

**Effectively Managing a Multi-Generational
Workforce in Corrections: Instructor's Manual and Activity Guide**

Effectively Managing a Multi-Generational Workforce In Corrections

Instructor's Manual and Activity Guide

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**Effectively Managing a Multi-Generational
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Effectively Managing a Multi-Generational Workforce in Corrections Overview for Instructors

This training program is designed to address what correctional administrators have identified as an emerging management challenge – four generations in one workplace. The characteristics and traits of each of these distinct generations have resulted in conflicts centered around values, beliefs, and work ethic. This training's objectives are:

- To recognize the multiple generations interacting in today's workplace and identify their primary characteristics;
- To understand the strengths, weaknesses and job-related needs of each generation;
- To examine how the agency's culture affects the ability of multiple generations to work together;
- To conduct an agency assessment to determine the source and extent of conflict;
- To develop a plan to address recruitment and retention of all generations in the workplace; and
- To develop an individualized blueprint to put into action solutions to improve the multi-generational workforce.

This training has been designed by practitioners. Three focus groups were conducted to identify specific issues about managing a multi-generational workforce. These practitioners were managers and non-managers, from all parts of corrections – prisons, jails, and community corrections, and represented all four generations. These focus group participants worked hard to identify the specific topics that needed to be covered in a 16-hour training program. While we recognize this training could take up whatever time is allocated, this 16-hour program has the stamp of approval of the practitioners involved. The names of these practitioners as well as the project's consultants are noted in "Acknowledgements" at the front of the participant guide.

This Instructor's Manual is not intended to make you a subject matter expert. However, instructors need to carefully review all the information and data contained in the curriculum before facilitating this program. *Instructors are also strongly encouraged to review the bibliography contained in the participant's manual, as well as read the most relevant books and articles regarding multi-generational workforces, especially those listed in the Literature Review.* The success of this training program is directly linked to your efforts to become familiar and comfortable with this subject before instructing and facilitating.

Challenges to Instructors:

Instructors must create as neutral a training environment as possible in order for this program to succeed. By "neutral", we mean that the instructors must assure that one

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generation does not dominate the class, or that one generation doesn't seek to solve the problems of inter-generational conflict by demanding that all the generations behave just like them. This training provides considerable information about the characteristics of each generation in the workplace. You are asked to use this information, along with the exercises to create a learning environment in which differences can be discussed and debated, even hotly debated, but that at the end of the training, all participants understand how to resolve inter-generational conflicts, as well as prevent them. You are asked to frequently remind the training participants that their prejudices and preconceived notions about generations, other than their own, need to be set aside during this training.

An important training caveat is to remind participants that the characteristics and traits of each generation don't uniformly apply to all members of that generation. To that end, participants (and trainers) need to be reminded:

- Don't stereotype the members of each generation;
- Acknowledge that individuals in each generation are unique;
- Understand that there are significant cultural and regional differences within each generation; and
- Appreciate that the information provided in this training is designed to help participants think differently about generations, not provide absolutes with reference to generational characteristics or solutions that arise from multi-generational conflict.

One significant challenge for instructors is that not all four generations in our workplaces will, most likely, be participating in the training. As the training is designed for corrections managers, it is improbable that the "Millennial" generation, born after 1980, has yet worked its way into "management". So, the employees who are generating the most discussion, and are the least known to the training participants – the Millennials – will be absent. This will be a challenge for instructors – to be sure that the voice of the Millennials is heard, understood and appreciated. You will be assisted in doing this through the information provided in the curriculum.

Considerable assistance in helping instructors, and participants learn about Millennials is the work done by Beloit College¹. The College each year publishes a list of the characteristics and perspectives of the in-coming freshman so that their professors have a "clue" about who will be in their classes. Among the things to remember about Millennials are:

¹ See Beloit College websites for their Mindset lists: www.beloit.edu/~pubaff/releases/mindset_2006.html, www.beloit.edu/~pubaff/mindset/2005.html, www.beloit.edu/~pubaff/mindset/2004.html, www.beloit.edu/~pubaff/mindset/2035.html, www.beloit.edu/~pubaff/mindset/2002.html.

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- In their lifetime there has always been AIDS.
- The expression "you sound like a broken record" means nothing to them.
- Most have never seen a black and white TV or one with only 13 channels.
- The "Tonight Show" has always starred Jay Leno.
- The Vietnam War is as ancient to them as WWI or WWII or the Civil War.
- They don't know who MORK is.
- There has always been MTV.
- They never heard Walter Cronkite say "That's the way it is."
- John Lennon, Ricky Nelson, Richard Burton, and John Belushi have always been dead.
- Travel into space has always been accomplished in a reusable spacecraft.
- They have always been able to get their news from USA Today and CNN.
- They have no idea how big a breadbox is.
- The Kennedy tragedy was a plane crash, not an assassination.
- MASH has always been in re-runs.
- Women sailors have always been stationed on U.S. Navy warships.
- "Spam" and "cookies" are not necessarily food.
- They feel more danger from having sex or being in school than from nuclear war.
- The New Kids on the Block are over the hill.
- There has always been Diet Coke.
- They have always had access to e-mail.
- The precise location of the Titanic has always been known.
- Oprah has always been a national institution.
- A Southerner has always been President of the United States.
- Peter Jennings, Dan Rather, and Tom Brokaw have always anchored the evening news.
- Vanessa Williams and Madonna are aging singers.
- Ozzy's lifestyle has nothing to do with the Nelson family.
- *Trivial Pursuit* was played by their parents the night they were born.

To help represent the Millennials, check the Beloit College website for more information.

Another important challenge for instructors is to help participants distinguish between conflict in their workplaces caused by the four generations, and conflict caused by an unhealthy work environment or "agency culture." Distinguishing between these two conditions, or even, perhaps, a combination of these two factors is critical to making this training useful. Agencies and facilities may be "blaming" their workplace conflicts on the four generations at work, when, in fact, the conflicts have deeper and more entwined roots. For example, if the facility is not "employee-friendly", if staff have to beg for time off, if the leadership rarely walks around, if staff grievances go unanswered, and the workplace is unprofessional, conflict can be expected – but it is unlikely that it is "caused" by the different generations in the workplace. Module Two has been designed to specifically explore these issues.

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This training also emphasizes the development of a personal “blueprint” for each participant. This blueprint, to be completed after each module, is a way for instructors to be sure that the participants understand the materials, and that they are reflecting upon improvements they can make in their own workplaces.

This training relies on inter-active exercises built into every module. Through adult-learning methods, participants will stay engaged and energized. The Activity Guide accompanying this Instructor’s Manual provides details about the exercises. The matrix at the beginning of the Guide provides alternative exercises. Instructors are strongly urged to use interactive exercises, including ones they may develop on their own. This training is not designed as a “lecture” format, will be ineffective if used that way.

This Instructor’s Manual provides direction for each module. The Activity Guide, as noted above, provides the inter-active exercises that enhance the curriculum and allow the participants to be actively engaged.

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The Mechanics of this Training

Using the Materials

This curriculum is provided for the use of agency or facility-based instructors. The materials are intended as background information and resources for both instructors and participants. Instructors are encouraged to carefully review the materials in preparation for training. The curriculum is highly interactive, with group activities included. It is strongly recommended that instructors use these interactive exercises. The Activity Guide, beginning on page 31, provides suggestions. Instructors are encouraged to develop and use additional activities that support the objectives.

Each of the three modules contains objectives and module highlights. There are considerable resource materials including articles and a bibliography. Information on the web is also cited.

Participant's Manual

The training will be enhanced if the participants are provided with some materials. A copy of the instructors Power Point presentation should be part of the manual, or distributed as a hand-out.

Before the Program Begins

Preparation is important. Before you begin training, you may wish to consider the following:

- Research current materials, news articles, etc. relevant to multi-generational conflicts.
- Coordinate with the host site as to the appropriate training hours, starting and ending time, and time provided for lunch.
- Ask the host site's representative to describe the specific issues, if any, that resulted in this training request. Identify any unique needs.
- Learn as much as you can about the training participants so that any cultural or regional dimensions can be addressed.
- Review the curriculum and accompanying Power Point program.
- Assure a lap top computer is available (either your own or the host agency's) and a LCD projector.
- Strategize with your co-trainer about management of group activities.
- Confirm with the host agency's contact person the availability of audiovisual and other training aids (flip charts, easels, screens, markers, tape, etc.)
- Confirm with the host agency's contact person to be sure the "logistics" are arranged (i.e., food or information about nearby restaurants for lunches, breaks, special needs, parking, printing of materials, name tents, or name tags).

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- Confirm with the host agency's contact person the layout of the training room. The room can be configured to the specifications of the training team. Make sure that every participant has an unobstructed view of the podium, screen, etc. Be sure to let the agency know if you need a table for the instructors, a resource table, and/or tables for audiovisual equipment, extension cords, etc.

Audiovisual Equipment and Know-How

An LCD projector is needed if the Power Point program is to be used, which is highly recommended. Most agencies currently have this equipment. If you have not worked with computer-generated software such as Power Point and/or an LCD projector, it is recommended that you familiarize yourself with these resources prior to your first training program.

Power Point Presentations

Power Point presentations are provided for each Module. Instructors are strongly encouraged to review the presentations and make changes to reflect the specific needs, as well as cultural and regional dimensions of the participants. Instructors are encouraged to modify the presentation to specifically address the training audience.

Coordinate with the training site to arrange to make sufficient copies of the presentation for each participant. Copies can also be provided to participants via Internet, or disk.

Group Activities/Exercises

Essential elements of this training are group activities and interactive exercises. This training is designed to actively engage the participants every hour. You should use the group activities included in the curriculum, as well as other activities you develop to achieve the program's goals.

Successful group activities are based on:

- Clearly defining the activity;
- Defining the expected outcome – e.g. oral report, flip chart, etc.;
- Providing written materials for clarification as needed;
- Identifying individuals to be assigned to specific groups;
- Stating the time limitations;
- Allowing sufficient time to prepare, report out, and process;
- Being available to answer questions as the groups begin work;
- Listening-in to be sure all groups are on track; and
- Providing the resources needed – markers, paper, etc.

Be sure that all members of the group are participating. Look for those who have left the
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room. Invite their return. Help the group with sharing duties of recorder, reporter, etc. Change group membership for different activities.

As the groups report on their outcomes, it is critical to allow sufficient time, yet monitor activities to stay within the schedule. Use timekeeping techniques, if necessary, to conclude reporting. When each group finishes their report, it is important to allow participants the first comments, observations, critiques, etc. Only after the participants have concluded their remarks should you add comments or wrap-up the discussion.

Optimal Number of Training Participants

The optimal number of participants for this program is 25. Accommodations for more participants may be made if special circumstances exist. As the program's interactivity is a program strength, groups larger than 25 may be too many to effectively instruct the program.

Mixing Generations in Training

This training has been developed for corrections managers. As mentioned earlier in the Instructor's Manual, it is unlikely that there will be Millennials in this pool of employees. Because Millennials will, most likely, not be present in the training, it leaves a potential void of gathering information and learning how best to work with this generation.

It is recommended that the agency conducting this training decide how they may wish to address the absence of Millennials. The agency may wish to acknowledge this missing generation and ask trainers and participants to consider that as the training proceeds. However, the agency may wish to include Millennials as part or all of the training. The options are many and the decisions are that of the agency.

Instructors

It is recommended that this program be team taught, with at least two qualified and knowledgeable instructors, preferably of different generations, and with consideration to diversity. Instructors with this topic should be highly regarded, and should be able to cover this sensitive material in a way that is effective.

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On the First Day of Training . . .

Be sure to arrive at the training site at least one-hour before the program is to begin. This will give you time to set-up, arrange the furniture, and solve any problems with the equipment.

- Double-check the participants' manuals, name tents, flip charts, etc. Be sure that each participant has an unobstructed view of the front of the room and can see the speaker, easels and pads, audio-visual screen, and other training aids.
- Locate the rest rooms, coffee machines, and learn about arrangement for smokers.
- Check the ventilation, and learn how you can adjust the heating or cooling, if necessary.
- The lighting in the room should be able to be dimmed for showing computer-generated overheads. Avoid turning out too many lights when using the equipment.
- Be sure all participants can hear you. Listen for outside noise disruptions and make arrangements to try to overcome them.
- Ask participants to turn off, or mute, their pagers and cellular phones.

Blueprints

A recommended strategy for use in this training program is to ask participants to work on individual "blueprints" as the training progresses. The objective of blueprinting is to encourage participants to think about how they will apply the information gained to their agency.

The blueprint, if used will need to be photocopied onto blue, legal sized paper before the class starts.

At the end of each Module, instructors ask the questions noted in the Instructor's Guide for each Module under Blueprints and give participants a few minutes to complete their notes. Instructors should then ask for volunteers to talk about what they included.

In order for this Blueprint exercise to be successful, instructors must provide clear direction, sufficient time for completion, and emphasize it's important to post-training knowledge transference.

During the Training

Sign-In Sheet – Please be sure that all participants sign-in using either a host

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agency provided sign-in sheet or one you provide. Double check with participants during the training to be sure that everyone has signed-in.

Parking Lot: You may wish to create a "flip chart" page labeled "parking lot issues" for use during the training. In this way, you can record participants' concerns and insure they are addressed before the session's end.

- Begin each new training day with a review of the "parking lot" issues, and seek the permission of the participants to cross off issues that have been addressed.
- Review the schedule what will be covered in the new day. Invite comments about the previous day's training. Gather any critiques.

Feedback - Get feedback as you train. It is highly recommended that you solicit informal and formal feedback throughout the training day. This can be accomplished in many ways, including using 3 x 5 cards at each seat, and asking participants to provide feedback to you during the breaks, at lunch, and at the end of the day.

You are expected to review the day with your host agency's representative and your training colleague. Use your experience and participant feedback to make any adjustments or changes in the rest of the training.

Program Evaluations

If the host agency has a formal evaluation form, please use that form. If no form exists, you may develop whatever form you need to get feedback on the impact of the program, training techniques, the skill and knowledge of the instructors, and suggestions for improving the program.

Overcoming Challenging Participants and Situations

The training program is designed to encourage agency managers' to think about their internal culture and how employees in their organization treat each other. The training is not intended to provide "the answer" or the only way to approach an issue. The training is designed to inspire agencies to examine their practices and work at improving those practices that create a "generationally-friendly" work environment.

Be mindful of chain-of-command and how this will impact participation and interaction. Create a "safe" environment with "amnesty" to assure that the comments and points of view of those with different ranks have the same value. Be sure you discuss "amnesty" with the class and receive their concurrence.

Some refresher tips to help insure effective training:

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- Don't let one or two people dominate. It is important that different viewpoints are expressed. Possible responses to difficult, controlling or domineering people include:
 - "May we put that on the back burner for the moment and return to it later?"
 - "If it is all right, I would like to ask if we can discuss that on the break."
 - "There's another important point we still need to discuss and we are running a little short of time."
 - "That's a good point. Let's hear from some of the others" (or redirect the conversation).
 - "We have had several comments in support of this idea, are there different viewpoints in the room?"

This gives the control of the training back to the instructor.

- Be sure you understand the question before you jump to the answer. Restate the participant's question, if necessary, to clarify.
- After you answer a question from a participant, ask "Does that answer your question?" "Do you agree?" or "Has that been your experience as well?"
- Keep everyone engaged in training. Look around the room. Ask people if they agree or don't agree with you. Wait for a response. If you don't have the attention of a participant, or group of participants, work to get it. Is it time for a break? Do you need to move to a group activity?
- Questions from participants are a good indication of the level of their engagement. Questions have value in helping you to clarify, modify or fortify points or to test an idea for its potential. Ask questions of participants if you need to get participants engaged.
- If a participant is belligerent or rude, walk closer to the person, even standing next to him or her.
- If a discussion escalates and becomes emotional, divert the conversation away from the people participating. "I think we all know how John and Bob feel about this. Now, does anyone else have a comment?" or validate their feelings or emotional reactions by saying something such as, "Clearly this is a very emotional and difficult issue with differing viewpoints." Intense emotions can also be a good indicator of major issues in the system (which is made up of people and values). You may want to give extra time for discussion to see if some clarity or understanding can come out of it.

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- If you need to manage the person who "knows it all", acknowledge the person's contribution and then ask others in the group for their opinions.
- Keep the group focused. When a discussion gets off track, say: "Your point is an interesting one, but it is a little different from the main issues here, perhaps we can address your issues during the break or after the session", or, "We will be talking about that later in Module X. Your points are very interesting, could you hold those thoughts until we get to that module?" Remember, use the "parking lot" for issues.
- Be respectful and listen. Be open yet firm and manage the discussion keeping in mind what is best for the whole group.
- Be mindful of your language. Use sex neutral language – avoid comments such as "you guys" or other such phrases. Be aware of the diversity of training participants, including disabilities and sexual orientation.
- Avoid giving legal advice.
- If you don't know the answer to a question, just say so. Tell the participant that you will make a note and let them know you'll attempt to get an answer.
- Avoid a one-to-one conversation/ argument with a participant.

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**TRAINER'S AGENDA
EFFECTIVELY MANAGING
A MULTI- GENERATIONAL WORKFORCE
16 Hour Program
Day One**

Begin	End	Subject
8:30	9:15	Course Overview Introductions, Objectives, Housekeeping, The Course Materials and How to Use Them, Blueprinting
9:15	2:40	Module 1 - Generations Through the Ages
9:15	10:00	Exercise: Who's Who? [45 minutes]
10:00	10:10	Naming the Issue
10:10	10:25	Exercise: Burning Issues [15 minutes]
10:25	10:40	BREAK
10:40	10:50	Today's Workforce: By the Numbers
10:50	11:30	Getting to Know the Generations
11:30	11:50	Exercise: How We Show Up At Work [20 minutes]
12:00	1:00	LUNCH
1:00	1:30	Core Values and Beliefs: Impact at the Office
1:30	1:50	Exercise: Accentuate the Positive [20 minutes]
1:50	2:10	Exercise: Let's Play <i>Gen-Pardy!</i> [20 minutes]
2:10	2:25	Blueprint for Module One [15 minutes]
2:25	2:40	BREAK
2:40	5:00	Module 2 - Agency Culture - An Age-old Problem
2:40	3:00	Exercise: Who's at Work? [20 minutes]
3:00	3:10	Agency Culture
3:10	3:20	An Inventory for Manager
3:35	3:50	Exercise: Conflict of Interest [15 minutes]
3:50	4:30	Exercise: Taking Stock of the Culture in Your Workplace [40 minutes]
4:30	5:00	End of Day Wrap Up Activities

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**TRAINER'S AGENDA
EFFECTIVELY MANAGING
A MULTI-GENERATIONAL WORKFORCE
16 Hour Program
Day Two**

Begin	End	Subject
8:30	8:45	Logistics, Leftovers
8:45	10:45	Module 2, continued Exercise: Improving Agency Culture [30 minutes]
8:45	9:15	Blending Conflict of Interest and Take Stock of the Culture in Your Workplace
9:15	9:30	Changing Agency Culture Generations at Work: Clash Points
9:30	9:45	Exercise: Sum and Substance [30 minutes]
9:45	10:15	Blueprinting Module Two [15 minutes]
10:15	10:30	BREAK
10:45	4:30	Module 3 – The Management Challenge Exercise: Who Wants to be the Boss? [45 minutes]
10:45	11:30	Putting the AGE in manage
11:30	12:00	LUNCH
12:00	1:00	Recruiting Through the Ages
1:00	1:30	Exercises: Finding the Best and the Brightest to Every Generation and New Recruitment Strategies [60 minutes]
1:30	2:30	Retention
2:30	2:45	Exercise: Why People Leave? [30 minutes]
2:45	3:15	Exercise: Getting Employees to Stay [30 minutes]
3:15	3:45	Exercise: The Envelope, Please [45 minutes]
3:45	4:30	Blueprint for Module Three [15 minutes]
4:30	4:45	
4:45	5:00	End of Day Wrap-up Activities Extinguishing Burning Issues Training Evaluation

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Introducing this Training Program

At the start of this program, please review the following with the class:

Overall program objectives:

- To recognize the multiple generations interacting in today's workplace and identifying their primary characteristics;
- To understand the strengths, weaknesses and job-related needs of each generation;
- To examine how the agency's culture affects the ability of multiple generations to work together;
- To conduct an agency assessment to determine the source and extent of conflict;
- To develop a plan to address recruitment and retention of all generations in the workplace; and
- To develop an individualized blueprint to put into action solutions to improve the multi-generational workforce.

To start day one:

- Review the training agenda;
- Review the training "caveats" – remind participants that members of each generation are unique, not to stereotype generations, appreciate cultural and regional differences in each generation, and understand that the characteristics and traits discussed are not "absolutes" for all members of each generation.
- Review the break and lunch times;

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- Review why this training was developed and the participation of their participants' peers in identifying the topics to be included;
- Review what is included in the Participant's Manual – including the resources and bibliography at the end of the Manual.
- Emphasize the interactive nature of the program;
- Introduce "blueprints" and how they will be used in the training; and
- Facilitate the introduction of the class and instructors.

Trainer's Notes

Instructors should cover the information in each module without reading it or lecturing to the participants. The Power Point program highlights the important points in each Module.

The phases "agency" and "facility" are used interchangeably throughout the materials. This is done deliberately to focus attention on the smaller and bigger picture. Encourage participants, however, to focus on their workgroup – be it the facility as a whole, or a shift, or another workgroup. This focus is emphasized so that the Blueprint done by each participant will have particular relevance to individual's workgroup.

At the end of each day review what has been discussed that day, review the "parking lot" issues and burning issues with the class to see what has been addressed and what remains to be addressed. Overview the next day's training. Collect any written feedback provided on the 3 x 5 cards. Discuss security arrangements for equipment and classroom and participants' materials.

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To facilitate your management of the training program, please review the Mechanics of this Training, in the previous section.

Trainer's Notes:

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NATIONAL INSTITUTE OF CORRECTIONS LESSON PLAN	
COURSE TITLE: <i>Effectively Managing a Multi-Generational Workforce in Corrections</i>	
LESSON TITLE: <i>Module One – Generations Through The Ages</i>	
PREPARED BY: <i>Rubin/McCampbell</i>	DATE: <i>Dec. 2003</i>
TIME FRAME	PARAMETERS
Hours: <i>Four hours and 25 minutes</i>	Audience: <i>Corrections Managers</i> Number: <i>25</i> Space: <i>Classroom</i>
PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUE
<ol style="list-style-type: none"><i>1. Identify the generations in the workplace;</i><i>2. Name the general characteristics of each generation in the workplace;</i><i>3. Identify the core values and belief systems for each generation;</i><i>4. Discuss how these traits and core beliefs of the generations were molded; and</i><i>5. Introduce how these generational differences show up in the workplace.</i>	<ol style="list-style-type: none"><i>1. Completion of Who's Who</i><i>2. Burning Issues</i><i>3. Blueprint</i>

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INSTRUCTOR MATERIALS

Lap Top Computer

Screen

LCD Projector

Participant's Manual

EQUIPMENT/SUPPLIES NEEDED

- Flip Chart Paper
- Markers
- Tape
- 3 x 5 cards
- Envelopes
- Notepaper for participants
- Other

STUDENT HANDOUTS

Needed for anticipated class size

- Participant's Manual: **Effectively Managing a Multi-Generational Workforce in Corrections**
- Power Point slides

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METHODS/TECHNIQUES

- **Lecture**
- **Exercises**
- **Class Participation**
- **See Instructor's Manual for each Module**

REFERENCES

Additional books and materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

See Resources and Bibliography

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

See Instructor's Manual for Module One.

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Module One – Generations Through the Ages

Objectives of Module One

Trainer's Notes:

- Identify the generations in the workplace;
- Name the general characteristics of each generation in the workplace;
- Identify the core values and belief systems for each generation;
- Discuss how these traits and core beliefs of the generations were molded; and
- Introduce how these generational differences show up in the workplace.

Instructor's Overview – Module One

This Module is designed to introduce the generations in the workplace. Use the information contained in the curriculum to educate yourself about this topic.

The Power Point program is to assist you in highlighting the important training points and to move through the curriculum in an understandable and effective way. It will also help you keep track of where you are and what comes next.

The introductory exercise, *Who's Who* [45 minutes] is designed to prompt participants to think about each generation and their own stereotypes and prejudices. This discussion should be lively!

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Note: There are two additional "ice-breakers" available to instructors. These can be used in addition to Who's Who or may be used before or after breaks, lunch etc. These ice-breakers are found in the Activity Guide.

Trainer's Notes:

The exercise *Burning Issues* [15 minutes] is used to engage the class and for the instructors to learn the concerns of the participants.

The exercise *How You Show Up in the Workplace* [20 minutes] is designed to identify the "generation shapers" for participants.

What about offenders and inmates?

While this program is designed for corrections managers, the information regarding the generations is also relevant to the inmates and offenders we supervise. This is not a major issue in this training, but raising this issue will provide participants with additional insight about inmates and offenders.

Spend a few minutes asking the class how this information might be useful to them? Ask if they have seen these dynamics in their workplace.

The exercise *Accentuate the Positive* [20 minutes] is designed to prompt participants to identify the strengths of each generation in the workplace, as well as how the work place would be diminished if the workplace were comprised of just one generation.

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The exercise *Gen-PARDY!* [20 minutes] is used to allow you to confirm that the participants understand the materials.

Trainer's Notes:

The final page of the Module, *Generations in a Nutshell*, is a light-hearted summary of each generation. It should be used to conclude the Module.

Note: *Generational Shapers* is an additional optional exercise for participants to think more about what makes each generation unique. See Activity Guide.

Blueprint [15 minutes]

Conclude this Module with the Blueprint. The questions you pose to the participants are:

1. What conflicts do you see in your workplace that are caused by generational conflict?
2. What do you feel is currently working well in your agency with respect to this issue?
3. Based on what you have learned so far about the generations at work, what actions do you need to add to your "to do" list?

Allow sufficient time for participants to make their notes. Ask for volunteers to give you several examples of what they have written.

Reinforce the importance of developing a personal plan for addressing individual concerns.

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NATIONAL INSTITUTE OF CORRECTIONS LESSON PLAN	
COURSE TITLE: <i>Effectively Managing a Multi-Generational Workforce in Corrections</i>	
LESSON TITLE: <i>Module Two – Agency Culture – Age-old Problems</i>	
PREPARED BY: <i>Rubin/McCampbell</i>	DATE: <i>Dec. 2003</i>
TIME FRAME Hours: <i>Four hours and thirty-five minutes</i>	PARAMETERS Audience: Corrections Managers Number: 25 Space: Classroom
PERFORMANCE OBJECTIVES <ol style="list-style-type: none">1. Define agency culture and its relationship to multi-generational workforce;2. Analyze the current culture in your agency with respect to effectively managing a multi-generational workforce;3. Identify and discuss the values and beliefs of the generations and their impact on agency culture; and4. Consider ways to change your agency's culture in order to be more "multi-generational friendly".	EVALUATION TECHNIQUE <ol style="list-style-type: none">1. Completion of Who's At Work?2. Conflict of Interest3. Taking Stock of the Culture of in Your Workplace4. Improving Agency Culture5. Sum and Substance6. Blueprint

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EQUIPMENT/SUPPLIES NEEDED

- Flip Chart Paper
- Markers
- Tape
- 3 x 5 cards
- Envelopes
- Notepaper for participants
- Other

STUDENT HANDOUTS

Needed for anticipated class size

1. Participant's Manual: **Effectively Managing a Multi-Generational Workforce in Corrections**
2. Power Point slides

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METHODS/TECHNIQUES

- **Lecture**
- **Exercises**
- **Class Participation**
- **See Instructor's Manual for Each Module**

REFERENCES

Additional books and materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

See Resources and Bibliography

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

See Instructor's Manual for Module Two

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Module Two – Agency Culture – Age Old Problems

Objectives of Module Two

- Define agency culture and its relationship to a multi-generational workforce;
- Analyze the current culture in your agency with respect to effectively managing a multi-generational workforce;
- Identify and discuss the values and beliefs of the generations and their impact on agency culture; and
- Consider ways to change your agency's culture in order to be more "multi-generational friendly".

Trainer's Notes:

Instructor's Overview

An important element of this program is identifying how a facility's or an agency's internal "culture" relates to the generations at work – good and bad. Participants will be asked to rate the culture in their respective facilities and think about how this explains any conflicts in their workplace.

