prisoners” (2021, p. 1). The authors’ suggestions based on their study, include recommendations for “large-scale intervention studies examining long-term effects of intervention for language and literacy in prisoners.”

In Moreira’s study we learn that by “using digital tools and audiovisual resources, [they were] allowed to create a favorable environment, [which became a] promoter of a process of critical thinking, where information and knowledge were shared, with autonomy and creativity” and that these tools “allow the formation and development of consistent virtual learning communities, even considering that the members of these communities are confined to a physical space, but can be ‘set free’ with the digital” (Moreira & Dias-Trindade, 2020, p. 15) This is of great importance to prisoners who themselves are constrained by their environment.

The remaining research consists of articles and reports from within the CDCR and affiliates. The CDCR announced its partnership with Global TelLink Corporation “to enhance communications, technology access, and family connections for the incarcerated population in state prisons. The contract aims to increase access to new and existing services and innovative rehabilitative opportunities” (CDCR, n.d., par. 1). The article *Prisoners Pay to*

Read expresses concern for exploitation by GTL and similar companies, “GTL isn't alone in profiting from prisoners ... Exploitation of prisoners for profit is cropping up more and more across the criminal justice landscape. ...In some states, the Chicago-based Edovo (which stands for Education Over Obstacles) has charged inmates to rent tablets" (James, 2020, par. 11). The CDCR secretary states in *Tablets For All Inmates*, “I am deeply committed to implementing programs and procedures that set the people in our care up for success, and this initiative is one part of that important work” (Families of San Quentin, 2021, par. 8). Global TelLink’s patent has developed “A method for providing job-specific training material and job-specific employment tasks to an inmate within a controlled environment ..., providing the inmate access to interactive training materials stored on a training database.” (Hodge, 2021, claim 1)

Summary

The literature reviewed contains relevant books, peer reviewed journals, PhD thesis’s, municipal, state and federal websites, which pertain to California prison leadership from approximately the 1950’s – 2021, discussing the impact of authoritarian leadership compared to recent 2021 policy initiative changes in line with path-goal theory, targeted at improving education and communication through the use of AI and tablets, within the California Department of Corrections and Rehabilitation (CDCR, 2021). Additionally, it discusses the history of path-goal theory, and studies focused on the prevalence of learning disorders in prisons, digital skill training within California prisons.

Chapter III. Analysis

Leader skills and behaviors

This chapter analyzes the problems posed by authoritarian leadership models used in incarceration systems on the lives of prisoners, their families, and society. It will demonstrate how this method yielded poor results in the areas of rehabilitation, education, and prisoner re-entry, and recidivism.

Additionally, it will demonstrate how Path-Goal Leadership theories were evident in changing and modernizing the approach of prison policies as evidenced in the planning and implementation of tablets both in a pilot program phase, and for final full distribution to the California State Prison system. It further examines the utility and function of these tablets in the development of digital skills for prisoners, improved communication with family and friends, and creating employment opportunities that once were beyond the grasp of the prison population. It further elaborates on prisoner's response to this program and potential uses of this technology for improving prisoner outcomes.

The 'leader' is defined here as the California Department Correctional and Rehabilitation (CDCR), and is examined through two different leadership approaches (Authoritarian, and Path-Goal Leadership), over a time period of approximately 70 years beginning approximately in the latter half of the 20th century, from the mid-late 1950's to November 2021. The CDCR works in collaboration with other state agencies some of which had direct involvement with digital tablet policy initiative, but this paper focuses on the CDCR's handling, interpretation, and implementation of those policies.

