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PERSPECTIVES

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HUMAN RESOURCE ISSUES IN AN EVIDENCE-BASED PRACTICE (EBP) AGENCY

CEO's message

VERONICA CUNNINGHAM, M.S.
EXECUTIVE DIRECTOR/CEO

The theme of this *Perspectives*—human resources issues in an EBP agency—makes me think about the shift in attitude that came along when "personnel departments" began to become "human resources departments." That terminology change, which began to really take hold by the 1980s and 1990s, is interesting to ponder. It reflects an increased focus on the humanity of the individuals who were being hired and who spent years applying their talents and skills on behalf of their employers. Employers increasingly were thinking of people as a "resource" of crucial importance. They were recognizing more than ever before that success only comes through people.

Ensuring a mutually beneficial relationship between the employer and the employee ensures that talent and knowledge are not wasted. We all know that dedicated, educated, and competent personnel are crucial to the success of any endeavor—and that is certainly clear throughout the criminal justice field. We rely on each other and are a team. Most of us also know, unfortunately, the negative impact on the working environment when there is a coworker, subordinate, or supervisor who is neglectful, unethical, controlling, or demeaning.

Community corrections agencies must do their best to ensure employee satisfaction, both for their own benefit, in terms of retaining staff talent and kn`owledge, and for the intrinsic value of promoting the health and well-being of those on staff. Turnover is costly and losing highly trained and talented people is a blow to any agency.

We must foster healthy relationships between coworkers—and, importantly, with managers. We must ensure each department becomes a respectable place to work and will accordingly attract the best people. In part that means helping staff develop a work-life balance that allows them to be happier both at work and at home. Meeting these goals must be intentional – it takes planning and effort – it is not just a matter of putting up a few inspirational posters. I trust that the articles in this issue will both increase awareness and give suggestions and tools for furthering these goals.

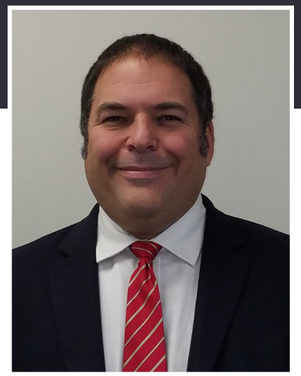
Staff truly are our greatest asset – they are our heroes and should be treated as such. Treating individuals well and making them feel valued and respected equates to a higher level of productivity; and that in turns equals better outcomes and chances of success for individuals under community supervision.

It is fitting that the moving tributes made by Jason Stauffer to Dr. David Simourd and by Dr. Brian Lovins to Dr. Edward Latessa are in this issue, as the lives of the two men are actually a case in point. They exemplified how the talent, character, and dedication of a single individual can cause a huge impact. We cannot all be like these wonderful men, but we can be inspired to try.

As always, I want to thank the authors, editors, and staff who have done the hard work of putting this important issue together.

Veronica Cunningham

board president's message



BRIAN LOVINS, Ph.D
BOARD PRESIDENT

The passing of two giants in the field of corrections, **Dr. Ed Latessa and Dr. David Simourd,** over the past 3 months reminds us that life is short and even the greats are not immortal. Both of them, in their unique styles, helped move corrections from the trail 'em, nail 'em, and jail 'em models to one that is oriented around the risk, need, and responsivity model and behavioral change. Their passing reminds us of just how important the people who do this work are to the effectiveness of community corrections.

While many of our agencies have adopted a structured assessment process, built case plans, and introduced core correctional practices to our work, we have been remiss in remembering it is people that deliver the work, that the work does not deliver itself. We have been so worried about fidelity, consistency, and core correctional practices that we forgot that for any intervention to work, we must have healthy staff, building good relationships with the people on supervision. And to have that, we must take care of the people who take care of the people**.** Let me state that again –

We must take care of the people who take care of the people.

We cannot do great work, if we are not in good places ourselves. We can't help people change their lives, if where we work is not a healthy environment. I am afraid that in the name of fidelity, we have actually created a robot-like mentality that strips staff's skills and personality out of their work and replaced it with scripts and buzz words. As a field, we must reembrace that the people on supervision do not change without staff. Staff are the delivery mechanism of departments to deliver hope and success. As Bryan Stevenson, Founder and Executive Director of the Equal Justice Initiative, discussed a couple months ago, the only way to help people forward is proximity and hope. I would add that those closest to the persons on supervision must be healthy to deliver hope.

This edition of *Perspectives* discusses how we can take care of the people who take care of the people. Dr. Jennings shares with us a process that organizations can take on that will help assess and develop a comprehensive plan on how to address staff shortages and retain staff successfully. In the face of COVID and the murder of George Floyd, probation and parole departments have seen a decrease in applicants and have had a hard time retaining others. Dr. Jennings provides practical approaches agencies can take to address these two key areas.

Next, Dr. Eggers discusses the role of good leadership: to create a working environment and culture that supports retaining staff. He acknowledges in his article the secondary trauma staff face while working in community corrections. He references employee burnout, toxic and abusive leaders, and the job demands/resource theory as he provides a path forward for agencies. Finally, Dr. Eggers discusses the role of the leader and the importance of taking care of the people who take care of the people.

And finally, Dr. Winogron and Mr. Gough suggest that changing culture and environment is often difficult and an arduous process and that in the interim we must invest in developing effective coping strategies for staff. Dr. Winogrin's work has led him to develop The Staff ize that healthy staff are important to the work we do.

We must take care of the people who take care of the people. Ten years ago, there were very few people talking about the people who deliver the interventions to individuals on supervision, just the "what they do." Evidence-based interventions do not deliver themselves. Staff are not robots, reading from scripts, and delivering preset responses. They are human beings who if provided opportunities to grow, develop, and be curious about their work, we are going to have to begin thinking of how we can create spaces in which they do great work.

editor's notes

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Responsive community corrections officials know that they should focus on ensuring that their agency is incorporating evidence-based practices (EBP). Anyone who is tasked with this work knows that doing so is rigorous, time-consuming, and exhausting. One must carefully introduce the concepts to staff and implement them with fidelity while paying attention to the science that guides successful innovations. It requires an active, engaging leadership style. After all, the practices are often new and may go against the cultural grain. Change does not come automatically, and it most often does not come easily.

Whether inside or outside corrections, successful agencies put substantial investment in their most valuable resource: the staff. Becoming an EBP agency and maintaining that status increases the size and significance of the investment; therefore, staff retention efforts become even more integral to an EBP agency's mission. This issue of *Perspectives* is dedicated to this topic.

Dr. Wesley Jennings, of the University of Mississippi, shares "An Evidence-Based and Enhanced Staffing Analysis Approach for Probation and Parole: Implications for Recruitment and Retention" with the Perspectives audience. In it, he proposes that considering several work dimensions can assist agencies in their mission to recruit and retain staff. We think the that our audience will be intrigued at his look beyond mere caseload/workload considerations as a means to reduce burnout and increase retention.

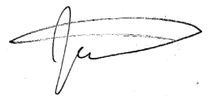
Similarly, Dr. William Winogron and Curtis Gough provide our readers with a promising option to reduce staff burnout through preventative training in an article titled "Surviving Correctional Work: The Role of Preventative Training." This innovative approach draws from psychological research on resilience and translates it into a training program designed to assist correctional staff with developing this attribute in the context of their demanding jobs.

The role of effective leadership is critical when it comes to staff retention—particularly when leadership is setting the course for the agency's EBP destination. Dr. Jon Eggers shares his extensive expertise on correctional leadership and its role in staff retention in a piece called "Leading and Retaining Staff in Dangerous Contexts.

In this issue, we have also taken a moment to honor two individuals who had tremendous impacts on our field. In January, we lost Drs. Edward Latessa and David Simourd. Dr. Brian Lovins, Ph.D, APPA Board President, shares his memories of Dr. Latessa, and Perspectives co-editor, Jason Stauffer, remembers Dr. Simourd. It is almost certain that our readers have been influenced by their contributions to the corrections field in at least an indirect way. Many will miss them both personally and professionally. Their legacies are strong, and their influence will undoubtedly continue in future generations of corrections practitioners.

Finally, we acknowledge two members of our editorial board who contributed significantly to the assembly of this issue: Dr. Shelley Johnson and Kimberly Waldock. Last year, we redesigned our editorial board and processes. Our board members now take a more active role in the process, and this issue marks the first such effort. Thank you, Shelley, and Kim!

Stay resilient and stay safe. May your own personal commitment to our important mission help you navigate the difficult times, and may we all receive the type of leadership support that can help us when our own personal commitments may not be enough.



instructions to authors

Perspectives disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole, and community corrections agencies throughout the United States and abroad. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation, or research methodology. *Perspectives* does not reflect unsupported personal opinions.

Articles must be emailed to perspectives@csg.org in accordance with the following deadlines:

- Unless previously discussed with the editors, submissions should not exceed 12 typed pages, numbered consecutively, and double-spaced. All charts, graphs, tables, and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.
- All submissions must be in English and in American Psychological Association (APA) Style.
- Authors should provide a one-paragraph biography, along with contact information.
- Notes should be used only for clarification or substantive comments, and should appear at the end of the text.
- References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., to (Mattson, 2015, p. 73).
- Alphabetize each reference at the end of the text using the following format:
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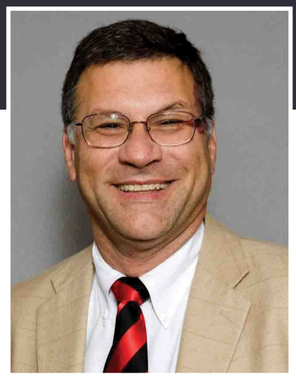
In Memoriam: **Dr. Edward J. Latessa**

BY BRIAN LOVINS, PHD – BOARD PRESIDENT, APPA



Dr. Edward J. Latessa passed away from a long battle with pancreatic cancer—actually his second diagnosis of pancreatic cancer. In fact, Dr. Latessa was initially diagnosed with pancreatic cancer in 2008. He fought hard and won that round, but unfortunately the battle was not over. Living cancer free for 14 years, Ed was diagnosed again with pancreatic cancer in the summer of 2020. Known as a fighter, everyone believed he would battle through this round as well. Too strong to succumb to such a horrible disease, but in the end, cancer once again wins.

But Dr. Latessa's legacy isn't that he is one a few million who not only survived pancreatic cancer but went on to be diagnosed again with it. No, Dr. Latessa's legacy is the work he has done over the past 40 years to change the face of community corrections. As a young scholar, leaving Alabama for the University of Cincinnati, Ed, along with several of his colleagues began to carve out a formidable criminal justice department at UC. Over the years, the department grew and eventually evolved into a school. Ed's first legacy was his students. Leaving in his wake thousands if not tens of thousands of students from undergrad to masters, and doctoral students who were shaped by Ed's work.

