

Jeff Hanson



Bruce Vander Sanden



Susan Burke

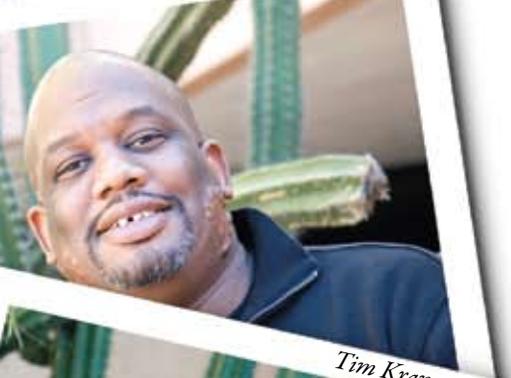


Cynthia Dennis



Sam Black

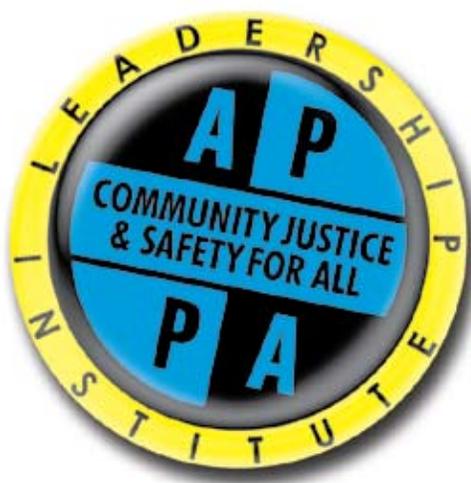
Rita F. Garcia



Tim Kramer



Jason Dudish-Polsen



APPA Leadership Institute:

A Successful Succession Strategy

It began with conversations about succession planning. For years, Community Corrections leaders spoke with distress about their concerns. Who will follow us in this profession as the leaders and visionaries of tomorrow? Baby Boomers are retiring at alarming rates. The upcoming generations do not think like we did. They will not stay with one organization. They will want to know what is in it for them. They will be wonderfully diverse and the profession will be richer for it, but... How do we ensure that there are leaders for the professional organizations and work places that we have spent our lives developing?



David W. Dawkins



Paul Schoon





Greg Fitzpatrick



Ann Beranis



Alan M. Palomino



Andrea Martin

“From a personal perspective, I enjoyed being a coach. From a work perspective, we would have never had a vision/mission statement if it were not for your project. From an APPA perspective, there is no question that your class has engaged in the APPA process of committee work and Board of Director service. For these reasons, I have felt very strongly that we continue to offer the Leadership Development program and improve upon a successful first session.”

Ray Wahl, Utah Juvenile Court Administrator

For several years, this has been the discussion – the large number of leaders in community corrections and allied professional organizations that are leaving the work force at the same time. As the baby boomers reach retirement age, much of the history and experience in the community corrections industry could be gone, simultaneously, from agencies across the country. The passion for volunteering outside of the workplace and professional networking is waning with new generations skillful and comfortable with electronic communications. Email, internet and blackberrys make us readily available but do not always encourage face to face communications or close relationships.

APPA Past President Mark Carey, acknowledging this professional dilemma, appointed an ad hoc committee to discuss possible strategies for bridging the gap. APPA and other volunteer organizations were struggling with waning membership. The younger generations in the work force did not join professional organizations as readily. Similarly, agencies are looking at their bench strength and wondering how to best prepare the work force for the roles that they will step into as they move toward executive leadership.

From this as hoc committee a proposal was made: Create a Leadership Institute that will prepare future executive leaders,



Erika L. Preuitt



Rhonda Rhodes



John Bruner



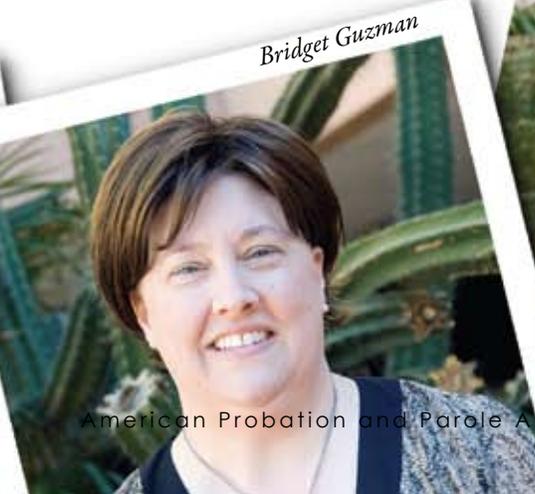
Jim Duque



Dana Cormany



Sarah Schmoll



Bridget Guzman



The following are questions asked of two of the participants, Susan Burke, Assistant Juvenile Court Administrator, Utah Administrative Office of the Courts and Sarah Schmoll, Deputy Chief Probation Officer, Coconino County, State Of Arizona in regards to their participation in the first APPA Leadership Institute.

