Facing the Challenges of the Generations at Work
Audio Teleconference/Webcast
Recorded December 6, 2005

Additional Materials

- Who's Who – the Generations
- Who's Who – the Generations Answer Key
- Excerpts from FutureForce: A Guide to Building the 21st Century Community Corrections Workplace
    - Diagnosing Agency Culture
    - Employee Engagement, Retention and Exit Interview Sample Questions
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Who's Who —
The Generations

<u>V = Veterans: Born Before 1943</u>
<u>BB = Baby Boomers: Born 1943 - 1964</u>
<u>Xer = Generation X: Born 1964 - 1980</u>
<u>M = Millennials: Born 1980 - 2000</u>

_____ 1. They have a definitive sense of right and wrong and of good and bad. Respectful of authority.

_____ 2. They believe in balance and work to live (not the other way around).

_____ 3. They question authority. Every question can have a field of correct answers.

_____ 4. The "Found Generation", they are confident and hopeful.

_____ 5. Statistically, they are less promiscuous than other generations.

_____ 6. They tend to think of themselves as "the stars of the show".

_____ 7. Self reliance is a hallmark of this generation.

_____ 8. A patriotic generation, influenced by violence.

_____ 9. They buy now and pay later.

_____ 10. Their approach to authority is casual.

_____ 11. They are conformers.

_____ 12. They value honesty and integrity.

_____ 13. Their motto regarding performance appraisals could be "_feedback whenever I want it at the push of a button._"

_____ 14. The women in this generation aren't enamored with the idea of long work hours, or less time with their family and friends.

_____ 15. They have a nontraditional relationship to time and space and value informality.

_____ 16. Known as the "invisible generation", they are dark, edgy and skeptical.

_____ 17. They live to work.

_____ 18. This generation thinks of the world of work as a "job"; not a "career:"

_____ 19. This generation demands direct involvement, wants to be treated as peers with access to information, and seeks mentors.

_____ 20. They have a strong sense of civic duty and volunteerism.

Who's Who – Answer Key
The Generations
<u>Veterans: Born Before1943</u>
<u>Baby Boomers: Born 1943 - 1964</u>
<u>Generation X: Born 1964 - 1980</u>
<u>Millennials: Born 1980 - 2000</u>

<u>Veterans</u>   1.   They have a definitive sense of right and wrong and of good and bad. Respectful of authority.

- Think American Values, civic pride, respect for authority, loyalty, apple pie.
- WWII was a time of chaos and depression - this taught Veterans the value of law and order.
- More likely to favor stricter laws and longer jail time.
- They believe there is one right answer. When they were in school, they lost points for the wrong answer; the teacher didn't care "how they solved the problem".
- Divorce is wrong.
- They believe that patience will ultimately be rewarded and are willing to wait.
- Veterans are comfortable in the bureaucracy
- Function best in structure
- Like clear lines between bosses and subordinates
- Like LAW AND ORDER

<u>Gen X'ers</u>   2.   They believe in balance and work to live (not the other way around).

- Their parents devoted themselves to work. Many were latch key kids.
- Their parents looked like workaholics to them. When friends and family came over, much of the conversation centered on their jobs.
- Since their parents live to work, they want to work to live.
- Frightened by the high price their parents paid for success; i.e., stress, health, divorce, drug and alcohol abuse.
- Committed to balance. No Super Mom or Super Dad. Want to work 9-5 and no weekends.
- Learned that you CAN'T have it all.

- They like fun and informality in the workplace.

<u>Baby Boomers</u>   3.   They question authority. Every question can have a field of correct answers.

- Part of the legacy of the sixties and Viet Nam.
- Don't trust anyone over 30.
- Bill Clinton – quintessential baby boomer – depends on what the meaning of "is" is. Think of Clinton. Caught in a lie? Shed a few tears, apologize, blame it on circumstances and move on.

<u>Millennials</u>   4.   The "Found Generation", they are confident and hopeful.

- Parents not only escorted them, they advocated for them.
- Gen X'ers, whose parents were never home, swore they would do it differently.
- Kids are the rage–Baby Gap, Pottery Barn Kids, 50 kid shows on TV and cable (instead of Mr. Rogers or Captain Kangaroo).
- Busy, busy, busy. Over-scheduled
- Children of Soccer Moms and Dads.
- Colleges are having to create posts to deal with their parents – and their involvement in all phases of their children's lives.

<u>Millennials</u>   5.   Statistically, they are less promiscuous than other generations.

- Subscribe to a stricter moral code.
- So far, a lower pregnancy rate.
- Affected by the Clinton-Lewinsky scandal more than the other three generations.
- Prefer love and respect to money.

<u>Baby Boomers</u>   6.   They tend to think of themselves as "the stars of the show".

- Many came from Ozzie and Harriet homes with a stay at home Mom and a working Dad.
- Kids were in the spotlight, representing the fruit of their victory in WWII and their hope for the future.
- With so many kids, the national infrastructure was forced to expand...more schools, more hospitals.
- Generation of soul searchers, seeking personal and instant gratification.

<u>Gen X'ers</u>   7.   Self reliance is a hallmark of this generation.

- Most deprived, neglected group of kids.
- Parents AWOL due to: (1) divorce, (2) two income families.
- Because they are used to being alone, sharper survival skills but deeper feelings of abandonment.
- Wanted more time with their family, but yearned for freedom.
- Concept of "quality time" rang hollow for them.
- They seek a sense of family at work.