While Ed was a professor and the head of UC's School of Criminal Justice, no one would confuse him for an armchair academician. Early in his career, he was always on the road, working in sites, conducting research, delivering training, and providing technical assistance to agencies in a way that most academics would not consider. Ed's second legacy is the programs and the practitioners that saved community corrections. While others were discussing super predators and psychopaths, strategies to increase surveillance and catch people failing, Ed was the champion for his famous "What Works" presentation. He had given that talk 1000's of times over his career. He spoke to legislators, providers, corrections staff, and law enforcement officers. He used the same practical, down-to-earth approach whether he was talking to a governor or a corrections worker on the line. He had an amazing way of translating academese to practical, on-the-ground concepts. His wit and storytelling were effective in disarming the staunchest of trail 'em, nail 'em, and jail 'em types, opening them up to considering change-oriented approaches to people involved in the criminal justice system.

He once told me that he wasn't invested in any one specific idea, instead he was invested in the science of what works to change behavior. In fact, he often quipped if standing on your head in a corner showed to be effective in reducing reoffending, I would be up here preaching that we need to set up our programs to do effective head stands. He was passionate about his work. Always seeing the light at the end of the tunnel—we are changing corrections one program at a time.

In fact, he has done more than that. He has impacted the delivery of core correctional practices and the integration of risk, need, and responsivity (RNR) across this country and the world. But ultimately, Dr. Latessa's legacy is his family. He was married to Sally Latessa, and they had four children, three daughters—Amy, Jennifer, and Allie and one son, Michael. Even with traveling and saving rehabilitation from the brinks of the get tough on crime era, Ed was always there for his family. Making pancakes on Sunday morning, coaching a little league team, or just being there to help support their maturation, Ed was a family man. And that is how he treated all of us, as part of his family. He took us in and provided guidance, wisdom, and support. He was tough when he needed to be and soft at others. In fact, his good friend Larry Johnson, Dean of the CECH referred to him as a hard candy with a soft middle.

In the end, Dr. Edward J. Latessa had a profound impact on the field of corrections. From assessment to interventions, from validation of risk assessments to studying the effectiveness of interventions, Ed was instrumental in bringing change-oriented work back to community corrections. His legacy is enormous. He has shaped many of us and much of our work. He was a giant among giants. Dr. Edward J. Latessa—you will be missed but not forgotten. Your legacy runs through all of us. And if there was ever one piece of advice that Ed provided to us that stuck over the years, it was "Don't 'f' this up". He is right. Our work is too important to mess it up. We are great people, and we need to do great things. Our communities are counting on us to help people find paths forward.

In Memoriam: **Dr. David J. Simourd**

BY JASON STAUFFER – PERSPECTIVES CO-EDITOR

Dr. David J. Simourd passed away on January 1, 2022, at the age of 62. Not only was he a clinical psychologist who worked with underserved populations, but he also was a strong believer in using science to guide clinical practice, and he contributed to the field by conducting and publishing substantial amounts of research. His contributions were so respected that he was elected as a Fellow of the Canadian Psychological Association, an honor quite uncommon for a clinician. He was undoubtedly most known to the *Perspectives* audience as a corrections consultant to agencies intent on implementing evidence-based practices, effectively helping them work through their struggles in establishing such practices. In fact, Dave was instrumental to many agencies beginning in the earliest years that our industry began paying attention to correctional science. In his consultation work, he was most known for his expertise on of risk/need assessments (particularly the Level of Service instruments) and identifying and dealing with criminal attitudes through cognitive-behavioral programming (he developed a number of nuanced criminal attitudes assessments/scales as well as a cognitive-behavioral curriculum—the Criminal Attitudes Program).

I am greatly honored to share my remembrances of Dave, my mentor and personal friend. Moreover, I am certain that my experiences are not unique, as Dave undoubtedly touched and influenced many others throughout his prolific consulting career.

I first met Dave in the mid-2000s when I was a rookie program director in a county probation office. I saw him at a conference presenting work he was doing with the Pennsylvania Department of Corrections regarding the LSI-R, and I was looking for an LSI-R trainer for my agency. To shorten the story, he agreed to train my staff. Never did I imagine that procuring a one-time contract with Dave would result in the professional mentorship and friendship that quickly developed.

The most lasting lesson that I learned from Dave was the importance of adhering to science in all that we do.

He was stubbornly adamant about having research support, and he was equally stubborn when it came to the quality of research used to support initiatives. Indeed, whenever I find myself insisting on examining data that has been provided with a skeptical eye, I am reminded of his lessons.

Dave had an unrivaled, genuine excitement for producing quality research. He often shared with me drafts of research for which he planned to seek publication, because he knew that I was also a research junkie. When he e-mailed me a draft paper with his most recent findings on whatever topic he was researching, his tone was reminiscent of an eager childhood neighbor who was hankering to show off a new Christmas or birthday gift to each and every friend.

Dave seemed to view teaching others about the importance of adhering to science in correctional practices as an important mission. I am confident that this is why he enjoyed consulting. Anyone who had the pleasure of participating in Dave's training would observe his passion and knowledge. These attributes made him effective. However, it was his ability to engage and his friendly demeanor that made him one of the best in the business. His personality was infectious in that way.

Although I had several opportunities throughout the years to work with Dave professionally, it was always a nice surprise to get the call or e-mail saying that he would be passing through Pennsylvania and was hoping to get together. If the weather cooperated, it would be on the golf course. My friend and colleague at the PA Department of Corrections, Rich Podguski—who shared a similar relationship with Dave—would often spearhead these meetings. When I informed Rich that *Perspectives* was honoring Dave with this article, he reminded me of the important life lessons we learned from Dave beyond our professional relationships. Those who knew him were acutely aware of his upbeat and positive nature. He was the kind of person that others wanted to be around. That mattered to Dave, because people mattered to him. He focused on the positive and encouraged others to do the same. It did not matter if you played golf poorly ("poorly" applying to Rich or me, as Dave routinely shot in the 70s), his focus in the pub after the round was on that great drive, approach, or putt that you made. That said, Rich was always left wondering how Dave's 12-foot putt turned into a 24-foot putt by the end of the night!

When I think about Dave's influence on my own life, I think about how it all started. I wonder how many others he influenced similarly. Given his extensive consulting work around the world, I imagine it could be hundreds. I think about how many science-adherent agencies with leaders touched by his influence there are—and how much better off they are because of him. He was just one person, but he was a person who made a difference. His work also impacted the lives of so many who were under the charge of correctional agencies and, in turn, certainly had a positive effect on public safety in numerous jurisdictions.

Although this was not an original cliché, I often referred to EBP implementation as "fighting the good fight" during my conversations with Dave. He was a monumental figure in the good fight, and he was a stellar example of how to fight. I hope that I can honor his memory by following his example as I carry on in his notable absence, and I hope that the many others similarly influenced aspire to do the same.

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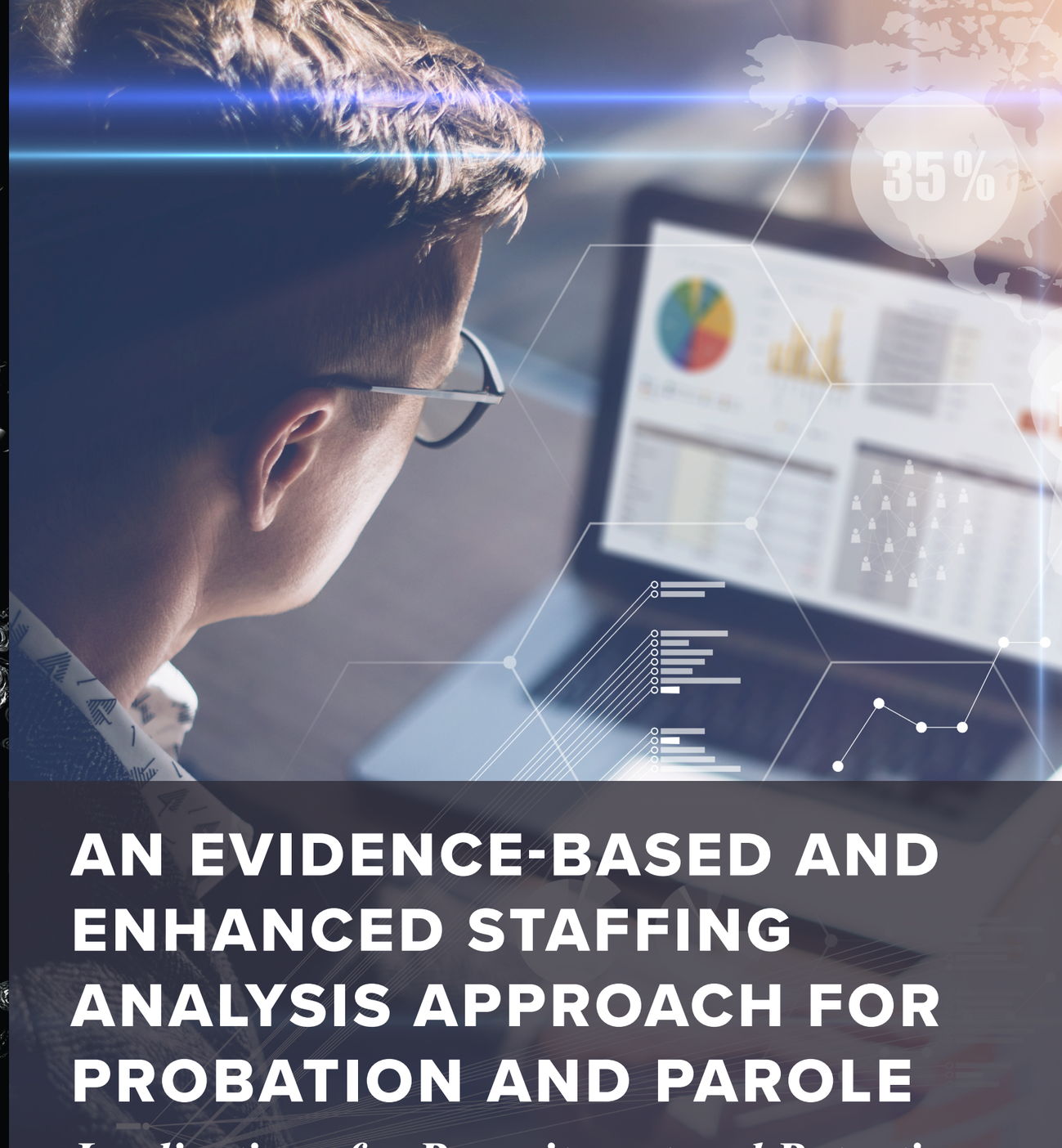

AN EVIDENCE-BASED AND ENHANCED STAFFING ANALYSIS APPROACH FOR PROBATION AND PAROLE

Implications for Recruitment and Retention

BY WESLEY G. JENNINGS, PH.D.

AN EVIDENCE-BASED AND ENHANCED STAFFING ANALYSIS APPROACH FOR PROBATION AND PAROLE: IMPLICATIONS FOR RECRUITMENT AND RETENTION

Introduction

The primary role of probation and parole officers (PPOs) is to supervise offenders in the community. Having said this, their job duties and responsibilities usually fall into three broad categories: (a) probationer/parolee supervision and punishment, (b) probationer/parolee rehabilitation and reintegration, and (c) administrative/paperwork/training (DeMichele, 2007). In addition, a critical component of the job is the expectation for the PPOs to build and foster a therapeutic relationship and support system with the offenders (Miller, 2015; Ohlin, et al., 1956; Raynor & Vanstone, 2016; Spiess & Johnson, 1980) while still promoting offender accountability and the threat of sanctions in the event of offender noncompliance with either the conditions of probation or parole or for the commission of a new criminal offense.

