

RETENTION:

UNDERSTANDING THE GENERATIONS, RECRUITMENT AND SELECTION, EMPLOYEE AND LEADERSHIP DEVELOPMENT



Major Cities Chiefs

And

Federal Bureau of Investigation
National Executive Institute

2007

TABLE OF CONTENTS

FOREWORD.....	iii
ACKNOWLEDGEMENTS.....	v
EXECUTIVE SUMMARY.....	vii
UNDERSTANDING THE GENERATIONS.....	1
RECRUITMENT AND SELECTION.....	7
EMPLOYEE DEVELOPMENT.....	21
LEADERSHIP DEVELOPMENT.....	51
REFERENCES.....	70
APPENDIX 1	LEADERSHIP STYLES: GENERATIONAL DIFFERENCES
APPENDIX 2	SAN FRANCISCO'S PRE-ACADEMY ORIENTATION WORKSHOP SCHEDULE
APPENDIX 3	CHICAGO POLICE DEPARTMENT'S TUITION REIMBURSEMENT PROGRAM (TRP)
APPENDIX 4	ORANGE COUNTY SHERIFF'S OFFICE PERFORMANCE EVALUATION POLICY
APPENDIX 5	VIRGINIA BEACH POLICE DEPARTMENT SERGEANT'S PROMOTION TRAINING PLAN
APPENDIX 6	LEADERSHIP TRAINING PROGRAM RESOURCES
APPENDIX 7	LEADERSHIP SELF-ASSESSMENT

FOREWORD

The Major Cities Chiefs (MCC) and the Major County Sheriffs (MCS) are organizations consisting of Chief Executive Officers (CEOs) of the largest law enforcement organizations in North America. Membership includes departments from the United States and Canada. The Human Resources Committee (HRC) of the MCC with members from the MCS meets three or four times a year to research, discuss and formulate strategies for contemporary personnel and policy issues.

The HRC is comprised of individuals, both sworn and civilian professionals, who have distinguished themselves during their careers. They are charged by their CEOs with addressing law enforcement's challenges involving the various personnel and policy issues of today.

Readers of this work should appreciate how difficult it is for writers to state opinions or make suggestions that apply equally to local, state, urban, rural, suburban, or federal law enforcement agencies. However, the HRC's experienced and wise practitioners, who are not just espousing theory but are actually putting these ideas into effect on a daily basis, created this written document from many discussions.

While the MCC and MCS do not specifically endorse every conclusion or recommendation of this report, they use its information to generate discussion and reasonable debate during their roundtable sessions. This results in better-informed CEOs who will continue to lead policy changes, which will improve law enforcement services.

Companies or individuals identified or cited in this project are not endorsed by the MCC or MCS as they are provided for information purposes only.

ACKNOWLEDGEMENTS

The Human Resources Committee (HRC) of the Major Cities Chiefs (MCC) and the Major County Sheriffs (MCS) would like to thank Larry Brockelsby for his continuing leadership as chairperson of the HRC. Thank you to Sheriff Kevin Beary and the Orange County Sheriff's Office for their hospitality during the 2007 spring meeting. Thank you to Supervisory Special Agent Mike McAuliffe and Leadership Program Specialist Anna Grymes Griffin of the Federal Bureau of Investigation for their continuing dedication and support of the HRC. The Leadership Development Institute of the FBI Academy would also like to thank resident Leadership Fellow, Kenith R. Hilte of the El Paso County Sheriff's Office for his assistance during the final stages of the publication process.

Special thanks to the committee members who spent valuable time in research, discussion, writing, and editing of this report. The following list of Human Resources Committee members contributed to the research and writing of this publication:

Dwight Bower	Fairfax County Police Department
Larry Brockelsby	St. Louis Metropolitan Police Department
Dennis Callaghan	San Francisco Police Department
John Chamberlin	Los Angeles Sheriff's Department
Bill Champa	Minneapolis Police Department
Shannon Cockett	Metropolitan Police of the District of Columbia
Dan Ford	Orange County Sheriff's Department
Keith Forde	Toronto Police Service

Anna Grymes Griffin	FBI Academy
Miriam Hannan	Charlotte-Mecklenburg Police Department
Kathryn Haynes	Houston Police Department
Mike Hoskins	Oklahoma City Police Department
Paul Humphries	Cincinnati Police Department
Dave Kajihira	Honolulu Police Department
Bill Kelly	Baltimore County Police Department
Thomas Krumpert	Nassau County Police Department
Edward Lang	Philadelphia Police Department
Mike McAuliffe	FBI Academy
Bud McKinney	Strategic Leader, Inc.
Miriam Manning	Virginia Beach Police Department
Patti Moore	Phoenix Police Department
Kimberley O'Connell-Doyle	Chicago Police Department
Christine Ragan	Metropolitan Nashville Police Department
Floyd Simpson	Dallas Police Department
Kriss Stull	Fairfax County Police Department
Martha Stonebrook	Salt Lake City Police Department
Marco Vasquez	Denver Police Department
K.D. Williams	Charlotte-Mecklenburg Police Department
Valarie Watson-Williams	Milwaukee Police Department

This publication will be available online on the National Executive Institute

Associate's website: www.neiassociates.org

Hugh M. McKinney

Administrator, MCC HRC

EXECUTIVE SUMMARY

When selecting a topic to be studied by the Major Cities Chiefs Human Resources Committee the question that is asked most often is, “What is keeping the leader of a Public Safety Agency awake at night?” Past reports have included such topics as domestic violence within law enforcement agencies, limited duty, communications centers, and emergency planning. A frequent topic area has been recruiting, hiring, filling vacancies, and succession planning.

This year’s topic is **Retention**. Employees are the greatest asset of organizations and particularly Public Safety Agencies (PSAs). These are the men and women who put their life on the line each day to protect and serve our communities. It is critical to hire the right people who will dedicate themselves to a dangerous and challenging career. It is equally important to continually develop these employees and prepare them for leadership positions within their organizations.

This report is divided into four major areas: **Understanding the Generations, Recruitment and Selection, Employee Development, and Leadership Development**.

In the past, it was fairly easy for PSAs to hire and retain sworn personnel. It was a fun and exciting career which naturally attracted applicants. The job market has changed along with the availability of qualified applicants. The workforce is diverse with many new expectations.

The first section of the report discusses **Understanding the Generations**. Our current workforce spans four generations: Traditionalists, or Veterans (Pre 1945); Baby Boomers (1943-1964); Generation X (1964-1981); and Generation Y, or Millennials or

Nexters (1981-2000). Managing multiple generations requires flexibility and understanding on the part of the leader. In order to retain good employees, leaders should educate themselves in the differences between the generations and adapt their leadership skills accordingly.

The **Recruitment and Selection** portion of this report discusses several strategies for recruiting employees. Agencies are now offering signing bonuses, higher pay for college graduates, relocation expenses, referral bonuses, and more flexible working schedules. Guidelines are offered to develop marketing and strategic plans to attract the best recruits.

Over the past few years, PSAs have been evaluating strategies that have produced the best recruiting results and this section of the report outlines many of the things to consider when developing a recruitment plan. Agencies should consider innovative strategies, implement creative marketing plans, simplify application processes, and develop applicants. Additionally, they should train recruiters to offer signing, recruiting or referral bonuses to enhance hiring efforts. Other areas covered in this section include the recruitment of women and minorities, and the development of applicants. Some agencies are utilizing Explorer and Cadet Programs and pre-test offerings to attract employees.

Also, there is a growing trend of public safety officers moving from one agency to another. It is important for an agency to review and maintain its hiring standards to recruit the best officers.

After recruiting and hiring employees, it is critical to retain them through effective employee development efforts. The **Employee Development** portion of this report

includes the role of the employee and the supervisor, employee development initiatives, evaluation of employee development programs, traditional field training, cultural, gender and generational training, electronic learning, tuition reimbursement, performance appraisals, career pathing, and mentoring.

The benefits of employee development are many, including employee retention, innovative thinking, skill enhancement, higher employee morale, and increased productivity. Employees have many options available to them including transferring to another agency if they are not satisfied. This section details many aspects of employee development and should prompt some creative thoughts for any agency.

The last part of this section discusses mentoring programs. Mentoring programs can be very successful if supported by senior management. The selection of appropriate mentors is important. Informal mentoring goes on in virtually every agency. This portion provides some guidelines in establishing a formal mentoring program.

The last section of this report is **Leadership Development**. It has been said that people do not quit organizations; they quit the people they are working for. The cost of poor leadership includes inefficiency, low employee morale, high turnover, and loss of credibility. It can also have a financial impact on a PSA due to lawsuits from poor operational and personnel related decisions.

The current workforce contains employees spanning four generations, each with unique values, perceptions, and motivations. The challenge of any leader is to mend these generations and retain an effective workforce. This section of the report discusses many topics related to leadership including: cultivating leadership in all employees, current leaders, ineffective leaders, obstacles to effective leadership, costs

of ineffective leaders, competencies of effective leadership, and strategies for leadership development.

A PSA must be committed to leadership development on a continuous basis rather than tying it to a promotional process. The price of ineffective leadership is too high to ignore.

This report offers valuable insight into the recruitment, leadership, and retention issues facing PSAs today and in the future. Potential recruits have a variety of work options available to them. It is critical for PSAs to take a step back and evaluate their recruitment and leadership development methods and “think outside the box”. With a commitment to innovation, a PSA will recruit and retain the best employees who are dedicated to serving our citizens.

UNDERSTANDING THE GENERATIONS

Forged on the events during their developmental years as well as the social and political environments created by their parents, today's multi-generational workforce presents unique challenges for supervisors, managers, and executives. Whether these challenges are identified and managed properly will determine success or failure within the organization. Agency executives and managers who are willing to step outside of their comfort zones and exam new ways of doing business will establish themselves as the true leaders and foster development of individuals who can successfully lead into the future. To accomplish this goal, an understanding of the four different generational components is necessary:

- Traditionalist, also known as Veterans (Born Pre-1945)
- Baby Boomers (Born 1943-1964)
- Generation X (1965-1980)
- Generation Y, also known as Millennials or Nexters (Born 1981 – 2000)

It is how you deal with this generational diversity that will determine the level of your success.

In studying the issues of generational differences in the workplace, a leader is served best if they consider the environment and culture each grows up in and how they shape that employee group's mindset. Traditionalist grew up with the world wars, the great depression, no computers, and industrial growth. Baby Boomers saw the cultural change while raised in "traditional" homes where the number of moms entering the workforce was starting to increase, the Vietnam War was ongoing, and electronics and technology was beginning to grow. Generation X were the "latchkey kids" at the end of

a school day, with more working moms, the explosion of technology, higher divorce rates, drug abuse, political scandals and the Cold War. They saw a negative society and had to rely on themselves more often. Their cultural experiences are credited for giving them their greater sense of independence, questioning of authority and wanting to find a balance between family and work. Although they are largely the children of late era Baby Boomers, generation Y benefited from parents who gave greater focus on family. They have seen an explosion of technology from the time they could use a keyboard and computer, technology has been all around them ranging from electronic games, Internet access, emails, to instant messaging and cell phones. Generation X and Y will have the biggest impact on our work force as we move into the future.

By the year 2012, it is estimated that Generation X and Y will make up 70% of the labor force. How PSAs reach out to these generations will determine their success in filling vacancies and alleviating staffing shortages. Technology must be used to attract them but not in the absence of human interaction. The strengths of these generations are their knowledge of computers, their ability to quickly access information, and their strong social conscientiousness. These are positive traits that PSAs should look for during their recruiting.

Key characteristics of Generation X individuals include:

- Resourceful, individualistic, self reliant, and irreverent.
- Focus on relationships and outcomes in the workplace.
- Not interested in long-term careers, corporate loyalty or status symbols.
- Easy to recruit but difficult to retain.
- Appreciate Informal recognition.

- Like to be assigned multiple tasks and allowed to set priorities.
- Need opportunities to learn new skills.
- Like to be asked for their reaction and opinion.
- Like to know what needs to be done but not how something should be done.
- Need regular honest feedback and mentoring/coaching.
- Want managers to live up to espoused values.

Generation X requires specific and timely feedback related to specific actions with clear goals and guidelines. In motivating police officers to meet the goals of an organization, they must believe the goals are attainable. Otherwise, Generation X employees may not be committed to working to achieve the goals (Iannone, N.F. Supervision of Police Personnel. 2nd ed. Englewood Cliff: Prentice-Hall, 1975.)

With an understanding of their motivation, PSAs can inspire dedication in Generation X employees by demonstrating that their professional growth is important, by providing room for advancement, training, and with a learning environment that will increase their marketability. Importantly, a supervisor should know his or her subordinates and should acknowledge a job well done, adding to their employees' level of motivation, job satisfaction, and longevity within the organization.

Key characteristics of Generation Y individuals include:

- Having values similar to veterans - optimistic, confident, sociable, strong morals, and sense of civic duty.
- Expects greater workplace flexibility.
- Communicates informally through email and hallway conversations.
- Needs an environment that respects skills, creativity, and entrepreneurial flair.

- Must have access to the most up-to-date technology and state-of-the-art training.
- Needs to know their goals and how they fit into the big picture.
- Sees a leader more as a coach and less as a boss.
- Needs a supportive environment which encourages new ideas and gives regular constructive feedback.

Generation Y employees are much less likely to respond to traditional command-and-control type of management still popular in much of today's workforce," says Jordan Kaplan, an associate managerial science professor at Long Island University-Brooklyn in New York. "They've grown up questioning their parents, and now they're questioning their employers. They don't know how to shut up, which is great, but that's aggravating to the 50-year-old manager who says, 'Do it and do it now.' " (Armour, Stephanie. "Generation Y: They've arrived at work with a new attitude". USA Today. November 2005.)

Conflict can also flare up over management style. Unlike previous generations who in large part , have grown accustomed to the annual review, Generation Y employees have grown up getting constant feedback and recognition from teachers, parents, and coaches and may resent it or feel lost if communication from bosses isn't done on a regular basis.

"The millennium generation (Generation Y) has been brought up in the most child-centered generation ever. They've been programmed and nurtured," says Cathy O'Neill, senior vice president at career management company Lee Hecht Harrison in Woodcliff Lake, N.J. "Their expectations are different. The millennial expects to be told how they're doing." (Johnson, Archie. "Generational change and its impact on

engineers.” ATSE Volume 141. June 2006.)

Generation Y workers possess valuable assets for any organization. The following tips are helpful for managing and motivating Generation Y employees:

- Let them know that what they do matters.
- Tell them the truth.
- In order to get “buy in”, explain the “why” of what they are being asked to do and tell them what’s in it for them.
- Learn their language – communicate in terms they understand.
- Be on the lookout for “rewarding opportunities”.
- Praise them in public – make them a “star”.
- Make the workplace fun.
- Model good behavior – don’t expect anything that their supervisors don’t and won’t do themselves.

There are many articles and publications that progressive leaders have available to them to better deal with our multi-generational workforce. Some have already been mentioned and the following are examples of a few more: First, the U.S. Department of Justice; National Institute of Corrections in September 2006 published the “Future Force, A Guide to Building the 21st Century Community Corrections Workforce.” This work is practical and its principles can be used to benefit leaders in Law Enforcement settings as well. Second, Nancy R. Lockwood’s article “Leadership Styles & Generational Differences” does an excellent job in setting forth a basic overview for a quick reference of this issue. For further information, refer to [Appendix 1](#). She gives leaders a breakdown of pointers to deal with employees of different generations which

are practical in appreciation. Her article addresses the advantages of using different learning styles for the different generations, provides suggestions on customizing communication with each generation and, most importantly, the article expresses the value of inter-generational mentoring to develop our future leaders.

RECRUITMENT AND SELECTION

The job market has become increasingly competitive over the last decade. An agency's human resources are what provide a competitive advantage to the organization. This fact cannot be over emphasized as public safety agencies (PSAs) address their recruitment and selection challenges. The dynamics of the working world have changed dramatically: Baby Boomers are retiring, Generation Xers are moving into positions of leadership, and the Y Generation is entering the workforce. The days of finding a single employer and retiring from it are a thing of the past. As the workforce changes, agencies must find a way to appeal to and regain the trust of employees or risk losing potentially dynamic employees.

An additional consideration to generational changes when addressing recruitment and selection strategies is the ethnic stratification found in an agency's local labor market. The local labor market may actually have a significant demographic shift towards a younger population from diverse cultures.

Competition for recruits is fierce, particularly for women, minorities, military veterans, college graduates, and lateral candidates. Agencies are offering recruiting incentives ranging from signing bonuses (e.g., \$10,000 in Dallas and \$7,000 in Houston, Texas for lateral transfers), higher starting pay for college graduates, reimbursement of relocation expenses and higher education costs, referral bonuses and enhanced working conditions such as flexible work schedules and on-site child care.

Marketing and Recruiting

A number of PSAs are utilizing “branding” as a marketing technique (sending out a specific and consistent message that communicates unique qualities of the organization that will resonate with potential applicants, evoking them to contact the agency for information or to apply). Whether it is “Answer the Call,” in Atlanta, Georgia; “Serving and Protecting with Aloha,” in Honolulu, Hawaii; or “Be Part of Something Special,” in Washington, D.C., “Make a Difference,” in Orange County, Florida (Sheriff’s Office), Montgomery County, Maryland and Oklahoma City, Oklahoma, the slogan must project a positive image and showcase the agency’s mission and reflect the core values.

To recruit employees, a marketing plan should include the following:

- The goal(s) the agency wants to accomplish.
- Who the advertising is designed to reach.
- What the agency wants to communicate to the target audience.
- How or what method(s) will be used.
- What resources are necessary.

