

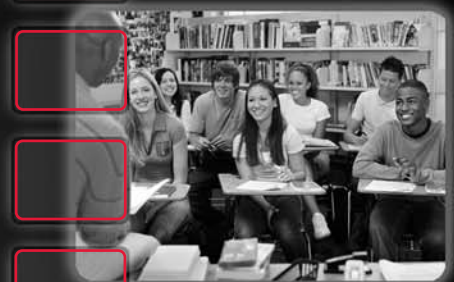
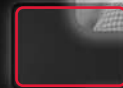
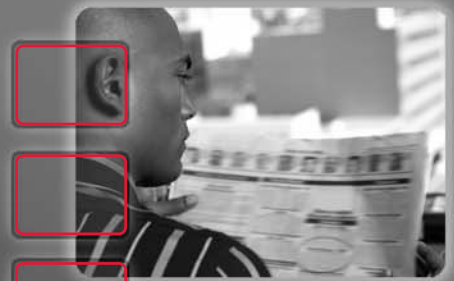


FUTUREFORCE

A GUIDE TO BUILDING THE

21st Century Community Corrections Workforce

Recruitment



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FOREWORD

Community corrections faces a crucial challenge in the first decade of the 21st century. As the number of offenders on probation or parole continues to increase, many of our most experienced officers are approaching retirement age, and the pool of qualified applicants to replace them is dwindling. To compete effectively in today's turbulent labor market, community corrections agencies need creative strategies for attracting the best people. But hiring is just part of the challenge. Once an agency has hired the best, it must develop and retain them.

FutureForce: A Guide to Building the 21st Century Community Corrections Workforce is a practical tool for workforce planning, designed to help community corrections agencies address immediate needs without neglecting the long-range future. The guide poses questions that will stimulate discussion and promote strategic thinking. It explains why workforce planning is critical and explores "organizational culture"—the things that make an agency a desirable (or an undesirable) place to work. Detailed chapters on recruitment and retention offer a wealth of ideas and examples, and the final chapter suggests strategies for getting started. Useful supporting materials include "To Do" checklists, "Voices From the Field" case studies, and extensive lists of related publications and Web sites.

Reflecting input from the National Institute of Corrections' Workforce Development Advisory Workgroup and community corrections practitioners, academicians, and other experts across the nation, the *FutureForce* guide is an invaluable resource for correctional leaders who seek a proactive approach to workforce challenges. The strategies and information contained in the guide are fundamental to effectively recruiting, developing, and retaining the individuals we entrust with managing probationers and parolees and safeguarding our communities.

Morris L. Thigpen, Sr.

Director

National Institute of Corrections



PREFACE

More than five million people are now on probation or parole in the United States (Glaze and Palla, 2005: 1), and their numbers are not declining. What is declining is the number of experienced employees in this profession—people who are responsible for offender management and, ultimately, community safety. With thousands of community corrections workers poised for retirement and a shrinking pool of qualified applicants to replace them, workforce planning has become a critical priority.

FutureForce: A Guide to Building the 21st Century Community Corrections Workforce could, therefore, be considered a “wake-up call” for community corrections to proactively address this reality. As such, this guide is designed to provide correctional leaders with the information and strategies needed to recruit, develop, and retain quality personnel.

For in the final analysis, community safety is not primarily the result of innovative public policy, sophisticated technology, or groundbreaking techniques. Even the best policy, the latest technology, and the newest innovations depend on people for effective implementation and successful outcomes. It is people who are, after all, entrusted with managing the five million offenders under community supervision—and with safeguarding the many more of us whose well-being is in their hands every day.

Jeanne B. Stinchcomb

Susan W. McCampbell

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For their dedicated efforts toward helping that vision become a reality, CIPP is grateful to all of those whose expertise contributed to this guide. Special appreciation is extended to NIC’s Workforce Development Advisory Workgroup for their ongoing contributions, to manuscript reviewers for their valuable feedback, to graduate assistants for their research services, and to our manuscript editor for the polishing final touches.

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With gratitude for your ongoing efforts and outstanding contributions, we express our deepest appreciation. Your advice, guidance, and insights have been instrumental in moving this project from a distant vision to a distinct reality.

Jeanne B. Stinchcomb
Susan W. McCampbell
Elizabeth P. Layman





EXECUTIVE SUMMARY

FutureForce: A Guide to Building the 21st Century Community Corrections

Workforce explores current and future workforce challenges facing community corrections. The guide tackles everything from organizational culture to recruitment and retention, career development, and succession planning—with invaluable input from leaders throughout the field. Each chapter describes a wealth of opportunities for progressively leading today’s workplace and proactively shaping tomorrow’s workforce.

This guide is designed with both short-term and long-term objectives in mind. In the short term, it is a vehicle for stimulating discussions and promoting strategic initiatives related to workforce planning. But it also recognizes that strategic impact can only be determined through long-term indicators such as employee satisfaction, agency stability, and community safety. In summary, it is anticipated that the information and resources presented in the guide will be a valuable resource for community corrections—ultimately promoting the future well-being of employees, the farsighted wisdom of agencies, and the fundamental welfare of communities.

To put workforce-related issues and problem-solving initiatives in clearer focus, each chapter of the guide begins with a list of “Do You Know?” questions identifying key discussion features. Each chapter ends with a “To Do” checklist for future planning, along with “Voices From the Field” that present real-life techniques and procedures used in some community corrections organizations throughout the country. The appendixes present additional resources for those interested in exploring specific areas of interest in further detail.

Chapter 1: Rationale—Why Now?

Chapter 1 addresses why workforce planning should be a crucial concern for community corrections. It describes the facts, figures, and public policies driving today’s workplace and projects how they are likely to influence the workplace of tomorrow. Issues discussed range from the changing labor market to the new profile of incoming workers, the challenges of privatization, and the influence of evidence-based practices. In light of the pending retirement of up to half of the workforce in some states, this chapter documents the intensely competitive “talent war” for competent employees. More importantly, it demonstrates how

competition can be further intensified when agencies fail to retain the best and the brightest. The concern for preventing premature and costly turnover leads to examination of the influence of organizational culture—the topic of chapter 2.

Chapter 2: Organizational Culture—Moving From a “Workplace” to a Place Where People Want To Work

Chapter 2 is based on the premise that an organization’s culture is closely tied to its ability to recruit and retain employees. With an upbeat culture that attracts applicants and inspires employees, agencies can compete more effectively in today’s marketplace. Thus, much of this chapter explores what makes a desirable workplace and how to begin moving in that direction. Appendix B, “Diagnosing Agency Culture,” presents a tool for assessing the strengths and weaknesses of an existing organizational culture. With this information, administrators can determine whether their conceptual vision is linked to the reality of how things are actually done. That alignment is the key to creating a positive, supportive culture—an environment where people want to work.

Chapter 3: Recruitment—Looking in the Right Places for the Right People

Chapter 3 considers how an organization’s culture helps or hinders the ability to attract qualified applicants. Its focus extends well beyond the immediate workplace, challenging agencies to hire with an eye toward future needs rather than just for the skills and knowledge that suffice today. Emphasis is placed on forecasting future vacancies and developing a proactive, comprehensive recruitment plan to fill them—keeping in mind that new generations of workers call for new recruiting strategies. The discussion moves from the question of who should be targeted to what the organization has to offer applicants, when recruiting should commence, and where and how it can most productively be conducted. A tracking chart is presented for determining the costs and benefits of various recruitment strategies—to help organizations maximize their time, resources, and effectiveness in attracting today’s recruits and tomorrow’s leaders.

Chapter 4: Retention—Keeping the Right People in the Right Places

Chapter 4 is based on the premise that even the most effective recruitment efforts are futile if not combined with equally farsighted efforts to develop and retain staff. The chapter explores the “hidden costs” of turnover and presents a formula for





calculating what it costs an agency when someone leaves. Because understanding why some employees leave and others stay is essential for reducing turnover, the chapter offers suggestions for conducting both exit and retention interviews. Appendix C, “Employee Engagement, Retention, and Exit Interview Sample Questions,” lists some specific questions. Noting that immediate supervisors are a key factor in turnover, the chapter also focuses on promoting and developing effective supervisors. It then considers why some employees—especially younger workers—are not interested in promotion and what can be done to make it more attractive.

Chapter 4 also addresses succession planning—a comprehensive process that involves “marketing” promotional opportunities and using mentoring, coaching, and other career development techniques to produce a qualified pool of candidates to fill supervisory, managerial, or leadership vacancies. Because job satisfaction (and, therefore, retention) goes hand in hand with career development (and, therefore, succession), the chapter emphasizes the importance of ensuring that employees are continually growing, learning, and being challenged. With the diversity of today’s workforce, one size no longer fits all when it comes to techniques for enhancing job satisfaction; the chapter also discusses how effective agencies accommodate this diversity.

Chapter 5: Strategies for Success—Getting Started

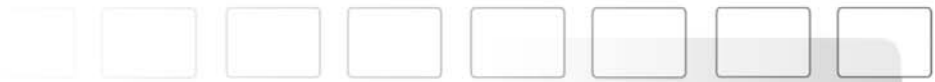
Chapter 5 addresses the question “Where do we go from here?” It translates concepts and tools provided throughout the guide into operational practices, beginning with three fundamentals: (1) the right focus (defining the agency’s vision/mission), (2) the right attitude (embracing organizational change), and (3) the right process (encouraging both internal participation and external collaboration). With this foundation in place, the chapter discusses how to develop strategies for success, based on organizational self-assessment and a workforce planning process designed to align all aspects of human resources management with the organization’s vision. The chapter also addresses incremental assessment to provide ongoing feedback so necessary adjustments can be made along the way.

The comprehensive effort described throughout this chapter is not a one-time, short-term quick fix. Rather, it is an ongoing process to build a future workforce that is continually growing, developing, and proactively addressing new demands—all essential ingredients in meeting the 21st century challenges of community corrections.

Appendixes

In addition to the organizational culture assessment tool and the sample interview questions mentioned above, appendixes include the methodology used to develop the guide, a glossary, a summary of the “To Do” checklists from each chapter, resources, and an annotated bibliography.





CHAPTER 1

RATIONALE—Why Now?



Do You Know . . .

Why proactively addressing workforce issues in community corrections is especially important today?

In what ways the current labor market is changing?

Why community corrections is competing in a “talent war”?

What changes on the horizon will affect tomorrow’s workplace in community corrections?

Probation, parole, and other community-based corrections agencies face the formidable challenge of balancing increasing caseloads with stagnant resources and more dangerous offenders. At the same time, these agencies are expected to be responsive to both escalating expectations and changing public policies. How effectively all of these challenges are met depends on how effectively today’s leaders develop tomorrow’s workforce. The ability of community corrections to contribute to public safety ultimately depends on its workforce, and that workforce is undergoing major transitions.

To meet the challenge of these transitions, progressive agencies are anticipating and planning for the upcoming retirement of Baby Boomers (workers born between 1943 and 1964), the changing nature of the labor market, and the increasingly stiff competition for talented employees. They are already



REALITY CHECK—Who Will Carry On?

Look around at your next staff meeting— How many of those at the table do you expect to be there 5–10 years from now? If the answer is “Few, if any,” the next obvious question is, “Who will take their place”? The answer will shape the future of community corrections throughout the 21st century.

developing a workplace that attracts competent applicants and retains capable workers. Progressive agencies know that the real costs of failing to maintain a well-qualified, fully staffed workforce are measured not in dollars alone, but also in terms of diminished organizational capability and community confidence. Reactive agencies, on the other hand, do little until the inevitable crisis demands action.

How Today’s Labor Market Has Changed

For most of the last decades of the 20th century, American employers enjoyed a buyer’s market as post-World War II Baby Boomers flooded the labor market and women began entering the workplace in record numbers. Every job could bring hundreds of aspiring applicants. But that was then. This is now. Just as they arrived en masse, the Baby Boomers are now in a position to retire in equally large numbers. For community corrections, this timing presents even more challenges in an era that has already had more than its share of demands.

As a result of control-oriented public policies since the 1980s, the population of correctional institutions has skyrocketed. But few initiatives on the public agenda have been more expensive than building and maintaining prisons and jails. The “correctional conglomerate” has therefore taken hefty bites out of government’s fiscal pie—often to the detriment of education, transportation, health care, and other essential services (Stinchcomb, 2005a: 4).

Unlike correctional populations, fiscal resources have not continued to grow. To the contrary, following the tragic events of September 11, 2001, many states and localities

have experienced painful cutbacks. As legislators and taxpayers reconsider fiscal priorities, they are becoming more receptive to community supervision as a cost-effective option to concrete and steel. In addition, even offenders who received lengthy prison terms under the first “three strikes” laws are now eligible for release. Where are they headed? For most, the answer is to some form of parole or mandatory supervised release.

REALITY CHECK—Did You Know?

Nearly 97 percent of all prison inmates will eventually be released, . . . and more than 625,000 inmates a year are now leaving custody. About two-thirds are rearrested within 3 years. (National Institute of Corrections, 2004a)



All of this adds up to a challenging scenario. At the same time that more offenders are entering the system, more employees are leaving as Baby Boomers retire. For agencies already trying to do more with less, the question becomes how to cope with the impact of this double hit. The answer has long-term implications both quantitatively and qualitatively.

Quantitatively, it is apparent that the labor pool will be diminished by the departure of a large cohort of experienced workers in the coming years. Government will be the first to feel the loss of these retirements. That is because older workers are a large component of the public sector workforce. In fact, the average state government employee is now over 44 years old (Carroll and Moss, 2002: 2). Experts predict that corrections will be second (after health care) on the list of occupations “most likely to be most affected” by an upcoming shortage of workers (Carroll and Moss, 2002: 5).

For community corrections, the U.S. Bureau of Labor Statistics (BLS) expects employment of probation officers to grow at a rate of 9 to 17 percent through 2014. In addition to openings because of growth, BLS projects that “many openings will be created by replacement needs, especially . . . due to the large number of these workers who are expected to retire . . .” (Bureau of Labor Statistics, 2005).

Newcomers to the workforce are not likely to spend their full career in one agency, or even in one occupation. Unlike yesterday’s workers, the typical young worker today “averages nearly *nine jobs* between the ages

REALITY CHECKS—

Who Works for Us?

Workers 45 and older represent nearly half (44 percent) of government employment—but only 30 percent in the private sector. On the other hand, workers under 35 represent only 27 percent of government employment—and nearly half (44 percent) of the private sector. (Rockefeller Center for the Study of the States, 1999)



Today’s Workers Aren’t Who They Used To Be

Information on how changing demographics will affect the available labor force is available from the following Web sites:

www.census.gov. Visit this site for statistical information. Check *American FactFinder* for population estimates, educational levels, and information on employment and income. Check Local Employment Data for employment and unemployment figures, local workshops, job fairs, and training topics and sites. Look in *FedStats* for statistical profiles of states, counties, cities, and political districts.

www.bls.gov. The Bureau of Labor Statistics site contains employment and unemployment data for the nation, states, and local areas; employment projections and labor turnover data; economic data by state, region, and occupation/ industry; wages by region and occupation; and data on employment and productivity costs.

of 18 and 32, with more than half of the job changes occurring before age 23” (Arthur, 2001: 15). In fact, a survey of recent police academy recruits reveals that 40 percent plan to leave their current agency within 3 years (Orrick, 2002: 100)—just about the time that they actually develop the skills and experience necessary to

perform their duties. This level of turnover is in keeping with average employee tenure throughout the country, which has dropped to an all-time low of 3.6 years (National Institute of Corrections, 2004a: 8).

Nationwide, turnover rates for all workplaces have soared to the highest levels in a decade, with 58 percent of organizations reporting difficulty retaining employees (Ramlall, 2004: 52). This means that more than half of the employers in the United States are not realizing a full return on their investment in human capital.

REALITY CHECK—Did You Know?

In 1971, there were 34,200 probation and parole officers, which represented 23 percent of the total correctional workforce. Twenty years later (1991), probation and parole had more than doubled to 72,040 officers, but their percentage of the total correctional workforce actually dropped to 14 percent. (Fisk and Greiner, 1998: 126)

Why There Is a “War for Talent” in Today’s Labor Market

These social and demographic trends have created an intense competition for competent, knowledgeable workers. Previously, *employees* competed for jobs. Now the tables have turned. Today it is *employers* who find themselves in increasing competition for qualified applicants (Johnson and Packer, 1987: 2), creating what has been dubbed the “war for talent” (Partnership for Public Service et al., 2005: 2). It is a war that organizations will lose if they watch passively from the sidelines. It is a war in which combat strategy demands innovative recruitment and retention techniques. It is a war that requires farsighted vision, strategic planning, and aggressive action. Most importantly, it is a war whose outcome will determine the performance of community corrections for decades into the 21st century.

It Is Not Just About the Numbers

The upcoming labor force changes are not just about numbers. The demographic makeup of the workforce is changing as well. Departing and entering employees have entirely different demographic profiles. White, non-Hispanic males will account for almost all of the shrinkage in the future labor force, whereas minorities will account for almost all of the growth (Workforce Associates, 2004: 66). Tomorrow’s workforce will no more resemble today’s than manual typewriters resemble text messaging.





Moreover, the future may hold even greater qualitative than quantitative challenges. Many of those retiring are experienced, well-educated employees in supervisory and middle- or upper-level management positions. Their departure will place a premium on recruiting and retaining employees with the strong analytical, problem-solving, communication, and collaboration skills needed to implement concepts such as evidence-based practices. This means that many organizations will experience a talent and knowledge gap between the competencies needed in the workplace and the skills available in the marketplace (Partnership for Public Service et al., 2005: 4).

The resulting challenge has many dimensions. Filling an entry-level line position can potentially be done within a matter of months. In fact, agencies that engage in strategic planning anticipate turnover at the entry level and have a supply of qualified applicants screened, tested, and ready for hire on relatively short notice. But it takes years for an employee to develop the full range of competencies required for effective supervision of offenders.

Preparing candidates for promotion to midmanagement and executive positions takes even longer, especially in agencies, such as community corrections, that promote almost exclusively from within. Even for entry-level positions, waiting until employees leave before thinking about replacing them puts the agency at a significant disadvantage. But succession planning for the next generation of supervisors, managers, and executives requires an even longer leadtime, broader vision, and more resources.

As the workforce ages, the retirement of a large cohort of workers is inevitable, and dealing with that pending change is expensive. The cost of turnover varies from agency to agency, with estimates ranging from as little as one-third of the departing employee's salary to as much as 1.5 times the person's salary (Recruitment and

REALITY CHECKS—

Did You Know?

One in five Americans will be a senior citizen by 2030, compared with one in eight in the mid-1990s. (Arthur, 2001: 334)

The current ratio of probable workers (ages 25–64) to probable retirees (ages 65 and over) is 4 to 1. By 2011, the first of the 76 million Boomers will start to retire, driving the ratio to 3 to 1 in 2020, and it will approach 2 to 1 in 2030. (Chambers, 2001: 12, quoting Bill Styring, Hudson Institute)



Changing Demographics

By 2020, nearly one-third of the American workforce will be composed of racial and ethnic minorities, compared to less than one-quarter in 1995. (Judy and D'Amico, 1997: 109)

Retention Task Force, n.d.: 4). The differences depend on everything from the employee’s position and longevity to how many factors the estimate includes. No matter how the details are calculated, however, turnover is expensive.

Finding Replacements for Departures

Regardless of the cost of employee attrition or whether that attrition results from retirement or turnover, the pressing issue is how will these employees be replaced? The answer is “not easily.” More than 8 out of 10 employers throughout the country (86 percent) are reporting difficulty attracting new applicants (Ramlall, 2004: 52).

Potentially related to these recruitment problems is the fact that many organizations (including community corrections) might be described as rigid, hierarchical, or bureaucratic—a model characterized by well-established operations, standardized procedures, top-down decisionmaking, extensive regulations, and close supervisory oversight. Because this model is not appealing to the newest generation of workers, it is little wonder that agencies are experiencing recruitment and retention problems.

Will the generation who grew up watching MTV, playing DVDs, and communicating via instant text-messaging find fulfillment in deeply entrenched bureaucracies? Will young people who are making many of their own decisions before leaving high school be satisfied in a workplace where decisionmaking is concentrated at the top of a tightly structured hierarchy? Will latchkey kids who have raised themselves relate well to micromanaging supervisors? Not likely. As in many businesses and government agencies, these are among the major workforce challenges facing community corrections.

Traditional “command-and-control” strategies are incongruent with the current workplace. Yesterday’s management techniques will not attract or retain tomorrow’s managerial talent. Without more enlightened leadership, management, and supervision, agencies can expect employee frustration and dissatisfaction to result in further turnover.

REALITY CHECK—Generational Gaps

Traditionalists are classified as coming of age in a “chain of command” environment, whereas for Boomers it was “change of command,” for Xers, “self-command,” and for millennials “don’t command, collaborate!” (Lancaster and Stillman, 2002: 30–31)

Implications of a Changing Workforce

A more demographically diverse, multi-generation workforce means that everyone no longer thinks alike, maintains the same values, or embraces the same culture. This brings both



benefits and drawbacks to the workplace. Diversity brings more “gifts to the table”—enabling issues to be viewed (and solutions developed) from wide-ranging perspectives. But it also brings the challenges of uniting employees from diverse backgrounds in pursuit of a common vision.

New workers require a new kind of workplace, and the organizations most successfully engaged in the talent war are changing accordingly. Some of these changes are widespread, such as decentralized decision-making and employee empowerment. Others are specific to community corrections, such as demonstrating public value by using evidence-based practices. In any event, before determining what types of employees and management strategies hold the greatest promise for meeting tomorrow’s needs, it is essential to determine what tomorrow holds.

REALITY CHECK—Forecasting the Future

Forecasts are guesses about the future based on the past. Using the past to ‘see’ the future is like driving a car by looking into the rear view mirror. As long as the road is straight or curving in wide arcs, the driver can stay on the road by looking backward. However, if a sharp turn occurs or a bridge is out, the driver will crash. So it is in criminal justice forecasting. (Beck, 1996)

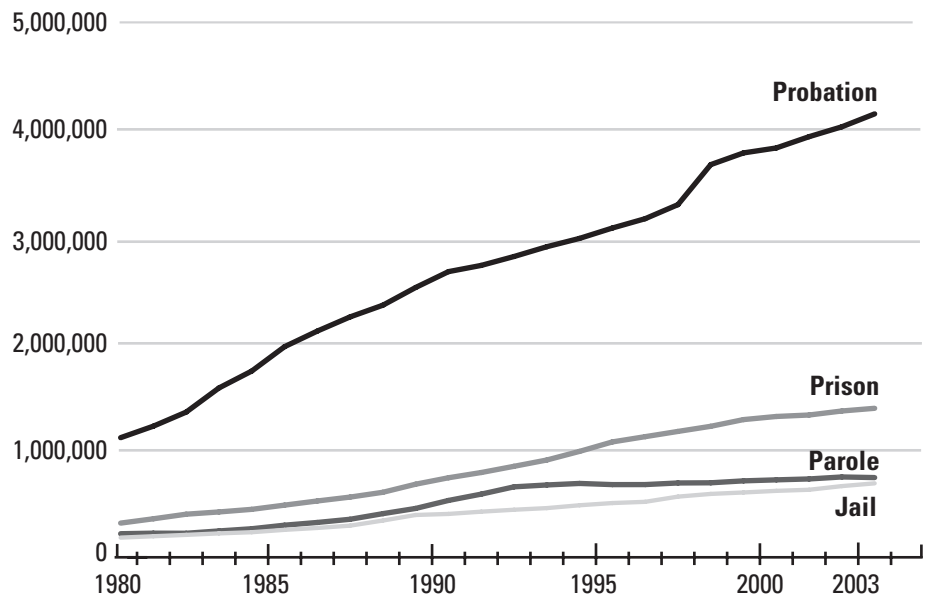
Workforce-Related Changes on the Horizon

Although forecasting the future is far from an exact science, the immediate environment holds some clues about what to expect. For example, community corrections can anticipate being influenced by forces such as persistent public policy trends, changing fiscal priorities, continuing public safety concerns, and media spotlights, along with accountability issues, evidence-based practices, and privatization. These external forces all have implications for the internal organizational environment of community corrections agencies.

Public Policy Trends

In contrast to community corrections, prisons and jails generate considerably more day-to-day publicity. But the vast majority of correctional offenders (70 percent) are actually serving sentences in the community (Office of Justice Programs, 2003: 1). As illustrated in figure 1, probation populations over the past two decades have consistently surpassed those confined in correctional institutions—despite the impact of “three strikes” and similar mandatory minimum sentencing laws. Assuming that this trend continues (Beck, 2004), community corrections will need to attract increasing numbers of employees to keep pace with growing service demands.

FIGURE 1. Adult correctional populations, 1980–2003



Source: Bureau of Justice Statistics, various years.

Fiscal Priorities

The impact of September 11 has taken a significant fiscal toll, with increasingly scarce resources being diverted to homeland security, counterterrorism measures, and the war in Iraq. All publicly funded agencies are affected by the fallout from these shifts in government priorities. Prisons and jails, for example, have experienced “a sharp reduction in programs that provide offenders with the education, vocational, and life skills necessary to prepare for reintegration into society” (Weedon, 2004: 6). The implications for community corrections are immense. To the extent that institutional programming is underfunded, postrelease adjustment is potentially undermined for the thousands of prisoners who leave confinement for community supervision each year. Moreover, as states and localities become increasingly unable (and/or unwilling) to pay the high price for institutional facilities, community corrections will likely become the repository for many offenders who might otherwise have been incarcerated.





Public Safety Concerns and Media Spotlights

In part because of such economic realities, probation and parole probably will continue to generate some measure of support. For example, four out of five people surveyed in 1991 said they favored community corrections programs over prison for nondangerous offenders (*Corrections Today*, 1991: 134), and the public apparently continues to accept moderate sanctions that reduce costs for nonviolent offenders (National Institute of Corrections, 2004a: 6). Nevertheless, when media reports spotlight high-profile crimes committed by probationers or parolees, the public demands more effective supervision. Public support does not come without public scrutiny, and community corrections can expect to be held increasingly accountable for the public safety-related implications of offenders' behavior.

REALITY CHECK—Public Safety and Political Support

Probation is undervalued and under supported. It is seen as soft on crime. . . . If probation is to gain greater support, its mission must be clarified and its role in securing public safety must be delineated. To do so, performance measures must be developed to demonstrate tangible results from probation supervision. (Burrell, 1998: 61)

Accountability and Evidence-Based Practices

This combination of fiscal austerity and public accountability has ushered in an unprecedented emphasis on conserving resources by choosing strategies of documented effectiveness. For community corrections, this means using evidence-based practices in the delivery of services (see, for example, Bogue et al., 2004). In that regard, one agency cited “a combination of budgetary issues and high caseloads” as the catalyst for change in the evidence-based direction (Gaseau and Mandeville, 2005: 6). Failing to make the best use of scarce resources by engaging in ineffective treatment techniques, brokerage services, or supervisory practices is incompatible with prevailing social, political, and economic trends. Community corrections is, therefore, likely to be held more explicitly accountable for fulfilling goals through initiatives that display well-documented outcomes.

Privatization

With legislative and political attention focused on skyrocketing institutional populations, caseload increases in community corrections have gone largely unnoticed. But the entrepreneurial spirit of the private sector has apparently recognized potential service gaps and demands for less expensive services. As a result, private companies have become integrally involved in everything from drug-testing probationers and

parolees to administering electronically monitored home confinement and, in some places, even supervising community-based offenders and administering the facilities that confine them (Stinchcomb, 2005(b): 564–65). With this array of available services, government organizations face the choice of competing or collaborating with private enterprise.

Organizational Implications

These changing social, political, economic, and demographic trends are products of the prevailing external environment. But their repercussions have persistent long-term implications for the internal organizational environment. For community corrections in the 21st century, it is a fact of life that more offenders with fewer skills and greater needs will be demanding attention from organizations with oversized workloads and undersized budgets (Burrell, 2005).

At the same time, probation and parole agencies will be expected to cope with increasing employee turnover, greater accountability, higher expectations, and more private-sector competition. In other words, agencies will have more of everything except human and fiscal resources.

In such challenging times, community corrections staff need more than ever the solid anchor provided by a supportive organizational culture, a strong sense of purpose, responsive management practices, and far-sighted, visionary leadership—critical topics addressed throughout this guide. It is not enough just to improve procedures for recruiting and selecting new employees. Contemporary workforce challenges call for comprehensive improvements aimed at systemic change throughout the organization.

Survival in the 21st century demands creative initiatives and proactive leadership—not only among executive staff, but at every level. An old adage warns that “failing to plan” results in “planning to fail.” Community corrections faces that dilemma.





“To Do” CHECKLIST



Determine how contemporary workforce issues are affecting (or projected to affect) your agency:

- How is your agency coping with the double impact of more offenders and fewer resources? Are there other more creative alternatives for meeting this challenge?*
- How much is your agency’s workforce expected to grow in future years? Adding expected separations, how many new employees does that mean you will need to attract?*
- Is the demographic makeup of your current workforce appropriate for future organizational needs?*
- What are the workforce projections for your state or county? How will your area of the state be affected by anticipated economic growth or decline in the next decade?*
- Who is, and who will be, your competition for employees throughout the coming decade?*

Assess the capability of your agency to meet emerging workforce challenges:

- How well equipped is your agency to compete in the “war for talent”?*
- Does your organization have a supply of qualified applicants who are screened, tested, and ready for hire on relatively short notice?*
- Has your agency begun succession planning, i.e., preparing candidates for management and leadership positions?*
- Does the environment of your organization reflect the characteristics that would be attractive to the current generation of applicants?*

Identify what workforce-related changes are on the horizon for your agency:

- Have you factored public policy trends into your workforce planning?*
- Does your agency accommodate prevalent concerns for public safety?*
- Does your organization effectively handle media attention?*

- Can your agency respond to demands for accountability (such as evidence-based practices)?*
- Can your organization effectively compete with the private sector?*
- Do your organization's culture, mission, vision, and values anchor staff during turbulent times?*

VOICES FROM THE FIELD

Workforce Succession Planning, Pennsylvania Board of Probation and Parole

When the Pennsylvania Board of Probation and Parole collected and analyzed data showing that approximately 42 percent of its parole agents and supervisors could retire before 2006, it developed a plan not only to address the impact from the loss of knowledge and talent, but also to reduce the time it takes to hire new employees and bring them to a level of performance that can replace that of departing employees.

The agency believed that being reactive rather than proactive would jeopardize the board's ability to ensure it could meet supervision requirements in accordance with current policy, procedure, and accreditation guidelines. By proactively forecasting vacancies and then recruiting and training individuals to fill these vacancies in the most populated districts, the board anticipates being better able to respond to increasing offender populations and resulting workloads.

To accomplish this, the board proposed creating temporary wage positions and placing newly hired parole agents in these positions 6 months prior to any anticipated vacancies. This approach was not intended as a one-to-one hiring solution, but rather as an investment to shorten the timeframe for training and equipping new agents to supervise continually expanding parole populations. In light of fiscal realities, the board requested that 50 percent of the expected retirement vacancies in 2006 be addressed by using these temporary wage positions. The agency believes this will significantly help it achieve a primary objective: enhancing community safety.

For more information, contact:

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Partnerships for Safety, PEACE Partnership, Office of Community Corrections, Commonwealth of Massachusetts

The Massachusetts Office of Community Corrections is working to improve the image of probation in the community through partnerships to protect citizens. In a pilot program that started in 2004, more than 200 probation officers from across the commonwealth participated in PEACE—Probation Enhancing Athletic Climate Excellence—in partnership with the Massachusetts Interscholastic Athletic Association, a private, nonprofit association that regulates, coordinates, and promotes high school student participation in athletics.

To enhance the security of the association’s events, probation officers were assigned to a tournament safety team at the stadiums where events were held. Among the safety teams’ members, in addition to the probation officers, were school administrators, teachers, stadium security personnel, and local police. Not only did the probation officers provide physical security, they were also able to identify persons of interest to law enforcement. This partnership helped keep players, coaches, and fans safe through 25 tournament games in 11 different stadiums.

For more information, contact:

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617-727-5300



ORGANIZATIONAL CULTURE—

Moving From a “Workplace” to a Place Where People Want To Work



Do You Know . . .

What organizational culture is and how it affects employees?

How the culture of a community corrections agency can be either a negative or a positive force?

How “loose coupling” can derail an agency’s mission?

Why aligning operational practices with administrative priorities is essential for community corrections?

What intrinsic motivators are most appealing to today’s employees?

Why extrinsic rewards are of limited value?

