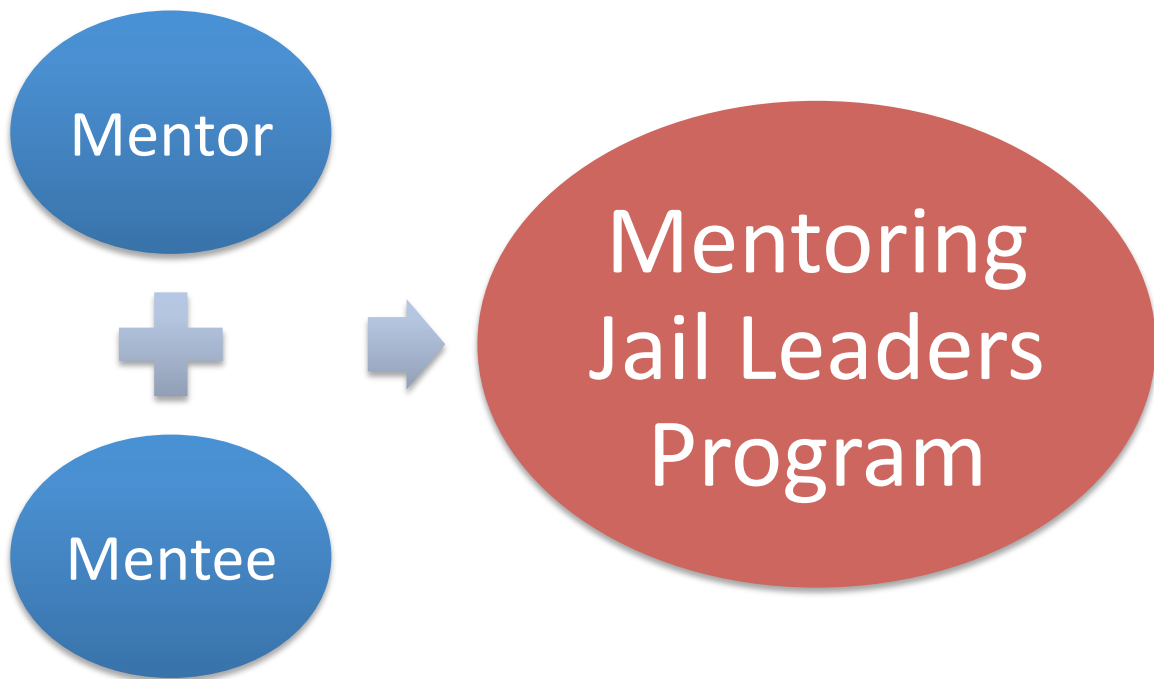


Mentoring Jail Leaders: Administrative Procedures



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INNOVATIVE PUBLIC POLICIES



Mentor Handbook Prepared by:

Richard R. Smith
American Jail Association, Hagerstown, MD.
<http://www.aja.org/>

Gwyn Smith-Ingley, Executive Director
American Jail Association, Hagerstown, MD
<http://www.aja.org/>

Jeanne B. Stinchcomb, Ph.D.
School of Criminology and Criminal Justice
Florida Atlantic University, Ft. Lauderdale, FL
stinchco@fau.edu

Susan W. McCampbell, President
Center for Innovative Public Policies, Inc., Naples, FL
www.cipp.org

Center for Innovative Public Policies, Inc.
1880 Crestview Way, Naples, Florida 34119
(239) 597-5906 www.cipp.org

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The Mentoring Jail Leaders (MJL) Program is designed to develop the next generation of jail leaders. An experienced leader, the mentor, has extensive expertise to pass on to those who are now moving up through the organizational ranks. In fact, there is no more lasting legacy that a leader can leave than bequeathing his/her knowledge, insights, and capabilities to those who will succeed him/her. This year-long MJL program is designed to enable the experienced leader to do exactly that. As such, its goals are to:

- Link those who are committed to climbing 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 been exposed to 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.
- Enhance 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/) are linked to a mentor upon their request. This part of the NJLCA experience will be managed by the American Jail Association (AJA).
2. This manual is designed to also 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 each participant's role, outlining mutual benefits, describing the program coordinator's responsibilities, and providing the guidelines for fulfilling the program coordinator's responsibilities.