CDCR Past and Present

From the 1950's through 2000 the CDCR and its staff utilized an authoritarian style of leadership, expressed as demanding, commanding, and top down policy making for prisons and prisoners. Historically prisons in California have suffered from overcrowding, gang influence, and low funding which create difficulties for the CDCR. The authoritarian form of leadership was further aggravated by the State's passage of the Uniform Determinate Sentencing Act of 1976 which became a driving force behind prison overcrowding, and a more profound return to authoritarian policies, which caused a 900% increase in prison population for the next twenty years (Uniform Determinate Sentencing Act of 1976, 2021). The purpose of this act was to return to a more authoritarian approach in which "the purpose of imprisonment for crime is punishment" (An act to amend Section 1170 of the Penal Code, relating to sentencing, 2011, 1170.a.1) after having suffered poor outcomes during a period of "indeterminate sentencings" which made punishment fit the criminal as opposed to the crime, and softened prison sentences through the use of early paroles regardless of the severity of crime. Followed by the "tough on crime" policies introduced in 1994 prison management and leadership continued down the path of authoritarian policies with disastrous effects. By 2010, prison populations in California had reached 175,000 and new policy initiatives were implemented to bring these numbers down.

Among these new initiatives were the early release of prisoners for non-violent offenses, and the legalization of marijuana retroactively applied for crimes involving this drug. As numbers began to drop, legislation moved forward with other reforms which eventually included the approval of the digital tablets for prisoners across the state of California. It is this particular policy initiative which is the focus of this study.

The premise of Path-Goal Theory is revealed in the CDCR's handling of digital tablet distribution. Through their hard work they inspired full cooperation with key staff members to

come alongside this policy change, even as some voiced concerns over security. “The California Department of Corrections and Rehabilitation (CDCR) has partnered with, the California Department of Technology (CDT), to enter into a contract with Global TelLink Corporation (GTL) to enhance communications, technology access, and family connections for the incarcerated population in state prisons” (Welcome to ConnectNetwork, 2021, par. 3).

Additionally, the CDCR worked collaboratively to inculcate new perspectives on incarceration by building alliances with other state agencies and prison systems. “Path-goal leadership motivates followers or, in this case team members, to accomplish designated goals” (Northouse, 2015, as cited in Bickle, 2017, p. 35). Further, “It emphasizes the relationship between the leader, the follower, and the tasks.” (Bickle, 2017, p. 35)

These perspectives included placing an emphasis on learning new digital skill through the use and distribution of tablets for both the incarcerated and affiliated staff. By making learning new skills a priority the CDCR increased staff and prisoner motivation to learn, and enthusiasm and hope for a better tomorrow were visible among all participants. The following testimonial excerpt from a prisoner allowed to work with Edovo tablets demonstrates the excitement and hope generated by this policy change (Unreasonable, 2017):

“I'm a recovering addict ... and I've been here over ten months and I don't want this lifestyle. You don't get much education in jail on anything....I've learned how to get a job, ... deep breathing skills and cognitive behavior skills, how to deal with my anger, I've taken anger management. I actually want to open my own business.”

The enthusiasm extends to parole officers who see improvements in prisoner behaviors and decreased burdens on guards. Ray Burns, an Offending Manager working with drug and alcohol addiction with prisoners in Sussex England, states “Many of these offenders are

resistant and effecting change can be difficult” (Burns, 2013, p. 21). With only six sessions ordered by the court Burns must work quickly to engage the offenders:

As soon as I began using the touch screen tablet, the impact was remarkable. I found that the offenders were really enthusiastic, and I observed a heightened interest in the materials I was showing them with much more focus and engagement... In my opinion, the use of up-to-date technology is showing offenders that the probation service is able to move with the times.

Path-goal leadership is further evident within the CDCR’s approach in four primary areas:

1) Directive leadership: The CDCR provided the necessary guidance and structure or prisoners and staff and families to accomplish their tasks. They planned, and agreed to make policy changes, they ran trial programs in five prisons across the US, they located appropriate carriers and content providers, and they communicated effectively with the public. “Leader provides guidance and structure for members and task. The members expect direction and need details, context, and boundaries to accomplish tasks” (Bickle, 2017, p. 36).

2) Supportive Leadership: The CDCR provided nurturing support to the families of prisoners through direct communication on their website and ample press releases. “Leader provides nurturance and support” (Bickle, 2017, p. 36).

