



MATters

An Update from the Management Assistance Team

Summer 2008 Issue 8, Vol. 2



The Three Big R's of Workforce Planning: Retention, Recruitment, and Re-skilling

In the next three issues, MAT will look at three major aspects of agency workforce planning; retention, recruitment, and re-skilling. Leadership is involved in all three aspects. Let's begin by taking a closer look at workforce retention.

Workforce Retention

We're already feeling the impact of mass retirements. Perhaps we feel it even more in fish and wildlife agencies since our staff tend to be "lifers," and many of us realize that this impact will take the form of a skills shortage. The Bureau of Labor Statistics provides us with ample data to be concerned – by 2010, baby boomers (those born between 1946 and 1964) will be retiring in droves. Every day, 11,000 boomers turn 50; the eldest of this group turns 62 during 2008. This boomer population of more than 76 million then bequeaths their jobs

to younger counterparts – the Gen Xers. But because there are only 43 million Gen Exers to fill the shoes of 76 million boomers, the next decade will bring with it a huge need for added skills to keep productivity optimal.

There are a number of responses to this problem. For one, agencies can pay attention to the continued development of boomer employees and enhance their desires to work longer. This is a very important response. Investing time and effort in the care and nurturing of your boomer employees to retain their cumulative brain power, talent, and skills may be a pretty smart move. After all, boomers are your "institutional memory".

What's stopping you?

Many employers wrongly assume that training older workers yields a poor return-on-investment. "They're headed



2008 NCLI Graduates

The Management Assistance Team extends their most heartfelt congratulations to the 36 graduating Fellows of the second cohort of the National Conservation Leadership Institute. It is a privilege and an honor to know each of you. We know the future of our natural resource legacy is in good hands.

2007-2008 Graduating Cohort

Verdie Abel, OH Division of Wildlife

Steven Belinda, Theodore Roosevelt Conservation Partnership

Grace Bottitta Williamson, Ducks Unlimited, Inc.

