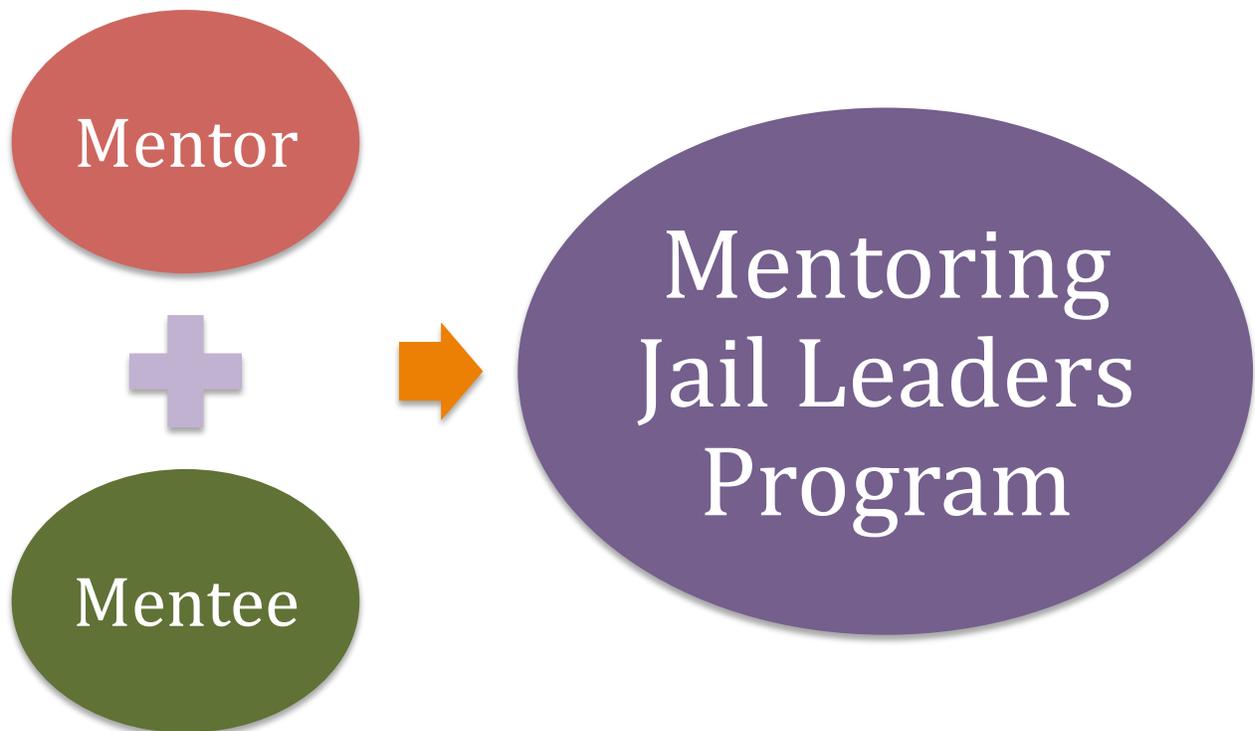


# Mentee Handbook



May 23, 2011

CENTER FOR  
INNOVATIVE PUBLIC POLICIES



Mentee Handbook Prepared by:

Richard R. Smith  
American Jail Association, Hagerstown, MD.  
[www.aja.org](http://www.aja.org)

Gwyn Smith-Ingley, Executive Director  
American Jail Association, Hagerstown, MD  
[www.aja.org](http://www.aja.org)

Jeanne B. Stinchcomb, Ph.D.  
School of Criminology and Criminal Justice  
Florida Atlantic University, Ft. Lauderdale, FL  
[stinchco@fau.edu](mailto:stinchco@fau.edu)

Susan W. McCampbell, President  
Center for Innovative Public Policies, Inc., Naples, FL  
[www.cipp.org](http://www.cipp.org)

**Center for Innovative Public Policies, Inc.**  
1880 Crestview Way, Naples, Florida 34119  
(239) 597-590

*This project was supported by Grant No. 2009-D2-BX-K006 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the SMART Office, and the Office for Victims of Crime. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the United States Department of Justice.*

## Table of Contents

	Page
Introduction	4
Definitions	4
Mutual Benefits	5
Mutual Responsibilities	5
Guidelines for Mentoring	7
MJL Program Components	7
Application and Matching	7
Formal Agreement	7
Skill-building	8
Program Completion	9
Mentee Post-Program Survey	9
Multiple Year Participation	9
Bibliography and Resources	10
Appendix A: Mentee Checklist	11
Appendix B: Mentee Application	12
Appendix C: Mentor Application	24
Appendix D: Mentor-Mentee Agreement	36
Appendix E: Mentee Post-Program Survey	42

The Mentoring Jail Leaders (MJL) Program is designed to develop the next generation of jail leaders. For an emerging leader, extensive expertise can be acquired from the more experienced leaders. This year-long MJL program is designed to enable emerging leaders to do exactly that. As such, its goals are to:

- Link those who are committed to traveling the road toward career success (such as graduates of the National Jail Leadership Command Academy or NJLCA) with established, well-qualified mentors who are committed to help them continue their growth and development.
- Provide jails with future leaders who have experience with contemporary leadership principles and practices.
- Operationalize the jail leadership core competencies identified by the field as critical for success.
- Establish a network of support for upcoming jail leaders.
- Improve the performance of mentees, as well as increasing the job satisfaction of experienced jail administrators as they apply their expertise to mentoring emerging leaders.

This program is designed to meet two needs.

1. Participants of the NJLCA ([www.nationaljailacademy.org](http://www.nationaljailacademy.org)) are linked to a mentor upon their request. This part of the NJLCA experience is managed by the American Jail Association (AJA).
2. This manual is designed to help jails establish their own agency mentoring program when their employees **do not** attend the NJLCA.

As a result of this dual purpose, there are references to both components in this guide.

The remainder of this handbook describes the one-year MJL program in greater detail—identifying the mentee’s role, outlining mutual benefits, describing the mentee’s responsibilities, and providing the guidelines for fulfilling those responsibilities.

## Definitions

The MJL Program involves three primary participants: the mentor, the mentee, and the program coordinator from AJA or in the case of an agency-developed program—that organization’s coordinator. (*Note:* AJA staff serve as program coordinator only if the mentor/mentee relationship is affiliated with the NJLCA. While the MJL Program can be adapted for use by any jail system, local arrangements need to be made for program coordination within the organization).

- **Mentor:** an experienced jail employee who has emerged as a leader in their organization and is committed to developing the next generation of leaders through informal methods of sharing job knowledge, advice, skills, and encouragement through a professional one-on-one relationship with a mentee.

- **Mentee:** an emerging jail leader who is interested in improving leadership skills by establishing a professional one-on-one relationship with a more experienced leader in order to achieve clearly defined and mutually-agreed upon goals.
- **Program Coordinator:** an individual or committee who organizes and oversees the mentor/mentee program including the application and matching processes, provides orientation materials, collects and documents feedback from the program participants, provides certificates and/or letters of certifying program completion, etc. (For those participating through NJLCA, the coordinator may be reached at [MJLP@aja.org](mailto:MJLP@aja.org)).

While mentoring is a one-on-one relationship, it is not always face-to-face. When the partners are physically separated by distance, communication occurs primarily by telephone, e-mail, Skype®, or similar technology. In such long-distance mentoring, it is more challenging to form close relationships, so both parties need to work hard and be creative to form bonds.

