

Succession Training Through Effective Mentoring Within Law Enforcement

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Abstract

This paper discusses how the State of Florida's Executive Law Enforcement Command structure will be affected, due to the amount of retirements by FY 2016. Furthermore, do to these retirements critical questions have come into perspective on how each of these agencies will implement changes in command staff positions and if they have the right personnel in place to move their agencies into the future. The implementation of succession and mentoring training will play a vital role as it relates to the future leaders being developed for promotion and professional goals.

Introduction

As law enforcement in the State of Florida prepares for a mass departure of many senior executives, chiefs, midline managers, and supervisors, due to retirement and the conclusion of many Deferred Retirement Option Plans (D.R.O.P.); one has to ask the question; are agencies prepared to backfill those positions with qualified personnel and how are agencies taking a proactive approach in order to succeed?

For those senior executives who were not ready to retire and planned to work past their 25 years of service requirement had to make a decision in 2011, which would affect them financially for years to come. One of the changes within the Florida Retirement System (F.R.S.), which forced many to retire, was the changing of the interest rate on the retirement plans.

Reducing the interest future retirees receive if they decide to enter the Deferred Retirement Option Program, or D.R.O.P. D.R.O.P. allows workers nearing retirement age to accumulate five years' worth of retirement pay, while they continue to work so that they can gather a lump sum upon retirement. The new law lowers the amount of interest retirees earn on that money from 6.5 percent to 1.3 percent. (Klas, 2011). One would be taking a 5.2% loss on their retirement package if they did not enter the D.R.O.P. prior to July 1st, 2010, thus forcing one to make a decision, which would affect them financially during their retirement years.

Literature Review

While many had to make a conscious decision to retire, agencies are now left with the preparation of establishing future leaders within their organization. This is going to be a difficult task for many agencies, due to younger candidates who have not had the length of service required for the development of leadership skills (Michelson,

2006) or the time in grade to effectively work through growing pains as a supervisor. There is a need for agencies to develop a career development path in order to cultivate future leaders.

Senior leaders, who must select future senior leaders, should have a clear sense of the complexity demands of key leadership roles, and should become adept at observing the behaviors (as well as the accomplishments) that signal its presence within a candidate. (Kessler, 2002)

While researching this topic I noticed there is a distinct comparison within the development stages of succession planning on how people choose candidates who have similar qualities or management styles as the person who they are replacing. One would look at this as a good thing, while others look at this as a mistake. If an agency or business is looking for change or to grow they need to have those qualified people in place who can initiate change or those people in place who are not afraid to challenge the status quo. Staying within the guidelines or parameters as your previous predecessor will stagnate any future changes within the agency. Changes range from the broadest scope at the academy level to fine tuning for high levels of expertise. The challenge is getting the training to stick, and that challenge frequently goes unaddressed. (Comer, 2013)

For one to have a successful implementation process for succession planning an agency needs clear standards and controls as they develop future leaders. Again, not just choosing the most popular candidate, but seeking out the “diamond in the rough”, including minorities and woman. Transparency throughout the entire process is imperative in order not to give the appearance of favoritism or the appearance that one candidate has a better chance for promotion over another.

The concept of “succession planning” needs to be refocused away from replacement planning to include, a more comprehensive set of assessment and development practices that support the entire pipeline or flow of talent, from entry level campus recruiting through general-management selection. (Kessler, 2002)

As an agency develops its future leaders it needs to expound on the process of mentoring and establishing successors from the beginning of an employee’s career. The proper development and implementation of a formalized mentoring program would launch one’s career in a positive direction from the onset. Without guidance and proper direction people become lost within the process or feel ineffective within the organization. Even officers who make it through the probationary period may find their careers stymied by a lack of opportunity, savvy, or a host of other obstacles that keep some employees from advancing in their organizations. (Williams, 2000)

A mentoring program and the relationship between the mentor and the protégée have been discussed as a positive experience throughout history. The general meaning of the term ‘mentor’ was derived from Homer’s epic story, where Mentor was the wise and old friend of Odysseus. When Odysseus fought in the Trojan War he entrusted Mentor with the care, guidance and education of his son, Telemachus. The generic meaning of a mentor, then, is a ‘father’ figure that sponsors, guides and instructs a younger individual who is known as a protégé. (Ehrich, 1999)

The positive and powerful impact on professional growth, career advancement, and career mobility can only benefit the protégée; while also giving a sense of

accomplishment to the mentor. The mentor also becomes reinvented knowing they have contributed to the over-all development of a new employee and agency.