A successful marketing plan requires the collection of information into a “Recruitment Strategic Plan”. The information should include:

- Past, current, and projected hiring trends.
- What attracted new employees and what keeps senior employees on the job.
- Where the agency is in terms of representing the community’s diversity and any projected changes in the community’s demographics.
- What type of advertising in the past yielded the best results.

- Who the stakeholders are, including community groups in which the agency has a positive working relationship and involve them in this process.
- The characteristics the agency wants in an applicant.
- Where people with these characteristics are most likely to be found.
- What marketing strategies will reach these individuals.
- What resources are available for the recruiting effort (staff, budget, expertise).
- What message(s) the agency wants to communicate.

In 2005, recruiters from fifty agencies across the United States responded to a survey administered during the National Summit on Law Enforcement Diversity Recruitment and Law Enforcement Recruitment Advertising Conference. Based on the survey's results, the use of the Internet and employee referral of family and friends yielded the best results in attracting qualified candidates (California's POST Recruitment & Retention, Best Practices Update, April 2006). As an example, for the time period of 2000-2006, 33% of the Denver Police Department's candidates were from Internet referrals, 38% employee referrals, and 31% from other sources such as job fairs and advertisements. In 2007, the Denver police academy was polled with 47% of recruits consisted of Internet referrals, 41% were employee referrals and 12% were from other sources. In the 2006 California POST Update, several agencies reported success in attracting more female applicants by creating a women-in-policing section within the agency's website that prominently features women in various roles and answered women's most frequently asked questions regarding acceptance by men, the physical demands of the job, and shift work. A website featuring minority employees may similarly be used to enhance the recruitment of a diverse workforce.

Finally, a recruitment strategy and marketing plan should track and measure the results of the marketing and recruiting techniques that are employed. With this information, the agency can more effectively deploy its human and financial resources during lean budget climates.

Employee Benefits and Services

Employee benefits and services are becoming increasingly critical factors in the recruitment and retention challenge facing PSAs. Following are some benefits and services that PSAs may wish to consider in their recruitment and retention efforts:

- Higher base salary
- Signing bonus
- Recruitment bonus
- Relocation reimbursement
- Educational incentive
- Tuition reimbursement
- Fitness incentive
- Language incentive
- Alternate work schedule
- Take home vehicle
- Advanced technology
- Enhanced retirement benefit
- Peer Support
- Chaplaincy Services

- Subsidized childcare
- Job sharing

While these benefits may be effective at enhancing recruitment and retention efforts, they can be quite costly. Some less costly yet effective ideas are as follows:

- Job Satisfaction: This is the primary means for retaining employees. Employees should be provided with opportunities to continuously learn, feel that their contributions are meaningful, and have opportunities for promotion.
- Employee Development Programs: These programs are created to develop organizational leaders. Employees can participate in leadership training, formal coaching, job rotations, job sharing, and formal mentoring programs.
- Succession Planning: Identifies leadership gaps, employee competencies, future leaders, and encourages employee development. (For further information, refer to the Succession Planning report published in 2004, by the Major Cities Chiefs-Human Resources Committee, Federal Bureau of Investigation and Major County Sheriffs.)
- Performance appraisals: Appraisals should identify performance areas that require improvement and promote employee development.
- Career-Pathing: Supervisors should regularly discuss career options and explore the direction of employees' careers. Tools to achieve goals should be made available and a plan should be devised wherein employees and supervisors are mutually accountable for career development of employees.

- Language and Skills Inventory: An inventory which provides a means for supervisors to assign employees to positions according to organizational needs.
- Recognition/Commendation: Recognizes employees for work and actions that are extraordinary.

Recruitment of Women

PSAs are experiencing challenges in recruiting qualified women applicants. A recent survey reflects that on average, 14.3 percent of sworn personnel are women, with an annual increase of only 0.5 percent over the past several years (Bureau of Justice Assistance, 2001). Many agencies report that they would like to have more female recruits but are disappointed by the low number of women who actually apply (Polisar & Milgram, 1998).

While some women are still recruited into law enforcement by traditional methods such as newspaper advertising, career fairs, and mailings (Polisar & Milgram, 1998), other agencies employ strategies including hosting a Women & Policing career fair with accompanying news and media coverage; creating specialized flyers, posters, and brochures that feature female officers; and creating and utilizing a targeted recruitment list (Polisar & Milgram, 1998). The campaign may show women officers with their families, feature family friendly policies such as job sharing, and emphasize the defensive tactics training and teamwork.

In addition to updating recruitment strategies, PSAs should identify and remove obstacles that may have an adverse impact on hiring female candidates (Bureau of

Justice Assistance, 2001). Historically, a disproportionate number of women have been screened out in the physical agility phase of the selection process (Polisar & Milgram, 1998). Suggestions to address this issue include a physical fitness and conditioning regimen that focuses on upper body strength during the pre-employment phase and/or moving the physical agility portions of the test from the beginning to the end of the academy thereby providing recruits with the opportunity to improve their performance levels during the academy.

Consideration should be given to determining if the physical agility test has an adverse impact on females. According to some, "Entry-level physical ability tests are often outdated, are not job-related, and test for physical requirements not needed to perform the job of a modern law enforcement officer" (Bureau of Justice Assistance, June 2001). The test should be based on the actual duties of officers. This is echoed by the National Center for Women in Policing, which states that many physical agility tests "put unnecessary emphasis on upper body strength and rely on methods that eliminate large numbers of women" (Goodman, 2001). An interesting point is also made in a study for Community Oriented Policing, asking if officers currently employed actually meet the same physical requirements that the recruits have to meet. If not, then the agency should determine if the test truly reflects what is necessary to do the actual job (Goodman, 2001).

Agencies must work to retain female officers to enhance the recruitment of future prospects. A number of studies have shown that the primary reasons women leave policing are: not being valued or appreciated by the organization; sexual harassment; and family care and work-life balance issues. Mentoring programs can aid in the

retention of female officers who often feel isolated when they join a PSA (Bureau of Justice Assistance, 2001). Agencies must address issues that are important to their female officers and implement changes to retain qualified women in public safety.

Recruitment of Minorities

PSAs should strive to achieve a diverse workforce. Organizational diversity promotes an understanding of the various cultures, decreases tension between ethnic groups, and builds community trust and support of the agency. However, achieving diversity is not easy! There are challenges in recruiting qualified minority applicants into the law enforcement profession. Many minorities choose not to pursue a career in law enforcement for one or several of the following reasons:

- Family and cultural pressures in not becoming a law enforcement officer.
- Fear of facing prejudices from fellow officers.
- Not fitting in with the mainstream law enforcement culture.
- Dealing with the pressure of always having to "prove themselves".
- Lack of trust in the PSA and legal system in general.

Successfully recruiting qualified minorities requires commitment from the entire organization, the willingness to explore new recruitment ideas, the allocation of resources, and the fair treatment of minority citizens on a daily basis. Here are some ideas to consider:

- Have minority recruiters.
- Create job fairs in minority areas.
- Along with the applicant, "recruit" the applicants' parents and spouses.

- Form partnerships with minority churches, athletic leagues, schools, and other community groups.
- Highlight minorities in advertisements and on websites.
- Ensure the entry written examinations do not have an adverse impact on minority candidates.
- Provide career opportunities for all minority groups.

Recruitment efforts for minority applicants should be an integral part of a PSA's recruitment strategic plan. As the ethnic diversity of the community changes, so should the ethnic makeup of the PSA. One of the most important factors in successfully having a diverse organization is the daily treatment of minority citizens by all employees of the PSA. Consistently treating minority citizens with dignity and respect will build confidence and trust in potential applicants and their families and friends.

Although it is a challenge to establish and maintain a diverse workforce, the rewards are well worth the effort. PSAs that consist of employees ethnically representing the people it serves are able to successfully grow with the community in establishing a safe place to live.

Developing Applicants

A PSA with a strong commitment to treating people as their greatest resource may significantly impact the number and quality of individuals recruited. The most recent generations of applicants have a higher expectation of what the agency can

provide to them. An individual who has a positive impression of the PSA may encourage others to apply.

Many agencies have pre-employment testing that includes a written examination, physical abilities tests, and an oral interview component. Requiring a candidate to appear three different times, over a period of time, may impede an agency from attracting candidates. Strong consideration should be given to combining portions of the pre-employment testing in a “one stop” process. This is especially true when trying to attract candidates from outside the local geographic area.

Another approach may be to conduct pre-employment tests during non-traditional times, such as evenings and weekends. This allows candidates to select dates and times that have minimal impact on their daily obligations, whether school, work, or other personal commitments. The Los Angeles Sheriffs Department employs this approach.

The following are strategies that may be used in the development of applicants:

- Explorer Program/Police Athletics League Cadet: These young volunteers have expressed an interest in law enforcement and can be encouraged, motivated and guided by senior law enforcement officers. They are able to experience the public safety profession and be mentored along the way.
- Police Cadet: There are many law enforcement agencies that have Police Cadet Programs. Generally, these individuals are hired between the ages of 18-22 years of age. They may be enrolled in a local college and compensated with an hourly wage. During the summer months they work full time. If candidates do not meet the physical abilities portion, they can be coached and trained during their tenure as a cadet. Examples of PSAs

that have Police Cadet Programs include Chicago, Fairfax County, Phoenix, Las Vegas, Charlotte-Mecklenburg, Denver, and Dallas police departments.

- Pre-Test Offerings: Classes can be conducted for potential applicants to assist them in successfully completing the hiring process. The San Francisco Police Department collaborated with the San Francisco Department of Human Resources and City College of San Francisco to assist potential candidates by providing training for the entry-level written and oral examination portions for the hiring process. For an outline of the class, refer to [Appendix 2](#).

The Houston Police Department created the Recruiting Physical Fitness Program. Candidates are given the opportunity to work with recruiting officers and other candidates in a physical training regimen to assist them in reaching their goal of passing the Physical Agility Test (PAT). While success can be measured in the number of candidates that have lost weight or passed the PAT, there are certain intangible benefits that accrue, such as creating a sense of camaraderie and working as a team. In addition, the number of eligible candidates increased.

Hiring Standards

Hiring standards are one of the most important aspects in establishing the credibility, professionalism, and reputation of a PSA within the community it serves.

Agencies are facing a decreasing pool of quality candidates and may consider hiring candidates that previously did not meet hiring standards. However, modifying

hiring standards may negatively impact the image and reputation of a PSA while increasing the potential for liability. Agencies may consider innovative strategies to develop their pool of quality candidates including implementing creative marketing programs, instituting online and simplified application procedures, providing applicant development programs, providing training for recruiters, offering signing bonuses, recruitment bonuses, or referral incentives. The Montgomery County Police Department (MD) offers an employee recruitment bonus program and the Toronto Police Service offers an Ambassador Program referral incentive. The Ambassador Program consists of current and retired members who go into the communities explaining the benefits of being a Toronto police officer to enhance the recruitment program.

Background checks are a vital component in the hiring process. Some candidates may have criminal records. If background checks are not thorough, criminal records might not be discovered. Candidates should not be hired before background investigations are complete. The following are areas that should be considered when conducting background checks on applicants:

- Criminal history
- Driving history
- Credit history
- Relationships/Affiliations (Gangs, organized crime, etc...)
- Employment history
- Internet checks
- Education (Grades)

- Polygraph
- Psychological
- Medical history
- Drug use/testing
- References from:
 - Family
 - Friends
 - Neighbors
 - Employers (Past and present)
 - Co-workers
- Non-disclosures

Due to the confidentiality of hiring standards, contact the individual PSA to request information on their specific hiring standards.

A growing trend in public safety involves officers resigning from one agency to go to work at another agency. Often, officers change agencies for better benefits, higher salaries, and more lenient residency requirements. Other times, as discussed in the Disclosure of Personnel Information report of the MCC-HR committee (1997), the move is due to an officer being dismissed for cause. The International Association of Directors of Law Enforcement Standards and Training (IADLEST) developed a database to assist law enforcement agencies in conducting background checks on former officers. It is a registry of law enforcement officers who have been stripped of their state certifications. The database is currently available to IADLEST members and contains over 5,700 records from 13 states: Colorado, Connecticut, Florida, Idaho,

Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio,
Oregon and Texas.

EMPLOYEE DEVELOPMENT

Organizational development (OD) is a planned, strategic, organization-wide effort, managed from the top of the organization. It is intended to enhance organizational effectiveness. OD is accomplished through interventions in an organization's processes including recruitment programs, leadership development, employee development, and ultimately employee retention, i.e., retention of the right employee, in the right job, at the right time. The retention of high performing, self-developing and motivated employees increases the pool of individuals available for leadership development.

Employee development is an important component of organizational development. It is a strategic organizational process intended to promote learning within an organization and to provide the organization with a competitive advantage by enhancing employees' knowledge, skills, and abilities. In addition, employee development can also promote increased levels of employee retention. However, to be effective, the organizational environment must be supportive of employee development efforts.

In fact, successful employee development efforts must reflect a balance between the employee's and the agency's needs and goals. The PSA must support life long learning and not just the learning necessary for an employee's current or anticipated job in the organization. A prime factor in employee retention is keeping employees interested, involved, and engaged in their jobs. In addition to providing agencies with a competitive advantage, enhanced employee retention rates also save money in recruitment, hiring and new employee training costs.

Employee development programs encourage innovation and leadership in the agency and provide measurable value-added learning as evidenced through the transfer of skills to the job and growth at the individual and organizational levels. In sum, effective employee development programs result in a more highly skilled workforce and a more productive organization.

It is critical that employee development programs are planned, developed, and implemented with an adult learning perspective. Furthermore, agencies must be cognizant of the impact of the organizational culture on employee development efforts. An organization's culture consists of its attitudes, experiences, beliefs, and core values. Employee development programs are most effective when they consider the impact and interaction of the organizational culture.

Employee Development in Public Safety Agencies

As the Committee deliberated the issue of employee development and its impact on employee retention in PSAs, it was agreed that specific initiatives as well as impediments to their successful implementation should be included in the discussion. Many PSAs use performance appraisal systems to provide employees with meaningful feedback as to their performance, and to recommend areas for improvement and development. However, in some PSAs, performance management programs are less than effective. It is a common practice in PSAs to inflate performance evaluations. This practice can have adverse effects for both individual employees and organizations. For example, supervisors may ignore performance feedback requirements or simply rate subordinates as having met or exceeded performance standards so as to avoid

uncomfortable discussions. The problems with this approach manifest in many ways. The consequences may compromise an agency's ability to discipline an employee or defend the department against discrimination charges. It is imperative that the agency has documented the employee's poor performance.

Some PSAs indicate that they engage in job rotation, career-mapping, or career-pathing efforts. However, this may only be occurring on a selective basis. In some instances, the same personnel rotate from one specialized assignment to another, thereby reducing the opportunity for other personnel to develop meaningful career paths. Further, many agencies do not follow a planned approach to rotating commanders, supervisors, or officers within the field operations area, and in fact, may leave personnel assigned to the same unit for most of their career. Conversely, other agencies may make the mistake of rotating personnel too quickly. Rotation decisions should be based upon the complexities of the assignment, the development of the employee, and the agency's operational needs.

Another example of an employee development initiative is Early Intervention Systems (EIS). Systems and processes should be developed to meet the specific needs of each PSA. The Pittsburgh and Phoenix Police Departments serve as models in the development and use of an EIS. Generally, EIS develops profiles for each officer that include data such as attendance, number of vehicle accidents, number of resisting arrests, work related injuries, shots fired, disciplinary history, and a variety of other factors that may collectively highlight areas of concern. Unfortunately, some supervisors or PSAs do not follow through in conducting interventions with identified officers.

The Role of the Employee

“[Employees] should be looking for developmental relationships that can provide a variety of learning [opportunities]. They can also identify goals for new skills and abilities and then look for ways to meet those goals...While employee development is critical to the success of an organization both the employee and the organization must recognize that most of the responsibility for development falls to the employee.”

(Retrieved from <http://www1.umn.edu/ohr/toolkit/development/supervisor.html>

on January 29, 2007.)

“Some things the employee should have and consider when beginning work towards development:

- specific goals; identify goals for new skills and look for ways to meet those goals.
- energy to make the development possible.
- a variety of work assignments.
- asking for feedback.
- opportunities to coach others and finding good coaches for him or herself.
- developmental relationships that provide a variety of learning.”

(Retrieved from <http://www1.umn.edu/ohr/toolkit/development/supervisor.html>

on January 29, 2007.)

The Role of the Supervisor

“[Supervisors] have a [critical] ...[role] to play, but providing information and

support to facilitate the employee's development is what is most important...They include:

- coaching employees to help them determine what they need for development.
- providing both positive and corrective feedback.
- offering organizational insight, information, and advice.
- guiding the planning through goal setting and checking back over time.
- allotting time and money for development experiences.
- ensuring opportunities for applications of new learning."

(Retrieved from <http://www1.umn.edu/ohr/toolkit/development/employee.html> on January 29, 2007.)

General Overview of Training

When was the last time your agency examined its training practices? Is training still conducted as it was years ago, because "that's the way it's always been done?" Does the agency's academy embrace the philosophy and methodology of adult learning? Or, are training programs still entrenched in the lecture format?

If a PSA's academy is to be effective, there must be an inherent understanding of how adults learn; students should be actively engaged in the learning process to enhance their learning experience. Adults learn best in a collaborative environment and expect the information obtained will be immediately useful. Instructors must capitalize on the life and work experiences of adult students to stimulate learning and optimize attainment of learning objectives.