### **Mutual Benefits**

This handbook provides information on becoming a successful mentee and navigating the sometimes challenging path toward leadership excellence in the corrections profession.

Mentoring is an informal relationship built on mutual trust, support, and collaboration. By counseling, teaching, guiding, and helping emerging leaders to develop both personally and professionally, mentoring not only enhances their knowledge and skills, but also eases their transition into new assignments as they climb the career ladder. At the same time, the mentees are providing their mentors with an opportunity to share a career-long accumulation of learning, to “give something back,” and leave behind a lasting legacy.

### **Mutual Responsibilities**

The relationship the mentee builds with the mentor is an empowering one. The mentor will:

- Be responsible for encouraging the mentee to set and achieve his/her own goals.
- Foster the mentee’s success while establishing a relationship that will mutually benefit both the mentee and the mentor professionally. Each learns from the other.
- Guide and teach the mentee to be a more confident, well-versed, and independent leader.

It is important to note that the mentoring relationship is different from the relationship between an employee and a supervisor. Unlike supervisors, mentors have no formal power or authority over a mentee. Theirs is a collaborative partnership, wherein the mentor:

- Listens to problems.
- Challenges when necessary.
- Shares knowledge.
- Explains processes.
- Offers counsel.
- Builds confidence.
- Offers encouragement.
- Teaches by example.
- Motivates and inspires.
- Provides guidance.
- Serves as a role model.
- Provides insights.
- Shares experiences.
- Helps to solve problems.
- Provides a fresh perspective.
- Introduces the mentee to colleagues and resources outside their agency.

Essentially, the mentor is a partner and a role model who offers encouragement, builds confidence and guides the mentee in the right direction.

At the same time, however, the mentor does not bear all of the responsibilities for establishing and maintaining a successful partnership. Mentees are expected to:

- Be open-minded and willing to learn.
- Admit they may not have all the answers.
- Be challenged to analyze and think critically.
- Set and achieve professional goals.
- Receive and give honest and constructive feedback.
- Be accessible and positive.
- Accept the fact that a mentor is not there to do the work for the mentee and may not have all of the answers all of the time.

## **Guidelines for Mentoring**

In order to provide a well-structured, professional experience, the MJL Program includes three primary steps:

- Establishing expectations—Asking
  - What the program expects of the mentor, and
  - What the mentee and the mentor expect of each other.
- Setting goals—Establishing both short- and long-term goals for what the mentee wants to achieve with the mentor.
- Obtaining feedback —Accepting feedback from the mentor and giving feedback to the mentor.

The mentoring process encourages the mentee to ask questions and seek information casually and informally in a safe, non-judgmental environment. This constantly evolving process focuses on the goals of the individual and the organization and is ultimately designed to help the mentee adjust and grow into his/her position.

Mentoring partnerships established through AJA and the NJLCA pair those from differing agencies. When mentors and mentees work in different organizations, confidentiality is enhanced, and the mentee can be assured that the mentor has no direct influence over the mentee's job performance ratings. In the case of intra-organizational mentoring, extra care must be taken to provide these assurances.

## **MJL Program Components**

The MJL consists of five program components: (1) Application, (2) Matching, (3) Formal Agreement, (4) Skill building, and (5) Program. (A summary of the mentee's participation is included in Mentee Checklist, Appendix A.)

### ***Application and Matching***

In the application component, the participant submitted an application (See Mentee Application, Appendix B) and was accepted into the program. During the matching process, he/she was matched with a mentor (See Mentor Application, Appendix C). The mentee's responsibilities in each remaining section are described as follows.

Note: If the jail facility is developing a program and does not have a NJLCA graduate, modify these components for the facility's needs.

### ***Formal Agreement***

The Mentor-Mentee Agreement (see Appendix D or [www.leadingjails.com](http://www.leadingjails.com)) outlines conditions of the program, describes mutual objectives, and provides measures of the mentee's success. The agreement should be specific to the goals and objectives of the mentee, and the document developed must be the foundation for moving forward with the mentoring relationship.

During the application process, the mentee identified five core competencies for improvement. During the first meeting, these are discussed. As part of this process, the mentor provides details related to his/her areas of expertise and suggest ways in which this expertise may be shared. Together the mentee and mentor identify the mentoring objectives and develop a plan for meeting them. Because mentoring occurs in many different ways, what is suggested here is only one possibility. To begin building the mentoring relationship, the mentee and mentor should choose the most comfortable approach. When a course of action is agreed on, complete and sign the Mentor-Mentee Agreement. This agreement is a "living document." If any significant changes in the relationship occur, the agreement must be modified to reflect the changes, then initialed and dated. If at any time it is determined that the pairing is not mutually beneficial, the mentee should voice such concerns to the program coordinator.

### ***Skill Building***

The steps involved in skill building include mentor training, mentee training, and building core competencies. The mentors and mentees may discuss any of the training materials during their first session, or later as the need arises. Additionally, it is helpful to review some of the materials contained in the bibliography at the end of this handbook.

The mentee will be working toward mastery of the individual core competencies throughout this one-year program. During the first meeting, the Mentor-Mentee Agreement is completed, and the next meeting is arranged. If time permits in the first meeting, the mentee and mentor begin working on the first objective that is listed in the agreement. The number of meetings devoted to each core competency depends on the skill level and amount of time spent on each objective. In subsequent meetings, the mentee and mentor will carefully review what the mentee has accomplished and decide if sufficient mastery has been obtained. A decision is made whether further work is necessary or whether he/she should progress to the next objective. This cycle is repeated throughout the mentoring process.

Part of the mentee's and mentor's responsibility is to ensure that mutually agreed plans, goals and objectives are accomplished. At least quarterly, the mentee compares his/her progress with the Mentor-Mentee Agreement. If there are discrepancies between what is being accomplished and what was agreed to, the mentee and mentor need to discuss the areas that are not being addressed and develop a resolution.

It is also important to determine whether or not both the mentee and mentor believe that the goals and outlined objectives have been met for that period. If not, the mentee offers insight as to why (e.g., availability of the mentor, personal time constraints, etc.). This

information helps the mentee adjust the goals and objectives to be more realistic and attainable. After the Mentor-Mentee Agreement has been updated with an indication of goal achievement, a copy of necessary revisions is sent to the program coordinator.

At any time the mentee believes the mentoring relationship is not beneficial, he/she may notify the program coordinator, explaining the reason why the relationship should end. The program coordinator has the discretion to either reassign mentors and mentees or release them from the program.

### ***Program Completion***

At the end of the program, the Mentee Post-Program Survey is submitted to the program coordinator. (See Appendix E or [www.leadingjails.com](http://www.leadingjails.com)). This is an opportunity to provide feedback to improve the program.

*Mentee Post-Program Survey.* Asking both mentees and mentors about their experience in this program is invaluable to updating, refining and expanding the mentoring program. Appendix E provides the post-program survey that will be used by the NJLCA participants. If a jail is designing their own program, the post-program survey may be amended to accommodate that organization's program. The coordinator is responsible for assessing the remarks and to improving the program based on both the perspectives of the mentee and the mentor.

For those participating in the program through NJLCA and AJA, both the mentor and mentee receive a certificate when all program requirements are completed at the end of one year. Upon request to the program coordinator, a letter of successful participation is sent to their employing organization.

