

NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP DEVELOPMENT PROJECT

***IDENTIFYING CORE COMPETENCIES AND REQUIRED
KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)
FOR JAIL LEADERS:***

METHODS AND OUTCOMES

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Table of Contents

| | Page |
|---|-------------|
| Introduction | 4 |
| Overview of the Literature Review | 5 |
| Advisory Committee Deliberations | 8 |
| Exercise 1: Determining any missing core competencies | 10 |
| Exercise 2: Prioritizing core competencies by criticality | 10 |
| Exercise 3: Determining the frequency of performing core competencies | 11 |
| Exercises 4-5: Drilling down to skills needed to perform core competencies | 12 |
| Subsequent Refinements | 13 |
| Focus Group Sessions at National Conferences | 13 |
| Drilling-down to KSAs | 14 |
| Methods | 14 |
| Process Overview | 15 |
| Small Group Sessions | 15 |
| Subsequent Refinements | 17 |
| Outcomes | 17 |
| Core Competencies: KSA Charts | 19 - 40 |
| Summary and Conclusions | 41 |
| References | 42 |
| List of Tables/Charts | |
| 1 Original Thirty (30) Core Competencies (listed in alphabetical order by category) | 6 |
| 2 Distribution of Advisory Committee Members by Geography and Size of Jails (average daily populations) | 9 |
| 3 Weighted Votes on Criticality Competency Descriptions | 10 |
| 4 Frequency of Core Competencies by Jail Size | 12 |
| Appendices | |
| A: List of Advisory Committee Members by Jail Size | 43 |
| B: Revised List of 35 Core Competencies for Jail Leaders | 44 |
| C: Results of “Drilling-down” Exercises | 48 |
| D: Post-meeting Refinements of Core Competencies | 52 |
| E: Consolidated List of Core Competencies after Post-meeting Modifications | 54 |
| F: Focus Group Agenda: | |
| Drilling-down into Core Competencies—KSA Development | 55 |
| G: Final List of 22 Core Competencies for Jail Leaders (Alphabetical Order) | 57 |
| Endnotes | 59 |



Introduction

Leadership development and succession planning include not only identifying qualified and motivated candidates for promotion, but also developing their capabilities in a manner that will prepare them to perform effectively in executive positions. Coaching and mentoring have become widely accepted techniques for extending such development beyond classroom training and on-the-job experience. But these strategies are only effective to the extent that they include structured activities, based on identified core competencies, conducted to achieve targeted goals, by those with training to properly facilitate the process.

In order to help jails accomplish this, one of the primary outcomes of the National Jail Succession Planning and Leadership Development Project has been to prepare a leadership mentoring “toolkit” that sheriffs and jail administrators throughout the country can use to groom the next generation of jail leaders, (available at www.leadingjails.com). Before embarking on the development of such a resource, however, it was essential to determine just what knowledge, skills, and capabilities are required to effectively fulfill the responsibilities of jail leadership.

The methodology used to identify these core competencies consisted of a multifaceted approach incorporating a comprehensive literature review, along with input and feedback from both a national advisory committee and focus group sessions conducted at national conferences. An overview of the entire process and resulting outcomes are featured in this report. All related project materials can be viewed at www.cipp.org.

Building the Next Generation of Jail Leaders

Leadership development is the primary key to fulfilling a jail’s vision, mission, and values—since nothing is more important than insuring that capable hands are guiding the organization’s future. Based on the core competencies identified in this report as essential to becoming an effective jail leader (see Appendix G), jails can begin to implement succession planning and leadership development initiatives. Additional resources that can assist with such capacity-building strategies include:

- The Jail Leadership Development and Succession Planning Resource Center www.leadingjails.com
- “Leadership Development: Advancing the Organization in the 21st Century,” Chapter 4 in Stinchcomb, McCampbell, and Leip (2009) *The Future is Now: Recruiting, Retaining, and Developing the 21st Century Jail Workforce*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. <http://www.cipp.org/futureisnow.html>
- *FutureForce: A Guide to Building the 21st Century Community Corrections Workforce*, Stinchcomb, McCampbell, and Layman (2006) Washington, DC: U.S. Department of Justice, National Institute of Corrections. <http://nicic.org/Downloads/PDF/Library/021799.pdf>

Overview of the Literature Review

In order to establish a starting point for discussion and build sequentially on related work already accomplished, an extensive literature review was conducted in early 2010.¹ Given the fact that there has not been much empirical work on determining competencies for jail-specific leadership, the review embraced not only correctional literature, but also relevant resources from law enforcement, other public entities, and even to a limited extent, private industry. As such, it focused on prior empirical work directed toward identifying and validating core leadership competencies that could be applied in jail settings.

Several academic databases were searched, including *JSTOR*, *LexisNexis Academic*, *National Criminal Justice Reference Service Abstracts*, *ProQuest*, and *InfoTrac*. These databases encompass a wide variety of academic and professional journals, such as *Corrections Compendium*, *Corrections Today*, *Journal of Criminal Justice*, *Public Administration Review*, and many others. Searches were conducted using such keywords as “core competencies,” “jail leaders,” “correctional leaders,” “corrections leadership,” “jail leadership,” and “jail administrators.” In addition, the research team contacted subject matter experts in the field to identify any other relevant studies. (See www.cipp.org for a complete report).

The most striking aspect of the review—including investigation of the aforementioned databases, as well as correctional magazine archives—was that virtually no documented studies could be found that evaluated and/or validated core competencies for jail leaders. However, this does not mean that nothing of relevance was located. For example:

- Among the earliest works, a National Institute of Corrections (NIC) DACUM report, “Competency Profile of Jail Administrators,” listed duties and related tasks needed to fulfill jail administrative responsibilities (U.S. Department of Justice, 1988);
- Subsequent work commissioned by NIC identified critical areas of responsibility for newly promoted prison wardens (McCampbell, Hall, and Layman, 2002);
- Likewise sponsored by NIC was one of the most comprehensive efforts to describe key leadership competencies for executives and senior-level leaders in corrections (Campbell, 2005; summarized in Brown and Eggers, 2005), which this project drew on as a starting point;
- Discussion of core competencies was included as part of an NIC initiative designed to provide a “how to” manual for jail administrators (Martin and Rosazza, 2004).
- In conjunction with curriculum development for the National Sheriffs’ Institute, a needs



assessment process was conducted to identify what is required of newly-elected sheriffs to meet their job-related challenges (McCampbell, Stinchcomb, and Layman, 2003); and

- Although the target population was police chiefs, a recent unpublished initiative funded by the Bureau of Justice Assistance to determine the core competencies for law enforcement executives informed this review as well (Piccirilli *et al.*, 2009).

In addition to the primary sources listed above, numerous additional materials were accessed, ranging from articles describing competencies of effective correctional leaders (e.g., Montgomery, 2006) to leadership-related materials from the National Association for Court Management (2003) and the Society for Human Resource Management (2008). Notwithstanding these and many other unlisted contributions that were reviewed, there appear to be several limitations of existing works. Notably absent from current research is an agreed-upon definition of “core competency,” validation of key competencies, or significant discussion about competencies specifically for *jail* administrators. (In fact, the one DACUM report that does target jail administrators is now rather dated). Despite these gaps in the literature, there appears to be some consensus in the field concerning ideal competencies critical to the successful management of correctional institutions. Based largely on the above-listed references, these were consolidated into one list of thirty core competencies for jail administrators, divided into three categories as shown on the upcoming tables:

- *Professional*—what functions effective jail leaders must be able to perform;
- *Subject matter expertise* (SME)—what expertise is essential for successful jail leadership;
- *Personal*—what teachable traits the best jail leaders need to demonstrate.

**Table 1:
ORIGINAL THIRTY (30) CORE COMPETENCIES
(listed in alphabetical order by category)**

| | <i>(A) PROFESSIONAL CORE COMPETENCIES (what effective jail leaders must be able to do)</i> | <i>DESCRIPTION</i> |
|-----|--|--|
| 1-A | Analyze situations | Use critical thinking skills, evidence-based practices, and information analysis to inform decision-making and address organizational problems |
| 2-A | Assure organizational accountability | Direct the process for collecting ongoing feedback and assessing long-term outcomes |
| 3-A | Build and maintain collaborative teamwork | Develop a supportive, trustworthy team to translate and implement the agency’s vision/mission/values |

| | <i>(A) PROFESSIONAL CORE COMPETENCIES (what effective jail leaders must be able to do)</i> | <i>DESCRIPTION</i> |
|------|---|--|
| 4-A | Build and maintain a positive public image | Work with the media and external stakeholders to enhance community support |
| 5-A | Collaborate with external stakeholders | Develop reciprocally-beneficial external partnerships to achieve shared goals |
| 6-A | Develop and maintain an equitable workplace | Relate to staff in a fair, even-handed manner that demonstrates understanding and compassion while avoiding favoritism |
| 7-A | Develop and sustain organizational vision/mission | Establish a long-range purpose for the organization and provide overall direction and guidance for achieving its mission and measuring success |
| 8-A | Develop, change, and manage the organizational culture | Assure that agency culture is aligned with its vision/mission/values |
| 9-A | Engage in strategic planning | Proactively analyze emerging trends, anticipate related organizational needs, and develop strategies for meeting them |
| 10-A | Make sound decisions | Establish a decision-making style that is firm, fair, and consistent, as well as aligned with the organization's mission/vision/values |
| 11-A | Manage change | Progressively implement change through strategies that encompass relevant stakeholders |
| 12-A | Manage power and influence | Understand and use the political process (internal/external and official/unofficial) to accomplish goals |
| 13-A | Obtain, align, and manage resources | Obtain the resources (fiscal, human, etc.) needed to achieve organizational goals, allocating them in a manner that supports the vision/mission/values |
| 14-A | Resolve conflicts | Use appropriate strategies to reduce dysfunctional organizational conflict in a timely manner |