Definitions

The MJL Program involves three primary participants--the mentor, the mentee, and the program coordinator from the 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 would 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 passing on 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 can be reached at MJLP@AJA.ORG).

While mentoring is a one-on-one relationship, it is not always face-to-face. Where the partners are physically separated by distance, communication occurs primarily by telephone, email, 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.

Use/Modification of Mentoring Jail Leaders Program

The Mentoring Jail Leaders Program may be used and/or modified by any jail or jail system for its use to establish a leadership mentoring program. This program purposely was written to allow modification. The following suggestions for modifications are offered:

1. Remove requirements for all participants to attend or be graduates of NJLCA that are listed in the following documents.
 - a. Mentoring Jail Leaders: Administrative Procedures
 - b. Mentor Handbook
 - c. Mentee Handbook
 - d. Mentor Application
 - e. Mentee Application
2. Remove requirement for the Program Coordinator to be staff from American Jail Association as listed in the following documents.
 - a. Mentoring Jail Leaders: Administrative Procedures
 - b. Mentor Handbook
 - c. Mentee Handbook
 - d. Mentor Application
 - e. Mentee Application
3. Re-write (if necessary) the personal data collection/retention procedures listed in this document, Mentoring Jail Leaders: Administrative Procedures, to ensure compliance with local/state laws/procedures on privacy and personnel record keeping.

4. The title “Mentoring Jail Leaders” or “Mentoring Jail Leaders Program” and all program documentation may be used without modification.

Program Components

MJL is designed to need minimal coordination. Recruitment of mentees occurs when NJLCA participants request a mentor during the NJLCA program. If recent NJLCA graduates apply, they may also be considered as mentees on a first come-first served basis (if sufficient mentors are available). Mentors will be recruited from past NJLCA graduates who volunteer to be mentors. Applications will be available online. Coordination of the matching process and the training of the mentors and mentees will be handled by the Program Coordinator (MJLP@AJA.ORG) at the AJA.

The MJL consists of five program components: 1) Application, 2) Matching, 3) Formal Agreement, 4) Skill building, and 5) Program Completion. The purpose of the MJL Mentor/Mentee Program application, formal agreement and matching sections described in the subsequent pages is to identify and match an individual who expresses interest in the program with a mentor.

The Program Coordinator will use the information collected from the application and matching process to ensure that each mentoring candidate has enough time to commit to the program and has the right skill set to match a specific jail leader mentee. Finally, it should be noted that the information collected during the MJL Program will be protected to ensure confidentiality. No identifiable information will be released.

Application

The application (see www.leadingjails.com) gathers information on potential participants that will be used for matching mentors to mentees. The Program Coordinator reviews the applications. The following table describes the application process in detail.

Table 1: Application Process Description

Step	Description
1	An NJLCA graduate is interested in becoming a mentor - completes the “Mentor Application” (see Appendix A) - submits application to MJL Program Coordinator (MJLP@AJA.ORG).
2	A jail leader who is enrolled and accepted for attendance at a NJLCA class and is also interested in becoming a mentee - completes the “Mentee Application” (see Appendix B) - submits it via email to the MJL Program Coordinator (MJLP@AJA.ORG).
3	The Program Coordinator will review the completed applications as they are received. The Program Coordinator should review them to determine if the mentor/mentee candidate has the necessary pre-requisites for the program using the Mentor/Mentee Participation Guidelines below.