<u>Millennials</u>   8.   A patriotic generation, influenced by violence.

- Era of 9/11, Columbine, Oklahoma City.
- Who volunteers for the current war?

<u>Baby Boomers</u>   9.   They buy now and pay later.

- Use plastic.
- Instant gratification.
- Part of the overall feeling of generation's optimism and promise.
- This may be why BBers are NOT retiring – highest debt of all 4 generations; paying for college for their grandchildren; needing health care insurance.

<u>Gen X'ers</u>   10.   Their approach to authority is casual.

- Traditional hierarchy is lost on this generation.
- Not against authority, just unimpressed by it.
- They are autonomous workers – like to be given a task and left alone to do it.
- Will treat the company president the same as the company receptionist.
- They value the positive social aspects of the workplace; more likely to have co-workers as friends
- Mature workers did not particularly valued social aspects of the workplace
- Implications for the workplace? Code of silence issues? (for example)
- Persons of color value a workplace that provides opportunities for advancement more than their white counterparts.

<u>Veterans</u>   11.   They are conformers.

- "Stay in line, don't rock the boat", "be a 'regular' guy".
- Married young (a full 6 years younger than today's average).
- Started families right away. (Women at age 20; men at age 23).
- 94% of women had an average of three kids.
- Gender/sex roles clearly delineated and rarely questioned (women at home, men out to work).

<u>Millennials</u>   12.   They value honesty and integrity.

- Manners were reborn with this generation.
- Filling in the role left vacant by the Veterans.
- Possess earnestness and a willingness to grapple with ethics and morality.
- Real sense of personal accountability.

<u>Millennials</u>   13.   Their motto regarding performance appraisals could be
              "*feedback whenever I want it at the push of a button.*"

- They want to know how the are doing – they want feedback.
- This is a much different approach from the other generations:
- *Traditionalists [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?"*
- Annoying to supervisors?

<u>Gen X'ers</u>   14.   The women in this generation aren't enamored with the idea of
              long work hours, or less time with their family and
friends.

- Basic conflict with their baby boomer mothers who told them they could have it all
- Don't value job status and prestige at work like their Moms
- Aren't pulled between career and family as Mom
- Needs a different workplace – one that is personally supportive and recognizes their need for balance.
- Not really unlike their male counterparts.
- Want jobs that are FUN, interesting, challenging; bosses who give feedback and have open communication; participation in the decision-

making; opportunities for learning; flexibility; positive work experiences.
- What does this mean for our workplaces???
- Many Millennials are setting their goals are parenthood, not careers (NYT)

<u>Gen X'ers</u>   15.   They have a nontraditional relationship to time and space and value informality.

- They don't think much of work hours.
- "As long as I get the work done, what does it matter where and when I get it done."
- They show up late, leave early, and appear to be slackers.
- They keep their eye on WHAT they think the ball is, i.e. getting the job done.
- They do their job at odd hours, at home and in their cars, on their cell phone.
- They have absolutely no understanding of "face time" or line of sight supervision.

<u>Gen X'ers</u>   16.   Known as the "invisible generation", they are dark, edgy and skeptical.

- The Lost Generation.
- Talents now being recognized
- A generation no one ever really noticed (until recently).
- Lived in the shadow of the Boomers.
- Have survivor mentality. Very pragmatic. "Is this going to be on the test?" (i.e. "Do I need to know this to *survive*?")

<u>Baby Boomers</u> 17.   They live to work.

- In part, to prove themselves. Veteran parents reminded them often that theirs was a great destiny, paid for by great sacrifice of the Veterans.
- Define themselves by their jobs.
- Their work ethic = their worth ethic.
- Many plan to still work past retirement (even if part time).
- Regularly punch in 50 - 60 hours a week.

<u>Gen X'ers</u>   18.   This generation thinks of the world of work as a "job"; not a "career:"

- A much different view of the work world for BBers – who see a CAREER
- Unlike their predecessors, the typical young worker today "averages nearly *nine jobs* between the ages of 18 and 32, with more than half of the job changes occurring before age 23
- Average time a police officer expects to stay on THIS job – less than five years (NIJ study).

<u>Millennials</u>   19.   This generation demands direct involvement, wants to be treated as peers with access to information, and seeks mentors.

- They have an ability to react quickly to changing work and life situations
- Want input
- Think they can be company president
- Respects competence NOT rank

<u>Millennials</u>   20.   They have a strong sense of civic duty and volunteerism.

- Grew up hearing about AIDS, global warming.
- Most tolerant generation, most exposure to diversity.
- They are environmentally conscious.
- They are multi-cultural.

These materials are excerpted from the draft of

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

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DIAGNOSING AGENCY CULTURE
Assessing Your Agency's Internal Culture

Use the scale below to rate the following statements. Base your ratings on the current reality of your organization, in YOUR opinion – 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 on this

2 = Could use some work – not quite where we should be on this

3 = Generally OK – we can live with where we are on this

4 = Definitely OK – we're right where we should be on this

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 Work Life	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 place for single parents and other employees with family responsibilities to work.	
Employees support each other in getting the agency's mission accomplished.	
Score for Work Life:	

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 aren't 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 benefit 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 all employees.	
Employees feel that their voice is heard and their feedback is valuable.	
Information flows effectively, up and down the chain or 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.	
There is little gossip and few rumors in the workplace.	
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 Work Life	=	_____
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. You should examine the lowest-scoring categories and follow-up with a more detailed, employee-involved assessment of where improvements can be made.