How competent are the agency's instructors? The International Board of

Standards for Training, Performance and Instruction (IBSTIP) lists 17 competencies for evaluating instructors:

1. Communicate effectively.
2. Update and improve one's professional knowledge and skills.
3. Comply with established ethical and legal standards.
4. Establish and maintain professional credibility.
5. Plan instructional methods and materials.
6. Prepare for instruction.
7. Stimulate and sustain learner motivation and engagement.
8. Demonstrate effective presentation skills.
9. Demonstrate effective facilitation skills.
10. Demonstrate effective questioning skills.
11. Provide clarification and feedback.
12. Promote retention of knowledge and skills.
13. Promote transfer of knowledge and skills.
14. Assess learning and performance.
15. Evaluate instructional effectiveness.
16. Manage an environment that fosters learning and performance.
17. Manage the instructional process through the appropriate use of technology.

(Retrieved from www.cbstpi.org/competencies.htm April 20, 2007)

Do instructors follow recognized professional training standards in addition to the agency's Standard Operating Procedures (SOP's)? Competent instructors maintain ethical and legal standards and are leaders in the instructional environment. This

leadership quality has often been cited as one of the most important characteristics of effective instructors.

Leadership is a quality that can be learned. Having an instructor who exhibits leadership in the training environment allows those qualities to be witnessed by students. It is also essential for instructors to present learning opportunities that enable students to respond appropriately to a variety of situations while increasing productivity and effectiveness.

Since the terrorist attacks of September 11, 2001, training programs have been made available from a host of agencies including the Department of Homeland Security. Many of these offerings are free of charge to PSAs and other first responders. An example is the State and Local Anti-Terrorism Training Program (SLATT) which is fully funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. SLATT is cutting- edge anti-terrorism training, whose instructors are subject matter experts. Agencies can either apply to host a training event or send their members to the hosting agency's location. Some web site advertising training opportunities include:

- Department of Homeland Security, Federal Emergency Management Agency at <http://training.fema.gov>;
- Lessons Learned Information Sharing at <http://www.llis>;
- Center for Domestic Preparedness, P.O. Box 5100, Anniston, AL 36205-5100 at <http://cdp.dhs.gov>;
- Energetic Materials Research and Testing Center (EMRTC), a division of the

New Mexico Institute of Mining and Technology (New Mexico Tech) in Socorro, New Mexico at <http://emrtc.nmt.edu/>;

- U.S. Department of Energy National Nuclear Security Administration's Nevada Test Site at <http://www.nv.doe.gov/nationalsecurity/homelandsecurity/responder.htm>.

Innovations in technology and street practices need to be incorporated into training programs. PSA administrators must advocate an organizational climate supportive of innovation and intolerant of failure while remaining cognizant of the needs of the agency, its employees and its citizen constituents.

PSAs can use training as a tool to improve retention rates. Additionally, it is important that PSAs capitalize on training opportunities to prepare future leaders. It is common for training programs to be cut when financial resources become scarce. However, rather than eliminating training, chief executives should search for innovative means to continue providing training. Training must be viewed as a necessity. This requires a cultural shift which is a difficult proposition, at best. Training is, in fact, an investment in the future performance and long-term success of the organization.

Traditional Training

Traditional training occurs in a venue where the instructor is present at the location when and where the training is being held. Traditional training may take place in a classroom, gym, firearms range, etc. A primary benefit attained by students in traditional training is the interaction that occurs between the instructor(s) and other students. PSAs are highly dependent on this form of training. Recruit training is one example of traditional training is not easily replaced with an alternative type of training.

Traditional training can be divided into internal and external training. Internal training is training conducted by the agency itself. External training is training conducted by entities outside the public safety agency. Examples of internal training include recruit training, supervisory basic school, in-service training, emergency vehicle operator's courses, and firearms tactics training. External training can serve to supplement an agency's internal training.

Field Training Programs (FTP)

A well-defined and well-documented FTP is an essential element of recruit training. The FTP provides the opportunity for new officers to acclimate to the routine and not-so-routine aspects of law enforcement under the direction and supervision of a more seasoned and trained Field Training Officer (FTO).

The FTP follows the end of the formal academy-based recruit training program. It allows new officers an opportunity to practice what s/he has learned in the classroom and during practical exercises in the Academy phase of training. Generally, this FTP should last several months and be structured to provide an opportunity to experience many, if not all, of the facets of patrol work. This includes rotating shifts, exposure to various types of calls for service, working the desk, prisoner transportation, and security duties. It may become necessary for the recruit and the FTO to respond to or become involved with calls beyond the normal post or sector boundaries to achieve the goals of handling a variety of situations.

The transition from the academy to the street must be in direct proportion to the trainee's ability to adapt and handle the challenges presented. The rule-of-thumb is for

the FTO to perform all tasks and have the trainee observe during the beginning segments of the FTP. As the program progresses, the FTO relinquishes more duties to the trainee. During the final stages of the program, the trainee should perform all functions of the job with the FTO observing, supervising, and becoming involved only as necessary.

For the FTO Program to be successful, PSAs must engage in a valid and reliable FTO selection process. FTOs must be selected for their ability to perform at a high level in their job classification. The FTO should also exhibit leadership qualities and have the ability to mentor and teach the trainee while documenting both positive and negative aspects of the trainee's progress.

It is essential FTOs are trained for this critical function and receive routine on-going review of their performance. The training of FTOs should include both classroom and field experiences encompassing the agency's corporate culture, diversity, generational, cultural, and gender issues. Furthermore, the training should include the agency's expectations for new officers, how to provide constructive criticism, the need to praise positive actions or behavior, as well as how to document and deal with recruits whose performance levels are less than satisfactory.

Additionally, FTOs must be trained in the latest techniques taught by the Academy so they can properly evaluate the performance of the trainee using appropriate standards in topic areas such as driving, defensive tactics, report writing, and constitutional law. It is imperative that the trainee's evaluation is consistent with the training received in the Academy phase of training.

Interaction between the Academy staff and FTO is essential. Since Academy

staff have observed the performance of trainees, they can provide valuable insight on trainees and their abilities. It is also helpful to have a formal contact person from the Academy for the FTO to assist in solving problems encountered by the trainee and FTO.

It is essential that FTOs have specific written performance objectives for trainees and that the achievements are documented. To accomplish this, an FTO workbook and recruit performance evaluation forms are important tools for the FTO. The FTO should be cautious in rating a trainee higher than his or her actual performance level. Trainee performance evaluation forms may be used as part of the review process if a PSA seeks to separate a trainee from the department for an inability to adequately perform the duties of the job. An inflated evaluation may jeopardize this effort.

The new horizon in field training is to ensure FTOs and trainees are well versed in the technological advances in law enforcement. Basic tools include not only the radio and mobile data terminal but also interactive computer programs, databases, search engines, and video conferencing capabilities.

The FTP must be designed to test the proficiency of the trainee on all levels and to prepare the trainee to meet the present and future challenges of the job. An effective FTP is an integral component of the employee development and can significantly impact the retention capabilities of PSAs.

Police Training Officer (PTO) Program

Some PSAs are moving to a new model of field training that emphasizes contemporary adult education methods and problem-based learning. Problem-based

learning is well grounded in the fields of medicine and education, where it facilitates the transfer of knowledge. Similarly, in the PTO Program, trainees learn more than laws and policing procedures. They are challenged with applying knowledge obtained in the academy phase of training when actually dealing with individuals and issues within the community. This approach to training is integral to the concept of community-oriented policing. As demands for public safety services continue to expand in scope and increase in frequency, PSAs must provide the resources and training to fulfill their expanded role. Problem solving is an integral part of public safety and requires a creative and flexible method of thinking — thinking that the PTO model encourages.

Evaluation takes place in a number of ways, including the following:

- Informal assessment of daily activities by completing daily journal entries and dialogue with trainers
- Monthly Coaching and Training Reports
- Problem-Based Learning Exercises in each of four phases (non-emergency incident response, emergency incident response, patrol activities, and criminal investigation)
- Neighborhood Portfolio Exercise
- Week-long Mid-Term Evaluation
- Week-long Final Evaluation
- Board of Evaluators' (BOE) assessment of trainee
- An opportunity for remedial training, if necessary, is provided after the mid-term evaluation

In summary, this 15-week post-academy program is a learner-centered teaching method that uses real-life problems as a vehicle for learning. The benefits of this program include:

- encouraging new employees to actively engage in problem-solving
- increasing the individual employee's capacity for self-awareness, self-regulation, empathy and social skills
- enhancing interest and increasing participation in community-oriented policing
- encouraging a sense of beat responsibility
- enhancing the long term learning capacity of officers.

Additional information about this program, including case studies of six PSA's experiences, can be obtained from the following website:

<http://www.cops.usdoj.gov/files/ric/Publications/CaseStudiesPDF3.pdf>

Cultural, Gender, and Generational Training

The make-up of the communities served continues to change; this change is represented in the workforce. According to the 2000 U.S. Census estimates, the minority population is expected to increase from 53,577,000 in 2000 to 63,941,000 in 2010. The immigrant population also continues to increase.

An increase in the minority and immigrant populations increases the likelihood of and frequency that officers will have contact with individuals from diverse cultures in their daily lives and in the workplace. In these instances, communication may pose a challenge. However, contact with individuals from diverse cultures also provides an opportunity for PSAs to develop their recruitment and training programs.

How are PSAs addressing the language barrier their officers face when patrolling communities whose residents are predominately of other cultures? How effective are agencies in hiring minorities to represent the communities served? How are PSAs educating officers in cultural diversity?

In addition, PSAs need to be aware of differences in gender and generational specific issues. With four different generations represented in today's workforce, PSAs must acknowledge the unique challenges and opportunities these interactions create.

It is essential for PSAs to provide continuing In-Service Training (IST) on cultural, gender and generational issues. Where training commissions do not mandate diversity training, PSAs should provide this information during annual IST. Newly promoted supervisors and administrators should also receive a block of instruction on cultural, gender and generational issues during first-line supervisor or administrator training.

The following topics can be considered in developing a training program:

- Demographics and diversity makeup of the communities served.
- The value of diversity.
- Human rights, prejudices, and discrimination.
- Stereotyping and racial profiling issues.
- Perceptions of cultural and ethnic groups.
- Cultural traditions and religious beliefs.
- Legal aspects and the impact of hate crimes.
- Understanding the various generations.

Evaluation is critical to gauge the effectiveness of the program. PSAs can demonstrate commitment to valuing diversity by developing continuous IST programs

that mandate attendance. The inclusion of community members from diverse backgrounds may also enhance the credibility of the training while demonstrating that the agency values diversity. Police and Community Expectations Training (PACE) offered by the Toronto Police Department is an example of a diversity training program.

Electronic Learning (E-Learning)

E-learning is education that is enhanced or provided through the use of electronics. An example of electronic learning that can be leveraged by administrators for economic savings is computer-based training. E-learning is advantageous for officers as well as agency administrators. It provides flexibility in scheduling and training for agency personnel. Agencies with personal computers in patrol cars can harness this technology to provide in-service training to members while on patrol.

The Suffolk County Police Department (Suffolk, NY) successfully uses computer-based training for their patrol force. Its Decentralized Individualized Instructor Training offers alternatives on topics including annual use-of-force training. Members are notified when they sign on to the computer that they have a mandatory module to complete.

Another example is the Department of Homeland Security's web based National Incident Management System Training (NIMS) (http://www.fema.gov/emergency/nims/nims_training.shtm#1). PSAs can utilize this resource at no cost. The course can be taken at any location with Internet access. During their normal tour of duty, officers can complete NIMS training. In larger agencies this may result in many additional staffing-hours spent on patrol.

Web based degrees and certificates can be provided through partnerships with accredited colleges and universities. The FBI National Academy Associates has recently formed a partnership with seven universities offering web-based degrees and certificates (<http://fbinaa.org>). Among the schools that have partnered with FBI

National Academy Associates are Northcentral University (www.ncu.edu) and Salve Regina University (www.salve.edu).

The following institutions now offer online programs: Boston University (<http://www.bu.edu/online>), University of Scranton, New York Institute of Technology, Long Island University at Riverhead (Homeland Security Management Institute), and University of Phoenix (www.universityofphoenix-online.com).

Internship/Apprenticeship Programs

While internships are designed to be educational, interns can also be used to enhance an agency's recruitment efforts. An objective of any recruit program should be the recruitment of the most qualified people with intention that once hired, they will be retained by the agency until eligible to retire.

The most common apprenticeship program in law enforcement is the field-training program (FTP) for newly hired police officers. While the particulars of programs vary by agency, most law enforcement agencies offer some form of field training. An example of a successful apprenticeship program is the NYPD's Cadet Corps.

The NYPD web site describes the mission of the Cadet Corps as, "To recruit the best candidates possible with the ultimate goal of increasing the number of college graduates within the uniformed ranks of the NYPD." New York City Police Cadets are eligible to receive financial benefits up to \$64,000, including compensation for employment and tuition assistance. The New York City Police Department Cadet program has proven to be a success with approximately 550 participants.

An example of an internship program that may be used in an agency's

recruitment efforts is the Boy Scouts of America, Learning for Life, Law Enforcement Explorer Program. To participate in the Program, individuals must be between the ages of 14 and 21. "Law Enforcement Explorer posts help youth to gain insight into a variety of programs that offer hands-on career activities for young men and women who are interested in careers in the field of law enforcement." Examples of departments currently participating in the Law Enforcement Explorer Program are the Los Angeles County Sheriff Department, Nassau County Police Department, Phoenix Police Department, Philadelphia Police Department, and Honolulu Police Department.

Tuition Reimbursement and College Incentive Pay

During 1995, a member of the St. Louis Board of Police Commissioners formed a committee to explore issues relative to human resources having a direct effect on morale and employee development.

As a result of Committee recommendations, the agency adopted a policy requiring that personnel hired after July 1995 must have earned 30 hours of college credit at the time of employment or must obtain the required education within two years of hire. In addition, the agency adopted a tuition reimbursement policy that provides up to \$4200 annually to personnel working towards earning an undergraduate or graduate level degree. The agency instituted a policy requiring personnel hired after July 1, 1996 to have earned an Associates Degree or equivalent to be eligible to participate in the sergeant promotional process. To obtain any rank above the rank of sergeant, those hired after July 1996 must possess at least a bachelor's degree. The agency currently budgets in excess of \$500,000 annually to support its tuition reimbursement program.

At the same time that tuition reimbursement was increased and promotion policies amended to require college education, the agency increased its College Incentive Pay. Currently, the agency provides \$750 annually to employees with an Associates Degree, \$1500 annually with an undergraduate degree, \$2000 annually with a Masters Degree, and \$2500 annually with a law or doctorate degrees.

The Chicago PD has a Tuition Reimbursement Program (TRP) for its personnel. Each year they spend in excess of \$7 million. The City reimburses tuition costs for a maximum of two courses per school term for any degree program offered by a college or university accredited by the North Central Association, a regional accrediting body. For further information, refer to [Appendix 3](#).

Mentoring Program

A mentor is commonly known as a counselor, tutor, or guide. While mentoring is fairly commonplace in most PSAs, more often than not it is an informal and undocumented practice. To wit, oftentimes supervisors assist newer employees as they become acclimated to the agency. This relationship frequently continues throughout the employee's career.

An informal mentoring program may be effective but is prone to many challenges. For example, talented employees may be overlooked if they do not have the "right connections." Since people tend to gravitate toward others with similar experiences and backgrounds, females and minorities may also tend to be excluded in an informal mentoring program.

PSAs may avoid committing to a formal mentoring program due to the costs associated with developing, administering, and evaluating such a program. However, the benefits of a formal mentoring program far outweigh its costs. The development of employees should support the strategic plan of the organization and advance the mission and goals of the organization. A formalized program focuses on developing skilled professionals and organizational leaders. Employees currently in leadership positions who are chosen to be mentors also continue in their professional development and increase their value to the organization.

A formal mentoring program may lead to increased productivity, improved morale, and may increase employee retention rates. Mentees are provided with guidance and support to avoid mistakes that can a career. This program may also positively impact the PSA through the development of female and minority employees.

A successful mentoring program requires the support of the agency's chief executive and its senior leadership. Without this support, it has little chance at success. However, it is not enough to merely support this program in theory, it must also be funded.

There are two types of costs associated with a formal mentoring program. Granting employees time during the work day to participate is critical. If it is not possible, overtime costs may be incurred. The PSA must also assign an employee to serve as program coordinator or program director. The evaluation and improvement of the program cannot be accomplished without specific coordination.

In addition to staffing costs, there are line item costs associated with a formal mentoring program. Standardized training must be provided to employees selected to

be mentors. Simply selecting members of management and giving them time to meet with mentees will not serve to meet the goals of this program. Incidental costs may also be incurred if an agency chooses to recognize program participants with certificates, uniform pins, or other incentives.

For those PSAs whose employees are represented by labor organizations, an assessment must be made as to whether mentoring programs are covered by the terms of collective bargaining agreements (CBAs). Many CBAs contain provisions granting extra pay or benefits for field training duties and unions may argue that a mentoring program is, in fact, a field training duty and should be compensated at the commensurate level of pay.

It is important to consider a mentoring program as part of an agency's recruitment and retention strategy. Civilian / non-sworn employees should also be included to participate in a mentoring program since the competencies of effective leadership pertain to sworn as well as civilian / non-sworn employees.

Depending on the size of an agency, establishing a mentoring program may be best accomplished by initiating a pilot program. Larger organizations may benefit from a pilot program by being able to assess the performance of the program and make modifications before establishing it throughout the agency.