What is your overall opinion of the Leadership Institute?

Susan:

Having worked in the justice field for 18 years now, I thought I knew what it took to be a good leader. I had observed both good and bad leaders. I knew what characteristics I wanted to emulate and which ones I did not want to follow. The APPA Leadership Institute, however, had me questioning what I knew, introduced me to new concepts about leadership, and ultimately helped me put into action some changes. The APPA Leadership Institute is the only one of its kind that focuses on developing future leaders in the area of probation and parole by using experts from the field. The program was definitely worth the time and expense.

Sarah:

Participation in the APPA Leadership Institute was an incredible experience. In addition to great classroom training, the Institute provided the opportunity to network with many of the most recognized leaders in the field and a chance to bond with many of my peers from across the country. On a personal note, the biggest benefit was meeting great people who share common interests. Today, I know I can pick up the phone to chat about issues of mutual concern with up and coming leaders, as well as any of the expert faculty and my assigned coach.

How do you believe this program benefited you and your agency?

Susan:

I have benefited personally and professionally from my participation in the Leadership Institute. I gained a lot of insight into my strengths as a leader and have identified areas that need additional attention. I also gained a new perspective about leadership and how to cultivate it at all levels of my organization. I have personally benefited from the friendships I have developed and look forward to maintaining them throughout my career and beyond.

and assist them in developing a passion for volunteering and networking within the profession. Thus the APPA Leadership Institute was born. Quickly, partners came on board: the Correctional Management Institute of Texas at Sam Houston State University (CMIT), the National Association of Probation Executives (NAPE), and the National Institute of Corrections (NIC). Additionally, the Past Presidents of APPA pledged their active support.

The commitment of the partners was strong. It was unanimously believed that creation of the Institute was critical and the timing was right. During the discussions, the steering committee laid out four specific goals around which to develop the Institute.

- Provide participants with a fundamental understanding of leadership and management within the community corrections arena.
- Increase participants' critical thinking skills and analytical abilities to sustain the increasing demands of leadership and management and to further develop the leadership capacity for organizational change.
- Develop participants' skills for navigating through various levels of the political system in organizations, including organizational units, and sub-service delivery systems to advance the objectives of community corrections.
- Enhance participant's professional growth through sustained interaction with a national network of community corrections leaders, managers, and executives.

The curriculum design team along with curriculum specialists from CMIT and funding from NIC outlined the core curriculum. The design team left CMIT with additional assignments for themselves and other members of the steering committee but with the knowledge that a very impressive and exciting program had emerged from the thoughts and dreams exchanged between the community corrections professionals and the higher education faculty at Sam Houston State. The planning session was a unique experience. Though the two groups had met for the first time, the understanding and needs of leadership transcended the boundaries of each area of expertise.

The resulting course explores leadership and management issues from a practical point of view. It uses theory applied in the community corrections arena, requires self exploration and develops problem-solving skills. The design leads the participants to interact directly with the instructors, facilitators, each other, and recognized leaders and executives in community corrections and allied professions. The faculty is selected from expert educators, community corrections leaders and others in allied fields.

The APPA Leadership Institute is a twelve month learning series. Participants receive pre-session assignments, meet for

"This project has been one of the most rewarding things I have worked on in my career. I have been very fortunate to have had the opportunity to attend different leadership programs. This was my way of giving back and it is very exciting to see the new leaders of tomorrow benefit from this program. The dividends we gain from this will serve our organizations and profession for the years to come. We need to continue to invest in our future."

Kathy Waters, Director, Adult Probation Services, Arizona Supreme Court

three two-day sessions, and respond to facilitated assignments in the two intervals between the three sessions. Each on-site session is held prior to an APPA Institute. The course relies on discussion-oriented lectures, group exercises, homework, project development, readings and book reviews, self assessment evaluations, case studies and volunteer participation in selected professional organizations. Course content includes social scientific literature on leadership theories, models and processes, organizational development and change, ethics and legal issues, work force and generational issues and political forces within the work place. Each participant completes a large project that provides leadership in a needed area in their home agency. An APPA mentor is partnered with each participant to provide introductions and networking opportunities with national executives and leaders in the profession.