3) Participative Leadership: The CDCR created a feedback loop where families, prisoners, and staff could be part of the decision making. “Leader provides an environment where members may be active in group discussions” (Bickle, 2017, p. 36).

4) Achievement-oriented Leadership: The CDCR offered opportunities for prisoners to gain training in digital skills, and on-line educational content provided by the carrier and its

affiliates. “Leader provides challenges to members who need to excel and have high expectations for themselves” (Bickle, 2017, p. 36).

Behavioral approach

The CDCR is partnership with other California authorities employed management and leadership techniques that most resemble path-goal theory. Leaders were required to begin to move away from the well-established authoritarian models of incarceration towards a learning based culture. Their behaviors then influenced outcomes within the states incarceration systems. “Path-goal leadership theory requires learning leaders, who are interested in spreading a learning culture to adopt directive, supportive, participative, and/or achievement-oriented behavior” (Farhan, 2018, p. 17).

Learning disabilities dominate the landscape of prisons as noted in prior chapters, so it is important for leadership to demonstrate the importance and willingness to be continuing learners, and to create that atmosphere within the prisons as well.

The adoption of path-goal leadership styles by learning leaders allow influencing subordinates’ learning attitudes through clarifying the path and removing obstacles, and allowing the goal of improving learning organization to be achieved. The adoption of appropriate style will help subordinates satisfy their needs and accomplish learning goal. (Farhan, 2018, p. 17)

The enhanced communication project aims to strengthen the bonds between the incarcerated population with their families and communities. Jails and prisons across the US are seeing the benefits of utilizing electronic devices as they provide incarcerated individuals access to rehabilitative program content, important departmental updates, and positive leisure-time activities, such as knowledge-based

games and books. These devices also allow these activities to be tracked and monitored for safety and security. Tablets will be provided at no cost to families or incarcerated people, although certain premium features, such as streaming music services, may incur charges. (Welcome to ConnectNetwork, 2021, par. 7)

Problems and Possibilities

Statistics demonstrate the unusually high amount of recidivism (76%) within five years, and 83% within nine years (Clarke, 2019) for which lack of education and substance abuse are primary drivers. But the possibility exists for the incarcerated to redefine themselves through digital training skills. Tablets offer opportunities to gain new identities in fields once dominated by privilege. Prisoners can conceivably flip the model from which they were the ‘receivers’ of life improving training and instead become ‘dispensers’ of training. Learning digital skills could level the playing field for those who are incarcerated. Path-goal theory is a workable model for careers such as training consultants, on-line educators, life-coaches, accounts, counselors, customer service, etc., “remote training consultant leadership development should include customer service, coaching, communication skills, creativity, and conflict resolution, using path-goal leadership theory as a guide” (Bickle, 2017, p. 36).

Examples of Global TelLink user interface are presently unavailable, but screen shots of the Edovo Tablet user interface for prisoners reveal content applications available to prisoners. Edovo a smaller competitor to Global TelLink (60% of the market) offers similar services. Screen shots (located in the appendix) demonstrate that illiteracy screening and training are not yet being offered. The GED, RLA reading comprehension program is offered to prepare for the GED, which does not screen for LD’s nor does it offer training for those cannot read to become

readers. Prisoners unable to read effectively live in two prisons at the same time. Illiteracy walls an individual away from gaining knowledge that could otherwise transform them into sentient, literate individuals.

While these tablets are ostensibly free, high rate charges have plagued Global TelLink. The FCC was finally able to win a rate reduction from the Federal District Court in DC in 2020 (Federal Communications Commission, 2020). But rates and fees remain high at 20 cents per minute for video calls for example. Prisoners are charged on a per word basis, which penalizes a reader for reading a section twice. Content that is free to public, such as Project Gutenberg, incurs a per word cost for prisoners. More troubling is prisoners are being charged for every minute they are connected. Katy Ryan, founder of the Appalachian Prison Book Project (APBP) notes (James, 2020):

At the best of times, I cannot imagine reading while being charged per minute. If you pause to think or reread a passage, it will cost you. If you want to reread a book, you pay the entire cost again. Access to education, information, and books is vital to personal growth and health. We should be removing barriers. Not charging per minute. We can do so much better.