The Power Point program is to assist you in highlighting the important training points.

See the Activity Guide for instructions for all interactive exercises.

The exercise *Who's At Work?* [20 minutes] begins the program. This exercise is to prompt participants to consider what they know about their

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workplace.

As you move into the first section, be sure the participants understand the concept of "culture". You may wish to ask questions such as:

- How do you define "culture"?
- What are the good and "bad" parts of culture?
- Is the "code of silence" in your organization a concern?
- What are your facility's professional ethics?
- How did the "ethics" of the agency evolve?
- How did staff learn to behave professionally on the job?
- Do staff welcome or exclude one another?
- Does it appear that employees respect each other?
- Why is culture important as we explore a multi-generational workforce?

Trainer's Notes:

The exercise *Conflict of Interest* [15 minutes] is a preparatory exercise to *Taking Stock of the Culture in Your Workplace* [40 minutes.] These two exercises, blended, are core parts of this training.

At the conclusion of these two exercises, *Blending Conflict of Interest and Taking Stock in Your Agency's Culture* is an exercise about how changing an agency or a facility culture is a challenging undertaking. Ask the participants to think

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about/talk about:

Trainer's Notes:

- An instance when they tried to change something big or small in their organization.
- What happened?
- Did the change "take"? Why?
- What were successful strategies?
- What didn't work? Why?

The exercise *Sum and Substance* [30 minutes] is a light-hearted exercise to encourage participants to think about their colleagues who are members of different generations.

What lessons can be translated to improve your multi-generational workplace?

Blueprint [15 minutes]

Conclude this Module with the Blueprint. The questions you pose to the participants are:

1. What are the aspects of your agency's culture with respect to multi-generational staff that cause you concern?
2. What are the aspects of your agency's culture that you feel are currently working well with respect to this issue?
3. Based on what you have learned so far about agency culture, what needs to be added to your "to do" list?

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Allow sufficient time for participants to make their notes. Ask for volunteers to give you several examples of what they have written.

Reinforce the importance of developing a personal plan for addressing individual concerns.

Trainer's Notes:

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**NATIONAL INSTITUTE OF CORRECTIONS
LESSON PLAN**

COURSE TITLE: *Effectively Managing a Multi-Generational Workforce in Corrections*

LESSON TITLE: *Module Three – The Management Challenge*

PREPARED BY: *Rubin/McCampbell*

DATE: *Dec. 2003*

TIME FRAME	PARAMETERS
Hours: <i>Five hours</i>	Audience: <i>Corrections Managers</i> Number: <i>25</i> Space: <i>Classroom</i>
PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUE
<ol style="list-style-type: none">1. <i>Provide strategies for corrections managers on leading four different generations in one workplace;</i>2. <i>Develop recruitment and retention plans aimed at each generation; and</i>3. <i>Participate in problem-solving to improve the multi-generational workforce.</i>	<ol style="list-style-type: none">1. <i>Completion Who Wants to Be the Boss?</i>2. <i>Finding the Best and the Brightest of Every Generation</i>3. <i>New Recruitment Strategies</i>4. <i>Why People Leave</i>5. <i>Getting Employees to Stay</i>6. <i>The Envelope, Please</i>7. <i>Blueprint</i>

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INSTRUCTOR MATERIALS

Lap Top Computer

Screen

LCD Projector

Participant's Manual

EQUIPMENT/SUPPLIES NEEDED

- Flip Chart Paper
- Markers
- Tape
- 3 x 5 cards
- Envelopes
- Notepaper for participants
- Other

STUDENT HANDOUTS

Needed for anticipated class size

1. Participant's Manual: **Effectively Managing a Multi-Generational Workforce in Corrections**
2. Power Point slides

METHODS/TECHNIQUES

- **Lecture**
- **Exercises**
- **Class Participation**
- **See Instructor's Manual for Each Module**

REFERENCES

Additional books and materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

See Resources and Bibliography

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

See Instructor's Manual for Module Three.

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Module Three – The Management Challenge

Objectives of Module Three

- Provide strategies for corrections managers on leading four generations in the workplace;
- Develop recruitment and retention plans aimed at each generation; and
- Participate in problem-solving to improve the multi-generational workforce.

Trainer's Notes:

Instructor's Overview – Module Three

Module Three is designed to brainstorm and identify practical ideas about improving workplace management of four generations. An important aspect of this Module is for participants to recognize that the workforce is changing. Any conflicts or challenges they may be experiencing today will become more pronounced, if not addressed effectively today.

The Power Point program is to assist you in highlighting the important training points.

(See Activity Guide for instructions.)

The opening exercise *Who Want to be the Boss?* [45 minutes] is designed to allow participants to test what they have learned so far in this training. Keep careful track of time and closely manage this exercise.

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The exercise *Finding the Best and the Brightest of Every Generation* [60 minutes] is a two-part exercise designed to help managers engage in actual plan development for triaging their own agency and develop a plan of action. This exercise builds on Module Two – especially *Taking Stock of the Culture in Your Workplace*. Be sure to draw participants back to what they learned in this exercise.

Trainer's Notes:

Next, participants are asked to consider *Why People Leave?* [30 minutes] their agencies and how to improve employee retention. This is a practical exercise.

The follow-up to this is *Getting Employees to Stay* [30 minutes]. This exercise allows participants to design practical ways to retain employees.

The exercise *The Envelope, Please* is designed to focus on specific problem-solving in a fast-paced way.

A final **OPTIONAL** exercise, *Scenarios*, should be included, if time permits. This exercise is a hands-on activity which allows the participants to engage in more in-depth problem-solving.

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Blueprint

Trainer's Notes:

Conclude this Module with the Blueprint.
The questions you pose to the participants are:

1. Of the strategies and recommendations discussed today, which ones do you think might be effective in your agency?
2. What are the aspects that you feel are currently working well in your agency with respect to recruitment and retention?
3. Based on what you have learned so far about managing the different generations, what do you need to add to your "to do" list?

Allow sufficient time for participants to make their notes. Ask for volunteers to give you several examples of what they have written.

Reinforce the importance of developing a personal plan for addressing individual concerns.

Concluding the Training Program

At the conclusion of all training, allow plenty of time for participants to complete their personal blueprint. Also allow time for completion of the formal evaluation. Insure that any remaining unresolved issues are discussed, even if the instructors are unable to sufficiently address concerns. These resolutions may include referring the person to another resource.

Trainer's Notes:

If you volunteer to send materials to participants, clarify what is to be sent and to whom. Please assure you keep your promises to send materials. The host agency may provide participants with certificates acknowledging their attendance.

End each training day on an "up" note. Participants may feel overwhelmed by what they have learned and what they need to do. Be encouraging and be sure to identify all resources to help them accomplish their objectives.

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NATIONAL INSTITUTE OF CORRECTIONS LESSON PLAN	
COURSE TITLE: <i>Effectively Managing a Multi-Generational Workforce in Corrections</i>	
LESSON TITLE: <i>Module Four– Training Trainers Problems</i>	
PREPARED BY: <i>Rubin/McCampbell</i>	DATE: <i>Sept. 2003</i>
TIME FRAME Hours: <i>Eight Hours</i>	PARAMETERS Audience: <i>Corrections Managers/ Trainers</i> Number: <i>20</i> Space: <i>Classroom</i>
PERFORMANCE OBJECTIVES <ol style="list-style-type: none"><i>1. Prepare administrators and instructors to develop agency-relevant staff training regarding effectively managing a multi-generational workplace.</i><i>2. Identify the policies and procedures that should be in place before training can be delivered.</i><i>3. Discuss how to select and prepare instructors.</i><i>4. Identify critical issues in developing and delivering training.</i><i>5. Review the elements of adult learning.</i><i>6. Develop a training module; and</i><i>7. Deliver one training module.</i>	EVALUATION TECHNIQUE <ol style="list-style-type: none"><i>1. Delivery of training modules.</i><i>2. Peer critiques.</i><i>3. Blueprint.</i>

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EQUIPMENT/SUPPLIES NEEDED

- Flip Chart Paper
- Markers
- Tape
- 3 x 5 cards
- Notepaper for participants
- Clock or watch for timing presentations
- Other

STUDENT HANDOUTS

Needed for anticipated class size

1. Participant's Guide: **Effectively Managing a Multi-Generational Workforce in Corrections**
2. Power Point slides

METHODS/TECHNIQUES

- **Lecture**
- **Exercises**
- **Class Participation**
- **See Instructor's Manual for Module Four**
- **Participants will "teach back" the program.**

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

See Instructor's Manual for each Module

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Module Four – Training the Instructors

**FACILITATOR'S AGENDA – TRAINING TRAINERS
EFFECTIVELY MANAGING
A MULTI- GENERATIONAL WORKFORCE**

Begin	End	Module 4 –Training for Trainers
8:30	9:00	Course Overview Introductions (if new participants are present), Objectives, Housekeeping, The Course Materials and How to Use Them, Blueprinting
9:00	10:30	Preparing to Train Ready to Train? Implementation of Training Who Are Your Trainers? Teaching Adults: A Trainer's Checklist The 10 Commandments of Effective Oral Presentation Effective Peer Critique • Group Presentation Review
10:30	10:40	Assigning Training Simulations The Rules The Topics
10:40	Noon	Preparation of Simulations
Noon	1:00	Lunch
1:00	4:30	Training Simulations
4:30	5:00	Close-Out/End of Day

Objectives of Module Four

- Develop agency-relevant staff training regarding effectively managing a multi-generational workplace.
- Identify the policies and procedures that should be in place before training can be delivered.
- Learn how to select and prepare instructors.
- Identify critical issues in developing and delivering training.
- Review the elements of adult learning.
- Develop a training module; and
- Deliver one training module.

Trainer's Notes:

Note: This day-long training offers a hands-on, learn-by-doing opportunity to develop topic-specific training that builds on participants' strengths and offers strategies to overcome anticipated obstacles

Review the objectives for this Module. Emphasize that each person will be expected to actively contribute to the training simulations – both as a presenter and as one who critiques their peers.

Note to facilitators: Try to conclude the preparatory activities - those before Training Simulations - in one to two hours to allow sufficient time for participants to prepare and deliver training simulations.

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Blueprint

Review blueprint exercise and provide a copy to each participant.

Trainer's Notes:

**Are You Ready to Train?
Implementation Issues**

The goal of this section is to help agency administrators and instructors understand what policies and procedures should be considered before staff training can begin. This doesn't mean that all of these issues must be resolved before training occurs, only that the agency leadership has given the implications of this training some thought.

Most of this material in this section will be a review of Module Two, *Taking Stock of the Culture in Your Workplace*. Forty-minutes are allocated to this exercise, including debriefing. It is imperative that participants grasp these concepts, so instructors may devote additional time if needed.

Use the exercise *Implementation of Training* to focus participants on the issues they face in designing training. Help participants strategize about how to overcome the barriers they are anticipating – no money for training, no time for training, resistance of supervisors and employees, no curriculum, etc. If the class appears to grasp the concepts, this exercise may be shortened or omitted. Ask the participants to identify issues and gather class responses to determine if more time needs to be devoted to this exercise.

Who are Your Instructors?

This section is designed to focus administrators on who their agency's instructors will be. This subject requires well trained instructors who are sensitive to not only the subject, but their audience. This module helps administrators consider the "who" of their training initiative.

Trainer's Notes:

Developing Effective, Interactive Training

The objectives of this section are to reacquaint administrators and instructors with what makes excellent training.

- Review *A Trainer's Checklist* to help participants formulate how they will develop training in their agencies.
- Review *The Ten Commandments of Effective Oral Presentations*.

Ask participants to think of the most effective instructors they have seen.

- What are the personal qualities of these excellent instructors?
- What are their professional qualities?
- What techniques do they use?

Ask participants how they will approach this training?

- Integrate with regularly scheduled in-service training?

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Develop separate training?

- Roll call training?
- How will they find out what is being taught in pre-service training and by whom?

Trainer's Notes:

Training Simulations

This section is the participants' work agenda for the remainder of the day.

Divide the participants into 6 - 8 groups. Try, if possible, to limit each group to no more than 5 individuals. The smaller number in the groups, the more practice they will have. However, be sensitive to the time needed for delivery of the training.

Give each group an assignment to prepare a 15 or 20 minute training session to be delivered before the entire class. The amount of time allowed for the presentations should be based on the time available to the end of the day and the number of groups.

Allow 45 minutes for the preparation. Allow the groups to prepare in any available space, in or out of the classroom.

Allow each group to sign-up for the order in which they will present their work.

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The Rules:

1. Each group will develop a 15 or 20 minute presentation on the topic provided.
2. The session must include learning objectives.
3. Each session must include one interactive exercise - this does not mean asking the class a question or a flip chart exercise.
4. Each member of the group **MUST** participate in the presentation.
5. The presentation can use the flip charts, computer, other resources.

Trainer's Notes:

Instructors should circulate among the groups as they are preparing to answer questions or serve as a resource.

When the presentations begin - a trainer must time each presentation using signs, or some other means, so that the presenters can see how much time they have left at five minutes intervals and with one minute left.

Before each presentation begins, the trainer will designate a lead critiquer from the audience who will be responsible for giving a **one word** description of the presentation when it ends.

After the lead critiquer concludes his/her summary, others are invited to add their comments. Use the Group Presentation Review contained in the materials, if you wish. If you choose to use this form, make sufficient copies for each presentation.

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Only after all participants have concluded their remarks, should the instructors add their comments, recommendations, etc.

This should be a high energy event. Work to ensure that all participants are engaged. Encourage participants to share what they have developed with their peers.

For simulation topics, see the Activity Guide, *The Envelope, Please* and/or *Case Scenarios*. Gather other topics based on the exercise *Burning Issues*, as well as other class discussion.

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ACTIVITY GUIDE
MATRIX OF INTERACTIVE TRAINING ACTIVITIES

Module One Generations - Through the Ages	Module Two Agency Culture-Age-old Problems	Module Three The Management Challenge
Who's Who Page 51	Who's at Work? Page 65	Who Wants to Be the Boss? Page 76
Optional Ice-Breaker Time's Person of the Year Page 93	Conflict of Interest Page 67	Finding the Best and the Brightest Page 78
Optional Ice-Breaker Text Messaging Page 97	Taking Stock of the Culture in Your Workplace Page 69	New Recruitment Strategies Page 80
Burning Issues Page 58	Part Two: Blending Conflict of Interest and Taking Stock in the Culture of Your Workplace Page 73	Why People Leave? Page 82
Optional: Generation Shapers Page 59	Sum and Substance Page 74	Getting Employees to Stay Page 83
How We Show Up At Work Page 60	Blueprint Page 32	The Envelope, Please Page 84
Accentuate the Positive Page 61		Optional: Case Scenarios Page 87
Let's Play <i>Gen-Pardy!</i> Page 62		Blueprint Page 38
Blueprint Page 26		

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Exercise: Who's Who?

Activity Description:

This is a fast paced exercise designed to identify and debunk generational myths and stereotypes. This exercise is also designed to create debate among participants about each of the generations. Distribute the quiz as the training begins.

Total Time:

45 minutes; allow participants 5 minutes to complete the quiz; de-brief for 40 minutes.

Tools:

Quiz, "parking lot" to record any issues needing resolution.

Training Tips:

- This exercise will produce a number of answers that might startle the participants.
- Be prepared for disagreements and debates about whether or not the answers are correct.
- Be sure to emphasize that these are **generalizations** about the generations, and clearly not applicable to **EVERYONE**.

Participants' Instructions

Who's Who

Two things are certain. First, everyone in this room is a member of one generation. Second, each of you in this room has perceptions about your own generation as well as members of the other generations. But, how many of these perceptions are fact, and how many are fiction? Here are twenty statements describing the generations. Your job is to identify which generation is described in each of these statements.

DE-BRIEFING INSTRUCTIONS **DE-BRIEFING INSTRUCTIONS**

At the conclusion of this exercise, it is critical that the participants understand the differences among the generations in their workplace. Assure participants that generational differences are not ABSOLUTES. Each person who is a member of a generation may be different from their peers and may share traits with other generations. Explore why this may be? Remind participants of the cultural and regional differences that shape each generation. Encourage participants to take notes.

At the conclusion of the exercise, let participants know answer key for this exercise is included in the Resources Module of their Participant's Guide.

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Who's Who?
The Generations

Veterans: Born Before 1943
Baby Boomers: Born 1943 - 1964
Generation X: Born 1964 - 1980
Millennials: Born 1980 - 2000

Review the statements. Note what generation you believe is described by the statement.

- 1. They have a definitive sense of right and wrong and of good and bad.
Respectful of authority.
- 2. They believe in balance and work to live (not the other way around).
- 3. They question authority. Every question can have a field of correct answers
- 4. The "Found Generation", they are confident and hopeful.
- 5. Statistically, they are less promiscuous than other generations.
- 6. They tend to think of themselves as, "the stars of the show".
- 7. They buy now and pay later.
- 8. They save their money and pay in cash.
- 9. Self reliance is a hallmark of this generation.
- 10. A patriotic generation, influenced by violence.
- 11. Their approach to authority is casual.
- 12. They are conformers.
- 13. They value honesty and integrity.
- 14. They believe in an honest day's work for an honest day's pay.
- 15. They have a nontraditional relationship to time and space and value informality.
- 16. They are good team players, but not as good at commitment.
- 17. Known as the "invisible generation", they are dark, edgy and skeptical.
- 18. They live to work.
- 19. They like things on a grand scale, "niftier", bigger, and better.
- 20. They have a strong sense of civic duty and volunteerism.

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Who's Who – Answer Key

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

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

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

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

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

- Part of the legacy of the sixties and Viet Nam.
- Don't trust anyone over 30.

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

- Parents not only escorted them, they advocated for them.
- Gen X'ers, whose parents were never home, swore they would do it differently.
- Kids are the rage-Baby Gap, Pottery Barn Kids, 50 kid shows on TV and

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cable (instead of Mr. Rogers or Captain Kangaroo).

- Busy, busy, busy. Over-scheduled
- Children of Soccer Moms and Dads.

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

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

Baby Boomers 6. They tend to think of themselves as, "the stars of the show".

- Many came from Ozzie and Harriet homes with a stay at home Mom and a working Dad.
- Kids were in the spotlight, representing the fruit of their victory in WWII and their hope for the future.
- With so many kids, the national infrastructure was forced to expand...more schools, more hospitals.
- Generation of soul searchers, seeking personal and instant gratification.
- Think of Clinton. Caught in a lie? Shed a few tears, apologize, blame it on circumstances and move on.

Baby Boomers 7. They buy now and pay later.

- Use plastic.
- Instant gratification.
- Part of the overall feeling of generation's optimism and promise.

Veterans 8. They save their money and pay in cash.

- Conservative spending style, many touched by the Great Depression.
- Remember layaway?
- This generation buys American and is fiercely loyal to brands.

Gen X'ers 9. Self reliance is a hallmark of this generation.

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

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- They seek a sense of family at work.

Millennials 10. A patriotic generation, influenced by violence.

- Era of 9/11, Columbine, Oklahoma City.

Gen X'ers 11. Their approach to authority is casual.

- Traditional hierarchy is lost on this generation.
- Not against authority, just unimpressed by it.
- Saw people in authority fall off the pedestal and into the gutter...Richard Nixon, Jimmy Swaggert, Jim Bakker.
- They are autonomous workers – like to be given a task and left alone to do it.
- Will treat the company president the same as the company receptionist.

Veterans 12. They are conformers.

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

Millennials 13. They value honesty and integrity.

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

Veterans 14. They believe in an honest day's work for an honest day's pay.

- Strong work ethic -loyalty, dependability, stick-to-it-ness.
- Managers hunger for this work ethic.
- Many had parents who lost their jobs during the Depression. Their attitude is "don't rock the boat" and don't take your job for granted.
- They view work as noble.

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

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

Baby Boomers 16. They are good team players, but not as good at commitment.

- So many of them, like puppies in a pile, they HAD to collaborate and cooperate.
- First generation to be graded on report card for "works well with others".
- Yet, have lack of commitment. Leave unfulfilling relationships for more fulfilling ones, or even ones they think might be more fulfilling.
- This is the generation of EST, the Road Less Traveled, Yoga, meditation

Gen Xers 17. Known as the "invisible generation", they are dark, edgy and skeptical.

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

Baby Boomers 18. They live to work.

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

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Veterans 19. They like things on a grand scale, "niftier", bigger, and better.

- Technology as they knew it allowed them to be more mobile, and move faster.
- New Deal, network of rails, then the mass production of cars gave them new mobility and new freedom.
- Owning own car was a symbol of freedom.

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

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

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Exercise: Burning Issues

Activity Description:

This exercise is designed as an "ice breaker" and to continue to get participants talking in front of the group. It should also encourage and allow all participants to identify what they need to know in order to improve their workplace.

Ask the participants what one thing they need to take away from the training. **IMPORTANT:** The exercise is intended to identify for the instructors the most compelling participant issues so instructors can be sure to address these during the training.

Time:

15 minutes

Tools:

Flip chart, markers, tape

DE-BRIEFING INSTRUCTIONS

- Think of this exercise as a "brain dump" – get all concerns and issues down on flip chart paper.
- It should be facilitated in such a way as to encourage participants to identify the hard issues they will confront when they return to their agencies, focus on their own issues about the subject, and clarify what the participants need to take away from the training.
- Make sure to elicit responses from those who have not spoken.
- **IMPORTANT** - At the start of each half-day, review the list and seek participants' approval to cross off subjects that they feel have been addressed.
- Encourage addition of other issues that may come up in the course of the discussions, on breaks, etc.

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Exercise: Generation Shapers (Optional Exercise)

Activity Description: This is an *optional* exercise designed to prompt participants to think about what shaped them personally, and what shaped the members of their generation.

Time: 20 minutes

Tools: Flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Have the participants respond to the question:
- What events do they believe shaped their generation?
- You may ask participants to work in same-generation groups, or to make notes themselves. Flip chart can be used to record both individual and group responses.
- Finally, ask the participants to think about what personal events may have "shaped" them – such as loss of a parent, a hurricane destroying their home, their school winning a championship, their economic well-being as they grew up. *As this is private information, don't urge people to disclose information unless they volunteer.*
- Tie all this information back to effectively managing a multi-generational workforce.

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Exercise: How We Show Up At Work

Activity Description:

This exercise is to conclude the discussion about “generation shapers” by asking participants to focus on what shaped them and what they can remember.

Time:

Allow 15 - 20 minutes for completion of the matrix and discussion.

Tools:

Flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Prior to this exercise beginning, create a matrix on flip chart paper with “what I remember about my generation” down the left side, and the four generations in separate columns:

What I remember . . .	Veterans	Baby Boomers	Gen X'ers	Millennials
My favorite subject . . .				
The first music album . . .				
My weekly allowance . . .				
ETC.				

- Ask participants to complete the matrix in five minutes. Then ask participants to give their responses. You can record their comments.
- The purpose of this exercise is to reinforce the differences that shaped generations.
- As the conclusion to this exercise, ask participants – “What does this mean to you in your workplace?”

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Exercise: Accentuate the Positive

Activity Description:

This exercise is designed to prompt participants to enumerate the strengths of each generation in the workplace.

Time:

20 minutes

Tools:

Flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Ask participants, using the knowledge they have just gained about each generation, to individually list the strengths they see in each generation.
- After allotting five minutes for individual note taking; ask the participants what they discovered.
- Chart responses on flip charts, by generation.
- Conclude by asking participants what their workplace would be like if only one of the generations were represented?
 - What if there were only Veterans, Baby Boomers, Gen X'ers or Millennials?
 - What if a generation were missing? What happens when all Veterans, or Baby Boomers retire?

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Exercise: LET'S PLAY Gen-Pardy!!

Activity Description: A timeless classic, this exercise can be an alternative to *Who's Who*. If used, it should be played after some overview of the various generations, their profiles and core values.

Time: 20 minutes

Tools: The *Gen-pardy!* playing board is on the computer-generated slides. The answers are noted below.

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Play the game just like you see it played on T.V.
- Be sure to explain the rules ahead of time.
- Select a participant to go first. They pick a topic and a dollar amount. You read the answer. Then the participants who know the question should stand. The first one to stand-up answers.
- Participants must state the answer in the form of a question. If the participant is wrong, then the participant who stood up next can try. The instructors act as the "masters of ceremony" calling on those who will give the question.
- Use play money and give to those who give the correct answer the value of the question.
- Be animated and lively. Your energy will help the group's energy.
- Consider buying some inexpensive gag gifts that participants can bid on at the end of the training using their winnings.
- **VERY IMPORTANT – BE SURE TO PRACTICE WITH THE *GEN-PARDY!* SLIDES BEFORE THE TRAINING SO YOU ARE PROFICIENT IN CHANGING FROM ONE BOARD TO THE OTHER WITHOUT INADVERTENTLY REVEALING THE QUESTIONS!**

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THE ANSWERS

Dollars and Sense	Love and Money	Law and Order	Sign of the Times
This generation buys now and pays later	This generation places a premium on honesty and integrity	They have a definitive sense of right and wrong	Slacker
They believe in balance and work to live	Good team players, this generation still gets poor grades for commitment	This patriotic generation was highly influenced by violence	Quality time
They are fiercely loyal to brands	They placed a premium on family and child-rearing	They have a strong sense of personal accountability	Baby gap
Their work ethic = their "worth ethic"	Once married, they stayed married	Every question can have a field of correct and incorrect answers	Lay away
They like things on a grand scale, bigger, niftier	Statistically, the least promiscuous of the four generations	This generation is unimpressed by authority	Plays well with others

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THE QUESTIONS

Dollars and Sense	Love and Money	Law and Order	Sign of the Times
Who are Baby Boomers?	Who are Millennials?	Who are Veterans?	What is Generation X?
Who are Gen X'ers?	Who are Baby Boomers?	Who are Millennials?	What is Baby Boomer?
Who are Veterans?	Who are Gen X'ers?	Who are Millennials?	What is Millennials?
Who are Baby Boomers?	Who are Veterans?	Who are Baby Boomers?	What is Veterans?
Who are Veterans?	Who are Millennials?	Who are Gen X'ers?	What is Baby Boomers?

FINAL Gen-Pardy!!

The Answer: This Canadian writer coined the term *Generation X*.

The Question: Who is Douglas Coupland?

At the conclusion of this exercise, reinforce the learning. What have the participants' gained in knowledge? Where are the debates and disagreements? Does everyone agree with the characterizations?

If an LCD projector isn't available, write each question on flip chart paper, using tabs to keep track of the topic and dollar amount. Be sure the "answer" is also written down.

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Exercise: Who's at Work?

Activity Description:

The opening exercise for Module Two is designed to prompt participants to think about their current workplace and the generations in it. It is also designed to see if they have paid attention to the workplace demographics.

Time:

20 minutes

Tools:

Participant's Manual, Power Point, flip chart paper, markers, tape.

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- At the conclusion of this exercise, be sure the participants have been thoroughly introduced to the concept of facility or agency culture. Challenge them to know more about their own workforce.
- Ask participants to do the best they can in completing boxes 1 – 3. Ask that if they don't know, to make their best guess.
- These questions are designed to see how much each participant knows about the generations at work in their own agency.
- Give an adequate amount of time to complete the exercise. Remind everyone, using the PowerPoint of the years that define the four generations.

Use the following questions/statements as discussion points for Box 1 :

- How much do you know about your own agency?
- We often know the breakdown of race and sex in our workplace, but do we know the generational breakdown?
- Prompt the class – Why is it important to know this information?
- How can you go about capturing this information without appearing to violate laws or regulations about age discrimination?
- What does it tell us about our agency given the breakdown by generations?

Box 1

The breakdown of generations in my agency is:		%
Veterans		
Baby Boomers		
Generation Xers		
Millennials		
	Total	100%

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Use the following questions/statements as discussion points for Box 2:

- As with Box 1, this is designed to allow participants to show what they know about their organization. If participants don't know this information about their organization, discuss why not knowing is significant. Do participants see why this is important?
- What generation is "in charge"? How long will that generation be in the workplace?
- Explore with the participants what might be the consequences if there is imbalance in the generations at the top and mid-management.
- Ask the participants why this information might be important if they were working on plans to address a multi-generation workforce?