There are examples of mentoring programs in the military, private sector, and public sector. Organizations employ either a group mentoring or a one-on-one model. The one-on-one model is generally best suited for public safety agencies as it provides for more individualized and intensive guidance and evaluation.

The selection of quality mentors is vital to the success of the mentoring program. Simply drafting a senior manager to be a mentor does little to ensure the success of the program. Agencies must also be aware of the reality that not every manager or supervisor is suited to serve as a mentor. Remember that tomorrow's leaders are being guided by those serving as mentors. Mentors must be thoroughly briefed on the level of commitment required and the importance of the program to the organization. After developing a pool of volunteers, mentors must be carefully chosen from that pool and then properly trained. It is helpful for the agency to develop a list of competencies required for mentors and then evaluate each mentor volunteer against this list of competencies.

The application process for the selection of mentees must include complete information about the program including the level of commitment and responsibilities. The goals and objectives of the program must be clearly defined and articulated. Mentee applicants must be advised that participating in the program is not a promise of promotion or preferred assignment.

A selection committee should be established and briefed on the approved criteria for the selection of participants. The selection of mentees contributes to the PSAs employees' perception of the organization's level of commitment to developing its employees. A perception of a fair and unbiased selection process will promote enhanced employee morale, increased levels of job satisfaction, and should positively impact employee retention rates.

Formal mentoring programs must include an assessment or evaluative component. Clearly defined goals and measurements must be included; ongoing

solicitation of feedback from program participants is also important. This can be accomplished by documenting the goals and objectives that are achieved and by distributing a brief survey to be completed by program participants.

An effective mentoring program is a valuable component in a PSA's strategic plan concerning its succession planning efforts and the continuation of effective organizational leadership into the future.

Performance Appraisals

An effective performance appraisal system is an interactive process providing employees with clearly defined behaviors/expectations necessary for successful job performance. Furthermore, it provides employees with opportunities for professional growth and development. The appraisal process must be consistent, fair, and objective. Employees and the organization benefit from an effective appraisal process.

A performance appraisal system can be an effective retention tool since most employees need and desire constructive feedback of their job performance. A primary reason cited by employees who terminate employment with an organization is poor management by supervisors. A performance evaluation system should require supervisors to engage employees in a continuing dialogue about work performance. This, in turn, can improve employee retention rates by creating a sense of value and ownership for employees in the agency.

An effective performance appraisal process also provides employees with clearly defined job responsibilities and expectations. Often, the process provides for employee input. The Cincinnati Police Department has a performance appraisal system that

provides an opportunity for employee input. It is generally recognized that employees experience greater levels of job satisfaction when they understand the process. Clear expectations should lead to improved productivity.

Generally, it is management's responsibility to develop employees to not only attain the goals of the organization but also to reach their personal goals. It is imperative PSAs develop and support the professional and personal growth of its employees. Such employee development initiatives should lead to improved levels of employee retention within the organization as well.

Performance appraisals are one tool to achieve performance management. Effective performance management systems must have a well-articulated process for conducting performance reviews with clearly defined roles and timelines for both supervisors/managers and employees.

The following components are present in performance management systems:

- Performance Planning. Review employee performance expectations, including behaviors and results.
- Ongoing Feedback. Feedback should be related to the expectations discussed during the Performance Planning phase. As performance management is a continuous process, supervisors must provide daily feedback about accomplishments, contributions, and performance challenges.
- Employee Input. It enhances an employee's ownership and acceptance of the process and reminds supervisors about the results employees have delivered. This step often results in improved communication between

supervisors and employees.

- Performance Evaluation. This document is completed at the end of performance cycles. It can be created in many formats with a variety of ratings. The document should be fair and reflect the expectations for and results achieved.
- Performance Review. This is a recap of an employee's performance throughout the rating period. In a non-threatening setting, supervisors discuss performance ratings with employees, as well as rationale for the evaluation. Additionally, developmental activities should be planned with employees.

The following suggestions are offered for performance reviews:

- Be prepared. Decide what to say and how to say it.
- Lead with the positive. Discuss the employee's strengths at the beginning of the review. The performance review provides an opportunity to express appreciation for the employee's contributions.
- Don't be confrontational. Don't criticize the employee in general terms. The goal is to evaluate job performance.
- Avoid complicated reviews.
- Be consistent. Evaluate work based on quantity and quality relative to the job requirements. Other considerations might include employee attitude, willingness to help others with their work and ability to get along with others.
- Make it a two-way conversation. An effective performance review requires an interactive discussion.

- Address what's important to the employee.
- Discuss work/life balance.
- Be an active listener. Be aware of the employee's verbal and nonverbal language.
- Review performance regularly.

(<http://www.allbusiness.com/human-resources/workforce-management/1385-1.html>)

retrieved on 1/29/2007)

For an example of a performance evaluation system from the Orange County Sheriff's Office in Florida, refer to Appendix 4.

Career Pathing

Along with an effective performance evaluation process, PSAs need career path programs. Supervisors must realize that some employees do not seek to be promoted and do not desire to advance in the organization. Generational differences must be taken into consideration as all employees do not share the same goals and objectives. Hence, career path programs should take employees in different directions.

There are a few basic roles for a supervisor in developing employees. They include:

- Coaching employees to help them determine what they need for development.
- Providing both positive and corrective feedback.
- Offering organizational insight, information and advice.
- Guiding the planning through goal setting and checking back over time.
- Allotting time and money for development experiences.

- Ensuring opportunities for applications of new learning.

<http://www1.umn.edu/ohr/toolkit/development/supervisor.html> from the internet 1-30-07)

Supervisors must encourage and assist employees in their career planning efforts. Personal and professional growth of employees, coupled with recognizing and working to meet the agency's needs, can serve to encourage employees in making a lasting commitment to the organization.

A tool supervisors can use to provide guidance to employees is Career Pathing. Just as a road map helps travelers reach their targeted destination, a career path can assist employees in reaching their professional and personal goals. "A career plan will assist employees to behave more strategically when it comes to: pursuing employment opportunities, undertaking further education and professional development, broadening [their] skill and knowledge base, broadening [their] professional network, growing [their] professional profile." (http://www.etm.com.au/candidate_resources/career_mapping.asp retrieved on February 7, 2007.)

For effective career pathing, supervisors should meet with employees to discuss their goals and objectives within the agency. The direction an employee wishes to go, along with their skills, strengths and weaknesses, should be noted. Questions asked of the employee in this process may include:

- What position or assignment is desired?
- Why does the employee want that job?
- Does the employee have the necessary skills?
- If not, how will the employee gain those skills?
- How does the employee see him or herself within the organization in one, three,

or five years?

Follow up and support from supervisors is crucial throughout the career development effort. Periodic meetings with employees are encouraged to provide feedback on their progress.

After working toward a particular goal, the employee may decide that it is not what they want, making it necessary to map a new course. Active career pathing enhances the ability of the agency to meet its goals while enhancing the morale and retention rates of its employees.

Evaluation of Employee Development Programs/Efforts

It is critical that the initiative is evaluated to determine effectiveness and efficiency during the planning, development, and implementation phases as well as after implementation. Evaluations can range from simple to complex. Regardless of the complexity, the following should be considered when developing an evaluation:

- **Satisfaction.** The employer may distribute a survey to participants to elicit information such as those aspects of the initiative that were effective or require modification, improvement, or elimination. In addition, the employee's level of satisfaction with the initiative can be gauged. This is the easiest type of evaluation to conduct and is often referred to as a "smile-sheet."
- **Costs.** By compiling training related expenses, an organization can determine the total cost of a training program or the cost, by trainee, for any formal training program.
- **Usage.** By tracking employee enrollment, participation, and completion, an

organization can easily measure one aspect of the utility of a program.

- Impact. Has the initiative been institutionalized by the employees? The impact of an initiative in terms of increased levels of productivity (efficiency) or the effectiveness of the work product of its employees can be measured by the agency. The agency may also choose to administer a pre-test/post-test assessment of productivity to gauge the effectiveness of an initiative.

LEADERSHIP DEVELOPMENT

The workforce of the Millennium, comprised of four generations, each with its own set of cultural, work, and life experiences, is the most diverse and challenging yet for those who lead. While today's leaders are challenged to develop and cultivate a culture of teamwork within the organization and to find an effective means of engaging and inspiring each generation to accomplish the goals of the organization, the organization faces the simultaneous challenge of continuously developing its leaders. In fact, it is an agency's leaders who have the ability to significantly impact the effectiveness of its recruitment program as well as its employee retention rate. The impact of leadership on recruitment and retention in PSAs cannot be understated.

Cognizant of the impact of its leaders on recruitment programs and retention rates, PSAs should ask the following questions of its leaders as it evaluates its leadership development efforts:

- What am I doing to develop myself to be an effective leader?
- What am I doing to develop future leaders in my organization?
- How am I addressing generational issues?
- Do I deal with ineffective leaders? If not, why not? If so, how?
- What will be the legacy of my leadership?
- Am I communicating expectations effectively?

Most leaders master the technical skills of their jobs rather quickly but need to be given opportunities to grow in their leadership capacity as their level of responsibility and influence grow in the agency. Identifying and cultivating the broad competencies needed to anticipate and respond to change is critical to successful leadership.

Developing a pool of leaders who think, plan, and perform in a manner so as to attain goals is necessary in every PSA.

Are the attitudes and actions of your leaders driving your best and brightest employees away? Even worse, are the leaders' reputations deterring applicants or referrals from coming in? Within the minds of many HR professionals is the belief that the attitudes or actions of poor supervisors within an organization push employees out the door more often than lack of money. Employee exit interviews have shown leading causes of turnover are: lack of attention and feedback (which young generations seek more of); need for recognition; poor communication skills of supervisors and managers in leadership roles; and the inability of supervisors to effectively resolve issues. They also show that good supervisors have a greater ability to prevent turnover.

In today's Generational work environment filled with a work force of different mindsets, values and perceptions, a flexible and educated leader is required to maintain high morale and productivity. If today's leaders, most of whom are Baby Boomers, expect to run organizations with the "Do it because I said so" or "My way or the highway" attitudes, there will be extreme conflict, low morale, and failure within the organization. Leaders in the current workforce will improve their potential for success if they recognize, research, and educate themselves in the differences between the four (4) generational groups. You may not agree with these generational differences or different mindsets but to succeed you must accept the fact they exist. Those that can accept this fact and begin finding ways to motivate and direct employees by using the mindsets, values, and perceptions of each respective group are the ones that will stand

out as true leaders. These leaders will be the most effective and generate higher morale among employees.

Something as basic as understanding that Generation X employees view the work environment as “a job” while the Baby Boomer Generation views it as “a career,” will go a long way in helping a leader to evaluate what motivates employees. If the employee’s view is “it’s a job” they are looking more for immediate gratification and compensation and most likely not long-term commitment or loyalty to the organization. Generation X'ers average only 3.5 years in any one job before moving on to a new one. One who views the workplace as a “career” will look long term, such as, the stability of a retirement plan, advancement/promotion potential, compensation growth potential, and will have loyalty to the organization even when working with weak supervisors and managers.

When studying and understanding what motivates different generations, a good leader will learn to show appreciation and reward outstanding work effort differently. Baby Boomers are motivated more by the face to face positive reinforcement and recognition while Generation X responds to the technology rewards with emails and greater involvement in the project/program development, problem solving and over all input. Generation Y seek their reward through a combination of personal touch, technology and involvement in their work.

As Generation Y enters the workforce, more Traditionalists and Baby Boomers are expected to retire from full-time employment but remain in the workforce in a part-time capacity. As leaders we can use this to our benefit as we tap into their experience along with the new ideas of the upcoming generations. All generations in today’s

workplace are looking for more flexibility from their employers in areas such as work schedules, family commitments and how to accomplish their tasks and goals. Younger generations are looking for mentors, training and increased responsibilities to develop themselves in their workplace. Retention will be improved if they find what they are looking for.

Those leaders willing to examine their own leadership strengths and weaknesses can conduct their own self-evaluation with the leadership self-assessment tool in Appendix 7. We end this discussion with the challenge we started with – Are you willing to develop yourself as a leader and improve your agency's retention by learning how to motivate your generational workforce?

Future Leaders

Many PSAs commit enormous resources to develop their hiring and promotional processes. However, at times the message received by employees is to focus on how to take a promotional test rather than to focus on personal and professional development. In fact, some PSAs have, at times, promoted or appointed individuals who have excelled in a promotional or selection process rather than individuals who possess solid leadership skills.

To positively impact recruitment and retention and ultimately maximize organizational effectiveness, PSAs must commit to the development of its employees. Leadership skills must be continuously nurtured and developed. This represents sound workforce planning and development, otherwise known as succession planning.

A not so subtle distinction must be made between leadership *training* and leadership *development*. Leadership *training* is provided to employees who have been pre-identified by the organization. Trainees participate in a series of courses on topics that the individual needs for job success. Such training is often conducted immediately before or soon after an individual is selected or promoted. While the topic of leadership is part of the curriculum, since it is hands-on training, it might be more appropriately titled “supervisor” or “manager” training. And, while it is not leadership *development*, the value of this training is obvious, especially when one considers that surveys have shown that a primary reason why employees quit their organization is because of the inadequacies of their immediate supervisor. Leadership training provides an example of “just in time” training as it delivers practical skills necessary to perform current work or new work assignments that are anticipated within a short time period.

As an example of leadership training, in 2003 the Virginia Beach Police Department instituted a preparatory program for candidates for promotion to the rank of sergeant. The program was designed to ensure a smooth transition to the first rung of formal leadership. The program includes a 40-hour course on the principles of leadership and management, focusing on practical knowledge required to perform effectively, followed by a three week field training program. The first week of field training is spent shadowing an experienced sergeant while the final two weeks consist of completing a series of tasks required of sergeants. In addition, newly promoted sergeants are given priority status in attending the Department’s West Point Leadership training program. This program runs one day per week for a period of sixteen weeks. It is modeled after the leadership course offered at the military academy and emphasizes

management theory through case study application. For further information, refer to Appendix 5.

While leadership *training* is essential, it assumes that only those who are promoted or advanced are identified as future leaders within the agency. It does not include ALL employees in leadership *development*. Clearly, a more comprehensive and integrated approach to leadership development is required to meet the needs of PSAs.

Leadership *Development*

PSAs must change the way they think about leadership by recognizing that every employee is a leader. Public safety employees are held to a higher standard and have been entrusted to serve and protect the communities they serve. It is critical that constituents view *each* public safety employee not only as a responsible public safety representative but also as a leader. By the very nature of public safety work, employees are in positions of authority and leadership. Therefore, PSAs must cultivate and develop leaders and leadership potential at all levels of the agency.

To be effective, leadership *development* must be continuous and not tied exclusively to a promotion or an appointment. Leaders within an organization must ask: "Is the agency hiring and developing individuals who share this responsibility and commitment to the community? Is the organization hiring and promoting respectful, trustworthy and responsive leaders? Is the organization nurturing and developing leadership traits valued by the organization?"

Several organizations have leadership programs that are continuous and open to all of its employees, not only at times when promotions are imminent. The Salt Lake

City Police Department offers a program titled “Leadership in Police Organizations.” It is modeled after the West Point Leadership Model. Every employee is eligible to participate. Candidates are selected after completing a 250-word essay stating why they want to participate. Trainees meet one week per month, for four months (160 hours total) to learn about individual leadership, group leadership, organizational leadership, values, and ethics. Other PSAs including Fairfax County, Virginia; Virginia Beach, Virginia; and Austin, Texas use the West Point Leadership Model for leadership development training. For further information on training resources, refer to [Appendix 6](#).

Once trained, agencies must encourage their employees to apply what they have learned in their daily work. To enhance transfer of learning, PSAs should encourage their employees to consider the following as stretch assignments or opportunities to develop new skills and competencies required for future leadership roles within the organization:

- Seek out a mentor.
- Become a mentor.
- Chair or co-chair a committee.
- Volunteer to be a training officer.
- Attend and speak at a community meeting.
- Write a newsletter article or a training bulletin.
- Assist with training.
- Volunteer with a community organization.

What Is Needed to Commit to Leadership Development?

- A cultural change and paradigm shift. Organizations must be able to distinguish between leadership *training* and leadership *development*. Furthermore, PSAs must realize why development is essential and support a culture of continuous employee and leadership development.
- A willingness to cultivate leadership in ALL employees.
- A commitment to the philosophy that leadership development is continuous and does not occur only at the time of promotion or appointment.
- A commitment by the agency head and upper management to lead this effort with technical support from Human Resources. Current leadership must champion this effort!
- Agencies must commit resources now.
- A communication strategy that informs every employee of the efforts and succinctly states their personal responsibility to leadership development.

By focusing on the leadership *development* of all employees, in addition to leadership *training*, PSAs will be in a better position to select employees who will be able to lead their agencies in the future. In addition, their reputation within the community will be strengthened.

Current Leaders

Continuous leadership development in public safety is critical for agency success. PSAs must commit to improving the effectiveness and efficiency of the agency and personnel by preparing them to meet complex leadership and

organizational challenges. It is recognized that many successful leadership development programs are in place throughout the public safety community. However, only a few examples have been included in this document for demonstration purposes.

In 2006, the Toronto Police Service entered into a partnership with the University of Guelph and Humber College to offer a Leadership Diploma / Degree program for supervisors, middle managers and senior officers. The Leadership Development program includes leadership enhancement courses, a supervisory leadership course, and degree courses. Upon successful completion of the program, the Toronto Police Service reimburses 100% of the costs.

