

**The Bill Blackwood
Law Enforcement Management Institute of Texas**

**The Effective Development of
New Supervisors in Law Enforcement**

**An Administrative Research Paper
Submitted in Partial Fulfillment
Required for Graduation from the
Leadership Command College**

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ABSTRACT

The effective training and mentoring of new supervisors is relevant to contemporary law enforcement because current leaders must ensure that the ongoing future of public safety organizations is safe and secure. Leaders must pave the way for future generations. One very important way to do this is to ensure that future generations have quality leadership.

The purpose of this research is to generate an understanding of current best practices, training, and/or mentoring programs being utilized in the profession and what “products” exist to satisfy any identifiable need. The method of inquiry used by the researcher included a review of existing articles and studies, a survey of similar agencies to understand current practices, a survey of recently promoted supervisors to solicit their perceived needs and wants, and a review of potential solutions to assist in the better preparation of future supervisors.

The researcher discovered that there is great support among law enforcement managers and recently promoted supervisors for more training in supervision and leadership skills. In addition, both groups expressed strong support for the creation of ongoing mentoring relationships between new supervisors and their peers and/or higher levels of management. It is believed, based on the two surveys conducted during this research, that there is a real need and a sincere interest in improving the process of selecting, training, and developing the future managers and leaders of law enforcement agencies.

TABLE OF CONTENTS

	Page
Abstract	
Introduction.	1
Review of Literature	2
Methodology	5
Findings	8
Discussions / Conclusions	19
References	23
Appendices	

INTRODUCTION

The problem or issue to be examined considers whether the law enforcement profession does a thorough job in training and developing its new supervisors. This process includes selection, training, and development. It also includes creating an ongoing relationship with a mentor or coach.

The relevance of this topic to law enforcement is to ensure that there is quality supervision in place in a profession where minute-to-minute supervision of employees is not possible. With a well prepared training program, combined with development of a mentoring relationship, there is the potential to develop better supervisors.

The purpose of this research is to examine the current processes, seek to find different and better alternatives, analyze existing “products” and training, and propose a beneficial process for the future. The research question to be examined focuses on the development of a quality program of training and mentoring to better prepare the law enforcement supervisors and leaders of the future.

The intended method of inquiry will include a review of articles and studies on the value of complete supervisor development through training and mentoring, both within and outside the law enforcement profession, and a study of the current processes used by a variety of comparable agencies. Further, a survey will be prepared and distributed to a wide range of professional law enforcement leaders, asking for their best practices in the selection, training, and development of new police supervisors. Finally, a survey will be prepared and distributed to recently promoted supervisors in the researcher’s agency, asking for impressions concerning their initial training as supervisors and how that program prepared or failed to prepare them for their new role within that organization. Any other resources located during the process may also be used for

research and/or ideas. The intended outcome of the research will be to postulate a program to better train and prepare new supervisors in the law enforcement profession based on successful programs and developing ideas.

The field of law enforcement will benefit from the research because it is the profession's duty to have the best supervision and leadership available to better serve the organization's constituencies and to better protect the community. Individual organizations will benefit from better prepared leaders, better service to their employees, and better service to their customers. New supervisors will benefit from better training and having developed an ongoing relationship as a resource for information, assistance, and guidance. An organization's employees will benefit from better supervision and leadership and a more solid and consistent vision for the future. Lastly, law enforcement's clients and customers will benefit from the receipt of better police service.

REVIEW OF LITERATURE

Many people may have some confusion over the function of a mentor. They may see them as a boss, a coach, a facilitator, a friend, a teacher, or a combination of one or more of those roles. Flamer (2005) described a mentor as "a person who leaves a living legacy behind in the form of people who have benefited from the mentor's life experiences" (p. 21) and differentiates a supervisor from a mentor by defining both roles. A supervisor "coaches employees to get specific tasks done...evaluates staff performance," while a mentor "shares knowledge and experience with others and assists employees to realize and achieve their potential" (Flamer, 2005, p. 21). While many managers and leaders may feel that they can effectively perform both roles, a mentor must divorce themselves more from the day-to-day chores of the workplace and

concentrate on the long-term growth of the individual employee and their long-term value to the organization. Growth in human beings, just like growth in business, is not an overnight or day-to-day journey.

While twenty years ago it could be said that there was little written about mentoring of employees or how to establish a mentoring program, today there is quite a bit to review on methods of employee development, especially in the private sector. One such study in how a mentoring program can benefit employees as they move into management or leadership roles was compiled by Booth (1996) at the University of North Carolina in Charlotte, North Carolina. Booth (1996) listed the potential benefits to the employee and separated them into activities that improved career development and activities that improved the employee's psycho-social development. Booth's (1996) list of activities included sponsorship, coaching, role modeling, and friendship. The best mentoring programs, according to Booth (1996), are those that offer challenging opportunities and support but still allow for mistakes and the opportunity to learn from errors.