EMPLOYEE ENGAGEMENT, RETENTION AND EXIT INTERVIEW SAMPLE QUESTIONS

Sample employee retention questions:[i]

Questions for employees about how the agency is doing:

- Are you proud to be affiliated with this agency?
- Do you recommend to your friends (or relatives) that they work here? 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?
- 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 employee engagement questions:

- Where do you see yourself in two years, five 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 utilize 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?

- Describe how 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 change?
- 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?

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 non-probationary employees, resignations for cause or voluntary, etc). Attrition can be computed over whatever time frame is the most useful to the organization, but the rate is most often reported on an annual basis.

Career Banding or Broad Banding - A process of organizing similar work competencies into broad classes of jobs. The objective of career banding is to take narrowly drawn job descriptions and condense 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 (KSA's) 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, etc.) 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 – Initiatives, strategies, programs and interventions which 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 employees to take leave to handle family issues).

Horizontal Career Path – A career path that does not rely solely on promotion into supervisory, management, or executive positions in order 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 the 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 mission, causing operational practices to move in a separate direction from administrative intent.

Job Task Analysis - An objective process to analyze a job, or a group of jobs, in order to identify the KSA's 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 KSA's 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 at the same time achieving mutually beneficial effects for 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 insure continuity in achieving the organization's vision and mission.

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

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United States Associations of Broadcasters, 50 States - Associations of Broad-casters, State Broadcaster Associations – This is the link to state association of broadcasters, (much like their national counter-part, the National Association of Broadcasters) which conducts public service programs throughout the country, and supports a variety of community activities to inform listeners about current issues, pending legislation, etc. http://www.shgresources.com/ resources/tv/ broadcasters

U.S. Census Bureau. The Census Bureau website contains information about demographics across the country, including age, gender, educational levels, employment status, socio-economic information and other facts. The website can also be searched using zip codes and other regional data to provide a profile of a specific area. www.census.gov

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ANNOTATED BIBLIOGRAPHY
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NATIONAL INSTITUTE OF CORRECTIONS[1]

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

   Commissioned by the American Correctional Association, this is the first part of a three-phase study of the state of the correctional workforce. While 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 case workers. Based on a national survey, reasons for recruiting and turnover problems are explored, and projections are included for both the demand and supply side of the correctional labor pool. Several "promising human resources practices" are included in the final section.

2. Aguirre, Ana T. "Arguments for a Diverse Workforce," *Corrections Today* (August, 2004): 72-75.

   Arguing that the future of correctional employment, as well as that of the private sector, will be significantly affected by 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.

3. Alpert, Andrew D. "Probation Officers and Correctional Treatment Specialists," *Occupational Outlook Quarterly* (Washington, DC: U.S Bureau of Labor Statistics, current edition).

   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. While it contains no new information for those who have long been employed in community corrections, it is interesting to see how probation/parole work is presented 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 want to read this and ask themselves whether the way the job as portrayed is both realistic and desirable from the standpoint of attracting potential applicants.

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4. Anderson, Terry D. Transforming Leadership: New Skills for an Extraordinary Future (Amherst, MA: Human Resource Development Press, 1992), 299 pages.

    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, John J. "Ensuring the Best Will Join the Best," *Corrections Today*, Vol. 63, No. 6 (October, 2001): 116-117.

    Formed as part of a statewide workforce development initiative, the pre-service 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. While 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, Diane. *The Employee Recruitment and Retention Handbook* (New York: American Management Association, 2001), 402 pages.

    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 such topics 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, Frederick W. and Ball, Barbara B. *Impact Hiring: The Secrets of Hiring a Superstar* (Paramus, NJ: Prentice Hall, 2000), 312 pages.

    While this book is primarily written to help businesses compete for personnel in the corporate marketplace, it contains tactics that could be applied to 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, along with how to develop a "competitive edge," use interviews to build partnerships, negotiate "win/win" packages, and integrate hiring with performance evaluation systems.

8.   Ballock, Scott T. "A View from the Field," *Federal Probation*, Vol. 65, No. 1 (June, 2001): 43-45.

Concerned that the passion has diminished from probation work, 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." In that regard, he advocates officers becoming change agents, embracing teamwork, developing collateral networks, engaging in community partnerships, and actively promoting client change.

9.   Behn, Robert D. *Leadership Counts: Lessons for Public Managers* (Cambridge, MA: Harvard University Press, 1991), 248 pages.

Based on the success of real-life public officials, this book provides leadership lessons from the down-to-earth perspective of moving welfare recipients from dependency to self-sufficiency. Focused on examining how public-sector leaders can create high-performing programs, it 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, Warren, Spreitzer, Gretchen M., and Cummings, Thomas G., eds. *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders* (San Francisco: Jossey-Bass, 2001), 316 pages.

Featuring contributions from noted authorities, this book of readings forecasts the nature of future organizations (boundary less networks, staffed by multi-generations 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 sense-making rather than decision-making). 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, Brad, *et al.* "Implementing Evidence-based Principles in Community Corrections: Leading Organizational Change and Development," (18 pages), and "Implementing Evidence-based Principles in Community Corrections: Collaboration for Systemic Change in the Criminal Justice System," (9 pages), National Institute of Corrections reports (April, 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 appendices with application strategies, as well as bibliographies for further reading.