Box 2

The current break down by generation in my workplace is:

	% Top Managers	% Mid-Managers	% First Line Supervisors	% Line Staff
Veterans				
Baby Boomers				
Generation Xers				
Millennials				

Use the following questions/statements as discussion points for Box 3:

- Ask participants to visualize their workforce in five years.
- What will their workplace look like then, in terms of the generations?
- Has anyone in their organization systematically reviewed the future of the workplace?
- Why is this important in addressing the multi-generational workplace?

Box 3

The break down of staff by generation in five years will be:

	% Top Managers	% Mid-Managers	% First Line Supervisors	% Line Staff
Veterans				
Baby Boomers				
Generation Xers				
Millennials				

To conclude this exercise:

- Ask participants what this discussion means to effectively managing today's workforce?
- What plans do they have to gather information when they return to work?
- Encourage participants to record their plans on their Blueprint.

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Exercise: Conflict of Interest

Activity Description:

This exercise is designed to allow participants to describe the symptoms of conflict in their multi-generational workplace. This exercise is processed and de-briefed after Taking Stock of the Culture in Your Workplace.

Time:

15 minutes

Tools:

Flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS **DE-BRIEFING INSTRUCTIONS**

- This is an exercise for the entire class; you may divide into groups if you wish.
- Ask participants to think about how they know they have a multi-generational problem in their workplace.
- Keep the exercise going until all ideas or symptoms are noted on flip chart paper.
- This exercise is not to be debriefed until the conclusion of *Taking Stock of the Culture in Your Workplace*.
- Post the paper noting the class' symptoms on the wall.

Samples of what participants might say:

- Accountability, lack of
- Application of policy/procedure
- Attendance; no sick leave or annual leave on books; tardy or no shows
- Attitude; negative, lack of respect toward authority or work
- Cliques by generation
- Communication breakdowns: don't speak the same language, supervisors and managers can't communicate effectively, us vs. them commonly used in speech, differences become personalized, outbursts, staff stop talking to one another, non-verbal communication, "knows it all."
- Computer skills different
- Cultural differences
- Dependability
- Destruction of agency property
- Devaluing contributions of those of another age
- Discipline patterns aligned by generation

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- Disparity of output
- Disrespect
- Dress during casual day; staff appearance; condition of uniforms
- Excuses
- Lack of teamwork

Exercise: Taking Stock of the Culture in Your Workplace

Activity Description:

This exercise is critical to this training as it helps participants operationalize the meaning of "agency culture." This exercise is designed to allow participants to discern whether the conflict they may be experiencing in their workplace (office, work team, unit) may be related to their multi-generational workforce, or whether there are other issues.

Time:

40 minutes.

Tools:

Participant's Manual, flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Before beginning this exercise, take the temperature of the class to be sure they have a working knowledge of agency culture based on the lecture.
- Tell the participants that before they complete the worksheets they are to decide if they wish to rate their facility, office, work unit, team, shift, or the agency. The decision as to what to rate is their decision – but they should draw that distinction before they begin working.
- Stress that a score needs to be given for element in each block, adding each of the elements to get a score for the block. They should then record their scores in the space provided after the lack block.
- Instruct each participant to take 15 minutes to complete the matrix. Walk around the class to be sure that everyone is working on the exercise.
- When participants have "scored" their workplace, ask them to write the score on a piece of paper or 3 x 5 cards and pass it to the instructors. Instructors should record the number of scores in each category on a flip chart – not revealing the scores to the class at this time:

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The Checklist Categories	0 – 102	103 – 171	172 +
Hiring			
Promotions			
Operations			
Mid-Management			
Professionalism			
First Line			
Communication			
Leadership			
Quality of Work Life			
Total			

- Ask participants what “eye openers” they had as they completed and scored the exercise? Promote discussion before revealing the chart, above.
- Ask the class about how their internal culture (agency, facility, work unit, team) is related to their multi-generational workforce?
- Ask the class – would they recommend their workplace to a friend or relative as a place to work? If yes, why? If no, why or why not?
- At the end of this exercise, participants should be forming some opinions regarding whether their workplace needs attention in term of culture, and how this relates to any multi-generational conflict they may be experiencing. They now should be able to answer the question: Is it multi-generational conflict? Or does my facility need work generally?

Participants’ Instructions: Review each of the component areas and give your facility, agency, work unit, shift or office (you decide) a rating describing, generally, how you are doing with respect to each of these topics. Be honest in your assessment! This information will not be shared with anyone in the class.

Give your facility, agency, work unit, shift or office one of the following ratings:

- 1 We need help!**
- 2 We are doing OK, but could use improvement.**
- 3 We are doing exceptionally well, no need for any improvements at this time.**

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Add up your scores here:

Scoring:

Hiring	=	_____
Promotions	=	_____
Operations	=	_____
Middle Management	=	_____
Professionalism	=	_____
First Line Supervision	=	_____
Communication	=	_____
Leadership	=	_____
Quality of Work Life	=	_____
 <u>TOTAL</u>	 =	 <u> </u>

Rating Results:

How does your workplace stack up? Here is what your rating may mean in terms of the "culture":

If your score is: 0 - 102

Your rating indicates that your workplace needs improvements in just about all areas relating to your agency's culture. These improvements relate not only to how the business of your organization is conducted, but how employees are treated. Without improving these workplace issues, it will be difficult to accurately determine whether workplace conflict is a result of a culture, or inter-generational conflict.

If your score is: 103 - 171

Your rating indicates that your workplace is addressing the basic employee needs, striving to create a positive culture. Some improvement may be needed to some areas that you noted. Because your organization has a more "positive" culture, you will be in a better position to assess whether any workplace conflict is caused by inter-generational clashes.

If your score is: 171+

Congratulations, your rating indicates that you are working in an environment that has a very positive culture and probably has little conflict of any kind, including inter-generational conflict.

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Exercise: Part Two: Improving Agency Culture

Activity Description:

This exercise is designed to prompt participants to consider what needs to be changed in their workplace's internal culture.

Time Frame:

30 minutes

Tools:

Participant's Manual, flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Divide the group into small groups mixing generations, with no more than six to a group.
- Ask each group to agree on what elements of their culture need to be improved. Ask the group to agree on the top five (5) issues that need to be addressed, and develop several strategies to address the concern. Ask the group to flip chart their final five + strategies, and designate a spokesperson.

Areas of my workplace's culture that could be improved.	What strategies can I use to improve this component of my workplace's culture?
#1	
#2	
#3	
#4	
#5	

At the conclusion of this exercise, be sure that participants are as motivated as possible to work on their Blueprint to make positive change in their facility.

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Exercise: Blending Conflict of Interest and Taking Stock of the Culture in Your Workplace

- Activity Description: This concluding discussion is to prompt participants to see and understand that the “symptoms” of the multi-generational conflict in their workplace may be related more (or less) to the workplace’ internal culture than to multi-generational issues.
- Time: 20 minutes
- Tools: Participant’s Manual, flip charts.

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Review the results of the two exercises – *Conflict of Interest and Taking Stock of the Culture in Your Workplace*.
- Ask the participants to look over their list of symptoms of conflict in their multi-generational work place.
- Facilitate a discussion of the major points on the list – Do the participants think the conflicts they identified are inter-generational? or, perhaps, issues with the larger culture of the facility or agency? Ask participants to explain their conclusions.

This is an essential theme of this training program so you need to be sure to delve into the issues and help the participants see the relationship between culture and conflict in the workplace. Invite other points of view and encourage debate!

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Exercise: Sum and Substance

Activity Description:

This exercise is designed to encourage participants to think about the differences in the generation in a light-hearted way. This exercise is to promote positive thinking about the generations. As there will likely be NO Millennials present, ask one group to work hard, and honestly, to represent the Millennials.

Time:

Allow 15 minutes to develop the slogan, and 15 minutes for reporting out.

Tools:

Flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Divide the class into small groups. The optimal size for each small group is 5 – 6. If it is a large class, divide into eight (8) groups.
- Try to balance each group so as many different generations as possible are represented in the group.
- Designate what generation each group represents.
- The task:
Each group is to develop a “slogan” – similar to an advertising slogan that accurately describes that generation in the workplace.
- Debrief after 15 minutes. Ask the class to select which group came up with the slogan that most accurately captured that generation.
- Consider awarding a “prize” for the best slogan.
- At the conclusion of this exercise, ask what has each generation learned from each other? Do the slogans sting a bit? Or do participants acknowledge the honesty in the slogans?

Participants’ Instructions: You will be assigned to a small group, including all generations. Each group will be assigned one of the generations. The group’s task is to develop a “slogan” that best describes that generation at work.

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For example, here are slogans for:

Veterans:

"Ours is not to reason why, ours is but to do and die."

Baby Boomers:

"Work hard, then you die . . . we paid our dues, then credit cards."

"Ask not what the DOC can do for you, ask what you can do for the DOC."

Generation X:

"Do the least amount of effort to produce the maximum amount of benefit."

"Move over 'boomers, my sights are on the leader."

"Live fast, retire early, just do it."

Millennials:

"Show me, don't tell me."

"I deserve it."

After the slogans are developed, each group will 'unveil' its slogan. Each slogan is discussed.

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Exercise: Module Three: Who Wants to be the Boss?

Description: This group work and role play, opening Module Three asks participants to be creative and apply what they have learned in the previous two modules about the generations at work.

Time: 45 minutes; 10 minutes of preparation time; then presentations, critiques and debriefing.

Tools: Participant's Manual, Power Point, flip chart paper, markers, tape.

DE-BRIEFING INSTRUCTIONS **DE-BRIEFING INSTRUCTIONS**

- Four multi-generational groups are designated.
- The mission of each group: *Develop your best five minute speech to recruit a roomful of potential employees.* The catch? Each group to whom you are speaking are of the same generation!

Group One - Prepare a recruitment speech for Veterans
Group Two - Prepare a recruitment speech for Baby Boomers
Group Three - Prepare a recruitment speech for Gen X'ers
Group Four - Prepare a recruitment speech for Millennials.

- Groups have 10 minutes to prepare, and designate a speech maker from each group!
- Encourage participants to use what they have learned about the different generations at work.
- Before the presentations begin, remind the participants that they are assuming the role the generation the speaker is addressing.
- Time each presentation to five (5) minutes.
- The "audience" is encouraged to ask questions at the conclusion of each presentation, keeping in mind their generation role.
- Manage the questions and responses to stay on point.

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- Ask the class:
 - How did each speaker do?
 - What worked for each generation?
 - What didn't work?
 - What ideas does this give you?
 - How is this linked to what we have already learned in Modules One and Two?

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Exercise: Finding the Best and the Brightest of Every Generation

Activity Description:

This exercise is designed to allow participants to apply what they have learned about the generations in their workplace when hiring employees. Participants are now asked to view their workplace through the eyes of other generations. The goal is to have their responses relevant to their organization and motivate them to consider alternatives when they return to work.

Time: 30 minutes (Use with *New Recruitment Strategies*.)

Tools: Participants' manual, flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Encourage participants to be creative.
- Even though participants believe that their administration, rules, or collective bargaining units prevent them from being creative, urge them to "think outside the box".
- Review the instructions and be sure all participants understand the directions.

Participants' Instructions: Hiring quality employees, regardless of their generation, is a challenge for corrections agencies. Analyzing how best to recruit good employees is rarely viewed through the lenses of the different generations. How can looking at this through the generational perspective help you hire quality staff?

Think about why you took this job in corrections? Make a few notes. Then for the other three generations, answer the questions from your perspective about why generations other than your take jobs in corrections?

- After the participants have responded to the questions, place them in multi-generational groups to compare notes and ideas.

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- Groups will be asked to record the common themes, misconceptions, trends and myths they learned.
- Each group designates a spokesperson and reports out.
- Be sure the participants are thinking broadly about what works and what doesn't work in recruitment and hiring. Refer them to the opening exercise of Module Three.
- Next, move the exercise: *New Recruitment Strategies* to complete the work.

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Exercise: New Recruitment Strategies

Activity Description:

This exercise is designed to allow participants to apply what they have learned about the generations in their workplace to hiring employees. The goal is to have their responses relevant to their organization and motivate them to consider alternatives when they return to work. The more specific the strategies the more effective the exercise.

Time: 30 minutes

Tools: Participants' manual, flip chart paper, markers, tape

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- After the participants have completed their individual work, compared notes, and reported their findings, the groups are then asked to develop new strategies for recruitment.
- Ask each group to record their findings on a flip chart and report out.
- Assure debate and comment about the strategies. Ask for clarification to more detail.
- Identify the best strategies.
- Encourage participants to record their strategies on their Blueprint.

Participant Instructions: Next, each group needs to consider the following and prepare to present to the class. Using what we have learned about the traits and preferences of each generation, what does your group believe can be done differently to recruit the four generations?

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	New Recruitment Strategies
General Strategies?	
For Veterans?	
For Baby Boomers?	
For Gen Xers?	
For Millennials?	

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Exercise: Why People Leave?

Activity Description:

This exercise is designed to have participants think about why employees are leaving their organization or workplace. This thinking is in preparation to developing retention strategies. Participants are also asked to think about who is leaving employment from a generational point of view.

Time Frame:

15 minutes

Tools:

Participant's manual, flip charts, tape, markers.

DE-BRIEFING INSTRUCTIONS **DE-BRIEFING INSTRUCTIONS**

- Ask participants to take a few minutes a record their thoughts about why employees are leaving? Ask them to consider generational differences.
- Walk around the room to assure that participants understand the directions and are recording their opinions and thoughts.
- Ask participants to respond to this question, and record their thoughts.
- Among the reasons, participants may identify:²
 - Boredom/lack of change
 - Limited opportunities for growth or advancement
 - Low expectations/standards for the position
 - Lack of leadership/poor supervision
 - Inferior/ineffective co-workers
 - Lack of appreciation
 - Too much bureaucracy
 - Unreasonable work hours
 - Non-competitive compensation
 - Too long a commute

² Portions of this list are attributed to: Christian and Timbers, (2000, April) "Why Employees Leave", quoted in **Training and Development Journal**.

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Exercise: Getting Employees to Stay

Activity Description: Now that participants have considered why employees are leaving, this exercise asks them to prioritize their concerns and develop strategies to address the retention issues.

Time Frame: 30 minutes

Tools: Participant's manual, flip charts, tape, markers.

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Using small groups of mixed generations, ask each group to agree on the top five (5) reasons why employees are leaving. Specifically ask that they not include retirement as one of the reasons.
- Give the groups time to develop several strategies for each concern.
- Ask each group to record their top five (5) issues and the strategies to address them. Each group designates a spokesperson.
- As each group reports out, promote discussion about the top issues and the strategies. What new ideas have emerged? Does the group discussion prompt additional ideas? If so, record these ideas.
- Encourage participants to record strategies on their Blueprints.

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Exercise: The Envelope, Please

Activity Description:

This exercise is designed to end the training on an up-beat and positive note. Working in groups, participants brainstorm issues and concerns and identify "best strategies." If desired by the trainers, change the issues to meet the needs of the participants, or the "burning issues."

Time:

45 minutes

Tools:

Envelopes, 3 x 5 cards, flip charts, markers.

DE-BRIEFING INSTRUCTIONS

DE-BRIEFING INSTRUCTIONS

- Instructors need to prepare the envelopes prior to the start of the training.
- Divide participants into 4 - 6 groups. The optimal size for each group is no larger than six (6).
- Pasted or taped on the front of the business-size envelopes is a question, concern or issue. Give each team an envelope.
- Each team has no more than 3-5 minutes to read the questions, consider their best strategy to address the issue, write it on a 3x5 card, and place it inside the envelope.
- At the direction of a trainer after 3-5 minutes, the groups exchange envelopes. The groups are instructed not to look at the cards inside the envelope. The process starts again.
- The process continues until each group has considered all but one question. When all groups have considered all but one question, each team opens the final envelope they have in their possession.
- Each group reviews all "best" strategies in their envelope and decides which is the "*best of the best*".
- As the exercise is underway be sure that all members of each group are participating and engaged.

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- A spokesperson for each team then presents the question, their "best strategy" and responds to the following questions as asked by a trainer:
 - How did your group arrive at this one "best strategy"?
 - Were the other strategies realistic?
 - Have you experienced this in your agency?

Suggested topics for envelopes:

Note: Instructors are encouraged to develop their own questions, scenarios, etc. for this exercise based on *Burning Issues* identified by participants, or to address issues raised in the course of the training.

1. Good natured kidding between Veterans and Millennials might be getting out of hand. (Millennials are calling Veterans "Pops" and Veterans are calling Millennials "junior".) How do you address this kidding without appearing to be too heavy-handed?
2. More single Gen X'er parents in your workplace are asking for more time off during holidays and the summer vacation time. This is a morale issue for other employees. How do you address this?
3. Veterans are complaining to you that the Gen X'er supervisor on the previous shift is leaving too much work for them. They report to you that this is happening on other shifts where Gen X'ers are being promoted to mid-management. How do you assess the validity of these complaints, and what do you do?
4. A class from basic training which is made up of about 70% Millennials, recently graduated. While all have been assigned to evening or night shifts, most of them continue to put pressure on supervisors to get transferred to days. Some are even saying that they will resign if their requests are not accommodated. What do you do? Others assigned to these shifts are watching to see what you do.
5. The collective bargaining unit is threatening to file a grievance because a Baby Boomer manager is telling the Millennials (males) that they have to cover their earrings with band-aids or tape, or be disciplined for being out of uniform. The rule about males wearing earrings is on the books, but hasn't been enforced for years. What do you do?
6. You are designing a new recruitment program. What locations will you add to the list of where you put your recruitment materials, and locations where your recruiters will go? Be specific.

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7. It appears that Veterans, Boomers, and Gen X'ers are all "down" on the Millennials in your workplace. There is not one specific complaint just that they don't fit in. What do you do?
8. A group of Baby Boomers is in charge of the facility's annual employee picnic. They have been in charge of the picnic for years, and are not very open to others getting involved. After last year's picnic there were complaints from Millennials and Gen X'ers that the picnic was BORING and they won't come this year unless there are some changes. What do you do?
9. You attend an in-service training program and notice that the class is not very attentive. The instructor uses lecture as the primary means of giving information. When you ask the training supervisor why more innovative training methods can't be used, the supervisor tells you that this is the best way to get required material across. You think, based on the attention level displayed by the class, that change is needed. What do you do?
10. You are beginning to lose track of the number of written reprimands given by some Veteran supervisors to rookie Millennials. The tension and animosity among the generations on some shifts is escalating because no one is willing to talk to anyone in a civil manner. What do you do?

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Optional Exercise: Case Scenarios

Activity Description: This optional exercise is designed to allow the class to work in small groups to problem-solve some issues that confront many of their organizations.

Time: 30 – 45 minutes

Tools: Copy of scenarios for each group.

Training Tips:

- Be sure to make copies of any scenarios you wish to use before the class begins.
- Instructors are encouraged to develop their own case scenarios.
- Divide the class into small groups, with the optimal size as six (6).
- Ask each group to work together to review the scenario, develop a response, and have a spokesperson to report to the rest of the class.
- Reinforce teachable moments as each group reports their scenario and response. Ask the participants what they might have done differently.

Scenario # 1

As a manager, the most important decision you make is who to hire. You need to fill the top administrative position in a rural 25-county region. Two candidates remain: a Baby Boomer with field experience, although many years ago, and experience in the central office for the last twenty-years; and a Gen X'er with six years experience working in the region where the vacancy exists. The Baby Boomer lacks a degree but has "experience." The Gen X'er has a Master's Degree and limited supervisory experience.

As a leader, you want to see improvement in the region – one that is not typically receptive to change.

Whom would you hire and why?

Scenario #2

A certain "boss," who is a Veteran, takes all the credit if the work goes right in this section, but none of the responsibility if things go wrong. This "boss" receives recognition at command staff meetings - and doesn't correct the impression that he

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does all the work. This is demoralizing for the staff, mostly Gen X'ers, who really do the work. The staff in question is shocked that the command staff doesn't know that this Veteran is taking credit for their work.

Is this a generational conflict? How can you tell? What do you do?

Scenario #3

Bill, a Baby Boomer, comes to Henry, another Boomer, and complains that Jane, a Gen X'er, is "driving him crazy" by trying to do his job. Henry agrees that Jane's behavior is a problem, but he really doesn't think the concern is as bad as Bill portrays it. Jane's behavior certainly isn't as bad as new hire, a Millennial, John, who is always sending crazy e-mails.

How do you determine what's going on? Is it a personality clash, a generational clash, or a management problem?

Scenario #4

A Gen X'er correctional officer obtains job swaps every week to allow her three days-off in a row so she can attend college. Her Veteran co-workers complain that her absence, even for one day, creates a burden on their unit because her supervisor has to keep orienting staff to her duties.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #5

A Gen X'er staff person comes to you, a supervisor, and tells you he has been treated disrespectfully by his supervisor, a Veteran. Apparently, the Veteran is always telling the Gen X'er how easy he has it, compared to the way things were done in his day. Communication with the supervisor, according to the Gen X'er, has been on a downward spiral. The Gen X'er wants you to talk to the Veteran.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #6

A hurricane is approaching your area. Several Gen X'er staff called in to say they won't be coming to work because they need to stay home with their families. Based on their unexcused absences, you initiate disciplinary action. You receive a call from a local Gen

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X'er politician who says that it is clear that families come first, and that you are out of line in taking disciplinary action.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #7

You are hearing complaints from Baby Boomer supervisors that the Gen X'er corrections officers are difficult to manage. The Gen X'ers seem to resent the way Boomers' talk to them when they give directions, and that they are always looking over their shoulders. You hear from the Gen X'ers that they resent the Boomers' being "over their shoulder" all the time and their need to micro-manage. They say that the Boomers don't trust them to do their job. The Gen X'ers are complaining that the Boomers are worse than their parents.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #8

A Veteran correctional officer worked in inmate accounts. The administration decided they could save money by converting the position to civilian. The newly created position was filled by a Gen X'er.

The correctional officer who was moved from the job complained that the Gen X'er was spreading rumors about her, making disparaging remarks about her in the staff dining room. When the correctional officer is supposed to be training the new employee, she doesn't help her, but just sits there, letting the new employee make mistakes.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #9

Your agency is desperately trying to fill vacancies. Many new correctional officer positions are going to Millennials. You are finding that the Millennials are in conflict with your staff before they complete their training. This uproar is bleeding over into the work place.

You try to talk to the Millennials, and get their views on this conflict. They seem indifferent to trying to solve the problem, and say that the agency isn't taking their needs into account in the workplace. Also, they tell you that the work you are asking them to do isn't what they thought they would be doing.

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You can't afford, financially, staff morale-wise, or public image-wise, to keep letting newly-hired staff go.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #10

You hire a new Millennial accounts clerk and he is a hit! He is doing well on the job, enthusiastic, helpful, and computer literate. One day he arrives at work with a nose ring. This has resulted in all sorts of comments. He is the only agency employee who has a nose ring. There is no policy about this.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #11

A position opens up in the classification unit. Two officers with the same qualifications are being considered – a Veteran and a Gen X'er. The Gen X'er is selected for the position. The Veteran claims age discrimination, saying that she heard that the agency didn't want to invest the time into training her because she is approaching retirement. This has opened up a simmering conflict between the Veterans on the staff and the Gen X'ers.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #12

A Gen X'er is supervising Veterans. A Veteran woman corrections officer refuses an order from the Gen X'er. The Gen X'er tells the Veteran she may be written-up for insubordination. The Veteran acts unimpressed. You learn that women officers of other generations appear to be having trouble with the supervisor. These women don't have any history of problems on the job.

Is this a generational conflict? How do you know? What are the steps you are going to take?

Scenario #13

This year, your agency will be losing 35 officers to retirement. At the same time, the agency is hiring 120 new staff for a new facility. For the last two years, your recruitment strategies have resulted in the hiring of Gen X'ers and Millennials. You

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are beginning to understand that you need some more "mature" workers to help add stability to the workforce, and add age diversity to your agency.

What recruitment strategies might work to attract and retain older workers? How can the agency "appeal" to these older workers? Where is the best place to recruit?

Scenario #14

Two of your Baby Boomer officers complain that their relief arrives on post one to two minutes late, every day. Their relief officers are Gen X'ers. The Baby Boomers say even being late one to two minutes is causing them ten minutes of delay because of the time it takes to pass along information, keys and equipment. The Baby Boomers have twenty year careers with a record of never being late. Both are known for getting to roll call ten minutes early. They are becoming more vocal in their complaints.

Is this a generational conflict? How do you know? What are the steps you are going to take?

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Icebreakers:

Here are two additional icebreakers to use in the training program.

1. Time's "Person of the Year", and
2. Text Messaging Quiz

Facilitator's can use these two icebreakers at any point in the training to reinforce the learning.

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Ice Breaker Description: This "quiz" is designed to prompt participants to think about what they know about significant events in the world since 1950. Provide ten minutes for participants to complete this "ice breaker" and then ask for responses. Highlight what different generations know about the various decades. Be sure to make a copy of the quiz before the class begins. The "key" follows the quiz in this Activity Guide

Time Magazine's "Persons of the Year"
1950 - 2003

Instructions: The following are individuals, events or "things" that were recognized by Time Magazine in their annual year end edition. Beside each name or event, note the decade in which it made Time's year end cover.

50 = The 1950s
60 = The 1960s
70 = The 1970s
80 = The 1980s
90 = The 1990s
00 = The 2000s

- American Women
Andrew S. Grove (President of INTEL)
Anwar Sadat (President of Egypt)
Apollo Astronauts
Ayatullah Khomeini
Bill Clinton and Kenneth Starr
Bill Clinton (42nd President of the United States)
Charles De Gaulle (President of France)
Corazon Aquino (Philippine Revolutionary and President)
Deng Xiaoping (Chinese Politician)
Dr. David Ho (AIDS Researcher)
Dwight D. Eisenhower (34th President of the United States)
Endangered Earth
George Herbert Walker Bush (41st President of the United States)
George W. Bush (43rd President of the United States)
Harlow Herbert Curtice (President of General Motors)
Hungarian Freedom Fighter
Jeffrey P. Bezos (CEO of Amazon)
Jimmy Carter (39th President of the United States)
John Foster Dulles (American Lawyer and Diplomat)
John Fitzgerald Kennedy (35th President of the United States)
Judge John J. Sirica (U. S. Federal Court Judge)

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- _____ King Faisal of Saudi Arabia
- _____ Konrad Adenauer (German Politician)
- _____ Lech Walesa (Polish Freedom Fighter/President)
- _____ Lyndon Baines Johnson (36th President of the United States)
- _____ Martin Luther King, Jr.
- _____ Mikhail Sergeyevich Gorbachev (President of the Soviet Union)
- _____ Mohammed Mossadegh (Iranian Politician)
- _____ Newt Gingrich
- _____ Nikita Khrushchev (Soviet Dictator)
- _____ Nixon and Kissinger
- _____ Peter Ueberroth (Olympic Organizer)
- _____ Pope John Paul II.
- _____ Pope John XXXIII
- _____ Queen Elizabeth II
- _____ Richard M. Nixon (37th President of the United States)
- _____ Ronald Reagan and Yuri Andropov
- _____ Ronald Reagan (40th President of the United States)
- _____ Rudy Giuliani
- _____ Ted Turner
- _____ Teng Hsiao-p'ing (Chinese Vice Premier)
- _____ The American Fighting Man
- _____ The Whistler-Blowers: Cynthia Cooper, WorldCom; Coleen Rowley, the FBI; and Sherron Watkins, Enron
- _____ The Middle Americans
- _____ The Computer
- _____ The American Fighting Man
- _____ The American Solider
- _____ The Peacemakers
- _____ Twenty-Five and Under
- _____ U. S. Scientists
- _____ William C. Westmoreland (General of the Army)
- _____ Willy Brandt (German Politician)

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Time Magazine's "Persons of the Year"

1950 - 2003

KEY

Instructions: The following are individuals, events or "things" that were recognized by Time Magazine in their annual year end edition. Beside each name or event, note the decade in which it made Time's year end cover.