The Oklahoma City Police Department offers basic supervision and leadership training to first-line supervisors, executive leadership training to middle managers, and advanced leadership training to senior management personnel. In 2006 the Department hosted an Executive Development Program for its Captains. The goal was to bring together current and future mid- and upper-level departmental leaders to provide them with the best available theories and practices to help them develop and strengthen innovative solutions to organizational challenges and issues. Professional trainers, experienced in personal and organizational growth training, were invited to conduct training sessions. The program included a group assignment and final presentation and report to Executive Staff.

Additionally, the Oklahoma City Police Department developed and implemented a Municipal Leadership Development Program. This internal leadership program is designed to provide middle management with an overview of the mission, functions, and resources of City departments as it relates to the overall mission of City government.

Other programs include the FBI National Academy, currently a ten-week leadership program, and the Police Executive Research Forum's (PERF) three week Senior Leadership in Policing (SMIP) Program. SMIP is taught by Harvard's Kennedy School of Government at Boston University.

Ineffective Leaders

Ineffective leaders can cause low morale and low productivity rates in an organization and can even cause an entire organization to fail. PSAs must identify ineffective leaders, reasons for their ineffectiveness, and must then take decisive and corrective action to remedy the deficiency. Corrective actions, or interventions, may take the form of training, coaching and mentoring programs, performance improvement plans, other performance management initiatives, or discipline. In the event it becomes necessary to reassign or replace an employee, be honest with the employee. A new assignment that better matches the knowledge, skills, and abilities of the individual may even be welcomed.

At times the structure of the organization may impede effective leadership. Wayne McFarlin, retired chief of the McMinnville, Oregon Police Department, describes his organization's efforts to clarify roles by restructuring the organization in the April 2006 article entitled "Jump-Starting a Leadership Team: Dealing with Change and Rapid Loss." (<http://www.fbi.gov/publications/leb/2006/april2006/april06leb.htm>) Some of the changes that resulted from this effort include better defining the distinction between corporal and sergeant, adding administrative responsibilities to the lieutenant level, and eliminating the deputy chief position. McMinnville is a medium-sized

community with a population of 30,000. The impetus for restructuring occurred when 67% of the McMinnville supervisory team reached retirement eligibility within a two-year time frame, an all too familiar predicament for some PSAs. Once the supervisory structure was clarified, including articulating job duties in job descriptions, the organization was able to address concerns regarding employee accountability. In McFarlin's words, "Department leaders devised a plan that clarified supervisory roles, created a promotional process that inspired confidence, implemented a training strategy to shape the evolving group of managers, and reconsidered how the organization communicated as a leadership team and an organization."

Some PSAs offer separate career paths for investigative versus patrol personnel and continue this distinction through the ranks. The Minneapolis Police Department utilizes this dual career path approach for its sergeants. Regardless of the career path chosen, sergeants are expected to display the same level of competency in the areas of communication, leadership, judgment and decision making. Some agencies, such as the San Jose Police Department, have a structured plan for rotating employees at all levels in and out of patrol and specialty assignments. This plan fulfills several needs, including employee/leadership development, reduction of job burnout, cultivation of a big picture perspective among organization members, and minimization of isolation and opportunities for corruption.

Obstacles to Effective Leadership

Functioning as an effective leader in a PSA is no easy task. In their June 2004 article entitled "Leadership in the Public Sector: Models and Assumptions for

Leadership Development in the Federal Government,” Patricia Wallace Ingraham and Heather Getha-Taylor describe public sector leadership in the following terms:

Exercising leadership in public sector organizations. . . is different from leading private organizations. One of the most significant is the bifurcated administrative model created by placing elected and appointed officials, as well as senior leaders from the career bureaucracy at the top of many public organizations. Split leadership, combined with democratic accountability, oversight procedures created by courts and legislature, and intense media attention, creates an environment for public sector leaders that is constrained in many complex ways.

All of these elements are present in PSAs. Chief Bobby Moody of Marietta, Georgia writes in his introduction to the IACP’s May 1999 “Police Leadership in the 21st Century: Achieving and Sustaining Executive Success” that “changing community expectations, workforce values, technological power, governmental arrangements, policing philosophies, and ethical standards are but a sample of the forces that must be understood and constructively managed by the current and incoming generation of chief executives.” When insufficient resources, disgruntled employee and citizen populations, increasing work demands, litigation, and an organizational culture that is sometimes resistant to change in the workforce, the competencies required of the ideal leader seem to describe a superhuman.

Traditionally, PSAs develop their leaders. While some agencies recruit and hire lateral officers from other agencies, generally promotion to ranking officer positions is limited to incumbents. Promotional policies often prohibit increasing the candidate pool by opening the position to external candidates. This policy has some advantages such as enhancing employee morale by providing promotional opportunities, reducing the likelihood of an inappropriate job match because internal candidates understand and

thrive within the organizational culture, and ensuring that promotional candidates have the requisite experience and training because the organization has provided it. In other words, the individual has already proven himself or herself as a contributing member of the agency and a product of the organization's culture and values. But this is not a foolproof approach to identifying effective leaders. The organization must establish and sustain a comprehensive and planned leadership program at all levels which is closely aligned with its strategic plan.

Promotional processes should assess job-related criteria to determine a candidate's suitability for the next rank level. Ideally, promotional processes assess the key competencies of the new role through a variety of assessment methods. In a sense, each step of the promotional process is an effort to identify a piece of the puzzle that comprises the whole individual. But, even the best designed processes sometimes produce false positives or individuals who have the skills to perform well in the promotional process but, for whatever reason, are unable to effectively demonstrate and apply their knowledge in their new role. Responding to ineffective leaders is an important, albeit challenging, aspect of leadership development.

Following are some general reasons why leaders may fail in PSAs:

- **Inadequate Promotional Process.** The promotional process did not evaluate key competencies of the position; the candidate evaluation was skewed by inconsistencies in applying the assessment criteria; there was an overemphasis on tenure or diversity of career assignments versus actual accomplishments and contributions. At times promotional processes simply are not effective in predicting an employee's aptitude for new responsibilities. For example, at the

first-line supervisor level, top candidates may perform well in the promotional process based on their specialized technical knowledge but may not have an aptitude for achieving goals by working through subordinates. Promotional processes must be evaluated in conjunction with job analyses to ensure validity and reliability.

- **Lack of Knowledge Transfer.** The promotional process may be effective in identifying candidates ready to assume leadership roles but there may not be mechanisms in place for transfer of knowledge. New leaders should not be placed in an environment where they must learn their new assignment from a seat-of-the-pants approach as though their ability to learn the complexities of the new job assignment on their own is the final step in the promotional process. Effective transfer of knowledge requires planning, clear communication, and commitment from other leaders.
- **Ambiguous Expectations.** The agency must define its expectations for the new role. In a rank structure, there is often an assumption that the responsibilities of the new role are understood. In the past, individuals relied upon their own experiences to define their expectations for the rank. Taking a formal approach to acclimating the new leader to the role ensures consistency throughout the agency and ensures that leaders directly contribute to the organizational mission.
- **Poor Fit / Performance Management Issues.** In some cases, a leader fails because of an inability or an unwillingness to perform the job. Many employees have had experience with leaders who did not communicate effectively, refused to delegate tasks, lacked skills required to manage meetings or schedules, or

who struggled in the human resource management aspects of their responsibilities, particularly in coaching, counseling and disciplining subordinates. These situations are caused by behaviors that must be addressed through performance management systems.

- **Personal Dissonance.** Some leaders succumb to what Richard Boyatzis and Annie McKee describe in their book, “Resonant Leadership” as “sacrifice syndrome.” This phenomenon occurs when individuals become burdened by working in a state of responding to constant crises, heavy responsibilities, and a perpetual need to influence people to such an extent that they experience personal distress or dysfunction. The authors suggest that leaders invest in personal renewal by developing a sense of mindfulness, maintaining a personal perspective of hope and communicating compassion for the people they lead as well as providing a strategy for implementing intentional change on a personal level. While organizations often express concern about employee wellness, the wellness or need for renewal of leaders is often overlooked.
- **Limited Candidate Pool Due to Reluctant Leaders.** Some employees who possess the competencies for leadership and who are regarded as outstanding performers, prefer to remain in non-leadership roles within the agency. In 2001, the Virginia Beach Police Department conducted a survey of police officers who met the eligibility criteria for participation in the promotional process for sergeant. Of the 319 eligible employees, 84 participated in the promotional process. Surveys were distributed to 235 officers and responses received from 56 officers, a return rate of approximately 24%. The primary reasons for choosing not to

participate in the promotional process included: the pay increase was not sufficient to compensate for lost overtime earnings as a police officer or for the additional responsibilities of a sergeant; high levels of job satisfaction / contentment in the officer's current assignment; required change in work schedule upon promotion was not desirable; and personal / family concerns. Creating an organizational climate where every employee is perceived as a potential leader from an early point in their career and ensuring that a variety of leadership development opportunities are valued and utilized throughout the organization are two methods for combating this obstacle.

Costs of Ineffective Leaders

Leadership effectiveness is directly linked to organizational effectiveness. The potential costs of poor leadership are significant and include ethical concerns, poor stewardship, inefficient operations, inadequate service delivery, lost credibility, low employee morale, and high turnover. The costs of poor leadership affect both public and sector organizations. Within PSAs, ineffective leaders can also result in diminished levels of public trust, the failure to convict criminals, loss of human life, and costly litigation.

In her December 2006 article entitled "Leadership Development: Optimizing Human Capital for Business Success," Nancy R. Lockwood writes:

Poor leadership skills. . . along with unethical behavior and incompetence, contribute to leadership failure and can be costly (e.g. poor company reputation, loss of customers, increased turnover). Leaders fail because of how they act and who they are, particularly when under stress. Common causes of derailment are arrogance, bullying, self-centered

ambition and betrayal of trust. . . . Solutions include getting feedback, using a coach, analyzing potential factors of derailment (e.g. business failures, stress from events, problems, environments) and using small failures to prompt awareness through learning and change.

A study by Dr. Simon Albrecht, School of Psychology, Curtin University of Technology, Perth, Australia, as described in his 2005 article “Leadership Climate in the Public Sector: Feelings Matter Too!” confirmed the tie between ineffective leadership and employee turnover. According to Dr. Albrecht, “Employee perceptions of ‘organizational ineptitude’ have been found to be associated with turnover intentions. Given that organization ineptitude is generally attributed to senior management, relationships between senior management leadership and turnover intention were predicted.” He also suggests that there is a correlation between the overall effectiveness of transformational leadership within the organization and employee commitment to the organization.

Competencies of Effective Leadership

In their June 2004 article titled, “Leadership in the public sector: Models and assumptions for leadership development in the federal government, “ Patricia Wallace Ingraham and Heather Getha-Taylor provide a summary of the competencies of effective leaders which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Dr. Albrecht suggests that leaders must connect on a cognitive and emotional level with employees. Nancy Lockwood, in her December 2006 article entitled “Leadership Development: Optimizing Human Capital

for Business Success” notes the following insights on leadership characteristics and competencies:

According to the Center for Creative Leadership, resourcefulness, composure, straightforwardness, decisiveness and building and mending relationships are essential leadership skills for business success. In contrast to other skills, such as technical skills that change over time, intangible skills are of enduring value. Additional key “soft skills” include initiative, communication, collaboration/teamwork, people development/coaching, personal effectiveness/personal mastery, planning and organizing and presentation skills. The Gallup Leadership Institute Summit on Authentic Leadership points to the importance of leading with authenticity. Authentic leaders, highly aware of how they behave and think, positively affect sustained performance and are optimistic, confident and resilient with high principles, values and ethics. Talent management skills, including diversity management across cultures, genders and age groups, in conjunction with strategic thinking for global competition and technology application, are also essential. Consequently, when seeking future senior-executive material, organizations often value personal leadership traits more highly than business-oriented capabilities. Thus, being open to change and growth, having the courage to make decisions that ‘feel right,’ building strong relationships both internally and externally, and motivating and inspiring others are necessary skills for success.

Strategies for Leadership Development

Ingraham and Getha-Taylor identify several key lessons learned from their study of leadership development programs within federal agencies. A summary of their findings follows:

- Personal initiative on the part of the future leader and support of current leaders is necessary.
- Ongoing monitoring and continued mentoring are important.

- Leadership development should include a menu of activities and learning experiences (classroom, team, individual projects, mentor correspondence, etc.).
- Leadership development includes teaching life skills, such as managing stress or assessing personality traits to capitalize on strengths of self and others.
- Leadership development includes long-term career planning for individuals as well as organizational workforce planning, i.e., succession planning).
- Developing leaders internally should be the priority versus bringing in leaders from outside the organization.
- Leadership development should be tied to core competencies.
- Leadership development is needed at all levels within an agency.
- Leadership development should be tailored to the agency's goals and strategic plan.

REFERENCES

- Albrecht, S. *International Journal of Public Administration*, 28, 5/6, 397+ (2005).
Leadership climate in the public sector: Feelings matter too!
- Boyatzis, Richard and McKee, Annie (2005). *Resonant Leadership*.
- Bureau of Justice Assistance Bulletin, United States Department of Justice, Office of Justice Program, Bureau of Justice Assistance (June 2001). *Recruiting and Retaining Women: A Self-Assessment Guide for Law Enforcement*.
- Bruce Taylor, Ph.D., Bruce Kubu, Lorie Fridell, Ph.D., Carter Rees, Tom Jordan, Ph.D., and Jason Chaney, Police Executive Research Forum (December 30, 2005). *The Cop Crunch: Identifying Strategies for Dealing with the Recruiting and Hiring Crisis in Law Enforcement*.
- California Commission on Peace Officer Standards and Training (April 2006).
Recruitment and Retention Best Practices Update.
- Douglas L. Yearwood, Director, North Carolina Criminal Justice Analysis Center, North Carolina Criminal Justice Education & Training Standards Commission, North Carolina Sheriffs' Education & Training Standards Commission, North Carolina Governor's Crime Commission (April 2003). *Recruitment and Retention Studies Series, Sworn Police Personnel*.
- Elaine D. Pulakos, SHRM Foundation. *Performance Management: A Roadmap for Developing, Implementing and Evaluating Performance Management Systems, "Effective Practice Guidelines"*
- Ellen Scrivner, Ph.D., Community Oriented Policing Services, Department of Justice (2006). *Innovations in Police Recruitment and Hiring, Hiring in the Spirit of Service*.
- Glube, Nancy. (n.d.). *Retention Tools for Turbulent Times*. Retrieved January 24, 2007 from the World Wide Web:
http://www.shrm.org/hrresources/whitepapers_published/CMS_000122.asp.
- Goodman-Brown, Laura, Ombudsman, Office of Executive Forum (2001). *Recruiting and Retaining Women in Law Enforcement: A Proven Model for Effective Community-Oriented Policy*.
- Grehensing-Pophal, Lin. (n.d.). *Creative Approaches to Employee Retention*. Retrieved January 24, 2007 from the World Wide Web:
http://www.shrm.org/hrresources/whitepapers_published/CMS_00015.asp.