12. Brisco, Willie, Forh, Charlotte, Haynes, Vic, and Wheeler, Barbara. "Minority Recruitment for the 21st Century," *Corrections Today* (August, 2004): pp. 128-29.

> Based on national statistics, this article presents existing realities and projected trends for the correctional labor force. As a result, the authors recommend four "effective, low-cost" approaches to enhance correctional recruitment.

13. Burrell, William D. "Probation and Public Safety: Using Performance Measures to Demonstrate Public Value," *Corrections Management Quarterly*, Vol. 2, No. 3 (1998): 61-69.

> In order to gain greater public support, the author presents a strong case for clarifying the mission of probation and defining its public safety role. As he notes, a good mission statement serves as "an anchor in turbulent times," as well as a basis for outcome measures. Drawing on the perspective of creating value as a means of generating public support, the contribution of probation to public safety is explored, particularly in the context of developing realistic performance measures that demonstrate tangible results.

14. Burrell, William D. "Reinventing Probation: Organizational Culture and Change," *Community Corrections Report*, (May/June, 2000): 53-54, 63.

> One of the key components of making the large-scale changes required for "reinventing probation" is organizational culture. As such, 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, James B. and Moss, David A. *State Employee Worker Shortage: The Impending Crisis* (Lexington, KY: The Council of State Governments, 2002).

> Produced as a trend alert, this report is essentially a "wake-up call"--warning that state governments could lose more than 30% of their workforce in the near future, (for reasons ranging from retirement rates to budget shortfalls). Written in reader-friendly dialogue and liberally interspersed with illustrative charts and graphs, it not only documents an impending crisis, but also conducts a state-by-state review of strategies being employed to plan for labor challenges of the future, including new approaches to recruiting, the use of retirees, and the reform of classification and pay systems.

16. Chambers, Harry E. *Finding, Hiring, and Keeping Peak Performers: Every Manager's Guide* (Cambridge: Perseus Publishing, 2001), 325 pages.

> Moving beyond the temptation to hire candidates who are "just like you" or who give you a "warm fuzzy feeling," this book explores 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 peak performance. A how-to guide filled with creative ideas, this book addresses many topics that are relevant to community corrections, perhaps most especially the sections on "nontraditional recruiting pools," "hiring from a position of weakness," and "creating the culture of retention."

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

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 overall sense that "we are all in this together," and that collectively, we can achieve "our deepest desires for justice....."

18. Clarke, Harold W. and Layman, Marian. "Recruitment: Tools, Tips, and Practical Applications," *Corrections Today* (August, 2004): 80-85.

As indicated by the title, 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, Connie, Krauth, Barbara, and Wenger, Paula. *Recruitment, Hiring, and Retention: Current Practices in U.S. Jails* (Washington, DC: National Institute of Corrections, January, 2000), 25 pages, plus appendices.

While this study is obviously directed toward personnel issues faced by local jails, much of the content is equally relevant to community corrections. Based on surveys and interviews with jail administrators throughout the country, the reported findings cover topics ranging from recruitment, screening, and hiring strategies to successful tools used to retain job incumbents. In addition, appendices provide sample materials from local jails related to each of these topics.

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

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 a number of objective indicators that extend well beyond annual profit margins). But the real point is that truly great companies do not exist "merely to deliver returns to shareholders," but rather, have a higher purpose. As a result, the principles promoted herein 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 the leaders themselves. In that regard, this 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 those who maintain that vision/mission must precede hiring. Thus, a significant message of the book is to hire people who are self-motivated and then utilize management techniques that will not de-motivate them.

21.   Collins, James C. and Porras, Jerry I. *Built to Last: Successful Habits of Visionary Companies* (New York: Harper Business, 1997), 342 pages.

Exploring the delicate balance between maintaining continuity and stimulating change, the extensive research on which this book is based demonstrates that organizations which sustain their success have the ability to preserve a fundamental purpose and core values, while at the same time being able to 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, rather than simply telling what time it is 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, William. "Selecting the Best of the Bunch," (unpublished paper, available at www.pugetsoundsecurity.com or via bcottringer@pssp.net), 4 pages).

Presenting generic advice on the selection of good supervisors and managers, the author identifies three "success components:" i.e., "thinking," "determination," and "social" quotients, along with skills and abilities required for each dimension, as well as sample interview questions designed to measure each quotient.

23.   Domurand, Frank. "Who is Killing our Probation Officers: The Performance Crisis in Community Corrections," *Corrections Management Quarterly*, Vol. 4, No. 2 (2000): 41-51.

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 such potential solutions as decentralization, collaboration, and participatory management, arguing for organizational movement from a quantitative case management approach to a qualitative emphasis on outcomes.

24.   Farrow, Kathryn. "Still Committed After All These Years? Morale in the Modern-day Probation Service," *Probation Journal*, Vol. 51, No. 3 (2004): 206-20.

>   While this article discusses research conducted in the U.K., it has potential application in the U.S. 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 decision-makers.

25.   Fleisher, Mark S. "Management Assessment and Policy Dissemination in Federal Prisons," *The Prison Journal* (March, 1996): 81-91.