Step	Description
4	When the Program Coordinator determines that the mentor/mentee applicant meets the criteria to participate in the MJL Program, the Program Coordinator will notify the applicant that they have been approved to participate in the program. It is recommended that the notification also include an explanation of the next steps (e.g., address of the MJL Program website, www.leadingjails.com , orientation information, matching process status, etc.).*
5	If the Program Coordinator determines that the mentor/mentee applicant does not meet the criteria to participate in the MJL Program, the Program Coordinator will convey the reason to the applicant*, suggestions on how to re-apply if appropriate, and file the records.**
6	If there are current mentors or mentees available for the type of candidate who has just been approved, the Program Coordinator will proceed to the matching process, (Please note that a part of this step is to review the “Pending” folder for any previously unmatched, approved candidates.)
7	If there is not a available match for the applicant who has just been approved (i.e., mentor or mentee), the approved application will be filed in the “pending” folder.***

* The Program Coordinator should inform the applicant of the selection decision (i.e., either approved or not approved to participate in the program) within 60 days of the receipt of the application.

** Reason for not participating in the MJL Program should be recorded at the bottom of the application for the program’s records only. Another file labeled, “Not-Participating” should be kept to support the tracking of reasons for not accepting.

*** Approved applicants who have not been a paired with either a mentor or mentee within 60 days of acceptance into the program, should be informed of their status. After the 60-day window, a 60-day status should be given to the mentor or mentee if a suitable match has not been made.

Mentor-Mentee Participation Guidelines

The “Mentor Application” and the “Mentee Application” are designed to provide the Program Coordinator sufficient information to determine if a potential mentor and/or mentee is likely to complete the MJL Program based on the following categories:

1. Time Commitment – Is the applicant (either mentor or mentee) willing to devote enough time to the Mentor/Mentee relationship in order for the relationship to be successful?
 - a. Mentor – (Mentor Question #1) Is the applicant willing to commit enough time to the program? If the applicant answers no to this question, it is unlikely that the applicant will be a successful mentor.

- i. Meet with the mentee several times monthly.
 - ii. The initial phase will require completing the application, reading Mentor's Handbook, etc. which could require 2-3 hours. Commit approximately eight hours per month for one year. This time commitment includes time spent talking with the mentee and associated research. (A continuing relationship between the partners is encouraged after the official program is completed).
- b. Mentee - (Mentee Question #1) Is the mentee applicant willing to commit enough time to the program? If the applicant answers no to this question, it is unlikely that the applicant will be a successful mentee.
 - i. Meet with the mentor several times monthly.
 - ii. The initial phase will require completing mentee orientation, reading Mentee Handbook, etc. which could require 3-4 hours. Commit approximately eight hours per month for one year. This time commitment includes time spent talking with the mentor and associated tasking/research. (A continuing relationship between the partners is encouraged after the official program is completed).

2. Professional Development Level

- a. Mentor – (Application Question #2 and #3) Has the mentor candidate progressed professionally in a way that demonstrates that they would make a valuable addition to the program (e.g., member of professional organizations, professional certifications, etc.)? - Candidate should be a member of at least one professional association/organization and/or have a professional certification.
- b. Mentee – (Application Question #2 and #3) Has the mentee candidate progressed professionally in a way that demonstrates that they would make a valuable addition to the program (e.g., a member of a professional organization, professional certifications, etc.)? Candidate should be a member of a professional organization.

3. Professional Competencies and KSAs

- a. Mentor - (Mentor Question #5) Does the mentor applicant possess jail leadership core competencies that they could share with a mentee? - Applicant should be able to list four or more beneficial qualities, skills or attributes and provide an explanation of their benefits to an aspiring leader. The greater number of skills or knowledge areas identified, the greater the possibility of stronger jail leadership core competencies.
- b. Mentee - (Mentee Question #5) Does the mentee applicant have a desire to acquire or further develop jail leadership competencies? - An applicant should list at least four skill or knowledge areas in this section for which they would like more information from a mentor.

If responses are unclear, limited, or could be clarified easily, the Program Coordinator should contact the applicant, discuss the question(s), document the results of the

discussion, and use the information obtained as if it had been submitted in the application. If a candidate does not answer one or more of the questions above, the Program Coordinator should use his/her discretion as to the candidate's acceptance into the program.