Jeffrey Bridi, PA Fish & Boat Commission

E. Lynn Burkett, Bureau of Land Management

Karen Chytalo, NYS Dept. of Environmental Conservation

Drue DeBerry, American Forest Foundation

Thomas Decker, VT Fish & Wildlife Department

Michelle Doerr, Archery Trade Association

Cynthia Dohner, U.S. Fish and Wildlife Service

Nathan Donovan, CO Attorney General's Office

Thomas Eason, FL Fish and Wildlife Conservation Commission

Jon Heggen, ID Fish and Game

Grant Hilderbrand, AK Dept. of Fish and Game

Lief Horwitz, U.S. Geological Survey

Michael Hubbard, MO Dept. of Conservation

Mark Hughes, International Paper

Aleria Jensen, NOAA Fisheries Alaska Region

Emmett Keyser, SD Game, Fish and Parks

Nancy Ledbetter, AR Game and Fish Commission

Andrea Mackenzie, Sonoma Co. Agricultural Preservation & Open Space

Mitchell Marcus, IN Div. of Fish & Wildlife

Kenneth McDonald, MT Fish, Wildlife and Parks

Dirk Miller, WY Game and Fish Department

Dean Mitchell, UT Div. of Wildlife Resources

John Nielsen, WI Dept. of Natural Resources

Hank Patton, KY Dept. of Fish and Wildlife Resources

Lynn Quattro, SC Dept. of Natural Resources

Heather Richards, Piedmont Environmental Council

Jennifer Schaeffer, Assoc. of Fish & Wildlife Agencies

Michael Senn, AZ Game & Fish Department

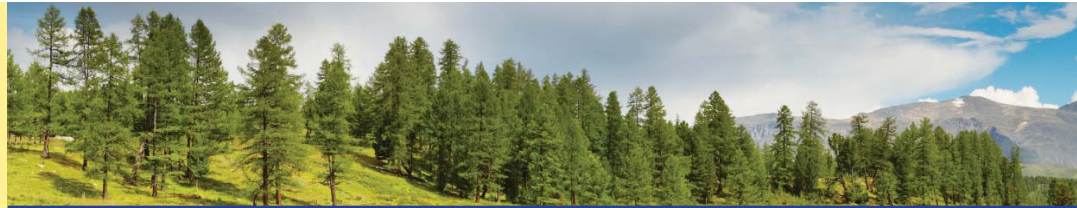
Natalie Sexton, U.S. Geological Survey

Terri Stewart, CA Dept. of Fish and Game

Jason Stockwell, Gulf of Maine Research Institute

Shelley Tovell, DNREC Div. of Fish and Wildlife

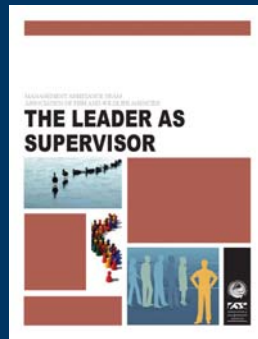
Wendi Weber, U.S. Fish and Wildlife Service



MAT *Better Conservation Through*

Two New Offerings from the Management Assistance Team

MAT is pleased to announce that we will begin offering two new workshops in the second half of 2008: the online course *Leader as Supervisor* and a face-to-face workshop *Leading at the Speed of Trust*.



Leader as Supervisor fills an important niche in MAT's leadership development offerings: how to exercise leadership when you are a supervisor. *Leader as Supervisor* covers timeless and relevant concepts in leadership and supervision. This is a six-week, online course giving participants the time to apply the concepts in real-time. Like all of MAT's online courses, participants will spend about 5 hours per week learning through reading, online discussions, and other exercises.

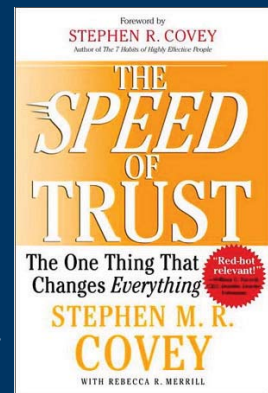
Leader as Supervisor is one of the core requirements of the Conservation Leadership Program of Study (CLPS), and with this summer's course launch, MAT has completed development of the CLPS required courses. The summer offering of this course is already full, but state fish and wildlife agencies will be able to enroll this fall by visiting MAT's website, www.matteam.org.

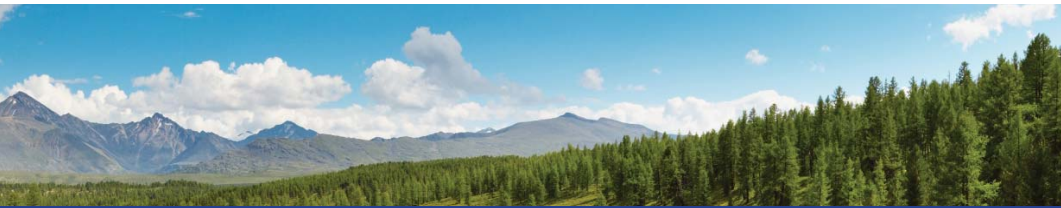
Leading at the Speed of Trust is based on the best selling book by Stephen M.R. Covey, the son of Dr. Stephen M. Covey of FranklinCovey fame. Trust is not just another "nice little fluffy thing" to talk about or even engage in a training event. Rather, trust is seen as an important aspect of your agency that can and should be measured. Trust is presented as either a "tax" or a "dividend." In other words, when there is low trust, your organization will have higher costs and be less effective. When it has high trust there will be dividends of faster production and adaptation to changes.

MAT is certified to facilitate *Leading at the Speed of Trust* for state fish and wildlife agencies through CoveyLink.

The workshop is highly interactive, and does an excellent job at three objectives: (1) introducing a common language to increase speed and decrease costs of initiatives, (2) create trust between stakeholder groups, and (3) aligning an agency's culture with the agency's beliefs.

There is no fee other than the cost of the copyrighted materials, approximately \$145 to \$245 per person. Call MAT at 304.876.7988 for information about getting this workshop for your agency.





for Better Managed Fish and Wildlife Agencies

The 3 R's of Workforce Planning... (continued from page 1)

out of the door anyway. Why should we bother with them now?" Sound familiar? We all know the old adage about assuming. But study after study shows that older workers are the antithesis of stereotypes. Aging boomers want to mentor others. Career development is not an oxymoron for mid-life employees. It is relevant because of their frequent choice to work longer.