>   The content of this article describes a management accountability and policy dissemination system used for institutional corrections, but the concepts are, in many cases, equally adaptable to community corrections. Although the material on assessing living conditions of inmates is less applicable, the measures of quality of work life among staff have considerable potential for transference. 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 such illusive variables as offender recidivism, this system evaluates management on basis of things they can control.

26.   Goleman, Daniel. *Working with Emotional Intelligence* (New York: Bantam Books, 1998), 383 pages.

>   A spin-off from his earlier bestseller (*Emotional Intelligence*), in this follow-up, the author 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, Dee. "The Core Competency Model Project," *Corrections Today,* Vol. 63, No.. 7 (December 2001): 154.

>   The Core Competency Model Project initiated by the National Institute of Corrections is discussed, which offers a framework by which correctional leaders and trainers can determine the efficacy of existing training programs or develop new leadership and management training. The profiles presented in the project can also be used to determine if job incumbents are receiving education and training appropriate to their needs.

28. Hansen, Christopher. "The Cutting Edge: A Survey of Technological Innovation--Where Have All the Probation Officers Gone?," *Federal Probation*, Vol. 65, No. 1 (June, 2001): 51-53.

     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, Rick and Hicks, Kathy. *Boomers, Xers, and Other Strangers: Understanding the Generational Differences that Divide Us* (Wheaton, IL: Tyndale House Publishers, 1999), 370 pages.

     Based on the premise that core values shape our behavior, a significant portion of this book is devoted to tracing how values are influenced by a developmental process that occurs during our formative years. Historical events unique to each decade are described, and 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. A value assessment instrument is provided through which you can obtain greater insight into your own values, as well as compare them with the values of others. The book ends with strategies for resolving inter-generational differences, primarily through understanding and awareness.

30. *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: U.S. General Accounting Office, June, 2004), 16 pages.

     This GAO 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, the broad overview provided can be expected to have justice-related implications.

31. Holtz, Geoffrey T. *Welcome to the Jungle: The Why Behind "Generation X"* (New York: St. Martin's Press, 1995), 289 pages.

     An in-depth analysis of those born in the 1960's and 1970's from the perspective of the social environment in which they were raised, this book compares trends that have influenced Generation X with those of 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 easy-reading statistics, this book traces the factors that shaped a generation often characterized as indifferent, apathetic, cynical, and self-focused. After reading it, the reasons underlying their distinctive behavioral characteristics become much more apparent.

32. Ingstrup, Ole and Crookall, Paul. "The Three Pillars of Public Management: Application to Corrections," *Corrections Management Quarterly* (Spring, 1998): 1-9.

> Based on an international survey designed to identify what makes effective management practices in the public sector, the results indicate that despite fiscal challenges, public scrutiny, and other pressures, government can, in fact, be efficient and is capable of improving service quality. The "three pillars" that distinguish such agencies consist of "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).

33. International Association of Chiefs of Police. *Police Leadership in the 21st Century: Achieving and Sustaining Executive Success* (Washington, DC: International Association of Chiefs of Police, 1999), 39 pages. Available for downloading at http://www.theiacp.org/profassist/leadership.htm.

> 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 are included on creating a consensus model of leadership, dealing with forces of change, developmental requirements for leadership, and managing both the external and internal environments. While obviously written for law enforcement executives, much of the material is sufficiently generic to be applicable to other criminal justice professions.

34. Judy, Richard and D'Amico, Carol. *Workforce 2020: Work and Workers in the 21st Century* (Indianapolis, IN: Hudson Institute, 1997), 158 pages.

> A sequel to *Workforce 2000*, this report updates the trend data, forecasts, and related issues addressed in the earlier study. As the title indicates, it is written for and about the private sector. Nevertheless, many of the workforce projections, labor force trends, and corporate responses described in it have public sector applicability. Beyond projecting where labor force shortages are expected in the coming years, recommendations are presented for rising to these new challenges through such strategies 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).

35. Karp, Hank; Fuller, Connie, and Sirias, Danilo. *Bridging the Boomer Xer Gap: Creating Authentic Teams for High Performance at Work* (Palo Alto, CA: Davies-Black Publishing, 2002), 182 pages.

> Although it begins with traditional background information on stereotypical differences between xers and boomers, this book quickly establishes its uniqueness.

In that regard, it is one of the few works on this topic that is anchored more in empirical evidence than 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 further 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.

36. Kaye, Beverly. *Up is not the Only Way: A Guide for Career Development Practitioners* (Englewood Cliffs, NJ: Prentice Hall, 1982), 272 pages.

A step-by-step guide to implementing career development in an organization, the author takes readers through a six-stage process, including 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, each stage is integrated with the one before and after it in seamless progression toward an effective outcome for everyone involved.

37. Kaye, Beverly and Jordan-Evans, Sharon. *Love 'em or Lose 'em: Getting Good People to Stay* (San Francisco: Berrett-Koehler Publishers, 1999), 234 pages.

Literally 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 "X-ers" (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. Additionally, chapters include concise "to do" checklists, "alas" stories written from the perspective of good employees who "got away,"and even some self-diagnostic quizzes.

38. Kayser, Thomas A. *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994), 273 pages.

Filled with relevant case illustrations, this book presents systematic, step-by-step approaches for engaging teams in problem-solving, decision-making, and conflict resolution, with emphasis on the leader's role as group facilitator.