Summary

It is clear from the analysis that path-goal theory leadership was utilized by the CDCR and affiliated state agencies, contractors, to implement a significant policy change initiative within the incarceration systems of California. The CDCR's policy change resulted in the distribution of digital tablets to prisoners for enhanced communication, education, and entertain purposes. The effective implementation of directive, supportive, participatory, achievement leadership is evident throughout the entire project from its inception, through its five prison tablet pilot program phase implemented in 2018, to full launch across the state of California by

the end of 2021. While concerns over rates, and content remain, the potential upside for prisoners is impressive.

Prisoner can now be educated to acquire basic digital skills, with the goal in mind that once these skills are mastered, more complex skills can be taught. This offers a broad range of opportunities for prisoner to work at something that is of their own choosing (as opposed to masonry, or making license plates). The acquisition of digital skills may allow them to leave a life of poverty and enter into more prestigious positions in upper management, entrepreneurial opportunities, programming apps, or becoming on-line teachers and coaches themselves, thereby reducing their chances of recidivism.

Chapter IV. Summary

The history of incarceration systems globally and specifically within California have been dominated by an authoritarian leadership style which interpreted crime and punishment in a one size fits all, framework of good vs. bad. A singular brand of punishment (incarceration) was deemed mostly all that was necessary in payment for crimes committed against society. But the authoritarian, autocratic, leadership has begun to merge into a form of leadership in which Path-Goal Theory has an effective place of importance. Path-Goal leadership has allowed for correctional directors, staff, and legislatures, to engage with prisoners to determine what their needs are, and have created the necessary feedback loop from which to learn how they should best serve their sentences.

The results from this study demonstrate how justice was not served through authoritarian approaches to criminal behavior, and the lives of those incarcerated were ultimately wasted through the lack of targeted education, screening for Learning Disorders, poor rehabilitation services, and recidivism.

This paper discussed the history of authoritarian leadership methods as utilized by the incarceration systems within the U.S. and Europe and specifically in California. It demonstrates how this system of leadership failed to reduce recidivism, and provide targeted rehabilitation for the broadest population of those incarcerated for the last 100 years. Path-Goal leadership is shown to be an alternative form of leadership for the 21st century incarceration systems, as analyzed through the policy change initiatives implemented by the California Department of Corrections and Rehabilitation, which better assists in creating large scale changes within the states correctional systems. These changes include the implementation, study, and interpretation of pilot programs for tablet mobilization, which resulted in the recent, full distribution of tablets

to all prisoners in California for the purposes of communication, entertainment, and education. Path-Goal theories are evident in the incorporation and implementation of modernized communication, entertainment, and educational systems, (tablets) for incarceration systems. The distribution for these tablets began in March, 2021. Statistical findings and journals regarding their impact are yet to be compiled.

Implications

The results of this study have promising implications for the future of incarcerated individuals and their families. Prisoners now have access to tablets, and therefore can attain training in a variety of digital job skills. They can further create new opportunities for their future, through the use of individualized training courses, and on-line education. The tablets can help remediate more deeply ingrained criminal behaviors that contribute to re-entry problems, and recidivism.

While screening for Learning Disabilities, and tutoring in Dyslexia do not appear to be offered at this time by Global TelLink service platform, it is certainly within the grasp of this company to provide these tools, once tablet use has become more ubiquitous within California's prison population. Global TelLink as a carrier and provider of content will have the opportunity to deliver not only content that can address the illiteracy problems, but also begin to break the cycle of poverty, and classism that holds prisoners back from attaining jobs in upper management, which includes high end programming positions, on-line teaching positions, and consulting positions. Any legal virtualized job that is offered to the population as a whole may now be within the grasp of those who are incarcerated.