Given the nature of the relationship between PPOs and the offenders on their caseload and the need to fulfill the above expectations, PPOs are vulnerable to work-related stress stemming from a long list of factors that affect retention and even recruitment. These factors include exposure to an offender's criminal history (i.e., police reports, victim impact statements), exposure to an offender's own traumatic life experiences, exposure to an offender's family members' difficulties stemming from the offender's criminal history/involvement and related outcomes, etc. (Kirk & Hardy, 2014; Lewis, et al., 2013; Wilson et al., 2013). Other factors that have been documented among corrections staff that negatively influence recruitment and retention include burnout, role ambiguity, lack of role autonomy, high workload/caseload, limited administrative and organizational support, financial concerns, and unnecessary paperwork (Finney et al., 2013; Schaufeli & Peeters, 2000; Slate et al., 2003). In the most comprehensive synthesis of the extant literature to date, Page and Robertson (2021) performed a systematic review of 19 studies that examined work-related distress among PPOs. Broadly speaking, the results illustrated high levels of burnout, emotional exhaustion, depression, secondary trauma, and low levels of a sense of personal accomplishment and job satisfaction among community corrections personnel.

Historical Staffing Analysis Approaches for Probation & Parole

Similar to many occupations and jobs that include caseloads, discussion regarding appropriate caseload size has been a frequent topic for probation and parole agencies. Early on, the "magic number" was 50 probationers/parolees per probation/parole officer. Following the 1967 report of the President's Commission on Law Enforcement and the Administration of Justice, the prescribed optimal caseload size was reduced to 35 probationers/parolees per probation/parole officer.

Soon thereafter, following a series of mixed research findings assessing the effectiveness of various caseload sizes (see Petersilia & Turner, 1993), the American Probation and Parole Association (APPA) Issues Committee released a report in 1991 in an effort to promote a caseload standard that accounted for varying workloads (APPA, 1991). Specifically, the Committee argued that not all caseloads are created equal and that an example of a hypothetical caseload that accounts for workload would be: (a) 20 cases per probation/parole officer for high-priority cases, (b) 60 cases per probation/parole officer for medium-priority cases, and (c) 120 cases per probation/parole officer for low-priority cases. In this scenario, if an officer were assigned a high priority caseload of 20 cases, they would have the same workload of an officer overseeing a low-priority caseload of 120 cases even though their caseloads would not be equivalent. This is because high risk/high priority cases take more time than medium risk/medium priority and low risk/low priority cases and medium risk/medium priority cases take more time that low risk/low priority cases. Ultimately, the APPA did not advocate adoption of a specific caseload standard. It instead offered guidance for agencies and recommended that agencies consider implementing a workload strategy to inform staffing needs and caseload size that takes into account agency needs, agency priorities, etc.

Burrell (2006) examined and commented on the issue, and he did suggest caseload standards for probation and parole, with a differentiation of caseloads into the various workload types of intensive, moderate to high risk, and low risk. He argued that this categorization and classification should be based on key criteria including

Table 1. Hypothetical Evidence-Based and Enhanced Staffing Analysis Approach for Probation and Parole.

Positions	Shift Length	# Hours on Days	# Hours on Nights	# Hours on Graves	#Hours Worked per Week	# of Days Worked per Week	# of Hours of Coverage Per Year (*52.14 hours)	# Hours Taken Off per Year	Net Annual Work Hours
Supervisor-Managers (2)	8	8	0	0	40	5	4,172[a]	350[b]	3,822[c]
Probation/ Parole Officer-Officer (10)	8	8	0	0	40	5	20,860	1,500	19,360
Civilian-Secretary (2)	8	8	0	0	40	5	4,172	300	3,872

[a] 40 hours per week * 52.14 weeks * 2 managers= 4,172 hours
[b] 175 average hours taken off annually * 2 managers= 350 hours
[c] 4,172 hours (number of hours of coverage per year * 2 managers)– 350 hours (average hours taken off annually * 2 managers)= 3,822 net annual work hours

risk of re-offending, offense type, and criminogenic needs. Emphasizing the importance of framing caseload standards as numbers not to be exceeded, he made recommendations for adult caseloads of 20:1 for intensive, 50:1 for moderate to high risk, and 200:1 for low risk.

In a more comprehensive study, DeMichele (2007; see also DeMichele & Payne, 2007) sent out a request for information to those on the APPA mailing list, asking that they complete a questionnaire regarding a number of issues relevant for probation and parole caseloads, workload allocation, and strategies for managerial decision-making. A total of 228 respondents returned a usable questionnaire, and the majority of the respondents indicated that their caseload and/or workload were either "slightly too large" or "much too large." On average, the respondents self-reported their caseloads as 106:1. In contrast, the respondents self-reported a caseload of 77:1, on average, as being the appropriate caseload to ensure adequate supervision.

The Current Study

In recognition of the myriad of work-related stressors that affect the recruitment and retention of PPOs, the existing guidance and standards on PPO caseloads, and the current climate surrounding staffing shortages in the field of criminal justice in general and in community corrections in particular (Viglione et al., 2020), the current study presents an evidence-based and enhanced staffing analysis approach for probation and parole using mixed methods as a guide for recruitment and retention and as a framework for making evidence-based requests for additional staffing resources for probation and parole agencies.

An Evidence-Based and Enhanced Staffing Analysis Approach for Probation and Parole

Table 1 presents Steps 1-4 of the 10-step, evidence-based and enhanced staffing analysis approach for probation and parole with hypothetical data for illustrative purposes. Step 1 is to identify the existing staff positions in the probation/parole department. For example, the hypothetical agency has 14 total staff; specifically, two sworn supervisors (managers), 10 sworn probation/parole officers, and two non-sworn, civilian (secretary) positions. Step 2 involves collecting and documenting the work schedules and shifts for the staff positions. In this example, all agency personnel are scheduled to work 8-hour shifts, Monday-Friday (5 days a week), for 40 total hours worked per week, which results in a total number of hours of coverage needed of 2,086 hours per year per staff position (40 hours multiplied by 52.14 weeks). Step 3 focuses on collecting data on the staff regarding

HUMAN RESOURCE ISSUES IN AN EBP AGENCY

Positions	Net Annual Work Hours	Shift Relief Factor	Shift Relief Factor * Number of Staff	Workload Distribution (Probationer/ Parolee Supervision and Punishment)	Workload Distribution (Probationer/ Parolee Rehabilitation and Reintegration)	Workload Distribution (Administrative/ Paperwork/ Training)	Probationer/Parolee Supervision and Punishment Relief Factor Multiplier	Probationer/ Parolee Rehabilitation and Reintegration Relief Factor Multiplier	Shift Relief Factor * Number of Staff * Probationer/ Parolee Supervision and Punishment and/ or Rehabilitation and Reintegration Relief Factor Multiplier	84:1 Probationer/ Parolee-to-Probation/ Parole Officer Ratio Multiplier	Projected Population Growth Estimate Multiplier
Supervisor-Managers (2)	3,822	1.09	2.18	0%	0%	100%	0%	0%	2.18	2.18 (n/a multiplier)	2.40[d]
Probation/ Parole Officer-Officer (10)	20,720	1.08	10.80	60%	10%	30%	15%	15%	14.04[a]	16.29[b]	17.92
Civilian-Secretary (2)	3,872	1.08	2.16	0%	0%	100%	0%	0%	2.16	2.16 (n/a multiplier)	2.38
Total Staffing Needs										**20.63**	**22.70**
Net Staffing Needs										**6.63[c]**	**8.70**

Table 2. Hypothetical Evidence-Based and Enhanced Staffing Analysis Approach for Probation and Parole with Workload Distribution and Probationer/Parolee-to-Probation/Parole Officer Ratio Adjustments.

a. 10.80 * .30 (30%) = 3.24 + 10.80 = 14.04
b. 14.04 + (current probationer/parolee-to-probation/parole officer ratio of 100:1; need to adjust by an increase of 16% to reach optimal 84:1 ratio)= 14.04 + (14.04 * .16)= 16.29
c. 20.63 (total staffing needs) – 14 (existing staff)= +6.63 staff (net staffing needs)
d. 2.18 * .10 (10% projected population growth over the next decade)= 2.40

the number of hours per year that they actually take off. Oftentimes staffing analysis models rely on accrual time versus actual time taken off, which is a limitation if the staff are not actually taking off all of the time accrued because of an inability to do so attributable to current (low) staffing levels. An average is to be taken for all staff by position (i.e., calculate the average time taken off among supervisors, calculate the average time taken off for probation/parole officers, calculate the average time taken off for civilians). Step 4 is calculating the total net annual work hours for all staff by position, which is done by taking the total number of hours of coverage per year, subtracting the number of hours taken off per year, and then multiplying the result by the number of staff. (See Miller et al., 2016, for an additional description of net annual work hours.)

Steps 5-10 are displayed in Table 2. Step 5 is calculating the shift relief factor for staff by position (number of hours of coverage per year divided by net annual work hours).

Step 6 involves multiplying the shift relief factor by the number of staff by position. Step 7 involves a qualitative analysis-informed calculation of the percentage distributions of the workload for all staff by position. Essentially, probation/parole officer staff members should be randomly selected by shift to participate in focus groups in which they are presented a questionnaire and provide a researcher/academic answers regarding their best estimation of their workload distribution during a "typical day/shift" across the three broad categories mentioned earlier, i.e., (a) probationer/parolee supervision and punishment, (b) probationer/parolee rehabilitation and reintegration, and (c) administrative/ paperwork/training. The percentage distributions for each interviewee for each workload category should be recorded by the researcher/academic and then averaged among the interviewees (i.e., if three probation/parole officers are randomly selected to participate in the focus groups then their recorded percentages are averaged for each workload category).

Step 8 involves applying a probationer/parolee supervision and punishment and/or a probationer/parolee rehabilitation and reintegration multiplier. For example, if an agency prioritizes supervision and punishment equally to rehabilitation and reintegration, then the percentage of a PPO's workload that is devoted to administrative/ paperwork/training needs coverage in order to avoid periods throughout the workday where either or both of these agency priorities are not being actively "worked on." As reported in Table 2, the agency priorities in the hypothetical staffing analysis are equally valued, and thus the percentage of the probation/parole officer's workload that is allocated to administrative/paperwork/ training (30%) is evenly split toward coverage for the "lost time" for supervision and punishment (15%) and rehabilitation and reintegration (15%).

Step 9 focuses on applying the optimal probationer-to-probation officer (or parolee-to-parole officer) ratio multiplier to the agency's existing probationer/parolee-to-officer ratio. The optimal ratio is determined based on an average of Burrell's (2006) recommended APPA caseload standards (20 cases for intensive + 50 cases for moderate to high risk + 200 cases for low risk = 270/3 = 90:1) and the optimal caseload standard (77:1) self-reported by APPA survey respondents in DeMichele's 2007 study (again, see also DeMichele & Payne, 2007). The average caseload from these two estimates equals 83.5, which is rounded up to 84:1. After comparing the optimal probationer/parolee-to-probation/parole officer ratio multiplier with the agency's existing supervision ratio, the final result indicates that the total staffing needs for the hypothetical agency are 20.63 staff (2.18 supervisors, 16.29 probation/parole officers, and 2.16 civilians), as compared to the current staffing level of 14 staff. That means a need for 6.63 additional staff. In the final step, Step 10, staffing needs are adjusted based on population growth estimates for the agency's jurisdiction as projected by the U.S. Census Federal-State Cooperative for Population Estimates (FSCPE,

2021). Assuming a projected 10% population growth over the next decade, the total staffing needs for the hypothetical agency would increase to 22.70 staff (a net staffing increase need of 8.70).