- Harrington, Chief Penny (2001). Illinois Law Enforcement Executive Forum. *Retaining Women Police Officers*.
- Jacocks, Jr., A. M. and Bowman, M. D. The Police Chief, Vol. 73, No. 4 (2006, April). *Developing and sustaining a culture of integrity*.
- Jeanne B. Stinchcomb, Susan W. McCampbell, and Elizabeth P. Layman (September 2006). A Guide to Building the 21st Century Community Corrections Workforce. Retrieved from the World Wide Web on May 3, 2007: <http://nicic.org/Downloads/PDF/Library/021799.pdf>
- Kenneth Barnes, Professor, Arizona Western College, Illinois Law Enforcement Executive Forum (2001, pages 31-38). *Common Sense Approach to Police Retention*.
- Kevin Johnson, USA Today (July 24, 2006). *New Registry Will Identify Decertified Police Officers*.
- Leslie A. Weatherly, SPHR. SHRM White Paper. *Performance Management: Getting It Right From The Start*. (Retrieved from the [SHRM.org](http://www.shrm.org) website on April 27, 2007).
- Lockwood, N. (December 2006). *Leadership development: Optimizing human capital for business success*. SHRM website, www.shrm.org.
- Lockwood, Nancy R. (n.d.). *Finding and Keeping the Right Talent: A Strategic View*. (Retrieved January 24, 2007 from the World Wide Web: http://www.shrm.org/hrresources/surveys_published/Finding_and_keeping_the_right_talent-a_strategic_view.pdf)
- McFarlin, W. (April 2006). *Jump-starting a leadership team: Dealing with change and rapid loss*. www.fbi.gov/publications/leb/2006/april2006/april06leb.htm
- McKeever, J. and A. Kranda, International Association of Chiefs of Police. *Recruitment and Retention of Qualified Police Personnel*.
- Moody, B. (May 1999). *Police leadership in the 21st century: Achieving & sustaining executive success*. IACP website, www.iacp.org.
- Munzel, Margaret M, SPHR, Moore, J.D. (n.d.). *To Retain Key Employees – Develop the Boss*. Retrieved January 24, 2007 from the World Wide Web: http://www.shrm.org/hrresources/whitepapers_published/CMS_0001234.asp.
- National Executive Institute Associates (Page 1). *Recruiting and Retaining Qualified Officers: Can your agency compete?*

- National Institute of Justice (Page 2). *Hiring and Keeping Police Officers*.
- New Zealand Police Department, News Release (June 20, 2006). *Updated physical standards for Police Recruiting*. Retrieved from the World Wide Web: <http://www.police.govt.nz.news/release/2490.html>
- Phillips, Jack and Oconnell, Adele. (n.d.). *Managing Employee Retention*. Retrieved January 24, 2007 from the World Wide Web: <http://www.shrm.org/books/employeeretention/excerpt.asp>
- Polisar, Chief Joseph and Milgram, Donna (October 1998). The Police Chief Magazine. *Recruiting, Integrating and Retaining Women Police Officers: Strategies that Work*. Retrieved from National Institute for Women in Trades, Technology & Science website: http://www.iwitts.com/html/the_police_chief_magazine_str.html.
- Richard Ayers, National Executive Institute Associates, Major Cities Chiefs Association, Major County Sheriffs' Association (February 2001). *Recruiting and Retaining Qualified Officers: Can Your Agency Compete?*
- Robert J. Greene, Ph.D., SPHR, CCP, CBP, GRP (August 2003). SHRM White Paper. *Contributing to Organizational Success Through Effective Performance Appraisal*. (Retrieved from the [SHRM.org](http://www.shrm.org) website on April 27, 2007).
- Sergeant Tommy Carswell, Auburn, Alabama, Police Department (September 2002). *The New Officer: The NeXt Generation*. Retrieved from the World Wide Web on May 4, 2007: <http://www.icje.org/id169.htm>
- The Police Chief magazine (December 2000, page 45). *Marketing Strategies for Attracting and Retaining Generation X Police Officers*.
- The Police Chief magazine (April 2002). *Recruiting Women to Policing: Practical Strategies that Work*.
- Toby Lucich (March 2007). *Why Gen X managers are different*. Retrieved from the World Wide Web on May 3, 2007: <http://www.management-issues.com/2007/3/20/blog/why-gen-x-managers-are-different.asp>
- Wallace Ingraham, D., & Getha-Taylor, H. Review of Public Personnel Administration, 24, 2, 95+ (2004, June). *Leadership in the public sector: Models and assumptions for leadership development in the federal government*.
- Whitehead, Michelle. (n.d.) *Ward off Unwanted Attrition by Honing Retention Programs*. Retrieved January 24, 2007 from the World Wide Web: http://www.shrm.org/ema/library_published/nonIC/CMS_017882.asp

APPENDIX 1

SHRM Home > Knowledge Center



LEADERSHIP STYLES: GENERATIONAL DIFFERENCES

Leadership Styles Series Part II

Nancy R. Lockwood, SPHR, GPHR, HR Content Expert

Fast Fact

One out of five (20%) HR professionals report that they frequently hear employees state that coworkers of different generations do not respect them.

Source: SHRM® *Generational Differences Survey Report*, 2004.

Introduction

The subject of generational differences and corresponding effective leadership styles is coming to the forefront in research. Increasingly, this is becoming an important area in human resource development as HR seeks new avenues to improve current leadership in their organizations. As highlighted in the Center for Creative Leadership's *The CCL Guide to Leadership in Action*, "the ranks of leadership are changing. They are getting younger, more varied in terms of gender, race, and ethnicity; and harder to get a fix on with respect to attitudes about what organizations and leaders should do."¹

When discussing generational differences, however, it is important to realize that generational characteristics are not absolute and may be interchangeable between generations. At the same time, it is useful to consider generalities to comprehend different viewpoints, attitudes, needs and expectations brought by different generations to the workplace. Part II of this *Briefly Stated* series highlights some of the issues that stem from generational differences, offers recommended leadership styles and highlights the importance of mentoring for the career development of employees from different generations.

Generational Differences in Today's Workplace

For managers who supervise employees of different generations, it is important to be cognizant of and understand the different attitudes and expectations of an intergenerational workforce, as different generations bring different traits to their work and relate differently to organizations (see Table 1). For example, in a survey by the Society of Human Resource Management regarding generational differences in the workplace, one of the key findings is that 51% of HR professionals felt that employees of different generations work effectively together. However, common areas of conflict reported were work ethic, managing change and organizational hierarchy. Managers who utilize a variety of leadership styles will be better equipped to deal with potential conflicts as well as to provide appropriate management.

Table 1: Workplace Traits Most Attributed to Generations
Veterans (a.k.a. Traditionalists, WWII Generation, born before 1945)
<ul style="list-style-type: none"> Plan to stay with the organization over the long term. Respectful of organizational hierarchy.

<ul style="list-style-type: none"> • Like structure. • Accepting of authority figures in the workplace. • Give maximum effort.
Baby Boomers (born 1945-1964)
<ul style="list-style-type: none"> • Give maximum effort. • Accepting of authority figures in the workplace. • Results driven. • Plan to stay with the organization over the long term. • Retain what they learn.
Generation X (born 1965-1980)
<ul style="list-style-type: none"> • Technologically savvy. • Like informality. • Learn quickly. • Seek work/life balance. • Embrace diversity.
Nexters (a.k.a. Generation Y, born after 1980)
<ul style="list-style-type: none"> • Technologically savvy. • Like informality. • Embrace diversity. • Learn quickly. • Need supervision.
<p>Note: For each trait, respondents were asked to rate whether the trait is "very applicable," "moderately applicable," "slightly applicable" or "not at all applicable" to each of the four generations. Results shown are top five traits for each generation listed in order from highest to lowest.</p>
<p>Source: <i>Generational Differences Survey Report, 2004.</i></p>

Leadership Styles for Different Generations

Managers who acknowledge and account for generational attitudes in planning and communications are likely to be in a better position to connect with employees. Below are recommendations of how leaders can be effective with employees of different generations by using flexible leadership styles.

Veterans

- Create positive working relationships by gaining trust and respecting their experience without being intimidated by it.
- Gain their confidence by demonstrating compassion and understanding.

Baby Boomers

- Preferred leadership style is collegial and consensual.
- Show appreciation for their energy and hard work.
- Approach them with respect for their achievements.
- Involve them in participating in the organization's direction and implementation of change initiatives.
- Challenge them to contributing as part of a team to solve organizational problems.
- Offer opportunities to serve as a coach as part of the change process.
- Support work/life balance.

Generation X

- Respect the experiences that have shaped their beliefs and thinking.
- Tell them the truth.
- Clearly identify boundaries.
- Honor sense of work/life balance.
- Offer mentoring programs.
- Clearly communicate that repetitive tasks and quality checks are part of the job.
- Offer learning opportunities.

Generation Y

- Take time to orient with respect to the organization's culture.
- Provide structure and strong leadership.
- Be clear about expectations and long-term goals.
- Offer mentoring programs.

Advantages of Using Different Learning Styles for Different Generations

Managers who learn different strategies for coaching, motivating and developing employees from different generations will be able to:

1. Bridge competing values.
2. Demonstrate leadership by bringing generations together for a common purpose.
3. Prevent misunderstandings that may develop between generations.
4. Reduce turnover by creating a work environment conducive for all generations.
5. Communicate effectively with different generations.

Tips to Customize Communications

Knowing the values and expectations of different generations in the workforce can help managers learn to better communicate with employees by recognizing subtle generational differences and tailoring communications accordingly. Suggested tips are listed below.

- Delegate work in a way that involves the strengths of each group (e.g., on a cross-generational team, the team leader could suggest that Generation X do the research and Baby Boomers process the information).
- Hold fewer and shorter meetings for Generations X and Y.
- Customize educational programs (e.g., communicating cross-generationally may mean packaging messages in several ways so that everyone understands).

Intergenerational Mentoring

One of the overlooked areas regarding leadership development in today's workplace is intergenerational mentoring. The *SHRM Generational Differences Survey Report* points out that only 16% of HR professionals report evidence of intergenerational mentoring. Potential advantages of intergenerational mentoring include increased respect, expanded knowledge sharing and greater networking opportunities. Effective leaders, using a leadership style that supports empowerment and learning, can contribute to the career development of employees by supporting intergenerational mentoring programs in their organizations.

Literature and Research*Age Influences on the Leadership Styles and Behavior of Managers²*

This research points to why studying the relationship between leadership and age may be important. A survey of over 400 managers from the United Kingdom identified age as an influence on leadership styles and the behavior of managers. The findings suggest that older and younger managers have different profiles in their participative and consultative leadership styles. Older managers consulted more widely and favored greater participation than did younger managers. However, both older and younger managers practiced delegative and directive leadership styles to a similar degree. Implications from this research suggest a need to harmonize the positive contributions of both younger and older workers and to give acknowledgement and respect to contributions of both groups.

Leading a Multi-Generational Workforce³

To better address retention issues and be more effective in their leadership approaches to managing an intergenerational workforce, managers will find it helpful to understand the environments that shaped the different generations. With this information, managers will be better prepared to adopt an innovative management style to motivate employees to work together and to minimize conflict among employees of different generations. For example, Generation X and Y share some of the same expectations: a more innovative workplace, state-of-the-art resources, flexible hours, inclusion and supervisors who listen. Consequently, they want many choices as well as the freedom to pursue their career development. Keeping these two groups "in the loop" is one strategy to support their need to be included and will likely enhance their productivity, as will offering training opportunities to support their career growth. Further, by using a coaching style of management, managers can give regular feedback to employees, enhance the manager-employee relationship and support retention of valued employees.

Managing Different Generations at Work⁴

This article describes an example of a training and management consulting firm that is taking a new slant in its training curriculum on managing today's multigenerational workforce: including a specific module to teach leaders how to deal effectively with employees of all ages. The firm stresses that effective leadership of different generations in the workplace is critical to retention and productivity. Thus, managers are recommended to consciously take time to understand what is important to each of these groups. For example, when operating in a team environment, Generation X employees work best with a clear mission and well-defined goals. Or, when comparing Generations X and Y, it is useful to understand that neither group wants to be micromanaged. Effective leaders who recognize these types of differences will manage their employees accordingly.

In Closing

Awareness of different generational employee attitudes and expectations and the corresponding importance of being flexible in leadership styles are beginning to influence leadership development programs. As generational differences continue to be highlighted in research regarding the workplace, focus on offering leadership development programs and counseling regarding leadership styles, leadership skills and behaviors will demand higher priority on the human resource agenda.

Resources

Catalyst: www.catalystwomen.org

Center for Women's Business Research: www.nfwbo.org

Hay Group: www.haygroup.com

Society for Human Resource Management: www.shrm.org

Society for Industrial and Organizational Psychology, Inc.: www.siop.org

Sources

Burke, M. E. (2004, August). *Generational differences survey report*. Alexandria, VA: Society for Human Resource Management.

Durkin, D. (2004, April 1). The generation gap. *Business HR Magazine*, 21, 4, 25.

Jeness, L. *Morality, perspectives and gender-based team training*. Retrieved December 6, 2004, from http://gendertraining.com/sngi_articles_morality_perspectives.html.

Kennedy, M. M. (2000, August). Boomers vs. busters: Bridging the generation gap. *Nursing Management*, 31, 8, 37-39.

Legault, M. (2003, December 1). Caution: Mixed generations at work. *Canadian HR Reporter*, 16, 21, 23.

Lockwood, N. R. (2004). *SHRM Research Quarterly: The glass ceiling: Domestic and international perspectives*. Alexandria, VA: Society for Human Resource Management.

Endnotes

¹Wilcox, M., & Rush, S. (Eds.). (2004). *The CCL guide to leadership in action: How managers and organizations can improve the practice of leadership*, p. 205. San Francisco: John Wiley & Sons.

²Oshagbemi, T. (2004). Age influences on the leadership styles and behavior of managers. *Employee Relations*, 26, 1/2, 14.

³Sujansky, J. (2004, April). Leading a multi-generational workforce. *Occupational Health & Safety*, 73, 4, 16-18.

⁴Marshall, J. (2004, July/August). Managing different generations at work. *Financial Executive*, 20, 5, 18

Also in the Leadership Styles Series:

Part I: Leadership Styles—Overview

Part III: Leadership Styles in the Global Arena

Did You Know...

- You are able to access toolkits on a multitude of HR topics by accessing www.shrm.org/hrtools/toolkits?

- You are able to read in-depth survey reports on critical issues that provide current information to HR professionals by visiting www.shrm.org/surveys?
- You are able to learn about current academic research in HR in an abbreviated, informative format by reading *Research Translations* at www.shrm.org/research/researchtranslations?



Society for Human Resource Management

1800 Duke Street • Alexandria, Virginia 22314 USA

Phone US Only: (800) 283-SHRM

Phone International: +1 (703) 548-3440

TTY/TDD (703) 548-6999

Fax (703) 535-6490

Questions? Contact SHRM

Careers Careers @ SHRM

Copyright © 2007, Society for Human Resource Management
SHRM Privacy Statement | Your California Privacy Rights
Terms under which this service is provided to you.

APPENDIX 2

SAN FRANCISCO PRE-ACADEMY ORIENTATION WORKSHOP

Session One (Conducted on a Thursday evening, check-in is at 5:00 PM)

1. Orientation and handouts: City College of San Francisco (CCSF) catalog, pre-academy syllabus, and a survey
2. An introduction to pre-academy class
3. An introduction to CCSF, Administration of Justice, and University of San Francisco (USF) International Law Enforcement Leadership Institute
4. The City College of San Francisco "English Placement Test" is given

Session Two (Saturday)

1. Panel discussion: "Overview of Careers in SFPD"
2. The POST "Sample Written Test" is given along with a review (Additional course offerings, to increase basic skills through the City College of San Francisco, are made available.)
3. An introduction to the SFPD application/testing process
4. Presentation by the Background Unit
5. Q&A period

Session Three (Thursday evening)

Consists of a review of POST learning domains, homework and basic academy staff expectations. At this time the class is divided into two groups.

1. Group "A" - An introduction to SFPD Basic Academy, followed by a Q&A session
 - "Academy Life Movie" is shown
2. Group "B" - Academy Tours, to include:
 - Shoot-Don't shoot (FATS)
 - EVOG
 - Computer labs
 - Mat room
 - Weight room
 - Basic classroom
 - TAC office
 - Q &A session

Session Four (Saturday)

Divided into groups:

1. Group "A" - Healthy lifestyle education

2. Group "B" - Flexibility assessment and body fat measurement
3. Group "C" - Preparation for and administration of the physical abilities test.
4. Group "D" - Academy and agency's physical expectations

The goal of this Pre-Academy Orientation Workshop is to provide:

1. Insights into a career as a San Francisco Police Officer
2. Information about the SFPD hiring and exam process
3. A sample test to evaluate candidate's readiness to take the San Francisco Police Officer Examination
4. Information on optional courses to prepare for the examination and rigors of the academy
5. Candidates with an opportunity to actually go through the Physical Abilities Test

APPENDIX 3

D.S.O. 01-06

Chicago Police Department

TITLE: CITY OF CHICAGO TUITION REIMBURSEMENT PROGRAM AND VERIFICATION OF ACADEMIC CREDENTIALS

ISSUE DATE: 10 August 2001

EFFECTIVE DATE: 11 August 2001

DISTRIBUTION: C

RESCINDS: General Order 88-10

I. PURPOSE

This order:

- A. identifies the Chicago Police Department Personnel Division as the unit responsible for the administration of the Tuition Reimbursement Program and for the verification and maintenance of academic transcripts submitted by Department members.
- B. describes the City of Chicago Tuition Reimbursement Program.
- C. outlines procedures for Department members to receive tuition reimbursement.
- D. establishes a uniform procedure for submitting and verifying academic credentials.
- E. reaffirms the Department's practice of not accepting photocopies of academic transcripts, diplomas, or college degree certificates in order to satisfy the requirements for promotion or for verification purposes.

II. POLICY

The Chicago Police Department encourages the personal development of its members through education as a method of increasing the effectiveness of the

D.S.O. 01-06 CITY OF CHICAGO TUITION REIMBURSEMENT PROGRAM AND VERIFICATION OF ACADEMIC CREDENTIALS
ISSUE DATE: 10 August 2001

service they provide to the citizens of the City of Chicago.

III. TUITION REIMBURSEMENT ELIGIBILITY REQUIREMENTS

- A. Applicants must have satisfactorily completed their probationary period and be full-time members of the Department working a minimum of thirty-five hours per week, or part-time members working more than 17½ but less than thirty-five hours per week.

NOTE: Temporary seasonal employees, students-as-trainees, and student interns are not eligible for participation in the Tuition Reimbursement Program.

- B. Each class taken must grant college-level credit toward an undergraduate, graduate, or advanced degree (including a course of study for a law degree) and:

1. be offered by a college or university accredited by the North Central Association of Colleges and Secondary Schools.
2. be offered by a college or university chartered by and located within the State of Illinois.

- C. Internet courses are eligible for reimbursement provided the course grants college-level credit toward an undergraduate, graduate, or advanced degree (including a course of study for a law degree) and is accredited by the North Central Association of Colleges and Secondary Schools.

- D. Civilian members attending a Chicago City College are ineligible for the Tuition Reimbursement Program.

- E. Reimbursement is subject to the following limitations:

1. Reimbursement is limited to the cost of tuition for a maximum of two courses per school term (semester, trimester, quarter, and so forth).
2. If a participant has received financial aid including, but not limited to, grants and scholarships, the amount of financial aid will be deducted from the tuition cost for all courses taken before determining the amount of tuition that is eligible to be reimbursed.
3. Reimbursement amounts for academic credit received may vary by

bargaining unit and the level of the course taken.

4. Generally, **sworn** participants will be reimbursed for a percentage of the tuition cost of the course, based on the letter grade received, as follows:

Grade	Reimbursement
A	100%
B	75%
C	75%
D	75%
P (Passing)	100% or 75%

NOTE: A grade of P or Passing will be evaluated by the Personnel Division on a school-by-school basis.

