



*Training for  
Correctional Industries  
Leadership  
Participant Manual*



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# **CORRECTIONAL INDUSTRIES LEADERSHIP TRAINING**

## **AGENDA**

### ***DAY ONE***

Introductions/Course Objectives/Pre-Test

Module 1: Providing Dynamic Leadership

Module 2: Managing Your Stakeholder Network

Case Study Introduction and Activity One

### ***DAY TWO***

Module 3: Developing an Offender Workforce

Module 4: Developing Reentry Resources

### ***DAY THREE***

Module 5: Assuring Customer Satisfaction

Module 6: Evaluating Organizational Performance

### ***DAY FOUR***

Case Study Activity Two and Presentations

Summary Activity/Future Activity

Post-Test

Evaluation

Voucher – Travel Claim Form Processing

Graduation/Last Thoughts



**Curriculum:** Correctional Industries Leadership Training  
**Module:** Providing Dynamic Leadership

### **Summary and Rationale**

Correctional Industry Directors are called upon to provide dynamic and effective leadership which is a critical component in the success of any organization. Expanding leadership knowledge and enhancing leadership skills becomes the foundation for this training as it helps lay the groundwork for the complex work that must be done in this ever changing and challenging industry. This portion of the training will focus on leadership characteristics necessary to move from vision to successful planning and implementation in the world of Correctional Industries. This movement includes the ability to articulate a vision, establish an organizational culture and build systems thinking in order to develop and deliver a strategic plan with the ability and agility to deal with changes, a fast paced future with the possibility of unexpected events.

### **Performance Objectives**

By the end of this training, participants will be able to:

1. Identify at least three personal characteristics of dynamic leadership for the future
2. Define and apply an effective process for articulating an organizational vision
3. Describe five key elements in establishing organization culture
4. Identify three key elements needed to build a culture of systems thinking
5. Demonstrate knowledge of developing and implementing a strategic plan including long and short term goal setting

## Lesson

Training for Correctional Industries Directors

# Providing Dynamic Leadership



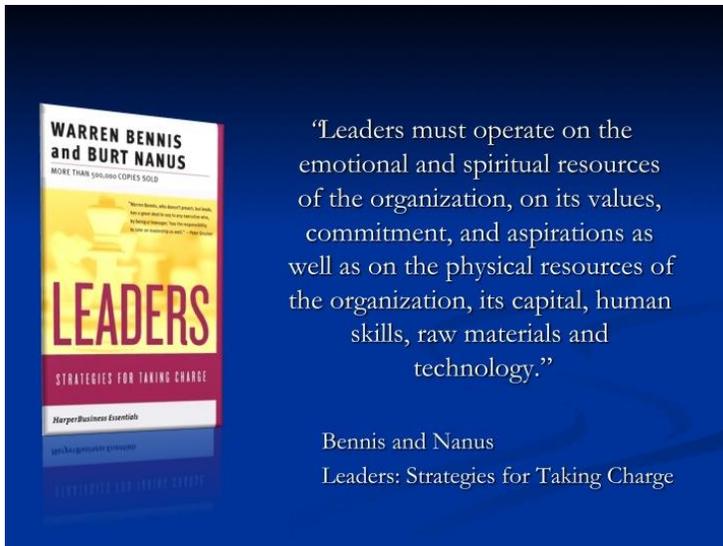
A curriculum developed by the  
National Correctional Industries  
Association

### **PowerPoint 15**

By the end of this training, participants will be able to:

- Identify 3 personal characteristics of dynamic leadership for the future
- Define and apply effective process for articulating organizational vision
- Describe 5 key elements in establishing organization culture
- Demonstrate knowledge of developing and implementing a strategic plan
- Identify 3 key elements needed to build a culture of systems thinking

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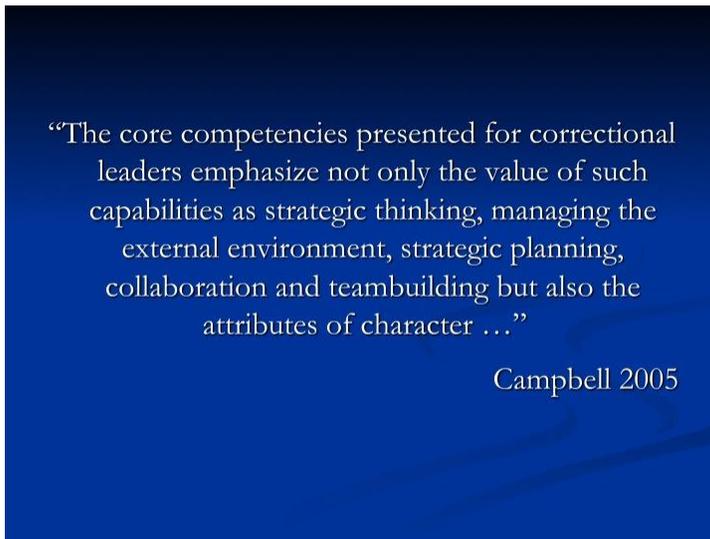


“Leaders must operate on the emotional and spiritual resources of the organization, on its values, commitment, and aspirations as well as on the physical resources of the organization, its capital, human skills, raw materials and technology.”

Bennis and Nanus  
Leaders: Strategies for Taking Charge

### PowerPoint 17

*“Leaders must operate on the emotional and spiritual resources of the organization, on its values, commitment, and aspirations as well as on the physical resources of the organization, its capital, human skills, raw materials and technology”. Bennis and Nanus  
Leaders: Strategies for Taking Charge*



### PowerPoint 18

*“The core competencies presented for correctional ....leaders emphasize not only the value of such capabilities as strategic thinking, managing the external environment, strategic planning, collaboration and teambuilding but also the attributes of character ...”Campbell 2005*

## Characteristics of Leadership

In order to provide dynamic leadership, we must first understand what it means to be a leader. NIC's document on Correctional Leadership (Campbell, 2005) makes the statement that "The core competencies presented for correctional ...leaders emphasize not only the value of such capabilities as strategic thinking, managing the external environment, strategic planning, collaboration and teambuilding but also the attributes of character ...". Current literature on leadership in organizations focuses on leadership characteristics as essential for developing a vision, mission and strategic plan and being successful in the overall operations and future of an organization. The complexity of leadership practice begins with qualities a leader brings to the organization and develops while in the environment.

### Group Discussion

Consider some of the correctional or business leaders you have encountered. Consider your own leadership style. How do you put your "brand" on the organization? Focusing on the future, what would you identify as characteristics of an effective leader?



### Activity (Leadership Characteristics)

**Leadership Characteristics**

- Individually select one of your strengths.
- Individually select one quality you would like to develop or expand in a future leadership role.
- Select a partner and discuss
  - your strength and how you demonstrate it
  - your developmental area and what you need in order to develop or expand
  - how those characteristics will be impacted by future needs and demands in the role of a correctional industries director

### PowerPoint 19

## Leadership Characteristics

- Individually select one of your strengths.
- Individually select one quality you would like to develop or expand in a future leadership role.
- Select a partner and discuss
  - your strength and how you demonstrate it
  - your developmental area and what you need in order to develop or expand
  - how those characteristics will be impacted by future needs and demands in the role of a correctional industries director

## Distinguishing Leadership Roles from Leadership Characteristics



### PowerPoint 20 Leadership Roles

- Positional leadership
- Situational leadership
- Collaborative leadership

Leadership roles can be categorized as:

Positional leadership --- determined by title and position within organization

Situational leadership---determined by need to take on leadership role for specific period of time or purpose

Collaborative leadership --- comes from the skills and qualities that invite others to be a part of the process

It is collaborative leadership that we want to focus on for this training. This understanding of leadership will impact the way we approach development of Correctional Industry staff and the inmate workforce, relationships with customers and all our stakeholders, advocacy for our industry and continuous balancing of the business, government and societal influences.

Qualities that have long been viewed as characteristics of effective Criminal Justice leaders (tough but fair, efficient, consistent, decisive for example) do not necessarily guarantee that these same individuals have the qualities necessary to successfully lead a collaborative team or provide dynamic leadership in areas that are necessary for today's environment. So how do we bridge from a foundation of leadership qualities to meeting the needs of the Correctional Industries environment?

That bridge includes:

1. Articulating an organizational vision
2. Establishing an organizational culture
3. Building a culture of systems thinking
4. Developing and implementing a strategic plan
5. Providing sustainability

We begin with the ability to develop and articulate an organizational vision effectively throughout the organization. We then move into the establishing stage.

*“Successful companies have a consensus from top to bottom on a set of overall (vision) goals. The most brilliant management strategy will fail if that consensus is missing”.*

John Young, former CEO of Hewlett-Packard

### **Articulation of an Organizational Vision**

Goals come from a vision that is dynamic, not static. Vision is a process, not a statement on a wall. Leslie Kossoff in *Executive Thinking* describes this as the difference between a vision *for* the organization and a vision *of* the organization. She says, “Executive thinking is based on a vision for the organization. It is an active vision, one that does not stand idly by as an impossible dream. It is a real and tangible direction with look and feel attached to it. It is action oriented, strategically based, and task supported. ”

## Articulation of an Organizational Vision



- Who communicates the vision?
- How does the leader communicate the vision?

### PowerPoint 21

#### Articulation of an Organizational Vision

##### Two key questions

- Who communicates the vision?
- How does the leader communicate the vision?

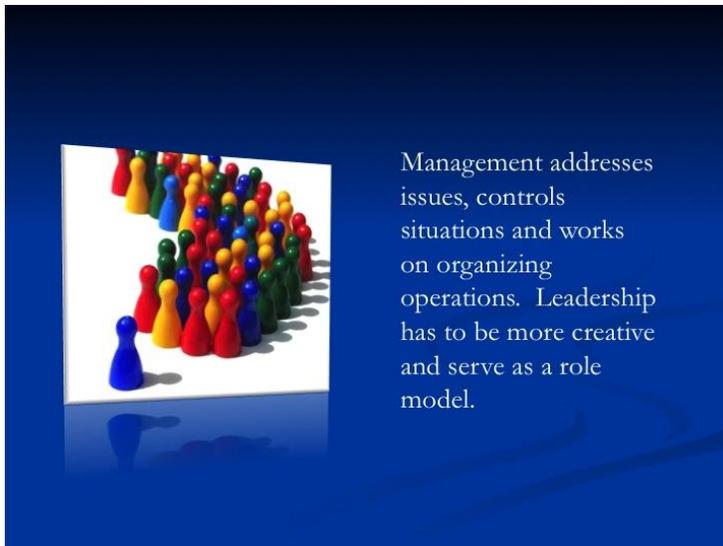
Development and articulation of a vision often marks the major difference between a leader and a manager. A well known quote comes from the leadership guru, Warren Bennis, who says, “Management is doing things right, leadership is doing the right thing”.

CI leaders recently shared the difference they say between management and leadership.

## Management / Leadership Differences

- Management handles day-to-day operations and leadership looks at the big picture, takes in information and promotes a vision. (*Brown, North Carolina*)
- Management is working **IN** the business and Leadership **ON** the business. (*Weiland, Tennessee*)

### PowerPoint 22



### PowerPoint 23

#### Management and Leadership Differences

- Management handles day-to-day operations and leadership looks at the big picture, takes in information and promotes a vision. (*Brown, North Carolina*)
- Management is working IN the business and Leadership ON the business. (*Weiland, Tennessee*)
- Management addresses issues, controls situations and works on organizing operations. Leadership has to be more creative and serve as a role model.

Let's see ways these same leaders communicate their operational vision and mission.



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### PowerPoint 25

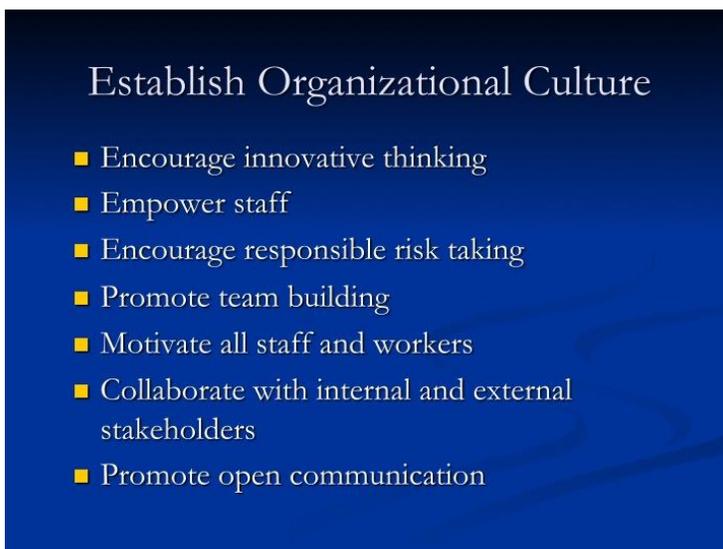


**Discussion:** “Describe how you articulate your operational vision”

### Establishing Organizational Culture

Kossoff also notes that vision is inclusive and is accomplished daily in all actions. It provides a place for all employees to participate, an organizational culture that is collaborative.

We recently asked CI Directors to respond to the question of how they establish organizational culture. Some of their responses included:



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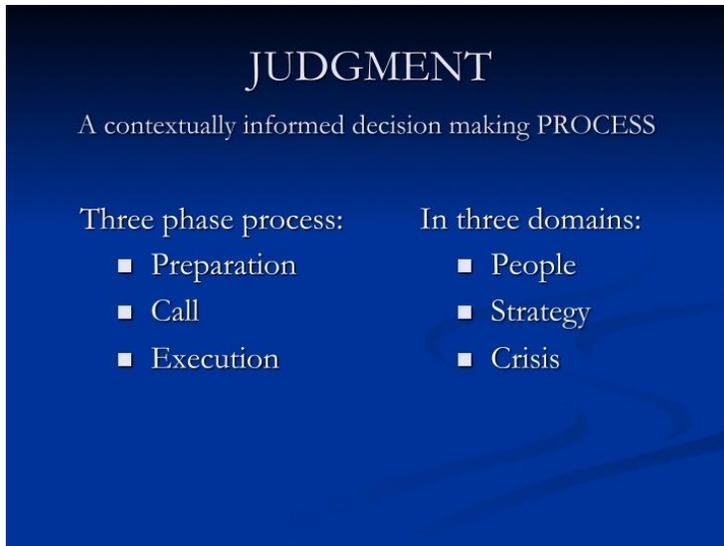
## Organizational Culture

- Understand role of ethics and values as foundation of organizational culture
- Build values and ethics into the mission, get maximum stakeholder support, model behaviors that support them, and hold everyone accountable.
- Demonstrate/model leadership behaviors including your own commitment, accountability and judgment.

### PowerPoint 27

- Encourage innovative thinking
- Empower staff
- Encourage responsible risk taking
- Promote team building
- Motivate all staff and workers
- Collaborate with internal and external stakeholders
- Promote open communication
- Understand role of ethics and values as foundation of organizational culture
- Build values and ethics into the mission, get maximum stakeholder support, model behaviors that support them, and hold everyone accountable.
- Demonstrate/model leadership behaviors including your own commitment, accountability and judgment.

In all of the responses there is an element of decision making as a demonstration of leadership behaviors. Let's examine the role of judgment in the process of making decisions that affect the establishment of a culture that is productive and sustainable for the future.



**PowerPoint 28**

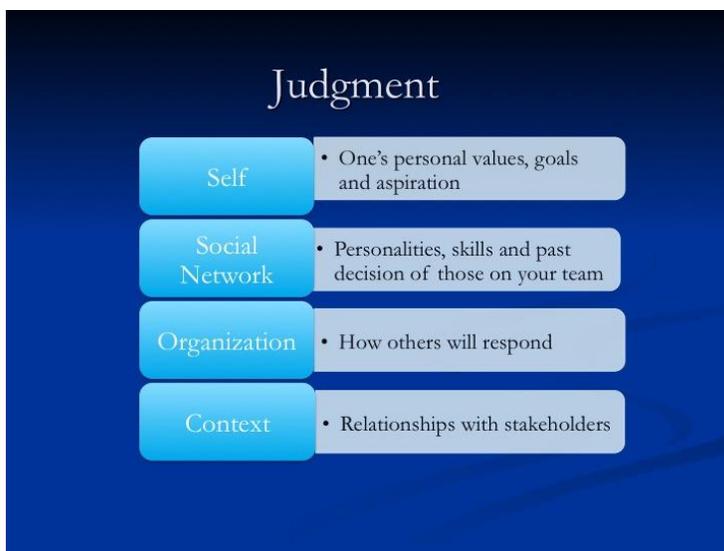
**Judgment: a contextually informed decision making PROCESS**

**Three phase process**

- Preparation
- Call
- Execution

**In three domains**

- People
- Strategy
- Crisis



**PowerPoint 29**

## **Judgment**

### **Four areas of knowledge**

- Self
- Social Network
- Organization
- Context

### **Judgment as the essence of leadership**

Noel Tichy and Warren Bennis in their book, *Judgment: How Winning Leaders Make Great Calls*, make the case for judgment being the essence of effective leadership. This book presents the reader with many examples of how leaders have succeeded and failed in the world of business, government and society. Their stories illustrate the role judgment plays in the vision, mission and strategy of organizations.