| | <i>(B) SME CORE COMPETENCIES (what effective leaders need to know about jails)</i> | <i>DESCRIPTION</i> |
|------|---|--|
| 15-B | Leverage the role of the jail in the criminal justice system | Maintain outcome-focused interaction with other components of the justice system to resolve problems and advance the vision/mission of the jail |
| 16-B | Maintain professional awareness | Identify and utilize professional resources (e.g., technical assistance, research publications, professional organizations, grant funding, information sources, peer reviews, local and online networking, etc.) |
| 17-B | Manage labor relations | Work collaboratively with unions/employee organizations and effectively manage collective bargaining agreements |
| 18-B | Oversee inmate and facility management | Assure that inmates are receiving proper care, custody, and control according to professional and Constitutional standards |

| | <i>(B) SME CORE COMPETENCIES (what effective leaders need to know about jails)</i> | <i>DESCRIPTION</i> |
|------|---|--|
| 19-B | Reduce jail-related liability risks | Oversee risk-management initiatives to reduce vulnerability and assure compliance with state/national standards and case law |

| | <i>(C) PERSONAL CORE COMPETENCIES (what teachable traits effective jail leaders need)</i> | <i>DESCRIPTION</i> |
|------|--|--|
| 20-C | Build trust | Use appropriate strategies to establish and maintain trust in the organization's leadership |
| 21-C | Communicate effectively | Orally, in writing, and through role-modeling, translate the vision/ mission and related policies to employees through two-way communication that emphasizes listening and suspending judgment |
| 22-C | Continue personal development | Use personal initiative to improve the knowledge, skills, and abilities required for effective leadership |
| 23-C | Demonstrate decisiveness | Make decisions when (or before) required, (even with insufficient information) |
| 24-C | Develop resiliency | Maintain the energy, tenacity, courage, risk-taking, and passionate commitment necessary to fulfill leadership responsibilities |
| 25-C | Enhance self-awareness | Understand one's strengths/ weaknesses and their personal as well as organizational impact |
| 26-C | Inspire and motivate | Energize staff, stimulating and inspiring them to achieve organizational goals through positive motivational techniques (including role-modeling) |
| 27-C | Maintain flexibility | Work effectively in an uncertain and changing environment, making personal adjustments as necessary |
| 28-C | Maintain personal integrity and ethical standards | Have the courage to maintain ethical convictions, despite conflicting pressures |
| 29-C | Manage stress | Balance work and home life, cope effectively with job demands, and maintain a sense of humor |
| 30-C | Manage time | Establish priorities appropriately and handle multi-tasking demands |

This list ultimately served as the foundation for conducting the exercises designed to validate a final list of core competencies, using the procedures described below.

Advisory Committee Deliberations

In order to obtain the participation, feedback, and input of jail leaders throughout the country, the American Jail Association empaneled a 20-member national advisory committee (see Appendix A) composed of sheriffs and jail administrators representing diverse geographic locations and facility sizes (including tribal jails), as shown below.

Table 2
Distribution of Advisory Committee Members by Geography and Size of Jail
(Average Daily Population)

| Geographic Distribution (#) | | | |
|------------------------------------|-----------------------|------------------------|--------------------------|
| West | East | South | Midwest |
| 6 | 3 | 7 | 4 |
| Jail Size | % of Committee | % of U.S. Jails | % of Jail Inmates |
| Large (more than 1,000 ADP) N = 10 | 50% | 9% | 47% |
| Medium (150 – 99 ADP) N = 4 | 20% | 21% | 35% |
| Small (less than 150 SDP) N = 6 | 30% | 71% | 17% |

If the percentage of inmates that they serve is used as the basis of comparison, large jails are almost perfectly proportionately represented, medium jails are somewhat under-represented, and small jails are over-represented. (However, if using the number of jails as the comparative benchmark, small jails are actually under-represented while large jails are over-represented).

These twenty administrators came together in Ft. Lauderdale, Florida on June 17-19, 2010, in a meeting designed to solicit their input and feedback with regard to identifying the core competencies needed to become a successful jail leader. The first step was to provide them with an overview of the project’s rationale, background information, and related core competency research conducted to date. Additionally, they received the handout of thirty core competencies compiled from the literature review described above, (along with further background materials sent in advance of the meeting).

Based on that foundation, they participated in the following focus group exercises:

- (1) Determining what might be missing from the list of 30 core competencies;
- (2) Identifying which of the 30 core competencies are most critical;
- (3) Identifying which of the 30 core competencies are performed most frequently, according to jail size;
- (4) Drilling down to determine the specific skills needed to perform the most critical core competencies.

The detailed procedures employed and resulting outcomes of each of these focus group sessions are described below.

Exercise 1–Determining any missing core competencies

Given the three categories into which core competencies were divided, (professional, SME, and personal), participants were asked to identify two or three core competencies that are essential for jail leaders in each of these areas. They were then directed to compare their identified competencies to those on the thirty-item handout. Any that were not already found on the handout were recorded on flipcharts. These additional competencies were subsequently reviewed by the entire group, discussed further, and refined, with determinations made about which ones should be added. At the conclusion of Exercise 1, several additions and alterations were made,² bringing the total list to the thirty-five (35) core competencies contained in Appendix B.

Exercise 2–Prioritizing core competencies by criticality

In order to further refine the list by determining the most critical core competencies, each participant was given a total of 12 self-adhesive “dots”—4 red; 4 yellow; 4 blue—with instructions to paste them directly on the core competencies (taped on flip chart paper throughout the room), in a manner reflecting their assessment of the competency’s importance to effective jail leadership. Assigning all red dots a 3, all yellow dots a 2, and all blue dots a 1, the following numerical scores resulted:

Table 3
Weighted Votes on Criticality Competency Description

| # of Votes | Core Competency |
|-------------------|---|
| 39 | Communicate effectively |
| 32 | Obtain and manage fiscal resources; obtain, align, and manage human resources |
| 31 | Develop and sustain organizational vision/mission |
| 31 | Maintain personal integrity and ethical standards |
| 29 | Develop and maintain a positive workplace |
| 25 | Oversee inmate and facility management |
| 24 | Inspire and motivate |
| 21 | Analyze and resolve organizational challenges |
| 18 | Develop, change, and manage the organizational culture |
| 16 | Reduce jail-related liability risks |
| 14 | Build and maintain collaborative teamwork |
| 14 | Establish organizational roles, responsibilities and authority |
| 14 | Maintain proactive professional commitment |

| # of Votes | Core Competency |
|------------|--|
| 13 | Engage in strategic planning |
| 13 | Make sound decisions |
| 13 | Maintain flexibility |
| 12 | Build trust and respect |
| 11 | Resolve conflicts |
| 11 | Develop and maintain cultural competence |
| 9 | Assure organizational accountability |
| 9 | Build and maintain positive public relationships |
| 9 | Manage change |
| 9 | Manage labor relations |
| 9 | Continue personal development |
| 9 | Demonstrate decisiveness |
| 7 | Manage power and influence |
| 7 | Enhance self-awareness |
| 7 | Mentor and coach others |
| 6 | Collaborate with external stakeholders |
| 6 | Leverage the role of the jail in the criminal justice system |
| 6 | Develop resiliency |
| 4 | Maintain personal well-being |
| 1 | Understand and manage emerging technology |
| 1 | Manage time |

Exercise 3–Determining the frequency of performing core competencies

While some core competencies may be highly critical, it is possible that they may not be performed very often, and vice versa—i.e., some that are less important may be performed routinely. In making these distinctions, it was speculated that jail size might be a significant factor, with small jail administrators’ duties potentially reflecting a somewhat different set of competencies than their larger jail counterparts. Thus, although all advisory committee members received ten self-adhesive dots, this time the dots were color-coded by agency size; (red=large jails; green-medium; blue=small). Instructions were to consider each of the ten dots 10% of their time during an “average” day and to distribute the dots across competencies in a manner that reflects the time they spend doing that on average. There was some discussion concerning whether the distribution should reflect “what I should do” versus “what I do now” as the criteria. Since many of those present expressed frustration with getting unintentionally bogged down in “management” versus “leadership” roles on a day-to-day basis in their agency,

the final decision was to use “what an effective jail leader *should* be doing” as the criterion. The resulting distribution is presented below.

Table 4 – Frequency of Core Competencies by Jail Size

| Competency | Large | Medium | Small | Total |
|--|--------------|---------------|--------------|--------------|
| Analyze and resolve organizational challenges | 22 | 5 | 8 | 35 |
| Develop and maintain a positive workplace | 8 | 3 | 7 | 18 |
| Develop and sustain organizational vision/ mission | 1 | 0 | 2 | 3 |
| Develop, change, and manage the organizational culture | 2 | 1 | 1 | 4 |
| Obtain, align, and manage human and fiscal resources | 18 | 2 | 9 | 29 |
| Oversee inmate and facility management | 13 | 6 | 6 | 25 |
| Communicate effectively | 22 | 7 | 12 | 41 |
| Inspire and motivate | 10 | 4 | 9 | 23 |
| Maintain personal integrity and ethical standards | 14 | 2 | 6 | 22 |
| Total | 110 | 30 | 60 | 200 |

In terms of distribution by jail size, it is noteworthy that there was no statistical difference between large, medium, and small agency results which suggests that, as a general rule, competencies tend to be independent of agency size. However, results from this chi-square analysis should be interpreted with caution, as the sample size was very small, particularly for medium sized jails and not large enough to make a determination about the effect of jail size for each of the nine *individual* competencies. Nonetheless, a tentative conclusion is that jail administrators appear to be largely in agreement about how leaders should be spending their time on the job.³

Following this exercise, there was some discussion about whether those core competencies that received low scores on the frequency dimension should be omitted from the list. But the group’s general consensus was that lack of frequency does not necessarily justify deleting them. For example, one participant noted that he had not put any dots on the competency related to developing an organizational vision/mission, since that had already been accomplished at his agency, but nevertheless, he felt it was a key competency.