A survey conducted by "careerwomen.com," and referenced by Ahles (2005), listed a set of benefits derived by the employees who have been mentored. The benefits named by the respondents included leadership opportunities, networking, coaching, and encouragement. There is also a need to identify the ideal characteristics of a mentor, and Ahles (2005) did compile such a list. These characteristics included honesty, good listening skills, and a high comfort level with giving feedback.

In the field of law enforcement, especially in the areas of the development of new supervisors and leaders, there is a need to increase the learning process outside the supervisor-subordinate relationship. This development must also include more than the

training, or lack thereof, that has occurred in the past. A new supervisor, as stated by Williams (2000), has six areas of new knowledge to obtain. These areas include organizational politics, norms and values, the skills necessary for progression to the next career step, paths to advancement, acceptance methods of gaining visibility, and characteristic stumbling blocks. Williams (2000) also identified many roles that a mentor fills, including teachers, coaches, role models, advisors, sponsors and protectors.

Organizational goals are numerous and should include “improving employee retention rates, enhancing the match between employees and jobs, increasing employee job satisfaction and loyalty, facilitating professional growth, and teaching organizational culture” (Williams, 2000, p. 21). The Lansing study documented by Williams (2000) reported several results and feelings from the mentors and the employees who were mentored. In discussions with the mentors, all of them believed that the program benefited those who were mentored, while 75% believed that they, themselves, would have benefited from a mentor during their early years. In discussions with those who were mentored, 89% believed that the mentors had helped them. They listed the benefits as providing assistance in assimilating into the department, in building confidence and knowledge, and in enhancing skills (Williams, 2000).

Swope (2001) compared a mentoring program for first-line supervisors to the field training program of new officers, stating that much of the learning is by experience instead of formalized, classroom training. The Auburn, Washington police department even codifies the comparison by stating that they have three formal mentoring programs in their agency, “the Field Training Officer (FTO) program, the annual performance

review, and the Sergeant's Training and Resource Manual (STRM)" (Crouch, 2005, p. 72). Crouch (2005) proceeded to explain the STRM as an ongoing mentoring program for new supervisors based on many of the same principles as the FTO program for new entry-level officers.

Ed Nowicki, a nationally recognized law enforcement trainer, spoke of the sincere need for a mentoring program for new supervisors. Believing in the "made" side of the "are leaders born or made" debate, Nowicki (2007) believed that a mentoring program is essential to "empowering line supervisors to make decisions, rather than just enforce rules" (p. 20). Dr. Brian Kinnaird stated that training, education, and practice are all necessary to develop good supervisors (Nowicki, 2007).

A review of some of the available literature on the subject of mentoring new supervisors and leaders, in both the private sector and in law enforcement, shows many areas of agreement between all parties. Such programs tend to benefit the mentored employee, the mentor, and the organization. Mentors need to possess certain personal characteristics to be successful in such a role, and the relationship must be voluntary, supportive, confidential, and trusting.

As this issue is addressed throughout this paper, it will be beneficial to look at how mentoring of new supervisors can improve law enforcement organizations, especially how it is perceived and how it would be accepted in one typical municipal law enforcement agency in Texas.

METHODOLOGY

In an attempt to identify the most effective methods to train and prepare supervisors in law enforcement agencies, this project has sought to identify what those most effective methods might be. To do so, two survey instruments will be prepared

and distributed to a targeted population. The first survey will be distributed to a group of law enforcement professionals who attended the Law Enforcement Management Institute of Texas' (LEMIT) Leadership and Command College in Module 1 during Summer 2007. These professionals come to the program from a wide range of agencies at the municipal, county, and special district (transit agencies, colleges and universities, independent school districts) levels from across the State of Texas. These professionals were asked how their individual agencies selected, trained, and attempted to develop their new supervisors. Other questions centered on the personal beliefs of these professionals about how best to accomplish this important task.

A second survey will be distributed to 16 recently promoted sergeants in the Plano, Texas police department. This agency has promoted a large quantity of new police supervisors (sergeants) in the past two years due to an increase in retirements over the same time period, as well as some moderate growth. These vacancies, and subsequent promotions, have created a large contingent of new sergeants (16), new lieutenants (seven), new captains (two), and a new assistant chief. This leadership turnover has the potential to be a positive force in the agency, but it could also be a potential negative, at least in the short term. A quality program of training and mentoring can hope to increase the positive opportunities while reducing the negative fallout.

There are several reasons for concentrating on the most recently promoted 16 sergeants. One important reason is that changes have occurred in the agency over the past several years that make the current methods of training different than those used in the past. Due to the high number of recent promotions, these employees, in some ways, see themselves as a sort of cohort group, and they will likely be a great source of

leadership in the agency's future. Finally, there is a belief that impressions about processes like training, development, and socialization weaken as time progresses, and, therefore, it is thought that the impressions of these newly selected supervisors will be more vibrant and relevant to this project.