Visitors to Disney’s “Magic Kingdom” theme parks experience a fun-filled atmosphere created by hundreds of enthusiastic employees. That is not just because Disney parks are in the entertainment business. It is also because they carefully recruit, select, and train personnel. But perhaps most importantly, it is because Disney carefully socializes each worker into a unique corporate culture—one that unifies staff around the mission to “make people happy” (Collins and Porras, 1997: 127–131, 225; Snyder, Dowd, and Houghton, 1994: 107).

Comparing the fundamental work of community corrections to the fun-filled world of Disney parks seems like quite a stretch. Yet, in some respects, these organizations are similar. Both are affected by economic downturns. Both are large and complex. Both need employees to present a positive image. Both face similar organizational issues, ranging from the retirement of Baby Boomers to the threat of corporate competition. Why does Disney appear more capable of meeting these challenges? The answer is not so much in *what they do* as in *what they desire to be*.

Quite simply, Disney sets its long-range sights on being the best at what it does. Of course, it also operates in a cutthroat, competitive environment that differs considerably from the comparative security of government service. Yet, Disney does not have exclusive rights to creating an upbeat workforce and establishing a culture of excellence.

Community corrections practitioners are likewise realizing that they need to address core issues of internal organizational culture if they want to attract and retain quality employees. In the absence of a workplace where everyone can flourish and collaborate to achieve the agency’s mission, turnover will continue, recruitment will suffer, and scarce resources will be further stretched. Thus, while a chapter on organizational culture might seem somewhat out of place in a workforce-related publication, nothing could be more integral to effectively recruiting, retaining, and developing qualified, motivated, and satisfied personnel.

Creating a Positive Culture—The Difference Between “Winners” and “Losers”

An organization’s culture can be its greatest asset or its worst liability. That is because culture—like people—can be either a positive or a negative force.

Culture is essentially the “personality” of an organization. Just as an individual’s personality prescribes that person’s behavior, culture defines and reinforces what is acceptable and unacceptable behavior in a certain environment. The culture of a country, for instance, identifies what conduct is acceptable in that part of the world. Likewise, *organizational culture* defines “how things are done” in a particular workplace.

Thus, an agency’s culture reflects all of the basic, shared assumptions and values that are taught formally and informally to new recruits—and reinforced by veteran employees—as the “correct” way to act (Schein, 1992). That can range from how staff are expected to dress to how they address their supervisors, how office space is arranged, or how official decisions are made. The result is a unique organizational identity, where people bond with each other and share a sense of loyalty.





Within the overall organization, however, there may be multiple cultures operating. For example, the culture of one community corrections office may be quite different from that of an office 50 miles away. The cultures that evolve may differ depending on each location's function, its history, or the community it serves. Long-term employees may not even be aware of their agency's culture, having become immersed in it over time. After a while, the culture's features become so ingrained that they are simply taken for granted.

Perhaps most importantly, an organization's culture is a strong source of control and an important means of ensuring compliance with expected behavior. Essentially, "people who follow cultural norms will be rewarded, but those who do not will be penalized" (Kotter and Heskett, 1992: 7).

The power of a culture to control its members is reflected in the origins of the word itself—i.e., a social or religious "cult." But although a cult's extreme control of its members has a negative connotation, an organizational culture can exert either a positive or a negative influence on employees.

Every organization has certain "expectations, assumptions, and constraints" that guide the behavior of employees (Stinchcomb, 2004c: 156). The question is whether the culture:

- Values initiative and creativity? Or expects employees to keep a "low profile" and "not make waves"?
- Nourishes proactive, visionary thinking and risk-taking? Or believes that "if it ain't broke, don't fix it"?
- Makes staff proud to be part of the organization? Or fosters a collection of "woe-is-me" self-anointed victims?
- Encourages excellence? Or settles for complacency?

The answers to these questions will have a direct impact on everything from morale and stress (Stinchcomb, 2004d) to turnover and productivity (Johnson and Packer, 1987: 19). Most importantly, in the 21st century "talent war," the answers will determine how effectively an organization can compete to recruit and retain the right people. If an organization lacks a proactive, visionary climate in which employees are valued, then it can expect high rates of turnover as employees find they are incompatible with the organizational culture.

REALITY CHECK—What's the Culture Like Here?

The culture of an organization can be very positive, empowering, and productive. It can also be very negative, destructive and counterproductive. Above all, culture seeks to maintain the essential character of the organization, the "way we do things around here." (Burrell, 2000)

REALITY CHECKS—

Reasons for High Turnover

- Incompatible organizational culture.
- Feeling unappreciated or undervalued.
- Not feeling part of the organization.
- Not knowing how well, or how poorly, you're doing.
- Inadequate supervision.
- Lack of opportunity for growth.
- Lack of training.
- Unequal salaries and benefits.
- Lack of flexible work schedules.
- Unsatisfactory work relationships.
- Too much work, not enough staff.
- Inadequate or substandard equipment, tools, or facilities.

(Arthur, 2001: 222–224)



Why Employees Stay

- Exciting work and challenges.
- Career growth, learning, and development.
- Working with great people.
- Fair pay.
- Supportive management.
- Good boss.
- Being recognized, valued, and respected.
- Benefits.
- Meaningful work, i.e., making a difference.
- Pride in the organization and its mission.
- Great work environment and culture.

(Kaye and Jordan-Evans, 2002: 10–11)

In fact, if employees are not among the agency's best recruiters, it may be an indication of cultural incompatibility issues. Such cultural "misfit" is among the primary reasons for high turnover.

Although many employees are concerned about insufficient compensation and inadequate physical amenities, supervisory and managerial shortcomings are mentioned far more often. In that regard, one study indicates that 87 percent of probation officers dislike their supervisor (Simmons, Cochran, and Blount, 1997: 2). Many organizations still view higher pay and better benefits as the solution to turnover. Even though undoubtedly welcomed by employees, such remedies are short-term fixes. Dynamic organizations are "casting their strategic nets wider" by developing "a more supportive culture to reduce turnover and enhance productivity" (Johnson and Packer, 1987: 19).

Just as most people—if they have a choice—do not want to live in economically depressed or politically dictatorial countries, neither do they want to work for culturally depressed or managerially dictatorial organizations. Given the option, talented employees prefer to work with upbeat "winners" in an atmosphere of respect rather than with downcast "losers" in an environment of distrust. The result? Only those without better choices end up working for organizations with a negative culture. Even when good employees stay in a bad environment, they often rebel against it through reduced productivity and negative attitudes (Chambers, 2001: 19).



Understanding Organizational Culture

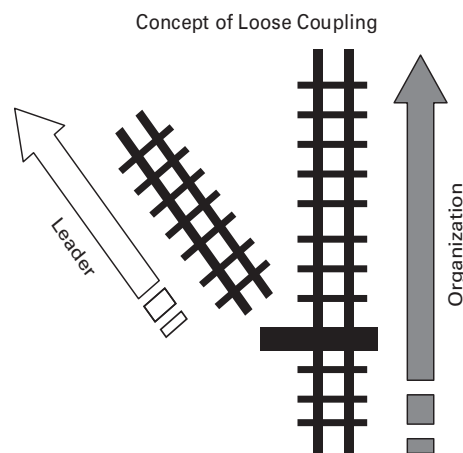
Without a clear understanding of internal culture, many problems in an organization may inaccurately be blamed on uncompetitive compensation, poor communication, lack of teamwork, high caseloads, workforce diversity, or generational differences. These are often just the symptoms of deeper, more fundamental issues related to organizational culture.

For example, the investigation of the 2002 space shuttle Columbia disaster indicated that a melt-down of protective shields was only partially to blame. That was the technical reason. The underlying cause was more a reflection of management expectations than of malfunctioning equipment. Essentially, the tragedy occurred in an organizational culture where launch schedules took priority over safety considerations. Likewise, the congressional hearings concerning the events of September 11, 2001, attributed much of the responsibility for the nation's lack of preparedness to intelligence-gathering agencies with isolated, uncooperative, and self-serving organizational cultures. In both cases, investigators called for changing the culture by changing the leadership. That is because leadership and culture are two sides of the same coin—being a successful and competent leader means being able to influence the organization's internal culture (Schein, 1992).

Organizations are not, however, composed of one, neatly unified culture. To the contrary, in many agencies, an operational culture exists along with (and often in opposition to) an administrative/managerial culture. Additionally, some organizations may have separate cultures for paraprofessionals or support employees. Often these various cultural components are not in alignment with each other or with the overall mission of the organization.

When an organization's culture and mission are misaligned, the result is known as *loose coupling* (Meyer and Rowan, 1977). Loose coupling is analogous to the unsuspecting railroad engineer who steers onto a different track and thinks the rest of the train is chugging along

FIGURE 2. Is your organization loosely coupled?



Source: National Institute of Corrections, *National Sheriff's Institute Curriculum*, Longmont, CO 2005.

right behind—only to find miles later that the train never made the turn and is still barreling full-steam down the original track.

In workplaces with loose coupling, the organizational leadership is aimed in one direction, but day-to-day operations are actually headed off somewhere else. For example, perhaps the leader envisions evidence-based accountability, but the staff is mired in meaningless bean-counting. Or the leader foresees reaching out to enlist community support, while employees have been culturally conditioned to keep a low profile and carefully shield their work from public view. Or the leader depends on staff feedback to critique new policies, but since so many “messengers” have been “shot” over the years, staff have learned to say only what they think the leader wants to hear.

Regardless of what is creating loose coupling, the first step is to identify it and then attempt to manage it. That requires a clear understanding of organizational culture. Because culture is such a taken-for-granted part of organizational life, we tend to think that we inherently understand it, but our insight is limited without feedback from other sources.

To better determine the culture of your agency or individual office, complete the “Diagnosing Agency Culture” instrument in appendix B. For even better insight, ask your staff to fill it out and submit it anonymously, and ask someone trusted by employees to tabulate the results. Then compare their results to your own. Are there any large discrepancies between your answers and your staff’s responses? If so, loose coupling may be at work.

With insights into the internal culture, administrators may discover a large gap between how things are currently being done and how they should be done according to the organizational mission (Burrell, 2000: 54). But only by knowing where the organizational culture is today can you determine how to get it where you want it to be tomorrow. Otherwise, it is like asking someone how to get to Washington, DC. There is no one answer. It all depends on where you are now.

**REALITY CHECK—Loose Coupling
With a Vengeance!**

Organizations that shoot the messenger stop getting messages. (Harari, 2002: 95)





Aligning Organizational Culture and Commitment

Change is the essence of leadership. Without leadership, change is unlikely to happen. And without the need for change, there is little need for leadership. Organizations that hope to survive everything from cutbacks to competition have little choice but to change. Yet the workplace culture is a primary source of resistance to change.

Visionary leaders with proactive agendas realize that the essence of leadership is the creation and management of culture (Schein, 1992: 5). That is because leaders who do not control organizational culture will find that it controls them. Thus, leaders must get the culture working *for* them rather than *against* them.

A significant leadership challenge for community corrections is therefore to align operational practices with administrative priorities—in other words, to develop a system that keeps everyone focused and moving together down the same track. From a leadership perspective, this means creating a “culture of innovation” that is positive, productive, and properly aligned. When all parts of the organization are aligned, everything is in concert with the overall mission—from recruitment practices and selection criteria to how employees are trained, evaluated, promoted, and disciplined. Accomplishing this requires a cultural shift away from enforcing compliance with unilateral directives, toward inspiring commitment to universal objectives.

Becoming passionately committed to an organizational mission means that “It’s not really the work that provides the thrill in many cases, but the result.” After all, people wash cars to raise money for a good cause. They pound nails to provide shelter for the homeless (Kaye and Jordan-Evans, 1999: 129). As these examples show, a meaningful mission can make having to do mundane tasks more bearable. The success of organizations ranging from Disney theme parks to Southwest Airlines illustrates the importance of carrying out that mission in the nurturing environment of a warm, caring, fun-loving culture—one that enhances motivation and morale. As these two enterprises demonstrate, when employees are well motivated and morale is high, productivity and stakeholder satisfaction are almost sure to follow.

REALITY CHECK—Culture and Leadership

Leaders create and change cultures, while managers and administrators live within them. (Schein, 1992: 5)

Leadership is more than simply coordinating and influencing the work activities of the organization. It is developing, maintaining, or changing the culture of the organization. (Stojkovic and Farkas, 2003: 33)

REALITY CHECK—Aligning Administrative Priorities With Operational Practices

Successful organizational change efforts will bring the key elements of the organization into alignment. This means that the vision, structure, culture, strategy, operating processes, and personnel are working together, in pursuit of the organization’s goals. Organizations whose major elements are in alignment are more productive and better places to work. (Burrell, 2000: 63)

Example: Creating a “Culture of Innovation”

Mission: To creatively develop innovative strategies to address organizational challenges in an environment of mutual respect.

- **Recruitment:** Targeting creative employees with a good sense of humor who can “think outside of the box.”
- **Selection:** Developing measures to accurately identify candidates with relevant skills (creative, self-starting, fun-loving, sincere, collaborative, etc.).
- **Training:** Reinforcing the mission and related skills during both recruitment and inservice training.
- **Evaluation:** Establishing a developmental process to measure and continually enhance the employee’s knowledge, skills, and abilities as they relate to fulfilling the organizational mission.
- **Promotion:** Basing promotional decisions on one’s ability to bring out the best in employees and motivate them to fulfill the organizational mission.
- **Discipline:** Establishing disciplinary standards that hold employees accountable for their actions but do not punish them for decisionmaking errors made in good faith.

As described in the best practices of 25 top companies, culture can be summed up simply as “family oriented, fun loving, ethical, [and] customer driven” (Martel, 2003: 41). In essence, a successful and productive organization has a strong and positive culture.

Working To Impact the Culture at Work

Developing a sound culture means building a solid foundation based on meeting needs of agency personnel. But the needs of today’s employees differ from those of the past.

Unlike an earlier generation who suffered through the Great Depression and a lifetime of concern about economic security, many current employees come from more affluent backgrounds. Having had little, if any, experience with poverty, hunger, or homelessness, they are likely to be functioning well beyond the level of such basic financial concerns.

As Frederick Herzberg (1966) recognized decades ago, an adequate salary may prevent too much *dissatisfaction*, but it is unlikely to promote very much *motivation*. That is even truer today. Organizational motivators of the past do not work well for today’s young people (Bender, 2004: 147), largely because employees are no longer motivated by fear.



If not for money, why do people choose to work in community corrections? For those who have other (often better paying) options, the reasons usually relate to “helping people” and a passionate desire to make a difference. If a community corrections agency cannot pay employees as much as they might make in the private sector, many might accept that reality as part of the job—a tradeoff they voluntarily accept. But it is another thing entirely if the agency snuffs out that inner flame.

In fact, it is when people feel that what they are doing is no longer worthwhile that they are more likely to focus on what they are being paid; i.e., those who are no longer working for *intrinsic satisfaction* begin looking for *extrinsic compensation*. An organization can survive without one or the other. It may not have high salaries. Or it may lack job satisfaction. But when *both* are in short supply, morale and motivation diminish.

Management often operates from the perspective that money is the universal motivator. Since government salaries are not usually highly competitive with those in the private sector (nor subject to performance-based bonuses), this means that many managers simply resign themselves to the inevitability of losing good employees. What they often overlook is the one thing (aside from money) that nearly everyone wants, particularly those who are as well educated as most probation and parole officers are. That one thing is recognition. And the best part is that it’s free!

Caution is in order here. Continuous praise and rewards are not universal motivators. To the contrary, research suggests that rewards “usually improve performance only at extremely simple, mindless tasks, and even then, they improve only quantitative [not qualitative] performance” (Kohn, 1999: 46). Nor is praise the same as thanks, appreciation, or recognition. In fact, when 1,500 employees were asked to name “the top five workplace incentives,” the top two were personal and handwritten thank-you notes from their manager. Yet more than half (58 percent) reported that they seldom, if ever, received personal thanks, and more than three out of four

REALITY CHECK—Motivation by Losses vs. Gains

The factors driving motivation and job satisfaction have shifted dramatically in today’s workplace. In the past, people were motivated primarily by fear. The fear was rooted in the protection against the loss of economic stability; people did not want to lose the security they had worked hard to acquire. The overall attitude was, “I’ve got a pretty good job, I’m making okay money (never enough, but okay), and I have benefits, security, retirement, and I don’t want to lose what I have worked hard to obtain.” . . . Today, employees are motivated not by fear but by gain. The overall attitude is, “What do I get from my job? Are my needs being met? Is my value being raised?” (Chambers, 2001: 18)

REALITY CHECKS—

What Today's Employees Want

Numerous surveys reveal that what many employees really want these days is an enjoyable atmosphere and a feeling that they're making an impact in their jobs. . . . Money is low on their list of primary concerns. (Arthur, 2001: 33)

Research suggests that 89 percent of managers truly believe it's largely about the money. . . . They blame organizational policies or pay scales for the loss of talent. . . . But if you are a manager, you actually have more power than anyone else to keep your best employees. Why? Because the factors that drive employee satisfaction and commitment are largely within your control . . . meaningful, challenging work, a chance to learn and grow, fair compensation, a good work environment, recognition, and respect. (Kaye and Jordan-Evans, 1999: 9)



The Powerlessness of the Paycheck

Compensation is a right; recognition is a gift. (Kaye and Jordan-Evans, 1999: 147, quoting Rosabeth Moss Kanter)

You can't overcome a bad culture by paying people a few bucks more. (White, 2005: A9, quoting David A. Brandon)

Compensation levels do not differentiate great workgroups from the rest. To the contrary, employee recognition is a critical source of satisfaction, retention, and productivity. (O.C. Tanner, 2005)

Money by itself is likely to produce mostly self-serving behavior and skin-deep organizational commitment. Monetary compensation cannot motivate people to form the kind of emotional involvements with their work that pride can. (Katzenbach, 2003: 34)

(76 percent) said they “seldom, if ever, receive written praise” (Arthur, 2001: 33–34, citing research conducted by Gerald Graham). The situation is similar in community corrections. In one study, most probation and parole officers who cited their supervisor as a major source of stress said it was because of the supervisor’s “failure to recognize a job well done” (Finn and Kuck, 2005: 3).

Certainly, employees appreciate being recognized for exemplary work, and the occasional “pat on the back” can be an effective motivator. However, rewards should be used discriminately, because they also have the potential to discourage self-motivation. In other words, “when we are working for a reward, we do exactly what is necessary to get it and no more” (Kohn, 1999: 63). That said, even the most self-motivated employees need some form of recognition. But a double-edged sword is operating here, because perhaps “the most notable aspect of a positive judgment is not that it is positive, but that it is a judgment” (Kohn, 1999: 102).

The meaningfulness of a “reward” likewise depends on the person who receives it, for “reward is a coffee cup with many handles” (Belasco and Stead, 1999: 362). But even the most relevant recognitions will have only limited influence in an environment where the negative impact of demotivators outweighs the positive impact of motivators.

Capitalizing on Cost-Free Sources of Motivation

Autonomy

Different things motivate different people, but one motivator is almost universal and may well be more powerful than money, praise, or other rewards. That is autonomy. The power of autonomy comes from being allowed to direct your own work and then taking pride in your accomplishments. Perhaps “more than any other motivator, it is pride that fosters cooperation and collective effort as well as individual initiative” (Katzenbach, 2003: 35). That is because it “takes off the handcuffs” and lets people “fly free” (Belasco and Stead, 1999: 363). Self-direction and the pride that emerges from it allow employees to rise above and beyond self-interest.

Unlike extrinsic rewards such as money and benefits, autonomy involves no expenditure—organizations cannot blame high costs for failing to empower their employees. Ironically, “the most effective means of improving performance and reducing attrition is the least expensive.” Engaging employees and stimulating pride in their accomplishments—by giving them “participation, freedom, and trust”—is virtually cost free (Martel, 2003: 42).

REALITY CHECKS—

Encouraging Employees

Recognize: Notice something.
 Verbalize: Say something.
 Mobilize: Do something.
 (Kaye and Jordan-Evans, 1999: 104)

Not only do employees need to believe that the work they do is important, they also need to know that their own part of that work is important, that they are valued for what they do for their organizations. . . . Giving employees freedom, allowing them to take risks, and tolerating their mistakes engages them and builds their confidence. (Martel, 2003: 30–31)

The Punishment of Rewards

When you start giving people things that have a high monetary value, then you start establishing a bar. And then the next time it’s got to be more and more valuable in order to get the same impact. So what I always recommend is that you do fun and meaningful things—things that have a lot of symbolic value. (Edmunds, 2003, quoting Dean Spitzer)

The more rewards are used, the more they seem to be needed. . . . Rewards must be judged on whether they lead to lasting change—change that persists when there are no longer any goodies to be gained. . . . In fact, the more you want what has been dangled in front of you, the more you may come to dislike whatever you have to do to get it. . . . Practical suggestions:

- Don’t praise people, only what people do.
- Make praise as specific as possible.
- Avoid phony praise.
- Avoid praise that sets up a competition.

(Kohn, 1999: 17, 37, 83, 108)

REALITY CHECKS—

Typical Organizational Demotivators

Organizational politics—Competition for power, influence, resources, and promotions based on subjective or obscure criteria demoralizes employees.

Unclear expectations—Employees are subjected to confusing, and/or contradictory goals, objectives and standards.

Unfairness—Policies and practices are perceived as inequitable.

Lack of follow-up—Employees could write a book about the “latest and greatest programs” that died on the vine.

Dishonesty—Employees hate lies and deception.

Hypocrisy—Employees cannot trust leaders who say one thing and do another.

Being taken for granted—Some employees are quietly doing a good job, but are systematically ignored.

Micromanagement—Most employees are willing to be empowered, but few managers are willing to give them enough authority to be empowered.

Being forced to do lousy work—Work rules don’t allow quality-conscious employees to take pride in the work they do.

(Edmunds, 2003, quoting Dean Spitzer)



The Best in the Business

In studying nine selected private sector organizations known for innovative or effective human capital management, we found that . . . these firms focused on nurturing organizational cultures that involved employees and rewarded them for performance . . . empowering employees by making them stakeholders in the development of solutions and new methods. (Walker, 2000: 6, 10)

But despite its beneficial effects, most staff members do not have such autonomy. Perhaps it is little wonder that motivation and morale suffer in an organizational culture where workers are treated more like subservient children than respected adults (Carey, 2001). Innovative companies have learned that empowering staff is an effective practice for both employees and employers.

Fun

When micromanaging administrators make it clear to staff that they cannot be trusted, and demanding supervisors make it equally clear that “having fun” is not part of the job description, workers enjoy few incentives beyond their paycheck. In many community corrections organizations, where salaries are often not highly competitive, creating a culture with intrinsic benefits—such as simply having fun at work—is especially important. This does not mean “goofing off” to the detriment of productivity, although research suggests that supervisors’ prevailing “fear of fun” is based on the assumption that having fun at work would undermine task-related structure (Thompson, 2003: 60, quoting Tami MacDermid).

To the contrary, appropriate humor is a proven antidote for everything from psychological stress to physical illness. It is also consistent with productivity and profitability, as the experience of Southwest Airlines clearly demonstrates. Safety and security are at the top of Southwest's priorities, and its employees take their responsibilities seriously. However, this does not mean they cannot have fun—for example, delivering flight safety instructions so humorously that passengers actually listen to them. Having a good sense of humor is “first and foremost” among the attributes Southwest looks for when recruiting. As such, the airline “hires for attitude and trains for skills” (Freiberg and Freiberg, 1996: 66–67; see also Hemsath and Yerkes, 1997).

National research indicates that companies that promote fun at work are more effective than those that do not. In addition, fun is credited with “helping attract new employees, reinvigorating veteran employees, strengthening co-worker bonds, and sparking creativity and innovation” (Edmunds, 2003: 1).

Engaging in fun-loving activities undoubtedly takes some of the edge off of stressful jobs and makes staff feel good about their work (Yerkes, 2001). Moreover, having fun while contributing to charities is doubly beneficial—it helps employees put their work into perspective while they experience the satisfaction of contributing to the “greater good.” A variety of activities can serve this purpose, such as game-show events, team sport challenges, the

REALITY CHECK—Fun at Work: Some Ideas From Down Under

While “fun at work” may still be something of a scary concept in the United States, public sector employees in Australia attend workshops on the subject. Here are some of their ideas:

The Work Environment. Is your work environment all work, work, work? Where appropriate, customize your work area with fun stuff, e.g., funny pictures, family photos, mouse pads, fluffy toys, fun screen savers, props and gadgets, or fun hats that people have to wear when they speak to you.

Regular Weekly Fun. There are lots of ways to have fun at work on a regular basis. Some ideas include lucky draws, fun bets, reality TV lotto (e.g., Survivor Lotto), awards and fines, or regular activities such as “Worst Joke Wednesday.”

Staff Meeting Fun. It may be as simple as giving everyone an ice cream or a lollipop, or handing out a joke. There's nothing like starting a meeting on a positive note when there are serious issues to talk about.

Training Session Fun. Allocate time during training sessions for some fun, positive interaction, and team building among staff members.

Special Days and Activities. There are lots of things you can do to have fun throughout the year, such as celebrating birthdays, having green food on St. Patrick's Day, etc.

Work Day Socializing. Have a “Breakfast Club” once a month and cook up some breakfast, have a “Coffee Shop” when someone brings in their percolator and muffins before work, or share lunch with a group of people on a regular basis such as the “Casserole Club.”

(Koutsoukis, 2005)

REALITY CHECK—Can the Boss Be Trusted?

- Lack of follow-through (including not delivering on promises) and failure to provide desired amounts of open communication are the leading causes of mistrust.
- Employees who do not trust their managers and organizations focus on protecting themselves at the expense of commitment, productivity, and cooperation.
- Mistrust can be significantly reduced by providing open, honest, and frequent communication.

(Pennington, 2004)

Management is communicating, communicating, communicating. (White, 2005: A9)

sale of artistic displays, or the “arresting” of employees, who must raise “bond” (with all proceeds donated to charity). The types of activities that can bring fun, diversion, and stress relief to the workplace are limited only by imagination and good taste, and the benefits for employees, employers, and charitable causes are unlimited.

Trust

Empowering employees to have fun at work requires managers who trust their employees, and trust is a two-way street. Just as some supervisors and managers distrust those who work for them, workers, in turn, might have little trust in management. In fact, research in the private sector indicates that employee mistrust may soon become the leading cause of employee turnover (Pennington, 2004).

In an environment of mutual distrust, employees are likely to lose confidence in themselves

and in the organization. The consequences for retention can be disastrous, because the best performers are the least likely to be satisfied in such an organizational culture and the most likely to have other employment options.

Moving Toward a More Positive Organizational Culture

Loss of confidence and control diminishes motivation and morale. But perhaps most importantly—regardless of the setting—it is also a significant source of stress. Lack of control—over a rebellious teenager at home, a test outcome at school, or a job task at work—is extremely stressful (Stinchcomb, 2004d: 261). An organizational culture characterized by high levels of stress is unlikely to have high levels of job satisfaction or productivity.

Empowering employees with greater autonomy has its risks. At some point, mistakes are bound to be made. But the bigger mistake is to allow a culture of negativity and distrust to drive out the best employees and demoralize those who remain.



Moving an organization's culture in a more positive, proactive, and productive direction is a long-term challenge. It is an evolutionary rather than a revolutionary process. That is the bad news. The good news is that it can be done. It takes perseverance, patience, and continued commitment to core values. Most of all, it takes competent leadership. But it can be done.

Moving toward a more positive organizational culture starts with a clear, unambiguous vision of the organization's future and an equally clear, value-oriented mission for achieving that vision. In many ways, defining the vision is the hardest part. It is like constructing a house—the most difficult aspect is deciding what to build and where to build it. The rest flows from that vision. It may not always flow easily, and it may at times be frustrating. But once the vision is established, the process reverts to hiring those who fully comprehend what the organization is trying to accomplish and who have the capability to fulfill that vision.

In community corrections, the process is somewhat more complicated because of changing missions and new mandates. After the right employees are recruited and hired, leaders must keep them challenged and reinforce the agency's mission by aligning all aspects of operations—from working with offenders to carrying out human resources functions—with that mission. But first and foremost, moving toward a more positive culture means getting the right people in the right places, doing the right things (Collins, 2001: 41).

REALITY CHECKS—

Keeping the Peak Performers

Peak performers want to make a contribution. They are not content with coming to work, being good boys and girls, doing their jobs, and going home. They are not just in it for the paycheck. Job satisfaction for these employees is typically defined as the opportunity to do meaningful work, have influence in the decisions that affect their areas of interest, and to make a difference in the organization. They want to be included and valued. (Chambers, 2001: 11)

It Starts at the Top

The single most visible factor that distinguishes major cultural changes that succeed from those that fail is competent leadership at the top. . . . The very best management simply cannot produce major change. Only with leadership does one get the boldness, the vision, and the energy needed to create large and difficult changes—and cultural change certainly tends to be large and difficult. (Kotter and Heskett, 1992: 84 and 150, citing their study of 10 corporations)

Moving to Evidence-Based Practices

An important part of shifting in the direction of evidence-based practices is communicating the agency's vision to staff. (Gaseau and Mandeville, 2005: 4)

The transition to performance management will require a cultural transformation. (Walker, 2000: 7)

"To Do" CHECKLIST

Assess your agency's current culture:

- Overall, is the organizational culture an asset or a liability?
- Are multiple cultures adversely affecting the workplace?
- Are some aspects of the agency's culture more problematic than others?
If so, what can be done to address them?
- Do the cultural assessments of operational and administrative staff differ?
If so, is loose coupling at work?
- Are there negative aspects of the organizational culture that need to be changed? (Or positive aspects that need to be reinforced?)
- Is the organizational culture aligned with the agency's mission/vision?

Determine how to align culture and commitment:

- Are operational practices working in concert with administrative priorities?
- Does the agency have a culture that embraces innovation, or one that is stagnant?
- Is the "mindset" within the organizational culture proactive or reactive?
- Is there a meaningful organizational mission to which employees can become passionately committed?
- Does the agency culture provide a caring, nurturing environment in which employees can grow personally and advance professionally?

Capitalize on cost-free sources of motivation:

- Does the agency rely primarily on extrinsic motivation such as monetary rewards? Or are more advanced (and less costly) intrinsic motivational techniques in place?
- Do managers and supervisors sufficiently recognize the efforts of line personnel? If so, is their praise genuine and specifically focused?
- Do supervisors and managers avoid traditional demotivators (e.g., micromanagement, ambiguity, hypocrisy, favoritism, etc.)?

- How much autonomy do employees want and have?*
- Is leadership willing to accept responsibility for mistakes that might be made when employees are granted autonomy?*
- To what extent is appropriate “fun” involved in the workplace?*
- Is there mutual trust between employees and management?*

VOICES FROM THE FIELD

Managing for Results (MFR) and Leadership Development, Maricopa County Adult Probation Department, Phoenix, Arizona

In 2000, the Maricopa County Adult Probation Department began to develop its strategic plan to integrate planning with budgeting and performance measurement—processes designed to create powerful tools for making good business decisions, achieving department goals, establishing priorities, and ensuring public accountability.

One challenge was to align the department’s mission and goals with those of county-wide government and the strategic agenda developed by the Arizona Supreme Court. The resulting strategic plan was implemented in July 2001 and has since gone through two major revisions. The plan now extends through 2010 and contains five major goals, two of which are directly relevant to this workforce initiative:

Compensation and retention. Current hiring and promotional practices are being evaluated to identify applicants with the skills to promote evidence-based principles and related performance criteria. This initiative has involved partnerships with Arizona State University, Scottsdale Community College, and Mesa Community College, as well as a market analysis study that resulted in increased starting salaries for certified staff and counselors.

Evidence-based practices. Along with Maricopa County’s internal audit unit, the department will be working with Arizona State University to develop and implement customer satisfaction surveys of its community partners, criminal justice stakeholders, and offenders under supervision. Survey feedback will be used to develop strategies for designing service improvements.

The department is also implementing a new Leadership Development Program. The first program will address new supervisors, existing supervisors, and new directors, and will highlight the following leadership competencies: being adaptable, flexible, and change oriented; coaching/mentoring; creating vision; making presentations; guiding staff; inspiring trust; persuading others; teamwork; human resource—personnel issues; and supervisory processes.

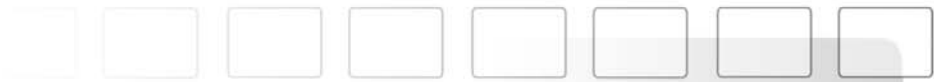
The second leadership development program will address the executive team (chief probation officers, deputy chiefs, directors). It will include a 360-degree feedback tool and will highlight the following competencies: being adaptable, flexible, and change oriented; coaching/mentoring; creating vision; making presentations; guiding staff; inspiring trust; persuading others; teamwork; planning; organizing; holistic thinking; program management; quality-driven, restorative justice; setting direction; coalition building; correctional knowledge; and fiscal management.