Webster defines judgment as the evaluation of evidence to arrive at an opinion in making a decision. Tichy and Bennis (2007) define judgment as a contextually informed decision-making PROCESS that incorporates three domains – people, strategy and crisis. The process goes beyond the traditional view of decision making as the sole act of judgment.

Within each domain, leadership judgment follows a three-phrase process which includes preparation, the call (decision to be made) and execution. It is important to note that the process may be repeated as new information is presented. Dynamic leadership judgment is supported by knowledge of one's self, knowledge of the social network (staff and others internally), organization and stakeholders.

The Judgment Call Matrix (model 1.0) will be referred to as we continue our discussion about leadership, strategy and other topics during this training and you may find it helpful as a tool in your own process.

	Self Knowledge:	Social Network Knowledge:	Organizational Knowledge:	Contextual Knowledge:
	Awareness of one's personal values, goals, and aspirations. This includes recognition of when personal desires may lead to a bias in sensing the need for a judgment or interpretation of facts.	Understanding of the personalities, skills and past decisions of those on your team as well as how they support or challenges your process.	Understanding how people in the organization will respond, adapt and execute. This may include learning from leaders of all levels within your organization. Identifying the impact of the process on the sustainability of the organization.	Knowledge based on relationships and interactions with stakeholders that may impact the outcome of a judgment. Anticipating not only how they will respond but how they will interact throughout the judgment process.
Judgement about People				
Judgments in Times of Crisis				
Judgement about Strategy and Sustainability				

Adapted from *Judgment: How Winning Leaders Make Great Calls* Tichy and Bennis, 2007.

## Decision Making and Judgment Process

In each of these phases, the leader will need to examine how they approach a variety of characteristics so that the focus is on incorporating sound and effective judgment.

(Model 2.0) Selected key differences between the traditional view of Decision Making and the Judgment Process as put forth by Tichy and Bennis (2007).

<i>Characteristic</i>	<i>Traditional View</i>	<i>Judgment Process View</i>
Time	Single moment, static	Dynamic process that unfolds
Thought Process	Rational, analytic	Recognition that rational analysis happens alongside emotional, human actions
Variables	Knowable, quantifiable	Interactions among variables can lead to entirely new outcomes
Focus	Individual-heroic “leader” who makes the tough call	Organizational- a process that the leader guides but is impacted by many participants and subsequent judgment calls
Success Criteria	Making the best decision based on known data	Ability to act and react through judgment process that guides others to a successful outcome
Transparency	Closed system in which decision makers hold information and rationale for judgments to themselves with explanation	Deliberate development at all levels

Adapted from Tichy, N. M. & Bennis, W. G. (2007). Judgment: How winning leaders make great calls. (Workbook)

“A major benefit of articulating a clear vision and mission is that employees who understand the goals of the organization can make effective and accurate decisions without appealing to higher authorities. Decision making can be spread throughout the organization, and the organization’s most critical resource, its staff, can become effective decision makers and leaders.....”

Campbell

### **PowerPoint 30**

“A major benefit of articulating a clear vision and mission is that employees who understand the goals of the organization can make effective and accurate decisions without appealing to higher authorities. Decision making can be spread throughout the organization, and the organization’s most critical resource, its staff, can become effective decision makers and leaders. When everyone has the same criteria for making decisions, these decisions can be made faster and more accurately. Once aligned with the organization’s vision and mission, all employees can work together to achieve their goals.” Campbell

### **Developing and implementing a strategic plan**

#### **Movement from Vision to Practice**

Supporting the vision and mission through

- Prioritizing programs
- Rewarding achievement of goals
- Supporting legislation
- Serving as an advocate
- Building systems thinking

### **PowerPoint 31**

## Movement from Vision to Practice

### Supporting the vision and mission

- Prioritizing programs
- Rewarding achievement of goals
- Supporting legislation
- Serving as an advocate
- Building systems thinking

We have now talked about characteristics of a leader and of the process involved in providing dynamic leadership in the framework of articulating a vision, establishing a culture and moving from vision to practice.

This movement often requires:

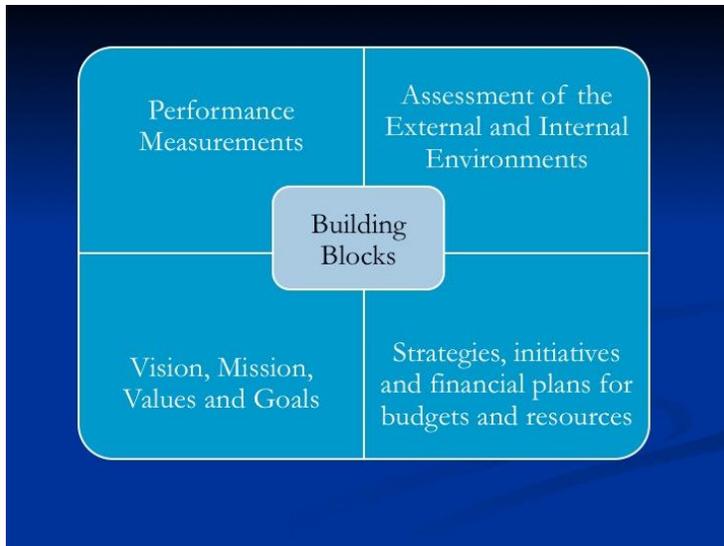
- Prioritizing programs and services that generate income to support vision and mission
- Rewarding achievement of goals that support the mission and the vision
- Supporting legislation that supports the vision
- Serving as an advocate for your industry and the people in your organization
- Building systems thinking into your planning and implementation processes

Providing the framework for this movement from vision to practice requires understanding the role and practice of strategic planning.



### PowerPoint 32

**Strategic planning:** The process of developing a comprehensive plan that provides leadership, direction, and resource prioritization to ensure that the intended vision, mission, goals and objectives of an organization are met. The following building blocks can ensure effective strategic planning.



### PowerPoint 33

Common building blocks include:

- Assessment of the External and Internal Environments
- Vision, Mission, Values and Goals
- Strategies, initiatives and financial plans for budgets and resources
- Performance measurements

## Strategic Planning

- How do you currently identify and address strategic planning as a process?
- Describe one challenge you face with your process?
- What 2 changes in how you approach these steps will be needed in the future?
- What are some of the questions you might want answered during this training?

### PowerPoint 34

#### Strategic Planning Discussion

1. How do you currently identify and address strategic planning as a process?
2. Describe one challenge you face with your process?
3. What two changes in how you approach these steps will be needed in the future?

An additional element in the process of moving from vision to practice was “building systems thinking” into your planning and implementation.

## Systems Thinking

- Process for thinking about problems and challenges
- Focuses on organizational development and
- Interconnection between organizational structure and behavior

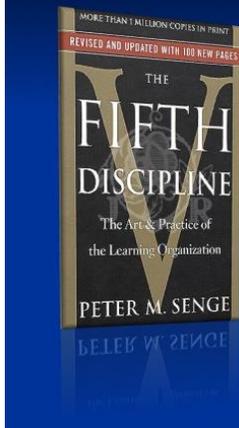
### PowerPoint 35

#### Systems Thinking

- Process for thinking about problems and challenges
- Focuses on organizational development and
- Interconnection between organizational structure and behavior

**Systems thinking** can be traced to engineering and science and yet it is vital to the business world of today and is a key focus in Peter Senge's book, *The Fifth Discipline: The Art and Practice of A Learning Organization*. If we think of the connected interplay between strategies, people, departments, processes, functions, products, programs, methods, initiatives and a much longer list of organizational parts and pieces we acknowledge the importance of building a culture that includes systems thinking.

## Systems: Fifth Discipline



- Personal Mastery
- Mental Models
- Shared Visions
- Team Learning
- Systems Thinking

### PowerPoint 36

#### Systems: Fifth Discipline

1. Personal Mastery (a commitment to your own and other people's development)
2. Mental Models (reflecting upon and questioning assumptions)
3. Shared Visions (articulating the vision throughout the organization)
4. Team Learning (teambuilding and partnering)
5. Systems Thinking (a process for thinking about problems and challenges that focuses on organizational development and the interconnection between structure and behavior).

The challenge becomes one of how connected are all of the pieces within Correctional Industries. What is the vision for connecting them and how is that expressed when the planning begins? How do the strengths in one area overcome the weaknesses or support the challenges of the other?

#### Summary

Providing dynamic leadership begins with an identification of leadership characteristics and moves to the process of using those qualities throughout the operational practices. Articulating an operational vision and establishing an organizational culture becomes the basis for movement towards successful business operations. Leaders ensure that everything is in alignment so that results are intentional and ongoing and not infrequent and inconsistent. Role modeling leadership behaviors including commitment, accountability and judgment become the cornerstones for building a culture of systems thinking and strategic planning. This leadership role looks to the future and focuses on the sustainability of the organizations they lead.

## **References**

Campbell, Nancy. 2005. *Correctional Leadership Competencies for the 21<sup>st</sup> Century: Executives and Senior-Level Leaders*. NIC Publication, NIC Accession Number 020474

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Senge, Peter M. 2006. *The Fifth Discipline: The Art And Practice Of The Learning Organization*. New York: Doubleday.

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## APPENDIX

### (A) Definition of Vision and Mission

***Vision:*** The vision is a broad statement of the unique current and future purpose for which the organization exists and the constituents it serves. The vision represents a deeper level of motivation than the mission. It describes how an organization finds its fulfillment. The vision describes what the organization wants to do or where it wants to go. It projects an target that motivates and inspires others.

***Mission:*** The mission is a statement that identifies the core purpose of the organization and motivates stakeholders. The mission describes the means to achieve the vision. It should be both attainable and measurable.

### (B) Leadership Quotations

Quotes that might be used in trainings and/or as resource material for Participants

“Individual will move into alignment with an organization’s vision or mission only if they are able to pursue their own mission within the framework of the organization’s vision and mission.” Richard Barrett, *Liberating the Corporate Soul: Building a Visionary Organization*

“A leader is best when people barely know he exists, not so good when people obey and acclaim him, worse when they depise him....but of a good leader who talks little when his work is done, his aim fulfilled, they will say, “We did it ourselves.” Lao Tzu

“Don’t tell people how to do things, tell them what to do and let them surprise you with their results”. George S. Patton

“Whoever is careless with the truth in small matters cannot be trusted with the important matters.” Albert Einstein

“Every leader needs to look back once in a while to make sure he has followers”.  
Anonymous

“A true leader has the confidence to stand alone, the courage to make tough decisions and the compassion to listen to the needs of others. He doesn’t set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles...they do not flock; you will find them one at a time.”  
Unknown



**Curriculum:** Correctional Industries Leadership Training  
**Module:** Managing Your Stakeholder Network

### **Summary and Rationale**

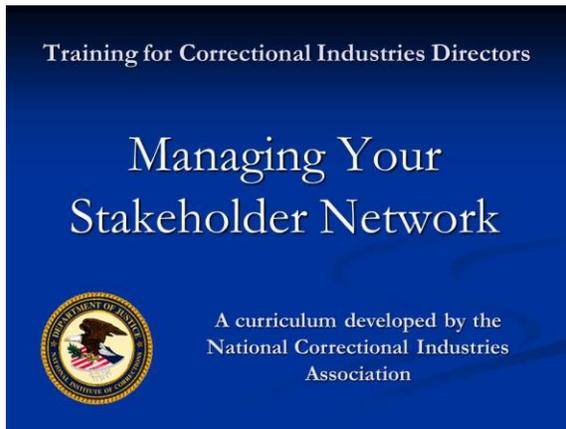
To be an effective correctional industry director, you must understand and manage the complex relationships that exist between your program and its stakeholders. This module will examine these relationships and provide you with tools needed to map your stakeholder network, manage communications with them, and encourage them to be promoters and advocates of your efforts. It will also examine the critical role that legislators play as stakeholders in correctional industry programs and offer a framework for formulating a legislative strategy and managing relationships with lawmakers.

### **Performance Objectives**

**By the end of this module, participants will be able to:**

6. Describe a method for identifying and mapping their organization's stakeholders.
7. List at least three methods for understanding stakeholder needs.
8. Identify strategies for developing stakeholders as supporters, advocates and promoters
9. List four strategies for negotiating with difficult stakeholders.

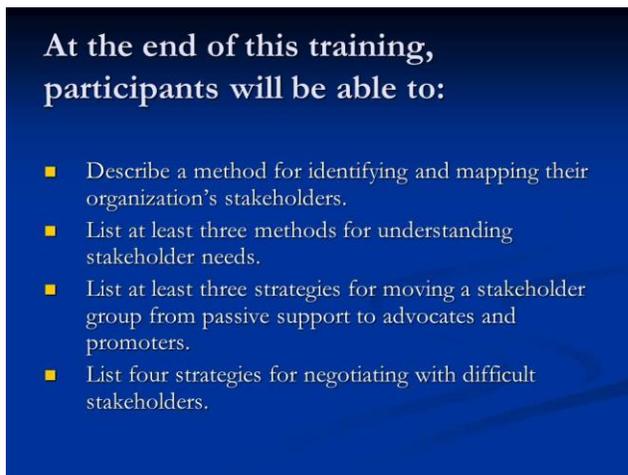
## LESSON



### PowerPoint 37

#### Managing Your Stakeholder Network

During the past decade, there have been significant and ongoing changes in the business environment and the nation's criminal justice system, all of which pose many challenges to the directors of correctional industry programs. These directors must respond rapidly and skillfully to changing expectations while maintaining their focus on the bottom line and dealing with day-to-day operations. It is not surprising that many of these directors feel overwhelmed, a burden which is intensified by the security and policy constraints under which they operate and the growing expectations of the public. This module will provide you with a new way of understanding correctional industries and your role as a leader. It will do this by examining correctional industries in the context of a set of relationships among key stakeholder groups, all of which have a stake in what you do. By understanding these relationships and engaging them in a way that leverages their ability to support your mission, you can greatly increase the likelihood of your program's success.

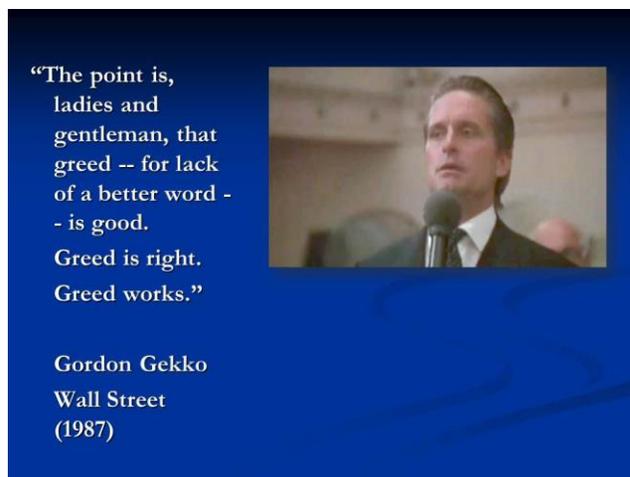


### PowerPoint 38

In this module we will be exploring the stakeholder networks of correctional industry directors and provide you with a tool for mapping your stakeholders. We'll also look at methods for managing difficult stakeholders, techniques for encouraging them to be advocates and promoters of your efforts, and strategies for negotiating that provide for win-win situations. In the latter part of the module, we'll focus our attention upon legislators, a critical stakeholder for correctional industry directors. This will include methods for developing legislative strategies and tips for communicating and meeting with lawmakers.

**At the end of this training, you will be able to:**

1. Describe a method for identifying and mapping their organization's stakeholders.
2. List at least three methods for understanding stakeholder needs.
3. List at least three strategies for moving a stakeholder group from passive support to advocates and promoters.
4. List four strategies for negotiating with difficult stakeholders.



### **PowerPoint 39**

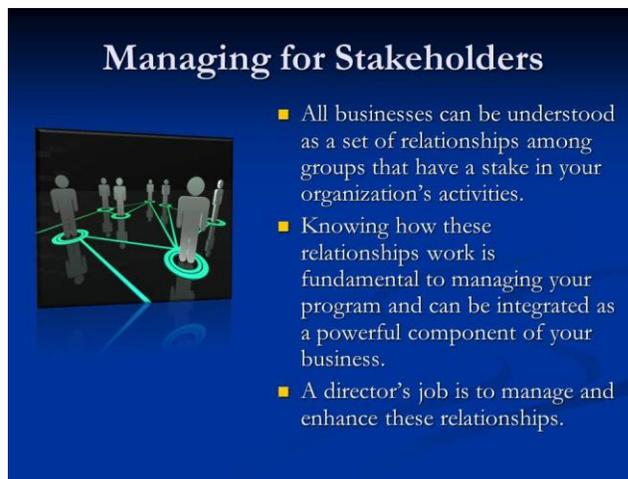
**“The point is, ladies and gentleman, that greed -- for lack of a better word -- is good. Greed is right. Greed works.”**

***Gordon Gekko  
Wall Street (1987)***

*Gordon Gekko's view of management is a very narrow one. He believed that management's sole objective was simply to produce profit for the company's shareholders. He was not concerned about a company's impact upon its workers, its community or its natural environment. This view of management's role has changed in recent years. The public has higher expectations of business and expects companies to exercise social responsibility and conduct their activities in an ethical manner.*

*Nike, for example, was strongly criticized when it was revealed its sneakers were being made by child labor. Similarly, McDonalds has been subject to public criticism for its menu which some believe is partly responsible for the rise of childhood obesity. The company has responded by offering healthier food choices on its menu and making other changes to the ingredients it uses.*

*In addition, Gekko's view of management does not recognize that the relationships a manager has with other stakeholders can make or break a business. Managing these relationships is a relatively new way of looking at business. Let's examine the principles of this new strategy.*



### Managing for Stakeholders

- All businesses can be understood as a set of relationships among groups that have a stake in your organization's activities.
- Knowing how these relationships work is fundamental to managing your program and can be integrated as a powerful component of your business.
- A director's job is to manage and enhance these relationships.