To introduce the first APPA Leadership class, letters were sent to Agency Heads across the country soliciting support and applicant nominations. Their commitment was to invest in the cost of the leadership program (\$1500), and to have the nominated staff attend the next three APPA Training Institutes and be involved in the intra-session work that would be required. Nominees were screened and a full class of 25 participants was set to become the APPA Leadership Class of 2008. Following the twelve month learning experience, the first class of 22 graduates received certificates of completion in August 2008.

Sarah:

I view this project and my participation in the Leadership Institute as highlights of my career in probation. Further, my involvement in the Institute allowed me to take the next step in my career, by helping me achieve a recent promotional opportunity. I am truly grateful for my agency and sponsor's support and encouragement in the program. I challenge anyone seeking to enhance their leadership skills and knowledge of community corrections to pursue attendance at the Leadership Institute.

Can you describe your leadership project and how that was helpful to you and your agency?

Susan:

My Leadership Project was the development and implementation of a vision and mission statement for the Utah Juvenile Court. Such a project was timely as we had undergone many changes to our management structure due to retirements. At the same we were overwhelming staff with new evidence-based models for probation, model courts for child welfare and delinquency and a new statewide information system. The project involved a planning committee that represented staff at all levels of our organization and culminated in a statewide Leadership Conference. This project has unified the staff of our organization and given us a clear direction. With the downturn in the economy and budget cuts to our organization, it has been helpful to refer to our vision and mission.

Sarah:

As a component of the program, participants were required to lead a change effort at their home agency. For my project, I led a workgroup to revise our statewide probation supervision policies to move away from a strict contact driven model to one that incorporates the principles of Evidence Based Practices. Because of my participation in the Institute, I had access to many subject matter experts and to established leadership principles to assist in the implementation of this major change initiative in Arizona. Although the road to statewide EBP implementation is long and winding and requires the dedication of many players, this policy change is a much needed component for systemic change. Since the completion of the Institute, the policies have moved forward for statewide adoption. Additionally, NIC has become involved in Arizona's project and is providing technical assistance to each of the counties in order to complete strategic plans in line with new protocols.

During the Leadership Institute, participants provided an evaluation following each session to assist in refinement of the curriculum. A final evaluation of the series was completed by participants, agency heads and coach/mentors. This feedback was critical for modifications to the learning experience and the logistics for the sessions. With this information in place, the Leadership Steering committee, the partnering agencies and the APPA Executive Committee met to determine the future of the Leadership Institute. The decision was a unanimous commitment to continue the Institute. The APPA Leadership Institute had met all of the original goals and then some. A number of the projects, of the 2008 class, have been highly successful and beneficial to their agencies. Several participants have received promotions and many are active in committees and elected offices in APPA.

To the partnering associations, agencies and others, a special thanks for supporting this initial endeavor. To all the leaders who have and will attend this Institute, we offer sincere and heartfelt thanks for becoming the future of our profession. >>>▲

Selection Process

Individuals interested in applying to participate in the next APPA Leadership Institute or in nominating an applicant can do so by visiting the APPA web site at www.appa-net.org or contact Lisa Ginter at (859) 244-8193 or lginter@csg.org. All applications must contain a letter of agency support. Final selection will be made by the APPA, NAPE, CMIT, and NIC leadership team. **The application deadline is June 1, 2009.**

Dee Bell is the Program Coordinator with the Georgia Department of Juvenile Justice. Linda Layton is an Independent Consultant/ Trainer residing in Georgia. Kathy Waters is a Past President of APPA, Director of Adult Probation Services Division, Administrative Office of the Courts, Arizona Supreme Court.



Leaders for the 21st Century

We live in the fast paced world that futurists described to us in the early 1980's. At that time words like "change" and "paradigm shift" were bandied about and we were advised that our lives would be of constant change in the future. For the large part, technology has driven this transformation. Here we are thirty or so years later trying to define what it all means in terms of the work place. What kind of leaders will move us through the 21st century? What will be the hallmarks of this generation of leaders?