***Multiple Year Participation.*** At the end of the year-long mentee term, the mentee may decide to become a mentor and continue his/her participation in the program by submitting an updated application to the program coordinator for consideration. (See Appendix C or [www.leadingjails.com](http://www.leadingjails.com)). If accepted, he/she is matched with a mentee. Currently, there is no provision for a mentee to spend a second year in the program.

## Bibliography

- Colaprete, F. A. (2009). *Mentoring in the Criminal Justice Professions: Conveyance of the Craft*. Springfield: Charles C. Thomas LTD.
- Cuvelier, S. (2011). *The Coming Crisis in American Jails*. Retrieved April 7, 2011, from The Jail Leadership and Succession Planning Resource Center: [www.scuvelier.info/leadingjails/main.html#](http://www.scuvelier.info/leadingjails/main.html#).
- Fricke, M., Brown, A., & Simmons, L. (2002). *Mentoring in the Corrections Workplace: A Self-Paced Workbook*. Retrieved February 15, 2011, from National Institute of Corrections: <http://nicic.gov/Library/018196>.
- McCampbell, S. W., Hall, M. E., & Layman, E. P. (2002, January). *Resource Guide for Newly Appointed Wardens*. Retrieved February 15, 2011, from Center for Innovative Public Policies, Inc.: [www.cipp.org/survival/Resource.pdf](http://www.cipp.org/survival/Resource.pdf).
- Megginson, D., Clutterbuck, D., & Garvey, B. (2006). *Mentoring in Action: A Practical Guide* (2nd ed.). Philadelphia: Kogan Page Publishers.
- National Institute of Corrections Academy Division. (n.d.). *Regional Training*. Retrieved April 7, 2011, from National Institute of Corrections—Training for Corrections: <http://nicic.gov/RegionalTraining>.
- National Jail Leadership Command Academy. (n.d.). Retrieved April 6, 2011, from Sam Houston State University Criminal Justice Center: [www.nationaljailacademy.org](http://www.nationaljailacademy.org).
- Perrone, J. (2001, September/October). *Moving from Telling to Empowering*. Retrieved March 22, 2011, from American College of Healthcare Executives: [www.ache.org/newclub/CAREER/MentorArticles/Empowering.cfm](http://www.ache.org/newclub/CAREER/MentorArticles/Empowering.cfm).
- Phillips-Jones, L. (n.d.). *Distance Mentoring*. Retrieved April 16, 2011, from The Mentoring Group: [www.mentoringgroup.com/html/articles/idea\\_8.html](http://www.mentoringgroup.com/html/articles/idea_8.html).
- Sherman, R., Voight, J., Tibbetts, J., Dobbins, D., Evans, A., & Weidler, D. (2000). *Adult Educators' Guide to Designing Instructor Mentoring*. Retrieved February 15, 2011, from ERIC - Education Resources Information Center: [www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED454410&ERICExtSearch\\_SearchType\\_0=no&accno=ED454410](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED454410&ERICExtSearch_SearchType_0=no&accno=ED454410).
- Stinchcomb, J. B., McCampbell, S. W., & Layman, E. P. (2006, September). *FutureForce: A Guide to Building the 21st Century Community Corrections*. Retrieved February 15, 2011, from National Institute of Corrections: <http://nicic.gov/Downloads/PDF/Library/021799.pdf>.
- Stinchcomb, J.B., McCampbell, S.W., and Leip, L. (2009, March). *The Future is Now: Recruiting, Retaining, and Developing the 21st Century Jail Workforce*; available at [www.cipp.org](http://www.cipp.org).
- The Correctional Management Institute of Texas. (2011). *Enhancing Corrections*. Retrieved April 7, 2011, from The Correctional Management Institute of Texas: [www.cmitonline.org](http://www.cmitonline.org).

## Appendix A—Mentee Checklist

Mentee Checklist		
Completed	Components	Description
	Application	Complete and submit application. (See Appendix B or <a href="http://www.leadingjails.com">www.leadingjails.com</a> .)
	Matching	Matched with mentor.
	Formal Agreement	Attend Mentee Orientation (See <a href="http://www.leadingjails.com">www.leadingjails.com</a> .)
	Formal Agreement	Read Mentee Handbook.
	Formal Agreement	Work with the mentor to draft the Mentor-Mentee Agreement specific to goals and objectives. (See Appendix D or <a href="http://www.leadingjails.com">www.leadingjails.com</a> .)
	Skill Building 1	Meet per the agreed terms in the Mentor-Mentee Agreement.
	Skill Building 2	Work on any tasks needed for preparation for the next meeting.
	Skill Building 3	In the next scheduled meeting, discuss the progress towards the mentee's objective. If the objective needs work, return to Skill Building step 2.
	Skill Building 1–3	Skill Building 1–3 is a repetitive process. Each time a goal or objective is reached in Skill Building 3, the mentoring team establishes a new objective and follows the same steps to complete it.
	Skill Building	Review progress quarterly to determine if the mutually agreed plans, goals and objectives in the Mentor-Mentee Agreement are accomplished. Meet with the mentor to resolve any issues.
	Program Completion	Complete the Mentee Post-Program Survey. (See Appendix E or <a href="http://www.leadingjails.com">www.leadingjails.com</a> .)
	Program Completion	Receive certificate.

## Appendix B—Mentee Application

### Mentee Application

#### What is the Mentoring Jail Leaders Program?

The purpose of the Mentoring Jail Leaders (MJL) Program is to develop excellence in current and future jail leaders. It is an extension and implementation of the skills developed in the National Jail Leadership Command Academy (NJLCA). Coaching and mentoring have become widely accepted techniques for extending such development beyond classroom training and on-the-job experience.

Although this program has been specifically developed to support the NJLCA, the strategies may be used by jails wishing to implement a leadership development program. A copy of this mentoring program, which may be adapted by any jail facility, is available in a standalone module at [www.leadingjails.com](http://www.leadingjails.com).

#### To be a Mentee . . .

For NJLCA participants: For acceptance as a mentee in the MJL Program, participants must be enrolled in NJLCA, participating in a class at NJLCA, or a recent graduate of NJLCA. Recent NJLCA graduates will be considered as a mentee on a first-come, first-served basis only if mentors are available.

For jail facilities developing their own mentoring program, this application may be modified for their use.

#### The Process of Becoming a Mentee

For NJLCA participants: Complete this application in order to be accepted. All materials including this application and any questions may be e-mailed to the program coordinator at: [MJLP@aja.org](mailto:MJLP@aja.org) or mailed to MJL Program Coordinator, American Jails Association, 1135 Professional Court, Hagerstown, MD 21740–5853. Most mentees will be matched with a mentor during the NJLCA (or when one becomes available). After finishing NJLCA, mentees will begin the MJL Program.

Jail facilities developing their own mentoring program may use or modify the information in this application.

#### Orientation

For NJLCA participants: As part of the NJLCA week, accepted mentees will participate in the Mentee's Orientation. (For additional information, copies of the Orientation, Mentee Handbook, and all other mentee materials are available for download at: [www.leadingjails.com](http://www.leadingjails.com).) After an initial conversation/meeting with the proposed mentor,

mentee's may complete the Mentor-Mentee Agreement—a working agreement between the partners for the duration of the mentoring relationship. The program requires several meetings a month plus some research or other preparation. Anticipate committing approximately 8 hours monthly for the duration of the 1-year program.