Matching

The Matching process described below includes the matching of a mentor with a mentee and the distribution of the orientation package(s) (See Table 2).

Table 2: Mentor-Mentee Matching Process Description

Step	Description
1	The Program Coordinator reviews the application of the approved mentor and/or mentee and pairs the participant with a match based on the following types of criteria – 1) Jails Preferences and 2) Professional Competencies and KSAs.
2	Once the Program Coordinator determines a mentor/mentee pairing, he/she notifies the mentor and mentee of their pairing and advises them of the availability of the mentoring materials at: www.leadingjails.com .

Guidelines and Supplemental Information - Matching

The MJL Program will do the following:

1. Avoid matching mentors to mentees who work in the same organization to avoid power concerns. The mentor should not be within the chain of command over the mentee or in a position to influence those in the chain of command.
2. Assign a mentor to a mentee in a one to one relationship. This guideline is suggested in order to ensure that each mentor provide the necessary level of support to the mentee to which they are matched and to ensure that the mentor is not overburdened with program responsibilities that may impact their non-program related work commitments. And,
3. Match the mentors and mentees according to three criteria; 1) Jails Preferences and 2) Professional Competencies and KSAs.

Mentor-Mentee Matching Guidelines

The “Mentor Application Form” and the “Mentee Application Form” provide information to the Program Coordinator for matching an approved mentor with an approved mentee based on the following categories:

1. Jail Preferences – (Application Section) Does the mentor applicant have the same or similar working environment as the mentee applicant?
Matching should be done based on jail size (rated capacity) and jail type. A mentor should be paired with a mentee whose current jail size and/or jail type are the same or similar to those of the mentor's current jail size and/or type. If the mentor/mentee has less than three years' experience at their current facility, the

Program Coordinator should consider matching based on the characteristics of the prior facility.

2. Professional Competencies and KSAs – (Question 5) Does the approved mentor possess the necessary professional competencies, KSAs, etc., as requested by the mentee candidate? An approved Mentor with strengths designated in Question 5 should be paired with a Mentee who listed the same or similar competencies, KSAs, etc. in which he/she wish to improve. It is unlikely that a perfect match can be obtained, but the maximum possible competencies should be matched.

Formal Agreement

The formal agreement includes the creation of a Mentor-Mentee Agreement (see Attachment C or www.leadingjails.com) after discussing the application. The Mentor-Mentee Agreement details the specific goals and objectives of both the mentor and the mentee that will be completed during their one year commitment period.

Table 3: Description of Formal Agreement Process

Step	Description
1	The mentee works collaboratively with the mentor to draft the Mentor-Mentee Agreement specific to the mentee’s goals and objectives. As part of this process, the mentee should provide the mentor realistic goals he/she wishes to achieve over the course of the year which are related to the mentor’s area of expertise. The mentee prepares a written working “Mentor-Mentee Agreement” based on the meeting, signs and dates, and sends to the mentor.
2	The mentor works collaboratively with the mentee to draft the Mentor-Mentee Agreement specific to their goals and objectives. As part of this process, the mentor should provide more details related to their area of expertise that he/she can offer the mentee and suggest ways in which this expertise can be shared over the course of the year. The working draft of the Mentor-Mentee Agreement should accurately list the goals and objectives agreed to by both the mentor and mentee. The document also should detail measurable success criteria for the mentor/mentee relationship. After review and signature by the mentor, the working version of the Mentor-Mentee Agreement should be submitted to the Program Coordinator by the mentor.
3	All three parties should keep a copy of Mentor/Mentee Agreement for reference.
4	The Program Coordinator files the signed Mentor/Mentee Agreement in the folder labeled “current.”

Guidelines and Supplemental Information – Formal Agreement

The Mentor-Mentee Agreement is multi-purpose. It documents that both the mentor and mentee understand the conditions of the program and are willing to participate for one year. Another purpose is to provide direction for the mentor and mentee as they document their mutual objectives and measures for success related to the MJL Program from their unique perspective. It is recommended that each mentor/mentee pair draft a Mentor-Mentee Agreement that is specific to the mentee's goals and objectives. The guidelines are provided as a way to assist the pair in the process to ensure that the document developed will sufficiently support their mentor/mentee relationship moving forward.