What can leaders do?

Focus and tap activities. Tap into your boomers by having them serve as subject matter mentors for new hires or the less experienced; record diverse generational viewpoints on selected topics; write work manuals; form innovative, intergenerational problem-solving teams; launch phased retirement, age-related sabbaticals, "rehired retiree" programs.

Age-related perquisites. Get educated about age-related issues; offer appealing benefits; look at how you can use intergenerational talent on committees, projects, startups, and think tanks.

Transfer of institutional knowledge. Distinguish between the "explicit" and "tacit" knowledge of each mid-lifer. Explicit learning can be written down and shared; tacit is more innate, individual know-how involving personality, intuition, etc. Create an internal strategy by identifying knowledge and know-how that needs to remain with the agency and determine where the gaps are and who needs to figure out solutions that work. Finally, outline a broad and deep plan of how to maintain that knowledge base including creation of processes for where it will need to reside.

Legacy development. Ask experienced staff, "What do you want to be known for among your colleagues?" Ask more questions to identify gaps that exist between how they are currently perceived and how they want to be known. Follow through by encouraging them to map out a personal plan for bringing their legacy pieces to life. For example, a workflow journal, a department memory bank, an operational journal for a specific system. Introduce "legacy portfolios" to record and disseminate stories, accomplishments, examples, artifacts, and feedback providers. Channel what you need into an agency holding place — a database or living history network.

Retaining boomers for another 5 years or longer can be very beneficial. It is a way to give your agency the time to further capture the knowledge, skills, and abilities that have accumulated over a career. Retention is one of the three R's; next issue we will discuss the concepts related to recruitment.

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Your Conservation Learning Campus

The Management Assistance Team's Conservation Learning Campus is *your virtual place* for training, continuing professional development, and learning resources for conservation professionals.

Fish and wildlife personnel have unique perspectives, and the online leadership development courses are tailored specifically for conservation professionals. Each course carries a nominal fee that covers technology costs, required textbooks, and copyright protected materials.

Courses currently being offered are *Creative and Critical Thinking*, *Going from Good to Great*, *Power*, *The Adaptive Leader*, *Visionary Leadership*, and *Secrets of Agency Assessment & Development*, and run for 4 or 6 weeks, depending on the course. A new course, *Leader as Supervisor*, will be offered starting in the Fall.

Summer Term Schedule:

June 20 – Registration Deadline

July 7 – Student Orientation

July 14 – Classes Begin

Fall Term Schedule:

Aug. 4-Sept. 21 – Registration

October 6 – Student Orientation

October 13 – Classes Begin

Visit www.matteam.org for a schedule of upcoming classes, important dates, registration forms, and other important information.



What MATters...

360° Performance Feedback Tools

In the course of doing workforce planning, organizations may collect information on their employees in order to get a more accurate idea of their performance. Sometimes, it is helpful to obtain performance feedback from more than just a supervisor. This is where 360° feedback tools can be particularly valuable. Typically a 360° survey asks raters to evaluate an employee on various performance tasks or competencies using a numerical scale. An individual employee is rated by 10-12 or more other individuals who know the person and their work behaviors. Peers, direct reports/subordinates, clients/stakeholders, and supervisor are common categories from which the raters may be selected. You also evaluate yourself. Thus, the source of the input is obtained overall from multiple points, a circle, around the employee. If desired, the employee can select their own 360° rater team. Each rater responds anonymously and all the responses are averaged (except for the supervisor and the self). The report can be helpful in identifying employee performance areas of strength and those areas that may need improvement. Such information can help in decision-making about the type of training and employee needs and how soon it should take place. It can also provide the opportunity to identify differences between how you perceive yourself and how others perceive you. 360° surveys are commercially available and some vendors provide a customizable service.

Important to Remember

While using 360° performance feedback surveys can be very useful in professional development, they are *not as useful or accurate* when used for determining monetary rewards, e.g., salary raises, promotions, rewards, etc. People are typically quite candid in their feedback to help fellow employees improve professionally, but tend to be less candid when their response may prevent someone from getting a raise or similar reward. Also, surveying everyone in the unit achieves better results than singling out individuals.



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