#### **PowerPoint 40**

#### **Managing for Stakeholders**

- *All businesses can be understood as a set of relationships among groups that have a stake in your organization's activities.*
- *Knowing how these relationships work is fundamental to managing your program and can be integrated as a powerful component of your business.*
- *A director's job is to manage and enhance these relationships.*

*The basic principles of this strategy are very simple. Any business can be understood in terms of the relationships it has with groups that have a stake in its activities. For directors of correctional industries, these groups might include customers, employees, legislators, etc. A director needs to know who his stakeholders are and understand the nature of the relationship his stakeholders have with the company. That director also needs to know how to manage and shape those relationships.*

## Definition of a Stakeholder



- A stakeholder is any group or individual who can affect or be affected by the achievement of an organization's purpose.
- Stakeholder can be internal or external

### PowerPoint 41

#### Definition of a Stakeholder

- *A stakeholder is any group or individual who can affect or be affected by the achievement of an organization's purpose.*
- *Stakeholder can be internal or external*

Brainstorming is one method for identifying stakeholders. Other methods include reviewing an agency's organizational chart, conducting a survey of employees and/or stakeholders, and using social networking sites to conduct research.

Depending upon the nature of your business, you may have additional stakeholders. For example, if you are engaged in a recycling or waste management project, you might include environmentalists on your list.

## Why is it important to pay attention to your stakeholders?



Karen Brown  
Director of Correction Enterprises  
North Carolina Department of Correction

## PowerPoint 42

### Why is it important to pay attention to your stakeholders?

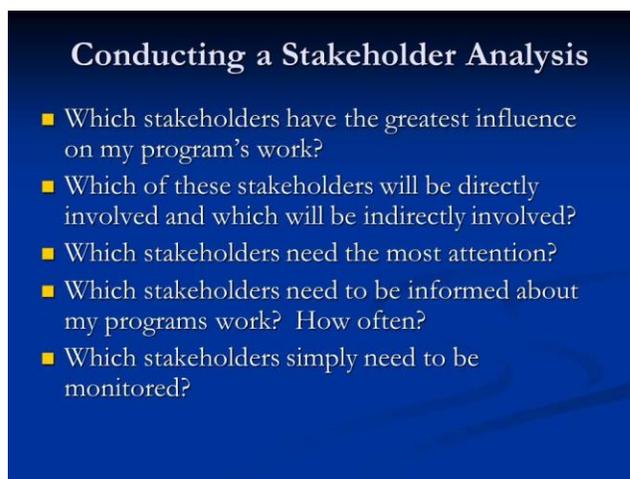


## PowerPoint 43

### Creating Value for Stakeholders

- *A director must create value for all stakeholders*
- *Meeting the needs of all stakeholders requires discipline and leadership*

*It is easy to ignore the needs of some stakeholders at the expense of others. You may, for example, need to reduce costs to meet customer demands. If you chose to meet this need simply by increasing productivity targets, you may be trading off the need of one stakeholder for another. The long-term viability of any company is dependent upon the ability of its leadership to create value for all its stakeholders.*



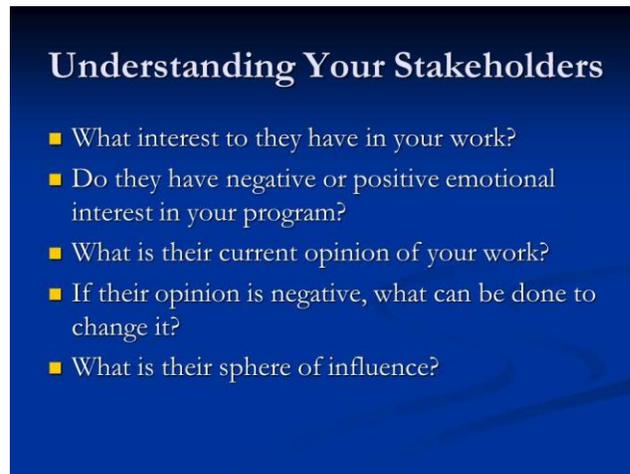
## PowerPoint 44

## Conducting a Stakeholder Analysis

- Which stakeholders have the greatest influence on my program's work?
- Which of these stakeholders will be directly involved and which will be indirectly involved?
- Which stakeholders need the most attention?
- Which stakeholders need to be informed about my programs work? How often?
- Which stakeholders simply need to be monitored?

Once you have identified your stakeholders, you need to conduct a stakeholder analysis. This will allow you to map stakeholders by their importance to your work and help you tailor your relationship with them. The stakeholder analysis attempt to answer the following questions:

- Which stakeholders have the greatest influence on my program's work?
- Which of these stakeholders will be directly involved and which will be indirectly involved?
- Which stakeholders need the most attention?
- Which stakeholders need to be informed about my programs work? How often?
- Which stakeholders simply need to be monitored?



### PowerPoint 45

## Understanding Your Stakeholders

- What interest do they have in your work?
- Do they have negative or positive emotional interest in your program?
- What is their current opinion about your work?
- If their opinion is negative, what can be done to change it?
- What is their sphere of influence?

## Understanding Your Stakeholders

- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage or neutralize their opposition?

### PowerPoint 46

#### Understanding Your Stakeholders

- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage or neutralize their opposition?

#### Educating your Stakeholders

It is important to take time to record your program's successes and share this information with your stakeholders. The more they know about your program the more likely they are to support it.

Stakeholders can be classified using a simple grid.

## Mapping Your Stakeholders Activity

- The instructor will divide you into groups.
- After you have joined your group, read the case study individually and, as a group, decide where each character or group in the case study belongs on the stakeholder grid.
- Select one group member to record your ideas on flipchart pages.
- Participate with your group in making an oral report.

### PowerPoint 47

## **Mapping Your Stakeholders Activity**

**(30 minutes, including a debriefing)**

1. The instructor will divide you into groups.
2. After you have joined your group, read the case study individually and, as a group, decide where each character or group in the case study belongs on the stakeholder grid.
3. Select one group member to record your ideas on flipchart pages.
4. Participate with your group in making an oral report.

### **Case Study**

Stanley Kemp, a 39-year old native of Nebraska, was recently hired as the director of a correctional industries program for a large Midwest state. He was previously a senior-level supervisor in California's correctional industries program and sought the new position for the promotional opportunity it offered and to be closer to his home state. The state's corrections commissioner, Patricia Brown, hired Kemp after dismissing his predecessor who was embroiled in a serious incident that discredited a poorly performing program. Brown was eager to restore program's creditability and make it a viability entity. She also viewed the program as an essential component of her efforts to decrease idleness among prisoners and reduce recidivism.

The latter issue was a priority for her agency. In a national study of recidivism rates conducted by a Washington, D.C. think-tank, her department was cited as having the highest 3-year return rate, a distinction that did not escape the attention of the governor. Her tenure as commissioner would depend heavily on her ability to implement policies and programs that would reduce re-offending.

The correction department's high recidivism rate contributed to an overcrowding problem and inmate unrest. The correctional system was operating at more than 20% of its rated capacity and the state's budget deficits eliminated any possibility of new prison construction. Charles Hansen, the executive director of the Inmate Defense Fund, a state-wide prisoner advocacy group, had been calling on the governor to establish a special commission to investigate the deteriorating prison conditions. In a press release intended to gain public support for the creation of a commission, Hansen cited numerous deficiencies including the absence of a coordinated plan to address the barriers faced by prisoners upon their release to the community. His press-release noted that only 5% of the inmate population participated in the Department's correctional industries program and that the training provided by the program did not adequately prepare prisoners for work in the community. "Now, more than ever," Hansen wrote, "the agency needs an effective, evidence-based correctional industries program that connects released prisoners to jobs in the community and serves more than a handful of the inmate population."

Brown did not disagree with Hansen's assessment, but knew that revamping the program presented many challenges, both internal and external. In the month before she hired Kemp, an inmate in the correctional industries program used a tool from the factory floor to assault a correction officer who was seriously injured in the attack. It was later discovered that the inmate had a history of violent behavior and had assaulted a correctional officer during a prior incarceration. As a consequence of the incident, the program was shut down for 5 days, causing production to fall behind schedule. Paul Roberts, a reporter for the Daily News, wrote a lengthy article on the incident which also highlighted the program's shortcomings. The article caught the eye of the governor who urged the commissioner to dismiss Kemp's predecessor. Roberts was writing a follow-up piece on the program and had asked the Department for copies of policy and procedure documents along with statistics on the job placement rates of the program's graduates who were released to the community. Brown knew that the next article was not likely to put her agency in a favorably light.

The assault upon the officer also created a firestorm of protest from the union representing the agency's correctional officers. Frank White, the head of the union, called upon the commissioner to shut the program down until it could be re-vamped and to limit participation to inmates who did not have a history of violent behavior. The commissioner felt that Brown's demands were unreasonable, but did not expect White to relent. White was up for re-election as the union's president and was using the incident to build support among his constituents.

The agency's correctional industries program had also drawn the ire of a small, but vociferous advocacy group. Andrew Saltzman, the group's executive director, believed that correctional industries programs took jobs away from union workers in the community and urged legislators to shut the program down. While his efforts at lobbying were not successful, his criticisms of the program did not go unnoticed and attracted the support of James Anderson, a powerful legislator who had aspirations of becoming governor and counted heavily on the support he received from labor unions. Anderson was considering holding a public hearing on the agency's PIE program which had been criticized by Saltzman for being in violation of federal standards and for taking away private sector jobs in the community.

Commissioner Brown viewed the agency's PIE program as an essential part of her reentry efforts, but knew that there were some deficiencies that needed to be addressed. She briefed Kemp about her concerns during the interview, but did not give him any further guidance on the matter. In addition to those concerns, the commissioner had been informed that program's most important private sector partner, Dynamo Products, Inc., was planning to bid on a project that was the backbone of her correctional industries program. The company did not intend to include the inmate workforce in their bid which, if successful would cause the program to lose 20% of its revenues. Brown was incensed about this possibility, largely because the chief executive officer, Peter Blair, served on the advisory committee of the program.

In his first week on the job, Kemp toured the factory floors and met with key staff members. All, with the exception of the Deputy Director Henry Franklin, were civil service employees and belonged to a union. Franklin had applied for the director's job, but the recent events all but precluded his appointment to the position. Morale at the facility was low and several employees had requested transfers to other areas of operation. Conditions in the facility were the subject of grievances from both inmates and staff. The physical plant was not in compliance with national recognized standards and program space was limited.

Job placement services for graduates of the correctional industries program were provided by New Horizons, a state-wide nonprofit organization that provides workforce development services to disadvantaged persons. New Horizons had a performance-based contract with the correction department and had to meet minimum placement and retention targets to secure full payment. The program has been successful in previous years, but was now falling short of its targets. The program's executive director, Betty Richards, had written Kemp a congratulatory note that included her concerns about the performance-based contract. She said that the contractual goals were written in prosperous times and did not envision the recent downturn in the state's economy.

Kemp wondered whether it was time to find a new vendor for the services or work through the difficulties with New Horizons. The Department's counsel told him that the Department had the right cancel the contract at any time, but that it would take a minimum of nine months to issue an RFP and award a new contract. The absence of a job placement component would hurt the reentry prospects of released inmates the program unless other arrangements could be made.

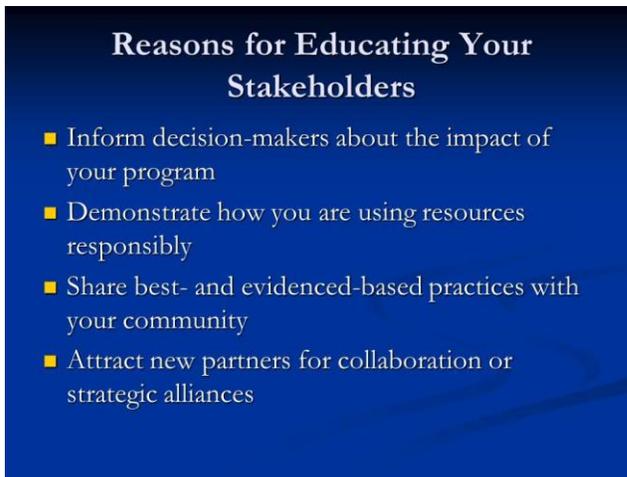
During his tour of the facilities, Kemp took the opportunity to speak with inmates workers. It appeared that many were not ready to secure employment upon release simply because they did not have identity documents such as birth certificates or social security cards. Most did not know how to search for employment beyond looking at the want-ads in their local newspaper. When he asked them how their pending release would be different from the last time they left prison, many shrugged their shoulders and said nothing.

Upon returning to his office, Kemp looked out the window as he considered his options. The job had more challenges than he anticipated, but he was determined to turn the program around. As he pondered his actions, the phone rang. It was Commissioner Brown who told him to expect a call from the Daily News. Roberts was wrapping up his follow-up piece on the work-release story and he wanted to know what the Department intended to do with the program. Kemp quickly realized that he was going to be a heat shield for the commissioner. And now that the heat was being turned up, he had to develop a plan of action sooner than later.

## Managing Stakeholders

After you have identified and categorized your stakeholders, you will need to develop a plan for managing your communications with them. It's vital to consider their needs and to determine how they feel about your initiative or project. If you don't have an understanding of what motivates your stakeholders, you will not be able to win their support for your program. The following questions can help you understand your stakeholders:

- What interest do they have in your work?
- Do they have negative or positive emotional interest in your program?
- What is their current opinion about your work?
- If their opinion is negative, what can be done to change it?
- What information do they need from you?
- What is the best way of communicating with them?
- Who can best influence the stakeholder?
- How can your work or project benefit the stakeholder?
- If you can't obtain their support for your work, what can you do to manage their opposition?



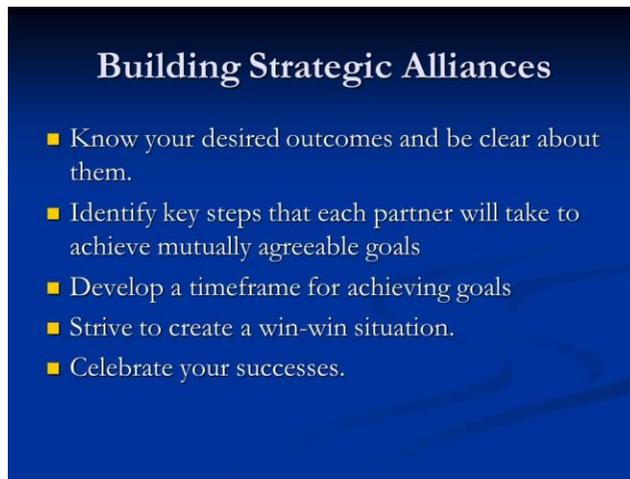
### PowerPoint 48

## Reasons for Educating Your Stakeholders

- Inform decision-makers about the impact of your program
- Demonstrate how you are using resources responsibly.
- Share best- and evidenced-based practices with your community
- Attract new partners for collaboration or strategic alliances

## Developing Strategic Alliances

In today's competitive and fast-changing environment, the ability to develop the strategic alliances is a critical leadership skill. A strategic alliance is a relationship between two or more independent parties where each agrees to collaborate in pursuit of agreed upon goals or objectives. Strategic alliances can provide many benefits, including opportunities for program innovation, access to new resources, and increased visibility through shared media contacts. When developing these alliances it important to consider several factors.



### PowerPoint 49

## Building Strategic Alliances

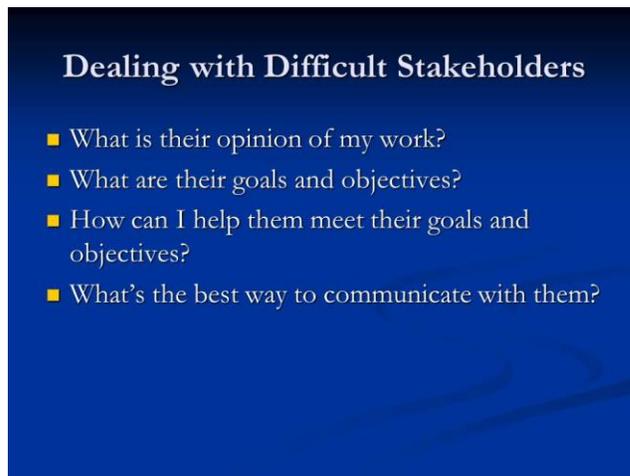
- Know your desired outcomes and be clear about them.
- Identify key steps that each partner will take to achieve mutually agreeable goals
- Develop a timeframe for achieving goals
- Strive to create a win-win situation.
- Celebrate your successes.