Both surveys will attempt to solicit impressions on how to most effectively develop new police supervisors. These impressions will address current methods of selecting supervisors and the methods and materials utilized in that process, the relevance of current and proposed training efforts, and the feelings about the benefits of a mentoring program for new supervisors and how to implement such a concept. The surveys, to be distributed over a period of several weeks, will be developed in a way to allow the target to understand the purpose behind the research, understand the value of their responses, and encourage their participation in this important project. Copies of the final data will be offered to any participant with an interest in the data or the final product.

The first survey (see Appendix 1), the instrument distributed to LEMIT Leadership Command College students, consisted of 14 questions, some of which were multi-part in structure. This survey was distributed to 19 subjects. The survey was completed and returned by 18 subjects for a response rate of 95%.

The second survey (see Appendix 2), the instrument distributed to the recently promoted sergeants in the targeted agency, consisted of 19 questions, some of which were multi-part in structure. The survey was distributed to 16 subjects. The survey was completed and returned by all 16 subjects for a response rate of 100%.

FINDINGS

Two surveys were used in this study. The first survey, the external survey to the LEMIT participants, addressed various topics. The first set of questions addressed the promotional process in the respondent's agencies. When asked what components were used in their agency's existing promotional process, with multiple answers possible, the majority of the agencies used interviews (100%), a test (67%), and consideration of seniority (56%). Other less frequent responses included a written exercise (44%), an assessment center (33%), any certifications acquired by the officer (11%), and consideration of their disciplinary record (11%).

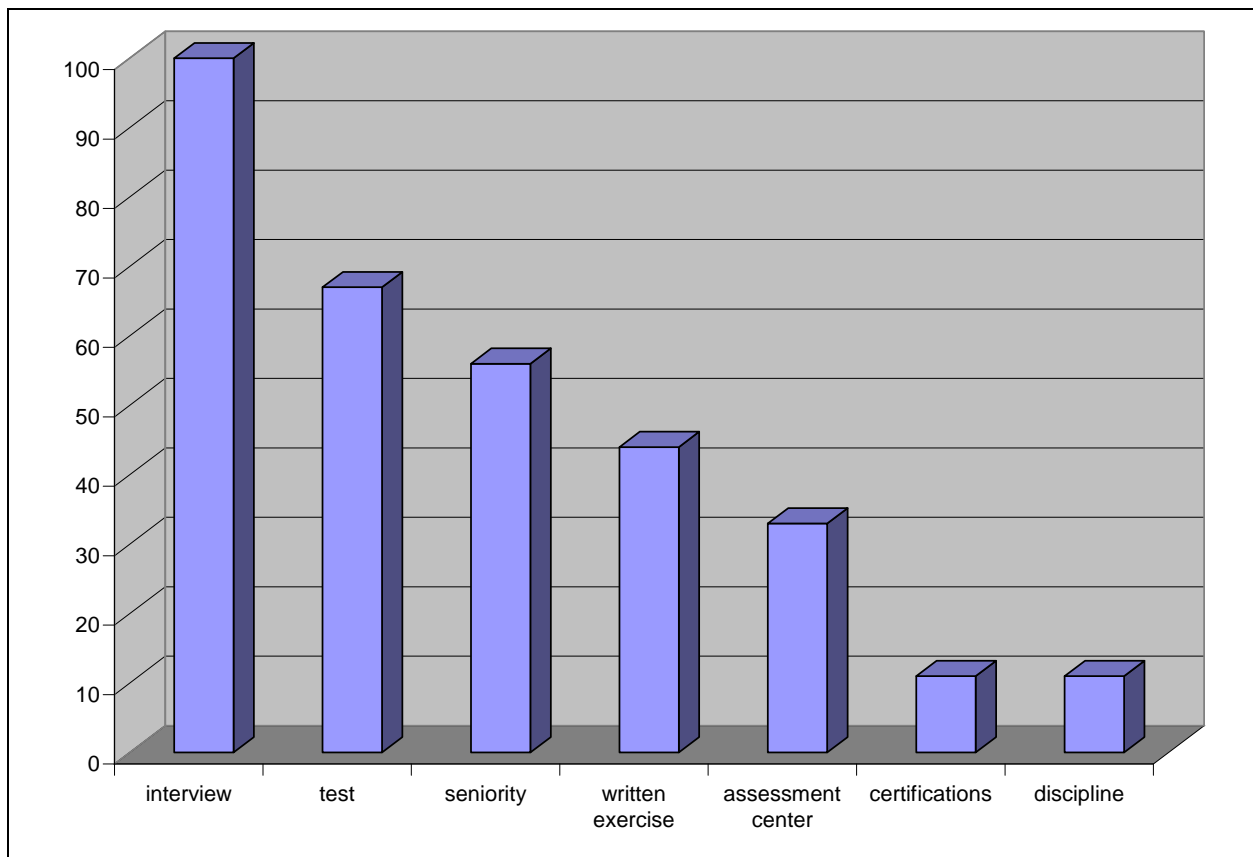


Figure 1. Percentage of surveyed agencies currently using various selection components – command college survey.