During the application process, the mentee identified five core competencies in which he/she wanted to improve. Using this information, the mentee discusses these core competencies in which he/she wish to improve their knowledge and skills with the mentor during their first meeting. The mentor and mentee identify their mentoring objectives and develop their plan for meeting those objectives. The approach as suggested here is one possibility, but the mentee and mentor should choose the approach with which they are most comfortable to begin building their mentoring relationship. They agree on a course of action and then complete and sign the Mentor Mentee Agreement.

If at any time it is determined by the mentor or mentee that the pairing made by the Program Coordinator is not mutually beneficial, the mentor and/or mentee should take the opportunity to voice their concerns prior to the signing of the "Mentor/Mentee Agreement." However, concerns that develop later in the program will be addressed whenever the mentor/mentee discusses them with the Program Coordinator.

Skill-building

The steps included in the skill-building are mentor training, mentee training, and building core competencies. The MJL Program uses the Mentor's Handbook that is available at www.leadingjails.com for individualized training. The mentees will participate in orientation training regarding the MJL Program during the NJLCA and use the Mentee's Handbook that is available at www.leadingjails.com. The mentors and mentees can discuss any of the training material during their first or subsequent sessions, or as the need arises.

Based on the best expert knowledge available, jail leaders will work towards mastery of each of the core competencies during the one year program. As outlined in the Mentor-Mentee Agreement, the skill building begins with the mentor and mentee working on the first objective. The number of meetings devoted to each core competency will depend on the skill level and amount of time spent on each objective. In the following meeting or subsequent meetings, the mentor and mentee 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 they should progress to the next objective.

Table 4: Skill Building Process Description

Step	Description
1	The mentor and mentee meet per the terms agreed to in the Mentor-Mentee Agreement. The discussion of the problem and the course of action for reaching the objective are developed in the “first” meeting.
2	Between meetings, the mentee works on the objective from the meeting. The mentor works on any tasks needed for preparation for the next meeting. They communicate as necessary.
3	In the next scheduled meeting, the mentor and mentee discuss the mentee’s progress towards the objective. If the objective needs work, they will return to Step 2.
1-3	Steps 1-3 are a repetitive process that is used throughout the MJL Program. Each time, a goal or objective is reached in Step 3, the mentoring team establishes a new objective and follows the same steps to complete it.

Guidelines and Supplemental Information – Skill-building

During the course of the year to which the mentor/mentee is committed to the program, it is expected that the mentor and mentee will monitor the progress of the program periodically and self-correct any misdirection. It is also suggested, that if time permits, the Program Coordinator review their progress to ensure that the mentor and mentee are on track to achieve their goals and objectives. If necessary, the MJL Program Coordinator should schedule feedback sessions to correct difficulties.

At any time, the mentor/mentee believes the mentoring relationship is not beneficial, he/she may notify the Program Coordinator, via phone or email, in person, or whatever method is convenient, explaining the reason why the mentor/mentee relationship should be ended. It is at the discretion of the Program Coordinator to either reassign the mentor/mentee or release them from the program.

Program Completion

At the end of the program, both the mentor and mentee complete the Mentor and Mentee Surveys. This is an opportunity to offer their feedback to the Program Coordinator that can be used to improve the program. It also gives the Program Coordinator an indication of whether or not the mentor and/or mentee would like to continue their participation in the program in the same capacity or in another capacity.