The competencies are similar for the two levels, creating consistency and a stepping stone from one level to the next. All levels of management will be invited to attend the workshops for the various competencies. Senior managers who perform well in specific competencies will serve as facilitators.

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CHAPTER 3

RECRUITMENT—

Looking in the Right Places for the Right People



Do You Know . . .

How agency culture is related to recruiting?

What recruitment strategies appeal the most to different generations of workers?

How to identify current and future core competencies for the community corrections workforce?

How to establish a proactive recruitment plan that identifies who should be targeted and what the organization has to offer?

Why forecasting future vacancies is a key ingredient of proactive workforce planning?

Where to find promising applicants?

Does anyone go shopping for a new car without some idea of what they want to buy? Or does anyone buy a car without knowing if it meets their transportation needs? Not likely. Yet agencies often recruit personnel without a clear idea of what knowledge, skills, and abilities they are seeking.

In the absence of a concrete mission and well-defined strategies for achieving it, an agency is likely to take a “shotgun” approach to recruitment, scattering job announcements around as widely as possible and hoping that enough properly credentialed applicants will respond. But applicants with the right credentials do not necessarily have the right qualifications. For example, a



job description may call for a bachelor’s degree. But is someone with a degree in ancient history as qualified as someone with a degree in criminal justice? As an old proverb warns, “When you don’t know where you’re going, any path will get you there.” When no one knows where an organization is headed, it is impossible to determine who can take it there.

Regardless of exactly where probation or parole agencies are headed in the future, they will need “knowledge workers” to get them there. Unlike unskilled laborers or employees with minimal education, knowledge workers are attracted to organizations by “the nature of the work and the working conditions,” rather than by pay and benefits alone (Johnson and Packer, 1987: 18). Moreover, in agencies such as community corrections, recruiting takes on added significance because promotion into management is almost exclusively from within internal ranks. Thus, effective recruitment has long-term implications, as it ultimately produces not only today’s line officers, but also tomorrow’s managers and leaders.

Attracting the Best—Culture Counts

From baseball fields to private prisons, there is an adage that encourages us to “Build it and they will come.” The question is, who are “they”? The answer depends on what has been built.

Organizations that have evolved into a negative culture—characterized by a poor public image, internal conflict, divisiveness, micromanagement, pressure, and stress—must try to compete by offering increasingly higher salaries and benefits to offset the downside of working in a miserable environment. On the other hand, organizations that enjoy the reputation of an upbeat, positive culture—characterized by pride, openness, mutual trust, autonomy, humor, and respect—are more likely to attract well-qualified recruits without resorting to “bribing” them with ever-escalating perks.

In the competition for talent, an agency’s reputation is either a strong asset or a significant liability. In fact, a study of correctional recruitment in one state found that “word of mouth” was by far the most effective recruitment technique, outranking

REALITY CHECK—When Recruitment Becomes a Buyer’s Market

The word is out: applicants flock to Southwest Airlines and say, “I want to work for Southwest because it’s so much fun.” The really tuned-in have sent applications filled out in crayon, delivered in cereal boxes, mounted on top of pizzas, packaged with confetti and noisemakers, and even done up as labels on bottles of Wild Turkey (the former CEO’s favorite liquor). (Freiberg and Freiberg, 1996: 70–72)



job fairs, the Internet, radio/TV/newspaper ads, and other traditional techniques (Yearwood, 2003: 10).

Many organizations have likewise learned that their best recruitment tool is a positive image as a “good place to work.” For example, when Southwest Airlines announced openings for some 5,000 new staff, more than 124,000 people applied. The intense competition for jobs at Southwest occurred not because it pays more than other airlines but because it has created an inviting, fun-loving corporate culture where “employees need to be able to laugh (especially at themselves), enjoy work, and provide a fun environment” in order to “fit in” (Kaye and Jordan-Evans, 1999: 57). Southwest’s experience shows that there are some things money cannot buy, such as the personal comfort, enjoyment, and satisfaction of being in a “fun place to work.”

Recruiting Across the Great Generational Divide

In the private sector, marketing strategists know that companies must target particular aspects of their products to particular people. For example, fast food franchises might stress speed of service for their corporate clients, value-based pricing for their younger customers, and quality and consistency for their older clientele.

Similarly, when designing recruitment strategies for a diverse pool of applicants, one size does not fit all. Different generations of workers will respond to different approaches. Consider, for example, the U.S. Army’s recruiting campaigns over the last decade, which started with emphasis on being “part of a team,” then moved to being “all you can be,” and then to becoming an “army of one.” Each campaign has been designed to appeal to a new cohort of young workers considering military enlistment. Few of today’s recruits would envision the military as an environment for self-actualization (i.e., being “all you can be”). Nor would Baby Boomers, whose inclination is to put the team first, be attracted to “an army of one.” But “an army of one” does appeal to Millennials (those born between 1981 and 2000), who tend to be self-sufficient, self-assured, and more self-focused than team-focused. In like manner, the following list suggests recruitment incentives based on generational characteristics (McCampbell, 2005; with birth date figures added from Lancaster and Stillman, 2002):

- Retired “Veterans” (born before 1943, also called “Traditionalists”): Consider promoting the benefits of flexible hours or part-time, contractual jobs for those interested in coming back to work without all of the administrative “hassles” of traditional employment.
- Soon-to-be-retired Baby Boomers (born between 1943 and 1964): Highlight aspects of the job that require experience, achievements, teamwork, consensus, and leadership potential.

REALITY CHECK—Understanding Generation X

Research indicates that the same four issues keep arising over and over again among Generation X workers:

- **Belonging.** Is this a team where I can make a meaningful contribution?
- **Learning.** Do I have sufficient access to information?
- **Entrepreneurship.** Is there room in my work to define problems, develop solutions at my own pace, and produce my own results?
- **Security.** Am I able to monitor the success rate of my performance, my status at work, and the return on my investment?

(Tulgan, 2000: 33)

- **Generation Xers** (born between 1965 and 1980): Focus on technology, openness to new ideas, autonomy, opportunity for advancement, and the agency’s unique features.
- **Millennials** (born between 1981 and 2000): Emphasize mentoring opportunities, offer flexible scheduling, and highlight career development options.

Appealing to workers from a wide variety of generations requires an equally wide variety of recruitment techniques and organizational incentives. Notice, however, that none of the incentives suggested in the preceding list involves a fiscal commitment. What these incentives have in common is an organizational commitment to developing a progressive, learning-oriented,

REALITY CHECK—Recruiting Strategies Yesterday and Today

	Then	Now
Who are the applicants?	“Good soldiers” willing to accept orders, maintain unquestioned compliance, and closely adhere to rules and regulations.	“Good thinkers” capable of independent decisionmaking, critical thinking, problem-solving, analytical insights, and creativity.
What is the marketing focus?	The things that go with the job—e.g., steady, secure government work with good benefits and retirement provisions.	The job itself—e.g., opportunities for self-fulfillment, autonomy, participation, personal growth, and career mobility.
When does recruiting start?	Reactively—after departing employees produced vacancies.	Proactively—before vacancies occur—by forecasting anticipated turnover.
Where does recruiting take place?	Traditional sources, such as newspaper and radio ads, job fairs, etc.	Nontraditional sources, such as the Internet, colleges/universities, military separation centers, etc.





forward-looking workplace that will attract knowledge workers from multiple generations.

Recruiting for Core Competencies

Predicting the future in community corrections is risky. Leaders in the field may have a clear sense of the organizational mission and may be working in that direction, but changing priorities, political pressures, and community events can derail the best laid plans. Given this unstable environment, identifying core competencies and linking them with human resources management can provide a solid organizational anchor for employees. For example, if a core competency involves implementing evidence-based practices (Bogue et al., 2004: 10), the related knowledge, skills, and abilities can shape strategies for recruiting, selecting, training, and evaluating personnel.

Core Competency Analysis

Core competencies are the observable and measurable set of knowledge, skills, and abilities that an individual needs to perform in a work role. Many organizations have identified the competencies required for *current* job functions, but few have determined the core competencies needed for the *future* workplace.

As with workforce planning, it is apparent that the organization's mission and vision will directly influence core competencies. A mission targeted toward offender monitoring and rule enforcement, for instance, will result in a different set of core competencies than a mission focused on providing service and treatment. A mission directed toward the analytical features of evidence-based practices will result in a different set of core competencies than one focused on the "bean counting" nature of basic descriptive data collection.

Moreover, recruiting the right employees is not simply a matter of identifying the skills required to do the job today; rather, it involves projecting future needs. No private company that wants to increase telephone-based sales, for example, will spend millions of dollars to market its product without also anticipating the need to hire and train additional sales staff to handle the increased volume of calls. If a community corrections agency likewise fails to accurately project future demands, its core competencies cannot be expected to contribute to achieving the organizational mission.

Core competencies are generally based on a job task analysis (JTA), which is a detailed, objective process for determining the knowledge, skills, and abilities required to perform a job or class of jobs. A JTA assesses the nature of the work itself, when and where it is performed, and the environmental conditions, physical effort, and potential hazards associated with it. JTA techniques include:

- Asking current employees to complete questionnaires.
- Interviewing employees and their supervisors.
- Observing employees (sometimes called a “desk audit”).
- Reviewing the paperwork (forms, reports, etc.) required to do the job.

The JTA produces a descriptive profile of the job; defines the minimum knowledge, skills, and abilities required to perform it; and identifies the advance preparation and training necessary to support job functions. These results can be used to differentiate pay grades, create new positions or titles, justify compensation levels, update job descriptions, develop training programs, and establish performance standards and evaluation criteria.

A JTA can provide valuable information, but it also has limitations. For example, some employees may be performing tasks that are not actually part of their job assignment, or they may be underperforming their duties. Also, in agencies with statewide responsibilities, tasks may vary depending on the employee’s geographic location, and the cultural diversity of a certain area may demand unique skills (such as fluency in a foreign language).

Moreover, the JTA reflects information gathered from current employees performing existing jobs. It describes what employees are doing today, not what they need to be doing tomorrow to achieve the organization’s long-term mission. Especially in community corrections, it is essential to factor in the anticipated *future* competencies needed to implement emerging strategies such as evidence-based practices, motivational interviewing, and multitasking.

Core Competencies and Broadbanding

Identifying the nature of the job is a starting point. But a job task analysis is not meant to be a *final* analysis. Many agencies have found that broadbanding is a helpful adjunct to core competency analysis. Broadbanding (or crossbanding) is a process of organizing similar work competencies into broad classes of jobs. The objective is to condense and combine narrowly drawn job descriptions vertically and/or horizontally into job “families,” resulting in fewer and broader job classes.



Although it seems to contradict what many organizations have tried to achieve (i.e., discrete, specialized job categories with specific knowledge and skill requirements), broadbanding has many benefits. It often widens the salary range within job groups and provides flexibility for employees to move among different groups within an organization or between agencies in a larger organizational context (e.g., state government). Broadbanding can be used to emphasize like competencies that are linked to the overall vision and mission. It can also assist employees with long-term career planning.

Model Core Competencies

As community corrections leaders begin the process of establishing or updating core competencies, a good starting point is to review the models developed by the National Institute of Corrections (NIC) for corrections executives, senior managers, midmanagers, and supervisors (Campbell, 2005 and 2006). Produced after extensive research and interviews with correctional leaders, these model competencies are summarized in figure 3.

REALITY CHECKS—

Benefits of Broadbanding

The Wisconsin Office of State Employment Relations indicates that its broadbanding approach has enhanced its ability to:

- Announce vacancies with a wider range of pay.
- Provide compensation flexibility for both internal and external candidates.
- Attract a larger number of candidates.
- Provide greater opportunities for vertical (and lateral) movement.
- Consider candidates for different positions without a formal examination.
- Direct employee attention to career growth.
- Encourage acquisition of additional skills and responsibilities for the benefit of both the employee and the agency.

(Wisconsin Office of State Employment Relations, 2003)



How Broadbanding Can Widen Workforce Perspectives

The State of Florida's probation officers and correctional treatment professionals are "banded" in a broad family of jobs entitled "community and social services." This job family includes counseling and social work positions outside of corrections (such as school counselors, rehabilitation counselors, etc.); health educators; social and human services assistants; community/social service specialists; and clergy.

The job family description for probation and correctional treatment professionals differentiates four levels of performance associated with the job—from entry work (Level 1) to supervisory responsibilities (Level 4). This approach has resulted in 25 paybands for the state, in contrast with the 475 pay grades that existed before this initiative. (State of Florida, n.d.)

FIGURE 3. Core Competencies in Corrections

Core Competencies	Executives	Senior Leaders	Managers	Supervisors
Self-awareness	X	X		
Ethics and Values	X	X	X	X
Vision and Mission	X	X		
Strategic Thinking	X	X	X	
External Environment	X	X		
Power and Influence	X	X		
Collaboration	X	X	X	X
Team Building	X	X	X	X
Interpersonal Relationships			X	X
Managing Conflict			X	X
Developing Direct Reports			X	X
Problem Solving and Decisionmaking			X	X
Knowledge of Criminal Justice			X	X
Program Planning and Performance Assessment			X	
Managing Change			X	
Oral and Written Communication				X
Motivating Others			X	X

Source: Campbell, 2005, 2006.

Within each core competency, responsibilities vary depending on position. For example, in the competency of ethics and values, the focus for executives is “build a culture that embodies desired values and virtues”; for senior-level leaders, it is “clarify behavior embodied in values and virtues”; and for managers and supervisors, it is “build a positive organizational culture by demonstrating personal integrity and sound professional judgment.”

The core competencies that emerge through the process embodied in the NIC models can serve as the basis for training curricula, selection criteria, promotional consideration, and succession planning. In addition, agencies can identify tasks that could be assigned to paraprofessionals, thus enabling probation and parole officers to concentrate on more challenging aspects of the job.

Core Competencies and Paraprofessionals

Doctors no longer take x-rays. Dentists no longer clean teeth. Even most police officers no longer write parking tickets. Paraprofessionals and technicians have assumed those duties. Not only is this practice cost effective, it also enables professionals to focus on the duties for which they were trained. In community corrections, using paraprofessionals can enhance the job satisfaction of senior employees by relieving them of basic tasks that, although routine or repetitive, are nevertheless important to maintaining public safety.

Identifying job tasks that can be handled by a paraprofessional also enables the agency to recruit more broadly among workers who might not qualify for certified officer positions. If, for example, the educational level of the majority of local residents does not meet entry-level officer requirements, recruiting paraprofessionals with a high school diploma takes advantage of a previously untapped resource. Moreover, that provides a natural career development path for those with ambition to obtain the educational credentials required for promotion.

Organizations using paraprofessionals and/or technicians have assigned them to a wide array of tasks, for example:

- Verifying completion of special conditions of supervision, such as community service hours, attendance at treatment programs, education or training requirements (GED, parenting classes, anger management programs, etc.).
- Verifying offender employment.
- Collecting and recording restitution, court-ordered payments, and supervision costs.
- Preparing certain documents (e.g., violation reports, affidavits, warrants) for review and signature.
- Observing and documenting urinalysis surveillance.
- Filing case materials such as offender monthly reports.
- Maintaining and collecting information on referral services in the area (such as treatment centers, job placement outlets, vocational training, and education programs).
- Recording office visits by offenders that require no face-to-face contact with the officer.

REALITY CHECK—Core Competencies for Future Employees

When asked to describe the competencies which *new employees* in community corrections should possess, a group of leaders in the field provided the following [in no particular order]:

- Computer literacy, word processing, and data entry and management.
- Interpersonal and interviewing skills.
- Ability to motivate offenders.
- Analytical and critical thinking skills.
- Written and oral communication skills.
- Group facilitation skills.
- Ethics and integrity.
- Knowledge of human behavior.
- Ability to be flexible.
- Ability to self-manage.
- Project management and organizational skills.

(NIC, 2004b)

- Coordinating with victims and notifying them of matters such as court appearances for violation hearings.
- Compiling statistical data for a variety of projects and reports.
- Maintaining case files.

As illustrated by this brief list of tasks that they can perform, the benefits of employing paraprofessionals are numerous. In this era of “doing more with less,” however, their greatest organizational advantage may well be cost effectiveness.

Core Competencies and Evidence-Based Practices

The community corrections workplace of the future will be the product of a changing social, economic, and political environment—a workplace where employees will be expected to undertake more complex tasks with fewer resources, more public scrutiny, and less supervisory oversight. Already, demands for greater accountability and clearer demonstration of public value have encouraged community corrections to embrace the concept of evidence-based practice, which suggests the following competencies for future employees (Bogue et al., 2004: 11):

REALITY CHECK—Evidence-Based Principles for Effective Intervention

1. Assess actuarial risk/needs.
2. Enhance intrinsic motivation.
3. Target interventions.
4. Skill train with directed practice.
5. Increase positive reinforcements.
6. Engage ongoing support in natural communities.
7. Measure relevant processes/practices.
8. Provide measurement feedback.

(Bogue et al., 2004: 3)

- Knowledge of the research identifying what strategies work most effectively with what types of offenders.
- Ability to conduct, analyze, and apply research findings.
- Knowledge of diverse strategies for working with offenders (motivational interviewing, group facilitation, relapse prevention, cognitive restructuring, etc.).
- Ability to detect antisocial thinking and behavior.
- Ability to match treatment modalities with offender needs.
- Effective interpersonal skills for communicating with offenders, coworkers, supervisors, and community members.





Although this is not an exhaustive list, it is a starting point for thinking about both competencies needed to form the foundation for a far-sighted, strategically driven recruitment plan and the nature of related training and development.

Core Competencies and Targeted Recruitment Practices

Regardless of what core competencies focus on, clearly defining the knowledge, skills, and abilities required to perform the job effectively helps organizations develop targeted recruitment strategies, such as:

- Directing recruitment efforts toward those who are most likely to possess the identified core competencies.
- Clearly explaining the exact nature of the job to potential applicants, including aspects that may not be appealing.
- Identifying any “disqualifiers” for the position (i.e., behaviors, background, or other issues that will result in the rejection of an application).

In other words, targeted recruitment efforts zero in on applicants with specific capabilities and present all dimensions of the job to them in a straightforward manner. With creative outreach and an honest outlook, productive outcomes are more likely to be achieved.

Recruiting Strategically—The Key Questions

Establishing a strategically driven, proactive recruitment plan requires addressing several key elements:

- **Who?** This refers to the characteristics of targeted workers—their job-related competencies, level of education, background, personal traits, etc.
- **What?** To attract promising candidates in a competitive job market, an agency must promote what it has to offer.
- **Where and When?** Once the target population and recruiting strategies are identified, the next step is determining when to start and where to look.
- **How?** Not every recruiting technique will be relevant for every organization. Each agency needs to think creatively in designing suitable initiatives.

The “Who” Question

Answers to the “who” question emerge from the present and future core competencies for the job. In addition to helping agencies target qualified applicants, the core competencies allow applicants to self-select into (or out of) hiring consideration, based on their personal combination of qualifications and disqualifiers.

Moreover, knowing what types of applicants are unlikely to succeed in community corrections is as useful to an agency as knowing who is likely to succeed. Learning why certain people are unsuccessful helps to focus future recruitment efforts, conserve scarce resources, and prevent disappointment for both the agency and the applicants.

Even the most promising candidates, however, will not come completely equipped with the full set of desired competencies. The challenge is to prioritize competencies—for example, deciding whether technical knowledge is more important than interpersonal traits, whether a degree in one particular discipline is more valuable than another, whether certain capabilities can be learned on the job, or whether previous experience makes a difference.

A closer look at one of these variables—education—illustrates the types of choices an agency makes in refining its recruitment strategy. Employment in community corrections typically requires a 4-year degree. But is the agency looking for a “well-rounded” liberal arts graduate who has the capacity to communicate with people and learn the technical aspects of the job after hire? Or does it need a graduate who knows about the public policy foundation of corrections, the justice system’s nomenclature, and counseling techniques? In other words, is the agency looking for a generalist or a specialist?

Whatever the choices, the key is to keep them aligned with the agency’s current and future mission, vision, and core values. When a car’s wheels are out of alignment, the driver has difficulty steering in the right direction. Similarly, if an agency hires people without regard to their alignment with its chosen course, staying on that course will be a constant struggle.

But identifying who is best suited for the job is just the first step. Then they must be convinced to apply.

The “What” Question

Attracting the right people for the job means marketing the agency almost as if vacant positions were products to be sold. This does not mean misleading applicants with false expectations that only serve to increase turnover when reality hits. For



example, highlighting autonomous decision-making may appeal to Generation X jobseekers. But if they find instead a highly structured bureaucracy in which micro-managing supervisors always second-guess their work, these new recruits probably will not stick around for their 5-year longevity pin.

Successfully competing in today's talent war requires having a product that qualified applicants want to "buy into." Especially for Generation Xers and Millennials, such a product encompasses all of the nonmonetary aspects of the job—flexibility, autonomy, family friendliness, challenge, self-satisfaction, career development, and upward advancement. For example, options like telecommuting provide flexibility and autonomy, demonstrate that the agency trusts its employees, and produce recruitment benefits as well.

In designing the "what" of recruitment strategies, exit interviews can provide invaluable information. By determining why people leave and then making changes accordingly, administrators not only can reduce attrition but also can make the organization more attractive to new applicants.

But government generally does not function in an entrepreneurial environment. Public agencies, therefore, tend to shy away from anything that sounds like "marketing." Yet when it comes to recruiting competent applicants, the public sector is in direct competition with the private sector. In the past, government agencies may have had an edge in terms of their ability to offer employment stability and long-term security. Those are not, however, highly valued commodities in today's labor market. Nor is work in community corrections highly visible to jobseekers. Thus, raising the organizational profile, developing a dynamic, forward-looking enterprise, and building a reputation as a great place to work are all essential ingredients for competing effectively in the current talent war.

REALITY CHECKS—

Where Are All the Probation Officers?

With declining budgets, limited office space, a tight job market, and the need to do more with less, probation offices across the nation are reaching a serious crossroad. By understanding the benefits and drawbacks of telecommuting, agencies can gain more satisfied employees, greater job performance, increased productivity, and cost savings on office space. (Hansen, 2001: 52–53)

What Today's Employees Are Saying

"I am motivated by independence; I need some autonomy for my own sense of self-worth."

"I need more from work than an impressive paycheck."

(Ball and Ball, 2000: 4–5)

REALITY CHECK—You Only Get One Chance To Make a First Impression

It is one thing to *say* that an organization is a good place to work. But that is quite different from actually *being* a good place to work. What is the first impression an applicant has of your agency? To find out, ask an outsider to tell you whether:

- Your Web site has an attractive, professional appearance, along with accessible links to frequently asked questions.
- Job-related information on your Web site is accurate and current.
- Telephone calls or personal visits from prospective job applicants are handled personally, promptly, and courteously.
- The location where candidates come to apply is neat, clean, and well organized.
- Application forms are streamlined and easy to read, include clear instructions, and offer an option for applying online.
- Employees who interact with applicants are personally accommodating and professionally attired.

Put yourself in an applicant’s shoes and think about how *you* would react if you were applying for a job. Scrutinize the physical environment, the interest shown in prospective candidates, and the attitude and demeanor of those in direct contact with job applicants. Ask new employees about their first impressions—especially what could be improved. When applicants are offered a job but turn it down, find out what factors contributed to their decision.

The “When” Question

The question here is not so much when to start recruiting as whether to stop recruiting. An ongoing recruitment and screening process provides a pool of applicants ready to be tapped on short notice. However, the downside is that applicants kept on the “eligibility list” too long may find other employment while they wait, in which case the resources devoted to the screening process are wasted.

The importance of using resources wisely is why forecasting future vacancies is a critical component of proactive workforce planning. It is also why agencies should streamline selection screening to include only processes that are meaningful indicators of who is and is not qualified. For example, if few people ever “fail” the oral interview, what purpose does it serve as a screening device? If the purpose is simply to familiarize candidates with the nature of the job, that can be accomplished much more efficiently by bringing applicants together in a group setting to explain what the work involves, distribute relevant information, and address their questions.

Regardless of whether recruitment and screening are periodic or ongoing, it is too late to wait until vacancies occur to initiate the process. Organizations that practice this reactive approach to recruiting will always find themselves short-handed. Such agencies will, in turn, be forced to divide the workload among fewer and fewer employees—generating the increasing caseloads, pressure, and stress that, in a vicious cycle, further increase attrition. On the other hand, the lower the attrition, the less aggressive



recruitment is needed, and the more selective an agency can be.

It is also important to keep in mind that the best applicants in today's job market will not endure a lengthy screening and selection process that forces them to jump through hoop after hoop. Streamlining the process is one of the most important improvements an agency can make in its recruitment practices. After all, the screening process is the candidate's first glimpse into what it might be like to work for a particular organization. If an agency projects an image of an endless maze of bureaucratic red tape, its applicant pool is likely to dwindle despite the most aggressive recruitment efforts.

The "Where" Question

The ultimate purpose of recruiting is to generate a large enough pool of applicants to enable greater choice in the selection process. Thus, recruitment is fundamentally a question of how to locate and attract the best-qualified people. Finding them, however, is only half of the formula for successful recruiting. The other half—the part that is often overlooked by government agencies—is convincing high-quality candidates to apply.

The need to persuade promising candidates to apply is why word-of-mouth, face-to-face contact is such a powerful recruiting device. It is also why traditional techniques such as newspaper and radio ads have more limited potential. When it comes to "selling" the agency, one-way communication is never likely to be as effective as two-way, interactive dialog. In fact, a recent study found that more than half (61 percent) of all external hires in 2004 were attributed to just two sources—the Internet and employee referrals (*Miami Herald*, 2005, citing a survey conducted by Career Xroads).

In recruiting, where you look depends to a large extent on what you are looking for. Although the sections that follow include examples of answers to the "where" question, their specific applicability depends on what a particular organization needs.

The Media

Many agencies advertise in the local newspaper, even though it no longer is the top-priority source of employment information that it once was. With "probation officer"

REALITY CHECK—One of the Best Recruitment Tools

The image of government is one of a large bureaucracy [in which it is] difficult to navigate the hoops to get a job. . . . Most states and cities have a Web site that announces vacancies, but few of the Web sites actually accept applications. We must work actively to make the application process one that is not cumbersome to attract the next generation of workers. (Recruitment and Retention Task Force, Federation of Public Employees/AFT, n.d.)

appearing alongside ads for “plumber” and “porter,” it is questionable whether the best-qualified applicants are attracted through the classifieds. Especially among young people today, radio and television stations may have more appeal. The key to using these broader-based recruitment tools is to be proactive—do not wait for the media outlets to come to you. Make contacts, set up appointments, and meet with station officials. Capitalize on the public interest in corrections. Take advantage of free public service announcements. Use local media to educate the community about your agency’s mission, attract new recruits, and improve the organizational image.

The Internet

Beyond media sources, the Internet is prime recruiting territory because that is where young people are looking for jobs. But using the Internet to recruit does not mean just adding “probation/parole officer” to a long list of state or county job openings with lengthy descriptions on a boring Web site. Attracting the best and the brightest today requires easy-to-navigate, user-friendly sites that are not only visually captivating but also technologically interactive, enabling “one-stop shopping” for the applicant (see Ellis, 2005; Gale, 2001; *HR Focus*, 2003). Some organizations use their Web sites to portray a “day in the life” of a probation or parole officer, enabling prospective candidates to compare job duties with their own interests. A Web site can generate excitement about a community corrections career and then make it possible for candidates to complete the entire application process online. The power of the Internet to reach potential workers can also be capitalized on by using sites such as Monster.com.

Colleges and Universities

Because most professional positions in community corrections require a bachelor’s degree, colleges and universities are obvious locations for recruiting qualified candidates. Such on-campus recruiting traditionally centers on college-sponsored job fairs. Because they primarily tend to attract graduating seniors, however, the productivity of job fairs is limited. Moreover, at these events, government agencies are often in direct, face-to-face competition with private sector recruiters offering higher salaries. A potentially more effective alternative is arranging to address freshman classes, orientation sessions, or student clubs. Presentations to these groups can engage students’ interest in a community corrections career early in their studies and also let them know what behaviors (drug use, criminal arrests, etc.) will disqualify them for work in the field. Additionally, student associations in disciplines such as criminal justice, criminology, psychology, sociology, corrections, and/or social work tend to be receptive to guest speakers and can be fertile recruiting grounds for community corrections agencies.





High Schools

Given the baccalaureate requirement for most probation and parole positions, at first glance it may seem illogical to suggest recruiting among high school students.

However, by the time students have completed college, many have established their career choices. High school students, on the other hand, are usually much more ambiguous about their future plans. Although it is generally true that age and educational limitations would prevent high school graduates from being immediately hired as officers, agencies that have alternative positions could place them in paraprofessional work, perhaps providing tuition assistance as an incentive to remain in community corrections, with opportunities to advance to a professional position. In that regard, magnet schools and vocationally oriented high schools specializing in public service can be productive recruiting grounds (Woofter, 2005: 49). On a broader level, the National Partnership for Careers in Law, Public Safety, Corrections, and Security is striving to inform and involve high school students in public safety careers.

Military Separation Centers

When the tours of duty for those serving in the armed forces begin to wind down, they often look for civilian jobs upon discharge. Especially given their military background and related training, many veterans are highly disciplined employees with clean records, who might well be interested in remaining in some type of government employment. Even reservists who have jobs to return to may find that they are no longer interested in the positions they left and may also be viable candidates for recruitment through military separation centers. Moreover, those former military personnel who lack the educational credentials required for professional positions could begin as paraprofessionals and use the GI Bill to advance their education and career opportunities.

REALITY CHECK—Preparing High School Students for Public Safety Careers

In 1999, the U.S. Department of Justice helped initiate the National Partnership for Careers in Public Safety and Security for academies and similar small learning communities focused on students interested in the broad career areas of law, public safety, and security. The National Partnership builds on years of experience of a variety of organizations and individuals. This experience includes developing and managing academies, providing courses and educational materials, building partnerships, and creating small learning communities that exist as schools within schools or as magnet schools. The National Partnership is affiliated with the National Crime Prevention Council. To learn more, visit the National Partnership's Web site at www.ncn-npcpss.com.

REALITY CHECK—Older Employees

Studies reveal that older workers experience fewer on-the-job accidents, fewer avoidable absences, less stress on the job, a lower rate of illegal drug use. . . . Factor in an older worker’s years of knowledge and experience, and it’s hard to understand why every organization with staffing issues doesn’t simply contact places like AARP, Unretirement (a Kentucky-based employment consulting organization), the Senior Employment Service, local senior citizen community centers, and Michigan’s National Retiree Volunteer Coalition. (Arthur, 2001: 3)

Civic Ventures reports that 58 percent of Baby Boomers nearing their retirement are looking for paying jobs that “improve the quality of life in their communities,” rather than volunteering. The report found that the new careers that interest these 50-somethings are “education, health care, helping those in need, working with youth, civic activism, arts and culture, or the environment.” (Greene, 2005)

Government Retirement Systems

Retirement systems might seem like the last place to look for new talent. However, given the early retirements prevalent in police and correctional work (and mandated retirements in federal employment), many government retirees are in their early fifties. Although they might not be looking for full-time positions, recent retirees can offer a wealth of knowledge and experience to agencies with flextime, job-sharing, or other part-time provisions. In fact, some 36 states are capitalizing on this valuable resource by allowing retired state employees to return to work on at least a part-time basis (Carroll and Moss, 2002: 7).

Intergovernmental Partnerships

When it comes to recruiting new applicants, government agencies often compete with each other as intensely as they compete with private industry. Everyone is looking for the “best” applicants, and few are willing to cooperate in the process of finding them. As a result, candidates must apply individually to each government agency they might

be interested in, and agencies must evaluate each candidate independently. This process could be improved for candidates and recruiters if agencies would establish collaborative intergovernmental partnerships. For example, government-sponsored recruitment centers could serve as the initial screening point for anyone interested in criminal justice-related employment. If a candidate did not meet the employment standards of a particular agency, an internal referral service would enable other agencies to take a second look at the applicant according to their criteria. This concept lends itself well to broadbanding efforts, creating larger pools of qualified applicants for jobs requiring similar skills in different agencies.

Union Partnerships

Although labor and management often are adversaries, it is in the best interest of both to attract well-qualified employees. Establishing a recruitment-oriented partnership



with employee unions can give an agency access to significant resources. Asking the union to be part of the recruiting process not only taps into its networks, but also can help overcome some of the barriers that have traditionally characterized labor-management relationships, potentially bringing the two sides closer together in a working partnership with mutual goals.

Higher Education Partnerships

To compete successfully for qualified applicants, community corrections agencies need a clear concept of what “qualified” means. Yet that concept is not always clear, especially when it comes to higher education. Most agencies require a 4-year degree, but many cannot articulate what that degree brings to the workplace. Furthermore, agencies and schools have had little dialog about what college graduates should know and be able to do when they enter community corrections. Thus, schools often develop criminal justice and corrections-related curricula in isolation, without input from their “customers”—the agencies that hire their graduates.