Fourteen of the respondents believed that their selection process was “satisfactory” (78%), and four believed that their process was “less-than-ideal” (22%). When these leaders were asked how they would improve their agency’s process, they answered that “ideal” components included in the process would include an interview (100%), a test (89%), seniority (67%), a written exercise (67%), an assessment center (56%), a pre-exam class to prepare candidates (22%), certifications (11%), and a review of disciplinary actions (11%). The respondents also believed that test material should be obtained from the following sources: state laws (89%), department policies and directives (89%), and supervision texts (33%).

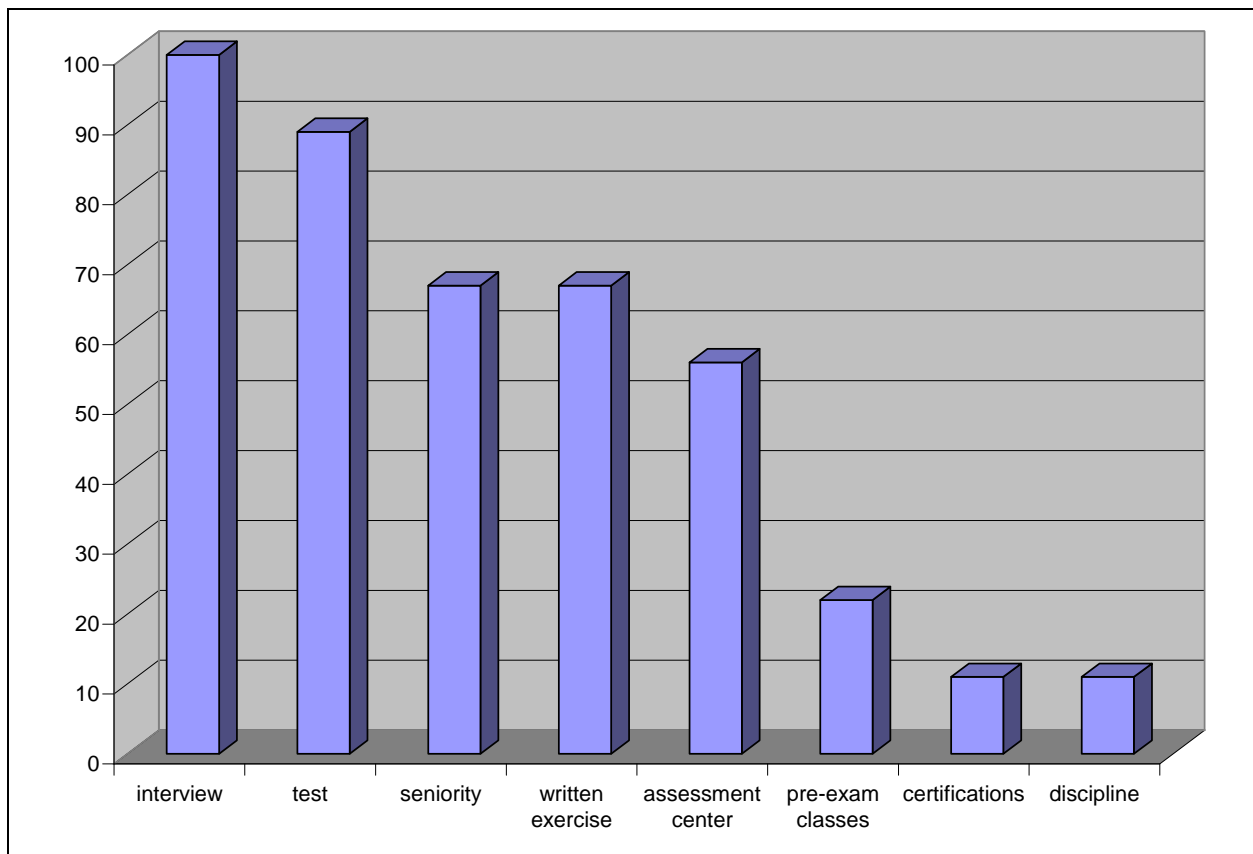


Figure 2. Percentage of surveyed agencies that would like to utilize various selection components – command college survey.

The next topic of inquiry was the training that should be provided to new supervisors. The respondents believed that it was important to include general supervision training (89%, average length of desired training was 3.25 weeks), department-specific supervision training (89%, average length of desired training was 1.37 weeks), and field training of new supervisors (100%, average length of desired training was 2.89 weeks). The respondents were then asked to state which topics should be included in the training and were presented with a list of 29 topics. The topics that received the highest responses (85+% of the respondents) were supervisor liability (100%), verbal communications (89%), counseling (89%), employee development (89%), evaluating performance (89%), motivation (89%), and workplace discrimination (89%). Other topics also received high support (75+%), including coaching (78%), written communication (78%), community relations (78%), and conflict management (78%).