Exercises 4-5--Drilling down to the skills needed to perform core competencies

During the remainder of the day, the twenty participants were divided into five groups of four people each, balanced by agency size. The task assigned to these subgroups was to identify the specific skills needed to perform the core competency to which they were assigned. In light

of time limitations, only two rounds could be conducted in order to allow time for reporting-out. Thus, with each group working on one competency in each of the rounds, skills were identified for a total of ten competencies, as detailed in Appendix C. The ten competencies selected for this analysis were those that surfaced on top of the criticality list in the second exercise. It is also noteworthy that during final discussions at the end of the day, one participant noted that mentoring relationships often focus on and are most valuable in terms of providing guidance for handling exceptional circumstances or political issues that may not necessarily be encompassed within those core competencies that have been identified by criticality and frequency as fundamental to the job of jail administrator.

Subsequent Refinements

Given the 35 total core competencies that resulted from advisory committee deliberations, it was determined that further refinement of the list would be necessary to reduce it to a number that would be more manageable to work with during the next steps—i.e., determining the knowledge, skills, and abilities associated with the core competencies, and then preparing the mentoring toolkit, along with the leadership development website. The project staff therefore reviewed each competency on the list in order to determine:

- Whether there were any redundancies or overlapping concepts that presented opportunities for consolidation;
- Whether there were some competencies that were not “teachable,” either online or through one-on-one mentoring.

The outcome of this further analysis resulted in the changes reflected in Appendix D.

Focus Group Sessions at National Conferences

While the national advisory committee’s deliberations produced meaningful results, they reflect the opinions of a limited number of sheriffs and/or jail administrators. While a deliberate attempt was made to assure that the committee included representatives from jails of all sizes and diverse geographic locations, their number is obviously too limited to assure that their viewpoints accurately reflect those of jail leaders throughout the entire country.



Additional efforts were therefore undertaken to expand the inclusiveness of participatory input into the project by conducting focus groups and information dissemination sessions at:

- The American Jail Association Conference, Portland (May 24, 2010),
- The National Sheriffs' Association Conference, Anaheim (June 27, 2010),
- The American Correctional Association Congress, Chicago (August 3, 2010).
- Women Working in Corrections Conference, Denver (September 20, 2010).⁴

Drilling-down to KSAs

Although not originally conceived as part of the initial program plans, with cost saving efficiencies and BJA's approval, resources were able to be allocated to identifying the specific knowledge, skills and abilities needed to "operationalize" the core competencies. This was essential to advance to the next level. While identifying the core competencies reflected substantial progress toward the development of a leadership mentoring toolkit and related initiatives, it was not in and of itself sufficiently detailed. For example, exactly what capabilities does a jail leader need in order to be able to "assure organizational accountability," or "establish organizational authority, roles, and responsibilities"? To answer such questions, it is necessary not just to list core competencies, but rather, to "drill down" further into the precise knowledge, skills, and abilities (KSAs) that are required to successfully achieve them. The second phase of this project was therefore directed toward determining the relevant KSAs associated with each of the twenty-two core competencies previously identified.

Methods

Because developing KSAs is more finitely detailed work, and inasmuch as project funding could not support lengthy deliberations by the full advisory committee, a smaller subgroup of nine committee members was assembled to implement this phase. In addition to assuring proportionate geographic representation, this subgroup was deliberately constructed to include administrators representing three large, three medium, and three small jail facilities. (See Appendix A). To develop the final product, a Delphi method of multiple iterations of expert review was used until consensus was obtained.

Along with observers from the American Jail Association, the National Institute of Corrections, and the Correctional Management Institute of Texas (CMIT) at Sam Houston State

University (SHSU), these subgroup members were invited to participate in a focus group at SHSU in Huntsville, Texas. The meeting began with a dinner on October 28, and concluded at noon on October 30. (See Appendix F for a complete agenda). Prior to attending, everyone was asked to read a brief handout about the process of developing KSAs, along with an online report of the project's progress to date. After reviewing these materials, participants were further requested to give some thought to how the 22 core competencies listed in the report could potentially be operationalized.

Process Overview

Sessions started with a post-dinner introduction to the purpose of the meeting, a PowerPoint presentation defining and describing KSAs, and a practice exercise which served both as an “icebreaker” and a vehicle for helping everyone begin to distinguish between knowledge, skills and abilities. The following working definitions were used both for the practice exercise and to guide subsequent deliberations:

- *Knowledge (“know”)*: A body of information needed to perform one’s job—e.g., administrative practices, accounting principles, correctional law.
- *Skill (“do”)*: A function acquired over time, with practice, until expertise is developed. Often involves the application of knowledge; e.g., report-writing, hostage negotiation, motor vehicle operation.
- *Ability (“innate”)*: Inherent talent or aptitude—a person’s “genetic tools”; e.g., IQ, empathy, patience.

Small Group Sessions

The following morning began with participants being divided according to jail size:

- Group 1: the three large jail representatives;
- Group 2: the three medium jail representatives;
- Group 3: the three small jail representatives.

Each group was then asked to apply what they learned the previous evening by identifying the KSAs for the following core competency: “*Understand and manage emerging technology.*” However, rather than asking each group to determine all KSAs for this competency, the task was divided by jail size, with “knowledge” assigned to Group 1 (large),

“skills” to Group 2 (medium), and “abilities” to Group 3 (small jails). In this way, when the groups were later reconfigured to encompass equal representation from all jail sizes, there would be someone in each group with at least limited “expertise” in each component of the KSAs—i.e., the large jail representative would have had practice with the knowledge component, the medium jail representative with skills, and the small jail representative with abilities.

Following this exercise, as mentioned previously, participants were divided into three different groups, balanced so that each group contained one large, one medium, and one small jail representative. For the remainder of the day, these groups completed the sequence of events listed below in 30-minute segments:

- Each group received 3 copies of a competency assigned to them, (along with a brief description of it).
- They were allocated 20 minutes to develop 10-15 KSAs for the assigned competency. Each group had 3 flipcharts to record color-coded KSAs—i.e., knowledge on one flipchart in black, skills on another in blue, and abilities on the third in green.
- Then they had 10 minutes (per group) to report their KSA results and obtain feedback from the other groups. The guiding principle throughout their deliberations was to develop *what* a leader needs to know or be able to do in order to accomplish a particular competency—not *how* to go about actually achieving the competency.

In addition to the one competency that had been used as a practice exercise, this process enabled six rounds (18 competencies) to be completed by the end of the day on Friday, thus leaving one more round consisting of the last three competencies to be finished on Saturday morning. During discussions on Saturday, it was also determined that one additional competency should be added to the list--i.e., “oversee physical plant management.”

However, because there was some concern about elongating the list beyond 22 core competencies, an effort was undertaken to determine whether any from the original list could be combined. The result was joining “develop and maintain a positive organizational culture” with “develop and maintain cultural competence” to form “develop and maintain a positive organizational culture that promotes respect for diverse staff.” (See Appendix G for the revised list of 22 core competencies). The remainder of Saturday morning was devoted to discussing the

structure of the mentoring program, as well as the upcoming succession planning and leadership development website and obtaining reactions, input, and additional recommendations to enhance its utility for jail leaders.

Subsequent Refinements

Following these onsite sessions, the KSAs were combined into a grid with the knowledge matched to the skills and the related abilities. This helped to identify voids and omissions. The grid was submitted to the core grant team in December, 2010, to begin the process of consensus building. Modifications were then reviewed by the advisory committee subgroup and further revisions were resubmitted to the core grant team in April, 2011. The results of this process are outlined in more detail throughout the remainder of this report.

Outcomes

The following KSA charts reflect the cumulative results of this consensus-building process. When reviewing these KSAs, it should be noted that core competencies are listed in alphabetical order according to the first word used to describe each one. In other words, no effort has been made to arrange them in order of importance, ease or difficulty, or any other hierarchical dimension.

Additionally, it is apparent that communication is fundamental to all of the core competencies listed. In turn, skillful speaking, writing and listening are instrumental to effective communication. Including communication and related KSAs in each competency would, however, have been overly redundant. It was therefore decided that if a core competency requires a specific or unique communication mode, it is identified. Otherwise, it is expected that all jail leaders have (or will develop) the essential communication skills that are fundamental to the entire list of twenty-two competencies.

In examining the KSAs,⁵ it is apparent that the knowledge column is at the most concrete end of the taxonomy. It is the simple listing of facts. Most employees can obtain sufficient knowledge to do their job. Application of that knowledge to daily situations is where higher-level performance is required. The skills column identifies how one obtains and implements the knowledge in order to achieve the desired result. The abilities column then identifies the innate

abilities one must have to garner knowledge, develop skills, and ultimately, achieve the competency.⁶

For clarity and brevity, narrative in the headings of each competency was limited to three words: “requires knowledge of,” “requires skills in,” or “requires ability to.” When reviewing the underlying descriptions, it may be helpful to keep in mind the following definitions:

- *Knowledge*: What information must be understood to effectively demonstrate this competency?
- *Skill*: What expertise is needed to apply the knowledge needed to effectively demonstrate this competency?
- *Ability*: What traits are needed to effectively demonstrate this competency?