Both community corrections and higher education stand to benefit from a collaborative partnership in which a jointly developed curriculum prepares students for careers. With planning and commitment on both sides, it would be possible to integrate educational coursework with training requirements, enabling students to complete some of their entry-level training as part of the academic curriculum. (For details on developing such an agency-academic partnership, see Stinchcomb, 2005a; Armstrong, 2001; and Freeland, 2005.)

One little-known source of assistance for creating such partnerships is the federally funded job development support available through the 2005 renewal of the Workforce Investment Act of 1998. This funding includes job training grants to colleges and universities to address the needs of “high-growth, high-skill fields that are suffering shortages of workers” (Field, 2005).

REALITY CHECK—Doing Your Homework First

The [workforce] challenge for corrections embraces comprehensive issues related to projecting future staffing needs, restructuring and enriching existing jobs, targeting appropriate applicants, and developing career ladders—none of which can be accomplished effectively in isolation. Thus, it also involves exploring avenues for promoting mutual objectives through collaborative partnerships with higher education. (Stinchcomb, 2004b: 92)

REALITY CHECK—Resources for Developing Educational Partnerships

American Federation of Teachers (www.aft.org)

Association for Career and Technical Education (www.acteonline.org)

National Association of Partners in Education (www.napehq.org)

National Employer Leadership Council (www.nelc.org)

(Arthur, 2001: 319)

The “How” Question

Once an organization has determined what employees it is looking for and where they can be found, the challenge is how to get them to apply. The “how” part of recruitment is intimately related to the “what” question, since an agency with a strong reputation as an upbeat, positive, employee-friendly place to work is less likely to need extreme or expensive measures to attract qualified applicants.

Part of the “how” question relates to getting the word out about what jobs the agency has available and what a great place it is to work. However, in community corrections, that may not be sufficient. If the nature of the work, the salary level, and/or the reputation of the organization are not attractive enough, the agency may need to resort to recruitment “perks.” These incentives are designed to get people in the door, but if they stay with the agency for only a short time, then the “perks” will be a significant waste of resources. Agencies may, therefore, want to use financial incentives with caution.

There are any number of techniques for encouraging applications without resorting to costly incentives. Some of these are featured in the following sections, which describe ways to get the word out and bring the applicants in.

Internships

Internships are a win-win strategy for employers as well as employees. The agency can test the intern’s capabilities without making a hiring decision, and the intern can experience the agency’s workplace without making an employment commitment. Internships are among the best techniques for recruiting college-educated workers (Gaseau, 2005), but only if properly supervised and structured as a learning experience. Although students realize that they will at times be expected to perform mundane tasks, an entire internship spent working as an unpaid clerk is hardly an employment enticement. The key to a successful internship is matching the program with organizational objectives and merging the intern into the organization. The following developmental steps will help to produce such positive results, thereby not only supplementing current staff, but also recruiting future applicants:

- Contact the local college and/or university and establish a working relationship with relevant administrators.
- Familiarize college administrators with the mission, goals, and objectives of community corrections.
- Discuss the core competencies established for entry-level employees, and examine how core competencies could be aligned with college courses.



- Mutually develop the criteria for selecting intern candidates, and determine how interns will be assigned, supervised, and mentored.
- Establish specific outcomes—for the intern, the college, and the organization.
- Continue to work with the college to evaluate progress toward achieving mutual goals.
- Strengthen the relationship by offering assistance to the college (e.g., guest lecturers, classroom materials, use of organizational data for research).

As these guidelines suggest, the more students are professionally engaged and personally mentored, the more likely they will be to view the agency as a viable employer.

Employee Referrals

Current employees are often the best source of new employees. In other words, recruitment is everyone's job. If a significant percentage of new hires are not referrals from current personnel, the organization is overlooking a key recruitment resource (assuming the work environment is one that employees would want to recommend). Agencies with employee referral programs have implemented a variety of incentives, ranging from cash awards to gift cards, vacation time, certificates of recognition, and many other creative options. As with applicants, however, such "perks" should be used with caution. Especially because workers are most likely to refer applicants similar to themselves, an agency should also be careful about encouraging internal referrals if it has concerns about the demographic balance of the current staff in terms of gender, age, ethnicity, or culture.

Preparing employees to be part of a recruitment initiative means being sure they know about specific job openings and the details of the hiring process—where to get an application, where to submit it, what steps are involved in the process, how long it takes, and the background issues (such as criminal history or driving record) that can disqualify an applicant. It also means clearly defining how far the employee's role extends in prescreening, as well as discouraging or encouraging potential applicants.

REALITY CHECK—Employees Are Your Best Recruiters

Companies still seek human assistance in hiring effectively, and the popularity of employee referral programs is proof of that. A survey on hiring shows that employee referrals in 2004 accounted for nearly 32 percent of hiring sources, compared with 28.5 percent in 2003. (Pont, 2005: 51–52)

Speaker’s Bureaus

Beyond personal referrals, employees (along with volunteers and retirees) can promote the recruitment process and the organization’s mission through speaking engagements. By exploring speaking opportunities in the community, it is possible to reach potential applicants who otherwise would not be familiar with the agency. Audiences might include minority membership groups, women’s groups, criminal justice clubs, social services agencies, faith-based groups, job centers, and other local organizations (Campsambelis, 2004: 34). In addition to disseminating information about job vacancies and building a broader recruitment base, a speaker’s bureau can energize a wide variety of stakeholders to assist with accomplishing the organizational mission through other initiatives as well.

Applicant Incentives

Especially in private enterprise, organizations often rely on financial incentives to attract applicants, including pay differentials for areas with a high cost of living, hiring and signing bonuses, forgiving educational loans, cafeteria benefits plans, child/parent care arrangements, onsite fitness centers/wellness programs, mortgage assistance, and portable pension plans. But other, nonmonetary incentives may have greater potential for getting well-qualified employees in the door *and* keeping them from walking back out. As discussed in chapter 2, these include a fun-filled and family-friendly work environment, flexible work schedules, job-sharing, part-time options (with benefits), telecommuting, educational incentives, mentoring and coaching, career development, and similar strategies that make an agency not only look good from the outside, but also feel good on the inside.

Monitoring Cost-Effectiveness

This chapter has presented just a few examples of innovative recruitment approaches that are designed to enhance the community corrections workplace of the future. Not all concepts will work equally well for every agency. Moreover, some require more resources than others. That is why it is essential to track the cost-effectiveness of recruitment activities. Not knowing the true return on an agency’s recruitment investment fosters false expectations and wastes time as well as money.



For example, public service announcements on local radio stations are a popular recruitment device. But what if none of the new hires learned about the job from a radio announcement? Agencies also often devote considerable resources to job fairs. But how do they know if their resources were well spent? What works? And for what types of applicants? The only way to find out is to monitor recruitment strategies, using an approach similar to the one illustrated in the tracking spreadsheet shown in figure 4.

If, for example, it costs \$500 to advertise a job in the local newspaper, the ad generates 20 applicants, and only 2 of them are hired, that strategy costs \$250 per new hire, which may be a relatively low rate of return in contrast to other options. Using this type of analysis, agencies can also determine which techniques are most successful for what types of people, as well as which ones generated more successful applicants at less cost per hire. Such information helps an agency make the best use of scarce resources by effectively targeting its recruitment efforts.

In considering the cost-effectiveness of recruitment strategies, however, it is important to keep in mind that recruitment and selection are only the first part of the formula for successful workforce development. Regardless of how effective a particular initiative may be in bringing qualified people into an agency, it will be unproductive if the best recruits are the first to leave.

FIGURE 4. Recruitment Tracking Spreadsheet

Strategy	Costs (direct and indirect)	Number of applicants	Number hired	Cost per recruit
Newspapers				
Job fairs				
Internet				
Radio				

**REALITY CHECK—Recruiting
“Outside the Box”**

Unlike more traditional recruitment approaches, the key is not to try to “sell” potential candidates on job security, health benefits, or pension plans, but rather, to recruit “outside the box.” . . . The most powerful “outside the box” recruitment advantage that any agency enjoys is simply being known as a place where higher education and hard work are rewarded, where bureaucratic regulation has been replaced by collaborative participation, where relationships between management and workers are characterized by mutual trust and respect, . . . where only the best will fit. (Stinchcomb, 2004b: 96)

Putting Recruitment in Perspective

The recruitment strategies in this chapter are examples of how agencies can think “outside the box” to attract good people. Ultimately, however, the key to effective recruiting is twofold: first identifying, locating, and attracting the right people; and then having the right place to put them. Getting the “right people on the bus” is critical (Collins, 2001: 41). But that assumes that the bus has a competent driver and a good roadmap. If not, the best passengers will get off at the first stop. That is why recruiting outside the box is effective only for agencies that also operate outside the box.



"To Do" CHECKLIST

Take a closer look at your agency's recruiting process and related materials:

- Does your agency have a targeted recruitment plan that specifically focuses on particular types of candidates and places where they are likely to be found?
- Is the selection process as streamlined as possible?
- Are the materials accurate, honest, timely, and user friendly?
- What is your agency's presence on the Internet? Is it enticing to an applicant? Does it provide the information an applicant needs?
- Are recruiting strategies creative and innovative? Are they attracting members of the new workforce?
- Do you use some type of recruitment tracking spreadsheet to assess return on investment?
- Are recruitment strategies aligned with the organizational mission and vision?
- Are employees your best recruiters?

Find out when core competencies were last updated:

- Are your agency's core competencies focused on the present or on the future?
- If your organization is implementing evidence-based practices, are core competencies in line with the skills and knowledge needed?
- If jobs are too narrowly focused, could some positions be "broadbanded" to provide more flexibility?

Determine whether your agency's reputation is attractive to potential recruits:

- Is your agency's reputation positive or negative?
- If negative, what can be done to improve the organizational image?
- How could the agency be better "marketed" to applicants?
- Are current employees a good source of job candidates?
- If not, why? What could be done to enlist them as recruiters?

Put yourself in the shoes of an applicant:

- How are applicants treated during the recruitment and screening process?*
- How is information communicated to them?*
- What does the physical environment of the agency look like?*
- Based on first impressions, would you work for the organization?*

Look at where and how your agency is recruiting:

- Do you include colleges, universities, and even high schools in recruitment efforts (beyond attendance at job fairs)?*
- Have you developed a relationship with military separation centers?*
- Are you tapping into the wealth of talent among retirees?*
- Do you have a collaborative recruiting arrangement with other government agencies in the area?*
- Have you established a partnership with local institutions of higher education?*
- Does the agency have a well-structured internship program for college students? If so, are students properly used and supervised? Is it a productive source of employees? If not, why?*
- Does the agency make a concerted effort to get speakers out into the community to build a broader recruitment base?*

VOICES FROM THE FIELD

An Internet Presence Is Not Optional

As more and more jobseekers use the Internet to check out their options, having well-packaged information online is no longer just an option—it is a necessity. An inviting presence on the Internet is a critical element of recruitment strategies designed to attract the new generation of workers. The Web site must be attractive and easy to navigate, and candidates must be able to apply online. The benefits of an effective Web site are well worth the effort involved to create and maintain it.

In Montgomery County, Maryland, 85 percent of applications are now received online. Moreover, some state government Web sites enable candidates to submit general applications, which are then referred to agencies with openings. In Florida, for example, candidates can obtain and submit an employment application online at <https://peoplefirst.myflorida.com>. Through this Web site, they can create a user profile (which they can edit or update any time) and apply for a position anywhere in the state from any location.

Cruise the Internet to see what other agencies are doing to entice job seekers (e.g., the Pennsylvania Board of Probation and Parole at www.pbpp.state.pa.us and Montgomery County, Maryland, at www.montgomerycountymd.gov). Better yet, invite the newest members of the workforce to update your Web site—they will know what appeals to their peers.

Internships in Community Corrections, Minnesota State University

The undergraduate corrections major at MSU is designed to prepare students for entry-level professional work. The program is a direct result of consulting with leadership in the corrections field. The curriculum is built on a foundation of general education, sociological and criminological concepts, and a commitment to understanding and transforming correctional practice. Experiential education—such as linking evidence-based practices to traditional academic work—is an important component.

Federal, state, and local community corrections agencies partner with MSU in this program. Staff from the partner agencies teach classes as adjunct faculty, serve as guest speakers on contemporary issues, and provide career advice as mentors.

All students must complete a 450-hour internship and a concurrent seminar, which involves 40 hours a week for 15 weeks.

For more information, contact:

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Joint Opportunity To Learn and Thrive (JOLT), Minnesota State University and Blue Earth County Community Corrections

The JOLT program matches students in MSU’s undergraduate corrections program with high-risk juvenile offenders who need mentoring. In this “learn-by-doing” course, students fulfill academic requirements while applying what they learn by establishing positive relationships with juvenile clients.

JOLT participants spend 4–6 hours per week mentoring and 3 hours per week working in the Blue Earth County Community Corrections Office, which coordinates the program. During the office hours, students have opportunities for professional socialization as they work alongside probation officers who supervise intensive caseloads.

For more information, contact:

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RETENTION—Keeping the Right People in the Right Places



Do You Know . . .

What tangible and intangible price is being paid by agencies with high turnover?

Why employees leave? Why they stay?

Who is the person with the greatest influence on employee retention?

Why long-term succession planning is so essential in the current workplace?

How employees and employers both benefit from career planning and development?

How workforce diversity affects recruitment, retention, and career planning?

How multigenerational diversity affects the workplace?

Too many well-qualified employees in community corrections are moving to other agencies or different careers. As a result, even the most successful recruiting practices are not enough to maintain a capable workforce.

Aggressive recruitment brings quality employees in. But it takes long-term effort concentrated on deep-rooted organizational issues to retain them.

Otherwise, the scenario is destined to look something like this:

Several employees leave, and their caseloads are either divided among their remaining peers or assigned to supervisors. Those assigned the additional cases feel overworked and underappreciated.

Employee morale suffers. The human resources department scrambles to advertise and fill the positions. At the same time, declining morale prompts remaining employees to think about their options elsewhere. If they leave, there will be even more pressure to fill even more vacancies, thus continuing the downward spiral.

The Costs of Turnover

Some employee turnover is a healthy source of “new blood” for an organization. However, when too many high-performers leave, and little is done to either discourage their departure or promptly replace them, the loss to community corrections can be significant on a number of levels—not the least of which is the ability to maintain public safety.

Human capital is the most valuable resource of any organization. The departure of an experienced employee is expensive in terms of recruiting, screening, hiring, and training a replacement. But it is even more costly in terms of the loss of experience, stability, and continuity. These losses are less tangible. Nevertheless, they can deplete critical resources such as the public’s good will, the community’s political support, and the agency’s attractiveness to potential applicants.

Putting a precise price tag on the departure of a well-qualified employee is difficult, but it is possible to estimate turnover costs. If you do not know how expensive turnover is for your agency, try using the formula in “Reality Check—The Costs of Turnover” (page 65). The results may surprise you.

As the following examples illustrate, numerous direct and indirect costs are incurred when an employee prematurely leaves and must be replaced.

Recruitment, screening, and selection. All of the advertising, testing, human resources, and related costs devoted to attracting, processing, and hiring qualified replacements mount up—even before a new employee’s first day on the job.

Entry-level training. Meeting minimum basic training requirements involves everything from training materials and facilities to instructors’ time and trainees’ salaries, all of which can add up to extremely high expenditures (Stinchcomb, 1990).

On-the-job training. As new recruits receive detailed orientation to the job and hands-on practice, there is a period of low productivity for both the trainee and the trainer.





Loss of knowledge, skills, and abilities (KSAs). No amount of training can fully replace years of experience. Thus, only time will “level the playing field” in terms of lost KSAs and resulting loss of productivity (unless an incoming employee happens to enter with a substantial work-related background).

Organizationally induced stress. The extra workload shared by employees can be expected to diminish job satisfaction, lower morale, and increase stress throughout the organization. Burnout among those left to take up the slack contributes to even more turnover as remaining employees begin to feel undervalued and frustrated, lacking any control over the situation.

Overtime costs. If overtime or compensatory time is used to pay for additional hours required because of staff shortages, the costs can quickly skyrocket. Because personnel costs are already the highest percentage of an agency’s budget, few things will derail fiscal projections faster than unbudgeted overtime.

Cultural and historic impact. As senior employees leave, the agency loses something intangible but valuable: the keepers of the agency’s history—i.e., those who have been there through the good and bad times and are often the stabilizers in the workplace. In essence, they are the “storytellers,” who pass on the agency’s legacy from one generation of employees to the next. As such, they are critical components of organizational culture. Especially if long-time employees leave or retire en masse, replicating their understanding of the agency’s history and culture is very difficult.

REALITY CHECK—The Costs of Turnover

Imagine that you arrive at work one morning to find a brand new desktop computer has disappeared. You call the building security office and the police. Then you launch your own investigation as you are determined to find out how this happened and who is responsible. . . . You will not rest until the case is solved. You resolve that no more property will be lost!

Now think about the last time one of your most talented employees was stolen by the competition or just walked out your door. What kind of investigation did you launch? What measures were implemented to prevent it from happening again? Maybe no one ever really assessed the cost of losing talent. It doesn’t take long to run the numbers. And you may be surprised. (Kaye and Jordan-Evans, 1999: 111)

The average cost of turnover for one employee is 25 percent of the employee’s annual salary (Line 1), plus the cost of benefits (Line 2):

1. Annual wage: _____ x .25 = _____
2. Annual benefits: _____ x .30 = _____
3. Total turnover cost per employee
(Add Lines 1 and 2): _____
4. Total number of employees who left: _____
5. Total cost of turnover
(Multiply Lines 3 and 4): _____

(Arthur, 2001: 220)

REALITY CHECK—The Bottom Line

The Ohio Department of Rehabilitation and Correction (ODRC) estimates direct, tangible retention-related expenditures as follows:

- Cost to hire a parole officer: \$998.46
- Cost to train a parole officer: \$16,000

With an estimated 9.3-percent turnover departmentwide, the direct cost to ODRC in 2002 was \$27.5 million for all corrections-related positions. (Ohio Department of Rehabilitation and Correction, 2004)

Consistent delivery of services. As turnover rates increase, the consistent and efficient delivery of services can suffer. A continual influx of new employees can affect everything from public safety to employee morale.

Agency reputation. Public confidence and support are essential for community corrections. Diminished confidence on the part of offenders, criminal justice partners, and the public because of employee turnover can further strain the agency’s credibility, thus hindering its ability to recruit and retain the best employees—a vicious cycle.

Determining Why Employees Leave—And Why They Stay

High turnover can easily trap agencies in the downward spiral of hiring pressure. Under such pressure, many organizations fail to determine exactly *why* people leave or what would have encouraged them to stay. Often, it is assumed that employees depart for higher salaries. As discussed in chapter 2, however, turnover is not just about pay.

What, then, does cause employees to leave? Some of the answers can be obtained through exit interviews. Although not all agencies conduct meaningful exit interviews, those that do not are likely missing valuable information.

Conducting Exit Interviews

If the right questions are asked by the right people, exit interviews can be a powerful resource for learning why people leave. Anticipating that they might need a job reference in the future, however, departing employees may not always be completely straightforward in these interviews. The key to obtaining useful responses is to remove as many barriers as possible to obtaining honest, open, and unbiased feedback. Thus, the best person to conduct exit interviews is ideally someone outside of the agency. Some organizations even ask departing employees to respond to questions by using a toll-free phone number or an Internet log-on site. If such anonymity is not feasible, the assignment should at least go to a neutral, objective party. (For a sample of potential exit interview questions, see appendix C.)





With the right techniques and questions, exit interviews can help to determine why people leave—but only if the answers become a catalyst for agency action. Obtaining such information is meaningless unless these insights are used to improve the workplace.

Many employees are well aware of why their peers have resigned. By taking this information seriously and acting on it decisively, the agency sends a clear message to others that leadership is interested in their welfare and is taking steps to create a better workplace, thus encouraging retention.

Unfortunately, the results of exit interviews are not always used productively. As “Reality Check—Turning Off the Turnover” illustrates, studies of correctional turnover have identified a number of unaddressed supervisory and managerial shortcomings.

Conducting Retention Interviews

The flip side of asking why people leave is finding out why they stay. On the surface, the answer to this question is deceptively simple: People come to work every day because they want to, they have to, or they lack other options. In fact, with regard to the third group, it is also essential to distinguish between the types of employees who leave and the types who stay involuntarily. Are the best, brightest, and most productive performers those most likely to leave, while the mediocre, malcontent, or marginal employees are among the most likely to stay? In any case, the next step is a more in-depth search for the reasons why some stay.

It may seem unnecessary to think about the first group of employees—i.e., those who come to work because they want to. After all, they will be there anyway. This is a dangerous assumption, however. Nothing is static—organizations and people change. In addition, the newest generation of workers thrive on unmet challenges, even if they

REALITY CHECK—Turning Off the Turnover

No stable business could run efficiently with a continuous transition of employees coming and going. Moreover, when staff members leave within the first few years of their employment, turnover is especially costly, in light of the sizeable investment made in recruiting, selecting, and training them.

The drawbacks of correctional employment are undoubtedly more discouraging to some than to others. Yet, considerable research has linked turnover, thoughts about quitting, and decisions to seek employment elsewhere with such administratively controlled factors as:

- Insufficient opportunities for participation in decisionmaking (Simms, 2001; Slate, Wells, and Johnson, 2003).
- Inadequate supervisory support (Maahs and Pratt, 2001).
- Dissatisfaction with supervisors (Stohr, Self, and Lovrich, 1992).
- Lack of empowerment—in other words, inability to participate in and contribute to the organization (Dennis, 1998).

(Stinchcomb, 2005b: 488)

seem relatively content with their current job. It is, after all, one thing to be moderately satisfied and quite another to be meaningfully challenged. If an organization does not spend time finding out why people stay, eventually the first group of employees could well become the second group—i.e., those who *have to* come to work, or the third group—i.e., those who have *no other options*—or worse—those who *do* have somewhere else to go and do, in fact, leave.

Whereas exit interviews provide information from those who leave, retention interviews elicit feedback from a more varied group, those who stay. As such, these interviews offer insights into employees' perspectives of the organization, particularly

whether it is helping them meet their full potential, achieve their personal goals, and fulfill their career plans. A retention interview is not a counseling session or a performance review. It is a structured examination of why people stay on a job and what could encourage them to continue to do so.

Although employees stay for a variety of reasons unique to each individual, some patterns emerge regarding potential enticements. Again, these do not revolve around paychecks.

In Ohio, for example, a study found that

employees' top three recommendations for retention were as follows: hire more staff and reduce workload, reduce stress, and foster a more professional organization (Ohio Department of Rehabilitation, 2004: 11). Money did not even make the list! Similarly, a study of stress among probation officers in a southern state found that employees' perception of their participation in workplace decisionmaking was a critical ingredient in job satisfaction (Slate, Wells, and Johnson, 2003).

Agencies interested in determining who is staying, why they stay, and what can be done to keep the best on board will find retention interviews useful. Listed below are some general guidelines for conducting these interviews.

The target audience. The answer to “who should be asked” is *everyone* (or at least a random sample of people representing as many different functions as possible)—from the most to the least productive workers. Mediocre employees may only be mediocre because they are unchallenged or because their job is not a good match for their interests and abilities. Moreover, unproductive employees can provide valuable insights into everything from the hiring process to supervisory development needs.

REALITY CHECK—The Results of Guessing Are Just That: Guesses

Stop guessing what will keep your stars home and happy. . . . It doesn't matter so much where, when or how you ask—just ASK! (Kaye and Jordan-Evans, 1999: 15)



The appropriate interviewer.

Deciding who should conduct a retention interview requires careful consideration. Immediate supervisors or managers (who may themselves be sources of employee problems) would not be good choices. Someone from outside the agency (or at least a different division) would be more appropriate. Whoever is selected must be objective and must have credibility with both the organizational leadership and line-level employees.

The instrument. Some agencies use an anonymous questionnaire (similar to a customer satisfaction survey) instead of an interview. This approach eliminates concern that employees will be reluctant to speak to an interviewer about sensitive matters. The downside is that the depth of responses is limited because a questionnaire cannot probe for more detailed information.

The questions to ask. Whether written or oral, the questions in a retention survey should seek to determine how to engage workers more fully in their jobs. That means tapping into what it would take for employees to devote more of themselves (talent, energy, enthusiasm, etc.) to the organization and their work—beyond what is minimally required. (For samples of potential questions to ask in a retention interview, see the “Reality Check” on this page and appendix C).

The timing. The first time staff are asked why they stay, they may greet the inquiry with suspicion, skepticism, or

REALITY CHECK—What Is Needed To Keep the Most Talented Employees?

Over the past 25 years, the Gallup Organization has surveyed over a million workers from a broad range of companies to find out what the most talented employees need from their workplace. After analyzing the answers to hundreds of different questions, Gallup has identified 12 core questions that are the easiest and most accurate way to measure the strength of a workplace. (NOTE: The five listed with an asterisk are the ones that are directly linked to employee retention).

- Do I know what is expected of me at work?*
- Do I have the materials and equipment I need to do my work right?*
- At work, do I have the opportunity to do what I do best every day?*
- In the last 7 days, have I received recognition or praise for doing good work?
- Does my supervisor, or someone at work, seem to care about me as a person?*
- Is there someone at work who encourages my development?
- At work, do my opinions seem to count?*
- Does the mission/purpose of my company make me feel my job is important?
- Are my co-workers committed to doing quality work?
- Do I have a best friend at work?
- In the last 6 months, has someone at work talked to me about my progress?
- This last year, have I had opportunities at work to learn and grow?

(Buckingham and Coffman, 1999: 28)

REALITY CHECK—Employees With a Sense of Engagement Stay Longer

Forty percent of U.S. employees said they plan to spend their entire careers with their current employers, but that number rises to 65 percent among those who feel engaged. (*Fort Lauderdale Sun-Sentinel*, 2004, quoting Clark Swain)

Employee engagement is joined at the hip with employee retention. (Frank, Finnegan, and Taylor, 2004: 13)

simple curiosity. Few are likely to view it as a progressive strategy for making permanent improvements in the workplace. The long-term solution to such skepticism is to assure employees that their input is valued. The best way to do that is to demonstrate that changes are being made on the basis of their feedback. In addition, soliciting input cannot be a one-time endeavor. To maintain credibility, it must become a regular feature of organizational life.

The key to success. Ultimately, success is not about perfectly implementing a formal retention survey. Rather, it is about persistently listening to informal employee

comments every day. If the organizational atmosphere is open, nonjudgmental, and receptive to legitimate concerns, it is clear why employees stay. Learning what employees have to say can be uncomfortable and even exasperating, but it is critically important. It is, however, only half of the formula for success. Taking action on valid insights is the other half. Failure to respond visibly to employee concerns is destined to constrain future input, diminish credibility, and create an organizational climate of distrust—all of which makes it harder for an agency to compete effectively in today’s recruitment and retention wars.

Keeping the Best Employees

Retaining the best and the brightest is not a passive endeavor. Just as talented applicants will not miraculously appear on an agency’s doorstep without considerable effort to locate, attract, and recruit them, neither are they likely to stay without equally aggressive efforts to retain them. It is tempting to heave a collective sigh of relief when vacant entry-level positions are filled, thinking that the challenge is over. In fact, it has just begun.

Putting all of an agency’s personnel-related energies into recruitment is shortsighted—like devoting a great deal of time, effort, and resources to identifying and purchasing the best car on the market and then ignoring its need for maintenance. Even the highest rated vehicle will deteriorate under such carelessness.

Especially in organizations like community corrections, where competitive salaries and high prestige are not strong allies in the war against turnover, it is essential to develop an inviting workplace characterized by the positive aspects of organizational





culture described in chapter 2. Because developing such a culture requires a broad-based perspective and macro-level organizational insights, it is primarily the function of agency leadership. At a more day-to-day level “down in the trenches,” however, others are even more influential than the CEO.

Impact of Supervisors on Employee Retention

Retaining exemplary employees inevitably means relying on exemplary supervisors. That is because immediate supervisors have the most direct ability to both observe and influence the job satisfaction of subordinates. While everyone, from agency leaders to peers, has an impact on an employee, no one is in a better position to empower and engage—or conversely, to discourage and demotivate—than the immediate supervisor.

Research indicates that an employee’s relationship with a direct supervisor is critical to a positive experience on the job. In fact, 94 percent of respondents in one study said it was “definitely important” to be trusted by their supervisor, and 88 percent said it was likewise “definitely important” to respect their supervisor (Stork et al., 2005: 11). Even more significantly, employees tend to reflect the style of their own supervisor:

Improving the supervision of offenders, therefore, in many respects, is closely related to improving the supervision of

REALITY CHECKS—

A “Chief People Officer”?

Everyone is familiar with the terms “CEO” (chief executive officer), “CFO” (chief financial officer), and “CIO” (chief information officer). But who has ever heard of a “CPO”—chief people officer?

Designating a CPO is a strategy that some private sector companies are using to elevate commitment to employees to the same level as other operational or financial functions. CPOs have a variety of functions, which can be formalized human resources responsibilities or focused solely on ensuring that employees’ concerns are heard and acted on in a timely manner. CPOs can also be assigned to improve an organization’s internal culture, resolve employee issues, and make sure that the organization’s strategic plans always include the concerns of employees. Thus, CPOs are advocates for employees at the highest levels of organizational decisionmaking.



Supervisors and Job Satisfaction

Employees will stay if they have a good relationship and open communication with their boss. Said differently, employees typically see the organization as they see their supervisor. (Frank, Finnegan, and Taylor, 2004: 20)

People leave managers, not companies. . . . Talented employees need great managers. The talented employee may join a company because of its charismatic leaders, its generous benefits, and its world class training programs, but how long that employee stays and how productive he is while he is there is determined by his relationship with his immediate supervisor. (Buckingham and Coffman, 1999:11–12, 33)

officers. Staff members are entitled to be treated with no less equity and respect than would be expected of them in their supervision of offenders. And they are more likely to fulfill those expectations if they, in turn, receive appropriate treatment from their supervisors (Stinchcomb, 2005b: 502).

As a result, promoting, training, and developing effective supervisors is fundamental to retaining effective employees. In that regard, long-term retention strategies involve far more than simply keeping the people who are working today.

REALITY CHECKS—

Systematically Planning for Succession

To be effective, succession planning and management should be based on reliable information about the organization’s requirements and about individual performance and potential. . . . Only by approaching these activities systematically can the organization ensure planned succession. (Rothwell, 2001: 169)



Core Competencies for Future Supervisors

When asked to describe the competencies that first-line supervisors should possess, a group of leaders in the field provided the following [in no particular order]:

- Analytical and critical thinking skills.
- Ability to motivate, coach, mentor, and correct employees.
- Team-building capability.
- Leadership skills.
- Strategic thinking.
- Self-awareness.

(National Institute of Corrections, 2004b)

Succession Planning

In the 20th century, it was common practice to wait until supervisors were promoted to begin to prepare them for their new responsibilities. Once promoted, new supervisors might have to wait months to be scheduled for training; in the meantime, they were expected to somehow figure out what to do in a “trial-by-fire” immersion. Today, however, progressive organizations groom potential supervisors well before a vacancy occurs. Because personnel development is a long-term process, this preparation is essential to ensure not only that they have the necessary skills for the job, but also that they are aware of the pivotal role they now play in employee retention, engagement, and empowerment.

Agency leadership has a number of responsibilities in this process; first and foremost is planning. Just as it is too late to wait until a crisis erupts to initiate emergency planning, it is too late to wait until an employee leaves (or is promoted) to think about succession planning. This means strategically projecting supervisory and management vacancies well in advance and identifying related core competencies—including both the competencies needed to fill the immediate demands of the job and those needed to fulfill the agency’s long-term vision.





Core competencies for first-line supervisors embrace more than just the technical knowledge and ability to complete job tasks competently. They also include all of the interpersonal, human relations, and leadership skills necessary to effectively motivate, inspire, and manage employees with fairness and sensitivity. Supervisors are responsible for other employees as well as offenders—other employees who, ideally, should look to them for guidance and direction and for whom they should be personal role models and professional mentors. Supervisors who possess such core competencies realize the impact of their actions and recognize their influence on employee retention.

Finding Front-Line Successors

Even with the best succession planning, motivating and inspiring the most qualified individuals to participate in the promotional process remains a challenge. The pool of potential candidates is not unlimited, especially in agencies like community corrections, where promotions are almost exclusively from within organizational ranks. In addition, some of the newest members of the current workforce—Generation Xers and Millennials—may be reluctant to seek promotion to first-line supervision. Succession planning, therefore, involves understanding why this might be the case and what can be done about it.