Discussion

In recognition of the historical and current staffing issues in probation and parole, the current study presents an evidence-based and enhanced staffing analysis approach for probation and parole using mixed methods. This novel staffing analysis approach was informed both by the prior literature (APPA, 1991; Burrell, 2006; DeMichele, 2007; DeMichele & Payne, 2007) and guidance from existing staffing analysis models (Miller et al., 2016; Vose et al., 2020). The results from this exercise using hypothetical data have implications for staffing in probation and parole agencies going forward, and a concomitant impact on recruitment and retention. Several of these implications are summarized below.

Traditional approaches to staffing in probation and parole agencies focus on a manpower analysis largely based on the size of the caseload and/or budgetary resources. The problem with this approach is that these factors fluctuate over time, and, more importantly, these staffing projections are not rigorous and evidence-based decisions accounting for shift relief factors, differential workload distributions, optimal caseload size, and population growth projections. Agency priorities in regard to workload distributions also matter and need to be taken into account as well, and the evidence-based and enhanced staffing analysis approach does this. Moreover, it allows modifications based on agency-to-agency variations. For example, the number of staff within the same position category may need to be adjusted when performing the analysis if an agency has a lesser or greater number of supervisors, PPOs, and/or civilian staff; if there are staff members with specialized caseloads (such as sex offenders); if some staff work 10- or 12-hour shifts versus 8-hour shifts or work weekends, nights, or graveyard shifts; and/or if shift relief for meal breaks needs to be taken into account.

As mentioned previously, PPOs have very challenging occupations, as they have to balance offender supervision and punishment with providing a support system for offender rehabilitation and reintegration. Their multiple, and at times conflicting, demands coupled with high and increasing caseloads raises the likelihood for a host of negative job-related outcomes for PPOs, ranging from burnout to depression to a low sense of personal accomplishment, as described in the introduction. Clearly, applying an evidence-based and enhanced staffing analysis approach such as the one proposed here can go a long way toward addressing the chronic understaffing and excessive caseloads that affect PPO recruitment and retention. Nonetheless, some of the structural issues and mental health challenges facing PPOs can be best remedied by organizational adaptations and innovations.

In this regard, it is useful to consider how the COVID-19 pandemic has had and continues to have a profound impact on society and on the criminal justice system (Jennings & Perez, 2020), including community corrections (Viglione et al., 2020). Community corrections was forced to quickly adapt policies, protocols, and agency priorities to promote public health, keep the staff and offenders safe, and continue to manage caseloads. Examples of these dramatic (and innovative) adaptations include decreasing face-to-face supervision practices, implementing tele-supervision (video conferencing, telephone calls, emails, texts, etc.), reducing drug tests, reducing technical violations and revocations, not issuing violations for late fees, and prioritizing the supervision of high-risk offenders (Viglione et al., 2020). While not backing off from prioritization of offender accountability, some of these practices may certainly be worth considering as a permanent adaption to community corrections and caseload management. For instance, the prioritization of high-risk clients, the availability and utilization of tele-supervision practices, and the reduced administrative and paperwork associated with reducing technical violations and revocations for minor non-compliance issues all have the potential to relieve some of the burdens on PPOs. Still, appropriate staffing—and the ability to accurately calculate staffing needs—is still of crucial importance.

All in all, the application of an evidence-based and enhanced staffing analysis approach for probation and parole such as the one proposed here has the potential to address a number of the problem areas that in the past have negatively affected PPO recruitment and retention. Applying this improved staffing analysis approach and implementing innovative adaptions versus just doing "business as usual" will allow community corrections agencies to effectively manage their caseloads with evidence-based practices, recruit and retain a high-quality workforce, and leverage and request financial resources to reach optimal staffing levels.

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LEADING AND RETAINING STAFF

in Dangerous and Dynamic Context

BY JOHN T. EGGERS, PH.D.

LEADING AND RETAINING STAFF IN DANGEROUS AND DYNAMIC CONTEXTS

Introduction

Leaders always face challenges. However, being a leader in potentially dangerous or extreme environments, such as jails, prisons, and community corrections settings, is different from being a leader in less potentially risky or volatile contexts. Because probation, parole, and other forms of community supervision are incredibly dynamic, they can border on extreme in terms of mental if not physical stress. An extreme context is

> an environment where one or more extreme events are occurring or likely to occur that may exceed the organization's capacity to prevent and result in an extensive and intolerable magnitude of physical, psychological, or material consequences to—or in close physical or psycho-social proximity to—organization members (Hannah et al., 2009, p. 898).

Based on what I've learned in my 20 years of working for the Nebraska Department of Corrections, including 14 years at the penitentiary, and from examining work cultures in jails, prisons, and community corrections, it is my position that even the perception of danger may occasionally constitute an extreme context. In any case, I have long believed that performing as a leader in corrections "adds an element of complexity not experienced by leaders and managers outside such an environment" (Eggers et al., 2011, p. 274). Leaders in corrections have the special task of supporting a company culture that must work hard to make its foundational values clear, especially relating to each staff member's occupational identity and the "noble purpose the organization serves" (Sweeney et al., 2011, p. 10). Nonetheless, the special challenges for corrections leaders do not exempt them from a responsibility they share in common with leaders in vastly different environments: It is still crucial for each and every leader to create a working environment and culture that promotes employee satisfaction and minimizes staff turnover.

In this article, I will try to provide leaders and other readers a better grounding in what is now understood about factors that affect retention and turnover. Those include the elements of toxic/abusive leadership, job demands/resource theory, and employee burnout. I will also discuss transformational, transactional, and ethical leadership relating to creating a working environment and culture that supports staff retention.

Definition and Characteristics of Employee Retention and Turnover

Retention refers to the ability of an organization to keep qualified staff and is generally indicated by levels of job satisfaction (Gladwin & McConnell, 2014; Nink, 2010). When we talk about retention, we want to understand why employees stay with their organization. According to Reitz and Anderson (2011), the "reasons why a person stays at a job are not the reverse of the reasons why that same person might leave" (p. 323). Factors such as compensation, appreciation of work performed, challenging work, opportunities for promotion and development, positive relationships with colleagues, and good communications are reasons why employees stay on the job (Walker, 2001). Supervisor support is also a key element in why people stay with an organization. When speaking of compensation, it is important to realize that staff need to make enough money to live on. In some locations, providing inadequate pay and benefits may be a reason for the inability to recruit and retain staff.

March and Simon, in their 1958 book, Organizations, created the first formal model on turnover. They proposed that turnover occurs whenever the employee believes their contributions to the organization outweigh their return on investment, resulting in a change in organizational equilibrium; that is, the "employee-employer relationship becomes out of balance. This causes the employee to consider how easy it would be to move to another organization (i.e., perceived ease of movement" (Grotto et al., 2017, p. 446). Accordingly, should employee dissatisfaction be strong enough and alternative jobs exist, the individual most likely will leave the organization. Russo (2019) shares that "correctional officer vacancy rates in some prisons approach 50%" and that "probation and parole officer vacancy rates have been reported as high as 20%" in some jurisdictions (p. 20).

There is no question that the recruitment and retention of professional correctional employees has been an ongoing concern. Turnover may be voluntary (the employee decides to quit) or involuntary (employee is terminated by the organization). The focus of this paper

will be on reducing voluntary turnover by increasing employee retention through effective leader practices and behaviors, but let's first take a look at why employees may exit the workplace.

Why Employees Leave an Organization

Toxic/abusive Leadership

If you are working in an environment that saps your energy on an ongoing basis and where it seems like your supervisor could not care less about your physical and psychological well-being, chances are that you are employed in a toxic workplace. It is difficult enough to deal with difficult coworkers, but having a problematic supervisor or other superior is even worse. Lipman-Blumen (2005) states that the term "toxic" is a "global label for leaders who engage in numerous destructive behaviors and who exhibit certain dysfunctional personal characteristics. To count as toxic, these behaviors and qualities of character must inflict reasonably serious and enduring harm on their followers and their organizations (p. 18).

Such destructive leadership is exhibited in the "leaders' pursuit of destructive goals (i.e., goals that contradict the legitimate interests of organizations) and destructive leadership style (i.e., style that involves the use of harmful methods of influence with followers)" (Krashikova et al. 2013, p. 1309). Toxic leadership can result in job dissatisfaction, staff absenteeism, non-ethical behavior leading to forms of corruption, stress that may result in burnout, employee intent to turnover, and actual turnover.

Organizations need to "neutralize the negative impacts of toxic leaders to retain employees, remain competitive and mitigate financial loss associated with high employee turnover" (March, 2015, p. 5). This may be easier said than done, as it is difficult to terminate an employee, particularly in federal, state, county, and city government employment.

March interviewed individuals who had previously worked in a consulting firm but left due to toxic leadership. His study participants reported that under toxic leadership they dreaded to go to work and suffered physically and psychologically, with decreased satisfaction as well as motivation both in and outside the workplace. If you have ever experienced a toxic supervisor, you can relate to the constant worry and concern that comes from being in this type of workplace environment.

Organizational structure and culture are factors, as workplaces with bureaucratic or mechanistic features, including centralized authority and divisions between departments, may be more prone to facilitating dysfunctional leadership. In effect, problematic supervisors may be somewhat insulated as they exhibit controlling behavior (Rose et al., 2015). Moving away from such bureaucratic, mechanistic workplace structures may assist in limiting that insulation and make it more difficult for toxic leaders to thrive. However, correctional environments, based on organizational structure, may face challenges in transitioning away from the bureaucratic/mechanistic way of doing business.

Job Demands and Resources

A Job Demand/Resource Model was created by Demerouti and her colleagues (2001). The theory underlying this model is that whenever job demands are high, and job resources are low, stress and burnout may increase. In this context, job demands are "those physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are, therefore, associated with physical and/or psychological costs" (Xanthopoulou et al., 2007, p. 122). Job resources, as described by Chavarria (2016) in his doctoral dissertation focusing on Juvenile Probation/Parole Officers, are "those physical, social, or organizational aspects of the job that (a) are functional in achieving work-related goals, (b) reduce job demands and the associated physiological and psychological costs, and (c) stimulate personal growth and development" (p. 122). Chavarria found that "job resources were statistically predictors of employee engagement and that job resources and job demands were statistically significant predictors of employee exhaustion" (p. iv). As one can imagine, whenever your work demands exceed your resources for a prolonged period of time, your willingness to stay in that environment may diminish as well.