50 = The 1950s

60 = The 1960s

70 = The 1970s

80 = The 1980s

90 = The 1990s

00 = The 2000s

- | | |
|-------------|--|
| 1975 | American Women |
| 1997 | Andrew S. Grove (President of INTEL) |
| 1977 | Anwar Sadat (President of Egypt) |
| 1968 | Apollo Astronauts |
| 1979 | Ayatullah Khomeini |
| 1998 | Bill Clinton and Kenneth Starr |
| 1992 | Bill Clinton (42 nd President of the United States) |
| 1958 | Charles De Gaulle (President of France) |
| 1986 | Corazon Aquino (Philippine Revolutionary and President) |
| 1985 | Deng Xiaoping (Chinese Politician) |
| 1996 | Dr. David Ho (AIDS Researcher) |
| 1959 | Dwight D. Eisenhower (34 th President of the United States) |
| 1988 | Endangered Earth |
| 1990 | George Herbert Walker Bush (41 st President of the United States) |
| 2000 | George W. Bush (43 rd President of the United States) |
| 1955 | Harlow Herbert Curtice (President of General Motors) |
| 1956 | Hungarian Freedom Fighter |
| 1999 | Jeffrey P. Bezos (CEO of Amazon) |
| 1976 | Jimmy Carter (39 th President of the United States) |
| 1954 | John Foster Dulles (American Lawyer and Diplomat) |
| 1961 | John Fitzgerald Kennedy (35 th President of the United States) |
| 1973 | Judge John J. Sirica (U. S. Federal Court Judge) |
| 1974 | King Faisal of Saudi Arabia |
| 1953 | Konrad Adenauer (German Politician) |
| 1981 | Lech Walesa (Polish Freedom Fighter/President) |
| 1964 & 1967 | Lyndon Baines Johnson (36 th President of the United States) |
| 1963 | Martin Luther King, Jr. |
| 1987 & 1989 | Mikhail Sergeyevich Gorbachev (President of the Soviet Union) |
| 1951 | Mohammed Mossadegh (Iranian Politician) |

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- | | |
|------|--|
| 1995 | Newt Gingrich |
| 1957 | Nikita Khrushchev (Soviet Dictator) |
| 1972 | Nixon and Kissinger |
| 1984 | Peter Ueberroth (Olympic Organizer) |
| 1994 | Pope John Paul II |
| 1962 | Pope John XXXIII |
| 1952 | Queen Elizabeth II |
| 1971 | Richard M. Nixon (37 th President of the United States) |
| 1983 | Ronald Reagan and Yuri Andropov |
| 1980 | Ronald Reagan (40 th President of the United States) |
| 2001 | Rudy Giuliani |
| 1991 | Ted Turner |
| 1978 | Teng Hsiao-p'ing (Chinese Vice Premier) |
| 1950 | The American Fighting Man |
| 2002 | The Whistler-Blowers: Cynthia Cooper, WorldCom; Coleen Rowley, the FBI; and Sherron Watkins, Enron |
| 1969 | The Middle Americans |
| 1982 | The Computer |
| 1950 | The American Fighting Man |
| 2003 | The American Solider |
| 1993 | The Peacemakers |
| 1966 | Twenty-Five and Under. |
| 1960 | U. S. Scientists |
| 1965 | William C. Westmoreland (General of the Army) |
| 1970 | Willy Brandt (German Politician) |

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Ice Breaker Description: How techno-challenged are the generations in the class? Provide the following quiz to prompt comments! Duplicate this quiz prior to class if you intend to use it. The "key" follows the quiz.

Text Messaging

Text messaging is how the “younger” generations communicate. Review the following and try and identify what each means!

LOL	MTE
IMHO	IRL
BRB	ROFL
POS	PRT
F2F	FWIW
GR8	LTNS
TTYL	FC
CUL8R	
EOD	
RUOK	
J4F	
G2G	
XLNT	
NCIT	
GMTA	
GAL	
LDR	

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Key – Text Messaging

**Note to Facilitators – There is probably not one answer to each of these text messages.
Encourage participants to find more than one.**

LOL – laughing out loud

ROFL – rolling on the floor laughing

IMHO – in my humble opinion

PRT - party

BRB – be right back

FWIW – for what it's worth

POS – parent over shoulder

LTNS – long time no see

F2F – face to face

FC – fingers crossed

GR8 - great

TTYL – talk to you later

CUL8R – see you later

EOD – end of discussion

RUOK – are you OK?

J4F – just for fun

G2G – gotta go

XLNT - excellent

HCIT – how cool is that?

GMTA – great minds think alike

GAL – get a life

LDR – long distance relationship

MTE – my thoughts exactly

IRL – in real life

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National Institute of Corrections



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About This Training

Increasingly, corrections managers have expressed concerns that sound something like this, "I don't know what is wrong with the young people we are hiring? They don't want to work!" These managers may suspect that differences among generations in their workplace are the possible cause of these challenges and conflicts. Corrections agencies, once lead by "Veterans", those born before 1943, who created much of the culture and tradition of the agency, now find themselves with "Baby Boomers" at the helm. These Baby Boomers must rely on "Generation X" as their mid-managers and supervisors. Generation X'ers are supervising the newest workers, the "Millennials". Each of these groups has different personal and generational events that made them who they are and how these differences show up in the workplace.

The Generations at Work:

Veterans – Born Before 1943

Baby Boomers – 1943 – 1964

Generation X – 1965 – 1980

Millennials – Born After 1980

Employees are the most valuable asset of any corrections organization. Whether these employees work as correctional officers, managers, or support staff, they are the principle contributors to their agency's successes.

The corrections profession is not alone in experiencing symptoms of inter-generational conflict. The successful corrections manager recognizes and understand those differences and effectively build on the strengths of each. The approach of some corrections managers – "My way or the highway" is not resonating with today's Generation X'ers and Millennials. If this is the only way these managers know how to manage - the workplace is in trouble. Each of generations has different expectations and needs in their jobs and careers.

The audience for this program is corrections managers - those responsible for implementing policy and procedures in their organization. This training program will also be useful to agency leadership - those responsible for setting not only policy, but establishing the agency's mission, vision and values.

This training program has been designed to assist managers in corrections organizations with addressing these important issues. The objectives of this training are:

- To recognize the multiple generations interacting in today's workplace and identify their primary characteristics;
- To understand the strengths, weaknesses and job-related needs of each generation;
- To examine how the agency's culture affects the ability of multiple generations to

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work together;

- To conduct an agency assessment to determine the source and extent of conflict;
- To develop a plan to address recruitment and retention of all generations in the workplace; and
- To develop an individualized blueprint to put into action solutions to improve the multi-generational workforce.

As this training is designed for correctional managers, it is unlikely that the newest generation, the Millennials, will be part of this training — yet they are the generation creating the most talk. However, as noted in the Instructor's Guide, the agency may wish to consider including Millennials in all or part of the training. If the agency wants to learn more about the Millennials and Gen X'ers who share their workplace, the best strategy is to speak directly with them. The inclusion of Millennials in this training is likely to be beneficial, but will result in different outcomes for the training.

A few words here about inmates and offenders. While this training is designed for correctional employees, the generational issues presented in this training are also relevant to the inmates and offenders in the criminal justice system. Helping employees recognize that the generational issues for those under supervision provides another tool for them to use in working with this challenging population.

Identifying who in the workforce wears the labels of Veteran, Baby Boomer, Gen X'er or Millennial is not sufficient to improve the workplace. Understanding how the generations grew to become who they are, appreciating their differences, and listening to the needs of multi-generational co-workers are the first steps toward finding solutions to multi-generational conflict.

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Effectively Managing a Multi-Generational
Workforce in Corrections

TRAINING AGENDA
EFFECTIVELY MANAGING: A MULTI- GENERATIONAL WORKFORCE
Day One

Begin	End	Module One and Module Two
8:30	9:15	Course Overview
9:15	10:25	Module One - Generations Through the Ages
10:25	10:40	Break
10:40	Noon	Module One - Continued
Noon	1:00	Lunch
1:00	2:25	Module One— Continued
2:25	2:40	Break
2:40	4:30	Module Two - Agency Culture - An Age-old Problem
4:30	5:00	End of Day Wrap Up Activities
		Day Two
Begin	End	Module Two, Continued and Module Three
8:30	8:45	Logistics, Leftovers
8:45	10:30	Module Two, continued
10:30	10:45	Break
10:45	Noon	Module Three – The Management Challenge
Noon	1:00	Lunch
1:00	4:45	Module Three - Continued
4:45	5:00	End of Day Wrap-up Activities

Effectively Managing a Multi-Generational
Workforce in Corrections

OPTIONAL DAY THREE
AGENDA – TRAINING TRAINERS
EFFECTIVELY MANAGING
A MULTI- GENERATIONAL WORKFORCE

Begin	End	Module Four –Training for Trainers
8:30	9:00	Course Overview Introductions [if new participants are present], Objectives, Housekeeping, The Course Materials and How to Use Them, Blueprinting
9:00	10:30	Preparing to Train
9:00	9:20	Ready to Train?
9:20	9:40	Implementation of Training
9:40	10:00	Who Are Your Trainers
10:00	10:10	Teaching Adults: A Trainer's Checklist
10:10	10:20	The Ten Commandments of Effective Oral Presentation
10:20	10:30	Effective Peer Critique Group Presentation Review
10:30	10:40	Assigning Training Simulations
		The Rules
		The Topics
10:40	Noon	Preparation of Simulations
Noon	1:00	Lunch
1:00	4:30	Training Simulations
4:30	5:00	Close-Out

Blueprinting
Effectively Managing a Multi-Generational
Workforce in Corrections

A goal of this training is to provide you with the knowledge, the skills and the tools to help you more effectively manage your multi-generational workforce. To accomplish this, you will be developing an individual "blueprint." When this training ends, you will have your individualized blueprint for action.

- During each learning module, pay attention to practices and issues in your workplace that cause you concern. Also notice those things that you feel are currently working well. Keep a list of things you need to do when you return to work, and people you need to brief. Use the front page of your blueprint to keep a list of what you discover.
- At the end of each Module, you will also have a chance to review your blueprint. Think about prioritizing your list of things to do and identify people you will want to call.
- At the end of the two day training, you will have the chance to complete your list of priorities as well as establish a timetable by which you hope to accomplish these tasks.

When we return to work, we often get caught up in the day-to-day demands of being a community corrections manager. Your blueprint is designed to help you address the issues you found to be important in this training.

NOTES:

Generations Through the Ages	What conflicts do you see in your workplace that you believe are caused by generational conflict?	Agency Culture – Age-old Problems	The Management Challenge
	What are the aspects of your agency's culture with respect to this topic that cause you concern?	What strategies and recommendations discussed in this training might be effective in your agency?	
1.	1.	1.	
2.	2.	2.	
3.	3.	3.	
	What things do you feel are currently working well in your agency with respect to this issue?	What are the aspects of your agency's culture that you feel are currently working well with respect to this issue?	
1.	1.	1.	
2.	2.	2.	
3.	3.	3.	
	Based on what you have learned so far about the generations at work, what actions should be added to your "to do" list?	Based on what you have learned so far about agency culture, what should be added to your "to do" list?	Based on what you have learned so far about managing the generations, what do you need to add to your "to do" list?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

1.	2.	3.	4.	5.	Month 2:	Month 3:	Month 4:	Month 5:	Month 6:	Month 7:	Month 8:	Month 9:	Month 10:	Month 11:	Month 12:
					People to Brief:										
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.

**Effectively Managing a Multi-generational
Workforce in Corrections**
Annotated Agenda - Two Hour Workshop

Time	Activity	Description
Before the Workshop Begins	Opening Exercise: 20 Questions	20 Question Quiz [see Instructor's Manual and Activity Guide] designed to identify how much participants know about the different generations, their defining moments, values and beliefs. The quiz will also be an important tool in highlighting myths and stereotypes that each of us has, not only about the other three generations, but our own generation as well. Participants will be given the quiz as they come in, so that they can work on it while waiting for the session to begin.
Minutes 1	Introductions	Welcome participants. Cover basic logistics, i.e. restrooms, breaks, training schedule.
Minutes 10 - 45	Generations Through the Ages: Answers to 20 Questions	Participants will have another 5 - 10 minutes to finish the Who's Who Quiz. Then as a large group activity, the quiz will be reviewed and the answers provided. During the course of providing the answers, the participants will receive an overview of the generations.
Minutes 45 - 75	Putting the AGE in manAGE: How the Generations "Report" for Work	Power Point presentation on the impact of the different generations in the corrections setting. Topics that will be discussed include management challenges and strategies of a multi-generational staff and will address such issues as: the stages of employment development, recruitment, retention and discipline.

**Effectively Managing a Multi-Generational
Workplace in Corrections**

Two-Hour Module

Time	Activity	Description
Minutes 75 - 105	Exercise: The Envelope, Please	This is a tying-it-all-together exercise. The participants will be divided into small groups. Each group will be given an envelope. Attached to the outside of each envelope is an index card containing a short problem requiring the group to develop a management strategy to address a generational-related issue. The group answers the question posed by the problem on an index card and places it inside the envelope. The envelopes are passed to the next group. This is repeated until each group has answered every case study EXCEPT the last one. For the last case study, each group opens the envelope, reads the other solutions and decides which solution it thinks is the best one. The groups will then report out on the solution they selected and the reasons why they selected it.
Minutes 105 - 120	Wrap-up Workshop Evaluation	Participants are given a last opportunity to ask questions or make comments and provided time to complete the workshop evaluation form.

The National Institute of Corrections

Effectively Managing a Multi-Generational Workforce in Corrections



The Center for Innovative Public Policies, Inc.

Preview

Generations Through the Ages

- Who's Who?
- Naming the Issue
- By the Numbers
- Getting to Know the Generations
- Agency Culture – Age-old Problems
- Who's At Work?
- Agency Culture
- Manager's Inventory
- Improving Agency Culture
- Clash Points

The Management Challenge

- Putting the AGE in manage
- Recruitment and Retention

Course Objectives

- Recognize the multiple generations in today's workplace;
- Understand the strengths, weaknesses and job-related needs of each generation;
- Examine how the agency's culture affects the ability of the generations to work together;
- Conduct an agency assessment to determine the source and extent of conflict; and
- Develop a plan to address recruitment & retention; and
- Complete an individual blueprint for action.

Blueprints

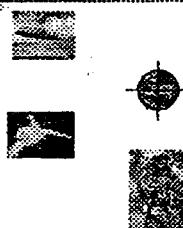
- To provide a means for you to identify issues or concerns about your agency's operations.
- Blueprinting at the end of each module.
- You'll leave with a plan and action steps



Caveats

- Don't stereotype
- Persons of each generation have unique traits and characteristics
- Cultural and regional differences
- Use this information as you think about your organization
- These are not absolutes

Module One Generations Through the Ages



- Who's Who?
- Naming the Issue
- Burning Issues
- By the Numbers
- Getting to Know the Generations
- What About Offenders and Inmates?
- How We Show Up at Work
- Core Values and Beliefs
- Accentuate the Positive
- Let's Play Gen-Pardy!
- Generations in a Nutshell
- Blueprint Module One

Effectively Managing a Multi-Generational
Workforce in Corrections

**Effectively Managing a Multi-Generational
Workforce in Corrections**

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**Effectively Managing a Multi-Generational
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**Effectively Managing a Multi-Generational
Workforce in Corrections**

TRAINING AGENDA
EFFECTIVELY MANAGING: A MULTI- GENERATIONAL WORKFORCE
Day One

Begin	End	Module One and Module Two
8:30	9:15	Course Overview
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10:40	Noon	Module One - Continued
Noon	1:00	Lunch
1:00	2:25	Module One- Continued
2:25	2:40	Break
2:40	4:30	Module Two - Agency Culture - An Age-old Problem
4:30	5:00	End of Day Wrap Up Activities
Day Two		
Begin	End	Module Two, Continued and Module Three
8:30	8:45	Logistics, Leftovers
8:45	10:30	Module Two, continued
10:30	10:45	Break
10:45	Noon	Module Three – The Management Challenge
Noon	1:00	Lunch
1:00	4:45	Module Three - Continued
4:45	5:00	End of Day Wrap-up Activities

**Effectively Managing a Multi-Generational
Workforce in Corrections**

**OPTIONAL DAY THREE
AGENDA – TRAINING TRAINERS
EFFECTIVELY MANAGING
A MULTI- GENERATIONAL WORKFORCE**

Begin	End	Module Four – Training for Trainers
8:30	9:00	Course Overview Introductions [if new participants are present], Objectives, Housekeeping, The Course Materials and How to Use Them, Blueprinting
9:00	10:30	Preparing to Train
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10:40	Noon	Preparation of Simulations
Noon	1:00	Lunch
1:00	4:30	Training Simulations
4:30	5:00	Close-Out

Blueprinting **Effectively Managing a Multi-Generational** **Workforce in Corrections**

A goal of this training is to provide you with the knowledge, the skills and the tools to help you more effectively manage your multi-generational workforce. To accomplish this, you will be developing an individual "blueprint." When this training ends, you will have your individualized blueprint for action.

- During each learning module, pay attention to practices and issues in your workplace that cause you concern. Also notice those things that you feel are currently working well. Keep a list of things you need to do when you return to work, and people you need to brief. Use the front page of your blueprint to keep a list of what you discover.

At the end of each Module, you will also have a chance to review your blueprint. Think about prioritizing your list of things to do and identify people you will want to call.

At the end of the two day training, you will have the chance to complete your list of priorities as well as establish a timetable by which you hope to accomplish these tasks.

When we return to work, we often get caught up in the day-to-day demands of being a community corrections manager. Your blueprint is designed to help you address the issues you found to be important in this training.

NOTES:

Line Management Challenge	Agency Culture – Age-old Problems	What strategies and recommendations discussed in this training might be effective in your agency?
<p>What conflicts do you see in your workplace that you believe are caused by generational conflict?</p> <p>1. 2. 3.</p>	<p>What are the aspects of your agency's culture with respect to this topic that cause you concern?</p> <p>1. 2. 3.</p>	<p>What are the aspects of effective management do you feel are currently working well in your agency?</p> <p>1. 2. 3.</p>
<p>What things do you feel are currently working well in your agency with respect to this issue?</p> <p>1. 2. 3.</p>	<p>What are the aspects of your agency's culture that you feel are currently working well with respect to this issue?</p> <p>1. 2. 3.</p>	<p>Based on what you have learned so far about managing the generations, what do you need to add to your "to do" list?</p> <p>1. 2. 3. 4.</p>
<p>Based on what you have learned so far about the generations at work, what actions should be added to your "to do" list?</p> <p>1. 2. 3. 4.</p>		<p>Based on what you have learned so far about managing the generations, what do you need to add to your "to do" list?</p> <p>1. 2. 3. 4.</p>

1.	2.	3.	4.	5.	Month 2:
					Month 3:
					Month 4:
					Month 5:
					Month 6:
					Month 7:
					Month 8:
					Month 9:
					Month 10:
					Month 11:
					Month 12:-

Effectively Managing a Multi-Generational Workplace in Corrections

Two-Hour Module

Effectively Managing a Multi-generational Workforce in Corrections

Annotated Agenda - Two Hour Workshop

Time	Activity	Description
Before the Workshop Begins	Opening Exercise: 20 Questions	20 Question Quiz [see Instructor's Manual and Activity Guide] designed to identify how much participants know about the different generations, their defining moments, values and beliefs. The quiz will also be an important tool in highlighting myths and stereotypes that each of us has, not only about the other three generations, but our own generation as well. Participants will be given the quiz as they come in, so that they can work on it while waiting for the session to begin.
Minutes 1	Introductions	Welcome participants. Cover basic logistics, i.e. restrooms, breaks, training schedule.
Minutes 10 - 45	Generations Through the Ages: Answers to 20 Questions	Participants will have another 5 - 10 minutes to finish the Who's Who Quiz. Then as a large group activity, the quiz will be reviewed and the answers provided. During the course of providing the answers, the participants will receive an overview of the generations.
Minutes 45 - 75	Putting the AGE in manAGE: How the Generations "Report" for Work	Power Point presentation on the impact of the different generations in the corrections setting. Topics that will be discussed include management challenges and strategies of a multi-generational staff and will address such issues as: the stages of employment development, recruitment, retention and discipline.

Effectively Managing a Multi-Generational Workplace in Corrections

Two-Hour Module

Time	Activity	Description
Minutes 75 - 105	Exercise: The Envelope, Please	This is a tying-it-all-together exercise. The participants will be divided into small groups. Each group will be given an envelope. Attached to the outside of each envelope is an index card containing a short problem requiring the group to develop a management strategy to address a generational-related issue. The group answers the question posed by the problem on an index card and places it inside the envelope. The envelopes are passed to the next group. This is repeated until each group has answered every case study EXCEPT the last one. For the last case study, each group opens the envelope, reads the other solutions and decides which solution it thinks is the best one. The groups will then report out on the solution they selected and the reasons why they selected it.
Minutes 105 - 120	Wrap-up Workshop Evaluation	Participants are given a last opportunity to ask questions or make comments and provided time to complete the workshop evaluation form.

The National Institute of Corrections

Effectively Managing a Multi-Generational Workforce in Corrections

The Center for Innovative Public Policies, Inc.

Preview

- Generations Through the Ages
 - Who's Who?
 - Naming the Zones
 - By the Numbers
 - Getting to Know the Generations
- Agency Culture – Age-old Problems
 - Who's At Work?
 - Agency Culture
 - Manager's Inventory
 - Improving Agency Culture
 - Clash Points
- The Management Challenge
 - Putting the AGE in manAGE
 - Recruitment and Retention

Course Objectives

- Recognize the multiple generations in today's workplace;
- Understand the strengths, weaknesses and job-related needs of each generation;
- Examine how the agency's culture affects the ability of the generations to work together;
- Conduct an agency assessment to determine the source and extent of conflict; and
- Develop a plan to address recruitment & retention; and
- Complete an individual blueprint for action.

Blueprints

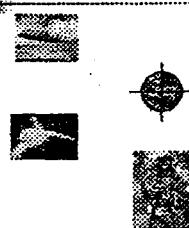
- To provide a means for you to identify issues or concerns about your agency's operations.
- Blueprinting at the end of each module.
- You'll leave with a plan and action steps



Caveats

- Don't stereotype
- Persons of each generation have unique traits and characteristics
- Cultural and regional differences
- Use this information as you think about your organization
- These are not absolutes

Module One Generations Through the Ages



- Who's Who?
- Naming the Issue
- By the Numbers
- Getting to Know the Generations
- What About Offenders and Inmates?
- How We Show Up at Work
- Core Values and Beliefs
- Accentuate the Positive
- Let's Play Gen-Pardy!
- Generations in a Nutshell
- Blueprint Module One

Objectives for Module One

- Identify the generations in the workplace;
- Name the general characteristics of each generation;
- Identify the core values and belief systems for each generation;
- Discuss how these traits, core values and beliefs of the generations were molded; and
- Introduce how these generational differences show up in the workplace.

The Generations

Veterans: Born Before 1943

Baby Boomers: 1943-1964

Generation X: 1965-1980

Millennials: 1980-2000

Who's Who



Naming the Issue

Some 4-1-1

- The age-range in the workforce spans five decades and includes four generations.
- In today's Workforce:
 - 5% are Veterans
 - 45% are Baby Boomers
 - 40% are Gen X'ers
 - 10% are Millennials
- In 2000, there were 708,243 employees in Corrections:
 - 35,000 Veterans
 - 319,000 Baby Boomers
 - 284,000 Gen X'ers
 - Nearly 73,000 Millennials

By the Numbers

- In 1998, there were 19,584,000 American workers employed in management positions. Of these jobs, 26.4 percent were held by workers between 20 and 34 years old.
- With 45 million in numbers, Generation X comprises a 'hearty part' of the workforce.
- Eighty percent of human resources' time is spent with 20 percent of the people.
- Peter Drucker, father of modern management, said that 66 percent of all hires in the first year aren't going to match, which means that 66 percent of the work force is probably in a job they don't want to be in.

Burning Issues



Veterans . . .



...And Money

- Save, save, save
- Buy a first home
- Pay in cash
- Join the Christmas Club
- Use lay-away

...On Authority

- Embraces it
- Likes law and order
- Functions best in structure

..Their Work Ethic

- Work and sacrifice
- Pride and dedication
- Job for life

...About Self

- Family-oriented
- Conservative
- Prepare for unknown

Veterans

■ Defining Moments

- TV
- Korean War
- I Like Ike!
- End of the Depression
- WWII
- Home ownership
- Truman fires MacArthur

■ Popular Culture

- Hoola Hoops
- Ozzie and Harriet
- Your Show of Shows
- Poodle skirts
- Personal cars
- Communists in Hollywood
- Drive In Movies

Baby Boomers . . .



...And Money

- Reacted to frugal parents
- Spend now, pay later
- Have plastic and don't leave home without it

...On Authority

- Question It
- "Don't trust anyone over 30"

..Their Work Ethic

- Live to work
- You are what you do
- Work ethic = worth ethic

...About Self

- Generation of soul searchers
- Self gratification important
- Not good at commitment
- Generation of self-help, Yoga, Meditation

Baby Boomers

■ Defining Moments

- Assassinations of JFK, MLK, RFK
- Vietnam War
- Rosa Parks
- 1968 Democratic National Convention
- Kent State
- Forced integration at the University of Alabama

■ Popular Culture

- The Beatles
- Motown
- Captain Kangaroo
- Laugh In
- Catch 22
- Zen and the Art of Motorcycle Maintenance

Generation X . . .



...And Independence

- Were latchkey kids, the children of workaholic Baby Boomers
- Had to become self-reliant, independent

...On Family

- Grew up with parents that believed in "quality time" but found the concept meaningless
- Many came from homes of divorced parents and two working parents

..About Work

- Work to live
- Believe in balance between family and work
- Don't believe you CAN have it all

...About Authority

- Unimpressed by it
- Not against it, just indifferent
- Saw too many "role models" fall off the pedestal

Generation X

■ Defining Moments

- The Challenger Explosion
- Watergate
- Gulf War
- War on Drugs
- President Reagan is shot
- Anwar Sadat is assassinated
- The U.S. boycotts the Olympics in Russia
- Hostages held in Iran

■ Popular Culture

- Sesame Street
- Muppets
- Michael Jackson
- Star Wars Trilogy
- E.T.
- Slackers

Millennials...



...And Family

- Had over-involved parents
- Were the "babies on board"

...Their Values

- Closest to those of Veterans
- Accountability
- Least promiscuous of the four generations
- Embrace diversity and community service

...On Life

- Confident and hopeful
- A new demographic: Baby Gap, Pottery Barn-Kids
- Busy kids, highly scheduled (soccer, T-ball, karate)

...With Technology

- The digital generation
- Plugged in, logged on, wireless connected
- Cyber pen-pals all over the world

Millennials



Defining Moments

- Oklahoma City Bombing
- Shootings at Columbine High School
- 9/11
- The Clinton/Lewinsky Scandal

Popular Culture

- Barney
- Harry Potter
- Rap
- Britney Spears
- Reality Television

Education

Veterans

- 10% college graduates
- 6.8% post graduate degrees

Gen X'ers

- 2.13% college degrees
- 7.3% post graduate degrees

Baby Boomers

- 17.5% college degrees
- 10.7% post graduate degrees

Millennials (so far . . .)

- 10.2% college degrees
- Less than 1% post graduate degrees

What About Offenders and Inmates?



- How is this information relevant to offenders and inmates?
- What transfers?
- What have you seen?
- What can we do to better manage these individuals in our workplace?

Exercise:

How We Show Up at Work

What about me and my generation?

- Favorite subject?
- First music?

What does this say about each generation?

What does it mean to the workplace?

Core Values and Beliefs in the Workplace

Veterans

- Direct
- Take charge – command & control
- Delegate and look for results
- Decision-makers
- Wary of technology
- Comfortable in bureaucracy
- Work hard and expect others to do the same



Baby Boomers

- Keep proving themselves
- Live to work; workaholics and expect others to be
- Worth ethics = work ethic
- Consensus and harmony
- Teamwork
- Level playing field



Gen X'ers

- Balance work/personal life
- Paycheck is a means to an end
- Informality at work, humor, humanity
- Get bored easily
- Asks "why" a lot
- Value competency
- Straightforward, avoids office politics



Millennials

- Multi-taskers
- Bored with repetitive tasks
- Achievement oriented
- Value inclusion and multi-culturalism
- Open minded, not set in their ways



Exercise:

Accentuate the Positive



Let's Play Gen-PARDY!

Generations in a Nutshell



Blueprint: Module One

1. What conflicts do you see in your workplace that you believe are caused by generational conflict?
2. What things do you feel are currently working well in your agency with respect to that issue?
3. Based on what you have learned so far about the generations at work, what actions do you need to add to your "to do" list?