A mentoring program should be structured, with an evaluation and feedback process. There should be careful selection and adequate training for mentors, and ensuring to properly match mentors and protégés.

The Palm Beach County Sheriff's Office is in the process of developing a formalized structured mentoring program. Areas which were discussed in the implementation and development of the program where the following: establishing guidelines for ones agency to follow (general orders) (Appendix 1), an overview of the mentoring program (Appendix 2), roles of both the mentor and the protégé (Appendix 3), training for the mentor (Appendix 4), annual program survey (Appendix 5), monthly report (Appendix 6), and a mentoring program application (Appendix 7).

Not everyone has the capacity to be a mentor. Mentors provide both practical and emotional support, both knowledge and understanding. Protégés should learn from the best. Mentors should be respected in the organization, motivated, liked, confident, flexible, able to engender trust, and concerned with the development of the protégé to the extent that the mentor will spend whatever time proves necessary to assist the protégé. Mentors and protégés should participate voluntarily for open communication and learning to take place in the program.

All mentors should receive formal training, either in the form of in-house meetings and workshops, external vendor seminars, or a combination of both. Training should be developed according to each organization's needs. Training provided by qualified professionals is required for the program to be successful. The training should include the history and roles of mentors and protégés, the success factors for mentor-protégé pairings, practical hints and suggestions, and general expectations mentors and protégés have of each other. Mentors should receive practical advice on identifying protégé needs and goals, developing a trusting relationship, and being a positive role model. Mentors should help protégés follow the proper channels to express legitimate complaints, and should never criticize the program themselves. (Sprafkia, 2008)

Mentors should study verbal and nonverbal communication, practice active listening, and learn to extract the message behind their protégé's words, as communication represents the basics of the mentoring program. Once the mentors have had an opportunity to put the theories learned into practice, they should complete an evaluation of the training received. This will allow them to have constructive comments as they have been able to implement the theories learned.

The mentoring program will not be able to succeed without support from all levels of the organization. The organization's commitment to the program should be included in their policy statement. There should be active recruitment and involvement in the program at all levels. The mentoring program may also be included as a consideration for promotion. In addition, administrators of the program should conduct public speeches to talk about the progress and accomplishments of the program.

As illustrated within this paper, with the proper mentoring from the onset of one's career an agency should not have difficulty establishing successors when the time arises for retirements or replacements for senior members of the agency. If implemented properly the correct employees will be put into key leadership roles with the understanding of their new job responsibilities and with full backing of their peers

and executive staff members. Hopefully, the new leaders will educate and mentor those subordinates to eventually take over their job responsibilities as future leaders.

Methods

This research focuses on the importance of succession training along with development and implementation of a formalized structured mentoring program. As law enforcement agencies in the State of Florida begin to prepare for a major departure of its executive leaders are agencies prepared to replace these departing members with qualified understudies or is there going to be a lack of leadership and institutional knowledge lost with the seasoned veterans exiting?

The reason I chose this topic, is due to the lack of training and succession planning I have seen within agencies throughout the State of Florida. Agencies fail to train, mentor, and develop future leaders. As a result of this we see a breakdown of leadership at all levels of an agencies, which leads to agencies not having proper guidance and development for future endeavors. This also leads to agencies becoming stagnant and not progressing with the appropriate personnel in areas of command.

As I started out in my career in law enforcement, I only wish I had a person to turn to for guidance, direction and assistance to help me develop throughout the early stages of this profession. Looking back and seeing how law enforcement was 20 years ago and how it has evolved I am looking to influence, guide, and mentor those younger officers to leave this career in their hands knowing I have done my part to promote stronger leaders within my agency.

Findings

A survey was conducted with (33) agencies throughout the State of Florida who will be affected by the retirement plan (D.R.O.P.) of 2016. I am sure there will be many other agencies affected; however, for the purposes of this paper only (33) were polled. To assist the class with this topic, I polled only members of Senior Leadership Class 16. The objective of the survey was to gain institutional knowledge of each of the agencies as it relates to mentoring and succession planning.