The above-mentioned correlation between having adequate resources and increased employee engagement is noteworthy, as engagement with one's job is another key factor impacting employee retention. Employee engagement can be viewed as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002; pp. 4-5). The absorbed employee is one who is "fully concentrated and happily engrossed in work, such that time passes quickly" (Bakker, 2011, p. 265). Bakker & Demerouti (2012) also commented that when staff have resources, both job-related and personal, that are adequate to accommodate the demands of their job, they have increased employee engagement—again making it more likely that the employee will stay with the job.

The extent to which staff have sufficient personal resources is also a factor. Hobfoll and colleagues (2003) suggest that "personal resources" are "aspects of the self that are generally linked to resiliency and refer to individuals' sense of their ability to control and impact upon their environment successfully" (p. 632). For staff to be allowed at least some autonomy with regard to controlling their work area is a component of this, and endeavoring to provide such autonomy to followers is another function of a good leader.

Overall, it is clear that leaders have a double challenge with regard to negotiating job demands and resources. Specifically, they need to do whatever is possible to increase job resources, thereby increasing the likelihood of engagement, vigor, and dedication. At the same time, they need to do whatever is possible to increase employee resources, such as instilling resiliency, self-efficacy, and optimism.

Employee Burnout

Freudenberger (1974) coined the term "job burnout" to describe the condition of an employee who has become psychologically exhausted because of excessive work demands involving working with clients. Maslach and his colleagues (2001) define burnout as "overwhelming exhaustion, feelings of cynicism and detachment from the job, a sense of ineffectiveness and lack of accomplishment" (p. 399). In this context exhaustion consists of feelings of "being overextended and depleted of one's emotional and physical resources" and cynicism consists of "negative, cynical attitudes and feelings about one's clients" (p. 99). Moreover, having reduced efficacy, they argue, creates "feelings of incompetence and a lack of achievement and productivity at work" (p. 399). They go on to express a belief that "a person has the ability to enter a state of burnout by being over-engaged (doing too much), from work-overload (high workload with few resources), from under-load (becoming bored and not challenged with work), or by suffering from the end results of chronic job stressors" (p. 405). In a subsequent paper, Maslach (2003) described burnout as the "chronic strain that results from an incongruence, or misfit, between the work and the job" (p. 198).

In reflection, I've asked myself whether I had any impact on the rehabilitation of individuals I supervised, and to what extent those concerns wore me out. Did I become cynical, thinking that I wasn't really making a difference? These may be questions that correctional staff wonder about every day. A toll is exacted when these concerns and questions become chronic.

Leaders need to be aware of how these factors affect them, as well as their staff. Leaders should examine whether they are doing too much with inadequate resources, whether they are not being challenged, and whether job stressors are getting them in over their head, as well as their staff. In essence, this involves self-awareness and self-regulation. Leaders should ask themselves what they can do that will have a positive impact on reducing stressors that lead to staff burnout. Supervisory support through positive leader behaviors may reduce employee job demands that lead to such burnout. To reduce role conflict and role ambiguity, supervisors should ensure their employees know what job they need to do and how to do it.

Management support, sometimes referred to as administrative or organizational support, can send a positive message to staff that they are valued and respected (Lambert et al., 2010). Pines and Keinan (2005) reported that burnout is associated with employees feeling unappreciated at work. Accordingly, leader support is predicted to provide correctional staff a sense of being appreciated at work. Indeed, Carlson and Thomas (2006) found a lack of management support was linked to burnout in correctional caseworkers. Moreover, Lambert et al. (2010) reported that "supervisors can serve as a buffer to an often overwhelming and stressful prison environment. Additionally, management can reduce emotional exhaustion that correctional staff experience by providing the resources needed to complete the requirement of the job successfully" (p. 1230).

Transactional and Transformational Leadership and Retention

Leadership plays a significant role in organizational turnover (Kouzes & Posner, 2012). An example of this would be ensuring that correctional agencies are properly staffed to ensure the safety and security of both staff and client. This certainly relates to the retention of experienced and well-qualified staff. The emphasis in this section is on how transactional, transformational,

and ethical leadership can reduce turnover and increase retention.

Transactional leadership focuses on managerial efforts to maintain the status quo inside the workplace. It is based on a series of exchanges between the leader/follower whereby the follower is rewarded for achieving tasks and goals. Agencies that are mechanistic and bureaucratic, exercising top-down supervision based on administrative regulations, operational memorandums and posted orders, typify transactional leadership (management). Bass (1985, p. 11) described transactional leaders in relation to their subordinates as:

1. Recognizes what it is we want to get from our work and tries to see that we get what we want if our performance warrants it.
2. Exchange rewards and promises of reward for our effort.
3. Is responsive to our immediate self-interests if they can be met by our getting our work done.

Through ongoing positive exchanges between the leader/follower, trust begins to develop in the relationship. Here, we can see how trust building at both the transactional and transformational leadership level can reduce turnover and increase retention. If I have a positive, trusting relationship with my boss, it will be more difficult for me to exit the organization.

Transactional leadership focuses on two styles: Contingent-Reward (rewards goal achievement) and Management-by-Exception (Active), which monitors deviations and mistakes. Leaders exercising Contingent-Reward (rewarding achievement) behavior ensure that followers understand what is expected of them and reward them when they successfully achieve the assigned task. Leaders show appreciation when followers meet expectations, and they provide them assistance in exchange for their efforts.

Leaders exhibiting Management-by-Exception (Active) behaviors monitor deviations and mistakes. Leaders are constantly on the lookout for deviations from what is expected and focus their energy on mistakes made by their followers. Those making the mistakes may be punished for being out of compliance. In taking corrective action, leaders educate the follower so the same mistake will not be made again. This type of behavior could be considered to be micro-management and may be needed in "high-reliability organizations" where mistakes can be extremely costly. Examples might be aircraft carrier operations, air traffic control, and certain correctional environments. (Bass, 1985)

Transformational leadership was first coined by Burns (1978) in his seminal book, Leadership, and expanded upon by others (Bass, 1985; Bass & Avolio, 1997; Bass & Riggio, 2006; Sosik & Cameron, 2010). The "transforming leader recognizes and exploits an existing need or demand of a potential follower. But beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (Burns, 1978, p. 4). Transformational leaders are characterized by the following actions according to Burns (1978) and Bass (1985):

1. Raising the level of awareness of followers regarding the importance of achieving valued outcomes, a vision, and the required strategy.
2. Motivating followers to look beyond their own self-interest for the teams' sake; and
3. Enlarging followers' arena of needs by raising their awareness to improve themselves and what they are attempting to accomplish.

Transformational leaders encourage followers to both develop and perform at levels above and beyond their own expectations (Bass & Avolio, 1990). Transformational leadership promotes a sense of duty in employees (Hannah et al., 2014) and motivates positive behavior that results in followers identifying with their values or with what they are representing (Ashforth et al., 2008).

Let's now break down the four components of transformational leadership (the "4 I's") proposed by Bass and Avolio in the early 1990s in their Full Range Leadership Model. The components are:

- **Idealized Influence-Attributed:** Leaders exhibiting this behavior build trust in their followers. They place the good of the organization above their own self-interests and assist followers in doing same. Accordingly, these leaders work to create respect between themselves and their staff. They use power appropriately and establish relationships whereby followers want to follow them. Again, we see this resulting in follower staying-power based on liking their boss.

- **Idealized Influence-Behaviors:** When leaders exercise this type of behavior they act with a high degree of integrity. They share their important beliefs, values, and personal vision for the workplace with their staff. These leaders show a true sense of purpose (why we're here) with their followers. When leaders do this, followers get to know their leader. Accordingly, followers can buy into their role in the workplace. Leaders exercising idealized influence behave in ways that result in them functioning as role models for followers. They are respected and trusted. Leaders consider the needs of others over their own and can be counted on to do the right thing (Avolio, 1999).
- **Inspirational Motivation:** Leaders behave in a way that motivates followers by providing meaningful and challenging work. They involve their followers in thinking about future states and can inspire others by what they say and do (Avolio, 1999). Leaders practicing inspirational motivation convince followers that they are capable of contributing to an organization's pursuit of its goals (Ng, 2017). As suggested by Hannah et al. (2014) and Jung and Avolio (2000), inspirational motivation can inspire goals, unity, and a sense of "we-ness." Leaders practicing inspirational motivation encourage others by talking about the future in optimistic ways. Leaders show up with confidence in themselves and build confidence in their staff. This type of behavior is certainly needed in the correctional environment to counteract negativity and pessimism. Employee retention will be enhanced if leaders can create a follower environment that provides meaning as well as a degree of autonomy that ensures followers have some ability to make decisions on their own.
- **Intellectual Stimulation:** Leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations with new methods and perspectives (Avolio, 1999). Liao and Chuang (2007) suggest that intellectual stimulation inspires followers to improve themselves and look for excellence by choosing tasks or pursuing goals that are outside of their comfort zones. It is important that leaders create a culture comprised of psychological safety whereby followers are not made to look silly or foolish for bringing up ideas that don't match those of the leader or team members. Leaders who involve their staff in coming up with new ways of doing business can develop follower buy-in to the workplace, thus increasing retention levels.

  Of note, I have observed that for those in corrections the intellectual stimulation scores on the MLQ5X 360-degree instrument are generally the lowest of the 4 I's of transformational leadership. (This leadership questionnaire was developed by Bernard Bass and Bruce Avolio in the early 1990s to measure leadership styles and outcomes. It assesses transformational, transactional, and non-transactional leader behaviors using an individual's answers on the questionnaire as well as ratings from the participant's supervisor, peers, subordinates, and others. The instrument is used in conjunction with the Full Range Leadership Development model developed by Avolio and Bass (1991).)
- **Individualized Consideration:** Leaders give special attention to "follower needs" by functioning as a mentor, coach, facilitator, or teacher. Two-way communication is promoted and the leader is aware of individual concerns that the follower may have (Avolio, 1999). Leaders that exercise individual consideration get to know their followers. They establish positive relationships by asking their staff about their needs, expectations, and wants (NEWs) and do everything they can to address them. These leaders develop their followers in a way that has them elevate the good of the organization above their own self interests. Leaders don't just treat their staff as a member of the team; they consider each follower as an individual. "Leaders' individualized consideration makes a follower see working for the organization as enjoyable" (Ng, 2017, p. 388). Accordingly, if staff experience job satisfaction and supervisory support, staying with the organization seems much easier.

When leaders practice the types of behaviors inside the 4Is, followers can appreciate their leader and are willing to go above and beyond what is expected. As a result, job satisfaction increases, extra effort is realized, and staff effectiveness is experienced.

It is my belief that corrections administrations can benefit from both transactional and transformational leadership. I suggest it's similar to driving on two types of highways; a transformational leadership highway, and a transactional highway. We need to drive the transactional vehicle on the highway that focuses on the daily routine. We also need to transition to a transformational vehicle on a highway to create positive change and move the organization into the future by developing followers into leaders. Finally, in our continued attempt to focus on a positive work environment, let's examine how leaders practicing ethical leadership, or doing the right thing, can impact employee retention.

Ethical Leadership and Retention

Ethical leaders are role models, and they treat their staff fairly and with respect. Ethical leadership is defined by Brown et al. (2005) as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (p. 120). That is, such a leader knows and respects the norms of good conduct, acts appropriately according to those norms, and makes it clear that such conduct is expected from others inside the place of work. To the extent that ethical leaders create and promote an ethical atmosphere, trust in the leader is increased (Flynn, 2008), and increased job satisfaction accompanies that trust, making it less likely for employees to leave the job (Mulki et al., 2006).