It may be argued that some descriptions identified as “abilities” in the following KSA spreadsheet can be developed as skills. For example, the “ability to communicate information and ideas in writing so others will understand” may likewise be considered a skill.⁷ Rather than getting sidetracked by this minutia, the important thing is to forge ahead with the realization that the individual components of KSAs are so interrelated that one cannot occur without the other.

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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|--|
| Organizational mission, vision, and values | Developing and maintaining updated vision/mission statements Strategic thinking and planning Clearly communicating vision/mission to employees and stakeholders | Think critically Maintain confidence and a positive attitude Have the courage to change Be guided by an ethical moral compass |
| Existing and potential organizational conflicts | Gathering information Foreseeing potential challenges and conflicts Effectively overcoming challenges and resolving conflicts | Think logically and creatively Be proactive Recognize symptoms Solve problems |
| Organizational culture | Understanding and managing the agency’s culture | Be guided by an ethical moral compass Maintain objective insights Be patient and persistent |

**Core Competency 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 accountability 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 the data and information needed to assure accountability in a transparent method that provides a “report card” for stakeholders.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|--|--|
| Organizational vision, mission, and values | Determining how to measure achievement of the organizational vision/mission | Identify outcome measures |
| Relevant data and information (e.g., jail operations, budget, staffing, inmate population, etc.) | Identifying and collecting relevant data and information in usable format | Operationalize outcome measures |
| Evaluation and accountability strategies | Establishing a plan that will yield desired information Analyzing and disseminating relevant data and information Getting formal and informal feedback through a variety of approaches | Analyze Evaluate impartially Be consistent Be a good role model |
| What key indicators stakeholders need to know to form an accurate assessment (i.e., the jail’s “report card”) | Articulating outcome measures to staff and stakeholders Using evidence-based outcomes to guide decision-making and resource allocation Implementing changes as indicated by outcome results to ensure accountability, (both individually and organizationally) | Analyze and prioritize Evaluate impartially Be honest and forthright |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|---|
| Stakeholders and their organizational missions as well as personal agendas | Identifying and nurturing relevant stakeholders Overcoming existing conflicts, and avoiding potential conflicts Understanding politics and stakeholder relationships | Appreciate stakeholders’ mission See the “big picture” beyond organizational boundaries Demonstrate political awareness |
| How external partnerships can productively assist in accomplishing the jail’s mission | Listening to the viewpoints and concerns of partners Identifying indicators of a successful partnership Collaborating with others Creating an MOA (memorandum of agreement) Repairing unproductive or ineffective partnerships Terminating unsuccessful partnerships | Assess external relationships Analyze Be objective Develop trust |
| Positive advocacy techniques | Convincing others of the jail’s needs Advocating for the jail’s mission | Be persuasive Analyze Develop trust |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|---|
| The process of team-building Qualities of an effective team | Analyzing team members' strengths and weaknesses Delegating and sharing power Role modeling and mentoring Inspiring and motivating Developing effective interpersonal relationships Using collaborative strategies | Be approachable Help others succeed Be sincere Maintain passionate energy Communicate effectively Be a good role model |
| Workforce characteristics (e.g., gender, age, race, special skills, etc.) | Understanding needs (and utility) of a diverse workforce Balancing team members' strengths and weaknesses Identifying shared goals | Unite people in a shared vision Perceive people accurately Communicate effectively |
| The value of diversity | Understanding how diverse team members contribute to synergistic problem-solving Identifying and overcoming any prejudices | Be sincere Know yourself |
| The stressfulness associated with growth (dynamic tension) | Helping others learn from their mistakes Using adversity advantageously to contribute to personal growth Knowing when there is too little change or too much, too fast | Help others succeed Analyze people and situations Be flexible |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|--|--|
| What form of communication is most appropriate for the circumstances | Analyzing situations accurately Considering situations from other people’s perspective Knowing your audience | Be flexible Empathize |
| How communication can improve decision-making | Establishing effective two-way communications Gathering and analyzing input Applying feedback to the decision-making process | Encourage and use constructive feedback Analyze and synthesize |
| The mechanics of oral, written, and technological communication | Interpersonal communication (both verbal and nonverbal) Using proper language and etiquette in emails, text messages, and on the telephone Writing in a clear, concise manner that avoids mechanical errors Reviewing reports, policies, etc. to assure that they communicate effectively Stimulating two-way dialogue | Be a good, non-evaluative listener Demonstrate impartiality Be empathic Maintain enthusiasm and a positive attitude |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|--|---|
| Revenue sources and how to influence them | Dealing with the state legislature and local revenue-distributing bodies Issuing and monitoring contracts Obtaining non-traditional funding (e.g., grants) Interpreting the administrative regulations governing fiscal matters | Interact with and influence “holders of the purse-strings” Analyze Be creative Be persuasive |
| The budgetary process and related fiscal procedures | Developing and justifying the organizational budget Monitoring and amending the organizational budget Using fiscal tools (e.g., electronic spreadsheets, accounting techniques, financial statements) | Analyze budgetary details Interpret fiscal data |
| Current and projected fiscal needs of the organization | Long-range planning Identifying factors that will impact future budgets Distinguishing between “needs” and “wants” | Objectively project fiscal needs Think critically |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|--|--|
| The nature of the current organizational culture | Assessing the jail’s existing organizational culture Determining what challenges need to be addressed | Analyze objectively Use introspective insight |
| The components of a positive organizational culture | Recognizing what attributes contribute to an upbeat organizational culture Identifying any gaps between the ideal and the jail’s current culture | Use research findings Maintain objectivity |
| What is required to achieve a positive organizational culture | Understanding diverse interests and motivations of jail staff Recognizing the dynamics of change Encouraging staff to set aside differences and unite in pursuit of common goals Promoting teamwork Reinforcing, operationalizing, and keeping staff aligned with the agency’s vision, mission, and values | Maintain tenacity Be respectful Demonstrate courage Be a positive role model Unite people with disparate interests toward common goals |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|--|
| Techniques for developing and updating a vision/mission statement | Collaboration and teamwork Consensus-building Forecasting | Be visionary See different points of view Maintain a passion for the vision See the “big picture” |
| How to operationalize a vision/mission statement and create measures of success | Action planning Following through Identifying appropriate benchmarks Implementing change | Be courageous Keep organized and on track Evaluate Be patient and persistent |
| Productive use of feedback | Listening Making modifications as needed | Obtain constructive feedback See different points of view Be flexible |
| Strategic planning | Anticipating potential obstacles Keeping the vision alive Reinforcing the vision | Be well-organized Maintain a passion for the vision |

Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|--|--|
| National, state, and local trends that can impact the jail | Long-range planning Forecasting Anticipating how the jail will be affected by external factors | See the “big picture” Participate in professional meetings and conferences Analyze |
| A wide variety of reading materials | Synthesizing numerous sources of information | Read voraciously |
| Current organizational trends in jails as well as business and industry | Applying information from other jails and outside disciplines to one’s own agency Analyzing related information, policies, and practices | Analyze, translate, and apply complex information Participate in professional meetings and conferences |
| Techniques for developing and implementing a strategic plan | Aligning plans and practices with the jail’s vision, mission, and values Collaborating with internal and external stakeholders Gaining consensus | Visualize Assure operations reflect the plan Recognize the plan’s potential impact on stakeholders Keep focused |
| How to evaluate the plan | Collecting and analyzing data and other relevant sources of information Making necessary adjustments based on feedback | Be flexible Think critically Analyze |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|--|--|
| Human behavior | Understanding the motivations for one's actions | Be insightful Analyze behavior |
| One's own strengths and weaknesses | Getting and using objective feedback from staff and peers Introspection and self-insight; knowing thyself Being able to see yourself from the perspective of others Building on strengths and addressing weaknesses Self-awareness (especially of personal biases) Maintaining personal integrity | Change Avoid being defensive Participate in programs that enhance self-awareness Have the courage to admit being wrong Adhere to values Maintain humility Continually grow and develop |
| Current correctional challenges, trends, research findings, etc. | Self-improvement Keeping current with changes in the field Networking Analyzing and consuming information | Be a self-starter Maintain active memberships in professional organizations Commit to improvement |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|--|--|
| The organizational characteristics of an Effectively functioning jail | Assessing organizational needs and priorities based on the jail’s vision/mission Developing a table of organization Determining the knowledge, skills, and abilities needed for designated positions Identifying accountability measures Matching employees with appropriate positions | Be visionary Analyze Understand people Operationalize plans Maintain professionalism |
| Local, state, and federal laws and court decisions | Implementing laws, court decisions, and legal mandates | Interpret laws and court cases |
| Organizational concepts (e.g., authority, delegation, chain of command, span of control, etc.) | Applying organizational concepts to jail administration Establishing a jail that functions efficiently and effectively | Translate theory into practice |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|---|--|
| The local justice system, community attitudes, and public perceptions | Gathering relevant information Analyzing interrelationships Taking the “pulse” of the community | View the justice system and related agencies from a comprehensive, community-wide perspective |
| How the jail impacts, and is impacted by, other components of the local, state and federal justice systems | Analyzing how system-wide interactions reciprocally affect the jail Determining where in the system changes in practice or policy could assist the jail Developing productive, collegial working relationships across disciplines and with relevant community organizations Creating a supportive network Negotiation and consensus-building Collecting and presenting evidence-based data and information | Work collaboratively Understand the political environment Be flexible and compromise Remain tenacious Think critically and analytically Know when to ask for help |

Core Competency 13: Make sound decisions

Description:

Establish a decision-making style that is firm, fair, data-driven and consistent, aligned with the organization’s mission/vision/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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|---|---|
| Organizational vision/mission, policy, procedure, and accountability measures | Assuring that decisions are transparent and made within the parameters of the jail’s policies and procedures Using decisions to reinforce accountability, provide positive examples, and complement the vision/mission | Think logically Appreciate the effect of decisions on others |
| Laws and legal guidelines, accreditation standards, relevant state standards; administrative regulations | Assuring that decisions are made legally, in a manner that reinforces relevant operating and administrative standards | Think logically Analyze complex material |
| Decision-making theories and techniques | Recognizing when to use various decision-making techniques (e.g., consultation, delegation, unilateral, etc.) Gathering sufficient information to make an informed decision Proactively anticipating reactions to and impact of decisions Justifying potentially unpopular decisions | Select the appropriate decision-making technique for the situation Appreciate the effect of decisions Be empathetic Be a good role model |

Core Competency 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.

| Requires knowledge of: | Requires skill in: | Requires ability to: |
|---|---|--|
| Indicators that change may be needed | Processing information from various sources Assessing current operations Obtaining valid feedback Developing and analyzing alternatives | Proactively anticipate the need for change Make appropriate conclusions from a wide array of information |
| What stakeholders will be affected by the change | Thinking analytically Anticipating reactions | Analyze information Demonstrate empathy |
| Techniques for implementing and evaluating the change process | Generating momentum for the change; selling the idea Building support; getting “buy-in” from those who will be most affected Encouraging people to relinquish old habits Selecting the most appropriate strategy for the situation Assuring that the change is sustained over time Analyzing effects and objectively evaluating outcomes | Build teams Generate consensus Listen Maintain energetic passion Be tenacious Use feedback to make modifications Persevere |

**Core Competency 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.

| Requires knowledge of: | Requires skill in: | Requires ability to: |
|---|---|--|
| Laws governing labor relations, administrative regulations, and the jail's collective bargaining agreements | Interpreting and understanding legal documents Analyzing the impact of bargaining agreements | Read legal documents Understand long-term implications |
| Collective bargaining process and related rules | Negotiating Collaborating Building supportive coalitions Interpersonal communications Non-conflictual confrontation | Be firm, fair, and consistent Remain diplomatic Demonstrate patience |
| Local politics relative to collective bargaining | Deciphering the intricacies of local politics and their impact on the jail | Keep a finger on the political pulse |

Core Competency 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.

| Requires knowledge of: | Requires skill in: | Requires ability to: |
|---|--|---|
| <p>The nature of power and influence, how they relate to the organizational vision/mission, and the legacy of how their use or misuse has affected the jail over time</p> | <p>Identifying formal/ informal sources of power associated with both the office (position) and the leader personally</p> <p>Recognizing how power can be used to support the jail’s vision/mission</p> <p>Determining which sources of power (and how much) are most appropriate to use in a given situation</p> <p>Recognizing what mistakes were made regarding the use of power in the past and avoid repeating them</p> <p>Understanding why the use of unilateral position-based power is often resented and counterproductive</p> | <p>Analyze situations</p> <p>Be comfortable with power and influence</p> <p>Weigh alternatives</p> <p>Apply power judiciously</p> <p>Learn from past mistakes</p> <p>Avoid over-reliance on unilateral power</p> |
| <p>The agendas of those with external power and influence (e.g., policy-makers, politicians, community leaders, unions, and others who impact jail management and operations)</p> | <p>Monitoring legislation and court decisions</p> <p>Networking; keeping abreast of the current political climate (without becoming consumed by it)</p> <p>Interpersonal communications, especially non-evaluative listening</p> <p>Understanding and positively influencing various agendas that impact the jail</p> | <p>Be perceptive and accessible</p> <p>Listen and communicate in a non-confrontational manner</p> <p>Influence others</p> <p>Respect power without being intimidated by it</p> <p>Be confident and persuasive</p> |

Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|--|--|
| Tools and techniques for efficient time management | Recognizing time management weaknesses (e.g., procrastinating) Remaining focused and on-task Delegating appropriately and inspiring others Multi-tasking Employing technology to enhance efficiency | Be honest with yourself Avoid distractions Feel comfortable delegating Prioritize Maintain time sensitivity |
| Internal and external priorities | Understanding the priorities of one’s supervisor as well as influential stakeholders Determining a timetable for achieving organizational goals Establishing priorities Setting and meeting deadlines | Analyze Think strategically Balance conflicting priorities |
| The importance of a balanced lifestyle and how to achieve it | Self-awareness; realizing when you’re stretched too thin Developing positive, healthy coping techniques Proactively reducing sources of stress in the work environment Assuring time for yourself and your family | Balance one’s personal and professional life Avoid burnout Make time for yourself Be aware of creating stress for others Serve as a role model |

Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|--|---|---|
| Staffing and training needs analysis | Understanding duty posts, mandated positions, related responsibilities, and associated training needs Assessing human resource needs throughout the organization and developing plans to address them | Objectively analyze and prioritize staffing needs Maintain a commitment to staff training and development |
| Local, regional, and state employment/ economic conditions | Determining the impact of employment markets on the jail’s ability to recruit and retain staff Collecting and analyzing employment data Advocating for positions and staff salaries/benefits | See the “big picture” Envision how the jail can use employment indicators to its best advantage Obtain necessary human resources |
| Laws, administrative regulations, bargaining agreements, and policies related to human resources (e.g., ADA, FMLA, etc.) | Analyzing relevant human resources regulations Assuring that organizational decision-making is in compliance with relevant regulations | Make fair selection, retention, disciplinary, and other human resource decisions on the basis of applicable legal rules and regulations |
| How to objectively evaluate employee performance and promote retention of well-qualified staff | Conveying expectations and assessing performance against valid job requirements Holding employees accountable in accordance with the vision/mission, and drafting remedial plans for inadequately-performing staff Determining what factors may be promoting job dissatisfaction and taking corrective action | Match performance measures with job requirements Uphold ethical standards (on and off the job) Be firm, fair, and consistent, as well as empathetic Be clear, straightforward, and unambiguous |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|--|
| Relevant state and federal laws, court orders, case law, accreditation and health care standards, fire codes, and other policies and procedures governing facility management | <p>Synthesizing information from a wide variety of sources</p> <p>Keeping current with relevant legal and administrative regulations</p> <p>Timely review and revision of policy and procedures</p> <p>Establishing accountability measures</p> | <p>Read, interpret, and analyze legal documents</p> <p>Convince staff of the necessity for legal compliance</p> <p>Ensure organizational accountability</p> |
| How to translate legal/administrative regulations into operational practices | <p>Assuring that staff are well-aware of legal/administrative requirements</p> <p>Matching inmate management needs with staff qualifications</p> | <p>Translate complex concepts into operational procedures</p> <p>Assess staff strengths and make assignments accordingly</p> |
| Inmate treatment and reintegration needs, along with relevant response strategies | <p>Assuring that inmates are classified properly and that their most pressing needs are accurately diagnosed</p> <p>Establishing evidence-based treatment programs to meet diagnosed needs</p> <p>Acquiring resources and developing partnerships to meet identified needs</p> <p>Overseeing successful transition back to the community</p> <p>Maintaining long-term follow-up</p> | <p>Recognize the jail's role in reducing recidivism</p> <p>Research effective treatment programs</p> <p>Demonstrate concern about inmate needs and transitional capabilities</p> <p>Assure post-release commitment to the jail's clients</p> |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|--|
| Structural features of jail facilities (e.g., schematics, utility maps, life safety systems) | <p>Interpreting blueprints, maintenance plans, etc.</p> <p>Conducting physical plant inspections</p> <p>Establishing preventive maintenance plans</p> <p>Overseeing capital planning when new construction is needed</p> <p>Assuring that necessary repairs are made in a timely manner</p> <p>Assessing facility capabilities in relation to inmate needs</p> <p>Holding staff accountable</p> | <p>Evaluate integrity and sustainability of the jail’s physical features and infrastructure</p> <p>Delegate as necessary to maintenance staff</p> <p>Gather information from staff and inmates</p> |
| Emergency/evacuation plans in response to a fire, riot, or natural disaster (e.g., hurricane, tornado, earthquake, flood, etc.) | <p>Collaborating with supportive public safety partners</p> <p>Assessing the adequacy of emergency plans and facility preparedness</p> <p>Writing policies governing the jail’s response to emergency conditions</p> | <p>Be proactive</p> <p>Establish mutual aid partnerships</p> <p>Analyze information</p> <p>Be decisive</p> <p>Establish an organizational culture where safety is the top priority</p> |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|--|---|
| Current case law, relevant legislation, court orders, and state/ national standards, along with the jail’s existing policies and procedures | <p>Recognizing how legal/administrative standards apply to jail operations</p> <p>Assessing whether jail policies and procedures comply with such mandates; (if not, taking corrective action)</p> <p>Writing clear, concise policies that reflect current legal standards, especially in high-liability areas (e.g., use of force)</p> | <p>Analyze legal documents</p> <p>Make valid comparisons</p> <p>Translate legal concepts into operational practices</p> |
| How the jail can use risk reduction models, concepts, and techniques to proactively limit liability | <p>Applying conceptual models to operational practices</p> <p>Studying prior litigation to determine what can be learned from it</p> <p>Foreseeing vulnerability to liability claims</p> <p>Engaging employees in proactively envisioning how liability could be reduced</p> <p>Developing a process for documenting and following-up troublesome personnel actions</p> <p>Assuring that operational practices are aligned with organizational policy</p> <p>Encouraging staff and inmates to communicate openly with administrators</p> <p>Responding appropriately and in a timely manner to inmate complaints</p> | <p>Conceptualize</p> <p>Be forward-thinking</p> <p>Think creatively</p> <p>Remain alert and responsive</p> <p>Evaluate options and select best course of action</p> <p>Use proactive preparedness to reduce liability</p> |

**Core Competency 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.

| Requires knowledge of: | Requires skills in: | Requires ability to: |
|---|---|---|
| Basic computer skills used in the industry | Developing basic computer expertise in hardware, software, and networks | Analyze Adapt |
| Laws pertaining to data sharing data systems currently in use by internal and external partners | Interpreting legal restrictions Collaborating with partners to implement shared integrated data systems | Establish partnerships Overcome impediments to data-sharing |
| Jail-related technology (e.g., phone recording, video visitation, equipment for attorneys, door control systems, cameras, CED technology, telemedicine, inter-connectivity with other agencies, etc.) | Researching the capabilities of technology Understanding strengths and weaknesses of products before purchase Developing strong, positive relationships with IT staff | Analyze Evaluate Pursue unfamiliar territory Visualize what you want to achieve Make systematic comparisons Distill complex information Trust others with greater subject matter expertise Maintain the capacity for continued personal growth |

Summary and Conclusions

Especially in light of the upcoming retirement of a significant number of jail administrators throughout the country (Stinchcomb, McCampbell, and Leip, 2009), a sense of urgency is beginning to emerge about preparing the next generation of leaders--which is ultimately what this project is designed to address. Beginning with a comprehensive literature review, it was launched with an initiative to identify the core competencies characteristic of successful jail leaders—along with the knowledge, skills, and abilities required to fulfill them.