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APPENDIX A

Images of Edovo Tablet Interface

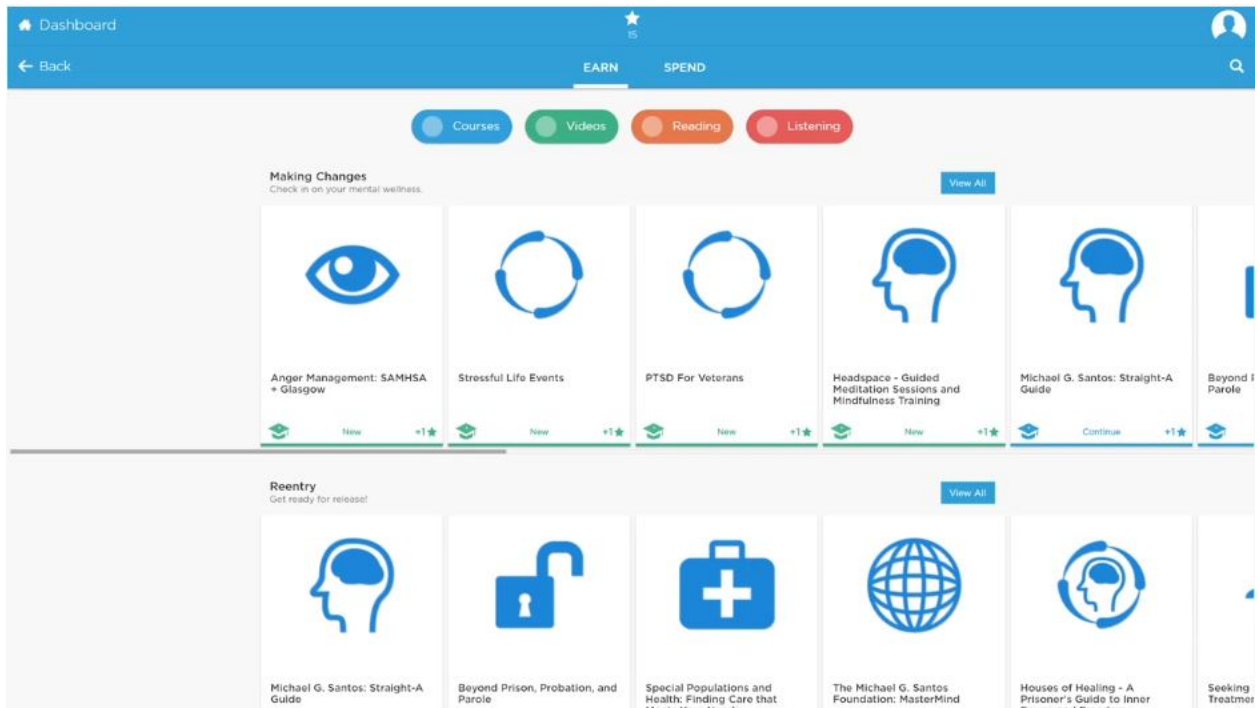


Figure 1 – Edovo Interface (Edovo, 2019)