## Dealing with Difficult Stakeholders

To establish a win-win relationship with a difficult stakeholder, you want to address any concerns they might have about your initiative and demonstrate how they can benefit from it. Some stakeholders might directly benefit from your program and will be eager to see it succeed. Others might be misinformed about your work, view you as a competitor for scarce resources, or are completely opposed to what you are doing for personal reason. Because difficult stakeholders are negative and may only offer complaints rather than useful criticism, they are easy to ignore. But ignoring them can prove to be a big mistake. It's much more helpful to build a relationship with them and keep the lines of communications open. This is the best way to win their support for your work.

There are many ways to build a relationship with a difficult stakeholder. First, you want to know them as well as possible.

Use a Google search to obtain information about each of your stakeholders and the organization they represent. If you are a member of a professional social networking site such as LinkedIn, see if you and any of your stakeholders have a mutual connection. An introduction from a mutual colleague might help thaw an icy relationship. Use your research to understand the needs of your stakeholders and learn their opinions.



#### **PowerPoint 50**

#### **Dealing with Difficult Stakeholders**

- What is their opinion of my work?
- What are their goals and objectives?
- How can I help them meet their goals and objectives?
- What's the best way to communicate with them?

The most important thing you can do to earn the respect of difficult stakeholders is to listen to what they have to say. Remember that listening is not a passive activity. Be aware of your body language, show interest and respect, and keep an open mind at all times. Also remember to demonstrate that you understand their viewpoint. You can do this restating it in your words. For example: "As I understand it, you are opposed to the corrections industries because you believe it will hurt the local economy." Avoid saying, "Yes, but I don't believe the believe correction industries will hurt the economy." The former statement conveys understanding while the latter conveys disagreement.

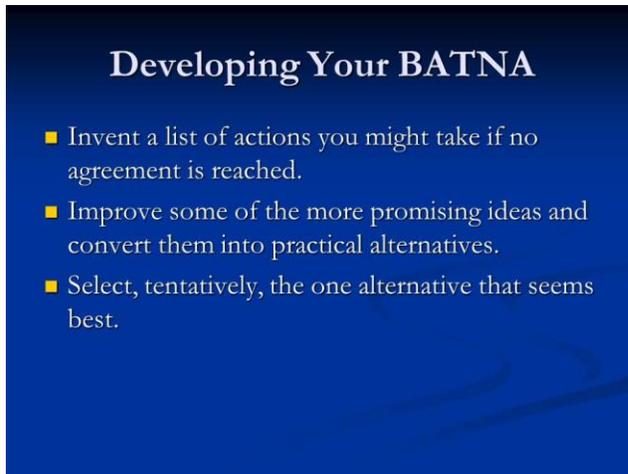
Once you have an understanding of your stakeholder's concerns, thank them and help them understand yours. For example:

"Thank you for helping me understand your viewpoint. Let me tell you where I am coming from and my sense is that we share many of the same interests."

This signals that you have principals upon which your position is based and that there are opportunities for common ground.

In their book, *Getting to Yes*, Roger Fisher and William Ury present a strategy for negotiation that is based on four principals:

- People: Separate the people from the problem.
- Interests: Focus on interests, not positions.
- Options: Generate a variety of possibilities before deciding what to do.
- Criteria: Insist that the result be based on some objective standard or measurable data.



**PowerPoint 51**

### **Developing Your BATNA**

- Invent a list of actions you might take if no agreement is reached.
- Improve some of the more promising ideas and convert them into practical alternatives.
- Select, tentatively, the one alternative that seems best.



## Conflict and Perspective

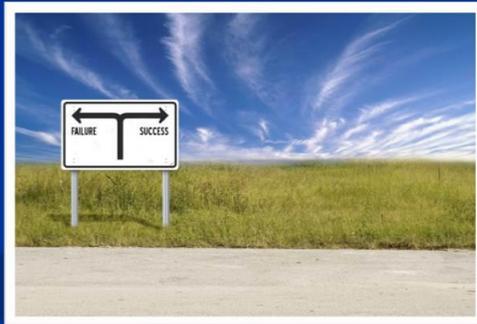


**PowerPoint 52**

**Conflict and Perspective**

## Challenges

- What are the challenges facing State Correctional Industries?



**PowerPoint 53**

*What are the challenges facing State Correctional Industries?*



**PowerPoint 54**

**Stakeholder**

<b>Mapping</b>		
<b>High Power</b>	<b>KEEP SATISFIED</b>	<b>MANAGE CLOSELY</b>
<b>Low Power</b>	<b>MONITOR</b>	<b>KEEP INFORMED</b>
	<b>Low Interest</b>	<b>High Interest</b>

Each stakeholder's position on the grid will vary according to the extent of their influence over your program and their interest in it. If a stakeholder has a high interest in your initiative and can exert a great degree of influence upon it, you would want to fully engage them and manage the relationship closely. Conversely, if they have low interest in your initiative and low power over it, you may only need to monitor the relationship.



In this module, we will be visiting many of the concepts covered in the e-learning and classroom modules in the context of a case study. Let's start by reviewing, the characters in the case study and determining where they belong on a stakeholder's map.

## Stakeholders

- Who are the stakeholders in this case study?
- Where do they belong on the stakeholders map?

Concern Importance (or Power)	Low Interest	High Interest
High	Keep Satisfied	Manage Closely
Low	Monitor (Minimum Effort)	Keep Informed

### PowerPoint 55

*Who are the stakeholders in this case study?*

*Where do they belong on the stakeholders map?*

*Are there any stakeholders not mentioned in the case study that should be included in the stakeholders map?*

### Summary

If you are going to be an effective correctional industry director, you must understand and manage the complex relationships that exist between your program and its stakeholders. We've examined the ways you can identify and map your stakeholder network, how to manage communications with them and educate them about your work, and how to deal with persons or organizations that may oppose your efforts. We have also taken a look at the role of strategic alliances and strategies for developing collaborations. Given the rapid changes that are taking place in all aspects of work and the communities in which we live, you should review your stakeholder network every year and adjust your plans and strategies accordingly.

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Fisher, Roger, et al. 1991. *Getting to Yes: Negotiating Agreement Without Giving In*. New York, NY: Penguin Books.

Foley, John, and Julie Kendrick. 2006. *Balanced Brand: How to Balance the Stakeholder Forces that Can Make or Break Your Business*. San Francisco, CA: Jossey-Bass.

Freeman, R. Edward, et al. 2007. *Managing for Stakeholders: Survival Reputation, and Success*. New Haven, CT: Yale University Press.

**Curriculum:** Correctional Industries Leadership Training  
**Module:** Assuring Customer Satisfaction

### **Summary and Rationale**

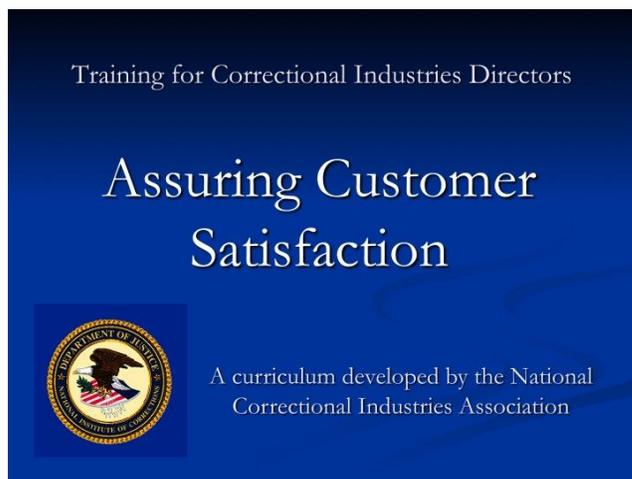
Sam Walton was known to say, “*The goal of a company is to have customer service that is not just the best, but legendary*”. Correctional Industries strives to not only have the best business model, but to do it in an environment that impacts and improves offenders’ lives, reduces recidivism and benefits society as a whole. This complex mission can only be accomplished by understanding the relationship between comprehensive and ever changing systems. Knowing your customer, engaging them by listening to their needs, building and maintaining relationships means consistent and watchful vigilance. Producing a quality product while offering competitive pricing, delivering that product on time and ensuring effective follow-up at all stages require an integrated commitment to Correctional Industry business goals.

### **Performance Objectives**

**By the end of this training, participants will be able to:**

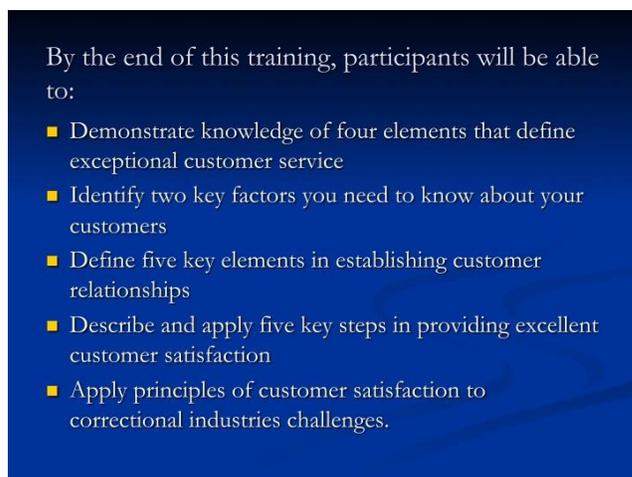
1. Demonstrate knowledge of four elements that define exceptional customer service.
2. Identify two key factors you need to know about your customers.
3. Define five key elements in establishing customer relationships.
4. Describe and apply five key steps in providing excellent customer satisfaction.
5. Apply principles of customer satisfaction to correctional industries challenges.

## LESSON



### PowerPoint 118

*“Quality in a service or product is not what you put into it.  
It is what the customer gets out of it” Peter Drucker*



### PowerPoint 119

#### Performance Objectives

**By the end of this training, participants will be able to:**

1. Demonstrate knowledge of four elements that define exceptional customer service.
2. Identify two key factors you need to know about your customers.
3. Define five key elements in establishing customer relationships.
4. Describe and apply five key steps in providing excellent customer satisfaction.
5. Apply principles of customer satisfaction to correctional industries challenges.



## **PowerPoint 120**

### **Agenda Overview**

- Know Your Customer
- Develop and Maintain a Customer Relationship
- Engage Your Customer
- Provide Excellent Customer Service
- Produce Quality Products
- Ensure On-Time Deliveries
- Provide Competitive Pricing

### **Exceptional Customer Satisfaction Defined**

Exceptional customer satisfaction involves exceeding customer expectations and anticipated future needs. It is where the standards and level of service received exceed what the customer could reasonably define as normal or expected.

Inghiller (2010) identified the four elements that generally guide customer satisfaction as “perfect product, caring delivery, timeliness and an effective problem resolution process.” Taking it a bit further we might say that the four elements of customer satisfaction are product quality, competitive pricing, on-time deliveries, and an effective problem resolution process.

## Assuring Customer Satisfaction

Providing Quality Product	Offering Competitive Pricing	Ensuring On-Time Deliveries	Supporting Problem Resolution Process
---------------------------------	------------------------------------	-----------------------------------	--

*Developing, supporting and maintaining  
strong relationship between organization and customer*  
Inghiller (2010)

### **PowerPoint 121**

#### **Customer Satisfaction**

- Providing Quality Product
- Offering Competitive Pricing
- Ensuring On-Time Deliveries
- Supporting Problem Resolution Process

None of this is achieved without a strong and ongoing relationship between the organization and the customer. Providing integrated processes and an overall strategy that both the organization and the customer can depend on will ensure the ease of doing business in the future. That relationship promotes an ongoing commitment to the organization and the mission. Customer satisfaction is an extension of other modules that we have studied including leadership and marketing.

Michael Hurt, CI Director from New York shared with us his view of excellent customer service.

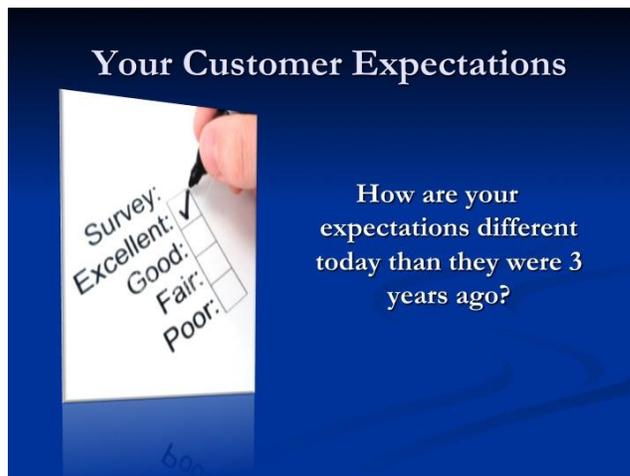


### **PowerPoint 122**

## **Knowing your customer**

As heard in the video, the core of excellent customer service is making sure the customer is satisfied which, in turn, emphasizes the need to know your customer. While customer satisfaction may be made more complicated depending on the environment and the economic time, a comprehensive understanding of who your customers are and what they want will overcome the most difficult challenges. Identifying key customers and key requirements is vital, knowing that one of the challenges in keeping pace with customer requirements is the impact of change.

We know that customer satisfaction is often hard to measure, as the standards for customer service rise with each initiative or innovation designed and implemented by leadership changes, competitors, economic climate, and by the support or concerns expressed in your community. What might have been acceptable three years ago might not be acceptable today.



### **PowerPoint 123**

## **Your consumer expectations**

How are your expectations different today than they were 3 years ago?

Group discussion: Think of all the things you do during your daily life where you are the consumer. As a customer, how are your expectations different today than they were three to five years ago?

As a vendor and engaged partner, let's discuss some of the ways that you address those expectations that you have as a consumer and that your customers share. One way we can all agree upon is communication. How do we get the information about customers' expectations and needs?

## **Listening to your customer**

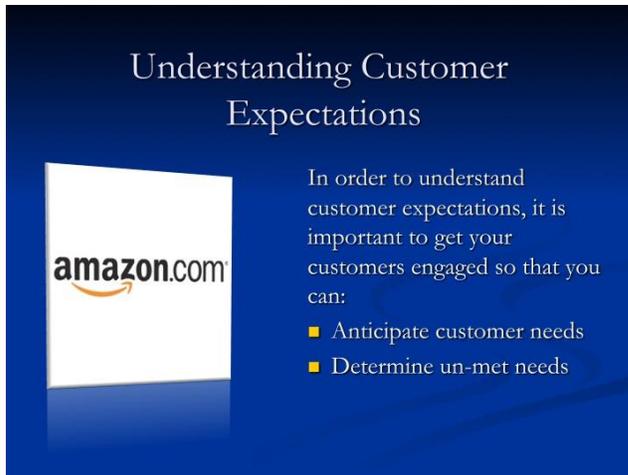
We need to ask effective questions and we need to listen: to really hear what is being said. Learn everything you can about your current and prospective customers so that you can exceed their expectations and anticipate their needs. Anticipating customer needs is critical in today's world and will continue to be vital for sustainability. Building relationships with customers means focusing more on listening than talking, listening rather than selling.

It is part of human nature that we like to be asked about what we need and want. We want to feel valued and know our opinions matter. Good customer service providers ask and implement. Exceptional customer service providers take that information and anticipate needs.

Let's hear what Anthony Miller, CI Director from PA has to say:



**PowerPoint 124**



**PowerPoint 125**

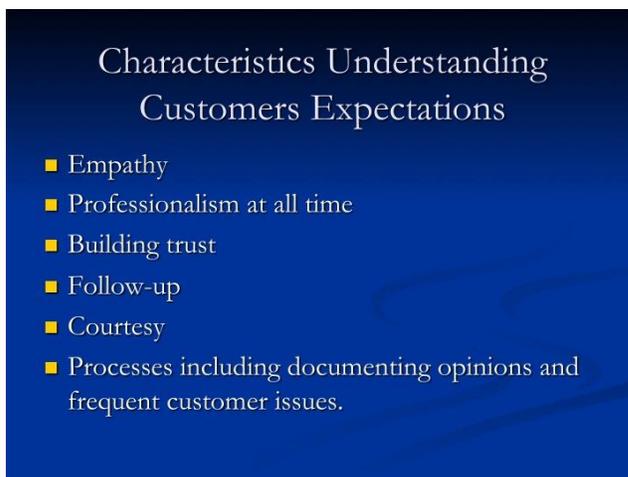
**Understanding customer expectations**

In order to understand customer expectations, it is important to get your customers engaged so that you can:

- Anticipate customer needs and
- Determine un-met needs.

Amazon is an example of anticipating customer's needs. Amazon offers you books based on your past experiences. With access to consumer data and purchasing history, and the promise (as well as practice) to not abuse information; service providers like Amazon expand and positively impact their bottom line.

Companies like this not only listen but provide additional information. Other characteristics that have been identified as vital to showing that you understand customer expectations, anticipate needs and determine un-met needs include:



**PowerPoint 126**

## Characteristics for Understanding Customer Expectations

- Empathy
- Professionalism at all times
- Building trust
- Follow-up
- Courtesy
- Processes including documenting opinions and frequent customer issues.