When leaders develop a trusting and respectful relationship with their staff, both parties are more capable of handling change or "shocks" in the workplace. Such a shock, as described by Babalola et al. (2016), might be an "anticipated or unanticipated change that prompts employees to reflect on the current situation and its implication with regard to their current job and future in the organization" (p. 313). As an example, I recall a shock that occurred at the National Corrections Academy in Aurora, Colorado, when we were told that the Academy was moving to Charleston, South Carolina. Numerous employees quit the organization, as this was a major shock to many. The Academy had been in Colorado for so long that the potential of moving was something that at the time hadn't been entertained by many of the employees. The Academy remained in Aurora, but it operated with a dramatic shortage of staff for some time. Another example of a shock is when you are told that you're not getting a promotion or you're not getting a pay raise.

A shock can also be externally related, such as when COVID-19 unexpectedly emerged. Indeed, I would be remiss if I failed to briefly mention the COVID pandemic, which quickly became a game changer regarding recruitment, retention, and turnover of correctional practitioners—and continues to do so. Only when this virus is dead and gone, or at least becomes a negligible factor in our lives, will we truly understand the impact the pandemic has had on correctional organizations and on the issues I've discussed above. Nonetheless, ethical leaders still play a significant role during such instances of shock or change.

The bottom line is that when employees are treated fairly and honestly, they typically reciprocate positively by staying with the organization. Ouakouak and Zaitouni (2020) report that ethical leaders also tend to display empathy and respect the dignity and rights of others. Empathy shows caring and relatedness, and these are associated with employee motivation and job productivity. When employees realize their degree of productivity based on their intrinsic motivation, they have yet another reason to stay in their jobs. All in all, it is clear that ethical leadership is intrinsically beneficial for the leader while also having a widespread positive impact on the organization and its staff members.

Conclusion: A Challenge to Leaders

As you reflect back on the material that has been presented above regarding employee retention and turnover, I ask you to think about what you can do to ensure that the behaviors you practice do not result in toxic and abusive leadership. When you think about job demands and resource theory, seriously consider what you can start doing with your staff to reduce the demands of their jobs and to provide sorely needed resources. Remember, staff burnout builds up over time, based on continued job demands/stressors that exceed resources. Working with your followers by assisting them in the development of important goals and providing appropriate rewards through transactional leadership will strengthen the trust in your relationships.

Exercising individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation behaviors with your staff can promote personal and professional growth and increase productivity levels.

It is truly key to get to know your employees as the individuals they are and for you to let them know who you are.

Working in the corrections field can be potentially dangerous as well as dynamic. However, you can foster physical and psychological safety if you do what you say you will do and are truly serving as the authentic, ethical leader that your staff expect you to be. Life is short. You either add value or you take it away. Accept that you play an important role, where all too often "if it's going to be, it's up to me." This is your leadership challenge, and I hope that you answer your call to duty.

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Biography

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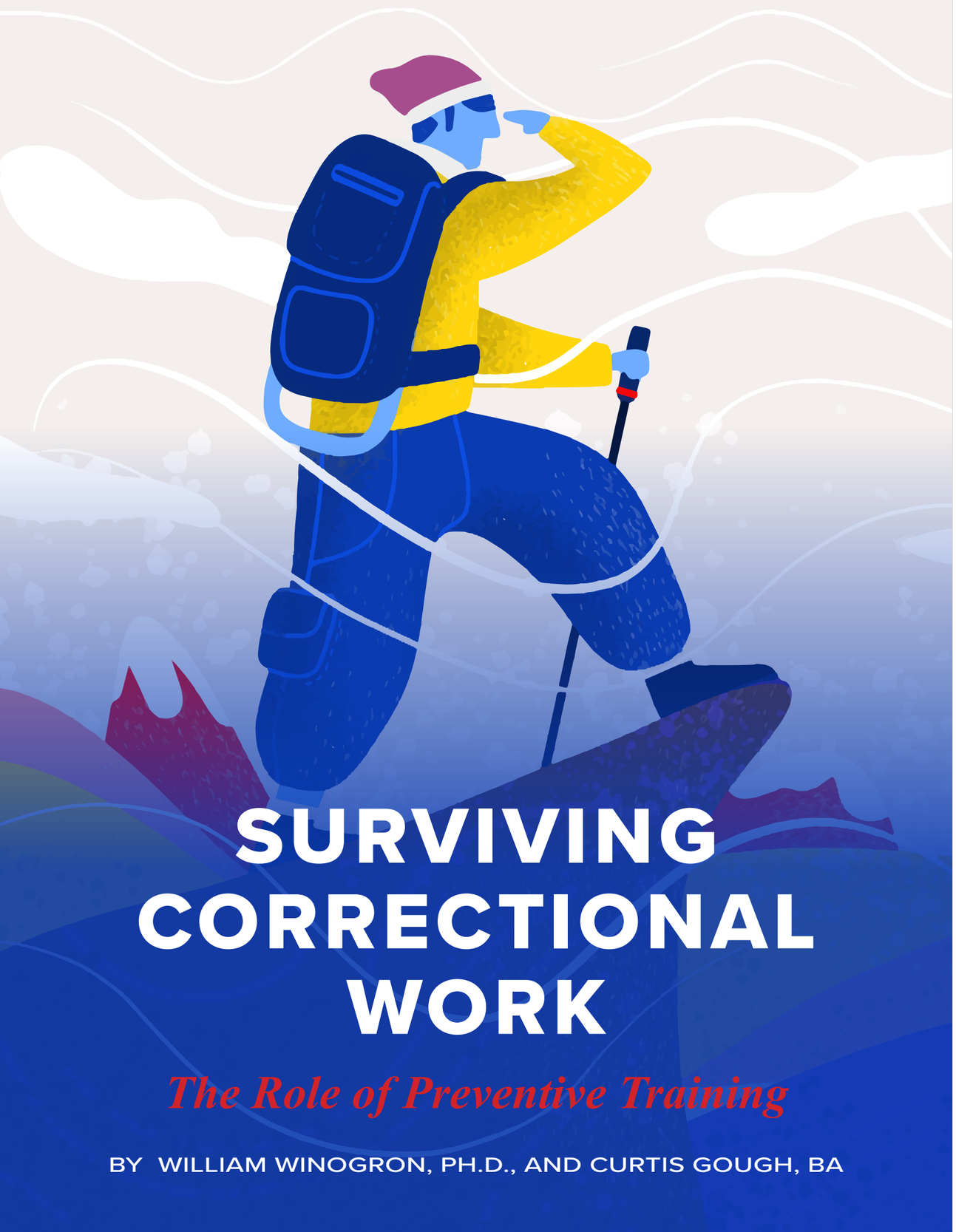
John was involved in state corrections with the Nebraska Department of Correctional Services (NDCS) from 1979-1999. He served as a correctional counselor, case manager, and unit manager at the penitentiary, working with general population, protective custody, death row, disciplinary segregation, and intensive management inmates. John also served as the NDCS Training Administrator (1993-1999), leading the Pre-Service, In-Service, Management Development, and Continuous Quality Improvement training. John joined the National Institute of Corrections, Academy Division, as a Correctional Program Specialist in 1999. He provided management and leader development training to jails, prisons, and community corrections professionals in 35 states, retiring in 2014.

John also has an extensive military background, instructing both advanced and basic non-commissioned officer training courses with the Nebraska Army National Guard, Regional Training Institute, Camp Ashland, for several years. John also served in the Nebraska Air National Guard, and has Vietnam service with the U.S. Navy. John has a total of 24 years military experience.

John holds a Bachelor of Science in Social and Political Science from Wayne State College, a Master of Arts in Adult Education from the University of Nebraska-Lincoln, and a Doctorate of Philosophy with emphasis in Leadership from the University of Nebraska-Lincoln.



SURVIVING CORRECTIONAL WORK

The Role of Preventive Training

BY WILLIAM WINOGRON, PH.D., AND CURTIS GOUGH, BA

SURVIVING CORRECTIONAL WORK: THE ROLE OF PREVENTIVE TRAINING

Many correctional workers experience stress and burnout at some point in life. Because of the job characteristics of correctional work–namely, a high level of supervisory oversight, low job autonomy, and low job variety–working in correctional facilities can easily lead to burnout (Griffin et al., 2012). While both work conditions and personal factors contribute to this phenomenon, implementing system-wide, institutional changes is often too costly and too drastic to be a viable option. Training correctional workers to develop better coping strategies that foster their resilience–i.e., their ability to effectively manage stress, recover from adversity, and bounce back–is more cost effective and should, in theory, reduce stress and burnout and their resulting costly outcomes for both the individual and the employer.

Recent research has identified important resilience skills that should be taught to correctional staff, including identifying prevalent cognitive distortions, improving cognitive reframing, improving problem-solving, improving social support, learning relaxation techniques, and stress inoculation. Recent research also recommends specific processes to follow in developing and implementing corrections-based resilience programs, including pre-emptive, evidence-based, industry-responsive, and targeted program development; flexibility to individual differences; and an emphasis on proactive rather than reactive training interventions. In practice, programs should then teach staff the role of effective and ineffective thinking and provide skills in rethinking maladaptive cognitions, problem solving, and relaxation through flexible, skills-based teaching and practice while also developing their social support networks. This article presents an overview of STRENGTH Corrections, The Staff Resiliency and Growth Program—an evidence-informed staff resilience training program that teaches these resilience skills for use by institutional correctional staff (Winogron, 2021).

The Issue of Stress Among Correctional Workers

Stress, burnout, and resulting mental health problems affect most correctional workers at some point in their careers. For example, Carleton and colleagues (2020) found that among institutional correctional staff workers, 61% of governance employees, 59% of correctional officers, 43% of wellness staff, 50% of training staff, and 52% of administrative staff screened positive for one or more mental disorders. Workers in numerous public safety fields report high levels of work-related distress, so correctional workers are not alone, but Carleton and colleagues (2018) found that correctional professionals have been shown to be more affected by burnout than those in most other professions, even police officers. They also experience some of the highest rates of suicide, depression, cardiovascular disease, sleep disorders, obesity, injury, and sick leave (Elliot et al., 2015; James & Todak, 2018; James et al., 2017; Morse et al., 2011; United States Department of Labor, 2013). Not surprisingly, these factors contribute to reduced life satisfaction and reduced work engagement as well as increased job turnover rates (Lambert, 2010).