To validate the list of competencies serving as the project's foundation, interactive feedback through structured exercises was incorporated from both national advisory committee members and participants attending a number of national correctional conferences. Subsequently, the core competency list and associated KSAs were edited, refined, and consolidated, resulting in the outcomes reported herein. Following additional review by the advisory committee, project staff, and AJA members, they will subsequently guide forthcoming project developments--including the website for succession planning and online leadership development assistance, as well as the mentoring toolkit. They can likewise be used to inform any number of additional efforts outside the scope of this project, including the development of executive leadership training for jail administrators.

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APPENDIX A
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

LIST OF ADVISORY COMMITTEE MEMBERS BY JAIL SIZE

(bold highlighting indicates subgroup of members involved in KSA development)

Small (<150) = 6 jails

- Penny Bartley, Director, South Correctional Entity, DesMoines, WA
- **Don Bird, Jail Administrator, Pitkin County Jail, Aspen, CO**
- **Katie Booth, Jail Administrator, Summit County Sheriff's Office, Park City, UT**
- Michael Fowler, Captain, Carroll County Department of Corrections, Ossipee, NH
- Delores Greyeyes, Director, Navajo Department of Corrections, Kayenta, AZ
- **Frank Hecht, Corrections Administrator, Tohono O'odham Nation, Vail, AZ**

Medium (150-999) = 4 jails

- Ney Hidalgo, Administrative Lieutenant, Peumansend Creek Regional Jail, Fredericksburg, VA
- **Jamey Kessinger, Assistant Jail Superintendent, McLean County Sheriff's Department, Heyworth, IL**
- Mitch Lucas, Chief Deputy, Charleston County Sheriff's Office, North Charleston, SC*
- **Reginald Walker, Lieutenant, Brazos County Sheriff's Office, Bryan, TX**
- **Kim Howell, Assistant Jail Administrator, Lubbock Co. Sheriff's Office, Lubbock, TX (added 9/2010)****

Large (over 1,000) = 10 jails

- Ruby Joyner, Training Lieutenant, Davidson County Sheriff's Office, Nashville, TN
- John LiPari, Lieutenant, Monroe County Sheriff's Office, Rochester, NY
- Winnifred McPherson, Assistant Director, Broward Sheriff's Office, Pompano Beach, FL
- Gary Raney, Sheriff, Ada County Sheriff's Office, Boise, ID*
- Michelle Robinette, Chief Deputy-Detention, Tulsa County Sheriff's Office, Tulsa, OK
- Tim Ryan, Director Miami-Dade Department of Corrections and Rehabilitation, Miami, FL*
- **Scott Salley, Chief of Corrections, Collier County Sheriff's Office, Naples, FL**
- **Edward Sweeney, Director of Corrections, Lehigh County, Allentown, PA**
- **Wynnie Testamark-Samuels, Miami-Dade Department of Corrections and Rehabilitation, Miami, FL**

*Indicates those also involved with NIC's large jail administrator curriculum initiative, (who were specifically asked to attend in order to enhance collaboration between NIC's efforts and this project).

**Lubbock County moved into a larger jail half-way through this project.

APPENDIX B
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

**REVISED LIST OF 35 CORE COMPETENCIES FOR JAIL
LEADERS**
Results of Advisory Committee Meeting
June 18, 2010

DEFINITIONS

CORE COMPETENCY: The specific functions that are essential for effective jail leadership—i.e., what the best jail leaders do.

KSA's: The teachable knowledge, skills, or abilities that jail leaders need in order to effectively achieve core competencies.

SUB-CATEGORIES OF CORE COMPETENCIES

(A) PROFESSIONAL: What generic professional functions effective jail leaders perform.....*i.e., what they must be able to do.*

(B) SUBJECT MATTER

EXPERTISE (SME): What specific jail-related expertise is essential to effective jail leadership.....*i.e., what they need to know about jails.*

(C) PERSONAL: What personal attributes are essential to effective jail leadership.....*i.e., what **teachable** traits they need to demonstrate.*

| | <i>(A) PROFESSIONAL CORE COMPETENCIES (what effective jail leaders must be able to do)</i> | <i>DESCRIPTIVE DETAIL</i> |
|------|---|---|
| 1-A | Analyze and resolve organizational challenges | Use critical thinking skills, evidence-based practices, and information analysis to inform decision-making and address organizational problems |
| 2-A | Assure organizational accountability | Direct the process for collecting ongoing feedback and assessing long-term outcomes |
| 3-A | Build and maintain collaborative teamwork | Develop a supportive, trustworthy team to translate and implement the agency's vision/mission/values |
| 4-A | Build and maintain positive public relationships | Work with staff, the media and external stakeholders to enhance community support |
| 5-A | Collaborate with external stakeholders | Develop reciprocally-beneficial external partnerships to achieve shared goals |
| 6-A | Develop and maintain a positive workplace | Relate to staff in a fair, even-handed manner that demonstrates understanding and compassion while avoiding favoritism |
| 7-A | Develop and sustain organizational vision/mission | Establish a long-range purpose for the organization and provide overall direction and guidance for achieving its mission and measuring success |
| 8-A | Develop, change, and manage the organizational culture | Assure that agency culture is aligned with its vision/mission/values |
| 9-A | Engage in strategic planning | Proactively analyze emerging trends, anticipate related organizational needs, and develop strategies for meeting them |
| 10-A | Make sound decisions | Establish a decision-making style that is firm, fair, and consistent, aligned with the organization's mission/vision/values, and reflective of evidence-based practice; appreciate the impact of decisions |
| 11-A | Manage change | Progressively implement change through strategies that encompass relevant stakeholders |
| 12-A | Manage power and influence | Understand the organization's history and political climate; use the political process (internal/external and official/unofficial) to accomplish goals |
| 13-A | Comprehend, obtain and manage fiscal resources | Understand the larger financial picture, as well as obtain the fiscal resources needed to achieve organizational goals, allocating them in a manner that supports the vision/mission/values |
| 14-A | Obtain, align, and manage human resources | Obtain the human resources needed to achieve organizational goals, allocating them in a manner that supports the vision/mission/values; assess employee strengths/ weaknesses; properly delegate responsibilities |
| 15-A | Resolve conflicts | Use appropriate strategies to reduce dysfunctional organizational conflict in a timely manner |
| 16-A | Develop and maintain cultural competence | Develop an operational understanding of human behavior, along with an appreciation for inter-generational, racial, ethnic and gender sensitivities with respect to both inmates and employees |

| | <i>(A) PROFESSIONAL CORE COMPETENCIES (what effective jail leaders must be able to do)</i> | <i>DESCRIPTIVE DETAIL</i> |
|------|---|--|
| 17-A | Establish roles, responsibility, and authority | 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 |
| 18-B | Leverage the role of the jail in the criminal justice system | Maintain outcome-focused interaction with other components of the justice system to resolve problems and advance the vision/mission of the jail |
| 19-B | Maintain proactive professional commitment | Identify and utilize professional resources (e.g., technical assistance, research publications, professional organizations, grant funding, information sources, peer reviews, local and online networking, etc.) |
| 20-B | Manage labor relations | Work collaboratively with unions/employee organizations and effectively manage collective bargaining agreements |
| 21-B | Oversee inmate and facility management | Assure that inmates are receiving proper care, custody, and control according to professional and Constitutional standards, as well as appropriate treatment programming |
| 22-B | Reduce jail-related liability risks | Oversee risk-management initiatives to reduce vulnerability and assure compliance with state/national standards and case law |
| 23-B | Understand and manage emerging technology | Remain aware of emerging technological innovations and their potential organizational applications |
| 24-C | Build trust and respect | Use appropriate strategies to establish and maintain trust in the organization's leadership |
| 25-C | Communicate effectively | Orally, in writing, and through role-modeling, translate the vision/ mission and related policies to employees through two-way communication that emphasizes listening and suspending judgment. |
| 26-C | Continue personal development | Use personal initiative to improve the knowledge, skills, and abilities required for effective leadership |
| 27-C | Demonstrate decisiveness | Make decisions when (or before) required with information available at the time, and balance decisiveness with willingness to listen and be flexible |

| | <i>C) PERSONAL CORE COMPETENCIES (what teachable traits effective leaders need)</i> | <i>DESCRIPTION</i> |
|------|--|---|
| 28-C | Develop resiliency | Maintain the energy, tenacity, courage, risk-taking, and passionate commitment necessary to fulfill leadership responsibilities |
| 29-C | Enhance self-awareness | Understand one's strengths/ weaknesses and their personal as well as organizational impact; maintain command presence when appropriate and other leadership styles as situationally necessary |
| 30-C | Inspire and motivate | Energize staff, stimulating and inspiring them to achieve organizational goals through positive motivational techniques (including role-modeling, servant leadership, and demonstrating humility) |
| 31-C | Maintain flexibility | Work effectively in an uncertain and changing environment, making adjustments as necessary when new information becomes available |
| 32-C | Maintain personal integrity and ethical standards | Have the courage to maintain ethical convictions, despite conflicting pressures |
| 33-C | Maintain personal well-being | Balance work and home life, manage stress, cope effectively with job demands, and maintain a sense of humor |
| 34-C | Manage time | Establish priorities appropriately and handle multi-tasking demands |
| 35-C | Mentor and coach others | Groom the next generation of jail leaders |