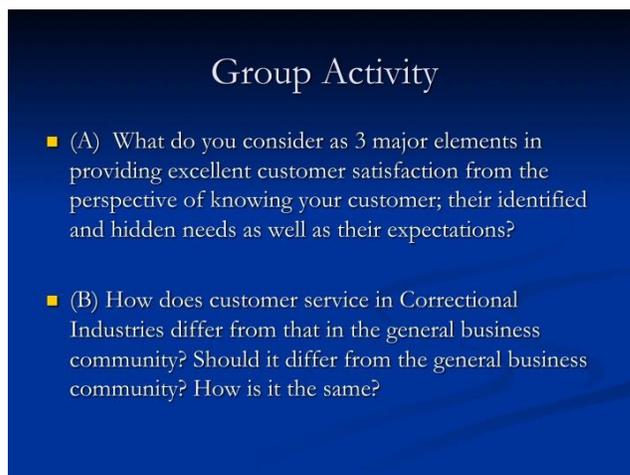


### Group Activity

Participants are asked to break into small groups of 4-6 in each group. Each group will need a recorder and someone to report out. If multiple flipcharts are available, it would be helpful.

(A) What do you consider as three major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?

(B) How does customer service in Correctional Industries differ from that in the general business community? Should it differ from the general business community? How is it the same?

A PowerPoint slide with a dark blue background and white text. The title "Group Activity" is centered at the top. Below it are two bullet points, each starting with a yellow square. The first bullet point asks for three major elements in providing excellent customer satisfaction. The second bullet point asks how customer service in Correctional Industries differs from the general business community.

Group Activity

- (A) What do you consider as 3 major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?
- (B) How does customer service in Correctional Industries differ from that in the general business community? Should it differ from the general business community? How is it the same?

### **PowerPoint 127**

## Group Activity

### Discuss in small groups

(A) What do you consider as three major elements in providing excellent customer satisfaction from the perspective of knowing your customer; their identified and hidden needs as well as their expectations?

Be prepared to share three elements in providing customer service

(B) How does customer service in Correctional Industries differ from that in the general business community? How is it the same?

Be prepared to share one difference and/or one similarity

### Developing and Engaging a Customer Relationship



**PowerPoint 128**

### Engaging the Customer

- Maintaining customer contact
- Building and maintaining customer loyalty
- Addressing customer opinions and complaints

Three major themes come from the relationship information we have been discussing.



### PowerPoint 129

- How you sell is more important than what you sell.
- Share insights as well as discover needs
- Develop advocates

The Corporate Executive Board (EXBD) of Bloomberg Business conducted a survey of more than 5,000 individuals at its members' customer organizations to find out what makes them willing to (1) keep buying from that supplier, (2) buy even more over time and (3) advocate on that supplier's behalf across their organization. The results revealed some clear strategies for winning that kind of loyalty in a down economy (Bloomberg, 2009). This information included the following highlights:

1. How you sell it is more important than what you sell. Loyalty is not necessarily tied to just product quality, brand recognition, and service excellence. Those things matter, however, customers place significantly greater emphasis on satisfaction with the sales experience itself when committing to a particular supplier. This accounted for 53% of a customer's overall loyalty index.
2. It's not only about discovering needs, but also sharing insights. Customers place a higher value on suppliers who teach them something new about how to succeed. Some examples include new ways to reduce operating expenses, penetrate new markets and mitigate risk. Customers place less value on suppliers who simply identify the needs they already know they have.
3. Develop advocates. Suppliers who focus exclusively on the leaders of an organization without systematically building a strong network of customer advocates within the organization will struggle to build customer loyalty. They will also face challenges in maintaining their relationship.

Customers want to feel they have a relationship, have the ability to make a connection, feel important and be included at higher levels in the process.

In Correctional Industries, this connection and advocacy includes times when the customer wants to know that they are part of the successful transition and reentry. They recognize their role in providing safety in the community and helping individuals. They want to know that they matter; their business and their opinions. They also need to know that they have an effective way to voice their opinions, their complaints and concerns and that all will be handled effectively and professionally.



Needs	Through
■ Surveying customer opinions	■ Customer conferences
■ Anticipating customer complaints	■ Surveys (example: Survey Monkey)
■ Responding with vigorous honesty	■ Newsletters
	■ Blogs
	■ Online message boards
	■ Social media

### PowerPoint 130

#### Communication of Needs and Methods

- Surveying customer opinions
- Anticipating customer complaints
- Responding with vigorous honesty

#### Through

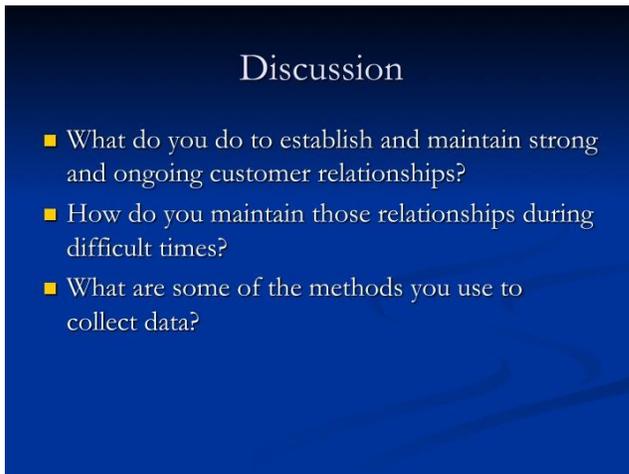
- Customer conferences
- Surveys (example: Survey Monkey)
- Newsletters
- Blogs
- Online message boards
- Social media



**PowerPoint 131**

Social media is one channel for customer service and while it should not be viewed a band-aid solution, it needs to be integrated into sound customer satisfaction processes. How can you do this?

- Monitoring your image and what people are saying and
- Monitoring your competitors and their social media input



**PowerPoint 132**

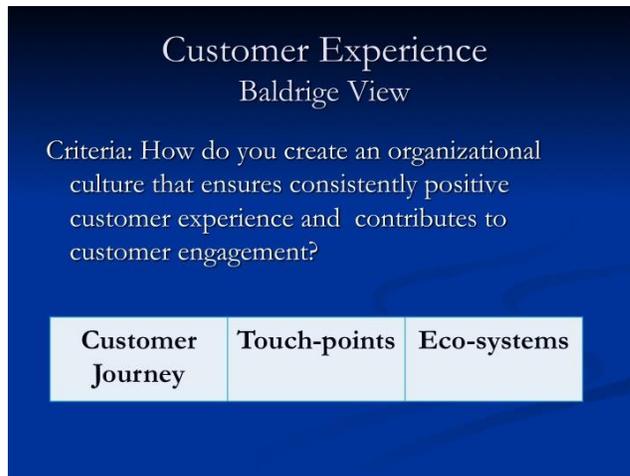


**Activity**

- What do you do to establish and maintain strong and ongoing customer relationships?
- How do you maintain those relationships during difficult times?
- What are some of the methods you use to collect data?

## **Operational Tasks for Excellent Customer Satisfaction**

Critical to fulfilling the expectations, meeting the needs and maintaining customers' relationships are the operational tasks that must take place throughout the entire organization. In the leadership module we introduced the practice of Systems Thinking, how each system is integral to the other. As an example let's look at a Baldrige view of the Customer Experience.



### **PowerPoint 133**

Criteria: How do you create an organizational culture that ensures consistently positive customer experience and contributes to customer engagement?

- Customer journey
- Touchpoints
- Ecosystems

### **2010 winner**

The Baldrige criteria is a process model and acknowledges that the starting point for any organization requires knowing what the customers of that process require---both at the macro level (knowledge of what your customers require of your organization) and at the micro level (knowledge of what customers require of each process). Helping the customer understand the systems, addressing their concerns, and implementing solid strategies is vital.

The Baldrige criteria asks: How do you create an organizational culture that ensures a consistently positive customer experience and contributes to customer engagement? One Baldrige winner has identified three layers of customer experience to consider (Richardson 2010):

1. Customer journey. The journey a customer takes with your organization from first contact to providing a product or service to supporting that product or service and extending the relationship with the customer.
2. Touchpoints. All of the points where the customer interacts with your organization.

3. Ecosystems. By Richardson's definition, the integrated ecosystems of products, software and services that offer more isolated touchpoints.

Richardson identifies customer service as a full-fledged member of the marketing-sales-service trio. Such a view starts with setting expectations, moves on to selling and delivering the product in ways that suit the customer and extends superb support and clear, accurate billing.



**PowerPoint 134**

*Customer service acts as strategic catalyst for every organizational function and process that touches the customer. (Goodman 2009).*

It's not just about complaints. How those complaints are handled is a pivotal factor and requires having a single contact point while at the same time helping that POC navigate the impact of various systems and processes.

So if we go back to the beginning of this module for the process steps that define excellent customer satisfaction we are reminded of

- Providing Quality Product
- Offering Competitive Pricing
- Ensuring On-Time Deliveries
- Supporting Problem Resolution Process.

Some of the tasks and processes involved include consistently:



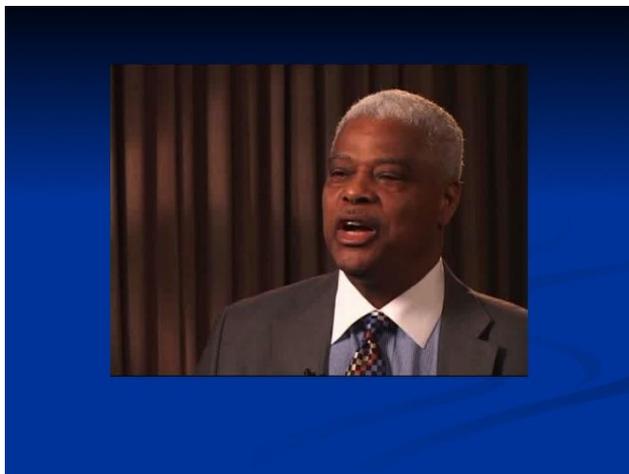
### **PowerPoint 135**

#### **Suggested Tasks and Processes**

- Establishing appropriate lead times and appropriate production planning
- Developing easy ordering process
- Reviewing critical orders
- Follow up on customer order
- Providing product support

If you were given an award for being a leader in Customer Satisfaction, what would have been the criteria used?

We would like to share one of those responses with you.



### **PowerPoint 136**

No matter how many systems are put into place, there will be challenges. The following activity is designed to allow you to share some of your best practices, your leadership roles and styles as well as some problem solving strategies.

**Activity**

Divide into triads

- Address the challenges presented in assigned scenario
  - Focus on Impact and Relationship to Customer Satisfaction
- Discuss process for dealing with challenge
  - Best practices from your experiences
  - Possible tools and techniques you might use
- Report out ONE key action or task for each assigned scenario

### **PowerPoint 137**

Divide into triads

- Each triad will be asked to address the challenges presented in the assigned scenarios.
  - Focus on Impact and Relationship to Customer Satisfaction
- Discuss as a group process for dealing with challenge
  - Best practices from your experiences
  - Possible tools and techniques you might use
- Report out ONE key action or task for each assigned scenario



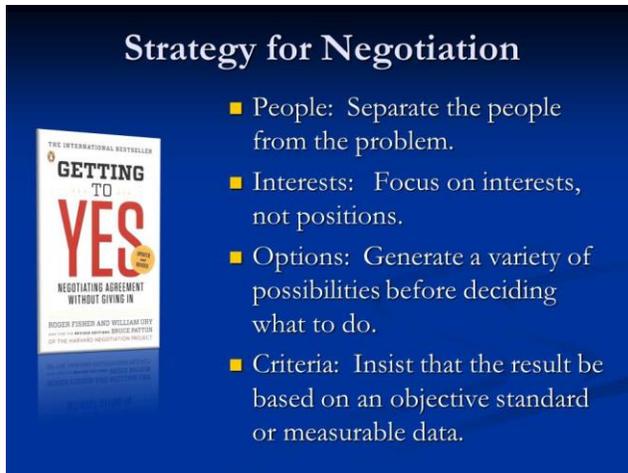
Triad Activity: (approximately 30 minutes)

Ask participants to self-select triads with the goal of working with individuals they do not know well in order to exchange problem-solving ideas. Depending on time available, each triad will be given one or two scenarios and asked to identify the process they would use to manage the situation. Copies of the Judgment Matrix, SWOT and other problem solving models that have been introduced in the training might be made available if participants choose to use them.

### Role Play Scenarios:

1. Requests to correct product defects have increased by 80% in the last two years. While you have been able to correct the problems and have found the major source to be equipment related, you are now realizing that word of mouth among the customer community is causing a backlash.
2. The value chain of high quality product, priced right, delivered on time with an effective warranty process was well supported by all the members of your administration. You now have new leadership and they are demanding some streamlining that will affect the delivery and installation procedures.
3. You are tasked with designing a customer opinion survey and you are seeking input from your largest customer. How do you use this to strengthen your partnership and communicate your needs and concerns?
4. Competition with a state-operated printing business is causing issues as their new leadership has introduced an expanded and exciting marketing campaign. It is impacting your business. Your past knowledge doubts that they can deliver but your customers are calling you with questions as they decide whether to keep their business with you and take it to the state.
5. Legislation has just passed that allows you to go into a new market. You are excited but at the same time you have experienced budget cuts for staffing and existing staff is working to overcome those losses.
6. In the past year you have had three major issues with your installation and service crew and this last incident became the subject of the nightly news. You are getting anxious calls from your customer, how do you calm down their concerns?
7. Your facility has a thriving business with uniforms, polo and denim shirts and you have gotten feedback that your last three cycles/shipments have had some major quality issues.
8. A major breakdown of equipment at the facility will require substantial delays and unexpected costs.
9. Your supplier is unable to meet demands for raw materials and has asked for an extension. However, this extension will significantly impact your production and delivery of promised orders. The supplier has been long-term and stuck with you during tough times.
10. You have had major and ongoing disruption and lock downs during the past three months and it has significantly disrupted your production. Customers are demanding answers and ready to write new orders with a guarantee that the troubles are over.

Customer Satisfaction is a complex and rewarding process. One of the benefits of being a participant in this training is that you will meet others and be able to share best practices. We also invite you to think of those things you do well.



**PowerPoint 138**

**Strategy for Negotiation**

**People:** Separate the people from the problem.

**Interests:** Focus on interests, not positions.

**Options:** Generate a variety of possibilities before deciding what to do.

**Criteria:** Insist that the result be based on an objective standard or measurable data.

When a person’s ego is tied to a position, their emotions may prevent them from dealing objectively with a problem. You want to separate people from the problem. Each party in the negotiation should see themselves working together to attack a problem, not each other.

By focusing interests, not positions, you increase the chances of success because compromising between positions typically does not produce agreements that are satisfying to both parties.

By coming up with a variety of possibilities before negotiations begin, you can free yourself from the difficulty of designing solutions under pressure and can discover more options for mutual gain.

By insisting on using an objective standard, you open the possibility for both parties to defer to a fair solution that may be based on an expert opinion, custom or law.

Fisher and Ury believe that participants in a negotiation should be problem-solvers who seek a wise outcome reached efficiently and amicably. They advise negotiators to:

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

## Strategy for Negotiation

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

### PowerPoint 139

#### Strategy for Negotiation

- Be soft on people, hard on the problem
- Explore interests
- Avoid having a bottom line.
- Reason and be open to reason
- Yield to principle, not pressure.

When the other party is more powerful Fisher and Ury recommend the following:

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

## Strategy for Negotiation

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

### PowerPoint 139

#### Strategy for Negotiation

- Protect you against making an agreement you should reject.
- Make the most of the assets you do have so that any agreement you reach will satisfy your interests as well as possible.
- Know your BATNA: Best Alternative to a Negotiated Agreement.

The reason you negotiate is to produce something better than the results you can obtain without negotiating. The result you can obtain without negotiating is your BATNA. A better BATNA, provides you with greater power. It is, therefore, essential to know your BATNA and take time to make sure it's as strong as it could be. To develop your BATNA:

1. Invent a list of actions you might take if no agreement is reached.
2. Improve some of the more promising ideas and convert them into practical alternatives.
3. Select, tentatively, the one alternative that seems best.



## Managing Your Stakeholders Activity

- You will breakout into the same groups used in the “Mapping Your Stakeholders Activity.”
- Each group will be assigned a high power, high interest stakeholder.
- Each group will develop a plan for managing, influencing and/or neutralizing that stakeholder. Your group should consider strategies for educating your stakeholders and building strategic alliances.
- Each group will present their plan to the larger group.

### **PowerPoint 140**

## **Managing Your Stakeholders Activity**

**(30 minutes, including a debriefing)**

- You will breakout into the same groups used in the “Mapping Your Stakeholders Activity.”
- Each group will be assigned a high power, high interest stakeholder.
- Each group will develop a plan for managing, influencing and/or neutralizing that stakeholder. Your group should consider strategies for educating your stakeholders and building strategic alliances.
- Each group will present their plan to the larger group.