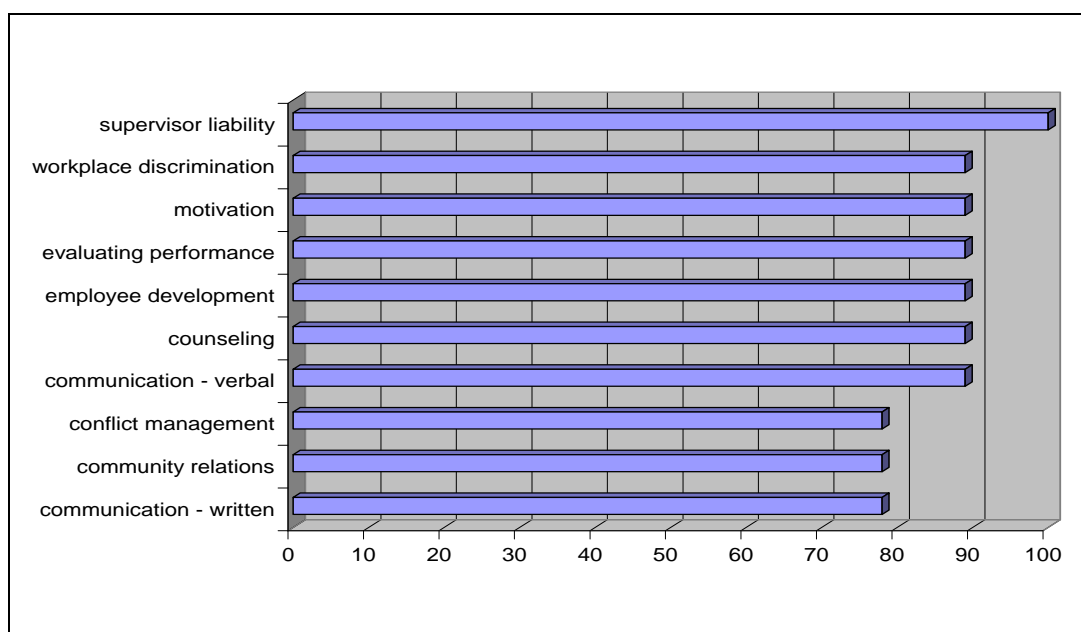


Figure 3. Desired training topics for new supervisors (top 10) – command college survey.

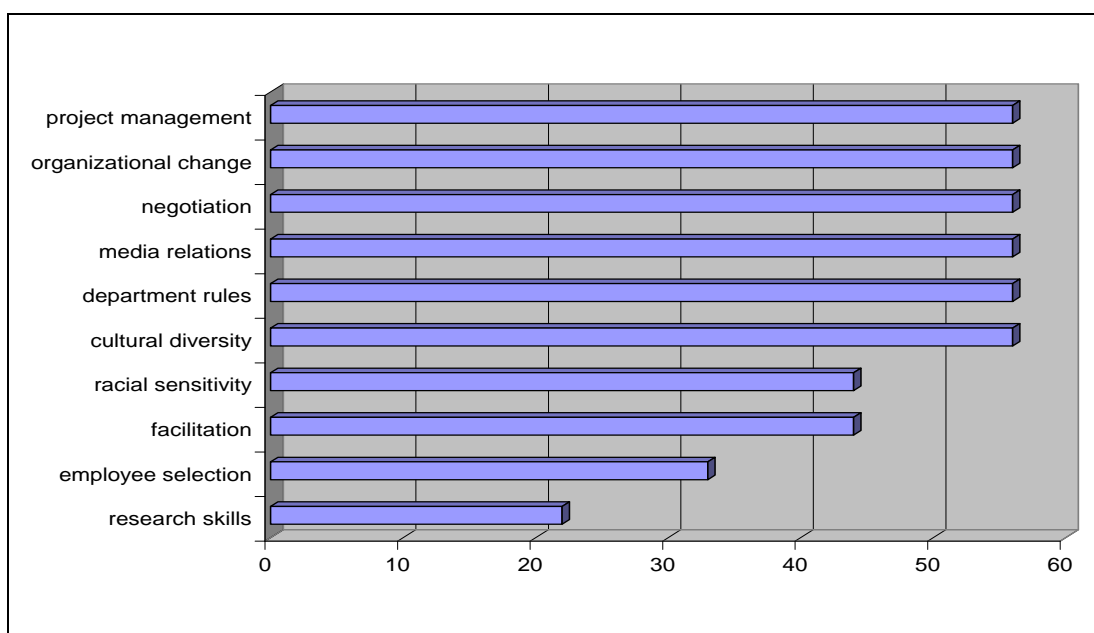


Figure 4. Desired training topics for new supervisors (bottom 10) – command college survey.

The issue of mentoring was also addressed with this group. When asked if a mentor would be beneficial to a new supervisor, the respondents had a unanimous positive response of “yes.” The majority believed that the mentor should be of the same rank as the new supervisor (56%); the remainder believed that the mentor should be of a higher rank (44%). The majority also believed that the mentor should be selected and trained for the role (67%), and the mentor should be selected by the agency’s command staff (89%). When asked to define the mentor’s role, with multiple responses possible, they chose the following answers: “coach” (78%), “resource” (78%), “teacher” (67%), “sounding board” (56%), “advocate” (44%), “boss” (22%), and “friend” (22%).