Of the (33) agencies polled, I received 100% feedback; however, some of the questions asked could not be answered by all participants. Upon review of the findings, it appears I could have added an additional category for not applicable for some of the responses. An example of this is regarding (Q6): Would you be interested in becoming a mentor? My findings indicate only (30) people out of the (33) answered the question. This also applies to (Q's 7 & 8) where only (30) people responded.

The questionnaire developed by this writer consisted of (10) questions that encompassed questions as it related to rank, retirement dates, current assignments including specialty units, mentorship within the agency, benefits from being a mentor, and a open reply question for the participant to add additional comments / suggestions as it relates to succession training and mentoring. As it related to (Q10) regarding the

open reply question only (11) people answered, while (22) people did not add a response by skipping the question.

Experience and retirement dates indicated only 12% of the executives polled will be retiring in 2016, while 88% would be retiring within various years the later being FY 2032. Currently, there are 6% of the executives polled in the D.R.O.P. Leaving 94% undecided when they will enter or would be available to enter D.R.O.P. Another important statistical observation is that 42% of those polled are currently holding supervisory positions within their agencies. 90% of the executives polled were in favor of a formalized mentoring program, while 93% stated they would be interested in becoming a mentor. (Please see Appendix A-8 for additional statistical data)

Discussion

As discussed earlier within this research of this paper, I indicated the importance of a formalized mentoring program. An agency can implement the mentoring procedure during the hiring process of a candidate or at any time during ones career, but suggested a method should be established during the promotional process as one begins their career in any type of leadership capacity. Within the next several years, the State of Florida's Criminal Justice System is going to have significant changes in leadership at all levels of command, due to the retirement of upper level executive staff members.

Due to these retirements, several questions need to be answered as it relates to the future of command structure within any agency. Do we have those members ready and capable to be promoted? Is there any type of succession training being conducted or mentoring not only at the line levels, but within specialty units? Within my survey, 42% of those polled indicated they were assigned to a specialty unit within their respective departments; however, only 6% of those agencies have begun to establish a formalized succession training program for their future leaders. One individual who was polled stated, "My agency does not have an official policy for mentorship, but I go out of my way to assist members under my command who are committed. On the same note our agency is going to have a difficult time in filling specialized supervisory positions in the next few years." As leaders we should be developing those members who we have identified as future leaders of our agencies.

Mentoring is not a new concept to the development of a person or a leader. The term was used in 1699 by the French writer Francois Fenelon in his book entitled, "Les Aventures de Telemaque." Members who were polled indicated they felt a mentoring program would have benefited them within each transition of the promotional process. One individual states, "Having this type of source for information, internal historical data, and discretion outside of the chain of command is important. If nothing else a mentor can act as a neutral sounding board for decisions." 87% of those members polled indicated they would have benefited from a mentoring program during their professional development. Along with 91% indicating this type of program would assist other members of their perspective agencies.

Succession and mentoring training as you can see is a vital component for any type of management leadership. Current leaders and future successors gain significant

insight from a formalized mentoring program. It takes effort on behalf of command staff to create a program and ensure members are provided the time to attend these initiatives. If the individual gains from the program, then the agency will as well. Leadership training builds trust, develops loyalty by the employee to the agency, establishes a sense of history, and builds upon the key concepts for change for the future.

Lieutenant Bruce Hannan has been in law enforcement for 23 years. He began his career in 1990 with the Boynton Beach Police Department and transitioned to serving with the Palm Beach County Sheriff's Office. Lt. Hannan has worked with in various divisions throughout his career, which include Commander of the Field Training Program, Executive Officer Narcotics Division, K-9 and the Internal Affairs Division. His current assignment is as the Executive Officer for the Community Services Division. He is a graduate of the 37th Command Officers Development Course at the University of Louisville's Southern Police Institute. Bruce has a Bachelor of Professional Studies from Barry University and a Master of Science from Lynn University.

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Appendix

Appendix 1: General Order

This general order consists of the following numbered sections:

- I. **Purpose**
- II. **Discussion**
- III. **Definitions**
- IV. **Procedures**
- V. **Duties and Responsibilities**

I. **PURPOSE:** The purpose of this policy is to set forth guidelines for establishing and maintaining a Mentoring Program (MP).

II. **DISCUSSION:** The Palm Beach County Sheriff's Office must utilize its assets for the purpose of developing, maintaining, and improving the professional standards of the Sheriff's Office.