## Summary

Customer Satisfaction includes all aspects of your business and therefore must receive attention from all members of your organization. Knowing your customer, listening to your customer in order to determine needs, developing a comprehensive strategy to meet those needs and following up to ensure satisfaction and develop loyalty are all critical parts of the process. The key elements of providing a quality product, competitive pricing, on-time deliveries and an effective problem resolution process will assure customer satisfaction at the highest level in the most challenging times.

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## **JOB ANALYSIS**

Used in training for One-Stop Career Centers and by Job Classification Committees

A process used to take a detailed look at a job to determine what is required.

- Duties and tasks
- Skills and competencies
- Knowledge and experience
- Attributes and attitudes
- Tools and resources

Individual analysis may involve

- Studying job descriptions
- Interviewing employees doing the job
- Interviewing the supervisor of the job
- Observing the tasks being performed
- Analyzing the needed skills

Job analysis can concentrate on functional areas rather than specific job titles. A functional area encompasses information relative across the board for individuals performing like duties and tasks.

**Curriculum:** Correctional Industries Leadership Training  
**Module:** Evaluating Organizational Performance

**Summary and Rationale:**

Understanding your business and how to evaluate performance is one of the principal responsibilities of a correctional industry leader. In an era when individuals are expected to do their jobs the best known way today and better tomorrow, it is necessary to make decisions using information that will drive the results you expect. Leaders are expected to measurably improve organizational effectiveness and results. A systematic approach to evaluating organizational performance is therefore critical to the long-term success of a correctional industry program.

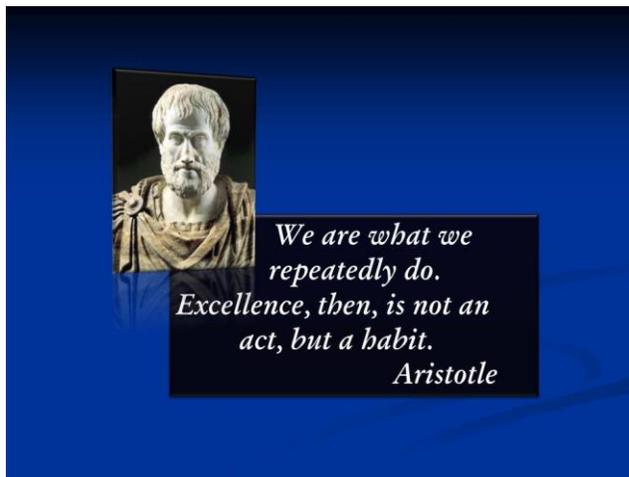
**Performance Objectives:**

**By the end of this module, participants will be able to:**

1. Define the overall strategic goals and objectives of your correctional industry program.
2. Identify the key performance indicators to be measured.
3. Identify critical data to be collected to evaluate the success of your program.
4. Demonstrate the continuous improvement process critical to organizational learning and performance improvement.

# Evaluating Organizational Performance

PowerPoint Slide 142



PowerPoint Slide 143 – Aristotle Quote

## Instructor Discussion:

Understanding your business and how to evaluate performance is one of the principal responsibilities of a correctional industry leader. In an era when individuals are expected to do their jobs the best known way today and better tomorrow, it is necessary to make decisions using information that will drive the results you anticipate. Leaders are expected to measurably improve organizational effectiveness and results. A systematic approach to evaluating organizational performance is therefore critical to the long-term success of a correctional industry program.

At the end of this training, participants will be able to:

- Define the overall strategic goals and objectives of your correctional industry program.
- Identify the key performance indicators to be measured.
- Identify critical data to be collected to evaluate the success of your program.
- Demonstrate the continuous improvement process critical to organizational learning and performance improvement.

### **PowerPoint Slide 144 – Training Objectives**

**By the end of this module, participants will be able to:**

1. Identify the overall strategic goals and objectives of your correctional industry program.
2. Identify the key performance indicators to be measured.
3. Identify critical data to be collected to evaluate the success of your program.
4. Demonstrate the continuous improvement process critical to organizational learning and performance improvement.

Instructor Discussion:

The previous courses in this curriculum have built a foundation focused on developing correctional industry leaders for the future. A critical part of this development is the understanding of the methodology used to evaluate organizational performance.

Participants will learn the fundamental characteristics of a high performing organization in an effort to correlate this with the performance evaluation process necessary to engage in the continuous improvement process.

Note that the course will be a combination of content introduction, team activity and group discussion. Emphasize that the course is designed to be interactive therefore it is important that participants share ideas and experiences to maximize the course effectiveness.

Why it is important to set goals?

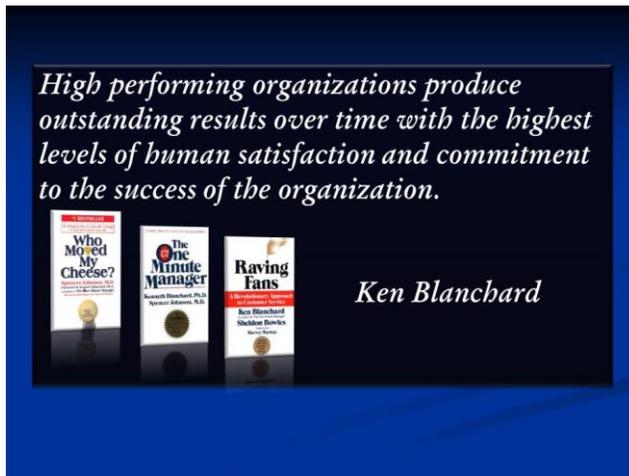
Mark McCormack in the book *What They Don't Teach You in the Harvard Business School* discusses a study that was conducted in the 1979 Harvard MBA Program. The students were asked the following question; have you set clear, written goals for your future and made plans to accomplish them?

- 3% of the graduates had written goals and plans
- 13% had goals but they were not in writing, and
- 84% had no specific goals.

Ten years later, members of the 1979 class were interviewed again and the findings, while somewhat predictable were nonetheless astonishing.

- The 13% of graduates that had goals, but were not in writing, were earning twice as much as the 84% who had no goals.
- The 3% of graduates that had written goals were earning on average ten times as much as the other 97%.

From an organizational perspective, if you have clearly articulated goals that are embraced throughout the organization you will increase your likelihood of meeting and exceeding your goals.



PowerPoint Slide 145 – Quote

**High performing organizations produce outstanding results over time with the highest levels of human satisfaction and commitment to the success of the organization.**

**Ken Blanchard, Author**

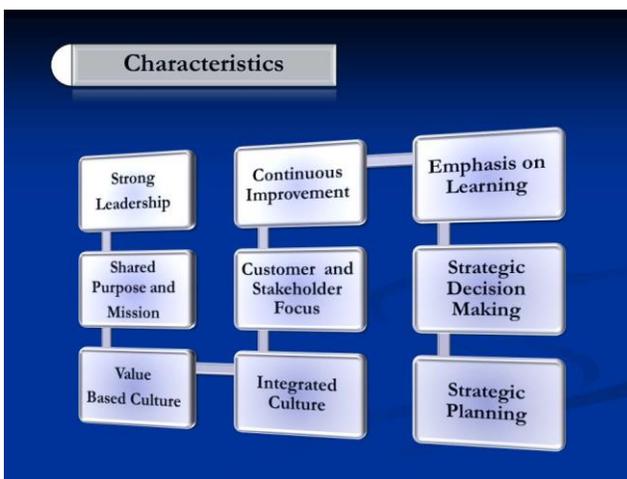


**PowerPoint Slide 146**

**Whether they are known as high performing, visionary or world class organizations, they all have similar characteristics...**

**Instructor Discussion:**

Discuss Slide 4 and engage the participants in a discussion of what they think are characteristics of high performing organizations.



**Power Point Slide 147**

**Characteristics:**

- Strong Leadership
- Shared Purpose and Vision
- Value Based Culture

- Strategic Approach to Decision Making/Planning
- Integrated Systems
- Customer and Stakeholder Focus
- Emphasis on Learning
- Focus on Continuous Improvement



**PowerPoint Slide 148**

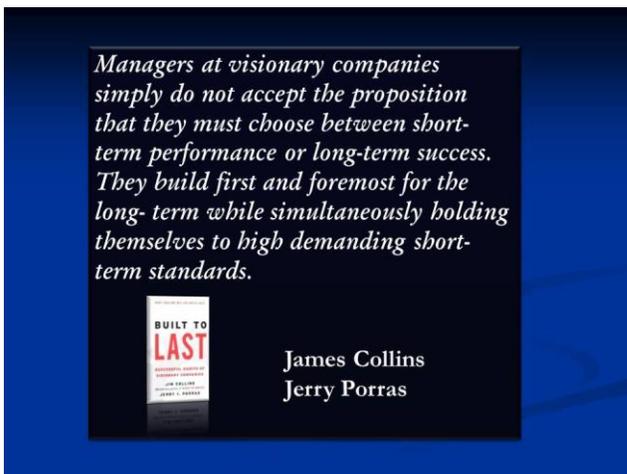
**High performing organizations are more successful than their competitors in strategy, customer service and profitability.**



**PowerPoint Slide 149**

**How do high performing organizations become the best at what they do?**

- Continually evaluate performance to guide decision making.
- Decision making is based upon the evaluation of comprehensive data
- Management systems are integrated.
- Strategy, structure, processes and people are aligned.
- Focus on continuous improvement of processes and systems.
- Reinvent their core capabilities.
- Consider change as an inevitable part of their business plan.
- Continually improve to add value to the customer experience.



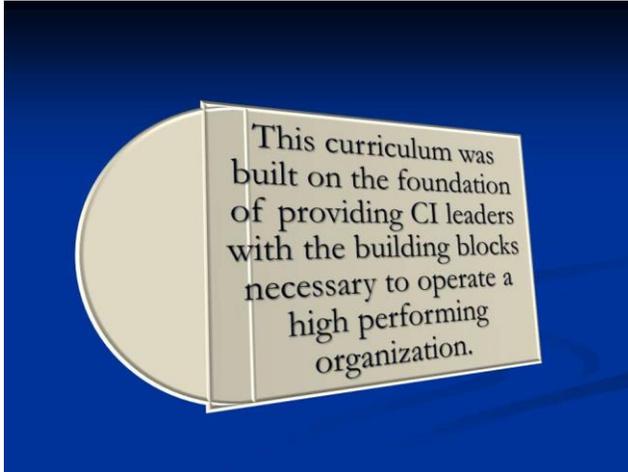
**PowerPoint Slide 150**

**In the book Built to Last, authors James Collins and Jerry Porras note that...**

*Managers at visionary companies simply do not accept the proposition that they must choose between short-term performance and long-term success. They build first and foremost for the long-term while simultaneously holding themselves to high demanding short-term standards.*

**Instructor Discussion:**

In the book Built to Last, the authors further note that comfort is not the objective of a visionary company. They plan and prepare for the future. They focus on development of human capital. They make decisions based on research and data. They are diligent about quality.



**PowerPoint Slide 151**

**This curriculum was built on the foundation of providing CI leaders with the building blocks necessary to operate a high performing organization.**



**Power Point Slide 152 – High Performing Correctional Industry Program**

***Providing Dynamic Leadership*** - This module discussed leadership characteristics, strategic planning, mission, vision and systems thinking, etc.

***Managing Stakeholder Network*** - This module discussed the importance of mapping your stakeholder network, understanding their influence and how important they can be in the success of your program, building advocates and promoters, negotiating with difficult stakeholders, etc.

***Balancing Internal and External Environments*** - This module focused on the understanding of how critical the balancing your internal and external environments is to your success, the importance of relationship building, the legislative impact on the success of your program, developing strategies that support your different environments, etc.

***Marketing*** - This course discussed the planning necessary to determine your market strategy, the importance of research and data, key customer relationships and requirements, etc.

***Assuring Customer Satisfaction*** - This course identified both the significance and differences of customer satisfaction and engagement, the importance of exceptional service, developing and maintaining relationships, etc.

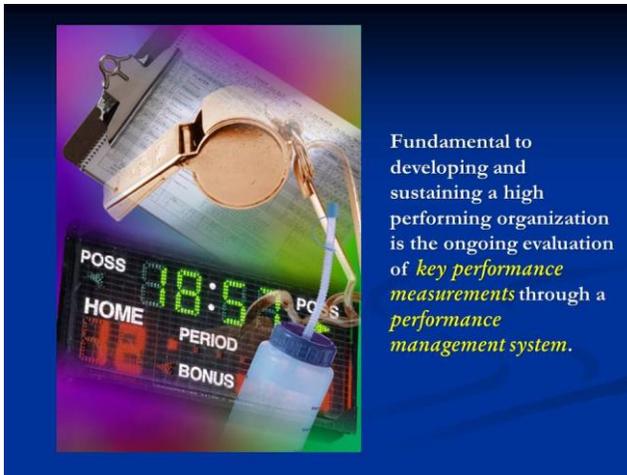
***Developing an Offender Workforce*** - This course identified the critical components of developing an offender workforce including, recruitment, communication of expectations, and skill building, the importance of providing marketable hard and soft skills, etc.

***Reentry Resources*** - This course discussed how to identify transferable skills, how to access labor market information and use it to plan and prepare the workforce, the value of employer partnerships, etc.

***Developing Staff Workforce Competencies*** - This course discussed the importance of workforce engagement, critical communication systems, recruitment and retention, etc.

***Ensuring Financial Self-Sufficiency*** - This course introduced a strategic approach to financial management, the importance of integrated systems, mission focus, enterprise risk management, etc.

***Evaluating Organizational Performance*** - This course introduced the components of a high performing organization, discussed organizational objectives and key performance measures, identified the importance of a framework and the key components of a successful system, etc.



### PowerPoint Slide 153

**Fundamental to developing and sustaining a high performing organization is the ongoing evaluation of *key performance measurements* through a *performance management system*.**

#### **Instructor Discussion:**

The instructor should define both performance measurements and performance management.

***Performance measurement*** is the *process of assessing your progress* toward achieving predetermined goals. This may include efficiency, quality, outcomes and effectiveness.

***Performance management*** is the *use of performance measurement information* to help establish performance goals, allocate resources, make course corrections and report on progress.

Ask participants to identify the following:

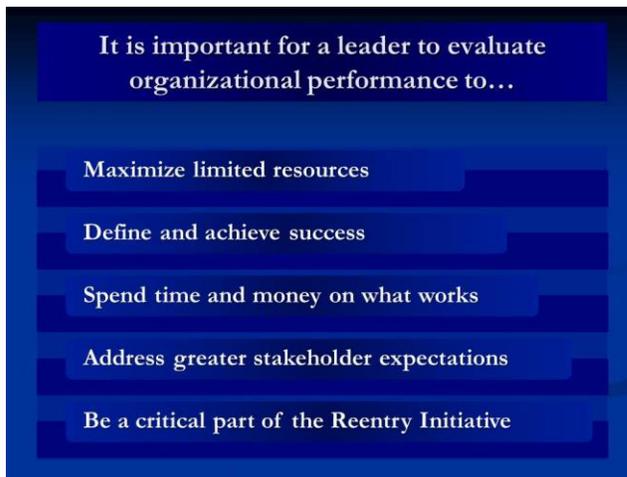
One performance measurement they have used to assess a program/business. Such as:

- On-time delivery performance
- Total number of offenders served in your programs
- Level of customer engagement

How did you use the data collected through your performance measurement activities to manage future performance? What changes did you make? How did you report progress?

When defining goals and determining the measurements an organization should ***ensure that efficiencies do not negatively impact effectiveness.***

For example, it may be more efficient to have customer service provided by computer aided systems however in doing this it may have a negative effect on your customer satisfaction.



**PowerPoint Slide 154**

**It is important for a leader to evaluate organizational performance to...**

- Maximize limited resources
- Define and achieve success
- Spend time and money on what works
- Address greater stakeholder expectations
- Be a critical part of the Reentry Initiative

*The risks are numerous such as not being competitive resulting in a loss of business, providing skills to the offender workforce that are outdated and/or not marketable resulting in the ability to find employment after release, etc.*



**PowerPoint Slide 155**

**Benefits of an Organizational Performance Management System**

- To gain a **shared vision** within the organization
- To provide a structured approach to focus on the **strategic plan**, goals and **performance expectations**
- To gain insight into the **effectiveness of programs**
- To evaluate and improve the **efficiency of processes**
- To gain the ability to make **data driven decisions**
- To determine the organization’s success or failure in meeting expected outcomes/**results**.
- To reinforce a culture of **continuous improvement**
- To ensure **long-term sustainability**



**PowerPoint Slides 157**

**What are the key components of a successful performance management system?**

- **Structured Strategic Planning Process** - A strategic planning process that is vision, mission and value focused and customer driven.
- **Key strategic objectives and performance measurement** - A strategic planning process that identifies the critical organization strategic objectives and key performance measurements.
- **Organization wide performance measures lined to the strategic plan** - Goals and objectives developed with performance measurements for all contributing divisions, business units, operational units, etc. which support and align those identified in the organization's strategic plan. Aligning all objectives throughout the organization with the organization's strategic objectives can be done through a "link in" process.
- **Ownership of performance measurements at all levels** - Performance measurements should be cascaded throughout the organization. This can be at the management, unit, team level, etc.
- **Relevant data collection and reporting** - Identification and collection of relevant data and data reporting is necessary to support timely and accurate distribution of information.
- **Data verification, analysis and review** - The verification, analysis, review and utilization of performance data is critical to the overall evaluation of an organization's performance.
- **Continuous improvement based on results** - A continuous improvement process that consistently examines results and makes improvements based upon these results is critical to the evaluation of performance. A process such as Deming's Plan, Do, Study, Act (PDSA) has proven to be effective in improving results.
- **Reward/Recognition of accomplishments** - Recognizing and rewarding accomplishments will reinforce the behaviors, systems and processes that are necessary to achieve an organization's desired results.
- **Repeat the process through cycles of learning** - Repeat the process to enhance both cycles of learning and performance outcomes.