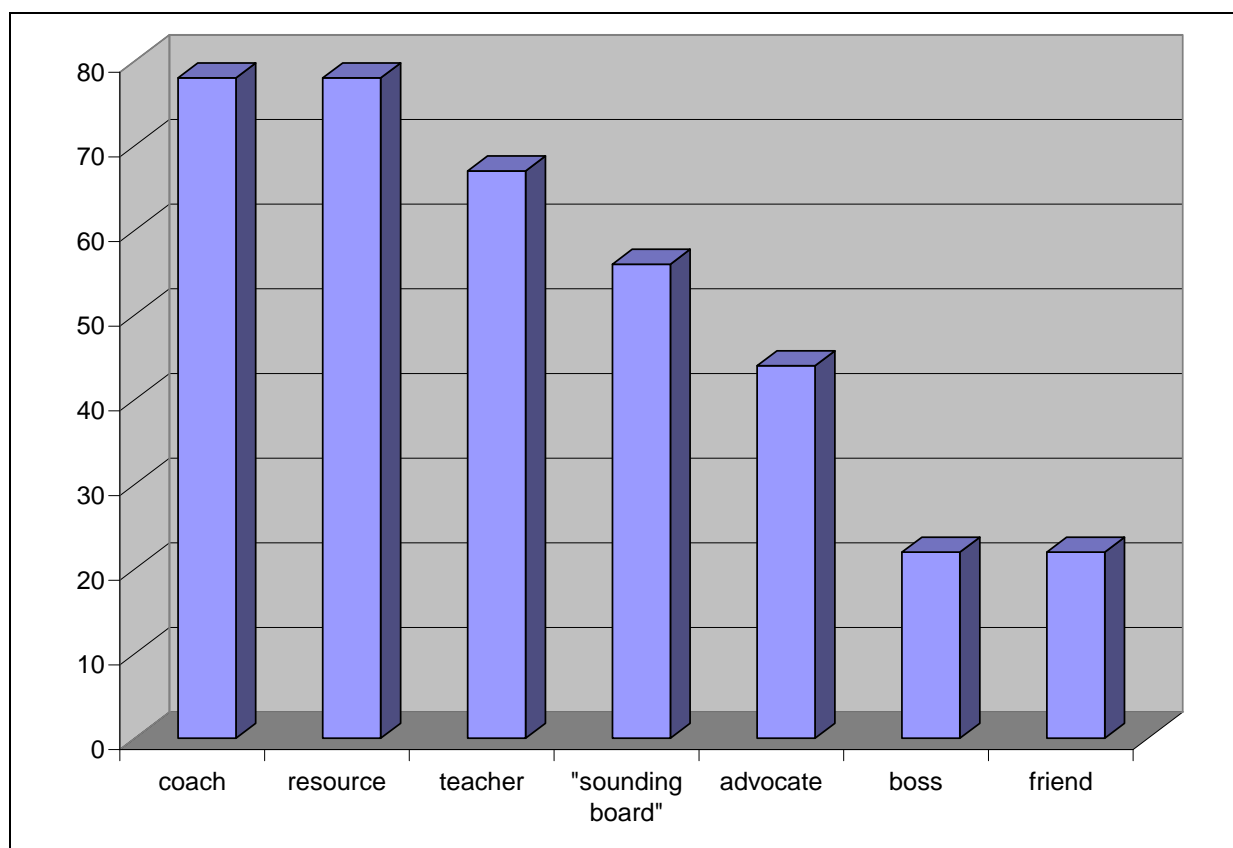


Figure 5. Percentage of respondents who identified various roles of mentor – command college survey.

The overall conclusions taken from this survey instrument, as well as recommendations on how to improve the process in the future, will be addressed in the following section.

The second survey, undertaken with the newly promoted supervisors in the Plano Police Department, resulted in some findings that were similar and others that were different. The topics addressed in the survey included the selection process, the training, and the ongoing development of the supervisors in their new positions. Some of the questions addressed the agency's current system. Other questions addressed potential improvements to the current process.

When addressing the current selection process, which is a written test covering state laws, department policies and directives, and a police management text, the

responses were as follows: six of the respondents believed that the “test only” format was the best method to select supervisors (38%) and ten respondents (62%) believed that the process could be improved by the use of the test plus the addition of one or more components. These ten respondents, with multiple selections allowed, believed that the additional component(s) could be: an assessment center (five responses), an interview process (five responses), and a written exercise (five responses).