A. This voluntary program is an integral part of recruiting, hiring, and training. Each newly hired and current employee will be offered the support and guidance needed to meet agency standards. This will be accomplished through a partnership with an experienced Mentor who has been trained in the skills of mentoring. The Mentor will serve as an advisor, supporter, contact person, and a resource for information. All Mentors are encouraged to contribute to the program and to promote its concepts.

III. **DEFINITIONS:**

- A. MENTOR – Any PBSO member who has at least six (6) years law enforcement experience and has received applicable Mentor training.
- B. PROTÉGÉ – Any PBSO member interested in being paired with a Mentor.
- C. MENTORING COMMITTEE (MC) – The committee will consist of four PBSO members. One chairperson with the rank of Captain selected by the Sheriff or his designee, one member with the rank of Lieutenant, and one Sergeant or two Career Path Deputies.

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D. MENTORING COMMITTEE COORDINATOR (MCC) – Will be assigned by the Sheriff or his designee and will be responsible for the administration of the Mentorship program. The MCC will facilitate all elements of the process and is responsible for the oversight of the selection, assessment, matching, and orientation of Mentors and Protégés.

E. CAREER PATH QUALIFICATIONS – see G.O. on career path (yet to be written).

IV. PROCEDURE:

A. Selection Process:

1. Minimum requirements of a Mentor are:

- a) Letter of interest to the MCC.
- b) Six (6) years experience (as a law enforcement officer).
- c) During the preceding six (6) years, Mentors must not have been suspended for a period of three (3) days or more for any one incident or a total of five (5) days or more collectively.
- d) An oral interview by the MCC.
- e) A letter of recommendation from the employee's immediate supervisor.

B. After a pool of Mentors has been established, the list of Mentors will be forwarded to the MCC in order to assign Protégés as appropriate.

C. Termination of Mentor/Protégé relationship: The Mentoring process should continue, at a minimum, throughout the employee's probationary status; however, the duration of the Mentor/Protégé relationship is flexible, according to the needs of the Protégé. If the Protégé feels they no longer need or desire guidance of a Mentor, the relationship can be terminated in accordance with the following guidelines:

1. Both the Mentor and the Protégé will notify the MCC of the desire to terminate.
2. Upon notification, an exit interview will be conducted by the MCC.

V. DUTIES AND RESPONSIBILITIES:

A. Mentoring Committee Coordinator (MCC):

1. The MCC will be assigned by the Sheriff or his designee.
2. The MCC, in conjunction with the MC, will be responsible for the administration of the program.

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3. The MCC will facilitate all elements of the process and is responsible for the oversight of the selection, assessment, matching, and orientation of Mentors and Protégé s.
4. The MCC will also serve as liaison with the Department’s Human Resources Division.
5. The MCC will recruit, train, and maintain the Mentor pool.
6. The MCC will assign Mentors to Protégé s.
7. The MCC will schedule and conduct Mentor meetings.
8. The MCC will be responsible for problem solving and evaluation of the program.
9. The MCC will be responsible for conducting the exit interview.

A. **Mentor Responsibilities:** Mentors are the key component to a successful Mentoring Program. It is important that Mentors are aware of the importance of their role and are committed to fulfilling their responsibilities. All Mentors will be trained in the skills of Mentoring and will be required to attend Mentor program meetings as scheduled by the MCC. Once a Mentor is assigned to a Protégé , duties and responsibilities may include:

1. Contacting the Protégé prior to their date of appointment in order to introduce them and to explain the Mentoring function.
2. Meeting the Protégé on their date of appointment to conduct introductions to staff and a tour of departmental and other job-related facilities.
3. Serving as a resource to the Protégé as needed and appropriate.
4. When a Protégé attends the police academy, the Mentor is responsible for assisting the Protégé with questions or concerns that should not otherwise be directed to the Human Resources Division, academy staff, their F.T.O. or their supervisors.
5. Mentors may attend police academy events and ceremonies involving their Protégé s, whenever possible.
6. Whenever possible, Mentors should be flexible in their schedules to allow for regular contact with their Protégé s.
7. Mentors will notify the Mentor coordinator of any unresolved conflicts that arise with their Protégé s.