For jails developing their own mentoring program, the Mentor Handbook is available for modification.



## Questions for Prospective Mentees:

The responses to these questions will match the mentee with the jail leader who is most qualified to help advance the mentee's career.

1. Meetings/Conversations - While face-to-face meetings are ideal, these conversations will be over the telephone or with another form of electronic communication. The mentee and mentor decide the best way to communicate. We anticipate that they will meet twice a month including research or other preparatory work as suggested by the mentor. The total time commitment is approximately 8 hours a month. Are you willing to make this time commitment?
2. Yes \_\_\_ No \_\_\_ If unable to devote 8 hours a month, please reconsider requesting a mentor.
2. Highest Educational Degree Obtained:
3. Professional Certifications (e.g., CJM, etc.):
4. Professional Associations (e.g., AJA, etc.) :
5. The 22 core competencies of a jail leader are attached (Also see [www.leadingjails.com](http://www.leadingjails.com)). After reviewing the list: identify the five core competencies improve your leadership skills in your organization?

Are there specific issues about these core competencies that need to provide more information? (See example below)

#	My Priority (1 of 5, 2 of 5, etc.)	Core Competency	Specifically what I'd like to improve related to this core competency.
15.	2 of 5	Manage labor relations.	How to work more cooperatively with the union's leadership.  What are the legal requirements I have to follow?  How can I avoid going to arbitration when I terminate someone?

#	My Priority (1 of 5, 2 of 5, etc.)	Core Competency	Specifically what I'd like to improve related to this core competency.

#	My Priority (1 of 5, 2 of 5, etc.)	Core Competency	Specifically what I'd like to improve related to this core competency.

## Core Competencies of Jail Leaders

The 22 core competencies of jail leaders are listed below in alphabetical order followed by two paragraphs. The first paragraph briefly describes the core competency and the second outlines the knowledge, skills and abilities required for that core competency.

**1. Anticipate, analyze and resolve organizational challenges and conflicts.**

***Description***

Use critical thinking skills, evidence-based practices, and information analysis to inform decision-making and address organizational problems; proactively identify pending crises or opportunities.

***Rationale***

Jail leaders must be able to not only chart their organization's future course, but also to navigate the present. Dealing with current organizational challenges must be predicated on a sound knowledge of the past and a clear vision of the future, including strategies for preventing organizational conflicts.

**2. Assure organizational accountability.**

***Description***

Direct the process for collecting ongoing feedback and assessing long-term outcomes; model self-accountability through words and actions.

***Rationale***

Jail leaders are ultimately accountable to the public, the inmate population, and those both above and below them in the chain of command. This includes identifying, collecting, analyzing, and disseminating which data and information are needed to assure accountability in a transparent method that provides a "report card" for stakeholders.

**3. Build and maintain positive relationships with external stakeholders.**

***Description***

Develop reciprocally-beneficial external partnerships to achieve shared goals.

***Rationale***

Since jails are impacted by other criminal justice agencies, local and state policy-makers, and community organizations, they cannot operate effectively without developing working relationships with such groups. Establishing linkages with these stakeholders not only assists with accomplishing the jail's mission, but also with managing related external forces over which jails have no direct control. Identifying and building such relationships is a two-way process for the mutual benefit of everyone involved.

**4. Build and maintain teamwork; mentor and coach others.**

***Description***

Work with staff to strengthen the team and members of it; lead by example; go beyond the expected to assure the success of all involved.

***Rationale***

Creating and nurturing a successful team takes thoughtful planning, time, energy, and ongoing attention. This includes building and maintaining teamwork through both formal and informal strategies, such as mentoring, role modeling, and other approaches to uniting the talents of a diversified workforce. Great teams are not accidental, but rather, are the product of great leadership.

**5. Communicate effectively, internally and externally.**

***Description***

Engage in written and oral communication that is clear, unambiguous, transparent, and consistent with the organizational vision, mission, and values.

***Rationale***

This competency is actually a fundamental component of each of the other twenty-one competencies. It includes effectively using all available means of communication (e.g., oral, written, electronic) to manage people, make decisions, and collect and disseminate information in a way that is appropriate, unambiguous, and mutually beneficial.

**6. Comprehend, obtain and manage fiscal resources.**

***Description***

Understand the larger financial picture, as well as obtain the fiscal resources needed to achieve organizational goals, allocating resources in a manner that supports the organizational vision, mission, and values.

***Rationale***

Not only must jail leaders comprehend specifics of the budgeting process, but they must also be able to assure that the jail has sufficient financial resources to fulfill its mission by obtaining stakeholder support. This includes not only assessing what resources are needed, but also managing them in a cost-effective manner by effectively prioritizing, eliminating waste and duplication, identifying alternatives to supplement the budget, and making reductions as necessary.

**7. Develop and maintain a positive organizational culture *that promotes respect for diverse staff.***

***Description***

Assess the agency's internal culture, assure that it is aligned with the mission, vision, and values; work to change culture as necessary; support culture that moves toward identified organizational goals.

***Rationale***

Managing a diverse workforce, (and inmate population), requires considerable effort to create “one out of many.” This includes identifying, developing, and maintaining an organizational culture that values diversity, embraces change, promotes a positive approach, and is consistent with the organization’s vision, mission, and values.

**8. Develop and sustain organizational vision/mission.**

***Description***

Establish a long-range purpose for the organization and provide overall direction and guidance for achieving its mission and measuring success.

***Rationale***

This competency establishes the basis for pursuing all others. It clarifies the essence of the organization’s existence by creating, implementing and maintaining the jail’s vision and mission through participatory consensus-building with staff and stakeholders.

**9. Engage in strategic planning.**

***Description***

Proactively analyze emerging trends, anticipate related organizational needs, and develop strategies for meeting them.

***Rationale***

Effective management and accountability requires long-range planning efforts and structured operations. This includes maintaining a comprehensive foundation of information, collecting and analyzing relevant data, and working with community stakeholders who are impacted by the jail.

**10. Enhance self-awareness; maintain proactive professional commitment.**

***Description***

Identify personal strengths and weaknesses; make use of professional resources (e.g., technical assistance, research reports, professional organizations, peer reviews, networking, etc.).

***Rationale***

Before anyone can effectively lead others, he or she must have sufficient insight into their own strengths and weaknesses, especially in terms of how they potentially impact their staff. Leaders must be willing to take an objective and in-depth look at themselves and be willing to change.

**11. Establish organizational authority, roles, and responsibilities.**

***Description***

Assure that duties and responsibilities are properly distributed throughout the organization, along with the authority necessary to fulfill them, in order to promote smooth, efficient functioning within legal parameters.

***Rationale***

Jails do not run themselves. While the leader's job does not extend to day-to-day operational management, it is the leader's responsibility to develop an overall organizational structure that ensures effective functioning, complies with relevant laws, establishes clear lines of authority and accountability, and ultimately, promotes fulfillment of the jail's vision and mission.

**12. Leverage the role of the jail in the criminal justice system.**

***Description***

Maintain outcome-focused interaction with other components of the justice system to identify and resolve problems and advance the vision/mission of the jail.