Table 5: Completion Process Description

Step	Description
1	At the end of one year of the mentor/mentee mentoring relationship, the Program Coordinator directs the mentor to complete the “Mentor Survey” at www.leadingjails.com and the mentee to complete the “Mentee Survey” at www.leadingjails.com . The purpose of these forms is to assess the degree of success the mentor/mentee achieved during the one year participation period and to capture any lessons learned the mentor and/or mentee would like to share related to their experience.
2	Mentor completes the “Mentor Survey” and returns it to the Program Coordinator at MJLP@AJA.ORG .
3	Mentee completes the “Mentee Survey” and returns it to the Program Coordinator at MJLP@AJA.ORG .
4	The Program Coordinator reviews all the completed forms. When the Program Coordinator has determined that the mentor and mentee have completed all the steps in the process, he/she will prepare and send certificates to the mentor/mentee, and, if requested by the participant, will also send a letter to the employing agency.
5	The Program Coordinator files the completed forms in the folder labeled “Completed.” Also moves all other forms concerning this mentor-mentee from the “Current” file to the “Completed” file.

Guidelines and Supplemental Information – Program Completion Description

When the mentor and mentee complete all program requirements at the end of their one year program, each receives a certificate from the MJL certifying their participation. If they submit a request to MJL, a letter will be sent to their employing organization that they successfully participated in the program.

Mentor and Mentee Post-Program Surveys. Asking both mentees and mentors about their experience in this program is invaluable to updating, refining and growing the mentoring program. Appendices D and E (also available at www.leadingjails.com) provide the mentor post-program surveys that will be used by the NJLCA participants. If a jail is designing their own program, the post-program surveys can be amended to accommodate that organization’s program. The coordinator should be responsible for assessing the remarks and working to improve the program based on both the perspectives of the mentee and the mentor.

Multiple Year Participation. If either party wishes to continue at the end of the year-long mentor/mentee term, they can submit an updated application to the Program Coordinator for consideration. If the mentee wishes to become a mentor, the application should be reviewed the same as any mentor applicant. Currently, there is no provision for a mentee to spend a second year in the program.

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Appendix A – 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.

While this program has been specifically developed to support the NJLCA, the strategies can be used by jails wishing to implement a leadership development program. A copy of this mentoring program, which may be adapted for use any jail or jail system, is available in a standalone module at www.leadingjails.com.

To Be A Mentor. . .

To participate as a mentor in the MJL Program, you must be a NJCLA graduate.

For jails developing their own mentoring program, you are welcome to use or modify this application it for your 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 e-mailed to the program coordinator at: 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 your mentee finishes NJLCA, you may continue in the program.

For jails developing their own mentoring program, use whatever information in this application is helpful to your process.

Orientation

For graduates of the NJLCA: You will 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). You are expected to review and complete any material therein. After an initial conversation/meeting with your proposed mentee, complete the Mentor-Mentee Agreement. This is a working agreement between 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 jails developing their own mentoring program, the Mentor Handbook is available for your use and modification.

NJLCA Mentor Application

Please respond to the following. Print all 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 your 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 employer: _____

Questions for Prospective Mentors:

Your responses to these questions are used to help match you with a mentee.

1. Meetings/Conversations: While face-to-face meetings are ideal, we anticipate these conversations to be held over the telephone or other forms of electronic communication. You and your mentee decide the best way to communicate. We anticipate that you will meet twice a month plus do research or other preparatory work. The total time commitment is approximately 8 hours a month. Are you willing to meet this time commitment?

Yes ___ No ___ If you find you cannot devote 8 hours a month, please reconsider submitting your application 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).

Please identify the five greatest strengths that you bring to this program based on the core competencies. 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"> • I was the chair of the strategic planning committee in my agency when we developed the current plan. • I completed a master’s level course in strategic planning. • I implemented various sections of my agency’s strategic plan in my role as lieutenant of a shift.

#	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 in alphabetical order followed by a description of the core competency and 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

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 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 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.

While this program has been specifically developed to support the NJLCA, the strategies can be used by jails wishing to implement a leadership development program. A copy of this mentoring program, which may be adapted by any jail or jail system, is available in a standalone module at www.leadingjails.com.

To be a Mentee . . .

For NJLCA participants: To participate as a mentee in the MJL Program, you 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 jails developing their own mentoring program, you are welcome to use this application or modify it for your organization's use.