8. Mentors shall give proper notification to their immediate supervisors to adjust their schedules to attend planned events.
9. The Mentoring Program and Mentors will work in conjunction with the Field Training Deputies (F.T.O.'s) and other personnel assigned to train or supervise the Protégé s
10. Mentors shall maintain a professional relationship with their Protégé s in accordance with general orders.
11. Mentors shall prepare monthly Mentoring program reports.
12. Any discussion regarding conflict or interference with the Protégé's F.T.O. or supervisors will be brought immediately to the M.C.C.

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B. Protégé Responsibilities: The Protégé will be responsible for:

1. Actively seeking to make use of the skills and experience of their Mentor as needed and appropriate.
2. Flexibility in their schedule to allow for regular contact with their Mentor.
3. Informing their Mentor of their personal and professional progress, especially while attending the academy.
4. Notifying the MCC of any unresolved conflicts that arise between the Protégé and their Mentor.
5. Protégé s will give proper notification to their supervisors as it relates attending planned events.

C. Mentor Committee Members Responsibilities: The committee members will:

1. Will work in direct coordination with the MCC.
2. Attend quarterly meetings.
3. Review Mentorship monthly reports.

Appendix 2: Overview

Overview of PBSO Mentoring Program

Introduction:

Providing professional development opportunities and assessments to deputies indicates the willingness of the department to make long-term investments in each of its members. This in turn creates a trust with the deputy demonstrating that the Palm

Beach County Sheriff's Office values him/her as an asset. The interest taken in the deputy builds trust and respect that increases morale, performance and efficiency. We must encourage and provide opportunities for individual professional development to ensure that our deputies are prepared for the challenges of the future. Every deputy, whether pursuing a supervisory path or continuing to develop their overall performance skills and abilities would benefit from such a plan.

The basic components of the Mentoring program are as follows:

1. Support from senior management
2. Established selection criteria for Mentors
3. A training program for Mentors
4. Monitoring/evaluating and ongoing improvement of program
5. Allocation of adequate resources

Goals:

Goals should include:

1. Improvement of employee retention rates
2. Enhancing the match between employees and their job assignments
3. Increasing employee job satisfaction
4. Increasing employee loyalty
5. Facilitating the professional growth of the Protégés
6. Teaching organizational culture, values, and standards

Feedback / Assessment Measures:

Feedback

1. Annual surveys (attached)
2. Annual PBSO Mentoring Program Review Sheet (attached)

Assessment Measure

1. Retention
2. Performance Activity Measure
3. Survey of Protégé
4. Mentor / Protégé feedback

Success:

The Mentoring program will not be able to succeed without support from all levels of the organization. The organization's commitment to the program should be included in their policy statement. There should be active recruitment and involvement in the program at all levels. The Mentoring program may also be included as a consideration for

promotion. In addition, administrators of the program should conduct public speeches to talk about the progress and accomplishments of the program.

Appendix 3: Roles of Mentors

Roles of Mentors

1. Friend – builds confidence, shares information, encourages.
2. Listener – hears and listens.
3. Coach – inspires, team builds, pushes for success, and assists in creating a career path that is achievable and fluid.
4. Role Model – lives by example, exemplifies core values of PBSO.
5. Guide – explains, reminds, remediates, discovers and capitalizes on motivators for Protégé.
6. Advisor – gives advice based on knowledge, experience and skills.
7. Promoter – edifies Protégé to others in agency, edifies agency and agency personnel to Protégé .
8. Protector – warns Protégé of behavior consequences, uses past experiences/scenarios to demonstrate possible pitfalls and lessons learned.
9. Counselor – encourages the sharing of information and frustration, keeps appropriate information in confidence, and builds problem solving skills.

Mentor Responsibilities

1. Complete PBSO Mentor application.
2. Facilitate the completion of two questionnaires by last two supervisors.
3. Successfully complete PBSO Mentorship Training Program.
4. Attend Mentor/Protégé program introduction class.
5. Set up first meeting with Protégé and contact Protégé well in advance of the first meeting.
6. Meet with Protégé on a regular basis (no less than a scheduled once a month meeting.)
7. Successfully complete continuing training as required by PBSO leadership.
8. Work in conjunction with the F.T.O. personnel on any F.T.O./training issues.
9. Serve as a resource for the Protégé as needed, especially in the areas of Human Resources, F.T.O., Training, or procedural questions.
10. Attend police academy and other similar events went appropriate and if possible.
11. Notify Mentor coordinator immediately regarding any conflict or interference with the Protégé's F.T.O. or supervisor.
12. Give proper notification to immediate supervisors when a schedule adjusted is requested to attend a Mentor function.