Baby Boomer managers and administrators are somewhat baffled as to why new employees are not enthusiastically signing up for the promotional process. To Boomers, upward mobility (with its accompanying escalation of compensation, stature, and authority) was as fundamental to their professional life as having a family and owning a home were to their personal life. But work-related values have changed.

REALITY CHECK—Boomers vs. Xers

They view the world of work differently. Xers think of work as a “job.” Boomers are in the middle of a “career.” (Raines and Hunt, 2000: 32)

Why Some Employees Shy Away From Promotion

Part of the reluctance to participate in the promotional process may relate to personal reasons. For example, some fear losing friends who are now their peers. Others reject taking on broader job responsibilities. Some do not relish giving up their overtime pay or seniority privileges (preferential days off, shift schedules, etc.). Still others turn away from the longer hours, greater liability, or potential relocation that promotion might well entail.

Other reasons for shying away from supervisory promotion are more organizationally influenced. For example, the agency may not have provided sufficient mentoring or career development, leaving line personnel feeling unprepared for promotion. Many line personnel also do not see any advantage to the inevitable headaches involved in managing employees—especially if the organizational culture is one in which management has not traditionally been supportive of supervisory decisions, supervisors have been “hung out to dry” for the mistakes of their subordinates, or leadership is simply not trusted.

Why Agencies Need To “Market” Promotional Opportunities

“Marketing” promotional opportunities to eligible employees may seem unusual—and even unnecessary. In the past, when promotional processes were more competitive, it undoubtedly would have been unusual. But with the disinterest that may well characterize promotional processes of the future, it is hardly unnecessary.

Most organizations have not packaged promotional opportunities to appeal to the new workforce. Although an individual administrator might occasionally encourage a particularly promising employee to sign up for the next promotional exam, few agencies view upward advancement as something that needs to be actively and systematically marketed. Instead, agency leadership is more likely to take a passive approach, continuing in the outdated belief that promotion is an inherently appealing prospect to most line personnel. Perhaps everyone is not equally qualified. Perhaps everyone is not equally motivated. But surely, everyone has equal aspirations. But then again, perhaps not.

Because traditional thinking about promotion has become invalid in the face of contemporary realities, agencies might find it useful to expand the retention interviews described earlier in this chapter to incorporate opinions about promotion. Especially if items distinguish between managers and line workers, it may be discovered that their views about the advantages and disadvantages of being promoted are quite different. For example:

Manager Perceptions

Employee Concerns

- Higher salary (but) Less overtime pay
- More administrative responsibility (but) Less administrative support
- Greater professional prestige (but) Less personal satisfaction

Depending on the findings, the agency may be able to address at least some of the powerful disincentives that discourage employees from pursuing upward mobility. But while removing such barriers is the first step, it is only the beginning.





Even in the absence of organizational impediments, the promotional process may have a long way to go before it appeals to the new workforce. That is where marketing efforts are needed. By consulting with employees in the potential promotion pipeline, agencies can identify strategies to overcome disincentives and motivate eligible candidates to apply.

Failure to critically review and carefully market the promotional process can impede succession planning, deplete the future pool of qualified supervisors, and, ultimately, discourage potential candidates from seeking promotion. As with retention interviews, an agency has to ask the right questions in order to get the right answers.

Identifying the Next Leaders

Supervisory positions are not, of course, the only area where succession planning is needed. Many of the pending Baby Boomer retirements will be among mid- to upper-management positions. In the federal government alone, for example, 70 percent of all senior managers are eligible to retire by 2009 (Partnership for Public Service et al., 2005: 4–5). It will be too late to start planning for their replacements after their retirement parties. Clearly, the process of preparing tomorrow's leaders starts with preparing today's first-line supervisors. However, it does not end there.

A comprehensive approach to succession planning creates a qualified pool of well-trained candidates who are prepared to compete for upcoming management or leadership vacancies. Thus, succession planning is actually another component of the retention process because it enhances workplace skills—even among those who have not identified promotion as one of their personal or professional goals.

Moreover, only by personally challenging, involving, and mentoring personnel can organizations help them begin to see broader horizons.

The irony is that many probation and parole officers may well have entered community corrections inspired and motivated to provide meaningful service that makes a difference. Somewhere along the way, however, the bureaucracy took the wind from their sails (Farrow, 2004; and Domurad, 2000). As a result, many are now simply “going through the motions.” Thus, the immediate challenge for community corrections leaders is to rekindle that lost spark. The long-term mission, however, is to fan the spark into a

REALITY CHECK—Taking the Wind From Their Sails

Probation officers when first recruited are committed and motivated to work with people and to make a positive difference in their lives. After a decade of service, they remain committed to their work with offenders and also to their colleagues, but not to the probation service as an organization. They feel ineffective, uninvolved, demoralized, and alienated. What's needed is a workforce that remains committed and motivated and not just “on the payroll.” (Farrow, 2004: 206–208)

full-fledged fire—burning brightly enough to excite a new generation of leaders to tackle future challenges. That is the essence of succession planning.

Effective succession planning, therefore, identifies and engages employees early in their careers, exposing them to techniques for developing the core knowledge, skills, and abilities required for career progression. Thus, succession planning involves a variety of quantitative and qualitative initiatives. For example:

- Forecasting future vacancies, along with related targets and goals for filling them—based on anticipated retirement dates, average turnover trends, and other relevant data.
- Identifying the core competencies required for the next generation of supervisors, managers, and leaders—based on the current organizational vision, changes expected in the future, and related information.
- Developing a valid and objective promotional process—based on dimensions such as written tests, assessment centers, situational interviews, and similar job-related measures (Stinchcomb, 1985).
- Training coaches and mentors who will develop new leaders, thereby engaging today’s leaders to prepare tomorrow’s successors.
- Developing training and educational opportunities to provide promotional candidates with the necessary knowledge, skills, and abilities.
- Implementing agencywide activities designed to attract promising candidates who are personally interested.
- Evaluating the outcomes of all stages of the process and making improvements based on the results (Harris, 2002: 2).

Retention and Succession Relationship

In developing retention and succession strategies, the first step, obviously, is determining what positions will need to be filled. That is the easy part. The more difficult challenge is objectively deciding who is best qualified to fill the vacancies and determining how to prepare them to do so.

Throughout this discussion of succession planning, it has become apparent that retention goes hand-in-hand with succession. The reason is simple: If employees are not continually growing, stretching, learning, and being challenged, they are unlikely to be satisfied with their work. And dissatisfied workers are not likely to stay around long enough to pursue promotional opportunities.



Career Planning and Development

But job satisfaction today does not necessarily equate to retention tomorrow (Stork et al., 2005: 26). That is because the most motivated employees are unlikely to remain satisfied with the lowest level positions in the organization. When linked with proactive career development, however, a comprehensive career planning process can help retain talented and committed employees. In the past, career planning, personal growth, and long-term development might have been left to an employee's own initiative; now, these are acknowledged as essential responsibilities for any agency that seeks to retain valuable workers.

Given that the average person entering the workforce today is predicted to have as many as 10 jobs in a lifetime (Lancaster and Stillman, 2002), career planning may not have the long-term focus of years past. Nevertheless, providing a far-reaching view of future opportunities and pathways to achieve them encourages workers to invest more of themselves in the organization. And the greater one's personal investment in anything—whether it is “sweat equity” in building a house, sacrificing to earn a degree, or pursuing a path toward career goals—the more intimately one becomes attached to and values the object of that investment. In organizations without systematic career planning and development, employees lack this intrinsic anchor and can become stagnant. When employees see no future beyond their immediate job, it should not come as a surprise if they seek inspiration elsewhere.

REALITY CHECKS—

Helping Each Person Find the Right Fit

Help each person find roles that ask him to do more and more of what he is naturally wired to do. Help each person find roles where her unique combination of strengths—her skills, knowledge and talents—match the distinct demands of the role.

For one employee, this might mean promotion to a supervisor role. . . . For another, it might mean encouraging him to grow within his current role. For yet another, it might mean moving her back into her previous role. These are very different answers, some of which might be decidedly unpopular. . . . Regardless, . . . the manager's responsibility is to steer the employee toward roles where the employee has the greatest chance of success. (Buckingham and Coffman, 1999: 177)

What Today's Employees Are Saying

“If I'm not learning and growing every single day, then I'm out of here.”

“I am motivated by new and challenging things to do; I need to keep growing to be satisfied.”

(Ball and Ball, 2000: 4–5)

Planning a Career

By providing opportunities for personal growth and professional challenge, career planning helps employees chart their future course in community corrections. It is a process that helps employees establish both short- and long-term goals, along with strategies to achieve them. Achievement-related strategies might, for example, include overcoming obstacles such as the need for a college degree or developing capabilities such as time management or analytical problem-solving.

To the extent that a career plan is linked to specific positions in the organization, it is driven by the core competencies necessary to fill those positions. After the employ-

ee's current knowledge, skills, and abilities are assessed and compared to the required core competencies, strategies are developed for addressing any gaps. The result can be anything from working on an advanced degree to seeking multiple certifications and cross-training in a variety of areas. The key is to identify employee talents as well as limitations and to devote the necessary resources toward maximizing strengths and minimizing weaknesses.

As with any kind of planning, effective career planning is not a one-time endeavor. Rather, it is a dynamic, ongoing discussion. As both the organization and the employee change and grow over time, so should the plan. Thus, provision must be made for periodic reevalua-

tion of the plan, particularly if there is a change in either individual circumstances or organizational opportunities.

Working personally with each employee to establish a unique career plan demonstrates managerial concern and commitment to the agency's key resource—human capital. Career planning is a concrete way to maximize investment in people, but only if the organization takes it seriously and makes it a fundamental aspect of personnel development by, for example:

- Meeting with the employee on a regular, face-to-face basis.
- Finding out what interests, untapped talents, or hidden skills the individual may have.

REALITY CHECK—Developing the Best

How to insure that the best staff remain and thrive, as well as improve their knowledge and skills:

- Disseminate “best practices” frameworks and new knowledge.
- Practice skills and give professional feedback.
- Network, share, reflect, and encourage.
- Analyze ongoing feedback.

(Smith and Kelly, 1997: 209)

- Helping the employee identify personal strengths and areas where he or she would like to improve.
- Establishing goals and progress-related benchmarks.
- Directing the employee toward the resources necessary to fulfill established goals.
- Working together to monitor progress.

The benefits of such a structured career-planning process are mutual. Employees gain opportunities for mobility, growth, and development. The organization likewise benefits in many ways. Untapped talents can be revealed. A better “person-organization fit” (Cable and Parsons, 2001) can be achieved. Employee interests and capabilities can be more closely matched with core competencies. Perhaps most significantly, more fully engaged and deeply committed workers are less likely to take their talents elsewhere.

Developing the Plan

Career planning produces exactly what the name implies: a *plan*. Even the best plans are destined to fail without subsequent action. That is where *career development*—the process through which career planning is put in action—enters the picture.

Successful implementation of the plan requires an integrated effort to align operational strategies with both the employee’s long-term development and the agency’s long-term vision. Through such mutual teamwork, the career development process presents an ideal opportunity to demonstrate the organization’s proactive commitment to and sincere interest in the employee’s future potential.

To enhance the career development process, agencies should maintain an updated list of resources that can assist employees in implementing their career plan. For example, these might include:

- Specialized training programs (beyond those routinely mandated).
- Educational opportunities (specifically focused on needs identified in the plan).
- Mentoring, coaching, or job-shadowing opportunities.

REALITY CHECK—Building Careers and Sustaining Competencies

Research has found that corrections officers desire change, challenges, and continued evolution of their careers rather than repetitive work. (Armstrong and Griffin, 2004: 577)

Organizations need to identify the skills and other characteristics needed . . . to help achieve success, and make the appropriate investments to hire, develop, and retain people to ensure that these competencies are sustained. (Walker, 2000: 9)

Career development, however, involves more than merely distributing a general list of available resources. As with any other type of program planning, the most common reason for lack of success is inadequate attention to implementation (Scheirer, 1981). Thus, the most effective career plans are those for which implementation is carefully crafted to address the specifics of the situation. That rarely can be accomplished by an individual employee or an agency working in isolation. Rather, career development strategies call for a variety of interactive approaches, such as:

- Partnering with institutions of higher education (as discussed in chapter 3; see also Stinchcomb, 2005a) or contracting with vendors to provide job-specific education or inservice training.
- Establishing structured, outcome-oriented mentoring and coaching programs that are directly linked with education and/or training.
- Involving volunteers (such as retirees) who have experience and skills that help to supplement full-time employees.
- Providing crosstraining options that enable workers to assume varied responsibilities.
- Providing opportunities for employees to see the organization from different perspectives (e.g., enforcement, community supervision, court liaison, casework) and gain an appreciation for agency responsibilities outside their immediate work area.
- Establishing job-sharing arrangements, whereby two people can “share” one position on a part-time basis and enhance each other’s knowledge and skills.
- Partnering with other governmental agencies that are willing to share space in programs they offer for their own employees.

Expanding the Options

Historically, criminal justice careers often followed a clearly defined, hierarchical progression—moving up the ladder one rung at a time, from supervisor to manager to administrator. Thus, career development usually moved along a single, ascending path. But it can no longer be assumed that one’s only career option inherently requires moving up the chain of command.

In terms of career planning and development, today, one size definitely does not fit all. Not everyone has an equal interest in (or aptitude for) serving in supervisory, management, or executive capacities. That does not mean that they should have to spend their entire career in an entry-level position or unchallenging job—especially if that job is not a source of personal satisfaction. Today’s multiple career paths—



both horizontal and vertical—provide a variety of options for capitalizing on the unique strengths, talents, and aspirations of individual workers. With horizontal career paths (as opposed to the traditional vertical promotion ladder), employees who have no desire to be supervisors can flourish personally, progress financially, and contribute their talents to the organization.

Finding new ways to broaden an employee's work responsibilities and improve skills without adding supervisory duties can be accomplished in any number of creative ways. In a hypothetical example, figure 5 tracks the potential horizontal career progression of a probation officer.

This example of an alternative career path shows how the needs of both agency and employee can be successfully blended throughout the progression of a career. Each step requires enhanced skills or knowledge, provides unique opportunities for personal growth, and may be associated with higher levels of compensation (comparable

REALITY CHECK—Progressive Growth in Forward (Rather Than Upward) Motion

Hierarchical management approaches will need to yield to partnerial approaches. Process-oriented ways of doing business will need to yield to results-oriented ones. And siloed organizations [with a steep hierarchy] will need to become integrated organizations if they expect to make the most of the knowledge, skills, and abilities of their people. (Walker, 2000: 7)

FIGURE 5. Example of Horizontal Career Path

Progression	Circumstances	Possible job assignments
Year 1	Recently graduated from college.	Supervise high-risk misdemeanants.
Years 2–4	Obtained certification in addiction treatment.	Conduct group counseling for day-reporting offenders.
Years 5–7	Completed master's degree in criminal justice.	Serve as case coordinator/court liaison; agency representative conferring with judges, prosecutors, etc.
Years 8–11	Obtained additional certification in counseling.	Supervise specialized caseloads.
Years 12–15	Earned certification as an instructor.	Teach in the basic academy and/or inservice training programs.
Years 16 and beyond	Keeps updated with new developments in the field.	Mentor/coach new employees; become the agency's unofficial historian.

REALITY CHECK—Right Person, Right Place, Right Time

In addition to moving up, or out, there are other possibilities:

Lateral movement—moving across or horizontally.

Realignment—moving downward to open new opportunities.

Exploration—temporary moves intended for researching other options.

Enrichment—growing in place.

(Kaye and Jordan-Evans, 1999: 48)

to the salary increments available to employees who choose to pursue supervisory responsibilities).

To function effectively, such nontraditional paths need to be integral to achieving the agency’s mission, desirable to employees, linked to improving skills, and supported by the performance appraisal system. Moreover, they need to be broadcast throughout the organization. In fact, a considerable part of encouraging people to tap into these new career development options is simply getting the word out that they exist. One way to do so is by conducting an internal “job fair” to acquaint employees with the variety of horizontal career options they might pursue.

Accommodating Generational Diversity in the Workplace

By offering alternative career paths, an agency acknowledges one important difference among employees: not everyone is equally interested in upward mobility. But employees are diverse in a number of other respects as well—many of which call for unique approaches to attracting, retaining, and engaging them.

REALITY CHECK—Clashes Around Feedback

Traditionalist [Veterans]: “No news is good news.”

Baby Boomers: “Feedback once a year, with lots of documentation!”

Generation Xers: “Sorry to interrupt, but how am I doing?”

Millennials: “Feedback whenever I want it at the push of a button.”

(Lancaster and Stillman, 2002: 255)

Workplace diversity includes all of the cultural, geographical, and generational differences among individual employees as well as between offices or regions within the same organization. Because of these differences, the strategic plans designed to address retention and succession issues will not be identical for every member of the workforce. Each generation, for example, has different expectations about the nature of their personal and professional life, and each will respond differently to various types of recruitment strategies, rewards, incentives, and management practices.



One clear illustration of these generational differences is job security. A highly prized commodity decades ago, job security will hardly be as appealing to the Generation Xers and Millennials who have no plans for getting 20-year service pins from any single agency. Figure 6 illustrates other workplace-related generational differences that require employers to reconsider traditional ways of doing business (McCampbell and Rubin: 2004).

Often management dismisses such differences with the attitude that “if they want a job, *they* should be expected to conform to *us*.” In the days when jobs were scarce and labor was plentiful, perhaps an agency could get away with such a cavalier outlook. But in today’s work world, that perspective is destined to keep an agency chronically understaffed and its remaining employees continually overworked.

FIGURE 6. Generational Differences in the Workplace

Work-related factors	Veterans (Born before 1943)	Baby Boomers (Born between 1943 and 1964)	Generation Xers (Born between 1965 and 1980)	Millennials (Born between 1981 and 2000)
Showing appreciation	Traditional. Thank them with a written note.	One-on-one. Thank them by taking them out for coffee.	Techno. Thank them with an e-mail that also asks them for their input on another issue.	Thank them personally or by e-mail, but treat them as an equal.
Engaging employees	Value their experience and use it to benefit the agency.	Engage them and focus on their future career development.	Empower them, and then let them alone to do their work.	Encourage and use their techno-knowledge.
Management practices	Know they appreciate the traditional hierarchy.	Expect them to question management.	Avoid the strong management approach—be honest and give them independence.	Be a role model for them, and lead them with sincerity.
Retention initiatives	Consider part timers and using retirees on contract.	Consider flex schedules.	Allow flexibility for family and work balance.	Allow flexibility, but provide a mentoring and coaching relationship.

Mentoring and Coaching

One mutually beneficial way to bridge the generation gap and improve succession planning is to establish a formal mentoring and coaching program. Such a program gives new employees an opportunity to tap into the experience of seasoned veterans and also acknowledges the valued expertise of senior employees. It therefore humanizes what can otherwise become a very impersonal workplace.

As a result of the “personal touch” and demonstration of concern by a mentor, new employees are more likely to bond with the organization. Thus, it is not surprising that research has identified mentoring as an effective retention technique (Joiner, Bartram, and Garreffa, 2004). In fact, mentoring and coaching have numerous advantages for all parties involved, such as:

- Easing the transition of new employees by helping them become more familiar with their job.
- Providing emotional support to employees in a new, challenging career.
- Encouraging both parties to grow and develop, personally as well as professionally.
- Giving veteran employees the opportunity to share their knowledge and experience (thereby increasing career satisfaction).

REALITY CHECK—Mentoring: A Not-Too-Secret Weapon

An agency with an informal or formal employee mentoring program has a secret weapon for overcoming generational issues in the workplace. Pairing more seasoned professionals with new employees in a mentoring relationship allows the senior employees to impart knowledge and lessons learned about working with offenders. The relationship also encourages new, younger, employees to share the benefits of technology and their ideas about the workplace. This intersection of generations has the potential to dramatically improve communication and helps create a cohesive workplace where differences between generations are celebrated rather than bemoaned.

- Providing a method for the agency’s leadership to obtain feedback about what issues need attention.
- Increasing organizational commitment among all involved.
- Demonstrating the organization’s concern for helping new (and newly promoted) employees achieve success (Peer Resources, 2004).

Productive mentoring and coaching programs are not, however, merely informal “chats” over a cup of coffee with no structure or focus. To the contrary, the better the structure of the mentoring experience, the more effective it is likely to be. A well-focused mentoring and/or coaching strategy will include components such as:

- Measurable program goals that are designed to meet specific needs or fill certain gaps.



- Timelines for completing goals and benchmarks to monitor progress along the way.
- Appropriate resources, directly designated for the program (e.g., allocating work time for the mentor/coach, providing access to relevant training, maintaining supervisory oversight, and collecting/analyzing data to assess the program's outcomes).
- Clearly established expectations for both parties.
- Administrative provisions, such as incentives and awards, a process for counseling or removing mentors who do not perform well, procedures for handling unresponsive mentees, etc.
- Clear rules governing appropriate standards of behavior and relationships (on and off duty) between mentees and mentors.
- A structured selection process for both parties that addresses issues such as whether only the best performers can be mentors and whether participating in the program provides other benefits (e.g., specialized training, promotion, educational opportunities, unique assignments).
- Appropriate training and development to prepare potential mentors in the coaching, interpersonal, assessment, and other skills necessary for success.
- A process for evaluating outcomes and for providing ongoing feedback to monitor and improve the program.

REALITY CHECK—Mentoring Makes a Difference

Studies reported that 35 percent of employees who do not receive mentoring opportunities seek other employment within twelve months, as compared with only 16 percent of employees who receive regular mentoring. For every 1,000 employees, this translates into 160 who will leave jobs where mentoring practices are in place, in contrast to 350 who will leave where mentoring practices are not in place. . . . At an average turnover cost per employee estimated to be \$50,000, the differences calculate to a potential extra cost (or savings) of \$9.5 million. (Arthur, 2001: 4)

Enhancing Personal Fulfillment: The Key to Employee Retention

The generational diversity of the current labor pool clearly illustrates why agencies need broad-based retention strategies. As noted in chapter 3, the same recruitment strategies will not appeal across all generations. Similarly, the relevance of techniques designed to retain employees by making their jobs more appealing and personally fulfilling will also vary from one generation to the next. For example, everyone likes to be recognized and appreciated, but the criteria on which recognition is based and the resulting rewards are, to some extent, age specific.

REALITY CHECK—Telecommuting: Who'll Know What They're Really Doing?

There is a lot of controversy over telecommuting, but generally the negative expectations have simply not proven to be true. For example, AT&T found that employees were less subject to distraction when working at home, were more productive, and had more time to work after eliminating the time to commute and prepare to get to the workplace.

The benefits of telecommuting include a reduction in commuting time, increased employee morale, higher productivity, reduced office space costs, reduced sick leave, and fewer distractions. Another benefit that became quite clear during natural disasters is that work production can continue when the office is damaged or when travel is restricted during these occurrences. But aside from the obvious benefits that telecommuting provides for both employers and employees, perhaps its greatest advantage is simply demonstrating to employees that they can be trusted. (Joyce, 2005)

For example, younger workers, new parents, and those recently graduated from college are most likely to find fulfillment in a work environment with an onsite daycare center, educational leave, or tuition assistance. Older workers, on the other hand, might be more attracted to a family-friendly workplace that provides flextime to care for elderly parents, sabbatical leaves to reenergize, investment and retirement planning seminars, or even help with finding nursing homes for disabled parents. For entirely different reasons, both groups may well appreciate the opportunity to telecommute for at least part of their workweek.

To compete effectively in the contemporary war to retain talent and combat turnover, organizations must undertake initiatives such as succession planning, career development, and workforce diversity enhancement. They must also look closely at five critical questions that the Gallup Organization's survey of over a million workers found to be directly linked to employee retention (Buckingham and Coffman, 1999: 33).

Do I know what is expected of me at work? It is not enough to establish an elaborate organizational vision and write a prolific mission statement. That is necessary, but not sufficient—for as the old saying goes, “the devil is in the details.” Thus, the agency's vision and mission must be translated into operational realities—in a way that enables workers to know exactly what is expected of them each day as they contribute to a united organizational effort.

Do I have the materials and equipment I need to do my work right? Often it is tempting to assume that more sophisticated management techniques, new motivational theories, or other macro-level improvements are the best approaches for retaining good employees. But reality may be far less complicated. To retain the best workers, an agency should recognize that they first need to know what they are



supposed to do, and then they simply need the resources to do it. That sounds quite basic, and it is. Yet the materials and equipment necessary to do the job right may be missing in the workplace, especially in agencies struggling with fiscal shortages.

Do I have the opportunity to do what I do best every day?

Employees would like the organization to make an effort to match their knowledge, skills, and abilities with the core competencies required for the job. Otherwise, even the best training programs and the most advanced mentoring or personal development options are not likely to be effective—because a square peg cannot be forced into a round hole.

Does my supervisor, or someone else at work, seem to care about me as a person?

Employee recognition programs have long been heralded as an ideal method for assuring staff that their work is appreciated. As a result, they are integral to almost every major organization—culminating in “employee of the month/year” ceremonies and accompanied by formal (often monetary) rewards. However, such approaches have many shortcomings. For example, only a very limited number of employees can be officially recognized in this way. In addition,

REALITY CHECK—Employee Recognition and Rewards

Informal Recognition:

- Personal congratulations from a manager to an employee—telling the employee why their achievement or behavior is important.
- Personal thank-you notes from managers/leaders to employees.
- Public recognition of a job well done.
- Celebrations of achieving milestones in the organization.
- Members of the leadership team do the jobs of their subordinates for the day.
- Invitation to employees to attend regional or statewide professional meetings.
- Pizza ordered for everyone—for no reason.
- Birthday cards and other appropriate remembrances.
- Contest for the messiest office, worst tie, best office, etc.

Formal Recognition:

- A “hall of fame” with pictures of employees.
- Gift of framed pictures that capture important work moments for the employees involved.
- Gift certificates for books, electronics, dinners.
- An employee breakfast, lunch, or dinner hosted for high performers, and listening to what they have to say.
- On-the-spot award of a bonus (or paid time off) for someone who did “the right thing.”
- Annual banquets celebrating employees.
- Designated parking spaces (short term or long term).
- Paid attendance at an upcoming professional conference.
- Plaques, gift certificates, tokens, engraved items.

(Nelson, 1994: 3–73, 89–152)

award criteria are often so focused on “heroic deeds” that only those at the “right place, right time” become eligible. Those who do not receive rewards may well feel left out and unappreciated.

In contrast to official recognition, caring about an employee as an individual means communicating concern for someone’s well-being on an ongoing basis, not just during an official ceremony. It means elevating that individual from the obscurity of a vague “staff member” to the celebrity of a “valued person.” Particularly in large organizations, where entry-level workers can easily feel anonymous, the more that someone in the hierarchy can demonstrate personal concern for someone in the trenches, the less likely that person is to leave. Employees who are no more than “staff members” can walk out without a backward glance. But those who feel valued cannot walk out without regret that they may be letting someone down.

At work, do my opinions seem to count? Demonstrating concern for workers through formal or—more importantly—informal recognition is essential for employee retention. But recognition alone is not enough. Everyone knows that praise, incentives, and other means of recognizing good work are not always awarded objectively. Thus, whether employees feel that their contributions are truly worthwhile depends not on how the contributions are acknowledged but, rather, on how they are accommodated. It is one thing to receive an award for a creative suggestion. It is another thing to actually see that suggestion implemented. Of the two, the latter is a more powerful retention tool.

In the long term, the success or failure of retention is a product not just of *what* organizations do, but of *how* they go about doing it. When all agency planning, development, and decisionmaking are dictated from the top command staff, when there is no clear vision, or when the agency is a fear-based place to work, employees can be expected to feel uninvolved, unappreciated, and unmotivated. Such workers are unlikely to stay—or if they do remain on the job, they are unlikely to be highly committed to it.

Perhaps even more detrimental to the organization, a top-down management approach sacrifices valuable opportunities to capitalize on the insights and expertise of staff. In that regard, it has been observed that “if managers treat employees as an expendable resource,” they should not be surprised “if employees treat work as an expendable relationship” (Tulgan, 2000: 176). In essence, only those in the trenches really know what it feels like to be entrenched.



"To Do" CHECKLIST

Compute the costs of turnover in your agency:

- How much has turnover cost your agency in the past year or two?*
- Aside from the fiscal losses, what else has been lost with the departure of employees?*
- How much could your agency have saved in overtime costs over the past year or two if it had been fully staffed?*
- What mistakes (and/or inconsistencies) occurred over the past year or two that could be attributed to turnover?*

Conduct exit interviews with (or surveys of) departing employees:

- What patterns are emerging in terms of typical reasons for leaving?*
- What can be done to address or offset frequently cited reasons?*
- How can the organization avoid "dumping" extra work on remaining employees?*

Conduct retention interviews (or surveys) with current employees:

- Are most people staying because they are "locked in" (i.e., have no other options or are awaiting retirement)? If so, are improvements needed to motivate them?*
- What do overall results of retention interviews say about the strength of your agency?*
- What actions could be taken to enhance the agency's ability to retain the best employees? Conversely, what could be done to improve the performance of marginal employees?*
- Aside from official interviews or surveys, what could be done on an informal, ongoing basis to assure everyone that leaders are listening to their concerns?*

Find out how likely employees are to stay with your agency:

- Do they understand what is expected of them on the job?*
- Do they have the necessary materials and equipment to do their work right?*

- Does the organization use their talents?*
- Do supervisors and managers truly care about them on a personal, individual level?*
- Do they think their opinions have any impact?*
- Does the organization have formal and informal mechanisms for recognizing them?*

Check out the relationship between employees and their supervisors:

- Are supervisors fully prepared for their job upon promotion?*
- Do supervisors appreciate, empower, and recognize their employees?*
- Are there barriers that discourage qualified employees from seeking promotion? If so, what could be done to address this?*
- Is there a process for “marketing” promotional opportunities?*
- Do the processes for selecting and training supervisors reflect the agency’s mission and vision?*
- Is succession planning accurately forecasting the upcoming need for new supervisors as well as managers and administrators?*

Take a closer look at your agency’s career planning and development process:

- For those not interested in being promoted, are there horizontal as well as vertical career opportunities for personal growth?*
- Is career planning and development an ongoing process? Is it aligned with the organization’s mission and vision?*
- Are the resources (e.g., training, education, certification) needed for career progression available to interested employees?*
- Is there an effort to assure a good “person-organization fit”?*
- Is a specific developmental strategy in place for implementing career plans?*
- Are mentoring opportunities available?*
- Are workforce-related strategies sensitive to generational differences?*

VOICES FROM THE FIELD

Combating Turnover, Oklahoma Department of Corrections

The Oklahoma Department of Corrections has developed an employee retention program that has several interrelated components, including:

- **Employee entrance surveys**—provided to new employees, seeking information about how they learned of employment opportunities with the agency and what aspects of working for the department were most important in their decision to accept an employment offer.
- **Employee attitude surveys**—administered periodically to solicit feedback from current employees regarding the organizational environment. They are used to diagnose attitudes, problems, and organizational conditions, as well as a means of gathering valuable input from employees regarding organizational performance.
- **Employee exit surveys**—administered to those who separate in good standing, in an effort to seek information about areas that may need attention or improvement.

Data from all of these surveys are provided to agency managers in an effort to improve recruitment and retention. Moreover, the department has developed a succession planning process based on the concept that such planning is a continuous journey in which leadership competencies are aligned with the organization's strategic mission. The department's succession planning includes:

- Identifying required competencies.
- Developing and coaching managers for future succession through graduated levels of leadership and management training and experiences.
- Evaluating potential leaders using a customized 360-degree evaluation tool.
- Summarizing and continually evaluating succession readiness.
- Assisting managers/leaders in planning for succession and continued development.

Focusing on current as well as future job competencies, coaching and staff development are also integral parts of the department's organizational culture.

For further information, contact:

Debbie Boyer, Quality Assurance Administrator
Oklahoma Department of Corrections
405-962-6083
debbie.boyer@doc.state.ok.us

Leadership Initiatives, United States Probation and Parole Services

The Federal Judicial Center has initiated long-range plans to support the development of new supervisors in the U.S. Probation and Parole Services. For example, Becoming an Outstanding Supervisor is a program that seeks to enhance leadership competencies identified by the agency. Programs provided for both new and prospective supervisors are part of a larger comprehensive training and development effort that embraces everyone from new employees to the executive team.

The leadership competencies in the program for supervisors include:

- Establishing presence.
- Recognizing and celebrating achievements.
- Becoming coaches and mentors.
- Empowering others.
- Communicating effectively.
- Developing people.
- Managing conflict.

The operational strategy is to move participants through a three-tiered process, i.e., a transitional module, a motivational module, and a performance management module, which includes a self-study program, a supervision survival kit, and a transition guide. The Internet is an integral part of the program. Participants can interact with peers and instructors, exchanging ideas and asking questions, using Web-based technology.