***Rationale***

Because jails are so profoundly affected by operations of other agencies throughout the criminal justice system, they cannot afford to engage in autonomous policy development or decision-making. Yet all too often, local jails operate as an island, trying to independently solve system-created problems. Local jail leaders need to take the initiative to establish system-wide collaboration. This calls for understanding the interdependent relationships between components of the justice system and developing working relationships that minimize the negative impact of other agencies' actions while maximizing creative

**13. Make sound decisions.**

***Description***

Establish a decision-making style that is firm, fair, and consistent, data-driven, and aligned with the organization's vision, mission, and values; appreciate the impact of decisions on those in and outside of the organization.

***Rationale***

Jail leaders are responsible for the decisions they make, as well as for the decisions made by their subordinates. This includes making decisions in a manner that ensures organizational accountability, as well as consistency with policies, procedures, and effective leadership practices. It likewise means making decisions within legal guidelines, in concert with the jail's vision/mission, and in accord with positive trends in jail management.

**14. Manage change.**

***Description***

Progressively implement change through strategies that encompass relevant stakeholders.

***Rationale***

Because change is so discomfoting, it is often feared and resisted. Effectively implementing change therefore includes awareness of how change impacts organizational and human dynamics, including understanding the change process itself, as well as how to implement change in a manner designed to ensure sustainability.

**15. Manage labor relations.**

***Description***

Work collaboratively with unions/employee organizations and effectively manage collective bargaining agreements.

***Rationale***

Clear communication, well-defined regulations, and consistent application of rules are integral to good management in any work environment, and with collective bargaining agreements, they are even more essential. This includes understanding the collective bargaining process, related laws, and the implementation of bargaining agreements in order to promote effective personnel management and positive labor/management relationships.

**16. Manage power and influence.**

***Description***

Understand the organization's history and political climate; use the political process (internal/external and official/unofficial) to accomplish goals; understand the impact of your use of power on the organization and the community.

***Rationale***

While a certain degree of power accompanies the position of jail leader, the ability to use it effectively and in a responsible manner is a personal attribute. It is especially important that jail leaders understand both the limits and the widespread impact of their power and influence on internal operations as well as external stakeholders.

**17. Manage time.**

***Description***

Set an agenda that includes realistic deadlines, defines priorities, and addresses critical issues promptly.

***Rationale***

Because so many issues are competing for the jail leader's attention, it is essential to establish priorities in order to avoid becoming consumed by the job

and to allow the personal time needed to decompress. This includes setting and meeting deadlines, delegating when appropriate, and avoiding the temptation to try to “do it all” at once.

**18. Obtain and manage human resources.**

***Description***

Obtain the human resources needed to achieve organizational goals, allocating them in a manner that supports the jail’s vision, mission, and values; assess employee strengths/weaknesses; properly delegate authority.

***Rationale***

Since a majority of the operating budget of most jails is spent on staff salaries and benefits, recruiting, retaining, and developing competent personnel are significant priorities. Doing so requires insights concerning human resource issues, both nationally and locally. Moreover, assuring a sufficient quantity and quality of well-trained and highly motivated staff is fundamental to safe and secure jail management, administration, and operations.

**19. Oversee inmate and facility management.**

***Description***

Assure that inmates are receiving proper care, custody, and control according to professional and Constitutional standards, as well as appropriate treatment programming.

***Rationale***

This competency relates to the core mission of local jails. Everything else—from fiscal considerations to power, decision-making, team-building, liability concerns, accountability measures, etc.—essentially supports this endeavor. As such, it not only embraces the laws, court cases, policies/procedures, research findings, and industry standards guiding jail operations, but also the good faith of jail leaders to move the field forward in progressive directions based on evidence-based practices.

**20. Oversee physical plant management**

***Description***

Assure that the physical plant is in proper condition to assure the safety of inmates, employees, and the public.

***Rationale***

As the overall facility administrator, it is the jail leader’s job to assure that the physical plant is in proper operating condition, to determine when it is necessary to obtain assistance for repairs or preventive maintenance, to plan ahead for projected structural needs, and to insure that the physical plant will be viable for the anticipated life of the building.

**21. Reduce jail-related liability risks.**

***Description***

Oversee risk management initiatives to reduce vulnerability and assure compliance with state/national standards and case law.

***Rationale***

Jails are guided by Constitutional mandates and case law, and thus, can be fertile grounds for liability lawsuits and civil rights claims. Litigation is costly and time consuming, but can be reduced with well-designed policies and diligent operational oversight. This includes understanding current case law and industry standards, training staff accordingly, and assuring that organizational policies and procedures are in compliance.

**22. Understand and manage emerging technology.**

***Description***

Remain aware of emerging technological innovations and their potential organizational applications.

***Rationale***

As part of their responsibility to visualize future organizational needs, leaders need to keep abreast of the rapidly changing array of jail-related technology and how it can be used to improve operations. Being an informed consumer of expensive technology is important to assure that funds are spent efficiently and cost-effectively. This includes identifying subject matter experts to evaluate, test, and assess new technology, as well as building a level of personal understanding of relevant hardware, software, and security devices in order to make knowledgeable procurement decisions.

## Appendix C—Mentor Application

### Mentor Application

#### What Is the Mentoring Jail Leaders Program?

The purpose of the Mentoring Jail Leaders (MJL) Program is to develop excellence in current and future jail leaders. It is an extension and implementation of the skills developed in the National Jail Leadership Command Academy (NJLCA). Coaching and mentoring have become widely accepted techniques for extending such development beyond classroom training and on-the-job experience.

Although this program has been specifically developed to support the NJLCA, the strategies may be used by jail facilities wishing to implement a leadership development program. A copy of this mentoring program, which may be adapted for use by any jail facility, is available in a standalone module at [www.leadingjails.com](http://www.leadingjails.com).

#### To Be a Mentor . . .

To become a mentor in the MJL Program, participants must be a NJCLA graduate.

Jail facilities developing their own mentoring program are welcome to use or modify this application for their organization's use.

#### The Process of Becoming a Mentor

For graduates of the NJLCA: Complete this application for acceptance. All materials including this application and any questions may be emailed to the Program Coordinator at [MJLP@aja.org](mailto:MJLP@aja.org) or mailed to MJL Program Coordinator, American Jails Association, 1135 Professional Court, Hagerstown, MD 21740–5853. Most mentors will be matched with a mentee during the NJLCA (or when one becomes available). After the mentee finishes NJLCA, mentors may continue the program.

For jail facilities developing their own mentoring program, use whatever information in this application is helpful to the process.

#### Orientation

For graduates of the NJLCA: Graduates may obtain a Mentor Handbook via e-mail or online (A copy of the Mentor Handbook and all other mentor materials are available at [www.leadingjails.com](http://www.leadingjails.com)). They are expected to review and complete any material therein. After an initial conversation/meeting with the proposed mentee, mentors complete a Mentor-Mentee Agreement. This is the working agreement between the partners for the

duration of the mentoring relationship. The program requires several meetings a month plus some research or other preparation (an estimated 8 hours per month). The program is 1 year in length.

For jail facilities developing their own mentoring program, the Mentor Handbook is available for their use and modification.

## NJLCA Mentor Application

Please respond to the following. Please print the information.

Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_

Preferred Contact Information:

Phone No. \_\_\_\_\_ ( ) Work ( ) Home ( ) Cell

E-mail: \_\_\_\_\_ ( ) Work ( ) Home ( ) Other

Employer /Affiliation: \_\_\_\_\_

Current Title/Position: \_\_\_\_\_

Work Address:

---

Street Address

City

State

Postal Code

Jail's Average Daily Population:

*Small (<150)*\_\_\_ *Medium (150-999)*\_\_\_ *Large (more than 1,000)*\_\_\_

Jail Type/Administration (managed by or as a):

Elected Official (Sheriff)\_\_\_

Regional Jail\_\_\_ Private vendor \_\_\_

Local/County Commissions (Board of Corrections)\_\_\_ State-Run\_\_\_

Tribal/Indian Nation\_\_\_ BOP\_\_\_

Years working for current employer: \_\_\_\_\_

Previous Employer (if less than 3 years at current employer): \_\_\_\_\_

Previous Title/Position: \_\_\_\_\_

Previous Jail's Average Daily Population:

*Small (<150)*\_\_\_ *Medium (150-999)*\_\_\_ *Large (more than 1,000)*\_\_\_

Previous Jail Type/Administration (managed by or as a):

Elected Official (Sheriff) \_\_\_

Regional Jail\_\_\_ Private vendor \_\_\_

Local/County Commissions (Board of Corrections) \_\_\_ State-Run\_\_\_

Tribal/Indian Nation\_\_\_ BOP\_\_\_

Years working for this previous employer: \_\_\_\_\_

## Questions for Prospective Mentors:

Responses to these questions match the mentor with a mentee.

1. Meetings/Conversations—Although face-to-face meetings are ideal, we anticipate these conversations to be held over the telephone or with another form of electronic communication. The mentor and the mentee decide the best way to communicate. Mentors and mentees meet twice a month including research or other preparatory work. The total time commitment is approximately 8 hours per month. Are you willing to meet this time commitment?

Yes \_\_\_ No \_\_\_ If unable to devote 8 hours per month, please reconsider putting your name in nomination as a mentor.

2. Highest Educational Degree Obtained:

3. Professional Certifications (e.g., CJM, etc.):

4. Professional Associations (e.g., AJA, etc.):

5. The 22 core competencies of a jail leader follow this chart. (Also see [www.leadingjails.com](http://www.leadingjails.com)).

Please identify the five greatest strengths based on the core competencies that you bring to this program. Provide the information as requested. See the attached example.

#	Core Competency	The strengths I bring to a mentee are:
example 9.	Engage in strategic planning	<ul style="list-style-type: none"> <li>• I was the chair of the strategic planning committee in my agency when we developed the current plan.</li> <li>• I completed a master's level course in strategic planning.</li> <li>• I implemented various sections of my agency's strategic plan in my role as lieutenant of a shift.</li> </ul>

#	Core Competency	The strengths I bring to a mentee are:

#	Core Competency	The strengths I bring to a mentee are:

## Core Competencies of Jail Leaders

The 22 core competencies of jail leaders are listed below in alphabetical order followed by two paragraphs. The first paragraph briefly describes the core competency and the second outlines the rationale for that core competency.

1. **Anticipate, analyze and resolve organizational challenges and conflicts.**

***Description***

Use critical thinking skills, evidence-based practices, and information analysis to inform decision-making and address organizational problems; proactively identify pending crises or opportunities.

***Rationale***

Jail leaders must be able to not only chart their organization's future course, but also to navigate the present. Dealing with current organizational challenges must be predicated on a sound knowledge of the past and a clear vision of the future, including strategies for preventing organizational conflicts.

2. **Assure organizational accountability.**

***Description***

Direct the process for collecting ongoing feedback and assessing long-term outcomes; model self-accountability through words and actions.

***Rationale***

Jail leaders are ultimately accountable to the public, the inmate population, and those both above and below them in the chain of command. This includes identifying, collecting, analyzing, and disseminating which data and information are needed to assure accountability in a transparent method that provides a "report card" for stakeholders.

3. **Build and maintain positive relationships with external stakeholders.**

***Description***

Develop reciprocally-beneficial external partnerships to achieve shared goals.

***Rationale***

Since jails are impacted by other criminal justice agencies, local and state policy-makers, and community organizations, they cannot operate effectively without developing working relationships with such groups. Establishing linkages with these stakeholders not only assists with accomplishing the jail's mission, but also with managing related external forces over which jails have no direct control. Identifying and building such relationships is a two-way process for the mutual benefit of everyone involved.

**4. Build and maintain teamwork; mentor and coach others.**

***Description***

Work with staff to strengthen the team and members of it; lead by example; go beyond the expected to assure the success of all involved.

***Rationale***

Creating and nurturing a successful team takes thoughtful planning, time, energy, and ongoing attention. This includes building and maintaining teamwork through both formal and informal strategies, such as mentoring, role modeling, and other approaches to uniting the talents of a diversified workforce. Great teams are not accidental, but rather, are the product of great leadership.

**5. Communicate effectively, internally and externally.**

***Description***

Engage in written and oral communication that is clear, unambiguous, transparent, and consistent with the organizational vision, mission, and values.

***Rationale***

This competency is actually a fundamental component of each of the other twenty-one competencies. It includes effectively using all available means of communication (e.g., oral, written, electronic) to manage people, make decisions, and collect and disseminate information in a way that is appropriate, unambiguous, and mutually beneficial.

**6. Comprehend, obtain and manage fiscal resources.**

***Description***

Understand the larger financial picture, as well as obtain the fiscal resources needed to achieve organizational goals, allocating resources in a manner that supports the organizational vision, mission, and values.

***Rationale***

Not only must jail leaders comprehend specifics of the budgeting process, but they must also be able to assure that the jail has sufficient financial resources to fulfill its mission by obtaining stakeholder support. This includes not only assessing what resources are needed, but also managing them in a cost-effective manner by effectively prioritizing, eliminating waste and duplication, identifying alternatives to supplement the budget, and making reductions as necessary.

**7. Develop and maintain a positive organizational culture *that promotes respect for diverse staff.***

***Description***

Asses the agency's internal culture, assure that it is aligned with the mission, vision, and values; work to change culture as necessary; support culture that moves toward identified organizational goals.

***Rationale***

Managing a diverse workforce, (and inmate population), requires considerable effort to create “one out of many.” This includes identifying, developing, and maintaining an organizational culture that values diversity, embraces change, promotes a positive approach, and is consistent with the organization’s vision, mission, and values.

**8. Develop and sustain organizational vision/mission.**

***Description***

Establish a long-range purpose for the organization and provide overall direction and guidance for achieving its mission and measuring success.

***Rationale***

This competency establishes the basis for pursuing all others. It clarifies the essence of the organization’s existence by creating, implementing and maintaining the jail’s vision and mission through participatory consensus-building with staff and stakeholders.

**9. Engage in strategic planning.**

***Description***

Proactively analyze emerging trends, anticipate related organizational needs, and develop strategies for meeting them.

***Rationale***

Effective management and accountability requires long-range planning efforts and structured operations. This includes maintaining a comprehensive foundation of information, collecting and analyzing relevant data, and working with community stakeholders who are impacted by the jail.

**10. Enhance self-awareness; maintain proactive professional commitment.**

***Description***

Identify personal strengths and weaknesses; make use of professional resources (e.g., technical assistance, research reports, professional organizations, peer reviews, networking, etc.).

***Rationale***

Before anyone can effectively lead others, he or she must have sufficient insight into their own strengths and weaknesses, especially in terms of how they potentially impact their staff. Leaders must be willing to take an objective and in-depth look at themselves and be willing to change.

**11. Establish organizational authority, roles, and responsibilities.**

***Description***

Assure that duties and responsibilities are properly distributed throughout the organization, along with the authority necessary to fulfill them, in order to promote smooth, efficient functioning within legal parameters.