13. Maintain a professional relationship with the Protégé in accordance with general orders.

14. Prepare monthly Mentoring reports.

Appendix 4: Annual Mentoring Surveys

Annual PBSO Mentoring Program Survey

1. Do you feel your Mentor provided you with the information you needed to make this career adjustment?

Yes ___ No ___ Please explain:

2. Did you find your Mentor to be supportive and informative?

Yes ___ No ___ Please explain:

3. How would you rate the Mentor?

4. Please name some specific ways that your Mentoring experience with this department has helped or hindered your pursuit of a law enforcement career:

5. How do you maintain contact with your Mentor?

6. Please list specific ways that we may improve the Mentoring program:

7. How would you rate this program (poor, adequate, excellent)?

8. Please state what you found to be most helpful in this program.

9. Would you recommend this program to your peers?

10. What did you like least about the program?

Appendix 5: PBSO Success Indicator

PBSO Mentoring Program Success Indicator

1. How many Mentors and Protégé s are in the program currently?

2. What is the total increase in Mentors and Protégé s from the previous year?

3. What is the total decrease in Mentors and Protégé s from previous year?

Appendix 6: Monthly Reports

Monthly Report

Monthly Summary for Mentor: _____

Protégé: _____

Date: _____

1.Number of contacts with Mentor/Protégé : _____

2.How did you make contact? (Phone, email, text messaging, in-person)

3.Is the Mentor/Protégé meeting the expectations as expected?

4. Has the information received from the Mentor/Protégé helped you? _____

5. Has the Protégé used the advice given by the Mentor and applied for? _____

6. Are there any concerns or problems to address now that can't be dealt with by the Mentor/Protégé? _____

Appendix 7: PBSO Mentoring Program Application

Application

Name: _____ Mentor Protégé Both (Circle One)

Current Rank & Assignment: _____

This is a voluntary program within Palm Beach County Palm Beach County Sheriff's Office. If you participate, you agree to the rules, general orders, and criteria of the program in completing this form. It is your responsibility to seek any clarification of those from the committee coordinator.

List the work that you performed, jobs held, or other work related experience that may give us insight into your skills, knowledge or interests. (Ex: F.T.O., internships, military work, etc.)

Education (Name of school, degree, emphasis area):

Specialized skills (ex: K-9, F.T.O., Accident Investigator, and Bike Unit):

Special assignments (ex: DB, Special Events, etc.):

Volunteer work (past and present):

Hobbies/ Sports/ Special Interests:

Three words to describe you:

Three words to describe the qualities of ideal Mentor:

Family Background (number/order of siblings, any other comments on family you would like to make):

List prior cities/states you have lived in:

Where were you born/ raised? _____

How long did you live there? _____

Other interesting things about you (likes, dislikes, values, etc.):

Include a sentence on your long term goals here at PBSO:

Include a sentence on your short term goals here at PBSO:

Would you prefer a Mentor of the same: (circle any that apply):