For more information, contact:

David Leathery, Chief
 Probation and Pretrial Programs, Federal Judicial Center
 One Columbus Circle NE
 Washington, DC 20002-8003
 202-502-4115
 dleather@fjc.gov





Leadership Development Program, Maryland Division of Parole and Probation

The Maryland Division of Parole and Probation (DPP) has established a Leadership Development program in partnership with the Robert H. Smith School of Business at the University of Maryland (UM). Using funding from a grant from the State of Maryland, the DPP worked closely with UM faculty to develop an 18-session program that is required for all current supervisors. The topics include Managing Performance, Creating a Motivating Workplace, Group Dynamics, Effective Leadership Skills, and Building Strong Teams.

All supervisors must complete the program with a specified level of proficiency. After current supervisors have completed the program, it will be opened to employees who express an interest in career development and promotion to supervisory levels. The intent is to ensure that all levels of supervisors have the proficiency, knowledge, and skills necessary to perform effectively, given that retention and recruitment strategies are tied directly to the relationship between employees and their supervisors.

For further information, contact:

Staff Development and Training
Maryland Division of Parole and Probation
410-875-3435

Mentoring—The Key to Developing Agency Leaders, Hennepin County, Minnesota

Since 1999, employees of the Hennepin County (Minnesota) Adult Correctional Facility have been involved in an informal mentoring program to develop the agency's next generation of leaders. The county's estimate that more than 100 leadership positions will become open in the near future prompted it to consider how best to create a ready pool of leadership candidates and capitalize on their talents.

The program's framework defines key competencies for directors, managers, and supervisors. For example, the core competencies for supervisors are:

- Customer focus.
- Integrity and trust.
- Carry out vision and purpose.
- People and relationship management.
- Resource management.
- Decisionmaking.

The program includes:

- Attending seminars on topics such as agency philosophy, unleashing your potential, and leadership/management for new supervisors.
- Participating in formal leadership training.
- Working with a volunteer mentor.
- Preparing (with the agency’s training coordinator) an individualized development plan.
- Engaging in additional activities to enhance knowledge and skills (e.g., researching and developing recommendations on a project of relevance to the agency).

Although participating in the program is not a prerequisite for promotion, the program has produced a pool of qualified employees who are better prepared to join the next generation of leaders.

For more, information contact:

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Finding the “Right Fit”—Matching Employee Capabilities With Agency Concerns

People are not always cut out for the job they have been assigned to do. But that does not necessarily mean that they should be cut out of the agency. Sometimes, both the employee and the agency can benefit from some creative job redesign.

For example, a Texas probation department had an employee whose performance did not meet agency standards. The employee was continually cited for being late with chronological entries, need/risk assessments, and violation reports. Despite counseling and close supervision, nothing seemed to work.

When deciding whether to terminate, the agency looked at what this employee did well and was somewhat surprised to find that strengths outweighed shortcomings. Although deciding to retain the employee was not without risk, the agency looked at its needs in conjunction with this person’s capabilities and created the position of “sanctions officer.”





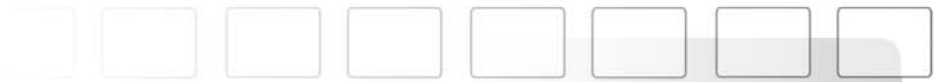
The former problematic employee became responsible for seeing other officers' problem clients, making field visits several days a week, taking urine specimens, and monitoring community service. Because it did not involve carrying a caseload, the new position negated any weakness with regard to supervising clients.

The end result? In 2005, this individual was recognized as officer of the month (nominated by peers) and received a substantial raise. The agency outcomes? Officers' workloads were reduced, offenders were held more accountable, resources were maximized, and staff satisfaction increased substantially. All of these positive outcomes occurred because someone simply took the time to match the capabilities of an employee with the concerns of an agency.

Preventing Turnover—One Leader's Proactive Approach

Taking a "hands-on" approach to learning why employees are resigning became a priority for one agency administrator in the Mid-Atlantic region. This leader began personally calling employees who submitted their resignation to determine what could be done to keep them. The result? The leader persuaded several people to stay by facilitating their transfer to a different office with a different supervisor. An important lesson learned was that the employees often did not have another job lined up and that frustration with their supervisor pushed them to resign.

But the process did not stop there. The leader then conferred with the immediate supervisor of the supervisor whose skills or behavior prompted the employee's resignation. Even in an agency with 1,300 employees, the leader's commitment to employees was clearly communicated.



CHAPTER 5

STRATEGIES FOR SUCCESS—Getting Started



Do You Know . . .

What is involved in translating workforce-related concepts into operational practices?

Why the right focus, the right attitude, and the right process are essential foundations for developing successful workforce strategies?

How collaborative partnerships with external stakeholders can promote the mission of community corrections?

Why it is important to conduct an organizational self-assessment before taking further action?

What activities are included in workforce planning?

How the concept of evidence-based principles can be extended to provide evaluative feedback on organizational practices?

Previous chapters of this guide have addressed workforce-related issues ranging from the need for action to organizational culture, recruitment, and retention. These chapters described current circumstances and explored future opportunities. But facing the challenges, embracing the opportunities, creating the vision, and exploring the options are only the beginning. The next step is to translate workforce-related concepts into operational practices (Stinchcomb, 2001)—moving from passively considering the issues to actively doing something about them.



This chapter focuses on strategies for getting started on the transition process, but that is only a beginning. Addressing internal culture issues, competing for talent, and retaining the best all require long-term, ongoing efforts. No “fixed formula” will work with equal success in every agency. Because no two agencies are alike, the strategies presented in this chapter will only be effective when tailored to the unique circumstances of individual community corrections organizations.

Before thinking about precisely what to do and how to do it, however, it is essential to have a conceptual framework for decisionmaking. With this in mind, the initial “getting started” steps presented in this chapter are based on a three-part conceptual foundation:

The Concept	The Operational Implementation
Establishing the <i>right focus</i>	Articulating the agency’s vision and mission.
Establishing the <i>right attitude</i>	Motivating vision-oriented change throughout the agency.
Establishing the <i>right process</i>	Encouraging internal participation and external collaboration.

With this overall strategic alignment in place, implementation details can be addressed more effectively. As discussed in previous chapters, these can include organizational self-assessment, core competency analysis, and implementation of initiatives related to organizational culture, recruitment, and retention. Starting with the right focus, attitude, and process establishes the foundation for consistently aligning all of the operational elements with the agency’s vision and values (Carey, 2001; Schein, 1992). This involves everything from recruitment and selection to training, career development, performance evaluation, rewards, and discipline.

Finally, in this era of evidence-based practices, evaluating results is essential. When properly measured, outcomes provide feedback about the impact of organizational initiatives. With such feedback, ineffective strategies can be revised, revitalized, and successfully reintegrated into agency practices.

In essence, outcome measures extend the concept of evidence-based principles from field operations to internal administration. Not only do outcome measures demonstrate what works best with offender populations, they are just as useful in determining the best ways to address workforce challenges. Both employees and offenders can ultimately benefit as the principles of accountability-based concepts and results-driven management begin to influence organizational procedures. But before success can be measured and achieved, it must be defined.





The Right Focus—Envisioning the Future

One agency wants to enhance its recruitment process. Another wants to improve its training program. Still another wants to establish a career development planning process. Yet their first action is not to examine recruitment options, review training curricula, or research career development approaches. The process begins with putting recruitment, training, career development—whatever the subject is—in proper focus. That focus is the agency’s vision and mission. An analogy could be made to building a home. Before appliances, wallpaper, and carpeting are selected, the house must first be envisioned and designed. Once architectural plans are prepared, everything must fit within the plan.

Carefully crafting the focus includes examining the organization’s future—not where it is today, but where it needs to be in the long term. This is the vision—the long-range picture. The organization’s vision represents what the agency is striving to accomplish over time. The mission, in turn, becomes the “how” of achieving the vision—not the daily operational nuts-and-bolts, but the guiding values that will form the foundation for subsequent implementation details.

Again, the homebuilding analogy is useful. The guiding vision might be to construct a home that is architecturally inspirational, comfortably livable, suitably blended with the surrounding environment, and affordably priced. The mission, then, would address how this vision could best be achieved—i.e., by including all stakeholders in key developmental stages, using environmentally friendly building materials, ensuring compliance with codes beyond minimum mandates, consulting with the builder about cost-cutting options, etc.

Notice that the mission is more *descriptive* than *prescriptive*.

In community corrections, just what is the “big picture”? It is the total composite of the agency’s vision of the future, accompanied by a clear mission and supportive culture for achieving it. This includes considering how external factors are likely to

REALITY CHECKS—

Where Are You Going?

The great thing in this world is not so much where you stand as in what direction you are moving. (Brisco et al., 2004: 128, quoting Oliver Wendell Holmes)



It’s Not Where You Are Now, But Where You Want To Be

Leaders have what I think of as the “Gretzky factor,” a certain “touch.” Wayne Gretzky, the best hockey player of his generation, said that it’s not as important to know where the puck is now as to know where it will be. Leaders have that sense of where the culture is going to be, where the organization must be if it is to grow. (Bennis, 1989: 199)

affect the mission, what resources are expected to be available, what collaborative partnerships might be developed with which external stakeholders, and how offender populations and community expectations might change. In other words, the “big picture” is based on all the information available today to accurately project the agency’s situation tomorrow—and ultimately, to proactively shape its long-term future.

Each component of the organization’s practices and functions then must be directly aligned with its mission, vision, and cultural values. This means continually determining whether a particular activity or procedure supports or hinders the vision and mission. Not only does this assessment help the organization identify what it intends to do, but equally important, it infuses the entire process with integrity and credibility. For example:

- The recruitment question is not a vague “How can we do a better job of recruiting?” or “How can we attract more people to the organization?” Rather, it is “How can we identify those who will best help us fulfill our vision and achieve our mission—and then develop strategies to attract them?”
- The training question is not an ambiguous “How can we improve training in X, Y, or Z?” (Perhaps training in X, Y, or Z is not even needed.) The real question is “How can we determine what skills people need to help us fulfill our vision and achieve our mission—and then, what strategies can we best use to equip them with these skills?”
- The career development question is not “How can we reduce turnover and improve succession planning by establishing a better career development process?” Rather, it is “How can we maximize the knowledge, skills, and abilities of employees that are relevant to fulfilling our vision and achieving our mission—and then establish a process to ensure that employees with the requisite abilities reach their fullest potential?”

REALITY CHECK—Leadership: It’s All About the Future

Leaders are those who establish direction for a working group, gain commitment to this direction, and motivate the group to achieve the direction’s outcomes. (Conger, 1992:19)

Leaders of organizations that thrive and prosper maintain their focus on this “big picture.” They are not diverted by any single issue, and they are not sidetracked by a management problem or an operational detail. That is because leadership is not about the day-to-day management of current operational resources. Instead, it is about clearly guiding and inspiring people toward a future vision.





The Right Attitude—Embracing Change

Effective leadership begins with a long-range vision, but it does not end there. By definition, leaders are change agents who challenge the “status quo” (Bennis, 1989: 44). After all, it is unlikely that future visions can be achieved on the basis of past practices.

Once the right visionary focus is established, the right attitude is necessary—one that wholeheartedly embraces the need for change. Although willingness to alter organizational practices is essential in workforce planning, that does not mean change for the sake of change. Rather, it means changing what is necessary to ensure that all aspects of workforce planning are aligned with the organizational vision and mission.

Perhaps not all of the organization’s current recruitment, selection, promotion, retention, evaluation, and other personnel procedures are out of alignment. Yet some retooling may be in order. Because organizational changes often are not welcomed enthusiastically, they are best introduced patiently and persistently with careful consideration of their personal impact.

Just as successful change is aligned with the organizational mission, it is equally important for employees to be aligned with the change. Imposing change unilaterally is tempting, because it appears to be fast and efficient. No time-consuming meetings. No working to solve differences of opinion. Just the stroke of a pen by a person in authority. But what is gained in speed of execution is often lost in slow, foot-dragging implementation. What is gained in efficiency is lost in ineffectiveness. People cannot be expected to support something they distrust, fear, or simply do not understand. As with anything else, familiarity is the best way to establish trust, abolish fear, and improve understanding. It is, therefore, essential to include employee input, feedback, and involvement in each step of the policy development and implementation process. Otherwise, even the most promising initiatives are destined to achieve less-than-promising results (Roberg and Kuykendall, 1997). That is why the “right attitude” for leadership means implementing change as a collaborative evolution rather than imposing it as a leader-driven revolution.

REALITY CHECKS—

Evolutionary vs. Revolutionary Change

Moving at Internet speed is a bad mistake for people going in the wrong direction. (Badaracco, 2002: 171)



Not Just an Easy Fix

When faced with a challenge, effective leaders rarely rush forward with “The Answer.” . . . Instead of charging the hill, they often look for ways to beg, borrow, and steal a little time. . . . Time lets turbulent waters settle and clarify. (Badaracco, 2002: 53)

The Right Process—Embarking on Internal and External Collaboration

The best leaders are not “lone rangers.” They are not individual entrepreneurs. They realize that they cannot implement change in isolation. The best leaders also realize that a collaborative process brings more energy, synergy, and—ultimately—commitment to the change initiative. When leaders establish internal teamwork and external partnerships, all stakeholders get involved in the process, and the organization avoids the potential problems that can arise when a unilateral rather than a collaborative process is used to generate change.

REALITY CHECK—When Employees Don’t “Buy In”

One of the first things a new probation director (hired from outside) wanted to do was review the agency’s current policies and procedures. But when the lead secretary was asked for a copy of the policy manual, she appeared confused. “Which one do you want?” she asked. The new director was equally confused, asking her what she meant. “Well,” she responded, “do you want the one that the last director wrote [in complete isolation, without input from anyone], or do you want the one that everyone uses?”

People (or organizations) working in collaboration share two common factors:

- They are focused on mutually beneficial goals.
- Their relationship is decentralized—i.e., not regulated by traditional organizational power and authority structures (Mactavish, 2004: 211).

In a collaborative setting, power is based on knowledge and expertise rather than on rank or title. Thus, the playing field is leveled, and participants can interact as equals, achieving results through equal distribution of responsibility, authority, and accountability. But lack of a hierarchy does not mean lack of structure, as effective collaborative efforts have:

- Well-defined objectives.
- Clear roles for participants.
- Measurable outcomes.

Just as no individual employee could be expected to perform appropriately without any direction, collaborative groups function best with some measure of structure and guidance. In that regard, community corrections agencies can use several strategies to enhance the collaboration process by engaging internal stakeholders, for example:

- **Build and restore trust among employees.** The best way to establish (or restore) trust is through communication. Share information with employees, be





honest about the situation, stay in contact with those involved for regular updates about progress, and keep everyone informed of results.

- **Enable employees to share their ideas, suggestions, and feedback.** Meet in sessions that include all levels of employees within the organization. Encourage them to express their concerns, reactions, and feelings about what is happening. Without being defensive or argumentative, direct discussions toward positive suggestions to improve activities.
- **Avoid overloading employees with too much extra work.** If extra duties must be added to regular workloads, rotate the additional tasks among all employees and monitor closely for potential burnout.

While the value of internal teamwork may be apparent, agency leadership may be somewhat less enthusiastic about involving external stakeholders. Yet community corrections is often influenced by those in the external environment. Not only may these stakeholders be unaware of the concerns faced by community corrections, they may, in the absence of coordinated interaction, be unintentionally working at cross-purposes.

Moreover, correctional administrators have often lamented their lack of control over public policies that directly affect them (Kiekbusch, 1992; *Corrections Professional*, 1997). Developing collaborative partnerships with external stakeholders is one way to address that concern—by proactively influencing the policymaking agendas that will affect community corrections for years to come.

Such partnerships can assist with obtaining much-needed political support, fiscal resources, promising job applicants, or any number of additional benefits. These collaborative arrangements might include working with state and local government organizations, colleges and universities, legislative representatives, law enforcement agencies, and others. For example, negotiating for salary increments to encourage employee retention is more likely to succeed when legislative representatives are familiar with the mission and goals of the organization—as well as the difficulty of competing in today’s talent war without sufficient resources. The more such policymakers understand the agency’s work, the more they may be willing to support it through legislation, administrative rules, and appropriations.

As discussed in chapter 3, another example of a potentially beneficial external partnership is joining institutions of higher education in initiatives to align course offerings and degree programs with core competencies, integrate education with training, and prepare potential employees through internships. Again, educational administrators’ support for such initiatives depends largely on whether they can relate to the mission and workforce needs of community corrections. As with employees, external stakeholders will endorse and support the organization’s mission only to the extent that they feel engaged in and committed to it.

Assembling, structuring, and coordinating collaborative work groups is challenging. But when such groups are enthusiastically embraced and appropriately used, the results are well worth the effort. For example, collaboration can:

- Expand the workforce-related horizons of everyone involved, thereby creating a more supportive environment for community corrections.
- Provide a broader problem-solving perspective through the exchange of varying viewpoints.
- Achieve mutually beneficial results for all stakeholders (both internal and external).
- Create broad-based “buy-in” and “ownership” of the outcome, as well as commitment to achieving its success—because people are inherently more likely to support something they have helped to create.

Developing Strategies for Success

With the right focus on a visionary future, the right attitude about leading change toward it, and the right collaborative processes in place, the stage is set. The organization has in place a firm foundation on which to build effective implementation procedures. Again, the most productive approach is to start with broad concepts and then refine the details. Thus, the remainder of this chapter explores how community corrections agencies can:

- Develop strategies for success based on organizational self-assessment and workforce planning.
- Assess the resulting outcomes.
- Use the results as a basis for making future adjustments, modifications, and improvements.

Together, these activities constitute a viable approach to workforce development, as long as the process is not confused with the product. In other words, the strategic planning process is a vehicle for achieving successful results, not the outcome itself. It is easy to become so immersed in developing plans that the process takes on a life of its own, and participants lose sight of the actual intent. Planning is, after all, merely a way of focusing effort and energy in productive directions. Effective strategic plans, therefore, become guides to subsequent action.





Taking a Closer Look at the Organization

Before implementing changes to improve the workforce, it is essential to understand how business is currently conducted. This requires an honest and thorough self-assessment to determine whether the organization's vision and mission are synchronized with its policies and procedures.

The culture of an organization is like the personality of an individual. Just as people can only make personal changes when they recognize their faults, agencies can only make organizational changes when they gain similar self-insights. People who are not aware of their shortcomings are not inclined to address them. Nor are organizations.

Organizational culture serves as the infrastructure for recruitment, retention, and related workforce development strategies. Therefore, completing a diagnosis of agency culture (see appendix B), along with answering the retention-oriented questions discussed in chapter 4, can provide valuable insights into whether actions are matching intentions. A comprehensive organizational self-assessment includes (but is not limited to) diagnosing and forecasting the following:

- Positive and negative aspects of the organization's culture.
- Availability of fiscal and human resources necessary to implement the agency's vision/mission.
- Status and effectiveness of the agency's workforce development efforts.
- Alignment of core competencies, training programs, promotional processes, disciplinary techniques, and performance evaluations with the agency's vision/mission.
- Involvement of internal and external stakeholders in developing, revising, and implementing workforce-related policies and practices.

If the assessment reveals significant discrepancies between the perspectives of administrative and operational personnel, loose coupling may be at work; e.g., managers think employees know what is expected of them when, in fact, they do not. Such insights can help the organization measure the gap between how things are done now and how they need to be done.

REALITY CHECK—Facing the Truth

All companies that have progressed from good to great began the process of finding a path to greatness by confronting the brutal facts of their current reality. (Collins, 2001: 88)

Each operational practice—from recruitment strategies to training curricula and performance criteria—must then be assessed to ensure that it supports the overall mission and vision. For example, if long-term goals include enhancing public image by adopting evidence-based principles, recruitment must focus on attracting candidates with the competencies necessary to support that mission, and training must reinforce and refine necessary job skills. If new recruits are not leaving preservice training with the appropriate skills, it may be tempting to revise the curriculum or establish a formal coaching or mentoring program. Yet a closer look may reveal that the organizational culture—not the training program—is what needs attention. If the assessment finds a culture characterized by disrespect, mistrust, and fear, but the agency’s mission requires empowering employees to take more initiative and make more decisions, the existing culture clearly is more likely to subvert than support fulfillment of the mission.

In other words, operational practices (i.e., the way the agency does business) must fulfill the organization’s fundamental values, objectives, and vision. Ultimately, the goal is to align mission and vision with daily operations, creating a positive, upbeat workplace characterized by mutual trust, respect, and teamwork—one where both personnel and administrative practices are heading in the same direction.

Workforce Planning

The self-assessment described above can provide valuable insights and viable blueprints for overall organizational change. But a closer level of scrutiny is needed to identify and address specific workforce challenges.

Although many organizations routinely conduct strategic planning, those plans do not always include the key variable to make them work: human capital. It is easy for planners to get so embroiled in the process that they overlook the people. Yet it is people who make or break the outcomes. Thus, progressive agencies recognize the need to plan for attracting, developing, and retaining their most valuable asset.

Without competent, qualified employees, even the best plans based on the most accurate forecasts are unlikely to succeed. Anticipating and actively addressing staffing needs is, therefore, a key component of any organization’s long-range planning process.

When agencies focus on human resources, however, they often limit their attention to one area of concern at one point in time. For example, an agency might determine that an entry-level test is invalid. Or that a selection process is inadequate. Or that an entry-level training program is insufficient. But these isolated issues cannot be





resolved independently. They are small parts of a broader context of workforce-related concerns that can only be appropriately addressed in a comprehensive, well-integrated manner.

Workforce planning is a coordinated series of activities designed to align all aspects of human resources management with the vision of the organization, bringing the organization's intent together with the operational capability to achieve it. The elements of workforce planning form a causal chain, as illustrated by the following steps:

- Establish the strategic vision for the organization's future, along with measurable goals and objectives to benchmark progress along the way.
- Identify the core competencies (e.g., knowledge, skills, abilities) required of employees to achieve the organization's goals and objectives.
- Analyze capabilities of the current workforce in relation to required competencies, identify gaps, and develop strategies for bridging the gaps.
- Assess the likelihood of maintaining full employment in all essential job categories (based on turnover patterns, expected separations, projected retirements, etc.) and identify strategies for bridging gaps between full and expected employment in these categories.
- Determine whether job categories (or tasks) designated as non-essential can be reduced, revised, reclassified, or otherwise brought into alignment with the long-term vision.
- Ensure a smooth transition of leadership succession through farsighted career planning and development initiatives.

REALITY CHECK—Resources for Workforce Planning

Workforce planning is more comprehensive than simply addressing traditional "human resources" functions. To the contrary, workforce planning takes a more global and long-term view of the organization, as illustrated in the various approaches described in the following Web sites:

- Georgia: www.gms.state.ga.us/agency/services/wfplanning/index.asp.
- Minnesota: www.doer.state.mn.us/wfplanning.
- New York: www.cs.state.ny.us/successionplanning/planning/guide.pdf.
- Texas: www.hr.state.tx.us/workforce/guide.html.
- Washington: <http://hr.dop.wa.gov/workforceplanning/wfpguide.htm>.
- General workforce management: www.workforce.com.
- Workforce productivity tools: <http://workforceconnections.dol.gov>.

These are just a few illustrations—many additional workforce initiatives can be found in other state and local government Web sites across the country.

- Establish measurable goals related to the recruitment, retention, development, and long-term stability of the workforce.
- Develop collaborative partnerships and creative resources (grant funding, offender fees, etc.) to implement the plan.
- Evaluate progress incrementally, using evaluation feedback to make ongoing adjustments.

The demographic predictors described in chapter 1 provide a strong rationale for engaging in workforce planning in general and, more specifically, for improving traditional recruitment and retention strategies in order to become more competitive in the ongoing talent war. Just as outdated competencies will not fulfill updated missions, neither will yesterday’s approaches attract and retain today’s applicants—much less achieve tomorrow’s visions.

Outcome Assessment—The Bottom Line

Organizational analysis and workforce planning efforts must be followed by an equally vigorous commitment to action. But even the best intentions do not necessarily produce the best outcomes, often because somewhere between intention and implementation, something breaks down (Kotter, 1996; Harris and Smith, 1996; Scheirer, 1981). Perhaps the foundation for the changes was shaky—based on inaccurate assumptions, faulty data, or inadequate employee involvement. Perhaps the changes themselves were inappropriate—not aligned with core competencies or long-term visions—or perhaps they were implemented in an inappropriate manner—unilaterally rather than collaboratively.

For whatever reasons, the most promising programs on paper may achieve unimpressive results in operation. This is certainly true of offender interventions, and it is equally true of workforce initiatives. In both cases, the worst thing that can happen is not that the effort fails to achieve its intended objectives. Rather, the worst that can happen is being *unaware* that the initiative is failing or not understanding *why* it is failing.

In community corrections, the concept of evidence-based practices is gaining acceptance as an approach to offender intervention, for reasons that range from conserving scarce resources to promoting community safety and improving offender functioning. While reasons for moving in this direction may vary, the purpose of evidence-based practices is relatively straightforward: to more accurately determine what does and does not work with what types of offenders. The challenge now is to expand the search for “evidence” from offender interventions to organizational initiatives.





Moving toward evidence-based practices means that offender interventions and organizational initiatives must both be equally engaged in outcome assessments. However, it does not mean that the same evaluation techniques will be equally effective with both types of endeavors. In fact, the sophisticated outcome-oriented evaluation designs that can provide the best feedback on “what works” with offenders usually are not feasible—or even necessary—for obtaining operational input on “what works” with employees. That is because organizational development is a progressive, experimental process that takes place incrementally over the long term. As a result, ongoing, qualitative assessments are more likely to yield required information within reasonable budgets than are one-time, quantitative outcomes (Stinchcomb, 2004a).

Regardless of the specific evaluation design or precisely what measures are being assessed, it all starts with a future vision. No one would expect to win a game of darts by throwing them aimlessly at a blank wall. In fact, there would be no game without a target. Likewise, community corrections cannot expect to excel if no one knows what the vision is or no clear process is in place for achieving it.

After establishing the overall vision, however, the question becomes what outcome measures will provide evidence of its accomplishment, or at least of positive movement in that direction. The detailed answers will vary with the specific objectives of each agency. But any effort to identify such outcome indicators should not overlook the lessons learned from offender research.

In determining “what works” with offenders, researchers have been criticized for overreliance on recidivism (Minor, 1999; Van Voorhis, 1997) as well as inconsistent measures of it (Hoffman and Stone-Meierhoefer, 1980). Agencies likewise should be cautious to avoid relying on single outcome measures of workforce initiatives. Additionally, organizations are likely to benefit more from an ongoing qualitative assessment that monitors progress and provides periodic feedback

REALITY CHECK—Whether You Get There Depends on Where You Want to Go

Seasoned travelers would not set out on a cross-country motor trip without having a destination in mind, at least some idea of how to get there, and, preferably, a detailed map to provide direction and guide progress along the way. Likewise . . . evaluations are anchored in an anticipated chain of events leading from a starting point to a final destination. That does not necessarily mean that the final destination is always reached—or even that it was the one that was originally intended. Just as cars can break down and drivers can get lost along the way, interventions can lose focus, get off track, or fail to accomplish their mission. But if the mission is not well articulated in the first place, and if the pathway to achieving it is not clearly outlined, it is impossible to determine why the outcome was unsuccessful or *where* it went astray. (Stinchcomb, 2001: 48)

than from a one-time, “thumbs-up/ thumbs-down” quantitative measure that may come too late to allow the agency to make any incremental adjustments. An evaluation that does not inform and guide practice has little utility. Just as the entire workforce planning process must have a clear destination and a good roadmap, so must the process for evaluating it.

Conclusion

All of the approaches discussed throughout this guide—from organizational self-assessment to core competency analysis, workforce planning, and ongoing feedback—are essential ingredients for successfully addressing current and future workforce issues in community corrections. These approaches will help agencies determine whether loose coupling is affecting organizational culture, whether gaps exist between current staffing patterns and future workforce needs, whether recruitment practices reflect core competencies, whether organizational efforts properly focus on what is relevant to retention, and, ultimately, whether workforce practices are properly aligned with the agency’s mission and vision. With that information, agencies can put strategic plans into action by implementing specific initiatives targeted toward identified gaps, deficiencies, or weaknesses. Ongoing feedback can then track progress and fine-tune procedures along the way.

Obviously, this comprehensive endeavor is not a “quick fix.” It is a long-term, proactive process that requires a continuing commitment. It is based on the foresight of analytical planning rather than the hindsight of crisis-oriented responding. As such, it is intended to guide today’s decisions in order to shape tomorrow’s destiny. “For destiny is not a result of chance, but a reflection of choice” (Stinchcomb, 2005b: 591).





"To Do" CHECKLIST

Establish the right focus for getting started:

- Does your agency have a current vision and mission statement? If so, are employees aware of it?*
- Do daily actions and decisions reinforce the vision/mission?*
- Do workforce-related strategies (such as recruitment, selection, training, performance evaluation, career development, etc.) reflect the agency's vision/mission?*

Establish the right attitude for getting started:

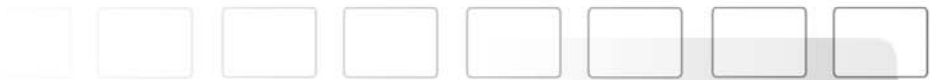
- Are necessary long-term changes implemented in an evolutionary (versus revolutionary) manner?*
- Are employee input and involvement included throughout all phases of the change process? If so, is employee feedback valued and used?*
- Is the manner in which change is introduced in alignment with the agency's vision/mission?*

Establish the right process for getting started:

- Is change implemented through a collaborative process that includes external as well as internal stakeholders?*
- Are collaborative efforts sufficiently decentralized (versus regulated by power and authority structures)?*
- Do collaborative efforts include well-defined objectives, clear roles, and measurable outcomes?*
- Is the workforce planning process forecasting future needs and addressing any identified gaps? Are there benchmarks for assessing its progress? Is it aligned with the organization's strategic vision?*
- Is a leadership succession plan in place? Does it provide for smooth transitions of leadership?*
- Are creative resources being explored?*

- Have criteria been established for an outcome assessment? If so, does the assessment include qualitative (as well as quantitative) dimensions? Does it reflect the organization's vision/mission?*
- Is a process in place for measuring outcome criteria? If so, is there a mechanism for providing periodic feedback and making appropriate adjustments on an ongoing basis?*

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APPENDIX A

Methodology



Throughout the process of developing this publication, NIC’s Community Corrections Workforce Advisory Committee provided guidance and direction. Additionally, the project’s methodology consisted of several interrelated techniques and strategies:

Literature review. The contractor had previously completed literature reviews on topics such as organizational leadership and managing a multi-generational workforce. These were updated and expanded to include publications focused on community corrections, workforce development, and related issues and practices (in both the public and private sectors). Using the keywords “probation” and “community corrections,” in conjunction with “recruitment,” “selection,” “retention,” “career development,” “mentoring,” “leadership development,” and “collaborative relationships,” the authors searched a number of Web sites and national databases. Although dozens of resources were located, almost all were descriptive, prescriptive, or anecdotal accounts. Few were based on evaluation studies or empirical evidence, and of those, extremely few were directly relevant to this project.

Solicitation of information from higher education sources. Brief announcements were distributed describing the project and requesting input from higher education institutions that have developed innovative collaborative partnerships with community corrections. These announcements, which only drew several responses (mostly related to traditional student internship arrangements), were featured in the following publications:

- *CJ Update* (LexisNexis/Anderson, Fall 2004: 11).
- *Corrections Compendium* (American Correctional Association, September/October 2004: 42).



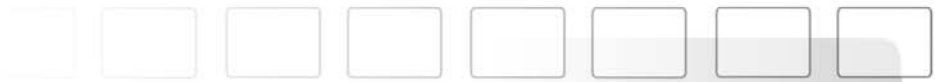
- *The Correctional Trainer* (International Correctional Trainers' Association, Fall 2004, separate insert).
- *ACJS Today* (Academy of Criminal Justice Sciences, September/October 2004: 7).
- *Corrections Now* (newsletter of the Corrections Section of ACJS, December 2004: 3).
- *ASC Newsletter* (American Society of Criminology, Fall 2004).

In addition, more than 370 individual e-mails were sent describing the project and asking recipients to help identify “institutions of higher education that have developed collaborative partnerships with probation and/or parole agencies,” including “creative internship programs, entry-level certification, promotional preparation, co-op education, leadership development, and the like.” The recipient list was compiled through a combination of personal contacts, identification of noted academic authors on correctional topics, and targeted selections from the *ACJS Membership Directory*. Fewer than 50 replies were received.