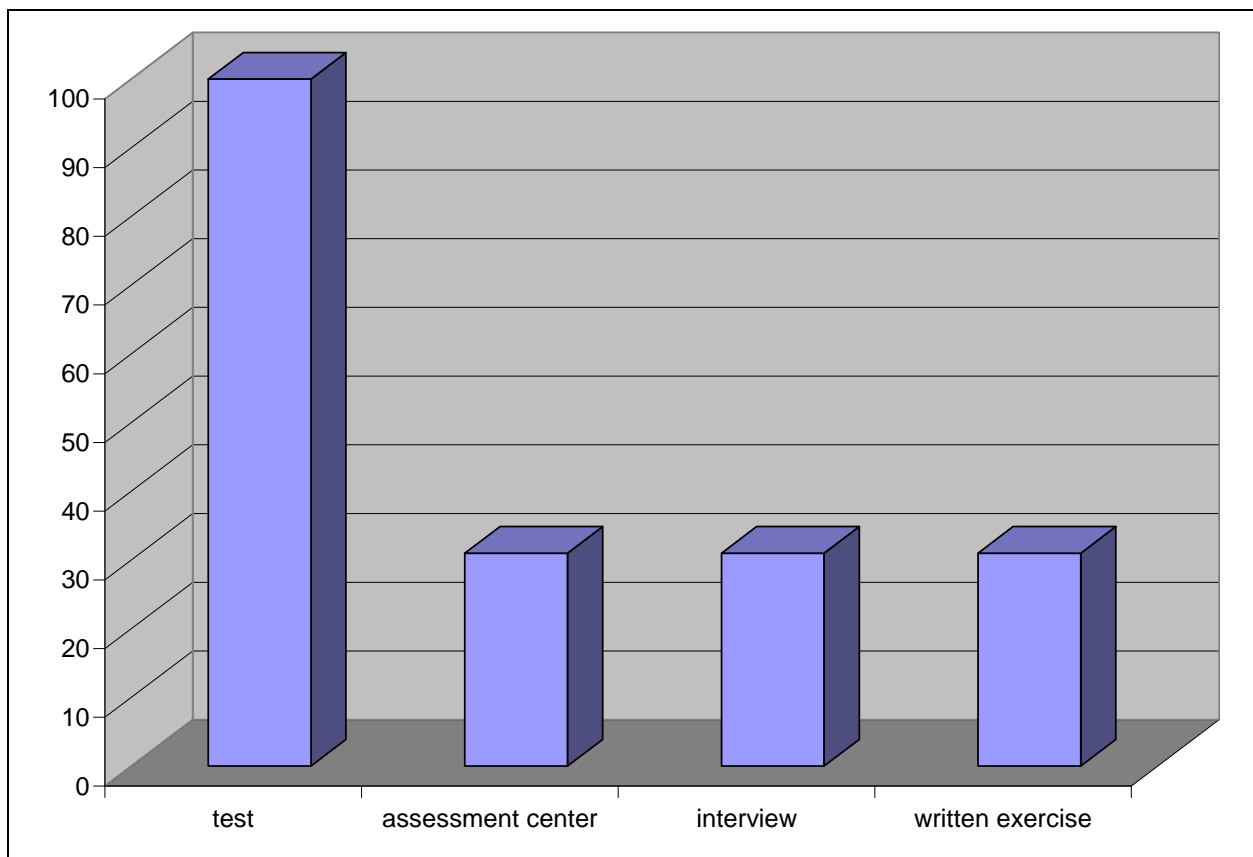


Figure 6. Desired components to be used in selection process – new supervisors survey.

The next area of concern was the study materials used to prepare employees for the selection process. Questions addressed the relevance of the current material, the amount of the current material, and the sources that the respondent would like to see used in the process. The question of the relevance of the current material resulted in a

56% response rate that the material was relevant to the new position, while 44% believed that the materials, in all or part, were not relevant. The question addressing the amount of material used in the process resulted in a response that 63% believed that the amount was about right, 31% believed that the amount was too much, and 6% believed that the amount was not enough. When asked what materials should be used in such a process, the respondents selected state law (100%), department directives (100%), and supervision texts (81%).

The next area of interest was how the current training of supervisors met the needs of these new leaders and ideas on how to improve training in the future. The respondents believed that it was important to include general supervision training (100%, average length of desired training was 2.44 weeks), department-specific supervision training (100%, average length of desired training was 1.37 weeks), and field training of new supervisors (100%, average length of desired training was 2.12 weeks).

Feedback was solicited from the respondents about what topics should be included in training for new supervisors. Twenty-nine topics were included in the query and each respondent was asked if that topic was or would have been beneficial to them in their transition from the officer role to their new role as a supervisor. Two of the topics received unanimous support (performance evaluation, supervisor liability). Topics that received high responses (75+% of the respondents) included decision making (94%), discipline (94%), employee development (94%), conflict management (88%), motivation (88%), and leadership theory (81%). Other topics received at least a 50% positive response. These included coaching, department rules and regulations, ethics, organizational change, project management, sexual harassment, stress, and

workplace discrimination. The 50+% group also included various communication related skills including verbal communication, written communication, counseling, and dispute resolution. Most respondents identified 18 or more topics while only two respondents selected all 29 topics.