Rank Gender Ethnicity Race Age Marital Status Doesn't matter

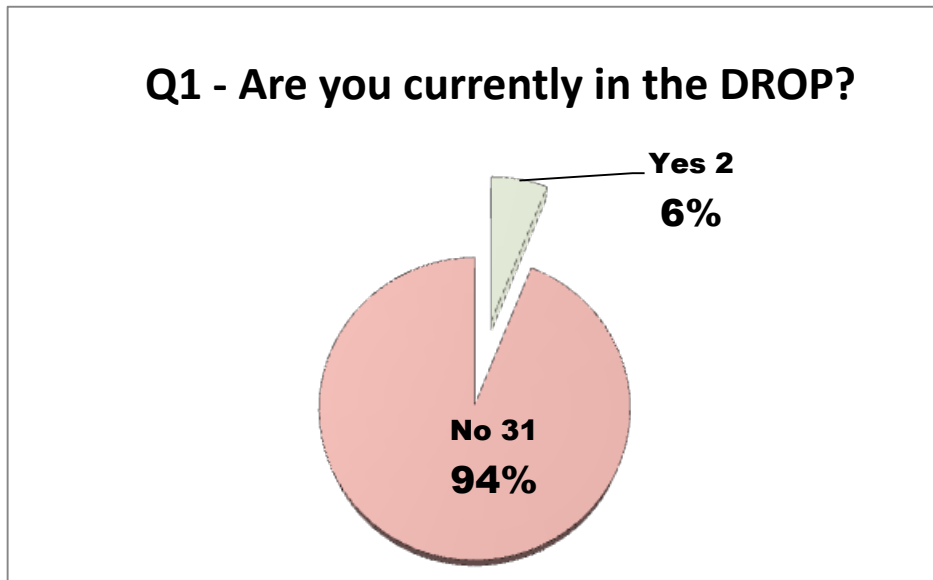
I agree to participate in the PBSO Mentoring Program and agree that my participation is voluntary. I agree to abide by the program rules, general orders, and criteria.

Signature

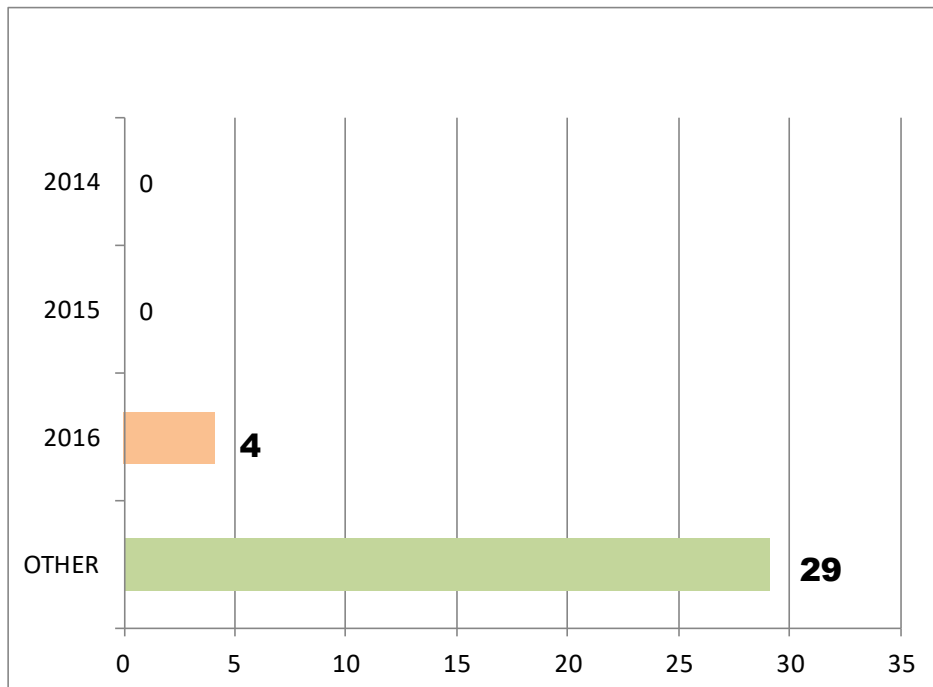
Date

Appendix 8: Survey

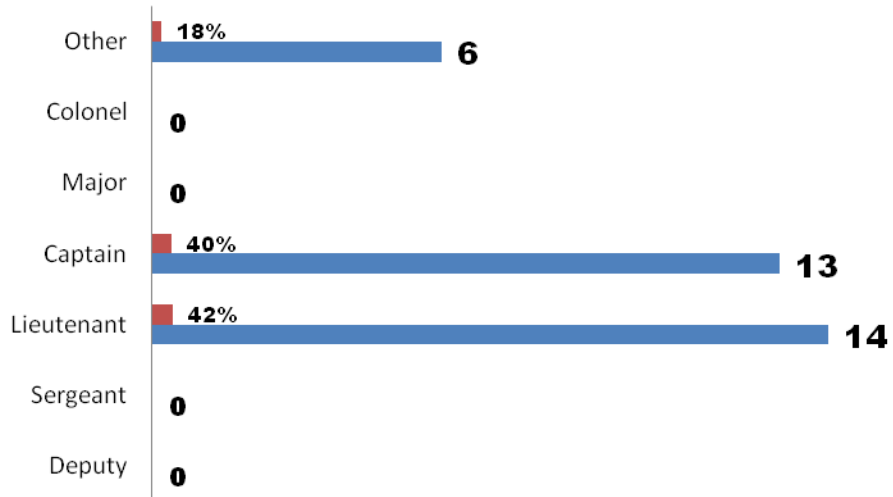
Q1 - Are you currently in the DROP?