Solicitation of information from community corrections practitioners. Several approaches were used to obtain descriptions of “best practices” being employed by community corrections agencies to address current and future workforce challenges. In addition to following up on “leads” and reviewing relevant reports, this effort consisted largely of distributing user-friendly forms that asked for a brief description of the practice and information on where it was being implemented. These forms were distributed at the 2005 meeting of the American Probation and Parole Association and to all members of the Advisory Committee for this project. All of the responses received are included as “Voices From the Field” in this guide.

Input from NIC’s Workforce Development Advisory Workgroup. To provide the project with technical guidance from individuals in direct service, NIC identified practitioners from various positions in community corrections agencies throughout the country to serve on its Workforce Advisory Committee. Project staff met with committee members in September 2004 (shortly after award of the contract) to gain their perspective regarding the project’s future direction. Committee members were also solicited for “best practices” input in December 2004 and July 2005 and were asked to provide feedback on the first draft of the guide.





APPENDIX B

Diagnosing Agency Culture



The form in appendix B is a tool for assessing an agency’s internal culture. Use the scale below to rate your organization on each statement. Base your ratings on your assessment of current reality, NOT where you hope your organization might be at some future time. Add up the scores in each category and record them in the space provided.

Ratings:

- 0 = Not sure (but I intend to find out)!
- 1 = Definitely needs work—not at all where we should be.
- 2 = Could use some work—not quite where we should be.
- 3 = Generally OK—we can live with where we are.
- 4 = Definitely OK—we’re right where we should be.



Leadership	Score:
We have a clearly articulated organizational mission.	
Our actions and activities are generally proactive rather than reactive.	
Our organizational values are positive and well known by stakeholders.	
Our organization's values are embraced by most employees.	
We have a clearly defined code of conduct.	
Power is shared in the organization.	
There is a long-term perspective that goes beyond day-to-day operations.	
We value our employees and our actions demonstrate this.	
Employees generally trust the leadership team.	
Score for Leadership:	

Professionalism	Score:
Our organization has a positive reputation in the community.	
Employees accept and embrace workplace diversity.	
We are generally proud of the conduct of our employees—on and off duty.	
Employees are respectful of one another.	
Employees appear to be genuinely committed to the mission of this organization.	
Employees are empowered to fulfill their job duties.	
Employees are proud to be associated with this organization.	
Other agencies look to us as leaders in the field.	
Value is placed on enhancing job skills and knowledge.	
Score for Professionalism:	

Quality of Worklife	Score:
Employees can get time off without a lot of hassle.	
Employees don't abuse sick leave.	
Employees are formally recognized for positive accomplishments.	
Employees know where to turn for help and support for personal problems.	
Any need for organizational change is openly discussed in a positive manner.	
Employees' behavior is consistent with the code of conduct.	
Employees feel that they can safely report any misconduct of their peers.	
This is a good workplace for single parents and other employees with family responsibilities.	
Employees support each other in getting the agency's mission accomplished.	
Score for Worklife:	

Daily Operations	Score:
Daily work is consistent with written procedures.	
Employees are hard working and committed to doing their jobs right.	
Employees demonstrate professionalism every day in their interactions with both the community and their clients.	
Employees show few signs of stress-related burnout.	
Employees have an opportunity to work on diverse and changing assignments.	
Employees have autonomy and are not second-guessed by supervisors.	
Citizen and client complaints are taken seriously.	
Employees have the tools and resources to do their jobs properly.	
Employees trust the internal investigation process as fair and impartial.	
Score for Daily Operations:	

Personnel Selection, Promotion, and Development	Score:
Our organization has little trouble attracting qualified applicants.	
Well-qualified employees are being hired.	
New employees represent the diversity of our clients and the community.	
Current employees are our best recruiters.	
Our salary and benefits package is competitive in our community.	
The promotional process is objective and viewed as fair by most employees.	
Employees receive the training they need to perform their jobs.	
Managers act as formal or informal mentors to subordinate employees.	
The performance appraisal system objectively evaluates employee skills and competencies.	
Score for Personnel Selection, Promotion, and Development:	

Communications	Score:
The leader's message is getting across to most employees.	
Employees feel that their voice is heard and their feedback is valuable.	
Information flows effectively, up and down the chain of command.	
Employees look forward to reading the organization's newsletter.	
Employees believe that their grievances will be heard in a timely manner and settled fairly.	
The workplace has little gossip and few rumors.	
Supervisors regularly schedule meetings to share information.	
Employees are generally consulted before major decisions affecting them are made.	
Supervisors and managers listen more and talk less.	
Score for Communications:	

Add your scores here:

Leadership	=	_____
Professionalism	=	_____
Quality of Worklife	=	_____
Daily Operations	=	_____
Personnel Development	=	_____
Communications	=	_____
Total	=	_____

Interpreting results. Because every organization is unique, there is no “magic score” indicating that your organization’s culture is functioning more positively than negatively. Examine the categories with the lowest scores and then follow up with a more detailed, employee-involved assessment of where improvements can be made.

APPENDIX C

Sample Questions for Employee Retention, Engagement, and Exit Interviews



The following questions can help an organization understand why employees leave and—more importantly—why they stay.*

Sample Retention Questions

- Are you proud to be affiliated with this agency?
- Do you recommend working for this organization to your friends (or relatives)? Why or why not?
- What can the agency do to attract and hire quality people?
- Are you respected as a professional by your supervisor and agency's leadership?
- If you were in a leadership position, what three things would you change?
- Do you have positive relationships with your peers?

*Some of these questions have been used by community corrections professionals in the field (Elizabeth Layman of the Florida Parole Commission, for example). See also F. Reichfield, *The Employee Loyalty Acid Test* (Boston: Harvard Business School Publishing, 2001); M. Buckingham and C. Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York: Simon and Schuster, 1999); and B. Kaye and S. Jordan-Evans, *Love 'Em or Lose 'Em: Getting Good People To Stay* (San Francisco: Berrett-Koehler Publishers, 1999).

- Are you challenged by your job? Describe something that recently presented an interesting challenge at work.
- Has someone recognized you for a job well done in the last month?
- Do you feel comfortable providing suggestions at work?
- What value do you think the organization places on your suggestions?
- What is the mission of the organization?
- Where do you feel you fit into the overall organizational team? Do you feel valued for your contributions to the organization?

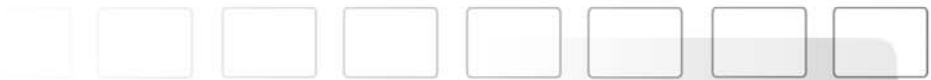
Sample Engagement Questions

- Where do you see yourself in 2 years, 5 years . . . ?
- Does the organization provide you with the training you need to do your job well? What other training would benefit you in your job?
- Describe the available opportunities for you to grow in your career.
- What does the organization do to invest in your career development?
- Do you have a mentor or career coach in the workplace?
- What can the organization do to help you achieve your goals for the future?
- What do you believe to be your most valuable talents?
- How does the organization recognize and use those talents?
- Describe your relationship with your immediate supervisor. Describe the avenues of communication between you and your supervisor.
- How appropriate and effective are the direction and the help that you receive?
- How do you feel about asking questions or asking for assistance?
- Describe your most difficult challenge at work.



Sample exit interview questions:

- What factors were most important in choosing your new job?
- Under what circumstances would you have stayed?
- If you had had a magic wand, what would you have changed?
- Why are you leaving?
- What did you like most/least about your job responsibilities?
- What is management doing right or wrong?
- Did you feel you were given enough supervisory support/training/resources in your job?
- What are your views about how we treat our employees? How could we improve effectiveness and morale?



APPENDIX D

Glossary



Agency/organizational culture. The values, assumptions, and beliefs that people in an organization hold that powerfully influence the way the organization functions and the way employees think and act.

Attrition rate. Data describing the percentage of employees who leave the organization due to resignation, termination, or retirement. The rate can be computed to identify the attrition of specific groups (e.g., probationary and nonprobationary employees, resignations for cause, voluntary resignations). Attrition can be computed for whatever timeframe is the most useful to the organization, but the rate is most often reported on an annual basis.

Career banding or broadbanding. A process of organizing similar work competencies into broad classes of jobs. The objective of career banding is to condense narrowly drawn job descriptions and combine them into job “families,” resulting in fewer and broader job classes. Condensing or collapsing jobs can be both vertical and horizontal. Banding can be used to emphasize like competencies that are linked to the organization’s vision and mission and can assist employees with long-term career planning.

Core competencies. The observable and measurable set of knowledge, skills, and abilities (KSAs) that an individual needs to perform in a work role or occupational function.

Employee engagement. The willingness of employees to devote more of themselves (e.g., their talent, energy, enthusiasm) to the organization and their work, beyond what is minimally required.



Employee retention. An employer’s efforts to reduce turnover by maintaining the employment of staff members who are valuable assets in terms of achieving the agency’s mission.

Evidence-based practice. The use of initiatives, strategies, programs, and interventions that have definable, measurable, research-based outcomes. EBP relies on empirical evidence to provide organizational direction by identifying the practices that are most closely associated with effectively accomplishing the organization’s mission and vision.

Family-friendly workplace. A work environment where the importance of family issues is understood and the means are provided for employees to achieve a life/work balance (e.g., reasonable allowances for leave to handle family issues).

Horizontal career path. A career path that does not rely solely on promotion into supervisory, management, or executive positions to provide regular salary increases, enhance or expand work responsibilities, and/or effectively use the experience and skills of longer term employees.

Human capital. The resources represented by employees, volunteers, contractors, and all others who are available to achieve the mission and vision of the organization.

Loose coupling. The dysfunction that occurs when an organization’s operations are not aligned with the leader’s vision, causing operational practices to move in a separate direction from administrative intent.

Job task analysis. An objective process for analyzing a job (or a group of jobs) to identify the KSAs required to perform effectively. The analysis may include questionnaires, observations, desk audits, and interviews. A list of core competencies is often developed as the result of a job task analysis.

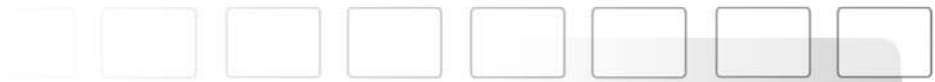
Mentoring. A professionally based interpersonal relationship wherein a competent employee or volunteer (the mentor) with extensive job-related KSAs provides less experienced staff with appropriate support, guidance, coaching, and role modeling. Mentoring is specifically designed to enhance the personal growth, career development, and goal accomplishment of those being mentored while also benefiting both the mentor and the organization.





Succession planning. A system that forecasts future management needs proactively, identifies career paths, and provides related training, mentoring, career development, and coaching to a pool of individuals who represent the next generation of an organization's leadership. The goal of succession planning is to have a ready reserve of skilled and knowledgeable individuals who can ensure continuity in achieving the organization's vision and mission.

Telecommuting. Working at home (or in a remote office location such as a telecommuting center) via technological connections and online communications with the office to which the person is assigned.



APPENDIX E

Summary of "To Do" Checklists





CHAPTER 1: RATIONALE ■ ■ ■ ■

“To Do” CHECKLIST

Determine how contemporary workforce issues are affecting (or projected to affect) your agency:

- How is your agency coping with the double impact of more offenders and fewer resources? Are there other more creative alternatives for meeting this challenge?*
- How much is your agency’s workforce expected to grow in future years? Adding expected separations, how many new employees does that mean you will need to attract?*
- Is the demographic makeup of your current workforce appropriate for future organizational needs?*
- What are the workforce projections for your state or county? How will your area of the state be affected by anticipated economic growth or decline in the next decade?*
- Who is, and who will be, your competition for employees throughout the coming decade?*

Assess the capability of your agency to meet emerging workforce challenges:

- How well equipped is your agency to compete in the “war for talent”?*
- Does your organization have a supply of qualified applicants who are screened, tested, and ready for hire on relatively short notice?*
- Has your agency begun succession planning, i.e., preparing candidates for management and leadership positions?*
- Does the environment of your organization reflect the characteristics that would be attractive to the current generation of applicants?*

Identify what workforce-related changes are on the horizon for your agency:

- Have you factored public policy trends into your workforce planning?*
- Does your agency accommodate prevalent concerns for public safety?*

- Does your organization effectively handle media attention?*
- Can your agency respond to demands for accountability (such as evidence-based practices)?*
- Can your organization effectively compete with the private sector?*
- Do your organization's culture, mission, vision, and values anchor staff during turbulent times?*



CHAPTER 2: ORGANIZATIONAL CULTURE ■ ■ ■

“To Do” CHECKLIST

Assess your agency’s current culture:

- Overall, is the organizational culture an asset or a liability?
- Are multiple cultures adversely affecting the workplace?
- Are some aspects of the agency’s culture more problematic than others?
If so, what can be done to address them?
- Do the cultural assessments of operational and administrative staff differ?
If so, is loose coupling at work?
- Are there negative aspects of the organizational culture that need to be changed? (Or positive aspects that need to be reinforced?)
- Is the organizational culture aligned with the agency’s mission/vision?

Determine how to align culture and commitment:

- Are operational practices working in concert with administrative priorities?
- Does the agency have a culture that embraces innovation, or one that is stagnant?
- Is the “mindset” within the organizational culture proactive or reactive?
- Is there a meaningful organizational mission to which employees can become passionately committed?
- Does the agency culture provide a caring, nurturing environment in which employees can grow personally and advance professionally?

Capitalize on cost-free sources of motivation:

- Does the agency rely primarily on extrinsic motivation such as monetary rewards? Or are more advanced (and less costly) intrinsic motivational techniques in place?

- Do managers and supervisors sufficiently recognize the efforts of line personnel? If so, is their praise genuine and specifically focused?*
- Do supervisors and managers avoid traditional demotivators (e.g., micromanagement, ambiguity, hypocrisy, favoritism, etc.)?*
- How much autonomy do employees want and have?*
- Is leadership willing to accept responsibility for mistakes that might be made when employees are granted autonomy?*
- To what extent is appropriate “fun” involved in the workplace?*
- Is there mutual trust between employees and management?*



CHAPTER 3: RECRUITMENT ■ ■ ■ ■

“To Do” CHECKLIST

Take a closer look at your agency’s recruiting process and related materials:

- Does your agency have a targeted recruitment plan that specifically focuses on particular types of candidates and places where they are likely to be found?*
- Is the selection process as streamlined as possible?*
- Are the materials accurate, honest, timely, and user friendly?*
- What is your agency’s presence on the Internet? Is it enticing to an applicant? Does it provide the information an applicant needs?*
- Are recruiting strategies creative and innovative? Are they attracting members of the new workforce?*
- Do you use some type of recruitment tracking spreadsheet to assess return on investment?*
- Are recruitment strategies aligned with the organizational mission and vision?*
- Are employees your best recruiters?*

Find out when core competencies were last updated:

- Are your agency’s core competencies focused on the present or on the future?*
- If your organization is implementing evidence-based practices, are core competencies in line with the skills and knowledge needed?*
- If jobs are too narrowly focused, could some positions be “broadbanded” to provide more flexibility?*

Determine whether your agency’s reputation is attractive to potential recruits:

- Is your agency’s reputation positive or negative?*
- If negative, what can be done to improve the organizational image?*
- How could the agency be better “marketed” to applicants?*

- Are current employees a good source of job candidates?*
- If not, why? What could be done to enlist them as recruiters?*

Put yourself in the shoes of an applicant:

- How are applicants treated during the recruitment and screening process?*
- How is information communicated to them?*
- What does the physical environment of the agency look like?*
- Based on first impressions, would you work for the organization?*

Look at where and how your agency is recruiting:

- Do you include colleges, universities, and even high schools in recruitment efforts (beyond attendance at job fairs)?*
- Have you developed a relationship with military separation centers?*
- Are you tapping into the wealth of talent among retirees?*
- Do you have a collaborative recruiting arrangement with other government agencies in the area?*
- Have you established a partnership with local institutions of higher education?*
- Does the agency have a well-structured internship program for college students? If so, are students properly used and supervised? Is it a productive source of employees? If not, why?*
- Does the agency make a concerted effort to get speakers out into the community to build a broader recruitment base?*



CHAPTER 4: RETENTION ■ ■ ■ ■

“To Do” CHECKLIST

Compute the costs of turnover in your agency:

- How much has turnover cost your agency in the past year or two?*
- Aside from the fiscal losses, what else has been lost with the departure of employees?*
- How much could your agency have saved in overtime costs over the past year or two if it had been fully staffed?*
- What mistakes (and/or inconsistencies) occurred over the past year or two that could be attributed to turnover?*

Conduct exit interviews with (or surveys of) departing employees:

- What patterns are emerging in terms of typical reasons for leaving?*
- What can be done to address or offset frequently cited reasons?*
- How can the organization avoid “dumping” extra work on remaining employees?*

Conduct retention interviews (or surveys) with current employees:

- Are most people staying because they are “locked in” (i.e., have no other options or are awaiting retirement)? If so, are improvements needed to motivate them?*
- What do overall results of retention interviews say about the strength of your agency?*
- What actions could be taken to enhance the agency’s ability to retain the best employees? Conversely, what could be done to improve the performance of marginal employees?*
- Aside from official interviews or surveys, what could be done on an informal, ongoing basis to assure everyone that leaders are listening to their concerns?*

Find out how likely employees are to stay with your agency:

- Do they understand what is expected of them on the job?*
- Do they have the necessary materials and equipment to do their work right?*
- Does the organization use their talents?*
- Do supervisors and managers truly care about them on a personal, individual level?*
- Do they think their opinions have any impact?*
- Does the organization have formal and informal mechanisms for recognizing them?*

Check out the relationship between employees and their supervisors:

- Are supervisors fully prepared for their job upon promotion?*
- Do supervisors appreciate, empower, and recognize their employees?*
- Are there barriers that discourage qualified employees from seeking promotion? If so, what could be done to address this?*
- Is there a process for “marketing” promotional opportunities?*
- Do the processes for selecting and training supervisors reflect the agency’s mission and vision?*
- Is succession planning accurately forecasting the upcoming need for new supervisors as well as managers and administrators?*

Take a closer look at your agency’s career planning and development process:

- For those not interested in being promoted, are there horizontal as well as vertical career opportunities for personal growth?*
- Is career planning and development an ongoing process? Is it aligned with the organization’s mission and vision?*
- Are the resources (e.g., training, education, certification) needed for career progression available to interested employees?*
- Is there an effort to assure a good “person-organization fit”?*
- Is a specific developmental strategy in place for implementing career plans?*
- Are mentoring opportunities available?*
- Are workforce-related strategies sensitive to generational differences?*



CHAPTER 5: STRATEGIES FOR SUCCESS ■ ■ ■

"To Do" CHECKLIST

Establish the right focus for getting started:

- Does your agency have a current vision and mission statement? If so, are employees aware of it?*
- Do daily actions and decisions reinforce the vision/mission?*
- Do workforce-related strategies (such as recruitment, selection, training, performance evaluation, career development, etc.) reflect the agency's vision/mission?*

Establish the right attitude for getting started:

- Are necessary long-term changes implemented in an evolutionary (versus revolutionary) manner?*
- Are employee input and involvement included throughout all phases of the change process? If so, is employee feedback valued and used?*
- Is the manner in which change is introduced in alignment with the agency's vision/mission?*

Establish the right process for getting started:

- Is change implemented through a collaborative process that includes external as well as internal stakeholders?*
- Are collaborative efforts sufficiently decentralized (versus regulated by power and authority structures)?*
- Do collaborative efforts include well-defined objectives, clear roles, and measurable outcomes?*
- Is the workforce planning process forecasting future needs and addressing any identified gaps? Are there benchmarks for assessing its progress? Is it aligned with the organization's strategic vision?*

- Is a leadership succession plan in place? Does it provide for smooth transitions of leadership?*
- Are creative resources being explored?*
- Have criteria been established for an outcome assessment? If so, does the assessment include qualitative (as well as quantitative) dimensions? Does it reflect the organization's vision/mission?*
- Is a process in place for measuring outcome criteria? If so, is there a mechanism for providing periodic feedback and making appropriate adjustments on an ongoing basis?*



APPENDIX F

Resources



Bureau of Labor Statistics (BLS). Web site. Workplace statistics and other demographic information about workers in America. Also a source of reports, labor force analysis, and future projections. www.bls.gov.

Campbell, N. *Correctional Leadership Competencies for the 21st Century: Executives and Senior-Level Leaders*. Washington, DC: U.S. Department of Justice, National Institute of Corrections, 2005.
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Carroll, J.B., and Moss, D.A. *State Employee Worker Shortage: The Impending Crisis*. Lexington, KY: Council of State Governments, 2002.

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www.foxlawson.com/newsletter/newsletters/v2n4.cfm.

Hemsath, D., and Yerkes, L. *301 Ways To Have Fun at Work*. San Francisco: Berrett-Koehler Publishers, 1997.

National Academy of Public Administration, Center for Human Resources Management. *Building Successful Organizations: A Guide to Strategic Workforce Planning*. Washington, DC: NAPA, 2000.



National Academy of Public Administration, Center for Human Resources Management. *A Report by the Human Resources Management Panel: Broadband Pay Experience in the Public Sector: 15 Organizational Case Studies*. HRM Consortium Broadband Pay Series, Report 2, Volume II. Washington, DC: NAPA, 2003.

National Association for Employee Recognition (NARE). Web site. Information to enhance workplace performance through recognition. Includes research, education/training, best practices, and a forum for networking. www.recognition.org.

National Mentoring Center. *Generic Mentoring Program Policy and Procedure Manual*. Washington, DC: U. S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention; Portland, OR: Northwest Regional Educational Laboratory; 2003.
www.nwrel.org/mentoring/policy_manual.html.

Nelson, B. *1001 Ways To Reward Employees*. New York: Workman Publishing, 1994.

Recruitment and Retention Task Force, Federation of Public Employees/AFT. *The Quiet Crisis: Recruitment and Retention in the Public Sector*. Washington, DC: Federation of Public Employees/AFT, no date.
www.aft.org/pubs-reports/pubemps/Quiet_crisis.pdf.

State History Guide Resources. Web site. Newspaper and press associations in the United States. Links to national, regional, and state press associations.
www.shgresources.com/resources/newspapers/associations.

State History Guide Resources. Web site. U.S. associations of broadcasters, 50 states. Links to national and state associations of broadcasters.
www.shgresources.com/resources/tv/broadcasters.

State of Florida. Web site. Broadbanding classification system, job family: Community and social services.
http://sun6.dms.state.fl.us/owa_broadband/owa/broadband_www.broadband_menu.bb_occ_grp?soc_str=21.

State of Florida. *Broadbanding Report*. 2001.
www.state.fl.us/dms/hrm/BROADBAND/finalrpt.pdf.

State of Wisconsin, Office of State Employment Relations. Web site. Presentation on broadbanding initiative. <http://oser.state.wi.us/subcategory.asp?linksubcatid=767>.



Taxman, F.S., Shepardson, E.S., Delano, J., Mitchell, S., and Byrne, J.M. *Tools of the Trade: A Guide to Incorporating Science Into Practice*. Washington, DC: U.S. Department of Justice, National Institute of Corrections, 2004.
www.nicic.org/Library/020095.

Thigpen, J., and Phillips, J.D. *Trends in Public Sector Human Resources*. Alexandria, VA: International Public Management Association for Human Resources, no date.
www.ipma-hr.org/pdf/research/trends.pdf.

U.S. Census Bureau. Web site. Information about demographics across the country, including age, gender, educational levels, employment status, socioeconomic information, and other facts. Can be searched using zip codes and other regional data to provide a profile of a specific area. www.census.gov.

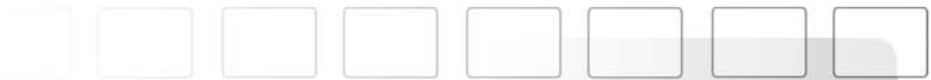
U.S. Department of Labor. Web site. Alphabetical index to the *Dictionary of Occupational Titles (DOT)*, revised fourth edition. Used by agencies in broadbanding jobs. www.wave.net/upg/immigration/dot_index.html.

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www.gao.gov/archive/2000/gg00028.pdf.

U. S. Government Accountability Office, Office of the Comptroller General. *Human Capital: A Self-Assessment Checklist for Agency Leaders*. Version 1, GAO/OCG-00-14G. Washington, DC: GAO, 2000. www.gao.gov/special.pubs/cg00014g.pdf.

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Yerkes, Leslie. *Fun Works: Creating Places Where People Love To Work*. San Francisco: Berrett-Koehler Publishers, 2001.



Annotated Bibliography— Community Corrections Workforce Project, National Institute of Corrections*

APPENDIX G



1. *A 21st Century Workforce for America's Correctional Profession*. Indianapolis, IN: Workforce Associates, Inc., 2004. 77 pp.

Commissioned by the American Correctional Association, this is the first part of a three-phase study of the correctional workforce. The full study ultimately intends to develop a strategic plan and related practices for recruiting and retaining a qualified workforce. This first phase describes current conditions, with particular focus on correctional officers and juvenile caseworkers. Based on a national survey, it explores reasons for recruiting and turnover problems, includes projections for both the demand and supply side of the correctional labor pool, and offers several “promising human resources practices.”

2. Aguirre, A.T. Arguments for a diverse workforce. *Corrections Today* 66(5): 72–75 (2004).

Arguing that the future of employment in corrections (and in the private sector) will be significantly affected by the increasing diversity of the U.S. workforce, this article addresses the topic of workforce diversity from perspectives ranging from community relations and victim sensitivity to officer safety.

* This bibliography was prepared by Jeanne B. Stinchcomb, Ph.D., Associate Professor, Department of Criminology and Criminal Justice, Florida Atlantic University.



3. Alpert, A.D. Probation officers and correctional treatment specialists. *Occupational Outlook Quarterly*. Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

Updated quarterly, this occupational guidebook provides an overview of various careers. The section cited here presents prospective applicants with information about work as a probation or parole officer. Although the section contains no new information for those who have long been employed in community corrections, it is interesting to see how it describes probation/parole work to potential applicants in terms of the nature of the job, working conditions, employment outlook, potential earnings, qualifications, training, and advancement. Moreover, community corrections administrators might ask themselves whether the way the job as portrayed is realistic and desirable for attracting potential applicants.

4. Anderson, T.D. *Transforming Leadership: New Skills for an Extraordinary Future*. Amherst, MA: Human Resource Development Press, 1992. 299 pp.

As a sort of “succession planning” guide, this book attempts to bridge the gap between management and leadership by familiarizing the former with what is needed to become the latter. By synthesizing various contemporary leadership perspectives, the author seeks to integrate the best available knowledge into a model that readers can use to make a difference in their world. But the feature that perhaps most clearly distinguishes this book from others is its assortment of self-assessment inventories, followed by guidelines for making improvements in weak areas.

5. Armstrong, J.J. Ensuring the best will join the best. *Corrections Today* 63(6): 116–117 (2001).

Part of a statewide workforce development initiative, the preservice certification program described in this article operates in seven community colleges throughout Connecticut. It is a school-to-work program that integrates students (i.e., potential employees) into the correctional workplace through coursework, internships, and a streamlined hiring process. Although the program is directed to institutional corrections, the operational concepts are perhaps even more applicable to community corrections, where an undergraduate degree is almost universally required.

6. Arthur, D. *The Employee Recruitment and Retention Handbook*. New York: American Management Association, 2001. 402 pp.

Beginning with a national profile of how the labor force is changing, this book goes on to tackle issues ranging from attracting top performers to techniques for retaining them once employed. Along the way, it addresses topics such as



traditional and nontraditional recruitment sources, electronic recruiting, competency-based approaches to recruiting and interviewing, developing a contingent work force, partnering with educational institutions, and establishing a workplace that provides rewards, recognition, opportunities, and a balance between work and personal life.

7. Ball, F.W., and Ball, B.B. *Impact Hiring: The Secrets of Hiring a Superstar*. Paramus, NJ: Prentice Hall, 2000. 312 pp.

Although this book is written primarily to help businesses compete for personnel in the corporate marketplace, it contains tactics that are applicable in the public sector as well—most importantly, moving from a process that is interviewer dominated to one that is client centered. Additionally, it addresses what top candidates want in a job and why critical applicants are lost, how to develop a “competitive edge,” and how to use interviews to build partnerships, negotiate “win/win” packages, and integrate hiring with performance evaluation systems.

8. Ballock, S.T. A view from the field. *Federal Probation* 65(1): 43–45 (2001).

Concerned that the passion in probation work has diminished, that passivity has set in, and that officers have become “little more than overpaid biographers,” the author makes a brief but compelling case for more “proactive supervision.” He advocates for officers becoming change agents, embracing teamwork, developing collateral networks, engaging in community partnerships, and actively promoting client change.

9. Behn, R.D. *Leadership Counts: Lessons for Public Managers*. Cambridge, MA: Harvard University Press, 1991. 248 pp.

This book provides leadership lessons based on the success of real-life public officials in moving welfare recipients from dependency to self-sufficiency. Focused on ways to create high-performing programs in the public sector, the book is essentially a case study of how to envision, develop, market, manage, and evaluate public policy. Anyone who has ever “managed by groping around” will relate to the strategies presented by the author for policy-based leadership in a political environment.

10. Bennis, W., Spreitzer, G.M., and Cummings, T.G., eds. *The Future of Leadership: Today’s Top Leadership Thinkers Speak to Tomorrow’s Leaders*. San Francisco: Jossey-Bass, 2001. 316 pp.

Featuring contributions from noted authorities, this collection of readings forecasts the nature of future organizations (boundary-less networks staffed by multigenerations of knowledge workers), as well as what types of leaders are most suited to guide such organizations (e.g., those with self-insight, flexibility,

and resiliency, who engage in self-development, servant leadership, organizational capacity-building, and sensemaking rather than decisionmaking). Despite many notable features, however, in the inexorable view of hindsight, this work may become best known for its lavish praise of the leadership style of Enron’s CEO.

11. Bogue, B., Campbell, N., Carey, M., Clawson, E., Faust, D., Florio, K., Joplin, L., Keiser, G., Wasson, B., and Woodward, W. *Implementing Evidence-Based Principles in Community Corrections: Leading Organizational Change and Development* (18 pp.) and *Implementing Evidence-Based Principles in Community Corrections: Collaboration for Systemic Change in the Criminal Justice System* (9 pp.). Washington, DC: U.S. Department of Justice, National Institute of Corrections, 2004. Available at www.nicic.org.

As part of a comprehensive project to “build learning organizations that reduce recidivism through systemic integration of evidence-based principles in collaboration with community and justice partners,” these two reports focus on how community corrections can establish and implement an integrated model for incorporating evidence-based principles into both organizational development and community collaboration. Both documents include appendixes with application strategies, as well as bibliographies for further reading.

12. Brisco, W., Forth, C., Haynes, V., and Wheeler, B. Minority recruitment for the 21st Century. *Corrections Today* 66(5): 128–29 (2004).

Based on national statistics, this article presents existing realities and projected trends for the correctional labor force. The authors recommend four “effective, low-cost” approaches to enhancing correctional recruitment.

13. Burrell, W.D. Probation and public safety: Using performance measures to demonstrate public value. *Corrections Management Quarterly* 2(3): 61–69 (1998).

To gain greater public support for probation, the author presents a strong case for clarifying its mission and defining its public safety role. He notes that a good mission statement serves as “an anchor in turbulent times,” as well as a basis for outcome measures. Drawing on the perspective that creating value is a way to generate public support, the author explores the contribution of probation to public safety, particularly in the context of developing realistic performance measures that demonstrate tangible results.



14. Burrell, W.D. Reinventing probation: Organizational culture and change. *Community Corrections Report* 2000 (May/June): 53–54, 63.

One of the key components of making the large-scale changes required for “reinventing probation” is organizational culture. The author outlines aspects of organizational culture, explains why it is an important consideration in generating change, offers guidance for conducting a quick self-assessment of an agency’s culture, and provides some general direction for changing it (including an interesting comparison with the process of changing client behavior).

15. Carroll, J.B., and Moss, D.A. *State Employee Worker Shortage: The Impending Crisis*. Lexington, KY: Council of State Governments, 2002.

Produced as a trend alert, this report is essentially a “wake-up call”—a warning that state governments could lose more than 30 percent of their workforce in the near future, for reasons ranging from retirement rates to budget shortfalls. Written in a reader-friendly style and liberally interspersed with illustrative charts and graphs, the report not only documents an impending crisis, but also presents a state-by-state review of strategies being employed to plan for labor challenges of the future. These strategies include new approaches to recruiting, use of retirees, and reforms of classification and pay systems.

16. Chambers, H.E. *Finding, Hiring, and Keeping Peak Performers: Every Manager’s Guide*. Cambridge, MA: Perseus Publishing, 2001. 325 pp.