Module Two Agency Culture – Age-old Problems



- Who's at Work?
- Agency Culture
- An Inventory for Managers
- Conflict of Interest
- Taking Stock of Culture in Your Workplace
- Improving Agency Culture
- Generations at Work: Clash Points
- Sum and Substance
- Blueprint Module Two

Objectives for Module Two

- Define agency culture and its relationship to a multi-generational workforce;
- Provide an opportunity to analyze the current culture in your agency with respect to effectively managing a multi-generational workforce;
- Identify and discuss the values and beliefs of the different generations and their impact on agency culture; and
- Consider ways to change your agency's culture in order to be more "multi-generational friendly."

Who's At Work?



Agency Culture Defined

"...the sum of the attitudes, beliefs and values of staff, the character of the surrounding community, the history of the operations and events in the institution, and the personality and ethics of the past and present leaders."

- Rituals and symbols

Conflict of Interest



Agency Culture: An Inventory for Manager

- What are the prevailing attitudes staff exhibit toward each other?
- Do behaviors of staff and operations of the agency match the agency's written policies?
- Know your staff; their demographics, hopes, desires.
- Become politically savvy by tapping into the informal leaders on the staff.
- Manage by moving around. Talk to line staff and mid-managers. What are they saying?
- Listen to what staff is saying. What are they NOT saying? Listen more, talk less.

Scoring

0 – 102 – Needs Improvement

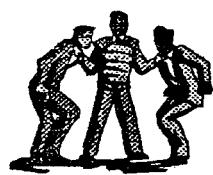
103 – 171 – Looking good

171 + - Very excellent!

Improving Agency Culture



Generations at Work Clash Points



Agency Loyalty

- Veterans are in the job for the long haul.
- The sacrifices their employers make are equal to their own.
- They put their loyalty to their company above themselves.
- Gen X'ers will stay only so long as they are learning something.
- They are about self-preservation. If you don't hold several jobs early in your career, you're not competitive.
- Loyalty to self comes first.
- Boomers believe loyalty to the company is critical.
- Loyalty to the job often comes to the detriment of their personal lives.
- Millennials are most like Gen X on this issue.
- Believe they must constantly improve and expand skills to advance career.
- See themselves as short-term workers offering services for a limited period.

Chain of Command

- Veterans are not only comfortable with hierarchy, chain of command, they prefer it.
- They respect authority and clear lines between bosses and subordinates.
- Baby Boomers have a love/hate relationship with hierarchy.
- On the one hand, they believe in "paying your dues."
- On the other hand, they believe in "questioning authority."
- Generation X is indifferent to chain of command.
- Hierarchy is a meaningless concept to them.
- Millennials, like Generation X, are unimpressed by rank, age or tenure.
- They don't respect bosses who think they know everything.
- Show a Millennial knowledge and expertise, and they will show you respect.

Work Ethic

- Veterans are dedicated and dependable.
- They tend to "not rock the boat."
- Baby Boomers are driven, workaholics.
- It is not unusual for them to work 50 – 60 hours a week.
- Generation X are task oriented.
- They want balance in their life.
- They believe in "right and the good."
- Millennials are determined.
- They will work diligently if they can have a say in how the work is done and if opportunities exist for innovation and creativity.

Diversity

- Veterans grew up in a largely segregated and sexist society.
- Diversity was a new concept in their workplace.
- Baby Boomers were influenced by the civil rights and women's movement. As consensus builders, they seek equality and fairness.
- The generation that had first women and African Americans on the job.
- Gen X'ers grew up with great awareness and tolerance.
- Women in traditionally male jobs raises few eyebrows with this generation.
- Millennials appear the most "color blind" of the four generations.
- Grew up with friends who had two mommies, were adopted, and came from all ethnic groups.

Sum and Substance

Your mission:

Develop a slogan that you feel best describes the generation at work assigned to your group. Here's an example:

"If you're not living on the edge,
you're taking up too much space."

Blueprint: Module Two

1. What are the aspects of your agency's culture with respect to this topic that concern you?
2. What are the aspects of your agency's culture that you feel are currently working well with respect to this issue?
3. Based on what you have learned so far about agency culture, what do you need to add to your "to do" list?

Module Three The Management Challenge



- Who Wants to be The Boss?
- Putting the AGE in manAGE
- Who Wants to be a Corrections Manager?
- Recruitment and Retention in a New Age
- Finding the Best and the Brightest
- Why People Leave?
- Getting Employees to Stay
- The Stages of Employment Development
- The Envelope, Please
- Blueprint Module Three

Objectives for Module Three

- Provide strategies for corrections managers on leading four different generations in one workplace;
- Develop recruitment and retention plans aimed at each generation; and
- Participate in problem-solving aimed at improving the multi-generational workforce.

Who Want to Be the Boss?



Putting the AGE in manAGE



Managers Need to Be a COACH

- C – CHOICES
- O – OPEN MIND
- A – AWARENESS
- C – CHANGE Your Management Style to Fit the Situation
- H – HAVE Conversations

 But...

...How Does One Manager Coach
Four Different Generational
Teams?

Veterans:

With this generation, keep it **PERSONAL**

- P Personal
- E Experience
- R Roles
- S Stability
- O Order
- N Novices
- A Acknowledge
- L Lose



Baby Boomers:

To Manage this Generation, seek **CONSENSUS**

- C Correctness
- O One-on-one
- N Notice
- S Support
- E Engaged
- N Negativity
- S Strengthen
- U Use
- S Show



Generation X

When Managing this generation, cultivate **INDEPENDENCE**

- I Incorporate
- N Not
- D Downplay
- E Evaluate
- P Put
- E Equate
- N Newest
- D Do
- E Entrust
- N Nurture
- C Constructive
- E Environment



Millennials

These newest members of the workforce are **HOPEFUL**

- H Highlight
- O Opportunities
- P Pairing
- E Enable
- F Focus
- U Use
- L Lead



Recruitment & Retention in the New Age

- A Accommodate Employee Differences
- C Create Workplace Choices
- O Operate from a Sophisticated, Flexible Management Style
- R Respect Competence and Initiative
- N Nourish Retention

Recruiting Through the Ages

Veterans

- Consider flex or part time and contract work.
- Provide big picture information
- Offer information about the agency's leadership.

Generation X

- Discuss how your agency is different from other agencies.
- Emphasize leadership openness to new ideas.
- Highlight agency technology.
- Discuss opportunity for movement (upward and lateral).

Baby Boomers

- Emphasize leadership potential.
- Acknowledge experience and achievements.
- Point out perks of the job.
- Highlight aspects of the job that require teamwork and consensus.

Millennials

- Go where they are (Career fairs, etc.).
- Consider creating an intern program.
- Emphasize mentoring opportunities.
- When possible, offer flexible scheduling.

Other Ways to Recruit:

- Develop a plan
- Keep your agency's name in the public
- Tell the truth

Finding the Best and the Brightest of Every Generation



New Recruitment Strategies



Why People Are Leaving?

- Find out why?
- Develop a retention plan.

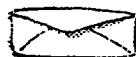
▪ It isn't just about the money



Getting Employees to Stay

- Top Five Reasons Why Employees are Leaving
- Strategies to address these reasons

The Envelope, Please



Blueprint Module Three

1. What strategies and recommendations discussed in this training might be effective in your agency?
2. What aspects of recruitment and retention do you feel are currently working well in your agency?
3. Based on what you have learned so far about managing the different generations, what do you need to add to your "to do" list?

Burning Issues Extinguished



Training Evaluation



Effectively Managing A Multi-Generational Workforce in Corrections

Training for Trainers

Ready to Train?

- Activities that need to be completed before training can begin:
 - Develop policy and procedure
 - Issue identification
 - Culture or multi-generational conflict?
- See list



Training for Trainers

- Blueprint
- Ready to train?
- Implementation of training
- Who are your trainers?
- Trainer's checklist
- Training simulations and critique

Considerations for Multi-Generational Workforce Training

- Thinking about the culture and ethnicity of the participants
- Getting everyone on the same page
- Acknowledging and celebrating differences
- Representing the "missing" generation

Blueprints

- Plan of action for you
- Prioritizes issues and concerns:
 - Agency policies and procedures
 - Developing lesson plans
 - Selecting and training instructors
 - Training techniques
 - Resources
 - People to involve and brief

Implementation of training

- What are obstacles to beginning this training?
- How will you overcome these challenges?



Who will train?

- Selection of trainers
 - Credibility
 - Knowledge
- Training of trainers
- Special issues:
 - Generations of training team
 - Race, sex, national origin, etc.
 - Other?



Peer Critique

- T – Take notes
- E – Examples
- A – Advice
- C – Critique as you go
- H – Honesty

Trainer's Checklist

- Elements of adult learning
- Ten Commandments



Topics:

Training Simulation

- Topic provided
- Each group will develop a 15 – 20 minute presentation
- Each training segment will contain:
 - Learning objectives
 - One interactive exercise (not permitted – ask the class and use a flip chart)
- Each group member must participate
- All resources available
- Each presentation will be timed and critiqued

Module One Generations Through the Ages

What's Here

- ✓ Objectives
- ✓ Exercise: Who's Who?
- ✓ Naming the Issue
- ✓ Exercise: Burning Issues
- ✓ Today's Workforce: By the Numbers
- ✓ Getting to Know the Generations
- ✓ Exercise: How We Show Up At Work
- ✓ Offenders and Inmates
- ✓ Core Values and Beliefs: Impact at the Office
- ✓ Exercise: Accentuate the Positive
- ✓ Exercise: The Perfect: Let's Play Gen-Pardy
- ✓ Generations in a Nutshell
- ✓ Blueprint - Module One

Objectives:

- Identify the generations in the workplace;
- Name the general characteristics of each generation in the workplace;
- Identify the core values and belief systems for each generation;
- Discuss how these traits, core values and beliefs of the generations were molded; and
- Introduce how these generational differences show up in the workplace.

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Exercise: Who's Who

Review these statements and note what generation you believe the statement best describes:

V=Veterans: Born Before 1943
BB = Baby Boomer: Born 1943 - 1964
X = Gen X'er: Born 1965 - 1980
M = Millennial: Born After 1980

NOTES:

- 1. They have a definitive sense of right and wrong and of good and bad.
- 2. They believe in balance and work to live (not the other way around).
- 3. They question authority. Every question can have a field of correct answers.
- 4. The "Found Generation" - they are confident and hopeful.
- 5. Statistically, they are less promiscuous than other generations.
- 6. They tend to think of themselves as the "the stars of the show."
- 7. They buy now and pay later.
- 8. They save their money and pay in cash.
- 9. Self-reliance is a hallmark of this generation.
- 10. A patriotic generation, influenced by violence.
- 11. Their approach to authority is casual.
- 12. They are conformers.

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Workforce in Corrections**

- 13. They value honesty and integrity.
- 14. They believe in an honest day's work for an honest day's pay.
- 15. They have a nontraditional relationships to time and space, and value informality.
- 16. They are good team players, but not as good at commitment.
- 17. Known as the "invisible generation", they are dark, edgy and skeptical.
- 18. They live to work.
- 19. They like things on a grand scale, "niftier", bigger, and better.
- 20. They have a strong sense of civic duty and volunteerism.

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Naming the Issue

"Where were you when..." ... the Japanese bombed Pearl Harbor? ... the Watergate hearings were on TV? ... the Challenger space shuttle blew up? ...President Kennedy was shot? ...D-Day was announced? ... the shootings took place at Columbine High School? ... the planes flew into the World Trade Center? ... the Beatles were on Ed Sullivan?

Defining events. They influence how we live our lives, mold our ethics, and are lenses through which we view the world. Every generation has them. These shared experiences are part of the mosaic that shape generational characteristics, values, and beliefs.

Each generation has its own set of traits that affect that generation's behavior both in and out the workplace. The same human dynamics that create conflict at the dinner table can also create conflict at the conference table. When different generations are in the workforce, their differing characteristics, values and beliefs can collide. These conflicts often arise from inter-generational misunderstandings that develop from lack of common ground.¹

The age range of today's employees spans five decades and includes at least four "generations".

- ▶ Veterans - Members of the World War II generation (also called "Traditionalists," and "Matures") were born before 1943 and comprise 5% of today's workforce.²
- ▶ Baby Boomers. Baby Boomers were born between 1943 and 1964 and account for the largest generation of workers -- 45%.³
- ▶ Generation X - People born between 1965 and 1980, (also known as "Gen X" or "Gen X'ers"), make up about 40% of the workforce.⁴

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- ▶ Millennials - Finally, (at least for the time being) are those individuals born between 1980 and 2000, (also called “Generation Y”, “Generation Next”, or “Nexters”). Millennials consist of 10% of our current workforce.⁵

There are approximately 708,243⁶ employees of corrections agencies across the United States. That means that:

- 35,000 of our workforce are Veterans;
- 319,000 are Baby Boomers;
- 284,000 are Gen X'ers; and
- Almost 71,000 are Millennials.

Factor into that mix, community corrections employees, hundreds of contractors, and thousands of volunteers and the numbers are likely to exceed one million multi-generational workers. With the expected retirements of Veterans and some Boomers, and hiring to fill new positions in facilities and programs, inter-generational work places – with their accompanying variations in values, attitudes, and beliefs -- will continue to be a challenge for current and future correctional managers and leaders.

**Effectively Managing a Multi-Generational
Workforce in Corrections**

Exercise: Burning Issues

What are the three things you absolutely need to know about effectively managing a multi-generational workforce that you hope to learn from this training program?

Note your three “hot topics” in the space below.

Burning Issues

1.

2.

3.

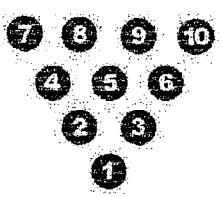
4.

5.

6.

Effectively Managing a Multi-Generational Workforce in Corrections

Today's Work Force By the Numbers



- In 1999, there were 19,584,000 American workers employed in management positions. Of these jobs, 26.4 percent were held by workers between 20 and 34 years old.⁷
- The percentage of citizens over 65 years of age in the workplace will increase to .6% by 2010 as compared to .4% now.⁸
- The percentage of workers over 40 years of age will increase from 38.6% to 51.4% of the workforce by 2010.⁹
- The percentage of workers from 25 to 39 years of age will decrease from 37.8% to 32.1% by 2010.¹⁰
- With 45 million in numbers, Generation X comprises a "hearty part" of the workforce.¹¹
- Eighty percent of human resources' time is spent with 20 % of the people.¹²
- Peter Drucker, father of modern management, said that 66 % of all hires are in the wrong workplace within the first year, which means that 66 % of the work force is probably in a job they don't want to be in.¹³

Age differences reflect not only the generation to which a person belongs, but the person's current life developmental stage. Corrections managers not only have to juggle the differences staff bring to the agency because of their generation, managers also have the extra challenge of balancing and understanding the stages of human development of those generations. After all, being a 25-year-old corrections officer in 1978 was not the same as being a 25-year-old corrections officer today.¹⁴

Erik Erikson theorizes that human beings move through eight stages of development. The stages that impact the work force are: adolescence (12 to 18 years), young adulthood (19 to 40 years) and middle adulthood (40 to 65 years).

According to Erikson, adolescence is the critical stage for identity development. Indeed, it is during these formative years that individuals form their self-identity and, as we know, the defining events that occur during this stage influence the generation as a whole. This is the stage when identity in occupation, sex roles, politics and religion develop.

In young adulthood, the focus is on developing intimate, emotional relationships. In middle adulthood, the challenge is to find some way to satisfy and support the next generation. These stages, seemingly more concerned with personal rather than professional aspects of life, have significant connections to work. Most workers in early adulthood forge deep and lasting friendships with their co-workers (early adulthood) and mentoring in the work place is one of the ways that middle adults make the work world a better place for the next generation.

The stages of development, however, are not absolute. Sometimes generations have delayed development. For example, "Boomers do not see themselves as middle age, but regard themselves as young."¹⁵ Given that, Boomers are not yet concerned with the next generation of workers as their predecessors may have been at their age. Instead, they "have come to view the needs and values of the next generation as an imposition."¹⁶ When that happens, employees may be working at cross purposes with some seeking to move up while others seek to keep the status quo.

Getting to Know the Generations

Let's now look at the generations in our workplace and learn more about each in terms of:

- Historical events that shaped them;
- Their social context; and
- How they view their work life.

Veterans - Born before 1943.

Historical Events:



Also known as "Matures" or "Traditionalists", many lived through the Great Depression and World War II. They may remember the rationing of food and gas. Until September 11, 2001, they were the only generation to experience an attack on American soil. It is no wonder that this is a generation of Mom, country and apple pie.

This is the generation that survived the Great Depression as children. They saw or heard first hand about their neighbors standing in line at soup kitchens and overheard stories about the demise of businesses and fortunes, alike. Is it any wonder that they are the generation that saved their money and only paid cash? Veterans are the generation that used "lay-away" - a purchasing plan allowing the buyer to make weekly payments on an item until it was fully paid and then take the item home. Veterans "Buy American" and are fiercely loyal to particular brands.¹⁷ It was common for the family car to always be a Ford or a Buick.

Social Context:

Veterans have an unequivocal sense of right and wrong, and have no trouble telling President Clinton, or their Baby Boomer children, "what the meaning of the word 'is' is." They value law and order, and are more

likely to favor stricter laws and longer prison sentences. Veterans grew up thinking there was one right answer and if you got it wrong, you got it wrong. They didn't expect to get partial credit for how they solved the problem.

Veterans are a fiercely loyal and committed generation, who stayed married no matter what and believed in one job for life. They were Ozzie and Harriet (that's not Ozzy Osborne). They married young (average age of the bride - 20; average age of the groom - 23) and had their families right away (94% of Veteran families had an average of three children¹⁸). They fell into gender-based roles and responsibilities with Dad going to work and Mom staying home to take care of the children and the house. These roles were rarely questioned.

Veterans are conformers who don't like to rock the boat. They value uniformity and consistency and are less comfortable with uncertainty and change. They not only respect authority, but they show great deference to it.

They also grew up in times of racial segregation, suspicious of "foreigners", feared the spread of communism, and stayed close to home. A trip on an airplane or a trip across the country was a major life event.

Veterans were the first generation where a college education was more than a dream. Due to economic prosperity of the 1950s and the GI Bill, many veterans were the first in their families to attend college. According to the U. S. Census Bureau, 10.28% of Veterans are college graduates, and 6.81% have advanced post-graduate degrees.¹⁹

This is a generation who prefers "face mail" and "snail mail" to "e-mail" or "voice mail", and handwrites and mails thank-you notes. They have not embraced technology with the same zest as their grandchildren. Unlike their Boomer children, who seek immediate

gratification, Veterans value delayed gratification and believe in hard work and sacrifice. They are fiscal conservatives who think people should sacrifice rather than indulge because "you never know what could happen."

Work Life:

Veterans believe in an honest day's work for an honest day's pay, and were the first to be protected by the government under the Fair Labor Standards Act.

This is the generation perceived by their bosses as having the strongest work ethic. Having grown up through uncertain economic and political times, Veterans value security, law and order. They grew up in a society with hierarchy, pecking orders and traditional gender roles, and that's what makes them comfortable. Questioning authority is not a Veteran's trait.

Ask a Veteran where they were when Truman fired General MacArthur, when the truce was declared in the Korean War, or seeing television for the first time, and they can tell you all about it.

Baby Boomers - 1943-1964.



Historical Events:

Boomers are currently the largest generation in the workforce. Besides Vietnam and the turbulent, and now infamous, 1960s, Baby Boomers' formative years were marked by assassinations: John F. Kennedy, Malcolm X, Martin Luther King, Jr., and Bobby Kennedy. They lived through events that were broadcast live into their homes. Many watched live when Jack Ruby shot Lee Harvey Oswald. They lived

through riots and police brutality toward those seeking voting rights, the murders of "freedom riders," Rosa Parks and the Montgomery bus boycott, and the forced integration of the University of Alabama. Boomers watched as police beat protesters at the 1968 Democratic National Convention in Chicago, mourned the students killed by National Guardsmen at Kent State University, and the lives lost at Jackson State. Boomers saw the economic struggles of migrant farm workers taken on by unlikely heroes as Cesar Chavez.

Social Context:

When you think of Baby Boomers, think of a large litter of puppies all frolicking together. Boomers are great team players who strive for consensus. They were the first generation to be graded on their report cards for "plays well with others."²⁰ A generation that grew from hippy-hood to yuppie-hood; Baby Boomers like challenges, accomplishment and like to continually prove themselves. Paradoxically, Boomers are notorious for seeking immediate gratification (buy now, pay later) and have a poor track record when it comes to commitment. They were raised to believe they are the "stars of the show" and the expectations and sense of entitlement that often accompany that belief have followed them into their adulthood and into their relationships.

Think yoga, self-help, therapy, and, now - cosmetic surgery. This is a generation of self-reflecting soul searchers. It is the generation of yoga, meditation, and "the road less traveled". This is a generation of team players and consensus builders. The personal growth industry became big business largely due to Boomers. And, despite their workaholic tendencies, they put a premium on health and wellness.

Boomers value diplomacy and dedication. For them, how you get there is just as important, if not more so, than getting there.

Boomers question authority, and grew up during an era that had as a credo, "Don't trust anyone over 30." The Vietnam War, the civil rights movement, and charges of government cover-ups caused this generation to question everything and everyone, and to protest against what they perceived as illegal and immoral decisions by those in charge.

Boomers were raised by Veteran parents who had a narrow sense of right and wrong, adhered to a strict moral code and believed in savings accounts and the Christmas Club. Boomers responded by moving to the other end of the spectrum -- spending, not saving. They are the generation that buys now and pays later. They have "plastic" and they don't leave home without it.

Baby Boomers also had the opportunity to attend college, just as many of their parents had, and they took the opportunity with 17.5% of Boomers holding college degrees and 10.7% having post-graduate degrees.²¹

Work Life:

Boomers live to work. It is common for most Boomers to work 50 to 60 hours a week. Who they are is often defined by what they do. If you ask most Boomers, most will say they plan to work past retirement (even if it is "just" part time).

Boomers value a strong work ethic. It is a generation who thinks nothing of working long hours and believes, at least in the professional arena, that you have to pay your dues in order to move up the ladder.

Yet, while the Boomer generation is known for its high divorce rate and inability "to commit in personal relationships", it is also a generation comprised of workers intensely committed to their careers.

Boomers are activists and agents of change who were raised in the era of struggles to achieve civil rights and women's rights. Boomers value idealism and like a level playing field.

Ask any Baby Boomers where they were when President Kennedy was shot or the Beatles were on the Ed Sullivan Show, and they can tell you.

Generation X. 1965- 1980.



Historical Events:

Gen X'ers are the second largest of the generation in the workplace. Gen X'ers grew up with the explosion of AIDS into the world, downsizing of industry, Watergate, the fall of Communism and demolition of the Berlin Wall, the Challenger Disaster, and Operation Desert Storm.

Social Context:

Also known as the "invisible generation", Gen X'ers are dark, edgy and skeptical.²² They are also referred to as the lost generation - he generation no one really noticed until recently, Generation X grew up in the shadow of their Baby Boomer parents.

Gen X'ers marked their growing-up years with parents who lived to work. Gen X'ers were, by and large, latch key kids, coming home to an empty house after school because both parents were at work; or their parents were divorced and the parent they lived with needed to work. They grew up on their own, learned to fend for themselves, were keenly independent, and developed a survivor mentality. Generation X'ers grew up in a time that gave rise to two-income households, fractured families, joint custody and visitation. They are pragmatic and are the first to ask, "Do I need to know

this for the test?" In other words, "Do I need to know this to survive?"²³

They grew up with friends who had hyphenated last names and multiracial heritages. As parents, they instilled within their Millennial children a respect for differences and acceptance of multi-culturalism.

These former latch key kids value independence and autonomy. Having grown up on their own with absentee parents, they became extremely self-reliant.

More Gen X'ers have received more college degrees than any other generation – with 21.3% holding degrees - twice the number for Veterans. Additionally 7.3% of Gen X'ers currently hold post-graduate degrees. While Boomers may be done with their education career, Gen X'ers remain in the education marketplace.²⁴

Work Life:

While Baby Boomers think "career," Generation X thinks "job." Balance between work and family is a core value. This generation works to live. It is not surprising that when members of this generation become the bosses, companies are establishing "work life departments", and trade associations have emerged dedicated to the work/life professional.

While their Boomer parents, supervisors and co-workers are more process oriented, Gen X'ers tend to be results oriented. They just want to get the job done and retreat to their lives beyond work.²⁵ Unimpressed by and indifferent to authority, Gen X'ers have little use for hierarchy and prefer a more informal atmosphere.

Gen X'ers were raised by parents who believed in "quality time" but were largely left to organize their own lives. Perhaps that is why Gen X'ers have a nontraditional relationship with time and space. They

prefer to be given a task and then left alone to do it in their own way, on their own schedule.

Unlike their parents, who grew up questioning authority, Gen X'ers are unimpressed by it. It's not that they are against authority; it's just that they are indifferent to it.²⁶ During their formative years, they often saw authority figures fall off the pedestal: Richard Nixon, Jim Bakker, even their own parents.

It is usual for an Gen X'er to conduct business on a cell phone while driving to the beach. They have no use for, or appreciation of, the notion of 'face time' at the office. In their world, as long as they get the job done on time, what difference does it make how or when they do it? Their thirst for independence and flexibility compels them to show up late and leave early, contributing to the stereotype that this is a generation of slackers. Yet, this generation of "slackers" produced Dell Computers (Michael Dell), a presidential advisor and rainmaker George Stephanopoulos, one of the first "Internet Reporters", Matt Drudge, entrepreneur Jeff Bezos of Amazon.com, and artists Sarah Jessica Parker, Halle Berry, John Singleton, Queen Latifah, and Selena.

Gen X'ers are the first digitally connected generation, are extremely techno-savvy and value techno-literacy. That is why they value globalism and diversity. Gen X'ers are in high demand in the workforce which, in turn, has contributed to their sense of entitlement.

Unlike their parents and Boomer competitors, they don't feel obligated to "pay their dues." They feel no shame in demanding that the work place adapt to their needs and lifestyle. The result? Flextime, job sharing and telecommuting - options that didn't exist for their parents or grandparents.

Ask any Gen X'er where they were when the Space Shuttle Challenger blew up, and they can tell you.



Millennials. 1980 - 2000.

Historical Events:

The "Found Generation",²⁷ these newest members of the workforce are confident and hopeful. Honesty and integrity were put to the test during their formative years. Millennials witnessed the first Presidential impeachment in more than 100 years and watched as Bill Clinton first flatly denied having "sexual relations" with a White House intern only to later admit that he lied about the nature of his relationship, admitting his actions were wrong, begging the country's forgiveness and then moving, seemingly unconcerned, to the next issue. It is a generation who grew up with Iran Contra, White Water and Tailhook.

Violence is a recurring theme that marked the formative years of this generation. They may have watched as President Reagan was shot, the Federal Building in Oklahoma City was bombed, students were massacred by one of their own at Columbine High School, and terrorists flew commercial airplanes into the World Trade Center and the Pentagon. Rarely does a week go by that a suicide bomber, or retaliation for a suicide bombing, takes place in the Middle East, all seen "Live at 5".

Social Context:

We are still learning about Millennials, but surprisingly, this group seems most like the generation furthest in age from its own -- the Veterans. They have a keen sense of patriotism, civic pride and a need to contribute to their community. Millennials have the lowest incidents of promiscuity²⁸ of any of the four generations, and believe in individual accountability.

Millennials believe that they owe something to the country and their community. "Fifty percent of high school students reported volunteering in their communities."²⁹ Many high schools across the country require community service hours for graduation. "On a Roper survey, when Millennials were asked for the major cause of problems in the U.S., they answered selfishness."³⁰

This is the generation raised by Gen X'er soccer moms and dads. Parents of Millennials believed that the "quality time" their Baby Boomer parents gave them was meaningless, and they were committed to not replicate that lifestyle.

Millennials had involved parents, almost to the point of over-involvement. Their Gen X'er parents not only escorted them to school, but advocated for them. They "challenged poor grades, negotiated with the soccer coach, visited colleges with their children and even went to army recruiting centers."³¹ They're the "Babies on Board" and the "Have you Hugged Your Child Today?" kids.³²

Ninety percent of them had their fathers present at their birth. While their parents and grandparents grew up with one television show, be it Captain Kangaroo or Sesame Street, Millennials have grown up during the era of cable television with hundreds of channels, of which at least 50 were designed especially for them. They were catered to, pampered and became their own very profitable market demographic that inspired the creation of Baby Gap, Gap Kids, and Pottery Barn Kids.