A successful framework for evaluating business results will integrate all components of the organization. For example, the organizational strategic objectives will provide the direction that will cascade the expectations to all contributing units within the business. Each contributing unit will then establish its own performance expectations that link directly into the success of the organization's objectives. The approach used is complete integration. The deployment is executed throughout the organization to ensure that each unit/area has a stake in the success.

To be successful using a framework that drives performance excellence within an organization the culture must be focused on doing things the best known way today and better tomorrow.

How can ownership of the performance measurements throughout the organization be achieved? Ask the class participants to identify how they have encouraged ownership and how it helped to achieve expected measurements?

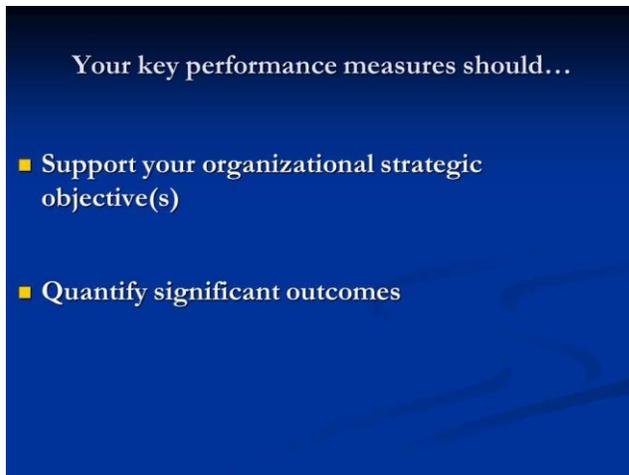
It is critical to make performance data easily available and the system to be as transparent to your workforce as possible. Once data is collected, reviewed and analyzed, course corrections should be made as necessary. Results are tracked to determine trends, influences, comparisons, etc. This continuous improvement process will move an organization in the direction of doing things right today and better tomorrow. This is how world class organizations are built.



### PowerPoint Slide 158

#### Your *critical few* organizational strategic objectives should ...

- Be Mission, Vision and Value focused
- Deliver value to your customers and stakeholders
- Improve your overall organizational effectiveness
- Set you apart from your competition
- Distinguish you as a best practice organization
- Ensure long-term sustainability



**PowerPoint Slide 159**

**Your key performance measurements should...**

- Support your organizational strategic objective(s)
- Quantify significant outcomes



**PowerPoint Slide 160**

**Factors that Influence a Successful Performance Management System**

- Organizational culture
- Leadership involvement and support
- Alignment with the strategic plan/direction
- Workforce (civilian and offender) Engagement
- Framework
- Communication

**Organizational Culture** - The culture of an organization must be focused on continuous improvement. Staff must be encouraged to complete their contribution to the organization the best known way today and better tomorrow. Learning must be a critical part of every team member's expectations.

How do you change an organization's culture to focus on continuous improvement?

**Leadership Involvement and Support** - Leaders must champion and support performance improvement. It must be ingrained in the organizational culture and reinforced. It is important for leadership to be visible and connected with the workforce. Active leadership which includes interaction with staff and offenders is one component of an effective strategy to promote workforce engagement.

How do you demonstrate leadership involvement and support with your organization?

**Alignment with the Strategic Plan/Direction** - Overall organizational strategic goals and performance measurement/indicators are in alignment with the vision, mission, values and strategic direction.

How do you ensure that these key components are in alignment with your V-M-V?

**Workforce Engagement** - Workforce input into all phases of determining performance measures creates a positive culture and an ownership into the results.

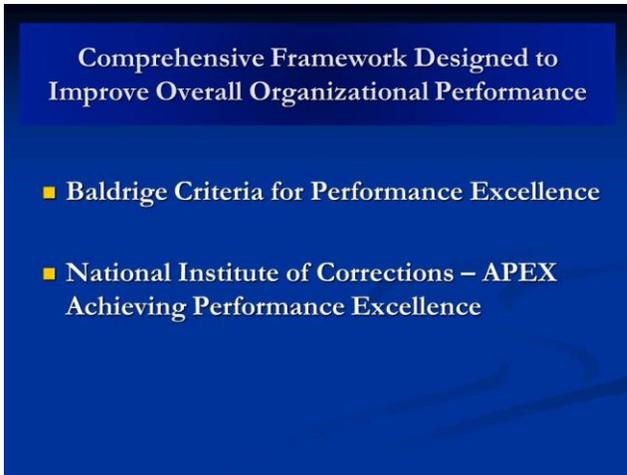
How do you engage your entire workforce in determining performance measures? Does this include the offenders also?

**Framework** - The overall management system used by an organization to measure results should be clear, concise, transparent, and make sense to those involved.

How have you used a framework in your organization to measure and communicate results?

**Communication** - Communication is a critical component and should be multidirectional using multiple methods such as group meetings, newsletters, reports, email, video conferencing, etc. Evaluating performance results should be highly visible and ongoing throughout an organization.

How do you communicate results in your organization? What is most effective?



**PowerPoint Slide 161**

**Comprehensive Framework Designed to Improve Overall Organizational Performance**

- Baldrige Criteria for Performance Excellence
- National Institute of Corrections – Achieving Performance Excellence (APEX)



**Power Point Slide 162**

**Baldrige Criteria for Performance Excellence Framework**

According to the National Malcolm Baldrige Quality Award Program, the award promotes

- Awareness of performance excellence as an increasingly important element in competitiveness.
- The sharing of successful performance strategies and the benefits derived from using these strategies.

The Baldrige Criteria for Performance Excellence provides organizations with an integrated approach to performance management that results in

- Delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability
- Improved organizational effectiveness and capabilities
- Organizational and personal learning.

To receive a Baldrige Award, an organization must have a role-model organizational management system that ensures continuous improvement in delivering products and/or services, demonstrates efficient and effective operations, and provides a way of engaging and responding to customers and other stakeholders. The award is not given for specific products or services.

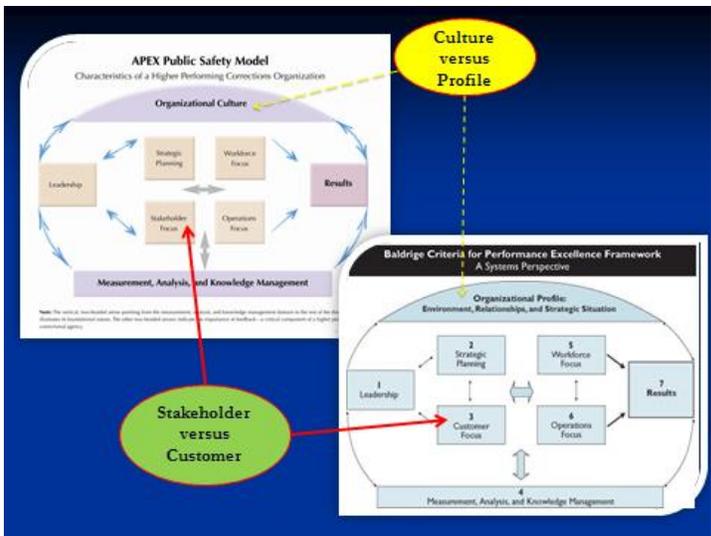


## Power Point Slide 163

### APEX Public Safety Model

APEX includes these components:

1. The APEX Public Safety Model
2. The APEX Guidebook Series
3. The APEX Assessment Tool Protocol
4. The APEX Change Agent Training



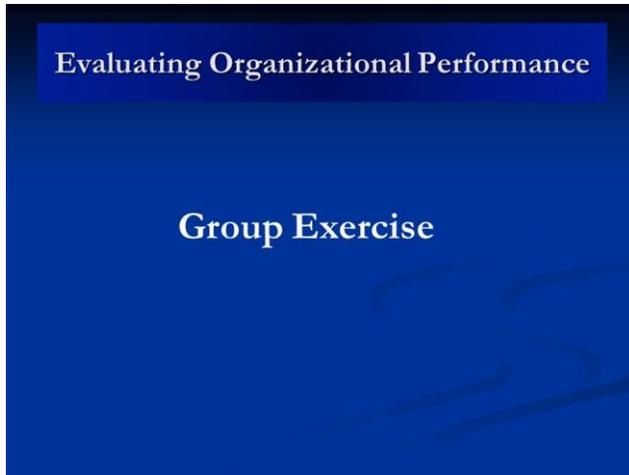
**Power Point Slide 164**

**Comparison of Variations in the two Frameworks**

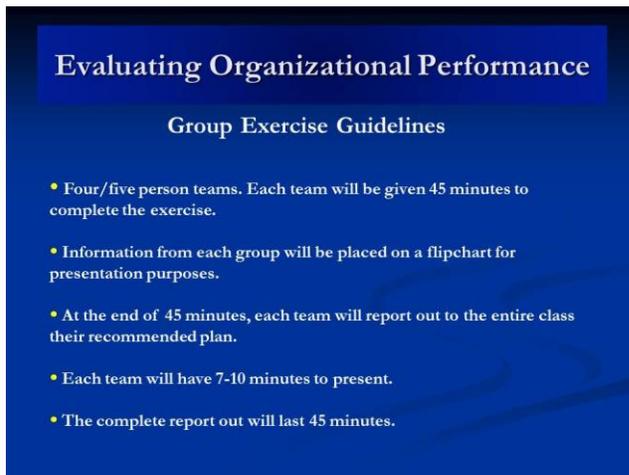


**PowerPoint Slide 165**

**Video – Gayle Lambert – Administrator, Montana Correctional Industries  
(Use entire clip – approximately 50 seconds)**



**PowerPoint Slide 166**



**PowerPoint Slides 167**

### **Group Exercise**

Your team will have 45 minutes to complete this assignment. The information from your group should be placed on a flipchart for presentation purposes. At the end of 45 minutes, your group will report on your recommended plan. Each group will have 7-10 minutes to present.

Exercise Summary - Your team has been provided with the profile of a correctional industry organization. Based upon the data received your team will determine the following:

1. Identify one key organizational strategic objective.
2. Identify at least one key performance measurement to support your objective.
3. Identify the data to be collected to support the key performance measurement(s).
4. Identify how you will link/align the performance expectations of your various business units, divisions, etc., in support of meeting the overall strategic objective you have identified.
5. What data are you missing that may have assisted your team in making decisions concerning the organization's status?
6. Based upon the data provided, identify one continuous improvement project that you would address based upon a weakness you have identified in the profile.

## **Resources**

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Moynihan, D.P. and S.K. Pandey. Testing how management matters in an era of government by performance management. Journal of Public Administration Research and Theory, 2005

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Pfeffer, J. The Human Equation: Building Profits by Putting People First, 1998, Boston, Harvard Business School Press

Rogers, E.W. and P.M. Wright, Measuring Organizational Performance in Strategic Human Resource Management: Problems, Projects, and Performance. 1998

Waal, Dr. Andre, The Characteristics of a High Performing Organization, 2010

## Websites

[www.quality.nist.gov/](http://www.quality.nist.gov/) The Baldrige Performance Excellence Program website. Subject matters: Baldrige Criteria for Performance Excellence

[www.nicic.org/](http://www.nicic.org/) Various articles including, Achieving Performance Excellence (APEX), A Managers Primer for Ensuring Accountability, Program Planning and Design, Establishing Team Goals and Responsibilities, Goals and Setting Goals, Using Feedback to Improve Team Performance



**Curriculum:** Correctional Industries Leadership Training  
**Module:** Statewide Correctional Industries Case Study

### **Summary and Rationale**

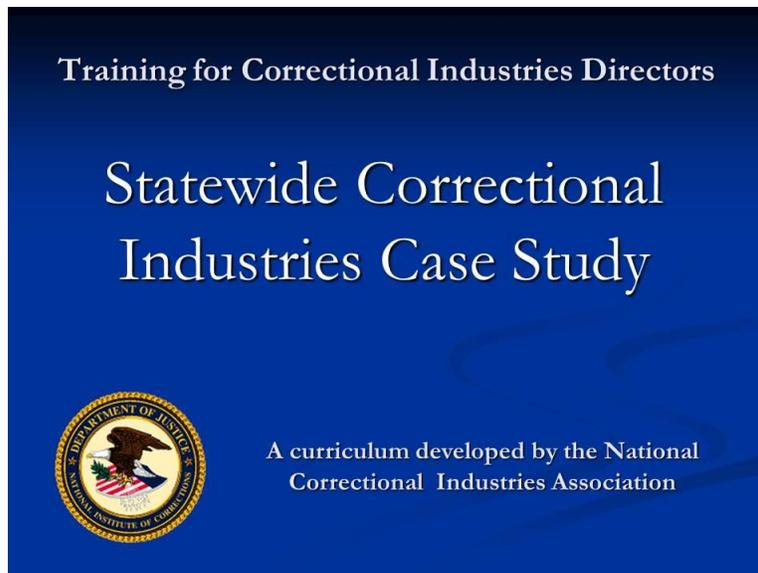
This module will use a fictitious case study to explore the wide range of challenges facing directors of correctional industries programs. The case study will also be used to provide students with the opportunity to practice the skills learned in the e-learning and classroom courses.

### **Performance Objectives**

**By the end of this module, participants will be able to:**

1. Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges.

## **LESSON**



### **PowerPoint 168**

#### **Statewide Correctional Industries Case Study**

A case study is a detailed account of a business over a period of time that provides information about its products, markets, competition, management, employees, and other factors that affect its success. They are typically used in business schools to teach students how to assess business circumstances and how to develop strategies based on those assessments. Our objective in using this case study is to offer you a set of tools that will prepare you for identifying and solving problems in your organization.

**At the end of this training,  
participants will be able to:**

- Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges

### **PowerPoint 169**

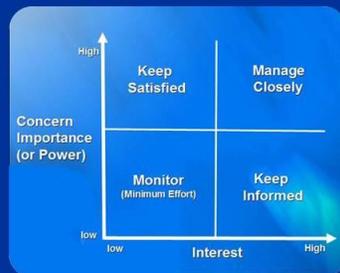
**By the end of this training, participants will be able to:**

- Evaluate and prioritize the key issues facing the director of a fictitious correctional industries program and develop effective strategies for meeting these challenges.

In this module, we will be visiting many of the concepts covered in the e-learning and classroom modules in the context of a case study. Let's start by reviewing, the characters in the case study and determining where they belong on a stakeholder's map.

## **Stakeholders**

- Who are the stakeholders in this case study?
- Where do they belong on the stakeholders map?



### **PowerPoint 170**

*Who are the stakeholders in this case study?*

*Where do they belong on the stakeholders map?*

*Are there any stakeholders not mentioned in the case study that should be included in the stakeholders map?*

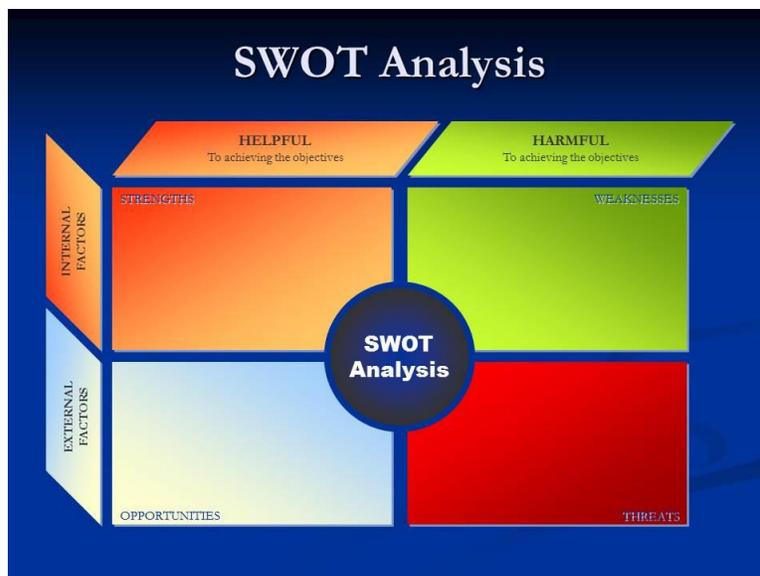
## Challenges

- What are the challenges facing State Correctional Industries?