5. Generally, **civilian** participants will be reimbursed for a percentage of the tuition cost of the course, based on the letter grade received, as follows:

Grade	Full-time employee	Part-time employee
A	100%	50%
B	75%	37.5%
C	Undergrad 75%, Grad 0%	Undergrad 37.5%, Grad 0%
D	Undergrad 0%, Grad 0%	Undergrad 0%, Grad 0%
P	Undergrad only, 100% or 75%	Undergrad only, ½ full-time rate

NOTE: A grade of P or Passing will be evaluated by the Personnel Division on a school-by-school basis.

- F. To request tuition reimbursement for a seminar, the member must submit a To-From-Subject Report describing how the seminar relates to the member's current duties. The Personnel Division will evaluate the request and determine whether reimbursement is approved.
- G. Reimbursement will be denied if:
1. the member's work performance is deemed unsatisfactory by the member's unit commanding officer.
 2. the member fails to comply with the procedures of the Tuition Reimbursement Program.

IV. PROCEDURES

- A. The following procedures are applicable for members who wish to participate in the Tuition Reimbursement Program:
1. The member will request a Tuition Reimbursement Application (CPD-62.350) and a Notice of Tuition Repayment Requirements (Per-52) from the Personnel Division.
 2. Members will complete the Tuition Reimbursement Application and submit it to their supervisor. The supervisor and unit commanding officer will review the member's work performance and determine if it has been satisfactory. The supervisor and unit commanding officer will recommend acceptance into the Tuition Reimbursement Program for the respective term by signing the Tuition Reimbursement Application in the spaces provided. The application will then be returned to the member.
 3. The member will submit the signed and completed Tuition Reimbursement Application and the completed Notice of Tuition Repayment Requirements in person or by intradepartmental mail to the Personnel Division. It is the member's responsibility to ensure that the Personnel Division receives the completed application **within thirty days** after the start of classes each term. Failure to apply within this time period will result in denial of the application.
 4. Upon receipt of a completed application, the Personnel Division will make a final determination of acceptance into the program for the term of application.
 - a. Members accepted into the Tuition Reimbursement Program will receive a receipt verifying acceptance for classes taken in that term of application only.
 - b. Members who are not accepted into the Tuition Reimbursement Program for that term of application will be notified in writing.
 5. Participants must submit the following documents to the Personnel Division at term completion:
 - a. an official grade report.
 - b. an original tuition/billing statement breakdown of tuition costs versus

fees.

- c. an original receipt of payment for classes taken in the term of application.

NOTE: Only original documents on official letterhead from the academic institution will be accepted for the documents required in Item IV-A-5 of this directive.

- 6. Reimbursement will be denied if the documentation listed in Item IV-A-5 is not received by the Personnel Division **within forty-five days** of the end of the term of application.
- 7. Participants who expect to receive late final grades or wish to hold the reimbursement request open for other valid reasons must notify the Personnel Division in writing within forty-five days of the completion of classes.

NOTE: The inability to pay for a class or classes within the prescribed time frame is not a valid reason to request an extension.

- 8. Tuition reimbursement checks are normally issued eight to ten weeks after the Personnel Division has received all required documentation.

- B. Members who resign from the Department after receiving tuition reimbursement within the designated time periods indicated below will be required to repay all or some of those funds.

- 1. Members who resign within one year after receiving an undergraduate, graduate, or advanced degree (including a course of study for a law degree) will repay 100 percent of all tuition costs reimbursed by the City of Chicago toward that degree.
- 2. Members who resign after one year, but within two years after receiving an undergraduate, graduate, or advanced degree (including a course of study for a law degree), will repay 50 percent of all tuition costs reimbursed by the City of Chicago toward that degree.
- 3. Members who do not receive a degree, but who resign within two years of having received tuition reimbursement funds, will repay 100 percent of all tuition costs reimbursed by the City of Chicago for any course completed within two years of such resignation.

D.S.O. 01-06 CITY OF CHICAGO TUITION REIMBURSEMENT PROGRAM AND VERIFICATION OF ACADEMIC CREDENTIALS

ISSUE DATE: 10 August 2001

Page 5

- C. Time spent on a leave of absence does not count toward meeting the service requirements outlined in Item IV-B. A member on a leave of absence lasting two years or longer will be required to repay tuition reimbursement in accordance with time served after participating in the program prior to going on a leave of absence.

V. TEMPORARY SHIFT ASSIGNMENT IN UNITS WITH SHIFT ROTATION

- A. With consideration to units that rotate shifts, unit commanding officers will allow members of their command to register for a class or classes that can coincide with a shift rotation schedule, when such attendance will not interfere with unit operations.
- B. Consideration for temporary shift reassignment is available only to members who, in the judgement of their unit commanding officers, perform their normal duties efficiently and effectively.
- C. Temporary shift reassignment will not affect a member's standing in terms of assignment or transfer.
- D. Members may request a temporary shift reassignment for academic considerations during a specific school term by submitting a To-From-Subject Report containing the following information to their unit commanding officer:
 - 1. the member's name, employee number, star number (if applicable), and unit of assignment.
 - 2. the name of the school where the member is enrolled.
 - 3. the degree sought and the number of credits completed.
 - 4. the specific reasons why a shift change is necessary.
- E. A copy of the class schedule listing dates, times, course titles, and the number of credits earned will be submitted with the shift reassignment request.
- F. A temporary shift reassignment will be made within the provisions of current bargaining agreements.
- G. Attending classes while on duty is prohibited except when approved by the Merit Board.

VI. VERIFICATION OF ACADEMIC CREDENTIALS

- A. A Department member seeking to apply or participate in any promotional or selection process having minimum academic requirements is responsible for ensuring that the official transcripts documenting those requirements are received by the Personnel Division.
- B. An "official transcript" is an original document from an academic institution listing courses completed and grades received, is endorsed by a school administrator, and is stamped with the institution's emblem or seal. The document must be clearly discernable to the Personnel Division as an official transcript.
 - 1. Transcripts will be accepted only from colleges and universities accredited by one of the six regional accrediting bodies (Middle States Association, New England Association, North Central Association, Northwest Association, Southern Association, Western Association).
 - 2. Photocopies of academic transcripts, diplomas, or college certificates which were submitted to the Personnel Division prior to 8 October 1997 will be considered "unverified." Official transcripts must be submitted to the Personnel Division, Employee Development Section, in order to verify prior education.
- C. Academic transcripts will be accepted on a continuing basis. Members who want to update their academic records after completing a course program must ensure that official transcripts are submitted to the Personnel Division, Employee Development Section. The following conditions will apply:
 - 1. Chain-of-command approval is not required.
 - 2. Official transcripts may be sent via the United States Postal Service or intradepartmental mail.
 - 3. The member will assume any costs incurred to order, obtain, or forward transcripts to the Personnel Division or to interpret foreign college credit.
- D. The Personnel Division will:
 - 1. designate and announce deadlines for specific promotional or selection procedures.
 - 2. review submitted transcripts to ensure that academic requirements have

D.S.O. 01-06 CITY OF CHICAGO TUITION REIMBURSEMENT PROGRAM AND VERIFICATION OF
ACADEMIC CREDENTIALS

ISSUE DATE: 10 August 2001

Page 7

been satisfied.

3. not honor credits or transcripts from any school not accredited by one of the six regional accrediting bodies listed in Item VI-B-1 of this directive.
4. maintain academic transcripts and records and annotate members' personnel files to reflect their academic credentials.
5. verify academic transcripts and send a notice of receipt to the submitting member. A receipt will be forwarded to the member within ten days after delivery of the transcript to the Personnel Division.

NOTE: A member who does not receive a receipt within ten days should notify the Personnel Division, Employee Development Section.

6. allow members to examine their academic records on file.

Authenticated by:

Terry G. Hillard
Superintendent of Police

99-155 AJE (VPT)(JAB)

APPENDIX 4



GENERAL ORDER

Effective Date: September 25, 2005	Rescinds - G.O. 345.0 (June 11, 2004) Amends	Number: 345.0
SUBJECT: PERFORMANCE APPRAISALS (EVALUATIONS)		Print Date:
Distribution: ALL PERSONNEL	CALEA Standards: 35.1.3, 35.1.4, 35.1.5, 35.1.6, 35.1.7, 35.1.8, 35.1.9, 35.1.10, 35.1.11, 35.1.12, 35.1.13, 35.1.14, CFA Standards: 16.01, 16.02, 16.03, 16.04, 16.05, 16.06, 16.07, 16.08, 16.09	

This order consists of the following:

1. Purpose
2. Policy
3. Definitions
4. Procedures

1. Purpose

The purpose of this policy is to serve both management and the individual employee to document the employee's job performance in order to: support standardized, fair and impartial personnel decisions; maintain and improve job performance; provide a medium for personnel counseling and development; facilitate proper decisions regarding probationary employees; provide an objective and fair means for measurement and recognition of individual job performance within assignments in accordance with established standards; and identify training needs.

2. Policy

It shall be the policy of the Orange County Sheriff's Office to utilize and maintain a fair and equitable performance evaluation system for all employees.

3. Definitions

- A. Employee - all full and part-time personnel compensated by the Sheriff and all Reserve deputies.
- B. Probationary Employee - all employees who have not yet obtained career service status in their new positions, as defined under General Order 350.0.

- C. At Will - dismissal of a probationary employee with or without stated cause.
- D. Performance Evaluation - a written measurement of an employee's job performance by the employee's immediate supervisor.
- E. Performance - actions taken or omitted with regard to specific functions, tasks, or assignments.
- F. Rater - the supervisor who evaluates the performance of a subordinate employee.
- G. Bi-Monthly - every other month.
- H. Supervisor - includes all employees in a position of authority, managing and/or supervising subordinates, including but not limited to, first line supervisors and managers.
- I. Performance Improvement Plan – a written plan documenting identified deficiencies and actions to improve performance. This plan includes a completion date.
- J. Career Development Plan – a written plan outlining mutually agreed upon goals for developing an employee's career.

4. **Procedures**

- A. Evaluation Period For All Personnel
 - 1. The performance of all non-probationary employees, including part-time employees, will be evaluated annually on the employee's anniversary date using agency approved performance appraisal forms. The supervisor may complete other periodic evaluations as necessary.
 - a. Evaluations shall be completed annually on appointed staff personnel, civilian equivalent and above.
 - 2. The performance of civilian probationary employees shall be evaluated bi-monthly using agency approved performance appraisal forms.
 - 3. Performance evaluations shall only reflect the job performance of the employee within the designated rating period. Performance prior to or after the rating period should not be considered.
 - 4. Human Resources shall notify all supervisors of the review date for each employee. Raters shall complete and forward evaluations to HRD within ten (10) days prior to the merit date, including approval or denial of merit increases as applicable.

- a. Part-time employees are eligible for annual merit increases (with the exception of School Crossing Guards). Merit increases for part-time employees are not retroactive.
5. When an employee is transferred and has not received an evaluation within the last ninety (90) days, an evaluation should be completed by the transferring supervisor to reflect the individual's job performance since the last rating period.
- B. Annual Evaluation for Deputy Sheriff Trainee
1. The performance of probationary deputy sheriffs will be evaluated by field training officers or their immediate supervisor throughout the probationary period. Evaluations during the probationary period will be completed at least bi-monthly.
 2. At the end of a new deputy sheriff's Field Training Evaluation Period and probationary period, an annual evaluation reflecting their performance over the previous year shall be completed. This evaluation will be forwarded to Human Resources for inclusion in their respective personnel file. This annual evaluation will cover the new deputy sheriff's performance over the prior twelve (12) month period, and will be completed on the agency's annual evaluation form.
 3. When a performance evaluation/merit notification memo on a new probationary deputy sheriff, who transferred from a civilian position, is received by the new supervisor, they will review the special evaluation completed on the employee at the time of their transfer, as well as their performance since transferring to Uniform Patrol. This information shall be used as a basis to approve or deny the merit request. If the merit increase is disapproved, there must be appropriate documentation attached to the form supporting the disapproval.

The supervisor shall indicate on the notification memo what month of field training the new deputy sheriff is in, and that the annual "evaluation will be forthcoming", at the end of the twelve (12) month probationary period. The notification memo will be returned to Human Resources.
- C. Documentation of Employee Evaluations
1. Employees shall be evaluated on the specific job task analysis and job descriptions. The evaluation criteria shall be descriptive and measurable.

2. The job performance of subordinates shall be evaluated regularly as an element of the supervisor's or manager's job.
3. Supervisors shall document all formal counseling with employees regarding the positive or negative aspects of their job performance.
4. Written notification shall be given to an employee whose performance is below standards at least 90 days prior to the end of the rating period. Supervisors shall document justification for below standards ratings.
5. Supervisors shall provide written explanation of employee strengths and areas for improvement. All "Meets Standards Needs Improvement," and "Below Standards" ratings require a Performance Improvement Plan.

D. Measurements Defined

1. Employees are rated on forms written specifically for their position.
2. Each employee shall be rated on each task statement plus an overall rating using the following scale:
 - a. Exceeds Standards
 - b. Meets Standards
 - c. Meets Standards Needs Improvements
 - d. Below Standards

E. Use of Forms

1. Prior to the evaluation meeting, employees may fill out an Employee Preparation Form. This form is optional. This form shall be used by the employee to identify the achievement of goals for the previous year.
2. Supervisors shall review and complete the rating for each task statement on the employee performance evaluation form and review all performance and ratings to determine an overall rating. This shall be completed prior to the evaluation meeting with the employee.
3. Supervisors shall meet with each employee to review the evaluation and optional Preparation Form, if used. The supervisor will explain to the employee the ratings given, suggestions on how to improve, and answer questions. All ratings of "Meets Standards Needs Improvement" or "Below Standards" require the completion of the Performance Improvement Plan. The supervisor and

employee will determine reasonable performance goals for the employee for the next year.

4. A copy of the evaluation and any Performance Improvement Plan will be sent to the rater's supervisor and Captain (or civilian equivalent) for review and approval.

F. Rater Responsibilities

1. A supervisor shall not delegate his or her responsibility to conduct employee performance evaluations.
2. All employees shall be evaluated by their immediate supervisor.
3. If the current supervisor has not been in the employee's chain of command for at least ninety (90) days, the previous supervisor shall complete the formal evaluation. The employee's new supervisor should provide input about the employee's performance while under his/her supervision.
4. The Training Section in conjunction with HRD shall train supervisors on the proper utilization of the agency's performance evaluation system, to include rating procedure, common rating errors, the evaluation meeting, feedback, and goal setting.
5. A supervisor's performance evaluation shall be based in part on his/her ability to rate employees to include the quality of ratings given and participation in counseling rates in the performance evaluation process.
6. A reviewing supervisor shall comment on the rating supervisor's performance in order to ensure the uniform application of ratings and to ensure the fairness and validity of the system. The rater's supervisor shall review and sign all evaluations.

G. Supervisor and Employee Conference

1. The immediate supervisor shall confer with all subordinate employees at the beginning of their respective rating periods. As part of this session, the supervisor shall address the following:
 - a. The tasks of the employee's current assignment.
 - b. The level of performance expected.
 - c. Evaluation rating criteria.
 - d. Career development goals.
2. Supervisors shall periodically review performance expectations with subordinates.
3. Employees shall be counseled at the conclusion of the rating period and shall cover the following areas:
 - a. Results of the performance evaluation just completed.
 - b. Level of performance expected, rating criteria or goals for the new reporting period.
 - c. Career counseling relative to such topics as advancement, specialization, or training appropriate for the employee's position. An optional Career Development Plan document will be completed if requested by the employee. The Career Development Plan is not sent to HRD. The original is kept with the supervisor with a copy to the employee.
4. Each rater shall formally review the evaluation with the employee. This interview shall be conducted in a constructive manner, utilizing the session for training purposes. An employee rated "Meets Standards Needs Improvement" or "Below Standards" will be given a copy of the Performance Improvement Plan, which shall address the deficiencies that are identified. The employee shall be asked to restate his or her understanding of the deficiency and required improvement.
5. Any comments by the employee's chain of command shall be incorporated into the evaluation prior to the evaluation being reviewed with the employee.
6. Employees shall be given the opportunity to read and sign the evaluation report. The signature shall not imply that the employee agrees or disagrees with the contents. If the employee refuses to sign the report, supervisors shall note the reasons for refusal.
7. Employees shall be allowed to attach comments to the evaluation. These comments shall be attached to the evaluation by the supervisor prior to forwarding to Human Resources.

8. The supervisor shall provide a copy of the completed evaluation to the employee.
9. All completed performance evaluation reports shall be maintained in the employees' personnel file.

H. Employee Appeal of Evaluation

1. Supervisors shall attempt to resolve employee disputes or disagreements with the evaluation at the time of the formal review.
2. Employees who contest evaluations must forward the request in writing through the chain of command stating the specific points of disagreement with the evaluating supervisor.
3. If any portion of the evaluation cannot be resolved, the employee may appeal the evaluation through the chain of command to his/her Division Commander whose decision shall be final.
4. A Bargaining Unit Employee covered by Article 14 of the Collective Bargaining Agreement between the Sheriff and the Florida Police Benevolent Association receiving an overall below standards evaluation shall be permitted to grieve that evaluation according to Article 6 of the Agreement, but only through step 3, the Sheriff or his designee.