This is also a generation of achievers. Millennials had parents who taught them to work hard and develop a good portfolio.

Millennials grew up in the most culturally diverse community of the four generations. They had classmates who had two mommies, and they went to

school with children of all ethnicities, languages and religions. They are used to working in teams and making sure everyone crossed the finish line. They are inclusive and tolerant of differences. This makes fairness and equality an important value for this group.

Millennials didn't have the same kind of larger-than-life real "heroes" that Baby Boomers and Gen X'ers had. The glaring and probing light of the media has exposed many elected officials, athletes or others in the popular culture, revealing all their warts. This type of scrutiny is relentless and leaves Millennials without solid heroes or role models, other than their parents.

Many Millennials may still be attending college, and 10.2% currently hold college degrees, and less than one percent have post-graduate degrees.³³ An Internet search reveals that colleges are reporting that the average age of their undergraduate students is increasing - now 24 years of age. Community colleges report that the average age of their students is 29.

Work Life:

This is a digital generation that is plugged in, logged on and wirelessly connected. They have computers, cell phones, pagers and personal digital assistant (PDAs). They grew up with Internet pen pals from across the globe. For this generation, cyberspace has always existed. To Millennials, "Big Brother" is just a TV show. They have always been able to choose their own long distance carrier, DNA testing has always been available to doctors, and Millennials have always been able to file their tax returns on line.

Millennials watched their parents and their parents' friends being downsized at work. Millennials learned that to ensure success, skills development is more important than company loyalty. In fact, "[F]uturists predict they will change jobs 7 - 10 times and even change careers 2 - 3 times."³⁴

Ask Millennials where they were when the Federal Building in Oklahoma City was bombed, or the students were shot at Columbine High School, and they can tell you.



What about Offenders and Inmates?

While this training is designed for corrections employees, the information about the generations is also relevant to the “other people” in our workplaces – offenders and inmates. Something to consider as this training progresses – how is this information useful to me in helping me better understand and work with offenders?

Exercise: How We Show Up At Work

Each generation has been shaped by different events during their lives. Some of these events were family related, but many were also related to what was happening in the world, in pop culture, and in your home community.

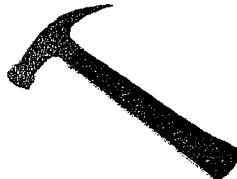
Think about these questions for a few minutes on your own. Then, working with members of your own generation, discuss what you remember as the events that shaped your generation. Reach agreement among your group on each of the elements and designate a spokesperson.

My Generation: I Remember About:	What
My favorite subject in elementary school:	
The first music album, record, CD I purchased with my own \$\$:	
My weekly allowance was:	
What I did to earn my allowance:	
My first technological toy or equipment:	
My hero or heroine when I was 10 - 14:	
Villains or villainesses when I was 10 - 14:	
The state of world affairs when I was 10 - 14:	
What was happening in my town or city when I was 10 - 14:	
What I remember about the economy when I was 10 - 14:	
What I worried about most when I was 10 - 14:	

Let's consider how each of the responses from the generations might result in how their behavior in the workplace? What are similarities and what are differences?

**Core Values and Beliefs:
Impact at the Office**

Given the wide range of historical events, social change, technology, and family structure upheaval of the past 50 years, it is no surprise that employees' values, beliefs, and resulting job-related behavior can conflict in the workplace.



In the context of corrections, "[i]ntergenerational conflict can be a major organizational issue. Many of the top leaders and managers are Veterans. Many of the new wardens and most of the mid-level managers are Baby Boomers. "...[T]he line staff is likely to be Generation X'ers and now Millennials."³⁵

Each generation sees the other through different eyes. Their observations and beliefs are set within their own frame of reference and their "perceptions" are their reality.

While these characteristics, values, and beliefs may offer correctional managers insights, they are not absolutes. Patterns typical of an entire generation will not necessarily be descriptive of every individual within it. Additionally, it is no more appropriate to stereotype all members of a certain generation than it is to do the same for everyone in any other group with identifiable distinctions (e.g., race, gender, religion, national origin, sexual orientation, and/or ethnicity).

Whether true or not, what are the views of the generations in the workplace?

How Veterans Are Seen:

What are the hallmarks of Veterans in the workplace?

Veterans:

- Use a direct style;
- Prefer the command and control leadership style;
- Take charge;
- Delegate and want results;
- Are not afraid to make the decision themselves;
- Are wary of technology and like the personal touch;
- Are used to, and like, a structured, bureaucratic work world; and
- Work hard and expect others to work as hard.

Baby Boomers often see "Veterans as narrow, dictatorial, inhibited, rigid and technologically."³⁶

As line staff, "Gen X'ers see Veterans as set in their ways, and those who can be ignored because many will soon be retired."³⁷

How Baby Boomers Are Seen:

What are the hallmarks of Baby Boomers in the workplace?

Baby Boomers:

- Continue to try and prove themselves again, and again;
- Live to work;
- Are workaholics and expect everyone else to be one too;
- Believe that their worth ethic is defined by their work ethic;
- Like consensus and harmony in the workplace;
- Like to work for the "team";
- Want a fair playing field; and
- Have trouble when work life and personal life are at odds.

As top managers, "Veterans see Boomers as too open to discussion of private matters and very self-absorbed."

Gen X'ers see Boomers as dictatorial, obsessive, self-righteous, technologically challenged, too serious and workaholics.”³⁸

How Gen X'ers Are Seen:

What are the hallmarks of Gen X'ers in the workplace?

Gen X'ers:

- Want balance between their work life and their personal life;
- View the paycheck is the road to the beach, not the road to a career;
- Want work to be comfortable, unstructured;
- Value humanity and humor;
- Don't like, and avoid, office politics;
- Are bored with one job assignment at a time;
- Are most comfortable where co-workers are equal;
- Ask “why?”, a lot;
- Value competency in themselves and others; and
- Are straightforward in their approach to work and expect their boss to be that way with them.

“Veterans see Gen X'ers as undereducated, not respectful of experience, unable to follow orders and not understanding the value of hard work.”³⁹

Boomers see Gen X'ers as self-serving, cynical, technologically over-dependent, who are rude, lack social skills, want to do everything their own way, and are impatient.”⁴⁰

How Millennials Are Seen:

What are the hallmarks of Millennials in the workplace?

Millennials:

- Were raised as multi-taskers, always busy;
- Are bored with repetitive tasks or job assignments;
- Are achievement oriented;
- Are digitally connected;
- Value inclusion and multi-culturalism; and
- Are open-minded, and not set in their ways (yet).

Others in the workplace are sometimes baffled by what they perceive as Millennials' unconcerned attitude about their job - getting there late, wanting to leave early, casual in their approach to life.

The Generations Together

Consider what your workforce would be like if there were just one generation in the workplace? What would the workplace be like without the knowledge and stability of the Veterans; or the technological savvy of the Gen X'ers? What would office events be like without the playfulness of the Baby Boomers? Who else would force managers to consider other ways of doing business if the Millennials weren't challenging the "way it has always been done"?

If correctional leaders are to be successful in effectively managing a multi-generational workforce, they must begin with an understanding of these generational differences, and how these differences translate into varying personal characteristics, values, beliefs, and behaviors on the job.

Using this insight productively as a diagnostic tool for determining what management techniques may result in a more effective workforce is an objective of this training.

Exercise: Accentuate the Positive



Instructions: Consider what we have learned about the generations. What are the contributions of each generation to your workplace? Think about their skills, generational personality, technological and social contributions.

Generation	Contributions to the Workplace
Veterans	
Baby Boomers	
Gen X'ers	
Millennials	

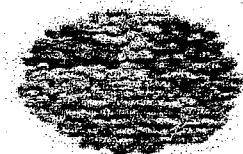
Although we sometimes struggle with different generations in the workplace, the advantages of the four generations are tremendous.



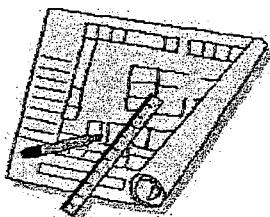
Exercise: Let's Play Gen-Pardy!!

Dollars and Sense	Love and Money	Law and Order	Signs of the Times
20	20	20	20
40	40	40	40
60	60	60	60
80	80	80	80
100	100	100	100

Generations in a Nutshell⁴¹



Veterans	Baby Boomers	Generation X	Millennials
WWII	Vietnam	Desert Storm	Afghanistan/Iraq
Mickey Mouse	Captain Kangaroo	Sesame Street	Barney
The Shadow	Ed Sullivan Laugh-in	MTV	Reality Shows
Radio	Television	VCRs Personal Computers	DVDs PDAs
The Depression	JFK's Assassination	Challenger Space Craft Explosion	September 11
War on Poverty	War on crime	War on drugs	War on terrorism
Work fast	Work efficiently	Eliminate tasks	Do exactly what is asked
Duty before pleasure	Strive for convenience and personal gratification	Money is only part of the big picture	On my terms
Thrifty	Buy now, pay later	Save, Save, Save	Earn to spend, but don't expect Social Security
Respect authority, avoid challenging the system	Question authority	Require clear, consistent expectations	Question everything
Value honor and integrity	Value consensus, team and process oriented	Value versatility	Demonstrate respect only after they are treated with respect
Remain dedicated to a job once they take it	Live to work	Work to live	Live in the moment



Blueprint - Module One

A goal of this training is to provide you with the knowledge, skills and tools to effectively manage a multi-generational workforce in corrections.

Blueprinting is a method to consolidate your thinking and plan for next steps.

At the end of Module One, jot down at least three responses to these questions based on the demographics and generational make-up of your agency, facility or workplace:

1. What conflicts do you see in your workplace that you believe are caused by the generational conflict?
2. What things do you feel are currently working well in your agency with respect to this issue?
3. Based on what you have learned so far about the generations at work, what actions do you need to add to your "to do" list?

Keep a list of things you need to do with respect to this module to follow-up on when you return to your office, along with the people you need to brief.

At the end of each day, you will also have a chance to review your blueprint. You should prioritize your list of things to do and identify people you want to call.

At the end of the training program, you will have the opportunity to complete your list of priorities as well as establish a timetable by which your hope to accomplish these tasks.

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Module Two

Agency Culture - Age-old Problems

What's Here

- ✓ **Objectives**
- ✓ **Exercise: Who's at Work?**
- ✓ **Agency Culture**
- ✓ **An Inventory for Managers**
- ✓ **Exercise: Conflict of Interest**
- ✓ **Exercise: Taking Stock of the Culture in Your Workplace**
- ✓ **Exercise: Improving Agency Culture**
- ✓ **Blending Symptoms and Culture**
- ✓ **Generations at Work: Clash Points**
- ✓ **Exercise: Sum and Substance**
- ✓ **Blueprint - Module Two**

Objectives:

- **Define agency culture and its relationship to a multi-generational workforce.**
- **Provide an opportunity to analyze the current culture in your agency with respect to effectively managing a multi-generational workforce.**
- **Identify and discuss the values and beliefs of the different generations and their impact on agency culture; and**
- **Consider ways to change your agency's culture in order to be more "multi-generational friendly".**

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Exercise: Who's At Work?

What do you know about who is in your workplace? Do your best to record the information you have about your workplace, office, or facility.

The Generations:

Veteran: Born Before 1943

Baby Boomer: Born Between 1943 and 1964

Generation X: Born Between 1965 and 1980

Millennial: Born Between 1980 and 2000

Box 1: The current breakdown of generations in my workplace is: %	
A. Veterans	
B. Baby Boomers	
C. Generation X'ers	
D. Millennials	

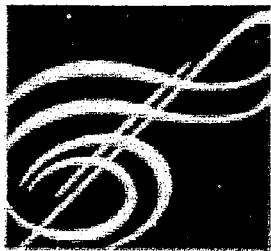
	% Top Managers	% Mid-Managers	% First Line Supervisors	% Line Staff
Veterans				
Baby Boomers				
Generation X'ers				
Millennials				

Box 3: The breakdown of generations in my workplace five (5) years from now will be: %	
A. Veterans	
B. Baby Boomers	
C. Generation X'ers	
D. Millennials	

What do you know and what don't you know? Why might knowing this information be critical to your workplace?

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Agency Culture



"Ageism" is a term often used to describe attitudes toward older people. However, in its truest meaning, ageism is not limited to attitudes about our seniors. Ageism can be defined as, "any attitude, action, or institutional structure which subordinates a person or group because of age or any assignment of roles in society purely on the basis of age."¹

An important question to ask before setting out to remedy inter-generational conflict in the workplace is: Are the conflicts you have identified in your workplace a result of inter-generational conflict, or do the conflicts result from deeper, more entrenched issues such as indifferent management, ethical clashes, low employee morale, or uneven enforcement of employee rules? Or is it now fashionable to "blame" inter-generational conflict for what goes wrong in the workplace? Are you identifying the symptom or the disease?

Before corrections managers can effectively manage a multi-generational staff, tough questions need to be asked, and honest answers need to be provided about the real character of your workplace. Managers must take inventory of the prevailing culture within the agency. Accurately identifying the organization's culture is the first step to addressing the generation gaps that may exist in your workplace.

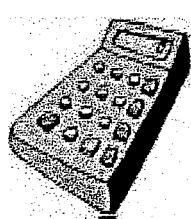
"An agency's culture is the sum of the attitudes, beliefs and values of staff, the character of the surrounding community, the history of the operations and events in the institution, and the personality and ethics of the past leaders."² Culture includes the rituals, symbols, and ceremonies of an agency. Agency culture is not static. It is fluid and shifts, albeit slowly, as the values and mores of the people who make up that culture

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change.

Likewise, while there are negative aspects of agency culture, there are positive aspects of that culture that managers may want to retain and cultivate. For example, while the “code of silence” or “blue wall of silence” that often exist within an organization may hurt the overall mission of the agency, the co-existing values of loyalty and commitment to one’s peers may help infuse a spirit of teamwork and collegiality among staff. It is the manager’s challenge to keep and nurture those positive aspects that work for the agency and further its objectives while culling out those attitudes and behaviors that compromise the agency’s mission and facility safety.

An Inventory for Managers



To take stock of your organization, think about “how the agency’s culture influences daily operations.”³ For example, the way that staff treat each other, interact with each other and work with each other, is often a barometer of the culture of the agency. Change the culture of the agency and you can change the work environment for the staff and consequently the inmates. Here are some issues to consider in your assessment of your agency⁴:

- Watch your staff. What are the prevailing attitudes they exhibit toward one another? Look at verbal and nonverbal communication, language, dress and behavior.
- Walk the talk. Do the behaviors of staff and operations of the agency conform to the written policies? Does staff take the policies seriously?
- Know your staff. What are their demographics? Their hopes? Their desires? What motivates them? What demoralizes them?
- Become politically savvy. Tap into the “hidden

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power structure" of the agency. Who are the informal leaders among staff? Who are the naysayers?

- Manage by movement. Walk around the agency frequently. Talk to line staff and mid-managers. What are they saying? What are they not saying?
- Listen. Pay attention to what staff are saying. Listen more, talk less.

Exercise: Conflict of Interest

What are the "symptoms" of conflict in your workplace that you believe are related to your multi-generational employees?

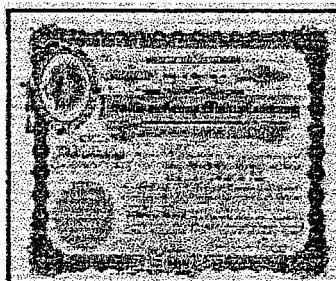
This is a brainstorm activity. All responses will be charted. Be specific about what you consider to be the problems.

List the symptoms you think are indicative of inter-generational conflict in your work place:

SYMPTOMS OF CONFLICT



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Exercise: Taking Stock of Culture in Your Workplace

Instructions: Review each of the following components of culture and give your facility or agency a rating describing, generally, how you believe your organization is doing with respect to each of these topics. Be honest in your assessment! Note the rating in the space provided for each topic area, and then total each of these ratings to provide an overall rating.

Give your facility, workplace, or office one of the following ratings for each element within the blocks:

- 1 = We need help!
- 2 = We are doing "OK", but could use improvement.
- 3 = We are doing exceptionally well, no need for any improvements at this time.

The Checklist⁵



		The Checklist⁵
Hiring Process		
H	✓ There is a plan in place to hire new staff. _____	
I	✓ Hiring goals are reached. _____	
R	✓ Good quality staff are being hired. _____	
I	✓ Our workplace's hiring message is reaching our community. _____	
N	✓ New employees represent the diversity in our community and of our clients/inmates. _____	
G	✓ Our staff are our #1 recruiters. _____	
	Score for hiring process block is _____	

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P R O M O T I O N S	<p><u>Promotional Process</u></p> <p>✓ The promotional process is objective. _____ ✓ Staff know the criteria they need to meet to be promoted. _____ ✓ The promotional process is regarded as "fair" by most employees. _____ ✓ The promotional process results in qualified and motivated supervisors and manager. _____ ✓ The promotional process is seen as a positive incentive by staff. _____</p>
	Score for promotional process block is _____
O P E R A T I O N S	<p><u>Daily Operations</u></p> <p>✓ Everyday operations match written policy and procedure. _____ ✓ Employees are generally hard working and committed to doing their jobs right. _____ ✓ Staff are professional in their interactions with inmates/offenders. _____ ✓ Staff understand their job responsibilities. _____ ✓ Supervisors support their subordinate staff. _____ ✓ Operations on each shift are pretty much the same. _____ ✓ There are few sustained allegations of misconduct. _____ ✓ Staff feel safe on the job. _____</p>
	Score for operations block is _____

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M I D M A N A G E M E N T	<p><u>Middle Management</u></p> <p>✓ Middle managers are trained to do their jobs. _____</p> <p>✓ Middle managers support the agency's mission and the administration. _____</p> <p>✓ Middle managers are pro-active and work to solve problems before they begin. _____</p> <p>✓ Middle managers are visible, and on all shifts. _____</p> <p>✓ Middle managers are generally respected by both their subordinates and their bosses. _____</p> <p>✓ Middle managers are considered competent by both their boss and their subordinates. _____</p> <p>✓ Middle managers are generally approachable by their subordinates. _____</p>
	<p>Score for middle management block is _____</p>
P R O F E S S I O N A L I S M	<p><u>Professionalism</u></p> <p>✓ The organization has a good reputation in the community. _____</p> <p>✓ Employees are respected members of the community. _____</p> <p>✓ Staffs' off-duty behavior is consistent with professionally accepted behaviors in other professions. _____</p> <p>✓ Staff are respectful of each other. _____</p> <p>✓ Employees accept and embrace workplace diversity. _____</p> <p>✓ Incidents of sexual harassment or sexual joking are rare. _____</p> <p>✓ Staff are proud to be associated with the organization. _____</p> <p>✓ Employees avoid using street slang, foul language, or derogatory remarks toward their peers. _____</p> <p>✓ The agency maintains professional accreditation - national or state. _____</p> <p>✓ Other agencies come to learn about programs in the facility. _____</p> <p>✓ The agency is seen as a partner with the criminal justice agencies in the community. _____</p>
	<p>Score for professionalism block is _____</p>

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F	<u>Quality of First Line Supervision</u>
I	✓ First line supervisors are trained to do their job. _____
R	✓ First line supervisors are doing their job to oversee operations and coach their subordinates. _____
S	✓ First line supervisors are respectful of their subordinates. _____
T	✓ First line supervisors are approachable if a subordinate has problems. _____
L	✓ First line supervisors are pro-active. _____
I	✓ First line supervisors support the agency's mission. _____
N	
E	
	Score for first line supervision block is _____
C	<u>Communication</u>
O	
M	✓ There is an employee newsletter that the staff look forward to receiving. _____
M	✓ Information flows well both up and down the chain of command. _____
U	✓ Supervisors facilitate communication in the organization. _____
N	✓ Staff believe that their grievances will be heard in a timely manner and settled fairly. _____
I	✓ There is little malicious gossip in the workplace. _____
C	✓ Supervisors hold regularly scheduled staff meetings to share information and provide training. _____
A	
T	
I	
O	
N	
	Score for communication block is _____

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L	<u>Leadership</u>
E	
A	✓ The organization's mission is clear._____
D	✓ The mission is known by employees._____
E	✓ The organization's values are identified and embraced by staff._____
R	✓ The leadership is accessible to employees._____
S	✓ The leadership embodies "professionalism"._____
H	✓ The leadership engages in "management by walking around"._____
I	✓ The leadership values employees and it shows._____
P	✓ The leadership team models the behaviors required for employees._____
	✓ Employees generally trust the agency's leadership._____
	✓ There is continuity in the organization's leadership._____
	Score for leadership block is _____ :
Q	
U	
A	
L	
I	<u>Quality of Work Life</u>
T	
Y	✓ Employees can get time off without a lot of hassle._____
O	✓ Staff don't abuse sick leave._____
F	✓ Employees trust and use the employee assistance program._____
W	✓ Employees are formally recognized for milestones in their careers._____
O	✓ Employees are acknowledged, officially, for a job well done._____
R	✓ Staff generally support each other both on and off the job._____
K	✓ Staff respect each other's diversity._____
L	✓ Staff are not divided along age, race, sex, or ethnic lines._____
I	✓ There is little racism or sexism in the workplace._____
F	✓ Staff consistently receive training to do their jobs effectively._____
E	
	Score for quality of work life block is _____ :

Add up your scores here:

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Hiring	=	_____
Promotions	=	_____
Operations	=	_____
Middle Management	=	_____
Professionalism	=	_____
First Line Supervision	=	_____
Communication	=	_____
Leadership	=	_____
Quality of Work Life	=	_____
 <u>TOTAL</u>	 =	 _____

Rating Results: How do you believe your workplace stacks up? Here is what your rating may mean in terms of the culture of your workplace:

- If your score is: 0 - 102 Your rating indicates that your workplace needs improvements in just about all areas relating to your culture. These improvements relate not only to how the business of your workplace is conducted, but how employees are treated. Without improving these workplace issues, it will be difficult to accurately determine whether workplace conflict is a result of a culture, or inter-generational conflict.
- If your score is: 103 - 171 Your rating indicates that your workplace is addressing the basic needs of employees, striving to create a positive culture. Some improvement may be needed to some areas that you noted. Because your workplace has a more "positive" culture, you will be in a better position to assess whether any workplace conflict is caused by inter-generational clashes.
- If your score is: 171+ Congratulations, your rating indicates that you are working in an environment that has a very positive culture and probably has little conflict of any kind, or inter-generational conflict.

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Improving Agency Culture

The toughest job for any agency leader or manager is to change an agency's internal culture. First, culture is often difficult to accurately identify and, secondly, the culture has evolved over many years, the result of many administrations. If you have identified "culture change" as a priority to impact inter-generational conflict, you will have your work cut out for you.⁶ Real culture change is a long term commitment. It involves the hardest work of all, changing the internal beliefs and on-the-job behaviors of a critical mass of those who work in the agency. It involves establishing a clear mission, vision and values, and requiring that all the agency's managers live up to the highest professional standards.

Consider the alternative for your organization if you don't try to address agency culture. What is the long term impact of allowing your agency's culture to continue as it is? Will staff morale improve? Will staff embrace different ways of approaching problems? Will employees embrace peers who aren't like them? Just because culture change isn't easy, doesn't mean it isn't worth the blood, sweat and tears it will cost you. Without acknowledging culture and attempting to address it, little long-term positive change will come to the organization. Now that you have rated your facility, assess what could be improved to assure that inter-generation conflict is identified and addressed.

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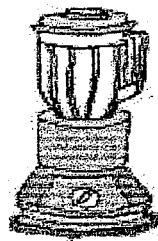
Part Two: Improving Agency Culture

Discuss in your small group specifically what needs to be improved. After the small group discussion, each group will report about what aspects of culture, generally, need to be improved in order to avoid inter-generational conflict, or address any conflicts that may now exist.



Areas of my facility's culture that could be improved.	How can I address current inter-generational conflict?	How can I prevent inter-generational conflict?

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Blending Conflict of Interest and Taking Stock of the Culture in Your Workplace

Take a look at the list from the brainstorming exercise about what you considered to be the “symptoms” of inter-generational conflict in the workplace.

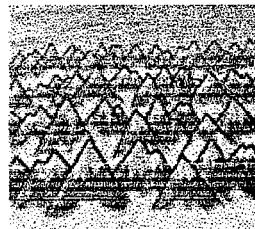
Looking at this list and using the score you gave your organization on The Stock Exchange do you now think that you have culture concerns, multi-generational concerns, or both?

Strategically, do you adapt your approach to problem-solving depending on whether you’re are facing culture issues, generational issues, or both?

Generations at Work: Clash Points

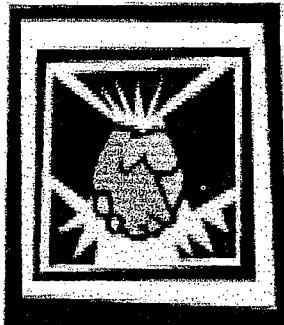
The Big Picture

What do these four generations bring to the workplace, with their different defining moments and diverse value systems? There are some significant differences which, in turn, can lead to conflict. What are some of them?



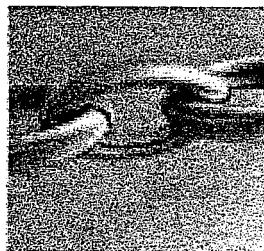
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Agency Loyalty



- Veterans are in the job for the long haul and see the sacrifices their employer makes equal to their own. They put loyalty to their company above themselves.
- Baby Boomers believe that loyalty to the company is critical, often to the detriment to their personal lives.
- Gen X'ers will only stay with an agency as long as they are learning something and growing professionally.⁷ Theirs is a more self-preservation mentality. "Generation X maintains that, "if you don't hold several jobs in your formative years, you're simply not competitive."⁸ For Gen X'ers, loyalty to themselves takes precedence.
- Millennials are more like their Gen X'er parents than their Boomer grandparents. They believe that to establish a career path, they must constantly improve and expand their skills and abilities. Millennials see themselves as short-term workers offering their services for a limited time or for a limited project.

Chain of Command/Hierarchy



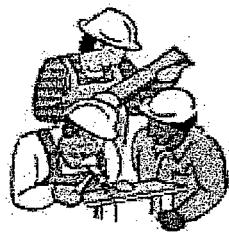
- Veterans are comfortable with a vertical, paramilitary, chain of command and, in fact, prefer it. They respect

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authority and seek clear lines between bosses and subordinates.

- Boomers, have a love/hate⁹ relationship with hierarchy. On one hand, Boomers believe that you need to “pay your dues” before moving up the ladder. On the other hand, this is the generation that has as one of its mottos, “Question authority.”
- Gen X’ers are indifferent to chain of command. Hierarchy is a meaningless concept to them.
- Millennials, like their Gen X’er parents, are unimpressed by rank, age or tenure. They have little respect for bosses “who are experts on everything”. Show a Millennial knowledge and expertise, and they will show you respect.

Work Ethic



- Veterans are dedicated and dependable. They tend not to “rock the boat.”
- Baby Boomers are driven and are workaholics.
- Gen X’ers are task oriented. They want balance and believe in “eight and the gate.”
- Millennials are determined. They will “work diligently if they can have a say in how the work is done and if the opportunities exist for innovation and creativity.”¹⁰

Workplace Diversity



- Veterans grew up in a largely segregated and sexist society. Diversity

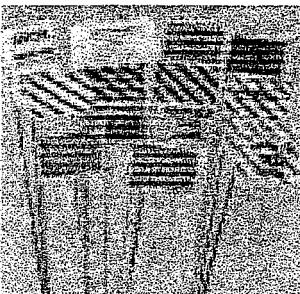
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was a new concept in their early years at work, along with equal opportunity and affirmative action. They may periodically need to check themselves to be sure they keep on course.

- Baby Boomers were influenced by racial strife, riots and the simmering race issues of the 60s and 70s. Boomers were the first to see an African American in a prime time television series or commercial. This generation had the first women and minorities in law enforcement, fire services and corrections.
- Gen X'ers are a generation that grew up on the "cusp" of changing social attitudes on diversity in the workplace and where few eyebrows are raised by seeing women in traditionally male jobs. This generation saw less overt race and sex discrimination, but had to wrestle with the residual effects of past "isms" - race, sex, etc.
- Millennials are a generation that appears to be the most "color blind" of the four generations. They have always seen women in top jobs and racial strife is less obvious.