We live in interesting times when it comes to the dynamics of the work place. In the 1980's, managers were preparing their workforce to understand and accept change. After all, the Veterans and Boomers had always worked in a world where life was relatively static. They predominantly did things because "we had always done it that way". Technology was just beginning to influence the workplace.

Imagine: Typewriters that corrected-no more white out!; copy machines- no more mimeographs or carbon paper!; fax machines for immediate receipt of information. Gone were the "good old days" when snail mail allowed one to compose the information – post it (taking at least three days). The missive was received where upon the receiver read it and contemplated a response. Wrote the response, posted it



Leadership Institute Class of 2010—left to right, front row: Carolyn Youngstrom-Scheer, Laura Strait, Linda Jones, Reyna Cartagena, Heather Boyer, Sherry Parkes, Deena Corso, Wende Kirby, Patrice Buzan, Vanessa Farmer Back row: Diane Kincaid, Malinda Lamb, Jerri Allen, Tosha Wright, Elizabeth Powell, Beth Skinner, Donald Bornheimer, Gregory Dillon, Aaron O'Connell, Manny Rodriguez, Stephanie Ruggles.

(another at least three days). It was a much slower time when at least six days could expire for a communication to go full circle.

Email made the world spin even faster. Colleagues could reach us immediately and expected an immediate response – we learned the importance of reviewing our thoughts before pressing “send “. :>) Next cell phones and now blackberries and other advanced communications technologies. In the work world, we are available 24/7 and tied inextricably to our technology. Technology has allowed us to live in a global world and media has shrunk the planet until we feel the impact of actions on the other side of the globe as though they were in our community.

Now, the Gen Xr’s and Millenials are the predominant numbers in the work place. These young people grew up with technology and have never lived without office applications, cell phones, blackberries and immediacy of communication. Social networking is blending into workplaces and the workforce is interested in making a difference. The pace of change is not only constant it is exponential.

What does all this mean in terms of 21st century leaders? Antony Jay (British activist and author) said, “The only real training for leadership is leadership”. The notion of immersion learning may have its place, but imagine the military leader thrown into battle without the knowledge and skill for effectively leading the troops. The basic leadership skills are essential for most of us to effectively meet our goals in a multi-generationally diverse workplace.

Then what is the knowledge and skill required of community corrections leaders in the 21st century? Effective leaders understand themselves and know how they can most effectively interact with others. Through utilization of temperament theory tools, assessment of critical leadership skills and the opportunity to practice essential skills in the workplace, they understand the complexity of the workforce as multi-generational and diverse. They recognize the political environment and the ever changing systems in which they operate. They accept and utilize the technology available and plan for future technologies. They realize that success relies on using research to implement evidence-based activities and programs. And finally, they optimize the opportunities for networking and involvement in their profession.

Twenty-first century leaders have the advantage of generations of research and observation as a basis for their success and the understanding that today’s workplaces are the labs for future generations of successful leaders. Most leaders are not born successful they are trained.

Join like minded individuals who will meet to discuss the next APPA Leadership Institute at the APPA 2011 Winter Training Institute, February 27 – March 2, 2011 in Orlando, FL. Dates and times for the meeting will be published in the Institute souvenir brochure. >>>



GENERATIONS

VETERANS - 1922 and 1943

(52 million people)

This cohort was born before or during World War II and their earliest experiences are associated with that world event. Some also remember the Great Depression.

THE BABY BOOMERS - 1943-1960

(73.2 million people)

These people were born during or after World War II and raised in an era of extreme optimism, opportunity and progress. Boomers, for the most part, grew up in two-parent households, safe schools, job security and post-war prosperity. They represent about two-thirds of all U.S. workers. On the job, they value loyalty, respect the organizational hierarchy and generally wait their turn for advancement.

GENERATION XERS - 1960-1980

(70.1 million people)

They were born after the Boomers into a rapidly changing social climate and economic recession, including Asian competition. They grew up in two-career families with rising divorce rates, downsizing, the dawning of the high-tech age and the information age. On the job, they can be fiercely independent, like to be in control and want fast feedback.

GENERATION NEXTERS - 1980-2000

(69.7 million people to date)

Those born of Boomer parents and early Xers into our current high-tech, neo-optimistic times. Although the youngest workers, they represent the most technologically adept. They are fast learners and tend to be impatient.

(cf. Zemke, Raines and Filipczak, *Generations at work: Managing the clash of Veterans, Boomers, Xers, and Nexters in your office*, 2000.)