***Rationale***

Jails do not run themselves. While the leader's job does not extend to day-to-day operational management, it is the leader's responsibility to develop an overall organizational structure that ensures effective functioning, complies with relevant laws, establishes clear lines of authority and accountability, and ultimately, promotes fulfillment of the jail's vision and mission.

**12. Leverage the role of the jail in the criminal justice system.**

***Description***

Maintain outcome-focused interaction with other components of the justice system to identify and resolve problems and advance the vision/mission of the jail.

***Rationale***

Because jails are so profoundly affected by operations of other agencies throughout the criminal justice system, they cannot afford to engage in autonomous policy development or decision-making. Yet all too often, local jails operate as an island, trying to independently solve system-created problems. Local jail leaders need to take the initiative to establish system-wide collaboration. This calls for understanding the interdependent relationships between components of the justice system and developing working relationships that minimize the negative impact of other agencies' actions while maximizing creative synergy among them.

**13. Make sound decisions.**

***Description***

Establish a decision-making style that is firm, fair, and consistent, data-driven, and aligned with the organization's vision, mission, and values; appreciate the impact of decisions on those in and outside of the organization.

***Rationale***

Jail leaders are responsible for the decisions they make, as well as for the decisions made by their subordinates. This includes making decisions in a manner that ensures organizational accountability, as well as consistency with policies, procedures, and effective leadership practices. It likewise means making decisions within legal guidelines, in concert with the jail's vision/mission, and in accord with positive trends in jail management.

**14. Manage change.**

***Description***

Progressively implement change through strategies that encompass relevant stakeholders.

***Rationale***

Because change is so discomfoting, it is often feared and resisted. Effectively implementing change therefore includes awareness of how change impacts organizational and human dynamics, including understanding the change process itself, as well as how to implement change in a manner designed to ensure sustainability.

**15. Manage labor relations.**

***Description***

Work collaboratively with unions/employee organizations and effectively manage collective bargaining agreements.

***Rationale***

Clear communication, well-defined regulations, and consistent application of rules are integral to good management in any work environment, and with collective bargaining agreements, they are even more essential. This includes understanding the collective bargaining process, related laws, and the implementation of bargaining agreements in order to promote effective personnel management and positive labor/management relationships.

**16. Manage power and influence.**

***Description***

Understand the organization's history and political climate; use the political process (internal/external and official/unofficial) to accomplish goals; understand the impact of your use of power on the organization and the community.

***Rationale***

While a certain degree of power accompanies the position of jail leader, the ability to use it effectively and in a responsible manner is a personal attribute. It is especially important that jail leaders understand both the limits and the widespread impact of their power and influence on internal operations as well as external stakeholders.

**17. Manage time.**

***Description***

Set an agenda that includes realistic deadlines, defines priorities, and addresses critical issues promptly.

***Rationale***

Because so many issues are competing for the jail leader's attention, it is essential to establish priorities in order to avoid becoming consumed by the job,

and to allow the personal time needed to decompress. This includes setting and meeting deadlines, delegating when appropriate, and avoiding the temptation to try to “do it all” at once.

**18. Obtain and manage human resources.**

***Description***

Obtain the human resources needed to achieve organizational goals, allocating them in a manner that supports the jail’s vision, mission, and values; assess employee strengths/weaknesses; properly delegate authority.

***Rationale***

Since a majority of the operating budget of most jails is spent on staff salaries and benefits, recruiting, retaining, and developing competent personnel are significant priorities. Doing so requires insights concerning human resource issues, both nationally and locally. Moreover, assuring a sufficient quantity and quality of well-trained and highly motivated staff is fundamental to safe and secure jail management, administration, and operations.

**19. Oversee inmate and facility management.**

***Description***

Assure that inmates are receiving proper care, custody, and control according to professional and Constitutional standards, as well as appropriate treatment programming.

***Rationale***

This competency relates to the core mission of local jails. Everything else—from fiscal considerations to power, decision-making, team-building, liability concerns, accountability measures, etc.—essentially supports this endeavor. As such, it not only embraces the laws, court cases, policies/procedures, research findings, and industry standards guiding jail operations, but also the good faith of jail leaders to move the field forward in progressive directions based on evidence-based practices.

**20. Oversee physical plant management**

***Description***

Assure that the physical plant is in proper condition to assure the safety of inmates, employees, and the public.

***Rationale***

As the overall facility administrator, it is the jail leader’s job to assure that the physical plant is in proper operating condition, to determine when it is necessary to obtain assistance for repairs or preventive maintenance, to plan ahead for projected structural needs, and to insure that the physical plant will be viable for the anticipated life of the building.

**21. Reduce jail-related liability risks.**

***Description***

Oversee risk management initiatives to reduce vulnerability and assure compliance with state/national standards and case law.

***Rationale***

Jails are guided by Constitutional mandates and case law, and thus, can be fertile grounds for liability lawsuits and civil rights claims. Litigation is costly and time consuming, but can be reduced with well-designed policies and diligent operational oversight. This includes understanding current case law and industry standards, training staff accordingly, and assuring that organizational policies and procedures are in compliance.

**22. Understand and manage emerging technology.**

***Description***

Remain aware of emerging technological innovations and their potential organizational applications.

***Rationale***

As part of their responsibility to visualize future organizational needs, leaders need to keep abreast of the rapidly changing array of jail-related technology and how it can be used to improve operations. Being an informed consumer of expensive technology is important to assure that funds are spent efficiently and cost-effectively. This includes identifying subject matter experts to evaluate, test, and assess new technology, as well as building a level of personal understanding of relevant hardware, software, and security devices in order to make knowledgeable procurement decisions.

## Appendix D—Mentor-Mentee Agreement

### Mentor-Mentee Agreement

The success of the mentoring experience begins with a professional relationship between the mentor and mentee. This interaction is guided by the principles of the Mentoring Jail Leaders (MJL) Program and a self-prepared working agreement between the mentor and mentee. Each mentoring relationship is different and dependent on the personalities and characteristics of the mentor and mentee. The dynamics of the relationship change as the knowledge, skills, abilities and understanding grow with the mentor and a mentee.

#### MENTOR

The knowledge and skills that a good mentor should have:

Skill/Knowledge Areas	A mentor ...
Interpersonal	<ul style="list-style-type: none"> <li>• Is amiable, patient, compassionate, empathic, and honest.</li> <li>• Is self-confident.</li> <li>• Is open and friendly.</li> <li>• Understands the implications of internal agency culture(s).</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Is able to pick up on mentee's verbal and nonverbal cues.</li> <li>• Recognizes and understands different communication styles.</li> <li>• Is skilled in conflict resolution.</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Is an active listener.</li> <li>• Listens for what is <i>not</i> said, as well as what is said.</li> </ul>
Content Area	<ul style="list-style-type: none"> <li>• Is proficient in the areas in which the mentee needs assistance.</li> <li>• Has a broad knowledgebase in their field.</li> <li>• Keeps up with current trends and latest research.</li> <li>• Respects an agency's way of working has as much value as another—not just one way of doing things.</li> </ul>
Awareness of Diversity	<ul style="list-style-type: none"> <li>• Is sensitive to mentee's individual learning styles.</li> <li>• Is comfortable with people of diverse backgrounds.</li> <li>• Accepts different points of view.</li> </ul>
Reflective Supervision Skills	<ul style="list-style-type: none"> <li>• Engages in self-reflection.</li> <li>• Gives effective feedback.</li> <li>• Builds on past experiences to advise and assist mentees with their current dilemmas.</li> </ul>

What mentors do and don't do when working with their mentee?