39. Koper, Christopher S. "Hiring and Keeping Police Officers," *NIJ: Research for Practice* (Washington, DC: National Institute of Justice, July, 2004), 8 pages.

Based on a national survey of police agencies, as well as analysis of employment data and related literature, this report presents a brief synopsis of findings in such areas as locating qualified applicants and keeping officers on the job. The

general implications for policy and practice that are included would be equally applicable to other criminal justice agencies.

40.   Kouzes, James M. and Posner, Barry Z. *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999), 201 pages.

Using numerous real-life examples from a wide variety of organizations, these best-selling authors demonstrate how leaders can enhance worker motivation--and replace compliance with commitment--by creating more opportunities to intrinsically reward and inspire their employees.

41.   Lancaster, Lynne C. and Stillman, David. *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work* (New York: Harper Collins, 2002), 352 pages.

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. On the job, 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!" (pp. 30-31). It is the modern-day repercussions of these differences that are explored throughout the book. Practical advice is also offered in terms of how to recruit, retain, motivate and manage across generational gaps.

42.   Lane, Jodi, Turner, Susan, and Flores, Carmen. "Researcher-Practitioner Collaboration in Community Corrections: Overcoming Hurdles for Successful Partnerships," *Criminal Justice Review*, Vol. 29, No. 1 (Spring, 2004): 97-114.

In an effort to assist researchers and practitioners working together in the evaluation of community-based programs, this article builds upon the experiences and lessons learned from 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.

43.   Levering, Robert. "Creating a Great Place to Work: Why It Is Important and How It Is Done," *Corrections Today* (August, 2004): 86-88.

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. Applying information from the private sector to corrections, the author concludes that the main factor involved is the attitude and behavior of management.

In that regard, he presents managerial techniques for creating a "great place to work," ranging from sharing information to being accessible, answering hard questions, delivering on promises, showing appreciation, and demonstrating personal concern.

44.   Levinson, Robert B., Stinchcomb, Jeanne B., and Greene, John J. "Corrections Certification: First Steps toward Professionalism," *Corrections Today* (August, 2001): 125-138.

In any discipline, one of the key ingredients 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.   Leibowitz, Zandy B., Farren, Caela, and Kaye, Beverly. *Designing Career Development Systems* (San Francisco: Joseey-Bass Publishers, 1986), 323 pages.

Written for those who 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 stage, and concluding with ongoing maintenance and assessing effectiveness. Several model career development systems are described, and although prepared with the private sector in mind, much of the content is likewise applicable to public sector work.

46.   Lommel, Jane. "Turning Around Turnover," *Corrections Today* (August, 2004): 54-57.

Based on a study conducted by the American Correctional Association in conjunction with its "correctional workforce for the 21st century" initiative, turnover is documented as a major problem "plaguing correctional agencies nationwide." In addition to low compensation, other reasons for high turnover are discussed, along with related implications and potential solutions.

47.   Mai-Dalton, Renate R. "Managing Cultural Diversity on the Individual, Group, and Organizational Levels," in Martin M. Chemers and Roya Ayman, eds., *Leadership Theory and Research* (San Diego: Academic Press, 1993), pp. 189-213.

Focusing on the reduction of culture-related stress in the workplace, a multicultural model of pluralistic leadership is presented that is sensitive to the needs of all workers and designed to improve organizational performance by balancing a multicultural workforce.

48.   Martin, Paul L. "Institutionalized Helplessness," *Corrections Compendium* (April, 1999): 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. A brief but insightful account, its message is that learned helplessness can be overcome by managers who move from requiring compliance to relying on commitment.

49.   Moore, Mark H. *Creating Public Value: Strategic Management in Government* (Cambridge, MA: Harvard University Press, 1995), 402 pages.

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. Essentially, it explores how such managers can cope with "inconsistent political mandates," as well as maintain an innovative outlook in the face of changing environments. Based on a wide variety of case studies (e.g., William Ruckelshous and the EPA, Jerome Miller and the Department of Youth Services, Lee Brown and the Houston Police Department), the book traces their experiences in the process of envisioning, strategizing, and creating "public value."

50.   Morrison, Ann M. *The New Leaders: Guidelines on Leadership Diversity in America* (San Francisco: Jossey-Bass, 1992), 317 pages.

Based on "best practices" from throughout the country that have demonstrated success in encouraging the advancement of women and people of color, this book provides a "step-by-step action plan" for creating 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 tailor-made interventions, making diversity part of the organizational culture, and measuring resulting outcomes.

51.   Pinchot, Gifford, and Pinchot, Elizabeth. *The End of Bureaucracy and the Rise of the Intelligent Organization* (San Francisco: Berrett-Kiehler Publishers, 1994), 399 pages.

Beginning with an overview of why bureaucracy once worked but no longer does (among other factors, 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 no longer relying exclusively on intelligence at the top, but encouraging and incorporating intelligent contributions from every member. One with a foundation built upon rights, truth, equality, and community responsibility–the ideals upon which America itself 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, Rocco A. "The Leadership Void in Community Corrections," *Corrections Management Quarterly*, Vol. 3, No. 1 (Winter, 1999): 56-59.

        Placing responsibility for long periods of stagnation in community corrections on lack of insightful leadership, the author examines the characteristics of leaders, from both conceptual and practical perspectives. Five pragmatic principles are offered that, while relatively generic, could be applied to leadership in community corrections.