SHERIFF KEVIN BEARY

APPENDIX 5

VIRGINIA BEACH POLICE DEPARTMENT
Sergeant's Promotion Training Plan
Version 1 – September 15, 2005

Purpose

The purpose of this plan is to establish the training process for newly promoted Sergeants. This training is designed to develop the core competencies for Sergeants in the Virginia Beach Police Department. Development of these core competencies will establish a foundation for successful personal and professional growth, and enable the newly promoted Sergeant to fulfill his or her role in accomplishing the Virginia Beach Police Department's mission and achieving its vision.

Responsibilities, Administration, and Time Requirements

The Commander of Professional Development & Training shall be responsible for developing and the administrative implementation of this plan. Development and revision of this plan shall be done in consultation with the Department's Command Staff. The Training Lieutenant of the Precinct/Bureau to which the newly promoted Sergeant is assigned is responsible for supervising the implementation of this plan. The newly promoted Sergeant's immediate superior shall also assess and comment on progress toward completing the requirements of this plan in the newly promoted Sergeant's Probationary and Annual Performance Appraisals. Each newly promoted Sergeant is responsible for completing the requirements established in this plan.

This plan shall be posted on the Department's intranet. Documentation of completion of this plan shall be maintained by Professional Development & Training.

Annex 1 to this plan contains the check off sheet that shall be maintained and completed by the newly promoted Sergeant's Training Lieutenant. Copies of any certificates of completion for courses required by this plan shall be attached to the check off sheet. A copy of the Leadership Philosophy Paper required by this plan shall be attached to the check off sheet.

The newly promoted Sergeant shall successfully complete the West Point Leadership Course and the Management Skills Course within 18 months following promotion. All other requirements established by this plan shall be completed within 12 months following promotion.

Socialization

It is important that each new Sergeant be oriented into the new command to which he or she will be assigned. The transfer training plan that will also be implemented upon the Sergeant's arrival at his or her new command will acquaint him or her with the command's mission, the roles and responsibilities of personnel in the command, and the performance expectations for the newly assigned/promoted Sergeant. Documentation of completion of the transfer-training plan shall be attached to this training plan's check off sheet.

Formal Education and Training

If the newly promoted Sergeant has not completed an Associate degree it is strongly recommended that he or she do so. If the newly promoted Sergeant has completed an Associate degree it is strongly recommended that he or she pursue a Baccalaureate degree or graduate degree if he or she has completed a Baccalaureate degree.

The newly promoted Sergeant shall attend and successfully complete the next session of the West Point Leadership Course. The newly promoted Sergeant shall attend and successfully complete the next session of the Management Skills Course scheduled after the newly promoted Sergeant has completed the West Point Leadership Course.

The newly promoted Sergeant will complete a period of field training with a Sergeant who has been trained as a Field Training Sergeant prior to assuming supervisory responsibilities. This period of field training shall consist of 20 hours of shadowing, and 80 hours of field training with the Field Training Sergeant. Annex 2 of this plan contains the Sergeant's Field Training Check-Off Sheet. The completed Field Training Check-Off Sheet shall be attached to the check-off sheet used to document completion of the requirements of this plan (Annex 1).

Supplemental Reading and Leadership Philosophy Paper

The newly promoted Sergeant will be required to write a three to five page paper, which expresses his or her leadership philosophy. This leadership philosophy should express the three to five most important principles of leadership that will guide the newly promoted Lieutenant in his or her leadership within the Virginia Beach Police Department. An explanation of why each principle was chosen should be provided. Illustrate the relationship between each of the guiding principles and the leadership philosophy expressed in the book, *BE-KNOW-DO* by Frances Hesselbein and General Eric K. Shinseki (USA, Ret.). Annex 3 to this plan explains the standards by which the leadership philosophy paper will be judged.

The leadership philosophy paper shall be given to the newly promoted Sergeant's Training Lieutenant for approval or recommended revision as may be needed. When the Training Lieutenant has approved the paper he or she shall forward the paper to his or her Precinct/Bureau Commander for approval or recommended revision as may be needed.

The newly promoted Sergeant will also be required to condense his or her leadership principles expressed in the Leadership Philosophy paper to a one-page handout. This condensed version of the leadership philosophy paper shall be given to the newly promoted Sergeant's Training Lieutenant for approval and recommended revision as may be necessary. After approval by the Training Lieutenant this one page handout shall be provided to each of the newly promoted Sergeant's direct subordinates.

The purpose of writing a leadership philosophy paper is to help the leader think about and put on paper his or her leadership philosophy. The purpose of providing the written product to superiors and subordinates is to inform them of the philosophy. The purpose of the superior's review of the leadership philosophy paper is to ensure that the paper meets the standards of this plan, that the subordinate's philosophy is within the boundaries of the Department's core values, and to provide an opportunity to open a discussion on how the superior's philosophy and the subordinate's philosophy relate to one another. This will provide an opportunity for the superior and subordinate to understand how they will lead together.

On-Line Learning

The newly promoted Sergeant shall be required to successfully complete the following on-line learning courses offered by the Federal Emergency Management Agency:

ICS – 200 Basic Incident Command System

IS – 700 National Incident Management System

Coaching

The newly promoted Sergeant shall be provided the opportunity to establish a coaching relationship with one of the Department's leadership coaches. The newly promoted Sergeant shall contact the Commander of PD&T for a list of the Department's leadership coaches. The newly promoted Sergeant may contact one of the leadership coaches and discuss with that coach the possibility of establishing a coaching relationship with that coach. If both agree to the relationship they may maintain that relationship for as long as both feel the relationship is useful.

Sergeant's Promotion Training Plan
Annex 1 – Check-Off Sheet

Sgt:	PRECINCT/BUREAU TRAINING LIEUTENANT NAME/SIGNATURE	DATE COMPLETED
TASK		
Transfer Training Plan Completed		
Field Training Completed		
West Point Leadership Course Completed		
Management Skills Course Completed		
Leadership Philosophy Paper (LPP) Completed		
Condensed (LPP) Completed and Distributed		
ICS 200 Completed		
IS 700 Completed		
Leadership Coaching List Obtained		

TASK	PRECINCT/BUREAU COMMANDER NAME/SIGNATURE	DATE COMPLETED
Leadership Philosophy Paper (LPP) Completed		
Promotion Training Plan Entirely Completed		

TASK	PD&T COMMANDER NAME/SIGNATURE	DATE COMPLETED
Promotion Training Plan Completely Documented		

Sergeant's Promotion Training Plan
Annex 2 – Sergeant's Field Training Check-Off Sheet

Sgt:	Training Sgt:	Pct:	
	DATE		
TASK	REVIEWED	SIMULATED	APPLIED
Employee Assistance Program			
Relief of Duty			
Employment Separation			
Civil v Criminal			
Un-Arrest			
Towing Dispute			
Public Information			
EEO			
Unit Responsibility			
Death Investigation			
Investigative Division			
Emergency Staffing			
Patrol Documentation			
Citizen Complaints			
Muster/Roll Call			
CDO Reports			
KDT			
Leave Slips			
Email			
Muster Training			
Crime Scene			
Use of Force*			
Officer Shooting*			
Vehicle Pursuit*			
Discipline*			
P-Notes*			
Police Vehicle Accident*			
DF-75*			
AWOL*			
ECO*			
Signature of Certifying Field Training Sergeant:			

* Simulation Packet Provided in Annex 4
Sergeant's Promotion Training Plan
Annex 3 – Leadership Philosophy Paper Standards

1. **Identify** and **Discuss** three to five leadership principles. Principles should be distinguished from values. "Treating subordinates like responsible adults" expresses a principle. "Loyalty" is a value. The principle and the value are related but are not the same.
2. **Illustrate** the relationship between the expressed principles and the philosophies expressed in the supplemental reading materials. It is important to illustrate how more than one philosophy relates to each expressed principle. This linkage should be valid on its face.
3. **Explain** why you chose the principles. This should express a good grounding in some previous experience, a reading, or a leadership role model that you have observed or read about.
4. **Write** the paper using proper grammar. Sentence and paragraph structure should meet commonly accepted standards of proper grammar. Words should be spelled correctly and used in the appropriate context. The writing need not be formal but should not use slang, abbreviations, acronyms or other language that could be easily misunderstood. The content of the paper should be appropriate for release outside the Department (although that is not intended).
5. **Formatting:** The paper will be written using MS Word, 12 point, Times New Roman font, one inch margins, with name and date in a header, and page numbers centered at the bottom of each page.
6. There is no right leadership philosophy. Any leadership philosophy that is exercised in the Virginia Beach Police Department should fit within the Department's core values.

Sergeant's Promotion Training Plan
Annex 4 – Training Simulation Packet

Compact disk containing training simulation packets attached.

2005 – Project Leadership Section:

Effective leadership is crucial to the success of any organization. Without strong leadership, law enforcement agencies will struggle to achieve a connection to the public that engenders trust. Historically, technology rather than leadership has been the focus for solutions to myriad of challenges that surface within law enforcement agencies.

The leadership challenge begins with developing a relationship of trust among managers, supervisors and line personnel. Trust is developed over a period of time and

law enforcement agencies should assign leaders to positions who are committed to developing the skill sets necessary to effectively lead and manage.

Strong leadership is the key component to any effective law enforcement agency and to a healthy work environment. Management and leadership are two skill sets required to effectively oversee a law enforcement agency. Strong leadership skills are necessary to lead a diverse group of dedicated and committed people in a high-stress job where mistakes can, at the least, bring discredit to the agency or at worst, result in the loss of human life. When leadership is discussed, the focus is not solely on the formal structure but also on the skills necessary for all employees. Some traits and qualities of effective leaders include the ability to:

- Multi-task and remain patient under highly stressful conditions
- Translate and communicate a strategic plan
- Make decisions with limited information
- Adapt to rapidly changing conditions
- Coach and mentor employees
- Recognize and reward quality performance

APPENDIX 6

Leadership Training Program Resources

Program	Costs	Duration	Participants	Description of Program
FBI National Academy, Quantico, VA		10 weeks	Leaders/managers	Undergraduate/graduate level courses in law, behavioral science, forensic science, leadership development, communication and health/fitness; leadership and specialized training; networking with other law enforcement professionals.
The Administrative Officers Course (AOC), Southern Police Institute, University of Louisville, Kentucky	\$5000 (includes housing and books)	12 weeks	Mid-to-upper level managers	Comprehensive managerial development program provides undergraduate and graduate level instruction in law enforcement issues, diagnostic problem solving and administrative law. 12-15 college credits earned.
Administrative Officers Management Program (AOMP), North Carolina State University, Raleigh, NC	\$5850/nonresidents \$4065/NC residents (includes books, housing and meals)	12 weeks	Supervisors/managers	15 college credits earned. Undergraduate/graduate course study in the following areas: legal issues in law enforcement administration; applied police research; criminal justice administration; management skills and practices; introduction to public administration; organizational design and behavior.
Public Safety Institute (PSI), Virginia Commonwealth University, Richmond, VA	\$3695 (includes books and fees, but not lodging/meals)	6 weeks	Supervisors/managers	15 college credits earned. Curriculum includes: public safety issues relating to homeland security and future trends; legal aspects of public safety, human resources, personnel issues and budgeting; addressing public safety problems through applied research methods and statistics; and leadership and management for public safety personnel.
Professional Executive Leadership School (PELS), University of Richmond, VA	\$3000 (includes books, fees, breakfast, lunch and housing)	3 weeks (one week per month for three months)	Mid-to-upper level managers within the public or private sector	Liberal arts-based educational experience, focusing on the study of leadership. Curriculum topics include: foundations of leadership, relationship-centered leadership, setting goals for your team, leadership and politics, arts and leadership, literature and leadership, religion and leadership, psychology and leadership, negotiations, strategic leadership, media relations, leadership in crisis, motivational leadership, leadership and the law and making a difference.
The Institute for Leadership in Changing Times (ILCT), Virginia Tech, Blacksburg, VA	\$1995 (includes lodging, meals, and course materials)	8 days at Virginia Tech; practical applications of learning on the job	Supervisors/managers	Education-based leadership program focusing on developing creative thinking and leadership skills. Three components: 5-day intensive residential, classroom learning experience; learning on the job (through specific assignments); 3-day residential session to assess lasting impacts on behavior as well as "lessons learned" and "best practices."

FBI Law Enforcement Executive Development Seminar	Travel expenses, housing and meals are provided.	2 weeks	Chief Executive Officers	Attendees are provided with instruction and facilitation in the areas of leadership, strategic planning, legal issues, labor relations, media relations, social issues and police programs.
Senior Management Institute for Police	\$7,250.00	3 weeks	Mid to Upper Level Police Executives	Gives participants a clear understanding of management theory, policy development, planning processes, and organizational structure and behavior.
The Institute for Law Enforcement Administration	Varies by course	Varies by course	Supervisors and Executives	Various leadership / management programs designed to help prepare for leadership in the complex world of law enforcement management. Various courses include an extensive management college, basic police supervision, and leadership in police organizations.
Harvard Program for Leadership Development	Varies by course / program	Varies by course / program	Senior Executives	Programs are designed for individuals who will assume the cross-functional responsibilities of company leadership. Some programs require completing both on campus and off campus modules.
IACP Center for Police Leadership	Varies by course	Varies by course	Supervisors/ Executives	Provide law enforcement leadership training that greatly enhances organizational effectiveness and societal improvement.

APPENDIX 7

Leadership Self-Assessment

Take a minute to look at yourself as a leader. Do you have the qualities to make a valuable leader to your group? Review the [leadership qualities](#) and put yourself to the test. After you have looked at yourself as a leader, answer the following questions

Attributes . . .

- Do I view problems as opportunities?
- Am I a priority setter?
- Am I customer focused?
- Am I courageous?
- Am I a critical and creative thinker?
- What is my tolerance for ambiguity?
- Am I positive attitude towards change?
- Am I committed to innovations that are best for children?

Skills . . .

- Do I debate, clarify, and enunciate my values and beliefs?
- Can I fuel, inspire, and guard the shared vision?
- Can I communicate the strategic plan at all levels?
- Do I recognize the problems inherent to the planning process?
- Do I ask the big picture questions and "what if"?
- Can I support the school staff through the change process?
- Do I encourage dreaming and thinking the unthinkable?
- Can I align the budget, planning, policies and instructional programs with the district goals and vision?
- Do I engage in goal setting?
- Can I develop and implement action plans?
- Do I practice and plan conscious abandonment?
- Do I transfer the strategic planning process to planning?

Knowledge . . .

- Do I know board and superintendent roles and responsibilities in planning and implementing plans?
- Do I know the strategic planning process, short and long term planning tools?
- Do I know the board and district vision, beliefs, and mission?
- Do I know the relationship of the budget to district planning?
- Do I know local, state, and national factors that affect education?
- Do I know the best practices and research on improving academic achievement?
- Do I know the process of change and paradigm shifts?

- Do I know the strategies to involve and communicate with the community?

What trait were you proud to say describes you?

Was there any trait you would not consider desirable?

What trait are you trying to make more descriptive of you?

Tools For Improved Advocacy

State your assumptions, and describe the data that led to them

- Explain your assumptions
- Make your reasoning explicit
- Give examples of what you propose, even if they are hypothetical or metaphorical
- As you speak, try to picture the other person's perspectives on what you are saying
- Publicly test your conclusions and assumptions

What to say:

- Here's what I think and here's how I got there
- I assumed that...
- I came to this conclusion because...
- If I enter a classroom this is what I might see...
- What do you think about what I just said?

Tools For Improved Inquiry

Gently find out what data they are operating from.

- Use unaggressive language, ask in a way that does not provoke defensiveness.
- Draw out their reasoning. Find out as much as you can about why they are saying what they are saying.
- Check your understanding of what they have said.
- Listen for new understanding that may emerge. Don't just be thinking about your response.

What to say

- What leads you to conclude that?
 - What causes you to say that?
- Instead of "What's your proof?" say: "Can you help me understand your thinking"*

here?"

- What is the significance of that?
- How does this relate to your other concern?
- Can you describe a typical example?
- Am I correct that you're saying....

Tools for when you are at an impasse

Embrace the impasses, and tease apart the current thinking.

- Look for information that will help people move forward.
- Ask what logic or data might change their views.
- Avoid speaking from a different point of view.

What to say:

- What do we know for a fact?
- What don't we know?
- What do we agree upon, and what do we disagree upon?
- What, then would have to happen before you would consider alternatives?

Individual Self-Assessment

- Journal keeping
- Portfolios of selected documents produced in the course of their work
- Performance indicators related to goals and activities of professional plan
- Surveys
- Mentors as "critical friends"

Leadership Behavior

1. Establish a clear direction

- a. Envision the future
- b. Focused attention
- c. Articulate values
- d. Enlist others

2. Communicate, communicate, communicate

a. Provide meaning

b. Utilize all forms

c. "Fire in belly"

3. Position the Organization

a. Build trust (encourage the heart)

b. Reliability and constancy

c. Plan small wins

d. Recognize contributions

e. Celebrate accomplishments

4. Development of self

a. Set the example (walk like you talk)

b. Positive self-regard

c. Focus on winning

d. Search for opportunities

e. Experiment and take risks

5. Empower followers/members

a. Establish clear buy-in

b. Foster collaboration

c. Develop a supportive environment

The tasks of leadership:

- Leaders establish vision and set direction
- Leaders affirm and articulate values
- Leaders have high standards and high expectations
- Leaders are accountable
- Leaders motivate

- Leaders achieve unity
- Leaders involve others in decision-making
- Leaders serve as role models
- Leaders listen and explain
- Leaders represent the organization
- Leaders guide constituents and maintain their support

<http://www.nsba.org/sbot/toolkit/LeadSA.html>