With four generational perceptions in the workplace, there are differences in how each defines loyalty, tolerance, adherence to chain of command, and work ethic may come into conflict. Managers who keep in mind how workplace diversity strengthens the agency, but also help employees who have difficulty working with different groups, will improve the workplace.

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Exercise: Sum and Substance

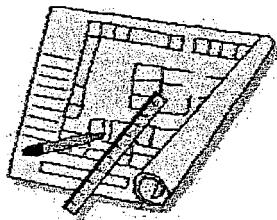
Instructions: You will be assigned to one of four groups that include members of different generations. Each group will be assigned one of the generations. The group's task is to develop a "slogan" that best describes that generation at work.

For example, here's a slogan for Generation X:

"Do the least amount of effort to produce the maximum amount of benefit."

After the slogans are developed, each group will 'unveil' its slogan. Each slogan will be discussed.

Notes:



Blueprint - Module Two

At the end of Module Two, jot down at least three responses to these questions based on the demographics and generational make-up of your agency:

1. What are the aspects of your agency's culture that cause you concern?
2. What are the aspects of your agency's culture that you feel are currently working well with respect to this issue?
3. Based on what you have learned so far about agency culture, what should be added to your "to do" list?

Keep a list of things you need to do with respect to this module to follow-up on when you return to your office as well as the people you need to brief. Use the front page of your blueprint to keep a list of what you

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discover.

Remember, you will have a chance to review your blueprint at the end of the day. You should prioritize your list of things to do and identify people you will want to call.

At the end of the two day training, you will have the opportunity to complete your list of priorities as well as establish a timetable by which you hope to accomplish these tasks.

ENDNOTES:

1. Trailer, A. J. (1980). Let's get gerontologized: Developing a sensitivity to aging, the multi-purpose senior center concept: A training manual for practitioners working with the aging. Springfield, IL: Illinois Department of Aging.
2. McCampbell, Rubin, Layman, (2001, June) Staff sexual misconduct with inmates: Implications for jail administrators, Cooperative Agreement, 01P18GIR4, National Institute of Corrections.
3. McCampbell, Hall and Layman,(2001) Survival guide for newly appointed wardens, Cooperative Agreement 00PO9GiN3, National Institute of Corrections.
4. Adapted from "Survival, guide for newly appointed wardens," 14. New material developed by Susan W. McCampbell.
5. Excerpted from "Survival guide for newly appointed wardens," 16.
6. See National Institute of Corrections' web site //www.nicic.org/Services/InformationCenter.aspx
7. "New generations, same gaps in communication," (2000, June) *HR Reporter*, LPR Publications.
8. IBID.
9. "Generating effective teamwork across the generations. Educational modules for healthcare managers, (2000) " Northwest AHEC, Nursing Regional Workforce Planning Group
10. IBID.

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Module Three The Management Challenge

What's Here

- ✓ Objectives
- ✓ Exercise: Who Wants to be the Boss?
- ✓ Putting the AGE in Manage
- ✓ Recruiting Through the Ages
- ✓ Exercise: Finding the Best and The Brightest of Every Generation
- ✓ Exercise: New Recruitment Strategies
- ✓ Exercise: Retaining Our Best Employees
- ✓ Exercise: The Envelope, Please
- ✓ Blueprint - Module Three

Objectives:

- Provide strategies for corrections managers on leading four different generations in one workplace;
- Develop recruitment and retention plans aimed at each generation; and
- Participate in problem-solving aimed at improving the multi-generational workforce.

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Exercise: Who Wants to be the Boss?

The opening exercise for Module Three involves four separate role plays!

Instructions: Four multi-generational groups are designated. The mission of each group: *Develop your best five minute speech to recruit a roomful of potential employees.* The catch? Each group to whom you are speaking are of the same generation!

- Group One - Prepare a recruitment speech for Veterans
- Group Two - Prepare a recruitment speech for Baby Boomers
- Group Three - Prepare a recruitment speech for GenXers
- Group Four - Prepare a recruitment speech for Millennials.

You have ten minutes to prepare. Designate a speech maker from each group! Use what you have learned about the different generations at work.

Then, let's hear what you have to say. The "audience" for each speech must assume the role of each generation - so read up on each generation's characteristics. Be sure to ask questions of the speakers when they have completed their presentations. After all, the BOSS is here!

How did each speaker do? What worked for each generation? What didn't work? What ideas does this give you?

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Putting the AGE in *manAGE*



On any given shift, in any given correctional agency, a manager may be supervising someone from each of the four generations. The same is true for the agency's management team. Consider this: the Baby Boomer believes in and desires collaboration, while the Gen X'er prefers to work independently. Meanwhile, the Veteran values the ability to do one thing (on a project) and do it *really* well, while Millennials are motivated more by seeing a project through from beginning to end.

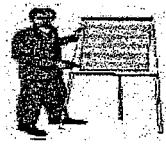
What's a manager to do? Does the manager, offer team opportunities or individual roles? Does the manager offer function-based work (where the individual or team completes one function for a variety of projects) or project-based work (where the individual or team completes all functions on one project, from beginning to end)?¹ The answer? "All of the above."²

The days of cookie-cutter management or, policies based on "that's the way we've always done it," are not only ineffective with this increasingly diverse work force, but counterproductive. Today's manager needs to discover ways to develop strategies that motivate employees from all generational and developmental perspectives. After all, the more inspired and engaged the employee is, the more productive the employee is and the more the employee is committed to the overall mission of the agency.

In General

Given the mix of defining moments, values and beliefs in an agency, what are some things managers can do? Managers can become a COACH.³

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COACH

C - Choices.

It's no longer a "one size fits all" world.¹⁴ Find out what motivates people and offer choices.

O - Open Mind.

Avoid being judgmental. Often managers fall into the trap of looking at managing simply from their own generational and developmental perspective. This can be a recipe for conflict, resistance and low morale. Find the value in difference sand use those differences to the agency's advantage.

A - Awareness.

This is a two-way street. First, you as a manager must become knowledgeable about the generations and their differences. Then, you need to educate and train your staff on these differences, and how the differences add strength to the organization. Knowledge is empowering – the more you know, the more effective you will be and the less suspicious, mistrusting, and inaccurate you will be when observing the behavior of others and interacting with them.

C - Change Your Management Style to Fit the Situation.

Be flexible. Learn to adapt to the needs and preferences of others.

H - Have conversations.

Talk to staff about what they need to do the job better. Just as you need to raise your awareness, you need to raise the awareness of

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those you manage. Once this information is “on the table”, “conflicts become less personal and more easily discussed and resolved”.⁵

In Particular

How can you turn “one-size-fits-all” management into something “tailor-made” for your diverse staff? What does each generation want? What turns them on? What turns them off?

VETERANS = PERSONAL



Veterans: With this generation, keep it **PERSONAL.**

P - Personal

This is the generation with clear, and sometimes rigid definitions of right and wrong and proper etiquette. For the Veteran, the **personal** touch goes a long way. Instead of e-mail and voice mail, try “face mail”. A hand written note will go much further with a Veteran than any other road on the information super highway.

E - Experience

Veterans have been in the workforce for more than forty years. They have seen a lot, learned a lot and know a lot. Instead of railing against their **experience**, use it to the agency's advantage. Value their age and experience. See it as an asset, and let them know you see it as an asset. Consider establishing mentoring relationships between Veterans and Millennials.

R - Roles

This generation, the generation that watched the

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TV shows *The Adventures of Ozzie and Harriet*, *The Donna Reed Show* and *Leave It To Beaver*, still prefers traditional gender **roles**. Managers need to be mindful of that and to be respectful of their comfort zone while at the same time ensuring even those who the Millennials might consider "old-fashioned" are in compliance with all relevant employment discrimination laws. Help those resistant to equal employment opportunity to understand the difference between traditional gender roles and unprofessional (and often illegal) conduct.



S - **Stability**

After decades of uncertainty during World War II, the Korean War and the 1950's, Veterans need **stability**, they like to know what's ahead and to be able to plan for it. Help them to do it by stressing the long range plans of the agency. These are workers that believe in one job for life and company loyalty. As a manager, you can capitalize on this value by helping to emphasize that you are in it for the 'long haul' with them.

O - **Order**

Since Veterans are the 'law and **order**' generation, it is important to orient them to the policies and procedures within the agency. Do it often, and do it whenever there is a change in policy.

N - **Novices**

Remember, this is a generation of **novices** when it comes to the current technology. They didn't grow up with it and many employees are intimidated by it. Provide Veterans with opportunities to ease into the digital world. Offer them training and time to master these new skills. Avoid embarrassing them about their lack of skill and enthusiasm for the latest technology.

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A - Acknowledge

Since Veterans like things, "bigger, better, and niftier", find ways to **acknowledge** Veterans for a job well done. Consider using awards that were status symbols in their world such as plaques and trophies.

L - Lose

In a nutshell? **Lose** the foul as well as the latest slang and street language. These employees watched *I Love Lucy* when Lucy and Ricky had twin beds and the word "pregnancy" was forbidden on television. Today, *N. Y. P. D. Blue* shows partial nudity and uses colorful and sometimes offensive language, and cable channels have programs that are even more explicit. While the values and acceptable conduct may have shifted in our popular culture, it has not necessarily shifted for all generations. Using vulgarity is offensive to a Veteran. As a manager, if your language reflects the mainstream popular culture, rather than your audience, you run the risk that your message will get lost.

BABY BOOMERS = CONSENSUS



Baby Boomers: CONSENSUS.

C - Correctness

The "meditation" generation likes it warm and fuzzy. Boomers like political **correctness**. Therefore, try (to the extent possible) to create a humane work environment.

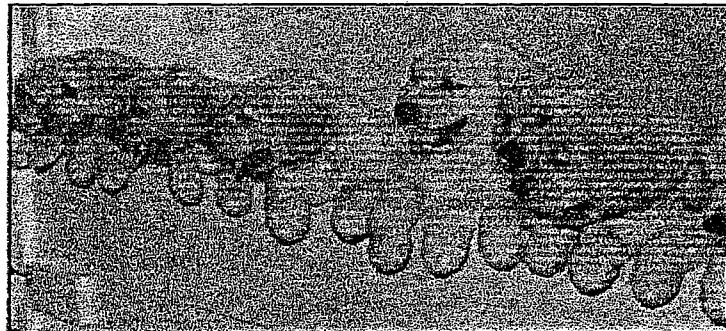
O - One-on-One

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Take a Boomer to lunch, hit the local coffee shop for a cappuccino. Provide this generation with some **one-on-one** time. The personal growth generation values a manager's personal touch and an demonstration of interest in their well-being.

N - **Notice**

Boomers are motivated by public recognition. **Notice** their successes and, to the extent possible, reward them with perks. Even within the confines of budgets, union contracts and chain of command, there are a myriad of non-financial rewards available. Just as a Veteran might value a plaque, a Boomer might value an Employee of the Month parking space.



S - **Support**

The "me" generation loves praise. This is the generation that has been compared to a litter of puppies. So, any things that you can do as a manager to single them out and reinforce their uniqueness and individual contribution to the agency will be highly effective. **Support** their good work with lots of approval.

E - **Engage**

Engage Boomers with challenges and help them to focus on the future. This is an idealistic and 'cause-oriented' generation. Help them to see the value of the difference it makes, and the positive impact they are making within the agency.

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N - Negativity

In short, avoid political incorrectness or **negativity**. Don't try to be funny at the expense of a group or a person. Avoid put-downs, and be respectful of a Boomer's belief in "paying one's dues" in the work place.

S - Strategic

Boomers are the folks who perfected the notion of "buy now, pay late". It should be no surprise to manager's that their fiscal skills and strategic planning abilities may not be at the level you need them to be. Help train Boomers to be **strategic**. Help them become effective coaches, budgeters and planners.

U - Use

This is a generation of workaholics whose "work ethic is their worth ethic".⁶ **Use** these values in a positive way through rewards and recognition.

S - Show

Boomers respond to feedback. Consider including feedback from subordinates to **show** them the impact of their behavior.

GEN X'ERS = INDEPENDENCE



Generation X: When managing this generation, cultivate **INDEPENDENCE**.

I - Incorporate

These are the employees who work to live. **Incorporate** balance between work and home in your management style.

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N - Neutral

It stands to reason that the generation which is indifferent or **neutral** to, and unimpressed by, authority is not very "corporate". They loathe insincerity, phoniness, cliches and hype. Managing with an emphasis on the "company" is wasted on this generation. Put more emphasis on individuality and independence.

D - Do

Given X'ers' thirst for individual freedom and autonomy; stress how they can contribute to the agency's mission. Let them **do** it themselves. This approach promotes creativity and empowers the employee.



E - Evaluate

Gen X'ers want their ideas to be **evaluated** based on merit and performance, not based on longevity or experience. Is it any wonder then that this generation cares little for the notion of paying one's dues?

P - Put

The MTV generation, Gen X'ers live by technology. They are impatient. As a manager, it may prove effective if you **put** information into small, easily digestible sound bites. Gen X'ers are used to the amount of information contained on a computer screen, if they want more, they can click on a link or scroll down. Keep that in mind when you are communicating with members of this generation.



E - Embrace

It is human nature to resist change. Your challenge as a manager is to find the key to helping employees **embrace** change. Since this generation values skill development over company loyalty, and expects to move up the ladder laterally (i.e., by moving from organization

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to organization rather than necessarily within one organization), consider equating change with opportunity to grow and learn new skills.

N - **Newest**

As the first digital generation, Gen X'ers are extremely techno-savvy. Find ways to emphasize and allow them access to the **newest** technology. Consider having these employees research and test out the latest on the market. Don't just think about computer technology. Think about all of the technology now available to corrections such as ion scanners, body scanners, body alarms and high-tech motion detectors. Ask them to train other employees.

D - **Do**

Take advantage of the attribute of independence of this latch key generation. Used to fending for themselves, give them feedback while giving them space. Be results oriented. To appeal to Gen X'ers, focus on the results, not the process. For this generation, "**Do** it your way" is more effective than "just do it".

E - **Entrust**

This is an extremely adaptable and flexible generation. **Entrust** them with the tools to get the job done, don't add unnecessary restrictions, and it will get done.

N - **Nurture**

Education and skills development are vital to keeping this generation excited and engaged. **Nurture** them. Emphasize the training available to them and consider lateral moves within the agency to promote skills development. Make sure your agency employs adult learning techniques which make the training programs engaging, practical and innovative. Be sure to keep any promises you make.

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C - **Constructive**

As independent as they are, Gen X'ers still require and, indeed, desire feedback. However, unlike their Baby Boomer parents, they don't want platitudes or "touchy-feely" jargon. Offer them **constructive** feedback, which is to the point.

E - **Environment**

Gen X'ers are informal and invented the concept of "casual Fridays". They respond best to an **environment** that is relaxed, fun and informal. This trait in Gen X'ers can be especially challenging for corrections managers.

MILLENNIALS = HOPEFUL



Millennials: HOPEFUL.

H - **Highlight**

Like their Generation X parents, this digital generation is used to sound bites. It is therefore best to **highlight** key points and tasks.

O - **Offer**

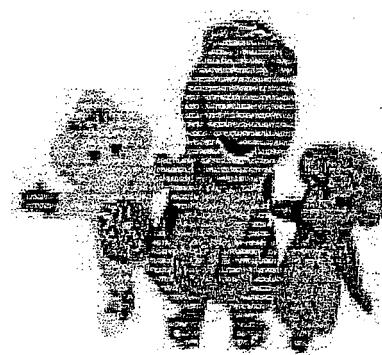
Remember, Millennials expect to have many jobs in their lives and even several careers in their work life. As such, skills development is a big motivator. **Offer** Millennials lots of resources and opportunities to learn and grow.

P - **Pairing**

This is a generation accustomed to over-involved parents who advocated for them and helped them along the way. Millennials are most

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closely aligned philosophically with Veterans. Additionally, on surveys, Millennials say they "resonate most with the Baby Boomers and the WWII generations".⁷ Likewise, Millennials - the over scheduled, busy, busy, busy generation value a social workplace. Consider **pairing** a Millennial and a Veteran in mentoring relationships. It will help make the work environment a learning place and may improve training outcomes.



E - **Enable**

It goes without saying that a wise manager will **enable** this generation to use technology as much as possible and take advantage of their techno-savvy to enhance the agency and further its mission. Millennials have a great capacity to "access information quickly and to share it in a way that works for a diverse group of people."⁸

F - **Focus**

A Randstad employee survey found that "trying new things" was the most popular item on a Millennials' list.⁹ **Focus** on their ability to self develop by giving them projects from which they can learn and grow.

U - **Use**

Use a variety of communication mediums. Just as Veterans prefer personal contact, Millennials respond to variety. Remember, they grew up with the Internet, access to instant information, and 50 children's shows on cable television.

L - **Lead**

Millennials grew up with a lot of structure and supervision. They were the children of soccer moms and dads. They need a leader. **Lead** them. They want and need role models at this early stage in their career development. Your job as manager is to be that role model.

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Having grown up during the Clinton-Lewinsky scandal, Millennials value and respect honesty and integrity. Managers of this generation must not only "talk the talk", they must "walk the walk".

Recruitment and Retention in the New Age



In Generations at Work (2000), Ron Zemke, Claire Raines and Bob Filipczak offer this advice on recruitment: "The single best method of recruiting new people is to do a great job with current staff."

These authors looked extensively at cross-generational friendly companies. In doing so, they discovered that there were similarities and common approaches. From this work, they developed the ACORN Imperatives - five operating strategies that help to build strong organizations.¹⁰



A - Accommodate Employee Differences. Think of employees as customers. Learn about their needs and desires. Accept generational differences and consider accommodating these differences, to the extent practical, in schedule, work-life balance, and nontraditional lifestyles.

C - Create Workplace Choices. Review areas where workplace policies are the most rigid and determine if such rigidity is really needed to accomplish the mission of the agency. Agencies can examine policies on flextime, job sharing and shift exchanges, where not prohibited by collective bargaining agreements. Agencies

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may also wish to consider part-time workers for non-security positions, as well as 12 hour shifts. Considering the needs of single parents will be essential when deciding how to assign staff. If the agency is inflexible about job assignments, tell job applicants up front to prevent any misunderstandings.

O - Operate from a Sophisticated, Flexible Management Style. Give staff the “big picture”, with specific goals and outcome measures. Provide feedback, rewards and recognition when needed. These generationally friendly managers had seven attributes in common:

- Their management style is not fixed, it varied depending on the employee, his track record and personal preferences. “Control and autonomy are a continuum, not solitary options.”¹¹
- Their leadership style varies depending on the situation.
- They depend more on their personal power than on their position.
- They know when to make policy exceptions and how not to impact the entire team.
- They are thoughtful about matching individuals into teams.
- They balance concern for the task with concern for the people.
- They work to gain the trust of the staff.

R - Respect, Competence and Initiative. Assume people will give you their best. Don’t over-manage or micro-manage.

N - Nourish Retention. Take an honest look at your agency. What aspects of operations drive employees away? What encourages them to stay? The answers to these questions may vary

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from generation to generation.

Recruiting Through the Ages



Recruiting takes up much of the time of the human resources professionals in many corrections organizations. Traditional sources of recruiting correctional staff have not yielded quality candidates, nor, most importantly, employees who stay. Is it time to explore other ways to find employees? Here are some tips before beginning the process of recruiting any generation:

Develop a recruitment plan:

-  List your objectives - the numbers and types of jobs you will need to fill.
- Identify your budget and the resources you have (including your current employees) to meet your objectives. Find less expensive or no-cost ways to advertise why your agency is the best to work for. Compute how much it costs to hire a new employee.
- Recognize that your current employees are your best source of quality candidates. Develop incentive and reward programs that encourage their active participation.
- Consider a multi-generational employee-task force to assist the human resources professionals in looking at how best to "market" the agency and where to find candidates from

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each generation.

- Do the numbers. Analyze where your best new employees came from and ask them what attracted them to the job.
- Know your competition in both the public and private sector. Look at how other organizations are finding employees. Keep an eye out for businesses that are closing or downsizing - and send recruitment teams.
- Target your efforts to the best sources for employees of each generation – health clubs, the Internet, churches, etc. Try for the non-traditional places where the generations might look for work.
- Review your results, making mid-course corrections where needed. Keep track of your successes and failures.

Keep your agency's name in the public:



- Keep positive information in the public about your organization.
- Visit community events. Highlight the quality staff.
- Keep recruitment efforts open on a continuing basis. Don't exclude the person who might be your best employee.

Tell the truth:



- Develop and update recruitment materials often. Have a fresh, professional image.
- Don't "sell" the organization

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based on jobs or assignments for which new employees won't be eligible for years.

- Hold open houses. Let prospective employees meet your staff and even inmates! Give tours.
- Stress the positives for each generation.

What are some tips for attracting the best and the brightest from each of the four generations? Here is a generation-by-generation review¹²:

Veterans

- Consider flextime, part time, and contract projects.
- Provide "big picture" information about the agency, its mission, vision and values.
- Offer personal information about the agency's leadership.

Baby Boomers

- Emphasize the potential to become a leader in the organization.
- Acknowledge the experience and achievements of the applicant.
- Point out the "perks" of the jobs -- the ones that may be viewed as status symbols.
- Highlight the parts of the job that emphasize teamwork, consensus building, relationship building.

Generation X

- Talk about ways that your agency is different from other agencies.
- Emphasize the leadership's openness to new ideas (but only if it is true).
- Talk about the technology the agency uses, and how they might use it, or help improve it!
- Provide information about opportunities to move within the agency, both upward movement and lateral (learning different jobs/skills). Be truthful.

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Don't promise what the agency can't reasonably deliver.

Millennials

- Go where they are: career days, job fairs, the Internet.
- Consider establishing an internship program.
- Emphasize the opportunity for mentoring.
- To the extent feasible, offer flexible scheduling.
- Remember they are creative.
- They believe their futures are tied to training.

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Exercise: Finding the Best and the Brightest of Every Generation



Instructions.

Finding quality employees, regardless of their generation, is a challenge for corrections agencies. Analyzing how best to recruit good employees is rarely viewed through the lenses of the different generations. How can looking at this through the generational perspective help you hire and keep staff?

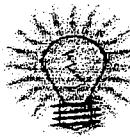
Think about why you took this job in corrections? Make a few notes. Then for the other three generations, answer the question from your perspective about why generations other than yours take jobs in corrections?

	Took the job because?
For me?	
For Veterans?	
For Baby Boomers?	
For Gen X'ers?	
For Millennials?	

After you have responded on your own, you'll be working in multi-generational small groups to compare notes and ideas. Each group will report out noting the common themes and trends, misperceptions, and myths about recruitment and retention among the generations.

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New Recruitment Strategies



Next, each group needs to consider and respond to the following question and prepare to present to the class: Using what we have learned about the traits and preferences of each generation, what does your group believe can be done differently to recruit the four generations?

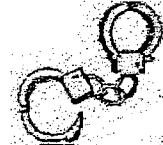
	New Recruitment Strategies
General Strategies?	
For Veterans?	
For Baby Boomers?	
For Gen X'ers?	
For Millennials?	

What have we learned from considering new strategies for recruiting quality employees from each generation?

What needs to be changed in your organization to implement these strategies? (Note your ideas and thoughts on your blueprint.)

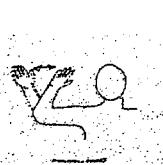
Effectively Managing a Multi-Generational Workforce in Corrections

Retention



Now that we have a plan in place to attract new, quality, employees from each generation, what do we need to keep them on the job? Here are some practical suggestions from consideration.

Why are Employees Leaving?



- Analyze why employee are leaving, or say they are leaving. Track data over the years. What are the trends? Are their generational patterns?
- Conduct exit interviews by a neutral party, and gain more information about why employees are leaving; don't just rely on written exit interviews. Ask specific questions.
- Compare your retention rates to other similar agencies. Are you doing better or worse?

Develop a Retention Plan

- Based on the data about why employees are leaving, develop a plan to address as many of the issues as possible. Prioritize the elements of the plan.
- Involve employees. Ask employees how to make this organization a better place to work. Listen to suggestions, even unconventional ones, and act on as many as possible. Ask employees why they stay on the job.
 - Designate benchmarks to assess how well the retention plan is working.
- Make certain that the retention plan takes into account what you have learned about each generation in the workplace.

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It Isn't Just About Money



Reflect on what you learned in Module Two - **Taking Stock of the Culture in Your Workplace**. Keeping good employees is more than just the money or other forms of compensation. Addressing any negative aspects of your working environment also impacts decisions to stay on the job.

Here are some other ideas.

- Typically, Veterans and Boomers prefer a combination of salary and long term savings and retirement options.¹³ On the other hand, and as discussed earlier, Generation X and Millennials do not believe they will be with any one employer long enough to realize a benefit from long term compensation programs such as retirement or savings. These two newer generations prefer to be compensated based on the here and now.
- If you don't think training is a key retention strategy, consider this: "Among employees who say their company offers poor training, 41% plan to leave within a year, versus only 12% of those who rate training opportunities as excellent."¹⁴ In an unofficial survey of its membership, one corrections union found that increasing training ranked near the top of their members' priorities. Increased training was ranked a top priority by 52% of the respondents, with pay and benefits ranked higher at 57%. Increased staffing was ranked the top priority at 74%.¹⁵ Ranked as lower priorities than training by the membership was: stopping privatization, decreasing assaults, prosecuting assaults, medical disclosure, self-defense training and better equipment. Learning new skills is another recurring theme among employees, especially Gen X'ers and

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Millennials. In addition to offering lateral moves to increase skills, provide employees with training.

Keep in mind that not everyone learns the same way. Consider training in multiple formats: classroom, roll call, mentoring, self-paced, independent study. Consider developing web-based training that staff can do from a computer at their post.

Exercise: Why People Leave?



Instructions: List the reasons why people are leaving your organization. Are the reasons different for different generations?

Generations	Why they are leaving? (Other than retirement.)
In general, why are people leaving my organization?	
Veterans?	
Baby Boomers?	
Gen X'ers?	

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How can I learn why employees are leaving? What data is available? What data do I need to develop?

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Exercise: Getting Employees to Stay



Instructions:

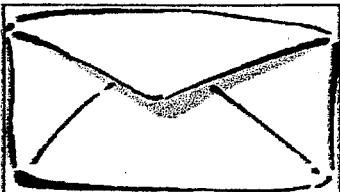
Working in multi-generational groups, agree on the top five reasons why employees are leaving. Don't include "retirement" in your list of reasons. Develop at least three strategies to address each of the top five reasons why employees are leaving. Assure that your responses are responsive to the needs and concerns of all the generations in the workplace.

Top Five Reasons Why Employees are Leaving	Strategies to Address These Reasons (Pay attention to the generations at work)
#1	
# 2	
# 3	
# 4	
# 5	

Record your group's responses on a flip chart and be prepared to report to the entire class.

What are some new ideas you gathered from your colleagues in this exercise?

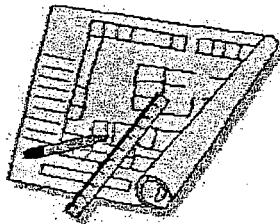
Effectively Managing a Multi-Generational Workforce in Corrections



Exercise: The Envelope, Please

Instructions:

- You will be divided into small groups.
- Each group will be given an envelope with a question taped to the front of it.
- You will have several minutes to consider your best strategy to address the issue. A member of the group should write down the group's answer on a 3x5 card, and place it inside the envelope.
- At the direction of the trainer, the groups exchange envelopes. Without looking at the cards in the envelope, the process starts again.
- The process continues until each group has considered all but one question. On the last envelope pass, each team opens their final envelope.
- Your group will review all "best" strategies in the envelope and decide which is the *best of the best*. This strategy is written on a piece of flip chart paper.
- A spokesperson for each team then presents the question and their "best strategy."



Blueprint - Module Three

At the end of Module Three, jot down at least three responses to these questions based on the demographics and generational make-up of your agency:

1. What strategies and recommendations discussed in this training might be effective in your agency?
2. What aspects of recruitment and retention are currently working well in your agency?
3. Based on what you have learned so far about managing the different generations, what do you need to add to your "to do" list?