53.   *Proceedings of the Large Jail Network Meeting* (Longmont, CO: National Institute of Corrections, January, 1998).

        The topic of this session of NIC's Large Jail Network Meeting, "The Future of Our Workforce," begins with an opening address identifying the megatrends, social changes, and organizational challenges that set the stage today as corrections embraces Generation X employees. Additional 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.

54.   Raines, Claire. *Beyond Generation X: A Practical Guide for Managers* (Menlo Park, CA: Crisp Learning), 120 pages.

        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 Xers. Beginning with an overview of their work-related attributes, the author identifies labels, stereotypes, and common complaints about Generation Xers. Then the tables are turned and questions are posed for "managers to ponder" with regard to their relationships with this new breed in the workforce. Three generations (Traditionalists, Baby Boomers, and Generation Xers) are compared in terms of their differential outlook, work ethic, view of authority, leadership style, self-other relationships, and overall perspective. The remainder of the book is largely a collection of creative, "outside-the-box" techniques for building bridges between them (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, etc.)

55.   Raines, Claire, and Hunt, Jim. *The Xers and the Boomers: From Adversaries to Allies–A Diplomat's Guide* (Berkeley, CA: Crisp Publications, 2000), 110 pages.

        This book builds on case studies collected by the authors from throughout the world of work. It is interspersed with anecdotes, quotes about stereotypical characteristics of 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 stories are analyzed on the basis of twelve core "delineators," which the authors use to juxtapose xers and boomers–ranging from their varying perspectives on work and the work ethic to how their values differ in terms of communication, authority, technology, entitlement, and approaching the future. These delineators provide the foundation for exploring the unique world view of these generations. Each chapter ends with practical tips for accommodating inter-generational differences when providing services, building teams, dealing with conflict, managing performance problems, and handling similar work-related challenges.

56.   Schein, Edgar H. *Organizational Culture and Leadership*, 2nd ed. (San Francisco: Jossey-Bass, 1997), 418 pages.

While written for and about the private sector, much of the material in this book is equally relevant to public sector leaders attempting to deal with organizational culture. Beyond defining and describing the essential attributes of culture, the author discusses how to study, manage, and interpret it, using two widely-differing agency examples to illustrate points throughout the narrative, and intricately linking the role of leadership to the initial creation, on-going management, and inevitable alteration of organizational culture.

57.   Senge, Peter. *The Fifth Discipline* (New York: Doubleday, 1994; originally published, 1990), 423 pages.

A classic work that laid the groundwork for Pinchots' concept of the "intelligent organization," this book's 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 identified as vital to the creation of 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 the competence of many contemporary organizations, Senge explores these disciplines, with the fifth considered the cornerstone of the "learning organization."

58.   Siegel, Michael Eric. "Probation and Pretrial Chiefs Can Learn from the Leadership Styles of American Presidents," *Federal Probation* (June, 2000): 27-33.

A rather 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 such processes as decision-making and conflict resolution. From this analysis, the author draws operational lessons and develops guidelines for correctional administrators.

59.	Slate, Risdon, Wells, Terry L., and Johnson, W. Wesley. "Opening the Manager's Door: State Probation Officer Stress and Perceptions of Participation in Workplace Decision-making," *Crime and Delinquency*, Vol. 49, No. 4 (October, 2003): 519-41.

	Based on the concept that the participatory involvement of employees in decision-making at work helps to reduce organizational stress, this study determined that employee perceptions of their participation in decision-making influences their job satisfaction as well as symptoms of stress. In addition to presenting the findings of their study, the authors provide a detailed review of the literature on probation officer stress, job satisfaction, and burnout.

60.	Smith, Stephen. "Keeping Score: Virginia Capitalizes on Staff Insight and Experience during Budget Challenges," *Corrections Today* (August, 2004): pp. 58-63.

	Designed to counteract the pressures of resource limitations with opportunities to foster employee development, this article describes a strategic planning process ranging from formulation to development, implementation, and evaluation. Moving beyond a narrow fiscal focus, it takes a more flexible, broad-based approach to employee rewards that is more intrinsically-oriented, and incorporates such components as recognition, work environment, and personal development.

61.	Stickrath, Thomas J. and Sheppard, Richard L., Jr. "Wanted: The Best and the Brightest—Innovative Approaches to Selection and Hiring," *Corrections Today* (August, 2004): 64-71.

	As the title implies, these authors present research-based techniques for job analysis, as well as test development and validation for employing correctional officers. Nevertheless, many of the approaches and concepts that they discuss, (such as person-environment fit), have generic application to community corrections.

62.	Stinchcomb, Jeanne B. "Searching for Stress in All the Wrong Places: Combating Chronic Organizational Stressors in Policing," *Police Practice and Research*, Vol. 5, No. 3 (July, 2004): 259-277.

	While obviously addressing stress in police agencies, much of the content of this article is just as applicable to corrections, particularly in terms of the role of organizational culture in promoting and reinforcing organizationally-induced stress. As such, it deviates from traditional approaches to stress-provoking traumatic incidents by 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.   Stinchcomb, Jeanne B. "Making the Grade: Professionalizing the 21st Century Workforce through Higher Education Partnerships," *Corrections Today* (August, 2004): 90-98.