The Process of Becoming a Mentee

For NJLCA participants: Complete this application and be accepted. All materials including this application and any questions may be e-mailed to the program coordinator at: 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.

For jails developing their own mentoring program, use or modify the information in this application for your process.

Orientation

For NJLCA participants: As part of your NJLCA week, you 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.) After an initial conversation/meeting with your proposed mentor,

complete the 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. You should 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 your use and modification.

NJLCA Mentee Application

Please respond to the following. Print all information.

Today's Date: _____

Name: _____

Primary Contact Information:

Phone No. _____ () Work () Home () Cell

E-mail: _____ () Work () Home () Other

Employer: _____

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 ___ State-Run___

Tribal/Indian Nation___ BOP___

Years working for your 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 than1,000)___

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

Elected Official (Sheriff)___

Regional Jail___ Private Vendor___

Local/County Commissions ___ State-Run___

Tribal/Indian Nation___ BOP___

Years at working for this previous employer: _____

Questions for Prospective Mentees:

Your responses to these questions are used to partner you with the jail leader who is most qualified to help you advance your career.

1. Meetings/Conversations: While face-to-face meetings are ideal, we anticipate these conversations will be over the telephone or other forms of electronic communication. You and your mentor decide the best way to communicate. We anticipate that you will meet twice a month including research or other preparation work as suggested by your mentor. The total time commitment is approximately 8 hours a month. Are you willing to meet this time commitment?

Yes ___ No ___ If you find you cannot 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).

After reviewing the list: please note which five core competencies will improve you as a leader in your organization?

Are there specific issues about these core competencies that you specifically want to know more about? (See following example)

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

#	My Priority (1 of 5, 2 of 5, etc.)	Core Competency	Strengths related to this core competency that I need.

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.

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-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 will change as your knowledge, skills, abilities, and understanding grow as a mentor and as a mentee.

MENTOR

The knowledge and skills that create a good mentor:

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

Dos and Don'ts when working with your mentee.

Do:	Do Not:
Listen to problems.	Tell mentee what to do.

Do:	Do Not:
Teach by example.	Criticize mentee.
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.
- Appreciate 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 being assigned a mentee.
- 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 should print a blank copy of the Mentor-Mentee Agreement or have an electronic copy available before the first telephone meeting. This will prepare 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 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 have signed, the mentee e-mails a copy of the completed agreement 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 the 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>How long will your scheduled conversations last?</p> <p>This may not be known at the start of the relationship and can be adjusted later in the program.</p>	
<p>What are 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 may 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 the mentee's completed application.</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>Discuss how we will know when we reach 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"> 1. 2. 3. 4. 5.
<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 D – Mentor Post-Program Survey

Mentor 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 mentor in the NJLCA program, please complete the questions below and return this survey to the program coordinator at 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 mentor in this program:	Agree strongly	Agree	Neutral	Disagree somewhat	Disagree Strongly	Comments
1	I improved my own leadership capabilities.						
2	I have a greater sense of job satisfaction.						
3	My mentee increased his/her leadership <i>knowledge</i> in most of their selected core competencies.						
4	My mentee increased his/her leadership <i>skills</i> in most of their selected core competencies.						
5	The Mentor’s Handbook prepared me for my mentoring responsibilities.						
6	I developed additional mentoring skills.						
7	I believe I expanded my						

	As a result of participating as a mentor in this program:	Agree strongly	Agree	Neutral	Disagree somewhat	Disagree Strongly	Comments
	mentee's leadership support network.						
8	I plan to maintain contact with my mentee after completion of the program.						
9	I will volunteer to serve as a mentor again.						
10	I will recommend that others participate as a mentor.						
11	I will recommend others participate as a mentee.						

12. Did you need or want additional preparation 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 a mentor 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?

Appendix E – Mentee Post-Program 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 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.

		Agree strongly	Agree	Neutral	Disagree somewhat	Disagree Strongly	Comments
	As a result of participating as a mentee in this program:						
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?