Keep a running list of things you need to do with respect to this module to follow-up on when you return to your office as well. Include on your blueprint a list of the people you need to brief upon your return. Use the front page of your blueprint to keep a list of what you discover.

Remember, you will have a chance to review your blueprint at the end of the day. Consider prioritizing your list of things to do and identify people you will want to call. At today's end, you will have the chance to complete your list of priorities as well as establish a timetable by which you hope to accomplish all of the tasks you have identified throughout the training.

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ENDNOTES:

1. Lahiri, "Five tips for multi-generational inclusion,"Workforce Development Group - Strategies for Inclusive Leadership; www.workforcedevelopmentgroup.com/newstwenty.html (May 2003)
2. IBID.
3. Adapted from: Raines, Claire, "Managing the Generational Mix," Generations Newsletter, Issue Nine, Winter 2002, www.generationsatwork.com/newsletter9.htm (May 2003)
4. IBID.
5. IBID.
6. Zemke, Raines, Filipczak,(2000) Generations at work, AMACOM, American Management Association, New York, 77.
7. Jaffe, L. and Krumm, K. (2002) "Leadership Post 911," Generations at Work, www.generationsatwork.com/articles/leadership.htm (May 2003)
8. IBID.
9. Raines,, "6 principles of managing millennials" *Managing Millennials, Generations at Work Newsletter*, www.generationsatwork.com/managing.htm (May 2003)
10. Op. Cit., "Generations at Work," 155-159.
11. IBID., at 157.
12. LeMaster, L. (2001, October 8) "Strategies for effective recruitment and retention of today's juvenile justice workforce," National Institution of Corrections and the Office of Juvenile Justice and Delinquency Prevention.
13. IBID.
14. 1999 Emerging Workplace Study, Interim Services and Louis Harris and Associates, quoted in *Training and Development Journal*, April 2000.
15. Corrections USA Survey dated April 17, 2003.

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**Module Four
Training the Trainers
Eight (8) Hours**

What's Here

- Objectives
- Trainer's Blueprint
- Exercise: Ready to Train?
- Exercise: Implementation of Training
- Exercise: Who are Your Trainers?
- Teaching Adults
- Ten Commandments of Effective Oral Presentation
- Effective Peer Critique
- Training Simulations

Learning Objectives:

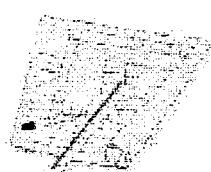
- Develop agency-relevant staff training regarding effectively managing a multi-generational workplace.
- Identify the policies and procedures that should be in place before training can be delivered.
- Learn how to select and train instructors.
- Identify critical issues in developing and delivering training.
- Review the elements of adult learning.
- Develop a training module and practice delivery.

Note: This day long training offers a hands-on, learn-by-doing opportunity to develop topic-specific training that builds on your strengths and offers strategies to overcome anticipated obstacles.

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During the course of the day, practical, easy-to-use tips will be offered that you can incorporate immediately. You will learn these skills in the context of managing a multi-generational workforce in corrections. This training is for trainers of any level, experience or background. The training simply requires an open mind, a willingness to try new things, a sense of humor and a commitment to spend eight hours looking at training about the generations in the workplace through a different set of glasses!

Trainer's Blueprint



Preparation is the foundation upon which effective training is built. It is not enough to have a working knowledge of the subject matter if that information is not delivered to the "students" in a manner

conducive to learning. By attending the two day training you have acquired an understanding of a multi-generational workplace. A goal of this one day training is to build on the knowledge you have acquired and to provide you with the skills and the tools to train staff and other individuals to better manage a multi-generational workplace. By the time this training ends, you will have a blueprint for doing so.

- This blueprint allows you the opportunity to track the things you need to do when you return to your agency to create your own multi-generational workplace training. During each learning module, keep track of the things you will need to do. Use the front page of your blueprint to keep a list of what you discover.
- At the end of the day, you will also have a chance to review your blueprint. What resources do you have? What do you need? Who will you call and who do you need to brief?

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Exercise: Ready to Train?



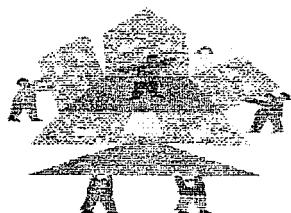
Agency training and lesson plan development is based on policies and procedures. Before agency training on a multi-generational workplace can begin, these policies and procedures need to be in place. Here is a checklist of some of the major policy and procedure decisions that are required before training is delivered.

Policies/Procedures/Practice	Notes:
Problem Identification: Has your agency identified the "cause" of workplace conflicts as multi-generational? Are there other issues that require discussion and exploration? Have you done the "homework"? What are the numbers in your workplace? How are work unit, assignments, or sections made in terms of the mixing generations at work?	
Agency culture: Review "The Stock Exchange" from Module Two. What elements of your facility's internal culture need attention before training can be effective? Will staff perceive the training as sincere? Will trainers be able to respond effectively to the underlying causes of issues that may emerge in the training? Are there conflicts on particular shifts or in specific work units that need special attention?	
Intolerance of the "isms": Does the agency/facility have a record of intolerance with respect to racism, sexism and ageism?	
Recruitment: What does the literature say or portray in pictures? To whom is the recruitment targeted? Are employees involved in and supportive of the recruitment efforts? Is there a recruitment plan?	
Auditing: Is there a process in place to allow trainers to gauge the effectiveness of their training – does behavior change in the workplace? What are the benchmarks?	
Protections in the Workplace: Are policies and procedures clear and inclusive to prevent workplace harassment? Are procedures for reporting and investigating allegations of workplace harassment in place? Do staff believe in this investigation/resolution process?	

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Policies/Procedures/Practice	Notes:
Role Modeling: Is the leadership in the agency/facility modeling the desired behavior? Are all employees treated with respect? Are mid-managers and supervisors engaged in appropriate behaviors and language regarding the multi-generational workforce?	
Employee Awards/Recognitions: Do staff awards and recognitions reflect the four generations?	
Employees' involvement in policy development: Have staff been involved with policy and procedure development? Have collective bargaining units been involved?	
Employee Discipline: Is the system seen as objective and fair? Have generational issues been considered as a range of sanctions is expanded or revised?	
Professionalism: Is the agency considered professional? Is the facility respected in the community?	
Communication: Is there good and accurate communication up and down the chain of command? Is information shared?	
Retention Plan: Does the agency consider how to retain employees?	
Employee Assistance Program: Is there an accessible and credible employee assistance program?	
Issues to be Addressed in Training: What are the specific issues that will be addressed in the training? Is this training designed to raise awareness, prevent inter-generational conflict, or to address current specific workplace conflicts? How are each of these training agenda items different or the same?	
Other:	

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The Issues

1.

2.

3.

4.

5.

6.

7.

Implementation of Training

What are some of the issues you need to address to implement and deliver training on a multi-generational workplace? What responses will you have to the issues that you encounter?

The Response

1.

2.

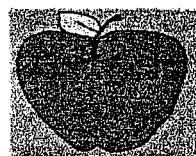
3.

4.

5.

6.

7.



Who are Your Trainers?

**What are the qualifications - professional and personal - for trainers
on this subject?**

What training do these trainers need?

What other support do these trainers need?

What training resources are available for this topic?

Teaching Adults: A Trainer's Checklist



Adult learning has certain characteristics that differ from teaching children or young adults. When developing your training, here are some concepts in adult learning to consider:

- Is the training interactive? Can participants "learn by doing"?
- Does the training link prior knowledge to new information?
- Is the training designed to create a supportive environment and allow for sharing issues and problem solving?
- Does the training incorporate real life experiences?
- Does the training allow for introspection and inquiry rather than only dissemination of information?
- Does the training allow for varying learning styles of the participants?

NOTES:



**The Ten
Commandments
of Effective Oral
Presentations**

- ☞ Thou shall not read.
- ☞ To thine own self be true.
- ☞ Thou shall make eye contact.
- ☞ Thou shall vary thy voice.
- ☞ Thou shall be the master of thine own space
- ☞ Thou shall pay attention to thy audience.
- ☞ Thou shall keep it simple.
- ☞ Thou shall include interactive opportunities to learn by doing.
- ☞ Thou shall incorporate real experiences
- ☞ Thou shall prepare, prepare,

prepare!

NOTES:

Effective Peer Critique

T
E
A
C
H

Take Notes - take careful notes so that you can be accurate in your reaction to the presentation. You will be hearing a lot of presentations by a lot of people. Don't rely on your memory.

Examples - provide critique based on what was actually said. Don't paraphrase. Give concrete examples. Be able to say, "You said ..., which made me feel, think, or wonder"

Advice - Help the presenter overcome obstacles. It is not enough to point out problems. Try to have solutions, suggestions, or ideas about what might work.

Critique as you go - Don't wait until the person has finished to think about your critique. Be thinking about it throughout the presentation. Be ready to offer your insights immediately.

Honesty - Be tactful, but truthful. You are not helping anyone by being vague, ambiguous, or by offering false praise. Remember, the goal here is to help each other improve.

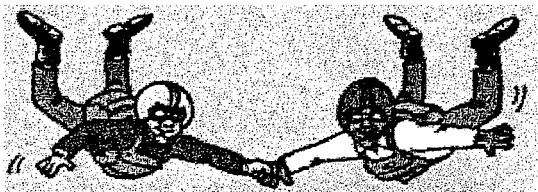
Group Presentation Review

Name of Person/Group: _____ Date: _____

Performance Standard	Rating		
Presenters demonstrated knowledge of the subject	Yes	No	N/A
Presentation was well organized	Yes	No	N/A
Presentation was easily understood	Yes	No	N/A
Presenters engaged the participants with relevant exercises	Yes	No	N/A
Presenters effectively answered questions on their subject	Yes	No	N/A
Presenters spoke clearly and could be heard throughout the room	Yes	No	N/A
Presenters maintained eye contact and used appropriate body language	Yes	No	N/A
Presenters effectively used visual aids (flip charts, computer, other)	Yes	No	N/A

What I liked best about the presentation

Areas for improvement



Exercise: Training Simulations

Each group will prepare and deliver a 15 – 20 minute training module to the entire class.

The facilitators will provide the topic.

Each group will have 45 minutes to prepare.

The Rules:

1. Each group will develop a 15 or 20 minute presentation on the topic provided.
2. The session must include learning objectives.
3. Each session must include one interactive exercise - this does not mean asking the class a question or a flip chart exercise.
4. Each member of the group **MUST** participate in the presentation.
5. The presentation can use the flip charts, computer, or other resources.

Presentations will be timed.

The group making the presentation will be critiqued by the class.

For topics, see Activity Guide, The Envelope, Please or Case Scenarios.

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www.pewinternet.org/reports/toc.asp?Reports=67

Losyk, B. (1997) *Managing a Changing Workforce: Achieving Outstanding Service with Today's Employees*, Workplace Trends Publishing Company, Davie, Florida.

MacManus, S. (1996) *Young v. Old: Generational Combat in the 21st Century*, Boulder, CO: Westview Press (See attached Literature Review.)

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Mitchell, S. (1998) *American generations: Who they are. How they live. What they think*, Ithaca, NY: New Strategist Publications. (See attached Literature Review.)

"Strategies for effective recruitment and retention of today's juvenile justice workforce", (2001) *National Institute of Corrections, Office of Juvenile Justice and Delinquency Prevention*

"New generations, Same gaps in communication," (2000, June) *HR Reporter*, June 2000, LPR Publications.

Raines, C. (1998) *Beyond generation x: A practical guide for managers*, Crisp Publications, Menlo Park, California, 1998. (See attached Literature Review.)

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Selected Sites on the World Wide Web

www.digitaledge.org

www.generationsatwork.com/

www.workforce.com

www.workforceonline.com

www.thirdage.com

www.beloit.edu/~pubaff/releases/mindset - A listing of the "mindset" of entering freshman to help professors "understand" their new students.

LITERATURE REVIEW
MULTI-GENERATION WORKFORCE PROJECT
NATIONAL INSTITUTE OF CORRECTIONS

Jeanne B. Stinchcomb, Ph.D., Associate Professor
Department of Criminology and Criminal Justice
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stinchco@fau.edu

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

Based on the premise that core values shape our behavior, influence the choices we make, and provide direction in our lives, a significant portion of this book is devoted to tracing how values are shaped by a developmental process that occurs in stages during our formative years. Borrowing from the works of Morris Massey (*The People Puzzle: Understanding Yourself and Others*, 1979, and the subsequent video, *What You are Is Where You Were When....*), these stages are described as imprinting by observation (to age 7) modeling by identification (ages 7 to 13), and socialization (age 14 to early 20's, after which values can be modified by experiencing a significant emotional event that causes us to re-examine our fundamental beliefs). The remainder of the book takes the reader on a chapter-by-chapter tour of the decades from the 1920s ("Happy Days Are Here Again") to the 30s ("Brother, Can You Spare a Dime?"), 40s ("Praise the Lord and Pass the Ammunition"), 50s ("Rock around the Clock"), 60s ("The Times, They Are A-Changin"), 70s ("Bridge over Troubled Water"), 80s ("We are the World"), and 90s ("Candle in the Wind"). Historical events unique to each decade are described through stories about hypothetical people. Additionally, each chapter includes a brief demographic/economic portrait of that decade (e.g.,

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life expectancy, cost of living, average annual salary, etc.), along with key events, (ranging from the Great Depression to the Columbine shootings), fads/trends (from flagpole sitting to body piercing), and new inventions/technology (from movies with sound to smart bombs), along with popular fashions, heroes, books, TV shows, movies, and hit songs. With that background, the authors next explore how these social, political, and economic events defined the values of each succeeding generation. In fact, a value assessment instrument is provided through which you can obtain greater insight into your own values, as well as compare them with the values of others. The book ends with strategies for resolving inter-generational differences, primarily through understanding and awareness.

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

An in-depth analysis of those born in the 1960s and 1970s from the perspective of the social environment in which they were raised, this book is notable for its unique topics--e.g., "The Generation that Raised Itself," "It's 3:00 PM: Do You Know Where Your Parents Are?," "Way Beyond Candy Cigarettes," "I Was Bad Because You Forgot to Give Me My Pill," "The Incredible Shrinking Paycheck," etc. Comparing trends that have influenced Generation X with those of their parents, the author explores the role of everything from two-income families and divorce to the fast pace and high stress of modern society, reduced socioeconomic status of children, premature expectations of adulthood, excessive medication for behavioral disorders, dwindling educational standards, and economic downturns. Filled with numerous real-life examples and easy-reading statistics, this book traces the factors that shaped a generation often characterized as indifferent, apathetic, cynical, and self-focused--a cohort which the author has re-named "The Free Generation" in light of their "individualistic, multifaceted, difficult-to-define nature." But regardless of the nomenclature by which they are known, after reading this book, the reasons underlying their distinctive behavioral characteristics will become much more apparent.

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Howe, Neil, and Strauss, Bill. *13th Gen: Abort, Retry, Ignore, Fail?* (New York: Vintage Books, 1993; 229 pages).

Written before Douglas Coupland's classic label, "Generation X," became the widely-accepted designation of those born in the shadow of the Baby Boomers, the first chapter of this book, "We Don't Even Have a Name," addresses this group's on-going search for identity. Written in richly descriptive language (e.g., documenting this generation's reputation in news clips as a "wasteland of academic non-performance, disease-ridden sex, date-rape trials, wilding, and hate crimes"), the narrative is also interspersed with entertaining visuals. For example, statistics are presented in user-friendly format--such as bar graphs showing the federal government's balance sheet with \$16.7 trillion in unfunded debts, (including social security, medicare, and retirement programs). Catchy sidebar quotes are inserted on each page to provide humorous (but revealing) commentary--e.g., "I've glimpsed our future, and all I can say is--go back." "Young male residents of Harlem are less likely to live to age 40 than young male residents of Bangladesh." Even cartoons are incorporated into this multi-dimensional effort to illustrate points--e.g., a customer in a card store is seen asking: "Do you have a card for a half-sister's biological father's permanent companion?" A peripheral theme running throughout the narrative relates to the book's sub-title. "Abort, retry, ignore, fail?" is creatively used as an instantly-recognizable, computer-oriented metaphor for this unrecognizable generation's search for personal identity in the cold-hearted reality of an impersonal, technologically-dominated world.

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

Although it begins with traditional background information on stereotypical differences between Gen X'ers and Boomers, this book quickly establishes its uniqueness. In that regard, it is one of the few works on this topic that is anchored more in empirical evidence than anecdotal assumptions. In the course of conducting their research into generational conditions at the

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workplace of six organizations, the authors discovered one company where differences between Boomers and Gen x'ers "virtually disappeared." What they learned from further investigating that team became the basis for reconceptualizing the entire concept of "teamwork". Thus, much of the book is devoted to describing a four-step process for creating "authentic" teams—i.e., "forming, storming, norming, and performing." The result is designed to produce teams that capitalize on the unique values of each member, while at the same time effectively integrating them into a collaborative work group. Additional chapters focus on how to support high-performing, self-managed teams, develop problem-solving strategies, and work with adversarial relationships. Along the way, the authors also dispel some traditional myths—for example, in contrast to prevailing perceptions, the scores of Gen x'ers in their sample actually reflected greater team orientation than the scores of Boomers. Written in an easy-to-comprehend style that avoids technical jargon and includes abundant illustrations, the authors likewise dispel the notion that practical value is lacking in books that are well-grounded in empirical research.

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

Concerned about both the resentment between generations and the inaccurate stereotypes that often shape our perception of them, this book makes an effort to set the record straight. It is spiced throughout with numerous examples of "clash points"—i.e., "trouble spots where generational conflicts are most likely to explode"—primarily at work. To a considerable degree, the authors maintain that the basis for such conflicts can be found in the defining view of work maintained by each of these generational cohorts. On the job, Traditionalists [Veterans] are classified as coming of age in a "chain of command" environment, whereas for Boomers it was "change of command," for Gen X'ers, "self-command," and for Millennials (Generation Y), "don't command—collaborate!" (pp. 30-31). It is the modern-day repercussions of these differences that are explored throughout the book. In addition to factual information about generational distinctions and the

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historical events and social conditions that influenced them, practical advice is also offered in terms of how to recruit, retain, motivate and manage across generational gaps.

MacManus, Susan A. *Young v. Old: Generational Combat in the 21st Century* (Boulder, CO: Westview Press, 1996); 302 pages.

Taking a broad-based macro perspective of inter-generational conflict, this book provides a demographic overview of the changing age profile of the U.S. population, followed by chapters addressing differences in political participation, political activism, taxing and spending public policy preferences, identification of the country's most urgent problems, and public trust and confidence in government. A scholarly work that is well-documented with numerous reference citations, this is not a book for the casual reader looking for anecdotal information. Largely based on the premise that economics and related public policy choices represent the fundamental issues driving inter-generational conflict, the author nevertheless concludes that "mostly, the generations differ in the intensity, rather than the direction of their opinions." It is, however, predicted that this will change as economic issues become more pronounced and the nation's age profile gets grayer. In the meantime, Florida is cited as a bellwether state, where age-related demographics are changing so rapidly that future national trends are already becoming evident there in microcosmic form.

Mitchell, Susan. *American Generations: Who They Are. How They Live. What They Think* (Ithaca, NY: New Strategist Publications, 1998); 473 pgs.

Encompassing the five existing generations of Americans, from Millennials (born between 1977 and 1994) through the World War II generation (born before 1933), this book provides a comprehensive overview of just about anything you would be interested in knowing about them—including their demographic characteristics, attitudes and behaviors, education, health, housing, income, employment, spending, and wealth. The text primarily evolves from dozens of tables and charts, many of which the author individually compiled in a manner designed to reveal patterns based on

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inter-group distinctions. (Note that although the book was published in 1998, the most recent statistics available in most categories do not extend beyond 1996). Each table or chart is accompanied by a brief explanatory narrative (usually less than a full page), followed by a summary statement forecasting future trends; e.g.: "As the baby-boom generation ages, health care providers will be delighted. . . . Insurance companies won't be so happy. Expect continued tension between patients, providers, and payers." Diversity between generations is compared in terms of everything from their level of personal and marital happiness to their trust in others, confidence in leaders, job satisfaction, retirement expectations, recreational preferences, and political as well as religious affiliations. Citing education as a significant factor influencing the differences of opinion reflected in the "generation gap," an entire chapter is devoted to describing educational variations between generations. For a snapshot overview of virtually any inter-generational feature that might be of interest (from home ownership to health characteristics), this resource is a veritable encyclopedia of data-based facts and accompanying interpretations.

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

The topic of this session of NIC's Large Jail Network Meeting, "The Future of Our Workforce," begins with an opening address identifying the megatrends, social changes, and organizational challenges that set the stage today as corrections embraces Generation X employees. Additional presentations and roundtable discussions focus on how this new breed of workers challenges leaders, what motivates them on the job, and what strategies can be implemented to address their job-related needs.

Raines, Claire. *Beyond Generation X: A Practical Guide for Managers*. (Menlo Park, CA: Crisp Learning, 1997), 120 pages.

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significant challenges facing employers today, this book responds to the growing labor crisis with practical solutions to the common sources of job dissatisfaction among Generation X'ers. Beginning with an overview of their work-related attributes, the author identifies labels, stereotypes, and common complaints about Generation X'ers. Then the tables are turned and questions are posed for "managers to ponder" with regard to their relationships with this new breed in the workforce—who, in terms of their ability to be controlled, are equated to "herding cats." Acknowledging the harsh economic facts of life that have affected Gen X'ers, the author addresses measures for coping with the first generation to be told that they cannot expect to improve upon their parents' lifestyle. Three generations (Traditionalists [Veterans], Baby Boomers, and Generation X) are compared in terms of their differential outlook, work ethic, view of authority, leadership style, self-other relationships, and overall perspective. The remainder of the book is largely a collection of creative, "outside-the-box" techniques for building bridges between them (e.g., improving morale by filling an employee's workstation with balloons, recharging energy by asking everybody to work *under* their desks for an hour, etc.)

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

Relying heavily on the power of story-telling, this book builds on case-studies collected by the authors from throughout the world of work. It is liberally interspersed with anecdotes, quotes about stereotypical characteristics of Gen X'ers and Baby Boomers, and the historical events that shaped them. Each chapter is structured around real-life on-the-job stories designed to create both an awareness of generation-typical behavior and a stimulus to make adaptive changes. The stories are analyzed on the basis of twelve core "delineators", which the authors use to juxtapose Gen X'ers and boomers – ranging from their varying perspectives on work and the work ethic to how their values differ in terms of communication, authority, technology, entitlement, and approaching the future. These delineators provide the foundation from which each component of the book explores the unique world view of these generations. Each chapter ends with practical

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tips for accommodating inter-generational differences when providing services, building teams, dealing with conflict, managing performance problems, and handling similar work-related challenges.

Southern Business Journal, Issue #38 (August 15, 2002). Available on-line at <http://www.southernbusinessjournal.com/story.php?i+38&s=5>.

This issue of the *Southern Business Journal* contains three articles of potential interest on the topic of job-related multi-generational challenges: Sue Endres, "Developing a Diverse Work Force Beneficial to Companies," and Cherri Flinn, "Problems Face Multi-generational Work Force," and "Longevity No Longer Common in the Workplace." Each brief piece addresses contemporary organizational trends that are changing the character of the workplace, as well as the composition of the workforce.

Strauss, William, and Howe, Neil. *Generations: The History of America's Future, 1584 to 2069* (New York: William Morrow and Company, 1991), 538 pages.

More academically-grounded than virtually any other works on this topic, *Generations* is also among the most comprehensive – encompassing almost five centuries of generational transitions. Looking at cohort groups over such a wide time span, these historians identify value-shaping events that over time wove the tapestry of America's inter-generational heritage—from the Salem witchcraft trials to the American Revolution, Civil War, gold rush era, prohibition, Great Depression, desegregation, World War II, and the Challenger disaster. More specifically, the authors describe in detail the “peer personalities” reflecting America’s life cycle throughout the 20th century. Four “generational types” are identified that, like changing seasons, recur in a fixed order throughout history—i.e., idealists, reactives, civics, and adaptives. These typologies are then matched with four “generational seasons” of social development, each of which is marked by the coming of age of one of the generational types: (1) An awakening era characterized by creativity and new values (idealists); (2) An inner-driven era when individualism flourishes (reactives); (3) A crisis era marked by collective unity in the face of threat (civics); and (4) An outer-driven era reflecting

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conformity and stability (adaptives). Using this "template", the authors employ historical details to illustrate how these four cycles and their accompanying generational types have both shaped the evolution of the U.S. and been shaped by it. As a result, the book is rich with multitudes of little-known historical artifacts. For example, did you know that two-thirds of the senior class at Harvard in 1823 were expelled shortly before commencement?.... That "sideburns" were named after Union general Ambrose Burnside?.... That one of every five children between the age of 10 and 14 was gainfully employed in 1910? Concluding with a view of "the past as prologue," the authors project their generational explorations into the mid-21st century. While *Generations* is considerably longer and somewhat more theoretically-oriented than most of its counterparts, it rewards the serious reader with deeper insights, broader parameters, and intensified analyses of the cyclical relationships among generations.

Thau, Richard D., and Heflin, Jay S. *Generations Apart: Xers vs. Boomers vs. The Elderly* (Amherst, NY: Prometheus Books, 1997).

A book of readings compiled from the works of a number of authors, inter-generational differences are addressed within four broad categories: (1) The extent to which tension between the generations is or is not a reality, (2) The political implications of power in numbers as baby boomers age, (3) The cyclical nature of generational clashes throughout American history, and (4) The fiscal dimensions of demographics-i.e., balancing growing entitlement benefits such as medicare and social security with declining numbers of wage-earners. Although the publication date of the book is 1997, it is notable that many of the contributing articles were written in the early 1990's. Nevertheless, several classic works are included, such as Cornelia Comer's 1910 "Letter to the Rising Generation," that, except for its ornate linguistic style, could well have been written nearly a century later by a self-assured 21st century retiree complaining about the obvious detriments of the up-and-coming generation of young whippersnappers.

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

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

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

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

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

In justifying a book that focuses exclusively on Generation X, the author points out that "we are living through the most profound changes in the

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economy since the industrial revolution, and all of the forces shaping the changing economy are the same forces that shaped Generation X." These forces range from the volume and immediacy of information to the accelerating pace of change and the technology-driven workplace. After all, Gen x'ers were "born in the fast lane of the information super-highway." As a result, many of these workers are "trading stability for mobility," and reinventing the definition of "success" along the way. Determined to debunk popular misperceptions about Gen x'ers as being slackers with short attention spans who are demanding employees seeking instant gratification, the author's observations are based on interviews with hundreds of employees who were asked about how their employer's management style affects their work. Thus, the book's foundation rests on stories told by Gen x'ers themselves—from which four job-related themes emerged: i.e., the ability to belong to an enterprise where one can make a meaningful contribution, continually grow and learn, exercise entrepreneurial ownership, and feel secure in terms of work-related status. But because most respondents did not believe that they enjoyed these attributes in their current jobs, the book is primarily designed to help organizational administrators avoid "squandering one of their most valuable resources" by rising to the challenge of more effectively managing this new generation of workers.

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

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

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fundamental expectations of these workers—ranging from balancing tasks with freedom and flexibility to providing on-going feedback and learning opportunities.

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

Viewing today's generational gap as a "four-way divide," this book begins with descriptive profiles of the four currently prevalent generational groups—Veterans, Baby Boomers, Generation X [Generation Nexters]. It then explores problems, pressures, and opportunities resulting from their interaction in the workplace. A considerable segment of the book is devoted to case studies, in which the practices of five exemplary companies are highlighted as models for their ability to effectively integrate generational diversity on the job. Additionally, a panel of experts provides advice to a hypothetical manager in a generationally-divided department. The book concludes with a question-and-answer section in which the authors respond to 21 "most frequently-asked generation-based questions." Perhaps one of the most valuable resources is the appendix, which provides an inventory that can be used to assess the generational "friendliness" of an organization, along with a listing of Internet resources that can promote better understanding of generational differences.

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About the Authors

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Prior to beginning the Center for Innovative Public Policies, Ms. McCampbell was the Director of the Department of Detention and Community Control for the Broward County, Florida, Sheriff's Office for four (4) years, of on the largest local jail systems in the United States. During this time, Ms. McCampbell served as Acting Sheriff for this full-service Sheriffs' Office for six (6) months following the death of the Sheriff.

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