Recognizing that how much educational levels have escalated in the U.S., this article points out that the challenge for corrections is not as simple as advocating increasingly higher educational credentials. Rather, the author maintains that there are much more complex issues involved, related to "projecting future staffing needs, restructuring and enriching existing jobs, targeting appropriate applicants, and developing career ladders." But the overall message is that none of this can be accomplished in isolation–and in that regard, opportunities are explored for corrections to develop collaborative partnerships with higher education to promote their mutual objectives.

64.   Thornburg, Linda. "The Age Wave Hits: What Older Workers Want and Need," *HRM Magazine* (February, 1995):. 40-45.

Written primarily for Human Resources (HR) managers, this article suggests a number of non-traditional approaches to coping with the dual impact of a rapidly aging workforce and a dramatically changing workplace. Citing such organizational trends as downsizing, outsourcing, and technological restructuring, the author examines accompanying challenges for HR in terms of linking older workers with employer needs and redesigning everything from compensation and benefit packages to work schedules and training programs. With older employees now becoming an ever-accelerating proportion of the U.S. population, the author's advice for retaining their job-related capabilities past traditional retirement age provides a timely message as this talent pool becomes a critical source of productive workers.

65.   Tulgan, Bruce. *The Manager's Pocket Guide to Generation X* (Amherst, MA: HRD Press, 1997), 102 pages. (Note: Bruce Tulgan's organizational affiliate, Rainmaker, Inc. also produces an on-line newsletter, *Generation X: The Workforce of the Future*).

For those who want a quick overview of everything from recruiting and orienting Generation Xers to training, mentoring, managing, and retaining them, this pocket-sized paperback quickly zeros-in on the essentials. Each brief section focuses on four key elements or features of the chapter's topic, although accompanying narrative is sparse, with each one described in a sentence or two. Interspersed throughout are brainstorming exercises, self-assessment questionnaires, pitfalls to avoid, and even "awareness-raising reality checks"--short self-tests designed to determine the reader's knowledge of Generation Xers. In an effort to encourage learning from real-life successes and failures at the workplace, the book ends with 50 case studies describing both positive and negative management scenarios.

66.   Tulgan, Bruce. *Managing Generation X: How to Bring Out the Best in Young Talent* (New York: W.W. Norton and Company, 2000), 287 pages.

Determined to debunk popular misperceptions about xers being slackers with short attention spans who seek instant gratification, the author's observations are based on interviews with hundreds of employees who were asked about how their employer's management style affects their work. Thus, the books' foundation rests on stories told by xers themselves–from which four job-related needs emerged: i.e., to belong 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. But because most respondents did not believe that they enjoyed these attributes in their current jobs, the book is primarily designed to help organizational administrators avoid "squandering one of their most valuable resources" by rising to the challenge of more effectively managing this new generation of workers.

67.   Tulgan, Bruce, and Martin, Carolyn A. *Managing Generation Y: Global Citizens Born in the Late Seventies and Early Eighties* (Amherst, Massachusetts: HRD Press, 2001), 105 pages.

An overview of the younger siblings of Generation X, this book is designed to bring out the best of these employees in the workplace. A small, short, and engaging paperback, it paints a positive portrait of Generation Y as confident, education-minded, tolerant, upbeat, and even altruistic. Empowered by technology and brimming with self-esteem, they are portrayed as being primarily driven by a desire for meaningful work. Fiercely independent, they are described as self-reliant, outside-the-box thinkers who want increasing responsibility, exciting challenges, and want it all *right now*! With that in mind, the book addresses how *not* to manage Generation Y employees, concluding with tips for meeting fourteen fundamental expectations of these workers–ranging from balancing tasks with freedom and flexibility to providing on-going feedback and learning opportunities.

68.   Wood, Robert, and Payne, Tim. *Competency-based Recruitment and Selection: A Practical Guide* (New York: John Wiley, 1998), 194 pages.

Written on the premise that professional recruitment and selection practices are most effective when based on specifically-identified competencies, this is a "how-to" guide for everything from establishing recruitment and selection criteria to attracting, screening, and assessing candidates. Given the current emphasis on evidence-based practices, incorporating competency-based procedures throughout the recruitment and selection process would appear to be both timely and practical, as well as in keeping with the contemporary paradigm in community corrections.

69.   Zemke, Ron, Raines, Claire, and Filipczak, Bob. *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace* (New York: American Management Association, 2000), 280 pages.

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. Case studies are provided in which the practices of five exemplary companies are highlighted as models for their ability to effectively integrate generational diversity on the job. Additionally, a panel of experts provides advice to a hypothetical manager in a generationally-divided department. The book concludes with a question-and-answer section in which the authors respond to 21 "most frequently-asked generation-based questions." Perhaps one of the most valuable resources is the appendix, which provides an inventory that can be used to assess the generational "friendliness" of an organization, along with a listing of internet resources that can promote better understanding of generational differences.

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[i] Some questions have been used by community corrections professionals in the field (Elizabeth Layman, Florida Parole Commission, for example). See also Frederick Reichfield, "The Employee Loyalty Acid Test", (Boston, Ma: Harvard Business School Publishing, 2001, Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York: Simon and Schuster, 1999): and Beverly Kaye and Sharon Jordan-Evans, Love 'Em or Lose 'Em. *: Getting Good People to Stay* (San Francisco: Berrett-Koehler Publishers, 1999), 234 pages.