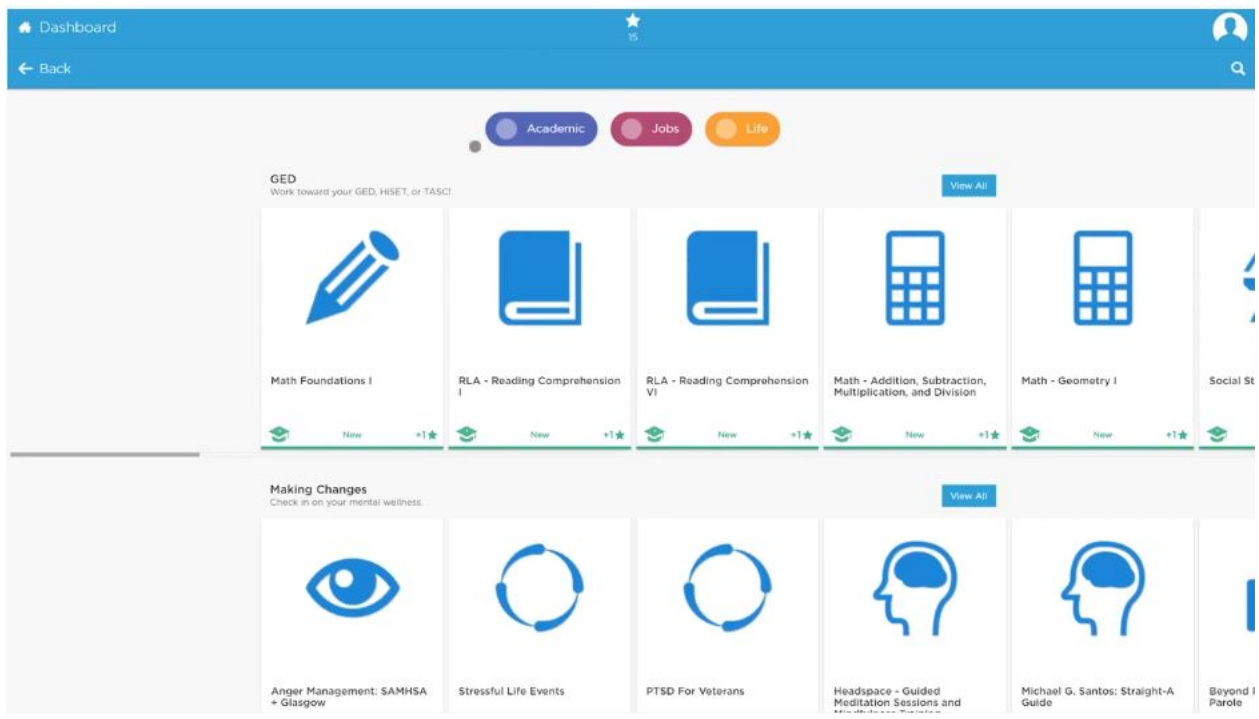


Figure 2 – Edovo Interface (Edovo, 2019)