APPENDIX C
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

RESULTS OF “DRILLING DOWN” EXERCISES
June 18, 2010

Competency: Analyze and Resolve Organizational Challenges (1A)

- Dynamics of organizational change.
- Problem-solving skills.
- Action planning.
- Problem-solving through group processing.
- Information-gathering skills.
- Critical thinking.
- Understanding difference between symptom and problem.
- Alignment with organizational values.

Competency: Develop and Maintain a Positive Workplace (6A)

- Dynamics of organizational change.
- Interpersonal communication.
- Conflict resolution.
- Conflict management.
- Learning how to convey timely and relevant feedback.
- Creating safe work environment for staff and inmates.
- Teach and model by the management by walking around philosophy (add the personal touch).
- Create a process to review employee discipline practices to ensure continuity.
- Differentiate career versus job mentality for new Generation X/Y recruits.
- Demonstrate a willingness to show compassion.
- Acknowledge staff achievement.
- Teach the rules (ethical standards).
- Invest in morale building exercises.
- Convey timely and relevant feedback.
- Morale building.
- Teach policy, SOP, and past orders.
- Create a solid, meaningful evaluation process (under EEOC fair employee labor practices).
- Implement fair, equitable, and timely discipline.
- Offer a competitive employment packages with built-in incentives.

Competency: Develop and Sustain Organizational Vision/Mission (7A)

- Staff and community collaboration
- Education=technical (formal)
- Support the mission—bottom-up



- Specific training=identify goals and objectives; change agent=follow-up, professional association=peer support

Competency: Develop, Change, and Manage the Organizational Culture (8A)

- Identify organizational culture (survey the workforce for values, and aspirations divided by rank and file, middle management, and upper management).
- Upper management assesses the survey and compares it to m/v/v statements.
- Develop a training program that addresses the distortion between the survey and statements—appropriate to their rank and position.
- Provide another survey, with reworded questions to determine effectiveness of the training.
- Have facilitators lead discussion groups based on surveys and training.
- Continuous promulgation and dissemination of value, mission, and vision statements.

Competency: Obtain, Align, and Manage Human and Financial Resources (13A)

- Obtaining
 - Understand agency's budgeting process.
 - Have or develop an effective strategic plan.
 - Prioritize needs.
 - Manage the process
 - Past accomplishments and current goals.
 - Understand grants and other resources.
 - Including stakeholders and getting buy-in.
 - Establishing justifications.
 - Communicating and educating.
- Managing
 - Understand financial reports and variances, as well as short and long-term controls.
 - Understand the bid, quote, and legal requirements for purchases/procurement.
 - Understand reporting, disclosure, and auditing laws, policies, and philosophies.
- Human resources
 - Staffing, scheduling, and other resource allocation calculations analysis.
 - Recruiting, testing, and hiring--best practices.
 - Training, especially adult learning principles.
 - Professional development/maximizing learning as an organizational resource.
 - Employee satisfaction/retention.
 - Succession planning.
 - Build a positive culture.

Competency: Oversee Inmate and Facility Management (18B)

- Knowledge of ACA standards for accreditation.
- Basic correctional case law.
- Fire safety codes.
- PREA, ADA, OSHA, FLSA.
- Understand role that programming plays in facility.
- Understand impacts of policy and procedures.



- Understand relationship between facility and community.
- Facility maintenance and management.
- Knowledge of crisis management to include use of force.
- Role of technology.
- First obligation is to assure staff safety by providing training, equipment, tools.

Competency: Communicate Effectively (21C)

- Knowledge and use of varied communication styles .
- Regular command staff meeting to ensure the message is clear and goes out correctly.
- Consider message methodologies (e.g., intranets, blog, newsletters, email); “Ask the Chief”; town hall meetings
- Generation X/Ys (“great thumbs”) teach new generation to talk
- Open door policy as a way of staying abreast of what’s really going on (sometimes the real deal is somewhere in the middle).
- Recognizing importance of two-way communication.
- A mechanism in place to ensure inmate grievances will be heard and to ensure community concerns are heard and addressed with feedback to the complainant.
- Practice worst case scenario situations in terms of how and what to say to the media.
- Participate in media/public speaking training.
- Business letter writing training initiatives.

Competency: Inspire and Motivate (26C)

- Understand situational leadership.
- Understand generational differences.
- Effective evaluation process.
- Spend more time on positive behavior rather than negative behavior.
- Administrator needs to work alongside line staff=holidays.
- Group wellness programs=off-campus team building.
- Attend shift briefings.
- Involve all staff in teaching and training.
- Community bulletin board.
- Award programs=ribbons, longevity awards.

Competency: Maintain Personal Integrity and Ethical Standards (28C)

- Training all staff from day one.
- Policy development
- Code of conduct.
- Code of ethics.
- Interlace ethical decision-making into all staff discussion.
- Firm decision-making relating to violators.
- Leaders make the ethical decision, not the popular decision.
- Use historical training scenarios as decision-making exercise.
- Teaching supervisors how to address problem staff and encourage disclosure.
- Learn not to empower the “informal” leaders of the organization.

Competency: Reduce Jail-Related Liability Risks (19B)



- Create policy and procedures that govern behavior and the daily operations.
- Align policy and procedures with daily practice.
- Integrate values into official statements and place in policy and procedures and have staff sign off on them.
- Annually review policy and procedures and update as needed.
- Test your policies.
- Keep abreast of new laws and legislation that might impact the organization negatively or positively.
- Set clear boundaries.
- Create a system where staff/inmates can communicate freely with administrators.
- Maintain a work environment that is free from sexual harassment and intimidation or hostile environment.
- Gender, race, and hiring practices are fair and equitable and consistent with applicable laws.
- Utilize benchmarking in accreditation assessments; review and make sure you are complying with standards and professional organizations (ACA, AJA, NIC).



APPENDIX D
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

Post-meeting Refinements of Core Competencies (July, 2010)

| # | Original Language | Modifications | Revised Language |
|------|--|---|---|
| 1-A | Analyze and resolve organizational challenges | <u>Anticipate</u> , analyze and resolve organizational challenges and conflicts. See 15-A | Anticipate, analyze and resolve organizational challenges and conflicts |
| 2-A | Assure organizational accountability | | Assure organizational accountability |
| 3-A | Build and maintain collaborative teamwork | Build and maintain teamwork; <u>mentor and coach others</u> Combined with 30-C, 35-C | Build and maintain teamwork; mentor and coach others. |
| 4-A | Build and maintain positive public relationships | Build and maintain positive relationships <u>with external stakeholders</u> | Build and maintain positive relationships with external stakeholders |
| 5-A | Collaborate with external stakeholders | Combined with 4-A | |
| 6-A | Develop and maintain a positive workplace | Develop and maintain a positive <u>organizational culture</u> . Combine with 8-A, 30-C | Develop and maintain a positive organizational culture |
| 7-A | Develop and sustain organizational vision/mission | | Develop and sustain organizational vision/mission |
| 8-A | Develop, change, and manage the organizational culture | Combined with 6-A | |
| 9-A | Engage in strategic planning | | Engage in strategic planning |
| 10-A | Make sound decisions | | Make sound decisions |
| 11-A | Manage change | | Manage change |
| 12-A | Manage power and influence | | Manage power and influence |
| 13-A | Comprehend, obtain and manage fiscal resources | | Comprehend, obtain and manage fiscal resources |
| 14-A | Obtain, align, and manage human resources | Obtain, align , and manage human resources | Obtain and manage human resources |
| 15-A | Resolve conflicts | Combined with 1-A | |



| # | Original Language | Modifications | Revised Language |
|------|--|--|--|
| 16-A | Develop and maintain cultural competence | | Develop and maintain cultural competence |
| 17-A | Establish roles, responsibility, and authority | Establish <u>organizational authority, roles, and responsibilities.</u> | Establish organizational authority, roles, and responsibilities |
| 18-B | Leverage the role of the jail in the criminal justice system | | Leverage the role of the jail in the criminal justice system |
| 19-B | Maintain proactive professional commitment | Combined with 29-C | |
| 20-B | Manage labor relations | | Manage labor relations |
| 21-B | Oversee inmate and facility management | | Oversee inmate and facility management |
| 22-B | Reduce jail-related liability risks | | Reduce jail-related liability risks |
| 23-B | Understand and manage emerging technology | | Understand and manage emerging technology |
| 24-C | Build trust and respect | | |
| 25-C | Communicate effectively | Communicate effectively, <u>internally and externally</u> | Communicate effectively, internally and externally |
| 26-C | Continue personal development | Combined with 29-C | |
| 27-C | Demonstrate decisiveness | Combined with 10-A | |
| 28-C | Develop resiliency | Removed as “non-trainable” | |
| 29-C | Enhance self-awareness | Enhance self-awareness; maintain proactive professional commitment Combined with 19-B, 26-C | Enhance self-awareness; maintain proactive professional commitment |
| 30-C | Inspire and motivate | Combined with 3-A, 6-A | |
| 31-C | Maintain flexibility | Removed as “non-trainable” | |
| 32-C | Maintain personal integrity and ethical standards | Removed as “non-trainable” | |
| 33-C | Maintain personal well-being | Removed as “non-trainable” | |
| 34-C | Manage time | | Manage time |
| 35-C | Mentor and coach others | Combined with 3 – A | |