Do:	Do Not:
Listen to problems.	Tell mentee what to do.
Teach by example.	Criticize mentee.

<b>Do:</b>	<b>Do Not:</b>
Coach.	Finish work assignments for the mentee.
Share knowledge.	Rescue the mentee.
Talk less, listen more.	Place a priority on proving what you know.
Focus on processes.	Answer all questions.
Offer advice.	Know everything.
Build confidence.	Give unsolicited advice.
What goes here?	Abandon mentee.

Some of the characteristics of a successful mentee include:

- Willingness to set and achieve personal growth and professional goals.
- Ability to receive and give honest and constructive feedback.
- To be accessible and positive.
- Appreciation that a mentor is not there to do the work for them and may not have all the answers all the time.
- Sharing a peer-peer relationship, not a student/teacher relationship.

### **MENTOR-MENTEE TIME COMMITMENT**

To open the mentor/mentee relationship:

- The mentor schedules an initial telephone meeting within two weeks of mentee assignment.
- Schedule in advance a telephone meeting at least once a month, preferably twice a month, in order to develop and maintain an effective relationship and avoid schedule conflicts.
- Maintain a one-to-one mentor-mentee relationship.
- Maintain the mentor/mentee relationship for at least one year.
- Prepare and sign the Mentor-Mentee Agreement.
- Call the program coordinator if there is an irresolvable problem that prevents the relationship from being initiated or continuing.

## Mentoring Agreement

Using these principles and guidelines, the mentor and mentee prepare an agreement that describes their expectations and objectives for the mentoring experience.

### For graduates or participants of the NJLCA:

1. Both the mentor and mentee need to have a hard or electronic copy of the Mentor-Mentee Agreement available before the first telephone meeting. This prepares both parties for the initial discussion. (See *www.leadingjails.com*.)
2. During the first telephone meeting, the mentor and mentee jointly review and discuss each question and reach an agreement. The mentee records the agreed information in the Mentor-Mentee Agreement. The mentee provides a copy of the completed form to the mentor (via fax, mail or scanned version).
3. Both mentor and mentee sign and date the form.
4. After both parties signed the completed agreement, the mentee e-mails a copy to the program coordinator at *MJLP@aja.org* or mails to MJL Program Coordinator, American Jails Association, 1135 Professional Court, Hagerstown, MD 21740–5853.
5. The mentee is responsible for keeping the form and reviewing/updating as the need exists.
6. At least every three months, jointly review the original answers and give the mentoring relationship a checkup. Modify the agreement as needed and initial and date any needed changes.

**Questions To Discuss During First Meeting/Conversation:**

Question	Mutually Agreed Upon Responses
<p>How often will you meet and/or converse?</p> <p>Together set the proposed dates and times for calls for the year.</p> <p>Recognize that the best intentions can be victim to the day-to-day work duties. By setting dates for the entire year, there is less chance that the dates will be missed.</p>	
<p>For how long will your scheduled conversations last?</p> <p>This may not be known at the start of the relationship and may be adjusted later in the program.</p>	
<p>What will be the ground rules for your discussions (e.g., confidentiality, openness, candor, truthfulness etc.)?</p>	
<p>If problems arise how will they be resolved?</p> <p>Discuss what types of problems might arise, such as schedule conflicts, differences of opinion, etc.</p>	

Question	Mutually Agreed Upon Responses
<p>We have agreed that our initial meetings will focus on these core competencies (up to five). Please refer to Mentee's application.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p>Discuss how we will know when we have reached a point where the mentee has what he/she needs on the particular core competency? In other words how do we know when we have been successful?</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p>Other issues:</p> <p>Is either party planning to attend the same professional conference? Or traveling to the other person's part of the county.</p>	

**Agreement**

By signing this agreement, both parties agree to abide by the following guidelines:

- Confidentiality is of the utmost importance. What we discuss remains between us unless we agree otherwise. We understand that information shared by us with the MJL Program will also remain confidential.
- We will work together to develop a clear vision for our partnership and appropriate, challenging goals.

- We are both responsible for establishing and regularly assessing our progress toward those stated goals, evaluating our process, and offering constructive feedback to each other.
- We are both responsible for reporting to the MJL Program for periodic evaluations if requested.
- We will determine together what constitutes appropriate time commitments in accordance with MJL Program’s guidelines. Once our commitments are established, we will not make excessive demands on each other’s time.
- Our time together is mutually agreed upon and our meetings are scheduled in advance. We are both accountable for ensuring that meetings occur regularly.
- If at any time we mutually agree that the relationship is no longer beneficial to either of us, the option to request an exit from this agreement exists at any time during our mentoring relationship. We agree to constructively discuss any differences with each other before exiting the contract. If we do choose to exit this contract, we are both responsible for contacting MJL Program management to debrief.

We agree to follow the goals and guidelines as outlined and described above and in the Mentor’s Handbook and the Mentee’s Handbook.

Mentee Signature	Date
Mentor Signature	Date

## Appendix E—Post-Program Mentee Survey

### Mentee Post-Program Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The Mentoring Jail Leaders Program is a continually evolving project. In order to build upon your experiences and make improvements for future participants, we need your candid opinions.

If you participated as a mentee in the NJLCA program, please complete the questions below and return this survey to the program coordinator at: [MJLP@aja.org](mailto:MJLP@aja.org) or mail to MJL Program Coordinator, American Jail Association, 1135 Professional Court, Hagerstown, MD 21740–5853.

If your organization has developed its own mentoring program, please follow your agency’s instructions regarding the post-program evaluation.

	As a result of participating as a mentee in this program:	Agree strongly	Agree	Neutral	Disagree somewhat	Disagree Strongly	Comments
1	I increased my leadership <i>knowledge</i> in most of my selected core competencies.						
2	I increased my leadership <i>skills</i> in most of my selected core competencies.						
3	My relationship with my mentor was positive.						
4	My mentor was well-qualified to offer expertise in my selected core competencies.						
5	The mentee’s orientation at the NJLCA prepared me for my responsibilities in the program.						
6	The Mentee’s Handbook prepared me for my responsibilities in the program.						

	As a result of participating as a mentee in this program:	Agree strongly	Agree	Neutral	Disagree somewhat	Disagree Strongly	Comments
7	My mentor expanded my leadership support network.						
8	I am planning to maintain contact with my mentor after completion of the program.						
9	I recommend my peers participate as a mentee in this program.						
10	I will volunteer to serve as a mentor for this program.						
11	I improved my overall leadership capabilities as a result of this program.						

12. Did you need or want additional preparation for what to expect before participating in the program?

*(Please circle your response):*

Yes                      Maybe                      Probably not                      No

If yes, or maybe – What should be added or changed?

13. Please rate what you professionally gained from being mentored in program.

*(Please circle your response):*

Great amount    Fair amount    Few things    Practically nothing

Please provide your suggestions for improvement:

14. For NJLCA participants: Does your agency currently have a leadership mentoring program?

*(Please circle your response):*

Yes    No

If not, would you recommend implementation of a leadership mentoring program in your agency?

*(Please circle your response):*    Yes    No

If not, why not?