Moving beyond the temptation to hire candidates who are “just like you” or who give you a “warm fuzzy feeling,” this book explores other hiring traps that managers fall prey to and techniques for combating them, along with how to conduct a quick needs assessment and develop interviewing skills designed to discover the candidate’s strengths. A how-to guide filled with creative ideas, this book addresses many topics that are relevant to community corrections, especially the sections on “nontraditional recruiting pools,” “hiring from a position of weakness,” and “creating the culture of retention.”

17. Chrislip, D.D., and Larson, C.E. *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. San Francisco: Jossey-Bass Publishers, 1994. 192 pp.

Based on the best practices of exemplary community development efforts, this book is especially relevant for those interested in formulating and sustaining collaborative partnerships directed toward addressing public concerns. Written for both citizens and public leaders, it explores why collaboration is now an essential ingredient of effective leadership and how to design a successful collaborative initiative. Moreover, it demonstrates the benefits of an interdependent

connection with others that creates the sense that “we are all in this together” and that collectively we can achieve “our deepest desires for justice”

18. Clarke, H.W., and Layman, M. Recruitment: Tools, tips, and practical applications. *Corrections Today* 66(5): 80–85 (2004).

This article presents techniques for recruiting correctional personnel—from establishing a distinct organizational identity to pursuing a diverse labor pool, marketing career opportunities, using information from exit interviews, and developing a public relations strategy.

19. Clem, C., Krauth, B., and Wenger, P. *Recruitment, Hiring, and Retention: Current Practices in U.S. Jails*. Washington, DC: U.S. Department of Justice, National Institute of Corrections, 2000. 25 pp. plus appendices.

Although this study addresses personnel issues faced by local jails, much of the content is equally relevant to community corrections. Based on findings from surveys and interviews with jail administrators throughout the country, the report covers topics ranging from recruitment, screening, and hiring strategies to successful tools used to retain employees. Appendixes provide related sample materials from local jails.

20. Collins, J. *Good to Great: Why Some Companies Make the Leap . . . and Others Don't*. New York: Harper Business, 2001. 300 pp.

Based on extensive research into high-producing companies that have stood the test of time, this book enables others to benefit from the practices that propelled “good” companies to “greatness” (as measured by objective indicators that extend well beyond annual profit margins). The real point is that truly great companies do not exist “merely to deliver returns to shareholders”; rather, they have a higher purpose. The principles the author promotes are just as applicable to the public sector—especially in terms of the capacity of real leaders to build, create, and contribute something that “is larger and more lasting” than themselves. The book is based on the premise that the bottom line involves getting the “right people on the bus (and the wrong people off the bus), and *then* figuring out where to drive it,” which is contradictory to the idea that vision/mission must precede hiring. Thus, a significant message of the book is to hire people who are self-motivated and then use management techniques that will not demotivate them.

21. Collins, J.C., and Porras, J.I. *Built To Last: Successful Habits of Visionary Companies*. New York: Harper Business, 1997. 342 pp.

Exploring the delicate balance between maintaining continuity and stimulating change, the extensive research on which this book is based demonstrates that



organizations with sustained success have the ability to preserve a fundamental purpose and core values while they change their culture, operating practices, and specific strategies in a continual process of renewal. Moving beyond see-sawing, populist fads that have no anchors in basic ideologies, these authors seek to uncover the principles of “building clocks” that will tell time forever, not just for today. In the pursuit of such principles, they advocate organizations that are ideologically driven by deep-rooted values and “big hairy audacious goals,” with everything working in complete alignment, both ideologically and operationally. As they conclude, “leaders die, products become obsolete, markets change, new technologies emerge, management fads come and go; but core ideology in a great company endures as a source of guidance and inspiration.”

22. Cottringer, W. Selecting the best of the bunch. Unpublished paper. 4 pp. Available from the author (e-mail: bcottringer@pssp.net).

Presenting generic advice on the selection of good supervisors and managers, the author identifies three “success components”—thinking, determination, and social quotients—along with skills and abilities required for each dimension. The paper also includes sample interview questions designed to measure each component.

23. Domurand, F. Who is killing our probation officers: The performance crisis in community corrections. *Corrections Management Quarterly* 4(2): 41–51 (2000).

Pointing out the discrepancy between caseworkers being held accountable for meeting community demands and “rational bureaucratic practices” controlling agencies in a hierarchical manner, the author discusses why probation officers often experience role conflict and confusion about the purpose of their work. Drawing on experiences from the private sector, he then addresses potential solutions such as decentralization, collaboration, and participatory management, arguing for organizational movement from a quantitative case management approach to a qualitative emphasis on outcomes.

24. Farrow, K. Still committed after all these years? Morale in the modern-day probation service. *Probation Journal* 51(3): 206–220 (2004).

Although this article discusses research conducted in the United Kingdom, it has potential application in the United States as well. Findings indicate that probation officers “remain committed to their work with offenders and also to colleagues, but not to the probation service as an organization.” Concerned about the repercussions for long-term organizational health and success, as well as officer morale and well-being, the author raises serious issues concerning the need for revised management practices, especially in terms of outcome-focused targets, internal implementation of the “what works” philosophy, improving

organizational responsiveness, engaging officers in the change process, and developing closer proximity between line staff and decisionmakers.

25. Fleisher, M.S. Management assessment and policy dissemination in federal prisons. *The Prison Journal* 76(1): 81–91 (1996).

This article describes a management accountability and policy dissemination system used for institutional corrections; however, many of the concepts (e.g., the measures of quality of worklife) are equally adaptable to community corrections. Overall, the message of proactive planning, establishing accountability, and effectively responding to problems by monitoring “organizational health” could apply universally to any correctional agency. Perhaps most importantly, rather than judging performance on the basis of illusive variables such as offender recidivism, this system evaluates management on the basis of elements it can control.

26. Goleman, D. *Working With Emotional Intelligence*. New York: Bantam Books, 1998. 383 pp.

A spinoff from the author’s earlier bestseller (*Emotional Intelligence*), this followup addresses the practical value of leading with emotional intelligence—i.e., the sensitivity, empathy, self-awareness, trustworthiness, teamwork, communication, tact, and similar personal and social competencies that extend beyond the technical expertise or intellectual knowledge that often receive higher priority in the workplace.

27. Halley, D. The core competency model project. *Corrections Today* 63(7): 154 (2001).

This article discusses the Core Competency Model Project initiated by the National Institute of Corrections, which offers a framework for evaluating existing correctional training programs or developing new leadership and management training. The profiles presented can also be used to determine whether employees are receiving appropriate education and training.

28. Hansen, C. The cutting edge: A survey of technological innovation—Where have all the probation officers gone? *Federal Probation* 65(1): 51–53 (2001).

Based on both long-term practices in the private sector and a more recent experiment in the U.S. Probation Office (Middle District of Florida), this article makes a case for telecommuting as a means of increasing employee satisfaction, boosting productivity, reducing costs, and saving office space.



29. Hicks, R., and Hicks, K. *Boomers, Xers, and Other Strangers: Understanding the Generational Differences That Divide Us*. Wheaton, IL: Tyndale House Publishers, 1999. 370 pp.

Based on the premise that core values shape our behavior, this book traces how values are influenced by a developmental process that occurs during our formative years. It describes historical events unique to each decade; each chapter includes a brief demographic/economic portrait of that decade (e.g., life expectancy, cost of living, average annual salary, etc.), along with key events, fads/trends, and new inventions/technology. With that background, the authors explore how these social, political, and economic events defined the values of each succeeding generation. The book includes an assessment instrument that readers can use to gain greater insight into their own values and compare them with the values of others. It also suggests strategies for resolving intergenerational differences, primarily through understanding and awareness.

30. Holtz, G.T. *Welcome to the Jungle: The Why Behind "Generation X."* New York: St. Martin's Press, 1995. 289 pp.

An indepth analysis of those born in the 1960s and 1970s from the perspective of the social environment in which they were raised, this book compares trends that have influenced Generation X with those that have influenced their parents. The author explores the role of everything from two-income families and divorce to the fast pace and high stress of modern society, dwindling educational standards, and economic downturns. Filled with numerous real-life examples and reader-friendly statistics, this book traces the factors that shaped a generation often characterized as indifferent, apathetic, cynical, and self-focused. The book reveals the reasons underlying the distinctive behavioral characteristics of Generation X.

31. Ingstrup, O., and Crookall, P. The three pillars of public management: Application to corrections. *Corrections Management Quarterly* 2(2): 1-9 (1998).

As this article reports, the results of an international survey of management practices in the public sector indicate that despite fiscal challenges, public scrutiny, and other pressures, government can be efficient and is capable of improving service quality. The "three pillars" that distinguish effective agencies are "aim" (good sense of direction), "character" (deep sense of mission), and "execution" (implementation techniques that rely on communication, collaboration, trust, and consistency, among other attributes).

32. International Association of Chiefs of Police. *Police Leadership in the 21st Century: Achieving and Sustaining Executive Success*. Washington, DC: IACP, 1999. 39 pp. Available online at www.theiacp.org.

Resulting from recommendations made during IACP’s first leadership conference, this material reflects the thinking of nationally recognized police practitioners who were brought together “to examine the roles of the contemporary police executive, how those roles are changing, and how to successfully manage current and changing community and organizational environments.” Chapters cover creating a consensus model of leadership, dealing with forces of change, developmental requirements for leadership, and managing both the external and internal environments. Although written for law enforcement executives, much of the material is sufficiently generic to be applicable to other criminal justice professions.

33. Judy, R.W., and D’Amico, C. *Workforce 2020: Work and Workers in the 21st Century*. Indianapolis, IN: Hudson Institute, 1997. 158 pp.

A sequel to *Workforce 2000*, this report updates the trend data, forecasts, and related issues addressed in the earlier study. Although it is written for and about the private sector, many of the workforce projections, labor force trends, and corporate responses described have applicability for the public sector. Beyond projecting where labor force shortages are expected in the coming years, the authors present recommendations for rising to these new challenges through strategies such as increasing workforce participation, promoting upward mobility, and not lowering higher education standards. (Note: The *Workforce 2000* report also addressed dealing with cultural diversity, work/family conflicts, recruiting, telecommuting, the skills gap, and the aging workforce.)

34. Karp, H., Fuller, C., and Sirias, D. *Bridging the Boomer Xer Gap: Creating Authentic Teams for High Performance at Work*. Palo Alto, CA: Davies-Black Publishing, 2002. 182 pp.

Although it begins with traditional background information on stereotypical differences between Xers and Boomers, this book quickly establishes its uniqueness. It is one of the few works on this topic that is anchored more in empirical evidence than in anecdotal assumptions. In the course of conducting their research into generational conditions at the workplace of six organizations, the authors discovered one company where differences between Boomers and Xers “virtually disappeared.” What they learned from investigating that team became the basis for reconceptualizing the entire concept of “teamwork.” Thus, much of the book is devoted to describing a four-step process for creating “authentic”



teams that capitalize on the unique values of each member while at the same time effectively integrating them into a collaborative work group.

35. Kaye, B. *Up Is Not the Only Way: A Guide for Career Development Practitioners*. Englewood Cliffs, NJ: Prentice Hall, 1982. 272 pp.

The author presents a step-by-step guide to implementing career development in an organization, taking readers through a six-stage process that includes preparation (analysis and planning), profiling (identifying and reality-testing the employee's capacity), targeting (exploring and specifying career goals), strategizing (understanding the system), execution (acquiring resources and demonstrating ability), and integration (evaluation and rewards). Designed to incorporate all key players in the process, the process integrates each stage with the one before and after it in seamless progression toward an effective outcome for everyone involved.

36. Kaye, B., and Jordan-Evans, S. *Love 'Em or Lose 'Em: Getting Good People To Stay*. San Francisco: Berrett-Koehler Publishers, 1999. 234 pp.

In an "A to Z" guide to employee retention, the authors cover everything from "Ask" (What keeps you?), "Buck" (It stops here), and "Careers" (Support growth) to "Xers" (Handle with care), "Yield" (Power down), and "Zenith" (Go for it). Each chapter is brief, reader friendly, and filled with real-world examples from the authors' research. Chapters include concise "to do" checklists, "alas" stories written from the perspective of good employees who "got away," and even some self-diagnostic quizzes.

37. Kayser, T.A. *Team Power: How To Unleash the Collaborative Genius of Work Teams*. New York: Irwin/McGraw-Hill, 1994. 273 pp.

Filled with case illustrations, this book presents systematic, step-by-step approaches for engaging teams in problem-solving, decisionmaking, and conflict resolution, with emphasis on the leader's role as group facilitator.

38. Koper, C.S. *Hiring and Keeping Police Officers*. Research for Practice. Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, 2004. 8 pp.

Based on a national survey of police agencies and an analysis of employment data and related literature, this report on police workforce practices presents a brief synopsis of findings in areas such as locating qualified applicants and keeping officers on the job. The report's general implications for policy and practice would be equally applicable to other criminal justice agencies.

39. Kouzes, J.M., and Posner, B.Z. *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass, 1999, 201 pp.

Using numerous real-life examples from a variety of organizations, the authors demonstrate how leaders can enhance worker motivation—and replace compliance with commitment—by creating more opportunities to intrinsically reward and inspire their employees.

40. Lancaster, L.C., and Stillman, D. *When Generations Collide: Who They Are. Why They Clash. How To Solve the Generational Puzzle at Work*. New York: Harper Collins, 2002. 352 pp.

Concerned about both the resentment between generations and the inaccurate stereotypes that often shape our perception of them, this book makes an effort to set the record straight. It includes numerous examples of “clash points”—i.e., “trouble spots where generational conflicts are most likely to explode.” The authors maintain that the basis for such conflicts can be found in the defining view of work maintained by each of these generations. Traditionalists are classified as coming of age in a “chain of command” environment, whereas for Boomers it was “change of command,” for Xers, “self-command,” and for Millennials (Generation Y), “don’t command—collaborate!” The book explores the modern-day repercussions of these differences and offers practical advice on how to recruit, retain, motivate and manage across generational gaps.

41. Lane, J., Turner, S., and Flores, C. Researcher-practitioner collaboration in community corrections: Overcoming hurdles for successful partnerships. *Criminal Justice Review* 29(1): 97–114 (2004).

To assist researchers and practitioners working together in the evaluation of community-based programs, this article builds on the experiences and lessons of a collaborative project in California. In addition to describing the diverse perspectives of researchers and practitioners, the authors present strategies for overcoming differences and developing an effective working partnership.

42. Leibowitz, Z., Farren, C., and Kaye, B. *Designing Career Development Systems*. San Francisco: Jossey-Bass Publishers, 1986. 323 pp.

Written for organizations that are serious about enhancing the career development prospects of their employees, this comprehensive guide addresses virtually every aspect of the topic, beginning with needs assessment, visioning, and planning, continuing through the implementation, and concluding with ongoing maintenance and assessing effectiveness. The book describes several model career development systems. Although it was written with the private sector in mind, much of the content is applicable to the public sector.



43. Levering, R. Creating a great place to work: Why it is important and how it is done. *Corrections Today* 66(5): 86–88 (2004).

Building on the concept that high attrition is related to dissatisfaction with the workplace, this article explores how any agency can become an exemplary employer. The author applies information from the private sector to corrections and concludes that the main factor involved is the attitude and behavior of management. He then presents managerial techniques for creating a “great place to work,” such as sharing information, being accessible, answering hard questions, delivering on promises, showing appreciation, and demonstrating personal concern.

44. Levinson, R.B., Stinchcomb, J.B., and Greene, J.J. Corrections certification: First steps toward professionalism. *Corrections Today* 63(5): 125–138, 2001.

In any discipline, a key ingredient for achieving recognition as an established profession is a national certification process that objectively measures an applicant’s credentials and capabilities. These authors build on that theme, describing how the certification program developed by the American Correctional Association is promoting the concept of professionalism in the field of corrections.

45. Lommel, J. Turning around turnover. *Corrections Today* 66(5): 54–57 (2004).

Citing a study conducted by the American Correctional Association in conjunction with its “correctional workforce for the 21st century” initiative, this article documents turnover as a major problem “plaguing correctional agencies nationwide.” The author discusses reasons for high turnover, along with related implications and potential solutions.

46. Mai-Dalton, R.R. Managing cultural diversity on the individual, group, and organizational levels. In *Leadership Theory and Research*, edited by M.M. Chemers and R. Ayman. San Diego: Academic Press, 1993. pp. 189–213.

Focusing on the reduction of culture-related stress in the workplace, the author presents a multicultural model of pluralistic leadership that is sensitive to the needs of all workers and designed to improve organizational performance by balancing a multicultural workforce.

47. Martin, P.L. Institutionalized helplessness. *Corrections Compendium*. 1999 (April): 4–5.

Based on the results of a laboratory experiment in which chronic helplessness was developed in dogs, the author makes an interesting analogy to the workplace in terms of how correctional organizations actually discourage employee initiative. The message of this brief but insightful account is that learned helplessness

can be overcome by managers who move from requiring compliance to relying on commitment.

48. Moore, M.H. *Creating Public Value: Strategic Management in Government*. Cambridge, MA: Harvard University Press, 1995. 402 pp.

This author’s definition of management embraces everyone from elected chief executives to anyone responsible for executing laws, deploying public resources, or implementing policy—especially those with direct fiscal authority and accountability for government performance. The book explores how managers can cope with “inconsistent political mandates,” as well as maintain an innovative outlook in the face of changing environments. Based on a variety of case studies (e.g., William Ruckelshaus and the Environmental Protection Agency, Jerome Miller and the Massachusetts Department of Youth Services, Lee Brown and the Houston Police Department), the book describes managers’ experiences in the process of envisioning, strategizing, and creating “public value.”

49. Morrison, A.M. *The New Leaders: Guidelines on Leadership Diversity in America*. San Francisco: Jossey-Bass, 1992. 317 pp.

Based on “best practices” from around the country for encouraging the advancement of women and people of color, this book provides a “step-by-step action plan” to help organizations create diversity initiatives that achieve “measurable results.” Using strategies grounded in leadership principles and organizational change, it offers detailed guidelines for everything from assessing an agency’s diversity needs to designing tailored interventions, making diversity part of the organizational culture, and measuring outcomes.

50. National Institute of Corrections, Jails Division. *Proceedings of the Large Jail Network Meeting, January 11–13, 1998, Longmont, Colorado*. Washington, DC: U.S. Department of Justice, NIC. 1998.

The topic of this session of NIC’s Large Jail Network Meeting was “The Future of Our Workforce.” The opening address identifies the megatrends, social changes, and organizational challenges that set the stage as corrections embraces Generation X employees. Presentations and roundtable discussions focus on how this new breed of workers challenges leaders, what motivates them on the job, and what strategies can be implemented to address their job-related needs.



51. Pinchot, G., and Pinchot, E. *The End of Bureaucracy and the Rise of the Intelligent Organization*. San Francisco: Berrett-Kiehl Publishers, 1994. 399 pp.

Beginning with an overview of why bureaucracy once worked but no longer does (one factor is its inflexibility in the face of rapid change), the authors envision the next paradigm shift as bureaucracy is transformed into a new “intelligent organization”—one that no longer relies exclusively on intelligence at the top, but encourages and incorporates intelligent contributions from every member. The foundation of this new organization is built on rights, truth, equality, and community responsibility—the ideals on which America was founded. As Warren Bennis (writing in the foreword) notes, the leaders of such organizations “will be the antithesis of the authoritarian leaders of our bureaucratic past. Instead of ordering, they will orchestrate.”

52. Pozzi, R.A. The leadership void in community corrections. *Corrections Management Quarterly* 3(1): 56–59 (1999).

Placing responsibility for long periods of stagnation in community corrections on lack of insightful leadership, this author examines the characteristics of leaders from conceptual and practical perspectives and then offers five pragmatic principles that, while relatively generic, are applicable to leadership in community corrections.

53. Raines, C. *Beyond Generation X: A Practical Guide for Managers*. Menlo Park, CA: Crisp Learning. 120 pp.

Based on the premise that voluntary turnover is one of the most costly and significant challenges facing employers today, this book responds to the growing labor crisis with practical solutions to the common sources of job dissatisfaction among Generation X workers. The author begins with an overview of the work-related attributes of these workers and identifies labels, stereotypes, and common complaints about them. She then poses questions for “managers to ponder” about their relationships with Generation X workers. The book compares three generations (Traditionalists, Baby Boomers, and Generation Xers) in terms of outlook, work ethic, view of authority, leadership style, self-other relationships, and overall perspective. The book also offers creative, “outside-the-box” techniques for building bridges between these generations (e.g., improving morale by filling an employee’s workstation with balloons, recharging energy by asking everybody to work under their desks for an hour).

54. Raines, C., and Hunt, J. *The Xers and the Boomers: From Adversaries to Allies—A Diplomat's Guide*. Berkeley, CA: Crisp Publications, 2000. 110 pp.

This book builds on case studies collected by the authors from the world of work. It is interspersed with anecdotes, quotes about stereotypical characteristics of Generation Xers and Boomers, and historical events that shaped them. Each chapter is structured around on-the-job stories designed to create both an awareness of generation-typical behavior and a stimulus to make adaptive changes. The authors analyze the stories in terms of 12 core “delineators” that serve to juxtapose Xers and Boomers and explain each generation’s world review. Each chapter ends with practical tips for accommodating intergenerational differences when providing services, building teams, dealing with conflict, managing performance problems, and handling other work-related challenges.

55. Schein, E.H. *Organizational Culture and Leadership*, 2nd Edition. San Francisco: Jossey-Bass, 1997. 418 pp.

Although this book was written for and about the private sector, much of the material is equally relevant for public sector leaders who are attempting to deal with organizational culture. Beyond defining and describing the essential attributes of culture, the author discusses how to study, manage, and interpret culture—using two very different agency examples to illustrate points. He intricately links the role of leadership to the creation, management, and inevitable alteration of organizational culture.

56. Senge, P. *The Fifth Discipline*. New York: Doubleday, 1994 (originally published in 1990). 423 pp.

This classic book laid the groundwork for the Pinchot concept of the “intelligent organization.” The title refers to the author’s belief that innovations need to be viewed as disciplines—i.e., the knowledge, theory, and techniques that provide a “developmental path for acquiring certain skills or competencies.” The five disciplines identified as vital to creating organizations that can truly “learn” and become self-renewing are systems thinking, personal mastery, mental models, shared vision, and team learning. Seeking to overcome the “learning disabilities” that constrain many contemporary organizations, Senge explores these disciplines—with the fifth considered the cornerstone of the “learning organization.”



57. Siegel, M.E. Probation and pretrial chiefs can learn from the leadership styles of American Presidents. *Federal Probation* 69(1): 27–33 (2000).

Offering a unique perspective, this article analyzes the leadership styles of several recent U.S. Presidents in terms of their ability to strategize policy, deal with politics, structure their organization, and implement processes such as decision-making and conflict resolution. From this analysis, the author draws operational lessons and develops guidelines for correctional administrators.

58. Slate, R.N., Wells, T.L., and Johnson, W.W. Opening the manager's door: State probation officer stress and perceptions of participation in workplace decision making. *Crime and Delinquency* 49(4): 519–541 (2003).

Based on the concept that employee participation in decisionmaking helps to reduce organizational stress, this study determined that how employees perceive their participation in decisionmaking influences their job satisfaction as well as symptoms of stress. In addition to presenting their study findings, the authors provide a detailed review of the literature on probation officer stress, job satisfaction, and burnout.

59. Smith, S. Keeping score: Virginia capitalizes on staff insight and experience during budget challenges. *Corrections Today* 66(5): 58–63 (2004).

Designed to counteract the pressures of resource limitations with opportunities to foster employee development, the strategic planning process described in this article ranges from formulation to development, implementation, and evaluation. The process moves beyond a narrow fiscal focus to offer a more flexible, broad-based approach to employee rewards. It is intrinsically oriented and incorporates components such as recognition, work environment, and personal development.

60. Stickrath, T.J., and Sheppard, R.L., Jr. Wanted: The best and the brightest—Innovative approaches to selection and hiring. *Corrections Today* 66(5): 64–71 (2004).

These authors present research-based techniques for job analysis and test development/validation with regard to hiring correctional officers. Many of the approaches and concepts discussed (such as person-environment fit) are applicable to community corrections.

61. Stinchcomb, J.B. Making the grade: Professionalizing the 21st century workforce through higher education partnerships. *Corrections Today* 66(5): 90–98 (2004).

In light of escalating educational levels in the United States, this article points out that the challenge for corrections goes beyond simply advocating

increasingly higher educational credentials for employees. More complex issues are involved, related to “projecting future staffing needs, restructuring and enriching existing jobs, targeting appropriate applicants, and developing career ladders.” Because none of this can be accomplished in isolation, the author explores opportunities for corrections to develop collaborative partnerships with higher education to promote mutual objectives.

62. Stinchcomb, J.B. Searching for stress in all the wrong places: Combating chronic organizational stressors in policing. *Police Practice and Research* 5(3): 259–277 (2004).

Although this article focuses on work-related stress in police agencies, much of the content is equally applicable to corrections—particularly the role of organizational culture in promoting and reinforcing organizationally induced stress. The author deviates from traditional approaches to stress-provoking traumatic incidents, viewing both sources and solutions from different perspectives. Looking at the impact of daily, routine stressors on the long-term health and well-being of employees, the article explores the stress-reducing impact of changes in organizational features ranging from communication and decision-making to managerial practices and disciplinary actions.

63. Thornburg, L. The age wave hits: What older workers want and need. *HR Magazine* 45(2): 40–45 (1995).

Written primarily for human resources (HR) managers, this article suggests a number of nontraditional approaches to coping with the dual impact of a rapidly aging workforce and a dramatically changing workplace. Citing organizational trends such as downsizing, outsourcing, and technological restructuring, the author examines challenges for HR in linking older workers with employer needs and redesigning everything from compensation and benefit packages to work schedules and training programs. In light of older employees’ ever-increasing share of the population, the author’s advice for retaining employees’ job-related capabilities past traditional retirement age is a timely message as this talent pool becomes a critical source of productive workers.

64. Tulgan, B. *The Manager’s Pocket Guide to Generation X*. Amherst, MA: HRD Press, 1997. 102 pp. (Note: The author’s organizational affiliate, Rainmaker, Inc., produces an online newsletter, *Generation X: The Workforce of the Future*.)

For those who want a quick overview of Generation X workplace issues, this pocket-sized paperback zeros in on the essentials of everything from recruiting and orientation to training, mentoring, management, and retention. Each chapter focuses on four key elements or features of a topic. Interspersed throughout



are brainstorming exercises, self-assessment questionnaires, pitfalls, and “awareness-raising reality checks” (to test the reader’s knowledge of Generation Xers). To encourage learning from real-life successes and failures in the workplace, the book also includes 50 case studies that describe both positive and negative management scenarios.

65. Tulgan, B. *Managing Generation X: How To Bring Out the Best in Young Talent*. New York: W.W. Norton and Company, 2000. 287 pp.

Determined to debunk popular misperceptions about Generation X, the author interviewed hundreds of employees about how their employer’s management style affects their work. Four job-related needs of Generation X workers emerged: belonging to an enterprise where one can make a meaningful contribution, continually grow and learn, exercise entrepreneurial ownership, and feel secure in terms of work-related status. Because most respondents said their current jobs did not meet these needs, the author seeks to help administrators avoid “squandering one of their most valuable resources” by rising to the challenge of more effectively managing Generation X employees.

66. Tulgan, B., and Martin, C.A. *Managing Generation Y: Global Citizens Born in the Late Seventies and Early Eighties*. Amherst, MA: HRD Press, 2001. 105 pp.

This brief paperback presents an overview of the younger siblings of Generation X. It paints a positive portrait of Generation Y workers as confident, education minded, tolerant, upbeat, and even altruistic. Empowered by technology and brimming with self-esteem, Generation Y employees are driven primarily by a desire for meaningful work. They are fiercely independent, self-reliant, outside-the-box thinkers who want increasing responsibility, and exciting challenges—and they want it all *right now!* With that in mind, the book addresses how not to manage Generation Y employees. It offers tips for meeting 14 fundamental expectations of these workers—ranging from balancing tasks with freedom and flexibility to providing ongoing feedback and learning opportunities.

67. U.S. Government Accountability Office (formerly General Accounting Office). *Highlights of a GAO Forum: Workforce Challenges and Opportunities for the 21st Century—Changing Labor Force Dynamics and the Role of Government Policies*. Washington, DC: GAO, 2004. 16 pp.

This report presents a synopsis of forthcoming labor market challenges and opportunities, including changing employment dynamics, demographic trends, the role of government policies, and strategies for addressing adverse market conditions. Although it does not specifically target criminal justice, its broad overview is relevant to justice-related hiring practices.

68. Wood, R., and Payne, T. *Competency-Based Recruitment and Selection: A Practical Guide*. New York: John Wiley, 1998. 194 pages.

The underlying premise of this “how-to” guide is that professional recruitment and selection practices are most effective when they are based on specific competencies. The guide addresses everything from establishing recruitment and selection criteria to attracting, screening, and assessing candidates. Its emphasis on incorporating competency-based procedures throughout the recruitment and selection process is timely and practical for community corrections, given the current emphasis on evidence-based practices.

69. Zemke, R., Raines, C., and Filipczak, B. *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. New York: American Management Association, 2000. 280 pp.

Viewing today’s generational gap as a “four-way divide,” this book begins with descriptive profiles of the four generational groups in the workforce—Veterans, Baby Boomers, Generation Xers, and Generation Nexters. It then explores problems, pressures, and opportunities resulting from their interaction. The book provides case studies that highlight the practices of five exemplary companies as models for effectively integrating generational diversity on the job. In addition, a panel of experts offers advice to a hypothetical manager in a generationally divided department. The book concludes with answers to 21 “most frequently asked generation-based questions.” An especially valuable appendix provides an inventory for assessing the generational “friendliness” of an organization, together with a listing of Internet resources that can promote better understanding of generational differences.





About the Authors



Jeanne B. Stinchcomb, Ph.D., is a professor on the faculty of the Department of Criminology and Criminal Justice at Florida Atlantic University in Ft. Lauderdale. Her career embraces 30 years of teaching and administrative experience in settings ranging from colleges and training academies to the FBI and the Miami-Dade Department of Corrections and Rehabilitation. She has served for more than two decades as a consultant for agencies such as the National Institute of Corrections (NIC) and the American Correctional Association and has chaired the national Commission on Correctional Certification for 6 years, since its inception in 1999.

Dr. Stinchcomb's most recent book (2005) is *Corrections: Past, Present, and Future*. She was the 2002 recipient of the Peter Lejins Research Award (national recognition of research that has contributed significantly to corrections). Her work has been published in journals such as *Crime and Delinquency*, *Federal Probation*, *Criminal Justice Policy Review*, *Justice Quarterly*, *Journal of Criminal Justice Education*, *Corrections Management Quarterly*, *American Jails*, *Corrections Today*, *Corrections Compendium*, and the *Journal of Offender Rehabilitation*.

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Ms. McCampbell has written extensively in the field of staff sexual misconduct with offenders, producing both curricula and articles for professional publications. She coauthored the curriculum for the National Sheriffs' Institute, a cooperative program of NIC and the National Sheriffs' Association. She also coauthored the curriculum "Effectively Managing a Multi-Generational Workforce in Corrections" in 2004 and the *Resource Guide for Newly Appointed Wardens* in 2002, both for NIC.

Ms. McCampbell holds a B.A. in Political Science from the School of Government and Public Administration, The American University, Washington, D.C., and a Master's Degree in City and Regional Planning from the School of Architecture and Engineering, The Catholic University of America, Washington, D.C. She can be reached at cippinc@aol.com

Elizabeth Price Layman is President of Price Layman, Inc., which provides consulting services in criminal justice and public policy and in public grant writing.

Ms. Layman began her career in criminal justice in 1973 as a police officer with the Arlington County (Virginia) Police Department, where she worked for 9 years as a patrol officer, forensic agent, and major crimes investigator. In 1982, she moved to Florida, where she worked in community corrections for 16 years, first for the Department of Corrections and then for the Florida Parole Commission. While with the Florida Parole Commission, she served as an administrative hearing officer, supervisor, and regional director for the eight-county region in South Florida, retiring in 1998.

Ms. Layman has worked as a consultant with NIC for 6 years. She has collaborated on a number of publications, including magazine articles on the topic of staff sexual misconduct, and is coauthor of NIC's *Resource Guide for Newly Appointed Wardens*. Ms. Layman has also worked with NIC in providing technical assistance and training across the country under various cooperative agreements, including development of the curricula "Effectively Managing a Multi-Generational Workforce in Corrections" and "Training Curriculum for Investigating Allegations of Staff Sexual Misconduct With Inmates."

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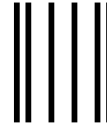
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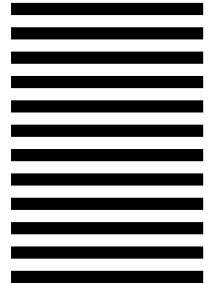
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