APPENDIX E
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

Consolidated List of Core Competencies following
Post-meeting Modifications
July 21, 2010

| | Revised Language (7-21-10) |
|----|--|
| 1 | Anticipate, analyze and resolve organizational challenges and conflicts. |
| 2 | Assure organizational accountability. |
| 3 | Build and maintain positive relationships with external stakeholders. |
| 4 | Build and maintain teamwork; mentor and coach others. |
| 5 | Communicate effectively, internally and externally. |
| 6 | Comprehend, obtain and manage fiscal resources. |
| 7 | Develop and maintain a positive organizational culture. |
| 8 | Develop and maintain cultural competence. |
| 9 | Develop and sustain organizational vision/mission. |
| 10 | Engage in strategic planning. |
| 11 | Enhance self-awareness; maintain proactive professional commitment. |
| 12 | Establish organizational authority, roles, and responsibilities. |
| 13 | Leverage the role of the jail in the criminal justice system. |
| 14 | Make sound decisions. |
| 15 | Manage change. |
| 16 | Manage labor relations. |
| 17 | Manage power and influence. |
| 18 | Manage time. |
| 19 | Obtain and manage human resources. |
| 20 | Oversee inmate and facility management. |
| 21 | Reduce jail-related liability risks. |
| 22 | Understand and manage emerging technology. |

APPENDIX F
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

Focus Group Agenda
Drilling-down into Core Competencies for Jail Leaders: KSA
Development
Sam Houston State University, Huntsville, TX
October 28-30, 2010

Thurs, 10/28 6:00 - Group dinner
6:45 - Welcome; overview; introductions
7:15 - Group exercise
8:15 - Wrap-up

Friday, 10/29 7:30 - Breakfast
8:00 - Welcome; logistics; overview of today's agenda
8:15 - Validating exercise

Group 1 (Ks) = Scott Salley, Ed Sweeney, Wynnie Testamark-Samuels (large jails)

Group 2 (Ss) = Kim Howell, Jamey Kessinger, Reggie Walker (medium jails)

Group 3 (As) = Don Bird, Katie Booth, Frank Hecht (small jails)

9:15 - Small group exercises

Protocol for all upcoming exercises:

Group 1: Don Bird, Jamey Kessinger, Edward Sweeney

Group 2: Katie Booth, Reggie Walker, Scott Salley

Group 3: Frank Hecht, Kim Howell, Wynnie Testamark-Samuels

\$20 min. = develop 10-15 KSAs for the competency assigned

\$10 min. (per group) = report-out and feedback

\$Color codes: K = black; S = blue; A = green

Group 1: Comp #1: Anticipate, analyze and resolve organizational challenges and conflicts

Group 2: Comp #2: Assure organizational accountability

Group 3: Comp #3: Build and maintain positive relationships with external stakeholders

10:15 - Break



10:45 - Repeat above rounds

Group 1: Comp #4: Build and maintain teamwork; mentor and coach others

Group 2: Comp #5: Communicate effectively, internally and externally

Group 3: Comp #6: Comprehend, obtain and manage fiscal resources

11:45 - Box lunch

1:00 - Repeat rounds

Group 1: Comp #7: Develop and maintain a positive organizational culture

Group 2: Comp #8: Develop and maintain cultural competence

Group 3: Comp #9: Develop and sustain organizational vision/mission

2:00 - Repeat rounds

Group 1: Comp #10: Engage in strategic planning

Group 2: Comp #11: Enhance self-awareness; maintain proactive professional commitment

Group 3: Comp #12: Establish organizational authority, roles, and responsibilities

3:00 - Break

3:30 - Repeat rounds

Group 1: Comp #13: Leverage the role of the jail in the criminal justice system

Group 2: Comp #14: Make sound decisions

Group 3: Comp #15: Manage change

4:30 - Wrap-up

6:30 - Dinner

Sat, 10/30 7:30 - Breakfast

8:15 - Welcome; logistics

8:30 - Repeat rounds

Group 1: Comp #16: Manage labor relations

Group 2: Comp #17: Manage power and influence

Group 3: Comp #18: Manage time

9:30 - Repeat rounds

Group 1: Comp #19: Obtain and manage human resources

Group 2: Comp #20: Oversee inmate and facility management

Group 3: Comp #21: Reduce jail-related liability risks

10:30 - Wrap-up (and/or catch-up)

Unveiling the website (Steve)

11:30 - Lunch and departure



APPENDIX G
NATIONAL JAIL SUCCESSION PLANNING AND LEADERSHIP
DEVELOPMENT PROJECT

Final List of 22 Core Competencies for Jail Leaders
(Alphabetical Order)
October 30, 2010

| CORE COMPETENCIES FOR JAIL LEADERS Revised 10-30-10 | | |
|---|---|---|
| 1 | Anticipate, analyze and resolve organizational challenges and conflicts. | Use critical thinking skills, evidence-based practices, and information analysis to inform decision-making and address organizational problems. |
| 2 | Assure organizational accountability. | Direct the process for collecting ongoing feedback and assessing long-term outcomes. |
| 3 | Build and maintain positive relationships with external stakeholders. | Develop reciprocally-beneficial external partnerships to achieve shared goals. |
| 4 | Build and maintain teamwork; mentor and coach others. | Engage in written and oral communication that is clear, unambiguous, transparent and consistent with the mission, vision and values. |
| 5 | Communicate effectively, internally and externally. | Engage in written and oral communication that is clear, unambiguous, transparent and consistent with the mission, vision and values. |
| 6 | Comprehend, obtain and manage fiscal resources. | 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 vision, mission, and values. |
| 7 | Develop and maintain a positive organizational culture that promotes respect for diverse staff. | Assess the agency's internal culture, assure it is aligned with the mission, vision and values; work to change culture as necessary; support culture that moves the organization toward goals. |
| 8 | Develop and sustain organizational vision/mission. | Establish a long-range purpose for the organization and provide overall direction and guidance for achieving its mission and measuring success. |
| 9 | Engage in strategic planning. | Proactively analyze emerging trends, anticipate related organizational needs, and develop strategies for meeting them. |
| 10 | Enhance self-awareness; maintain proactive professional commitment. | Identify and use professional resources (e.g., technical assistance, research publications, professional organizations, grant funding, information sources, peer reviews, local and online networking, etc.). |



CORE COMPETENCIES FOR JAIL LEADERS
Revised 10-30-10

| | | |
|----|--|---|
| 11 | Establish organizational authority, roles, and responsibilities. | 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. |
| 12 | Leverage the role of the jail in the criminal justice system. | Maintain outcome-focused interaction with other components of the justice system to identify and resolve problems and advance the vision and mission of the jail. |
| 13 | Make sound decisions. | Establish a decision-making style that is firm, fair, data-driven and consistent, aligned with the organization's mission, vision, and values; appreciate the impact of decisions on those in and outside of the organization. |
| 14 | Manage change. | Progressively implement change through strategies that encompass relevant stakeholders. |
| 15 | Manage labor relations. | Work collaboratively with unions/employee organizations and effectively manage collective bargaining agreements. |
| 16 | Manage power and influence. | 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 community. |
| 17 | Manage time. | Set an agenda that includes realistic deadlines, defines priorities, and addresses critical or difficult issues promptly. |
| 18 | Obtain and manage human resources. | 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 responsibilities. |
| 19 | Oversee inmate and facility management. | Assure that inmates are receiving proper care, custody, and control according to professional and Constitutional standards, as well as appropriate treatment programming. |
| 20 | Oversee physical plant management | Assure that the physical plant is in proper condition to insure the safety of inmates, employees and the public. |
| 21 | Reduce jail-related liability risks. | Oversee risk-management initiatives to reduce vulnerability and assure compliance with state/national standards and case law. |
| 22 | Understand and manage emerging technology. | Remain aware of emerging technological innovations and their potential organizational applications. |

Endnotes

¹ While the literature review is summarized here, the complete report is posted on CIPP’s website, <http://cipp.org/pdf/42410JailAdminLeadershipDevelopmentPhase%201.pdf>.

² The following changes were made at this point: “Obtain align and manage resources” was split into two competencies—i.e.: (1) obtain, align, and manage human resources, and (2) obtain, align, and manage fiscal resources. Four additional competencies were added: (*Professional*): (1) Establish roles, responsibilities, and authority; (2) Develop and maintain cultural competence; (*Subject matter expertise*): (3) Understand and manage emerging technology; (*Personal*): (4) Mentor and coach others.

³ Further analysis and contextualization should be used when developing related programs and policies, avoiding a “one size fits all” model.

⁴ Given the date of this conference, it was used for informational purposes, as results were too late to be included in the first phase of the project.

⁵ See Bloom, 1956.

⁶ Also, the U.S. Department of Labor has developed a list of KSAs directly related to correctional workers and lower level management. These KSAs and related working contexts provided a foundation and validation for the work completed during this project.

⁷ For example, someone may take a writing class and develop the skills of effective written communication. However, without the innate ability to learn, these skills cannot be taught.