An Integrated Model of Correctional Burnout for Intervention Programs

Many researchers have examined the multidimensional factors that explain risk factors for stress and how or why it leads to burnout, and they frequently either focus on the personal characteristics of the workers (Lambert, 2010; Lambert et al., 2015) or on the conflict, social dimensions, and organizational factors that contributed to stress and burnout (Maslach, 2003). The first camp of researchers tends to examine the personal traits, whether strengths (such as organizational citizenship) or weaknesses (such as poor emotional regulation) within the correctional workers themselves (Lambert, 2010). For example, researchers have explored the contribution of excessive organizational commitment (Lambert et al., 2013), problematic coping and low social-emotional endurance (Cieslak et al., 2008), and excessive job involvement (Griffin et al., 2010). Studies conducted by those who are inclined to the other school of thought try to clarify the impact of the structure, policies, and managerial decisions of correctional organizations as well as the inherently stressful nature of the work itself, such as variable and uncontrollable shift schedules, mandatory overtime, excessive work hours, inconsistent policies, unclear goals, lack of decision-making power, and low organizational support (Armstrong & Griffin, 2004; Castle, 2008; Finney et al., 2013; Summerlin et al., 2010; Taxman & Gordon, 2009).

While it is important to examine and shed light on these two major domains of factors that predict stress and burnout, it can be unhelpful to focus too heavily on either one to the exclusion of the other. It might be more accurate to describe burnout as a product that is greater than the sum of its parts. In others words, stress and burnout can be considered subjective personal experiences that are the product of an interaction between working conditions within the environmental-organizational domain and the internal traits, personal characteristics, psychological resources, and coping capacities of the individual. Indeed, some researchers have examined the interaction of factors more extensively than others (Mitchell et al., 2000), but given the continued pervasiveness of correctional stress and the increasing prevalence of correctional burnout, research should strive towards a more integrated approach to studying correctional staff burnout.

Programmatic Intervention Approaches for Correctional Stress and Burnout

To recap the above, work conditions and personal factors are both relevant to understanding the phenomena of correctional worker stress and burnout (Mitchell et al., 2000) and both will need to be considered in the search for solutions, as has been the case in more general occupational fields (Taormina & Law, 2000). Therefore, if the issue of occupational stress and burnout among correctional workers is to be resolved, program development can follow three approaches. The first approach would be an "on all fronts" method that changes both individual factors and organizational factors simultaneously. A second approach would be to work "from outside in." In other words, programs could begin by examining and changing problematic organizational and systemic structures in order to improve them and—in an ideal scenario—significantly reduce the level of occupational conflict and stress experienced in correctional work.

While there is growing literature on what can be done about organizational and systemic factors that contribute to burnout (Schaufeli & Peeters, 2000), the implementation of system-wide changes across institutions, probation offices, and other correctional organizations is not easy or straightforward. It may seem wise to advise wardens, directors, and other senior managers to change their policies and procedures in order to give more decision-making power to their staff, shorten work hours, do away with overtime, and eliminate friction between correction-focused and rehabilitation-focused staff. It may also seem rational to expect them to follow through on those recommendations. However, even though these are lofty goals, they clearly involve complex, high-level considerations and for the most part are not feasible for politicians and policy-makers, let alone for the correctional workers whose well-being is at stake.

A Third Approach: Increasing Worker Capacity

There may be a third option for intervention program approaches: working from the inside out. More specifically, if the traits, characteristics, and internal resources of correctional workers could be influenced positively enough to reduce their perceived level of experienced stress and concomitantly mitigate the three major facets of burnout (exhaustion, depersonalization, and low self-efficacy), this may be a more productive approach. Individual and group psychotherapy and psychoeducation in the private sector tend to succeed in treating burnout in the general public, so could company-wide programs effect the same level of change? Would this be more feasible and efficient than either ignoring the issue of correctional staff burnout or lobbying policymakers to make systemic changes? The answer to both questions is yes. In fact, such programs already exist. For example, several mindfulness and yoga programs have been implemented in various facilities in the United States and England (see Bogue & Maull, 2015; Davies et al., 2021; Elliot et al., 2015; Smith et al., 2022). These programs are achievable, cost effective, and efficient. In addition, many programs like these result in significant economic returns due to the significant reduction of absenteeism, employee turnover, benefit claims, and more (Trounson & Pfeifer, 2016).

Despite the success of these programs, there are some drawbacks. Even at first glance it can be seen that these programs tend to be suspiciously short, and after a deeper critical examination these programs may arguably be seen as merely Band-Aid fixes. After all, while increased mindfulness and yoga skills certainly can improve well-being, by themselves they are unlikely to provide the type of deeper cognitive and psychological changes that can sustainably maintain low levels of stress

and higher coping abilities in the long term. Teaching mindfulness and yoga is simply not enough to maintain the desired gains in well-being and stress reduction., especially for those at risk for stressful and potentially traumatic experiences in the workplace. While skills-based training appears to be the major paradigmatic trend for correctional-staff intervention programs, the skills that need to be trained are ones that effect major changes in the worker's current psychological traits, inner resources, and patterns of thinking and acting.

Resilience

The major psychological construct that protects against the experience of perceived stress levels and resulting burnout tends to be "resilience," which, like "stress," comes from the fields of engineering and physics. Though complex and multifaceted, resilience can be defined in simple terms as the ability to manage and recover or "bounce back from" adversity. While it should be noted that many definitions for resilience have been proposed over the past 20 years (Herrman et al., 2011), this will be the definition used here. Resilience has numerous benefits, including the ability to rebound from negative events and stressful situations (Block & Block, 1980; Masten, 2001), improved health and increased longevity (Tugade et al., 2004), and overall psychological well-being (Kansky & Diener, 2017). Resilience, like mindfulness, can be considered a state-trait construct; many people have individual differences in their trait-level of resilience that pervades their life while also demonstrating state-level resilience that varies from context to context depending on one's mood and mindset (Lock et al., 2020). However, the more frequently people maintain state-level resilience, the more likely they are to increase their trait-level of resilience, leading them to become more resilient in the long-term.

Theoretically, greater resilience is directly related to reduction in perceived stress, psychological distress, and burnout. Indeed, this has been found to be the case, particularly in occupational science. Resilience training in the workplace has been a steadily increasing paradigm, and systematic reviews have shown undeniable success from the programs developed and implemented in this tradition (Robertson et al., 2015). Furthermore, resilience-training programs have been adapted for many public safety personnel occupations, including law enforcement (McCraty & Atkinson, 2012). However, despite the arguably greater need for comparable programs for correctional workers, such correctional-worker resiliency training programs are woefully scant. Researchers should build on the progress that has been made on researching and fostering resiliency in the general public and workforce and adapt successful programs for correctional workers.

Resilience: Content

In devising a resiliency training program, the first step is to determine how to foster resilience, or more appropriately, what skills should be taught and what characteristics should be influenced through training in order to foster resilience. This in turn requires a brief exploration of the factors, facets, characteristics, and overall nature of resilience. While many researchers have examined a broad range of aspects of resilience, most researchers find that the core facets of resilience tend to include positive cognitive processes (optimism, cognitive flexibility, reasoning, self-regulation, emotional control), social-emotional processes (active coping skills, supportive social networks, close relationships), biological and environmental considerations (attending one's physical well-being, eating healthy, exercising, access to shelter and other needs), and spiritual considerations (strong moral compass, altruism, meditation, purpose and hope; Hatala, 2011; Iacoviello & Charney, 2014). In addition to these areas, programs need to consider the correctional worker's psychological risk factors for increased perceived stress–namely excessive organizational commitment (Lambert et al., 2013), problematic coping and low social-emotional endurance (Cieslak et al., 2008), and excessive job involvement (Griffin et al., 2010)–so that programs achieve longer lasting gains.

It stands to reason that, in order to foster resilience, programs could aim to steer correctional workers away from risk factors for increased perceived stress and burnout while teaching skills that improve their cognitive and executive functioning, increase appropriate and positive social interactions, engage in healthy activities, and reflect on values. Recent research has indeed identified comparable key skill areas that should be included in resilience training for correctional workers, such as identifying prevalent cognitive distortions within corrections; improving cognitive "reframing" abilities (also referred to as cognitive restructuring); improving problem-solving abilities; improving social support–especially among peers; training and support for family members

and significant others; relaxation skills training; and "stress inoculation" (Evers, 2020). The unifying theme amongst recommended interventions for individuals is that they are all derived from social learning theory and cognitive behavioral theory (CBT). This means that the ideal intervention (a) focuses on changing cognitions (or "thoughts" or "beliefs"), (b) modifies behaviors to render trainees more impervious to harm, and (c) emphasizes skills training (Klinoff, 2017; Trounson & Pfeiffer, 2016; 2017; Peters, 2018; Petrosino et al., 2000; Joyce, 2013).

Resilience: Format

In addition to these skill areas (or "contents") that constitute good resilience training, research has recommended specific processes to follow in the development of correctional-staff resilience programs (Evers, 2020; Trounson & Pfeifer, 2016, 2017). These include developing and implementing (a) evidence-based, industry-responsive, and targeted psychological training programs; (b) flexible training programs which adapt to individual differences (in staff strengths and weaknesses); and (c) a shift from reactive interventions to proactive training (Joyce, 2013; Klinoff, 2017; Petrosino et al., 2000; Trounson & Pfeiffer, 2016, 2017).

First, programs need to be evidenced-based, industry-responsive, and targeted (Evers, 2020; Joyce, 2013; Klinoff, 2017; Petrosino et al., 2000; Trounson & Pfeiffer, 2016, 2017). Research has found that resilience training, mindfulness, or other occupational wellness programs in public safety and correctional occupations tend to succeed when they are founded on scientifically sound theories and evidence bases, but they flounder when they follow pseudo-scientific principles (Evers, 2020). In addition, effective correctional staff resilience training should not just be a carbon copy of resilience-training programs in other occupational fields. Application of occupational resilience training to the correctional industry requires "industry-responsive" programs that are tailored to the correctional industry and, indeed, tailored to the correctional workers who encounter unique challenges in their occupation. Generic interventions created outside the field of corrections are not as likely to be efficacious (Evers, 2020; Trounson & Pfeifer, 2016, 2017). Finally, indirect and non-intensive training workshops and classes tend not to be effective either; programs that provide intensive (yet efficient) training courses that directly teach groups of correctional workers are more likely to achieve gains in overall workforce resiliency.

Second, resilience training programs for correctional workers must be flexible, for correctional workers may experience significant variability and diversity in their daily stressors—an amount of variability and diversity similar to that reflected in their individual differences in regard to trait resilience. In other words, assuming that all correctional workers face the same challenges with the same resources in all correctional contexts is not just an oversimplification. It is naïve. Preventive training is more likely to succeed if flexibility and choice are inherent in the training being offered (Evers, 2020; Trounson & Pfeifer, 2016; 2017).

Third, effective resilience training programs must be initiative-taking and preventive instead of reactive (Evers, 2020; Trounson & Pfeifer, 2016; 2017). "Initiative-taking" has been described in different ways and accorded different characteristics, but for the current purpose preemptive or "initiative-taking" training can be regarded as one that anticipates future problem areas that are likely to impact staff and uses a primary prevention strategy to keep emotional disturbances from arising. A primary prevention strategy, for the purposes of the current investigation, can be defined as one that prevents an injury from occurring in the first place by altering unhealthy behaviors, limiting exposure to undesirable factors, or strengthening resistance to those factors (Evers, 2020; Trounson & Pfeifer, 2016; 2017). Why choose prevention instead of reactionary intervention? Dr. Stephen Carbone, founder of the Australian non-profit Prevention United, wrote an extensive review of literature on the subject and concluded that "personal skills-building programs that draw on health, clinical and positive psychology … increase protective factors such as healthy behaviors, social and emotional skills, self-care skills and resilience, and prevent common mental health … conditions" (Carbone, 2020, p. 31). He further noted that "the National Mental Health Commission [Australia] found that nine of the ten prevention interventions they analyzed had a positive return on investment" (p. 5).