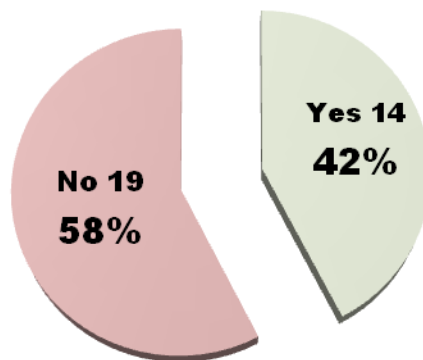
Q2 – When do you plan to retire?



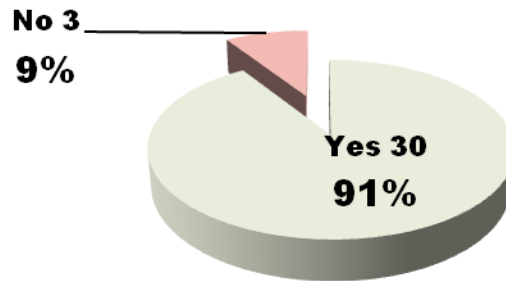
Q3- What is your current rank?



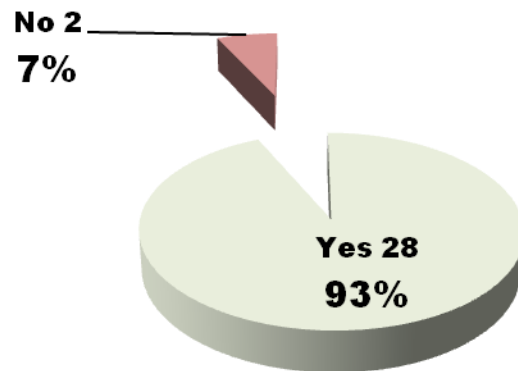
Q4 - Are you currently assigned to a specialty unit within the agency?



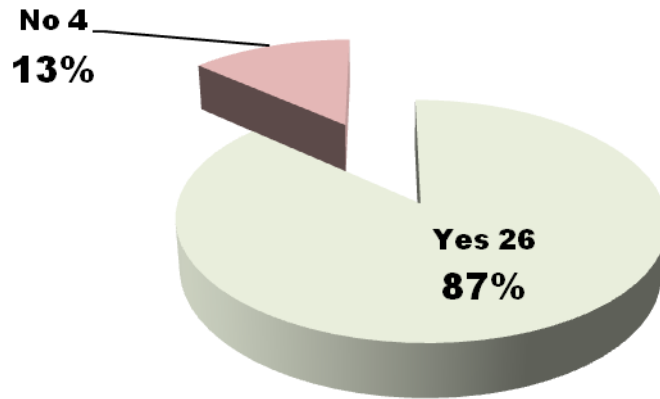
Q5 - Do you believe a mentoring program would assist members of your agency?



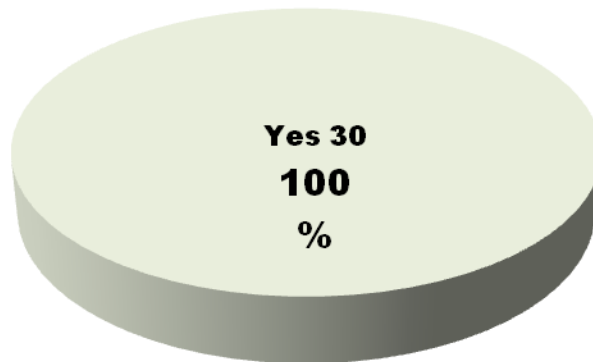
Q6 - Would you be interested in becoming a mentor?



Q7 - Would you have benefited from a mentoring program at any time in your career?



Q8 - If you are the rank of sergeant or above, do you believe in succession training for future leaders of the agency?



Q9 - If you are a supervisor assigned to a specialty unit and are in the DROP, have you begun any form of succession training?