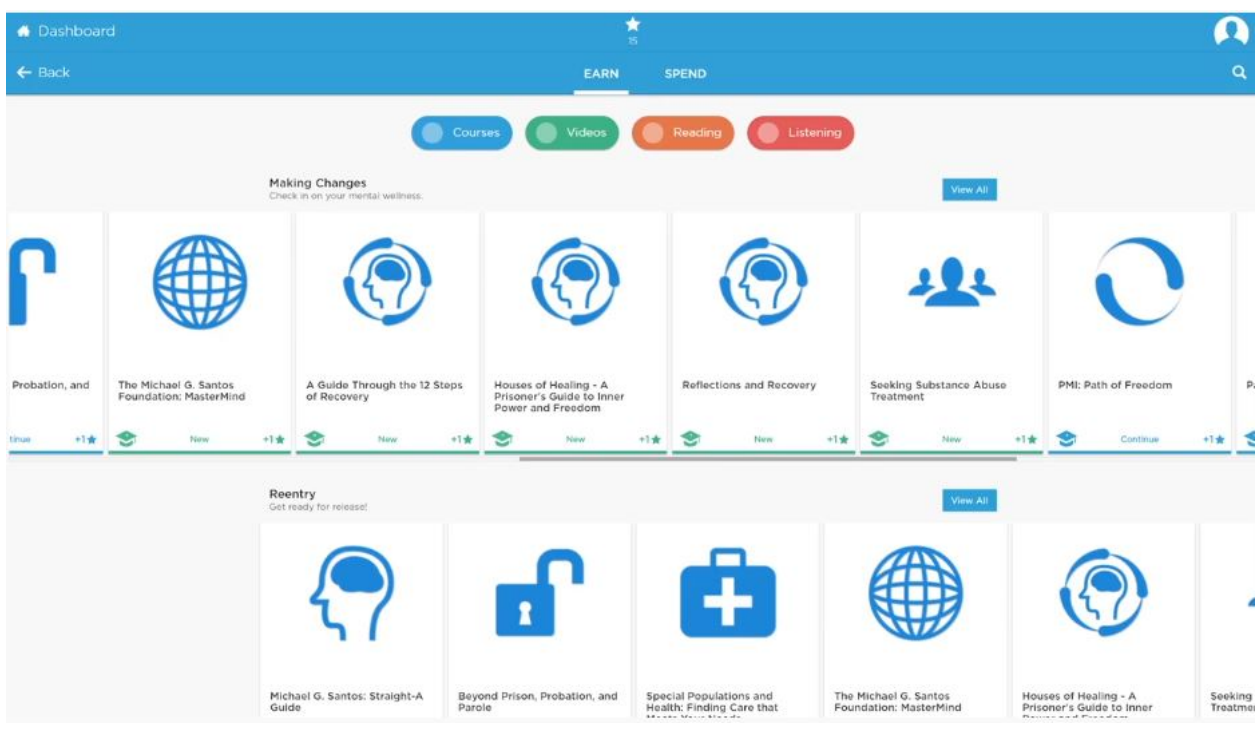


Figure 3 – Edovo Interface (Edovo, 2019)

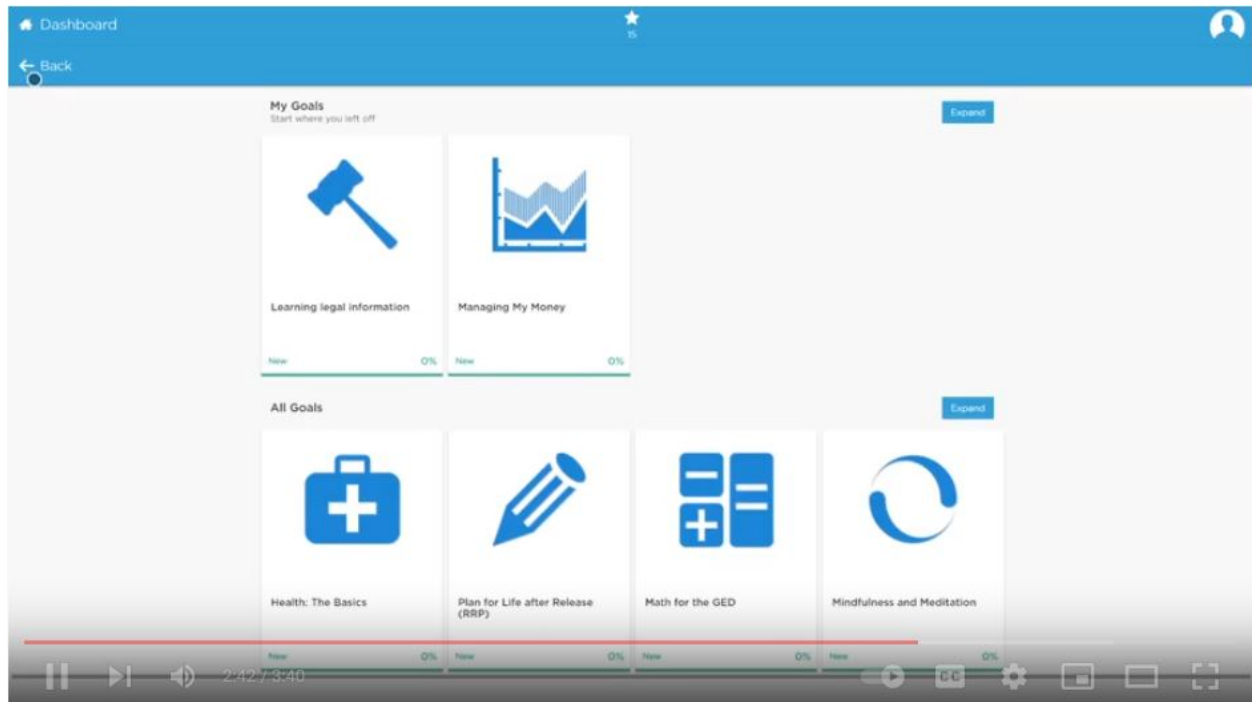


Figure 4 – Edovo Interface (Edovo, 2019)