Correctional-Program Solutions for Content-Process Recommendations

If one integrates the recommendations for both the content and the process of resilience training, a reasonably clear picture of an ideal program begins to emerge. In order to properly protect or "inoculate" correctional staff against stress and burnout, this paper proposes the following strategies and principles for an optimal resilience-training program:

- teach the role of adaptive and maladaptive thoughts that arise in correctional settings
- teach staff to "reframe" or rethink maladaptive cognitions
- focus on acquiring, rehearsing, and applying skills in problem-solving, relaxation, and other areas in practical situations
- enable and encourage practice of the new skills and approaches
- offer training and/or support for families and significant others
- offer all of the above via flexible, adaptive training that adheres to proven practices but allows customization of trainings to suit the needs of individual staff

Several studies have concluded that restructuring correctional work environments is an essential ingredient in reducing stress and burnout among staff (Finney et al., 2013; Schaufeli & Peeters, 2000). The consensus appears to be that correctional employers need to improve social environments at work through improved communication, improved "professionalization" by clarifying their roles, and improved human resource management in recruitment and selection procedures, structured communication procedures, and effective decision-making (Evers, 2020; Trounson & Pfeifer, 2016; 2017). The development of skills and inner resources through worker-focused training programs is proposed as an adjunct rather than as an alternative to restructuring of correctional work environments, with the assumption being made that it would be counterproductive to invest so much time and resources to improve worker resilience only to return staff to stressful duties and settings. That being said, until major policy changes can feasibly be made in the long term, developing the worker resilience offers promise as an achievable first step that can be continually maintained and improved upon in parallel with broader systemic, organizational changes (Schaufeli & Peeters, 2000).

Building STRENGTH: The Staff Resiliency and Growth Program

As already explained, there are an inadequate number of resiliency training programs for correctional staff. To meet this need and solve the issues related to stress and burnout among correctional workers, this paper's first author and his colleagues at Distributed Learning have been involved in the development of a corrections-specific resilience training program for nearly five years. In consultation with Correctional Services Canada (Ontario), I collaborated with senior managers, treatment staff, correctional officers, and junior program-developers to verify specific need areas and create STRENGTH Corrections, The Staff Resiliency and Growth Program (Winogron, 2021). It fulfils the full range of criteria noted above for ideal correctional resilience training.

STRENGTH is based on CBT, evidence-informed practices, and a government mandate to create corrections-specific explanations and exercises that could be comprehensible to all staff, irrespective of duties and level of seniority. The mandate was to create an easy-to-use program that would not consume excessive staff hours and that would be self-sustaining. Studies show that brief programs, even if highly enjoyable and impactful, tend to yield diminishing returns (Bogue & Maull, 2015; Davies et al., 2021; Elliot et al., 2015; Smith et al., 2022). Staff participants in these studies often show some excitement and optimism about making changes, but these gradually decrease with the passage of time as a result of the continued pressures from their occupation. To address this, STRENGTH uses a peer-support model that would gradually result in sustained changes in the workplace culture.

Because resilience is multifaceted and dependent on a number of both personal and social factors, STRENGTH was designed to have several different 'facets' that make it more effective than other programs. Here are some of the most important facets that make the program unique:

STRENGTH nominates specific participants of the programs as "Champions." A Champion acts as the local representative who maintains fidelity through support and resources.

Studies show that socially integrated program characteristics improve training efficacy and effectiveness (Smith et al., 2022). Thus, a "lifestyle" guide was created

to enable users to better self-regulate using skills such as mindfulness, gratitude journaling, and meditation. It is a didactic, step-by-step guidebook that enables users to pick and choose which skills to develop, and which are not for them.

A final component of the program, "STRENGTH In-Crisis," provides a post-crisis debriefing that continues the themes of the original program through peer-leadership and interaction. It forgoes potentially harmful debriefing strategies, and favors evidence-consistent secondary prevention of escalating post-traumatic reactions.

The program is exclusively built on evidence-informed methods and research. Rigorous evaluation of its actual impact on staff resilience and well-being is currently underway.

Conclusions

As summarized in this article, the factors that contribute to stress and burnout in correction workers are reasonably well understood, and the unfortunate impact on staff well-being, optimism, productivity, and turnover is chronicled in the ample literature on the subject. However, the literature on effective interventions and prevention strategies for correctional environments is relatively meager. This presents an interesting research opportunity for correctional organizations that wish to apply evidence-based tools and techniques that are known to bolster resiliency. Any moderate-sized organization can begin to compile tools and exercises that comply with the effectiveness criteria noted above.

Bearing in mind that we know what works to increase resilience, and we know the costs and consequences of ignoring staff stress and burnout in the correctional field, the timing seems ideal for launching staff resilience programming. The present article presents one specific solution that is ready to deploy in correctional facilities across the continent: STRENGTH-Corrections. STRENGTH is expected to have a lasting impact on the organizations that choose to implement it, since it builds on solid scientific research, follows industry recommendations, and meets the needs of both correctional workers and organizations with a low-cost, efficient, and efficacious solution. Yet research continues. As use of the STRENGTH program for correctional staff spreads, we can anticipate supportive research and increased knowledge on the subject. We can also anticipate similar programs that aim to copy or build on this program's success. Most importantly, we can anticipate the emergence of an increasingly resilient and less stressed workforce.

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Connect with others.

OPTIONS:

Individual Membership

APPA offers 1-year, 3-year, and Lifetime membership options

Student Membership

1-year membership open to any college student interested in furthering their professional development in pretrial, probation, parole, community corrections, social sciences, criminal justice, or education.

"APPA has provided me a voice and the confidence to move forward in the changing times of community supervision."

- Greg Dillon

Ready to make a deeper impact in your community? JOIN TODAY!

Membership Application

REFERRED BY:_____

YES! I WOULD LIKE TO JOIN APPA:

		(U.S. currency)
❑ Student Membership	(1 year)	$25
❑ Individual Member	(1 year)	$50
❑ Individual Member	(3 year)	$135
❑ Level I Agency Member	(800+ staff - 1 year)	$1,000
❑ Level II Agency Member	(500-799 staff - 1 year)	$750
❑ Level III Agency Member	(101-499 staff - 1 year)	$550
❑ Level IV Agency Member	(<100 staff - 1 year)	$300
❑ Affiliate Member	(1 year)	$250
❑ Associate Member	(1 year)	$1,000
❑ Corporate Member	(1 year)	$8,000
❑ Educational Institution	(1 year)	$150
❑ Library Subscription	(1 year)	$60
❑ Lifetime Member	(Lifetime)	$300

(Individual must meet qualification criteria. Additional materials will be mailed to you upon receipt of this form to complete your application)

CONTACT INFORMATION:

First Name: _____ Last Name:_____

Title: _____

Email:_____

Address: _____

_____

City: _____ State:_____ Zip:_____

Phone: _____ Fax: _____

Agency/Organization: _____

❑ Check if same address as above

Agency/Org. Address:_____

_____

City: _____ State:_____ Zip:_____

Phone: _____ Fax: _____

Website:_____

METHOD OF PAYMENT:

❑ Check ❑ Purchase Order

❒ Check Enclosed ❒ Government Purchase Order Enclosed;
PO #_____

For credit card payments, please call Kimberly Mills at 859.244.8204.

Mail or fax application and payment to:

APPA c/o The Council of State Governments
1776 Avenue of the States • Lexington, KY 40511-8482
Fax: (859) 244-8001

For further information, call (859)244-8204 or email appamembership@csg.org

Individual applicants, please complete the following:

LENGTH OF EXPERIENCE IN COMMUNITY CORRECTIONS

- ❑ Less than 2 years
- ❑ 2-5 years
- ❑ 6-10 years
- ❑ 11-15 years
- ❑ 16-20 years
- ❑ 21-25 years
- ❑ More than 26 years

GENDER

- ❑ Female
- ❑ Male

RACE/ETHNICITY

- ❑ African American
- ❑ Asian
- ❑ Caucasian
- ❑ Hispanic
- ❑ Native American/ Alaska Native
- ❑ Other_____

HIGHEST LEVEL OF EDUCATION

- ❑ Associate's Degree
- ❑ Bachelor's Degree
- ❑ GED
- ❑ High School Diploma
- ❑ Master's Degree
- ❑ Doctorate

GEOGRAPHIC WORK AREAS

- ❑ Urban (Pop. >50,000)
- ❑ Rural (Pop. <50,000)
- ❑ Both Urban and Rural

JOB JURISDICTION

- ❑ City
- ❑ County
- ❑ Federal
- ❑ Province
- ❑ State
- ❑ Tribal
- ❑ Alaskan Village
- ❑ Other _____

APPA OFFERINGS

- ❑ APPA Advocacy Stances
- ❑ Awards & Spotlights
- ❑ Career Center
- ❑ Executive Summit
- ❑ Leadership Institute
- ❑ Marketing Opportunities
- ❑ Online Training Courses
- ❑ Specialized Services
- ❑ Training Institutes
- ❑ Writing for Quarterly Journal

A Force for Positive CHANGE.

I AM INTERESTED IN:

- ❑ Case Management/Planning
- ❑ Controlled Substances
- ❑ Criminogenic Risk/Needs
- ❑ Diversity
- ❑ Domestic Violence
- ❑ DUI
- ❑ Electronic Monitoring
- ❑ Evidence-Based Practice
- ❑ Family Justice
- ❑ Fines, Fees & Restitution
- ❑ Gangs
- ❑ International
- ❑ Interstate Compact/Commission
- ❑ Judicial
- ❑ Juvenile Justice
- ❑ Offender Employment
- ❑ Offender Mental Health
- ❑ Officer Safety/Wellness
- ❑ Parole
- ❑ Pretrial
- ❑ Probation
- ❑ Professional Development
- ❑ Public Policy
- ❑ Public Relations
- ❑ Recidivism
- ❑ Research/Evaluation
- ❑ Restorative Justice
- ❑ Sex Offender Management
- ❑ Supervision Strategies
- ❑ Technology
- ❑ Victims Issues
- ❑ Workplace
- ❑ Other: _____

PRIMARY WORK SECTOR

- ❑ Academia
- ❑ Adult Correction
- ❑ Adult Parole
- ❑ Adult Probation
- ❑ Community Justice
- ❑ Juvenile Parole
- ❑ Juvenile Probation
- ❑ Judicial
- ❑ Non-Profit
- ❑ Pretrial Services
- ❑ Private
- ❑ Residential
- ❑ Treatment Provider

PROFESSIONAL CATEGORY

- ❑ Administrator
- ❑ Attorney
- ❑ Commissioner/Director/Chief
- ❑ Consultant
- ❑ Educator
- ❑ Grant Coordinator
- ❑ Judge
- ❑ Line Officer
- ❑ Parole Board Member
- ❑ Private
- ❑ Project Director
- ❑ Retired
- ❑ Specialist
- ❑ Student
- ❑ Supervisor
- ❑ Trainer
- ❑ Transition Specialist