**PowerPoint 171**

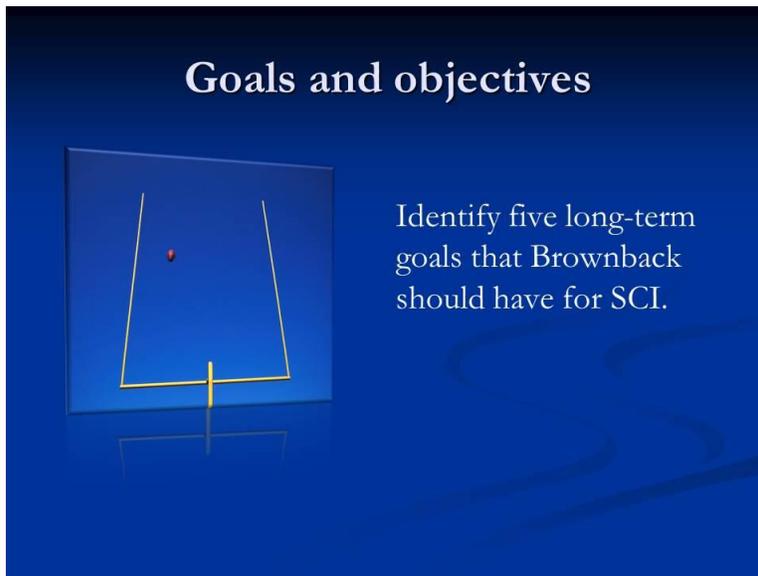
*What are the challenges facing State Correctional Industries?*



**PowerPoint 172**

*What are SCI's long-term prospects if it does not address its weaknesses and threats?*

*The instructor wraps up the session by informing participants that the second hour of this module will be used to develop strategies in response the challenges identified by the group.*



**PowerPoint 173**

**Identify five long-term goals that Brownback should have for SCI.**

During the next 75 minutes, we are going to break up into groups and each group will be tasked with the following instructions.

Identify five long-term goals that Brownback should have for SCI.

## Action Planning



Develop three short-term strategies for achieving each goal.

### PowerPoint 174

#### Develop three short-term strategies for achieving each goal.

Develop three short-term strategies for achieving each goal.

Be prepared to present and defend your goals and strategies to the group. Each group will be given three minutes to make their presentation. When you break out into your groups, please select a timekeeper, a recorder, and a spokesperson for your group's presentation.

## Presentations



- Five long-term goals
- 3 short-term strategies for achieving each goal.

### PowerPoint 175

- Five long-term goals
- 3 short-term strategies for achieving each goal.

## Statewide Correctional Industries Case Study<sup>1</sup>

### Introduction

Frank Brownback would soon become the chief executive officer of Statewide Correctional Industries (SCI), following in the footsteps of Peter Krusick, the organization's founding CEO who served in that capacity for more than a decade. Mr. Brownback was employed by SCI since the program's inception in 1998 starting as a foreman and rising through the ranks to become the director of operations in 2009. Prior to working for SCI, Brownback was employed by General Dynamics where he served a foreman in factory that produced radar instruments.

Brownback was known as a competent manager who enjoyed challenging assignments. When he accepted his new position, he inherited an agency that faced a plethora of challenges. There were several hostile and powerful elements in the private business community who viewed SCI with nothing but contempt. They believed that SCI unfairly competed with the private sector by using cheap prison labor and their preferred status to secure government contracts for goods and services. The legislature, once supportive of the program, was now ambivalent about SCI and was more concerned about the need to reduce the prison population and the state's high recidivism rate. At the urging of the private sector, the legislature was considering legislation that would eliminate SCI as a preferred source for government contracts, the passage of which would adversely affect the program's bottom line.

Changes to the marketplace were also taking its toll upon the program's bottom line. SCI had to cease production of several product lines because it could not compete with goods manufactured in Asia. As a consequence, there was a 15% reduction in force, the largest in the program's history. The layoffs were having a negative impact on staff morale as evidenced by a decrease in plant productivity. In the year before his retirement, Krusick had repeatedly told his employees that they had to do "more with less." A glum staff responded with an often repeated refrain that they were "the less that has to do more." The governor's imposition of a state-wide wage freeze in 2009 -- which showed no signs of thawing out -- added to their building frustration.

Morale was also being adversely affected by Citizens Aware and United for Social Equity (CAUSE), a vocal and influential social justice agency that had been criticizing SCI on the grounds that its initiatives did little to prepare offenders for the outside world. The executive director of CAUSE, Sheila Fischer, had a personal interest in the work of SCI because her nephew was incarcerated in the state's correctional system. CAUSE had recently won a state-wide court decision affirming the rights of restaurant workers who were not being properly paid and subject to poor working conditions.

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<sup>2</sup> This case study was prepared for use by the National Institute of Corrections in their training program for directors of correctional industries programs. It is intended to serve as basis for class discussion and neither represents the official position or policies of the U.S. Department of Justice, nor illustrates either effective or ineffective management techniques.

The litigation had enhanced the group's visibility and influence among state legislators, making them a force with which to be reckoned. During the past several months, Fischer's staff had been examining employment outcomes for SCI's graduates and was preparing a report that was likely to reflect poorly on the program, an unpleasant prospect that was looming in the not-too-distant future.

Brownback was fervently committed to SCI and recognized that the program was at a critical point in its history. His predecessor had done a magnificent job establishing the program and steering it through some choppy water over the years. But there were people inside and outside the agency who felt that Krusick had been "coasting" for some time and had been thinking more about retirement than agency business during the past two years. Brownback recognized that the agency needed a new vision along with hard-headed management in the year ahead.

### **History of Statewide Correctional Industries and Background Information**

Statewide Correctional Industries is the trade name of a prison industries program in the Midwest that began operations in 1998 following the passage of authorizing legislation. The legislation authorized a self-supporting program that provides adult offenders with "productive work assignments" in the state's adult correctional facilities. The program is a semi-autonomous part of the state's correctional system and has an oversight board of 12 persons, all of whom are appointed by the governor<sup>2</sup>. Under the legislation, the board is tasked with setting policy, appointing and monitoring the performance of the program's chief executive officer, approving the program's annual plan, and ensuring that the program's industries do not adversely affect private industry in the state. The board members are appointed to four year terms and serve at the discretion of the governor. The legislation also requires that the board have representatives from government, labor, the nonprofit sector, and the business community. Shortly after the program was founded, the board of directors approved the following mission statement:

"Statewide Correctional Industries seeks to enhance the safety and security of the state's correctional facilities by employing offenders in self-sustaining industry programs that provide quality products and services in a manner that does not adversely affect private business and labor."

At the time of Brownback's appointment, SCI's board of directors had three vacancies. Of the nine occupied positions, three represented the private sector, three, including the corrections commissioner, represented government agencies, and three others represented the nonprofit sector. The chairperson of the board of directors, Scott Thompson, was recently appointed by the governor and is the chief executive officer of a large construction firm. A prominent fundraiser for the governor's election campaign and a consummate businessperson, Thompson was well-known throughout the state as a can-do executive. As an adolescent, he had been arrested for possession and sale of narcotics and had been incarcerated in a state correctional facility.

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<sup>2</sup> The legislation also stipulated that one of these board members would be the state's correction commissioner.

Thompson credited a correctional counselor for getting him on the right track and he was known for giving employment opportunities to persons with criminal convictions.

While the board has fulfilled its oversight obligations as specified by state law, it had not played an active role in strategic planning. It had, instead, chosen to allow the chief executive officer to plot the program's course with their approval. Thompson was eager to shake up the board and get it more involved in SCI's operations. "If you want to serve as a director," Thompson told another board member, "you have to give, or get out."

At present, the program provides work assignments for 5,000 or roughly 5% of the adult offenders population in service, agricultural and manufacturing industries in 10 of the 20 facilities operated by the correctional department. All of its revenue comes from the sale of goods and services to state, federal and local government agencies and nonprofit organizations within the state. The program is prohibited by law from selling goods and services to the general public. SCI produces a wide variety of goods including, but not limited, to janitorial products, office furniture, signs, license plates, and clothing. The program is divided into four product divisions: Data and Graphics, Metal, Wood and Plastic Fabrication, Agricultural Operations, and Textiles.

Although SCI was not a member of the Prison Industry Enhancement Certification Program (PIECP), the board of directors wanted to establish closer working relationships with private sector businesses and had encouraged Brownback's predecessor to apply for certification. Perhaps for no other reason than the inertia that characterized Krusick's last year with SCI, the process had been stalled, much to the dismay of the board of directors.

Under the state law, up to 20% of an inmate worker's wages can be deducted for court-ordered restitution and deposited into the Crime Victims Compensation Fund. More than \$2 million dollars has been deposited into that fund since SCI's inception. Sarah Becco, the executive director of the Crime Victims Compensation Fund currently serves as a member of SCI's board of directors.

### **Offender Reentry**

Governor Patrick Clark was eager to see a reduction in the state's 3-year recidivism rate which, according to a study conducted by a national think-tank, was 51.3%, more than 10 percentage points higher than the national average. The state's prison population and correction budget had risen steadily in the past decade and it was projected that correctional population might increase by as much a 50% over the course of the next decade. The governor knew that reducing recidivism was not simply an option; it was an urgent and absolute necessity.

In response to potential cost implications of the rising prisoner population, the governor established a Offender Reentry Task Force which was given a mandate to create a plan for reducing state-wide recidivism rates. The corrections commissioner, George Currie, was a member of the task force and a strong advocate for improving the quality of his agency's programs. He believed that SCI had an important role to play in reducing the state's recidivism rate, but not without significant changes to the program. Currie wondered how well it was preparing inmates for their return to the community.

Most of SCI's focus in recent years had been upon maintaining self-sufficiency and securing new contracts for goods and services. Apart from the occasional story about a program participant that secured work upon his or her release, Currie didn't know how program graduates fared upon their release from custody.

During the initial meetings of the Offender Reentry Task Force, Curry received feedback from representatives of the community-based organizations who served the offender population. Mary Bartz, the executive director of a nonprofit that provides workforce development, had much to say about the readiness of recently released prisoners. "Most," said Bartz, "don't have the soft skills needed to get a job and keep it." While she was satisfied that SCI's program participants had the hard skills needed for employment, she felt that the lack of soft skills was hurting their opportunity of long-term success. The director of the state's one-stop career system, Herb Tucker, expressed similar concerns. Tucker reported that the state's high unemployment rate was putting a severe strain on the one-stop career system and taxing its limited resources. "We are ready to assist the ex-offender population," Tucker said, "but they need to be prepared for the services we have to offer." He estimated that the majority of recently released prisoners were not ready to enter the system and needed intensive services.

One task force member, Sam Roberts, was critical of the training provided by SCI. Roberts was the executive director of the state's chamber of commerce and an acknowledged expert on labor market trends. He believed that the many of SCI's industries were shrinking in the outside marketplace and provided dwindling employment opportunities for released offenders. Roberts believed that SCI needed to expand its programs to include industries where long-term growth and career opportunities were projected.

The chair of the reentry task force, Professor Lorraine Bergland, has a particular interest in ensuring that the Correction Department used evidenced-based practices in its work with offenders. Bergland was a highly regarded expert in correctional research and a strong proponent of using evidenced-based principles, organizational development and collaboration to achieve measurable outcomes. At every task force meeting, she urged the Correction Department to examine and improve its risk assessment practices and target its interventions more carefully. She also advocated strongly for using cognitive-behavioral treatment methods along with more positive reinforcement. In response to her urging, Commissioner Curry had created the position of evidenced-based practice coordinator and appointed Fred Delton, an employee with the rank of deputy warden to the job. He tasked Delton with the job of identifying and recommending evidenced-base strategies that the agency could implement system-wide.

### **Marketing and Customer Satisfaction**

Thomas Foster, the owner of a metal fabrication company and a vocal critic of correctional industries programs, had publically alleged that SCI's prices for goods and services exceeded those found in the private sector and that the quality of those goods and services did not meet industry standards. To counter these allegations, SCI's board of directors hired a prominent consulting firm to examine and report on the degree to which SCI's customers were satisfied with the program's business.

The preliminary audit finding had been delivered to the SCI's board the week before Brownback's appointment and the findings were generally favorable. While the audit determined that its products and services were competitively priced, it faulted the program for failing to document price determinations and not having reliable individual job cost data. The latter was not only important for justifying prices, but essential for determining the profitability of individual products and services.

The auditor also determined that SCI's customers were generally satisfied with that quality of SCI's goods and services, but noted that some of the program's divisions had a higher percentage of customer complaints than others. While the program's policies require that customer complaints be recorded, the procedures used by each division were not uniform. It was also noted that information about customer complaints was not being tabulated and analyzed system-wide.

### **The Relationship between SCI and the Department of Corrections**

Although SCI was an integral part of the Department of Corrections, the program frequently clashed with security personnel over issues that had a significant impact on plant productivity. While security personnel recognized that inmates involved in SCI's programs were far less likely to be engaged in activities detrimental to facility operations, they frequently made decisions that prevented SCI from meeting its contractual obligations. Most recently, Paul Garvey, the warden at the Johnstown Correctional Facility, locked down the facility for a week following an inmate disturbance and escape attempt, neither of which involved SCI's inmate workers. The lock-down shut down SCI's factory operations in that prison, preventing the program from meeting its contractual obligations.

In his capacity as director of operations for SCI, Brownback met with Warden Garvey in an attempt to bring the factory back online. His visit met with no success. The warden told Brownback that his first responsibility was the safety of the facility and the community and that the lockdown would stay in force until he could be assured that no further incidents would take place. He then pointed to a glass box on his desk inside which was a deputy warden's shield. A placard outside the box read, "In case of escape, break glass." Garvey went on to say that, "Nothing I do matters more than preventing escapes and disturbances. It's my job." Brownback was sympathetic to the warden's concerns, but he knew that SCI's long-term success depended on a cooperative relationship with security personnel.

### **The Governor's Green Initiative**

The governor recently signed into law regulations that require state agencies to reduce water consumption by 10% and increase recycling and waste diversion by 40% within 5 years. The correction department established a task force to review the implications of the new regulations and Brownback had been serving as one of its members. While compliance with these regulations would be a challenge, Brownback believed that they might also provide opportunities of new businesses and improved customer relationships.

## **Relationships with the Press**

The correction department's relationships with the press were governed by written policies and procedures that were scrupulously followed. Each prison had a facility public information officer who, whenever a press inquiry was made, needed the approval of Patricia Smith, the agency's press secretary before any information could be released. Access by media representatives to all facilities required prior approval by the facility public information officer and the agency's press secretary. SCI's chief executive officer was designated as the public information officer for the program and was required to follow all of the agency's policies and procedures governing contact with the press.

Except for a handful of press releases announcing the start of a new product line or business initiative, SCI had few dealings with the press. Most news reports about the correction department featured incidents that did not reflect well upon the agency and it was the feeling of most senior correctional administrators that "no news was good news." The agency did not encourage contact with the press and, as a consequence, the news media had limited dealings with the agency. Brownback's predecessor had not spoken with a reporter for nearly two years.

In recent months, the growth of the inmate population and its budgetary implications drew the attention of the press and, in particular, of Bill Gallo, a veteran reporter for the Prairie Times Union. Gallo was given the assignment of following the story as it unfolded and had written several pieces on the progress of the Prisoner Reentry Task Force. Having written a story on the start-up of prison industry program several years ago, he was familiar with their operation and knew Brownback. But neither Brownback nor Gallo had been in touch since that story was written.

Brownback was comfortable in his limited dealings with press and wanted to be more proactive in his relationship with media representatives. He believed that SCI's website might generate more media interest by press, particularly if it were re-vamped to include social media tools such as YouTube. Press Secretary Patricia Smith had not made any efforts to incorporate social media into the department's website, preferring to use traditional methods of releasing information to the media and the general public. She was, however, feeling pressure from Commissioner Curry to use social media. The governor had made extensive use of social media in his reelection campaign and he was encouraging his commissioners to do likewise.

## **Brownback's Lunch with the Scott Thompson**

Prior to the public announcement of his promotion, Brownback had lunch with SCI Board Chairman Scott Thompson at a fashionable restaurant near the State capitol. Thompson outlined some of his concerns about the agency, in particular, the failure to move ahead with the Prison Industry Enhancement Certification Program applications. "If we're going to get on a firm financial footing," he said, "we need to get that certification." Thompson was also eager to see the program serve more prisoners and provide services that measurably improved employment outcomes following release. He said that the governor wanted results and desired for SCI to play an important role in the state's reentry efforts. Thompson did not want to disappoint him.

Thompson was also concerned about the public criticism that SCI had received in the previous year, especially that from the private sector. While some of it was unwarranted, he wanted Brownback to be more proactive in his dealings with outside agencies. He pointed out that criticism of SCI was criticism of the governor's administration. "You'll need to be the governor's heat shield for some of that criticism," he told Brownback, "but it's best to nip those things in the bud and not allow them to be fodder for the press."

Having visited all of SCI's programs during the past year, Thompson was familiar with the personnel issues faced by the program. He sensed the decline in staff morale and spoke to Brownback on the need for keeping employees engaged. Thompson also reminded Brownback on the need to keep a vigilant eye on the agency's cash flow.

He asked Brownback to draw up a program plan for the year to come. "I like to manage by the numbers," he told Brownback, "So make sure your program plan has objectives that are quantifiable." He also wanted to know what the board could do to support his plan and help him cope with the issues raised during their meeting. When they parted after lunch, Brownback had the sense that Thompson would be a strong, but demanding ally. As he considered his options, he wondered if the board would support the changes that needed to be made.