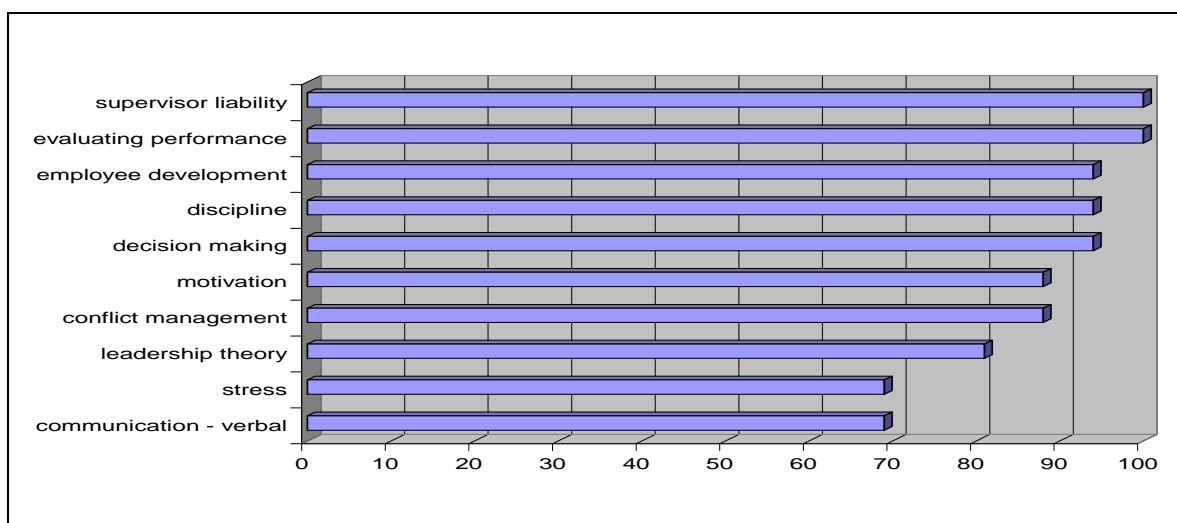


Figure 7. Desired training topics for new supervisors (top 10) – new supervisors survey.

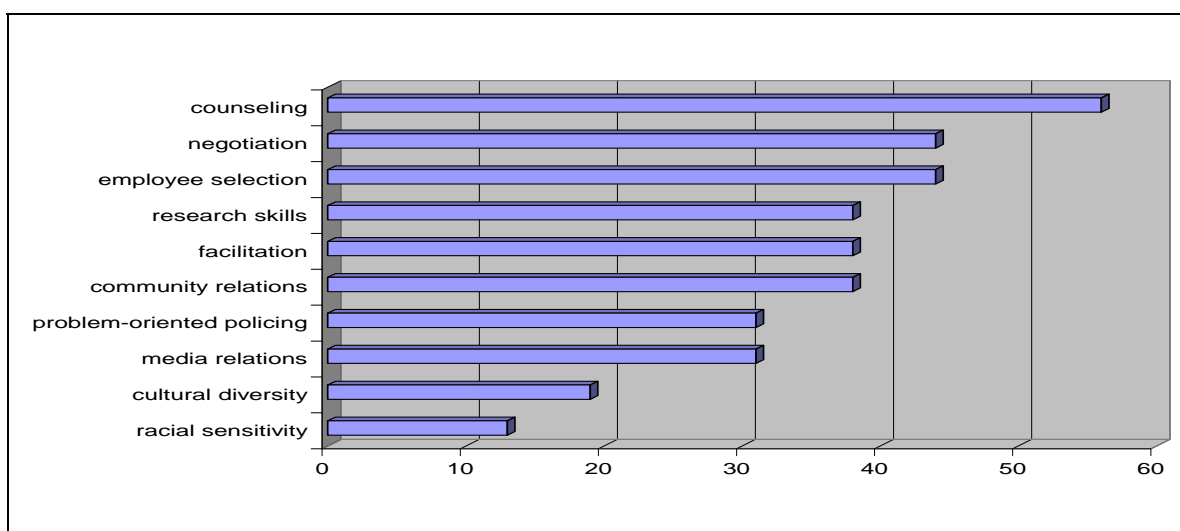


Figure 8. Desired training topics for new supervisors (bottom 10) – new supervisors survey.

In addition, the respondents were asked about three specific programs currently being utilized by the Plano Police Department for the development of supervisors and managers. The first program is entitled “Leadership in Police Organizations” and is a

three-week course developed by The International Association of Chiefs of Police (IACP) and modeled after the West Point Leadership Program at the United States Military Academy at West Point. The second program is entitled “Leadership in the 21st Century” and is a twenty-day course developed by the City of Plano for new supervisors in all municipal departments. The third program is a 40-hour mediation and conflict resolution class developed by the City of Plano in conjunction with the Department of Dispute Resolution and Counseling at Southern Methodist University.

The respondents were asked to express whether they perceived value in these programs as they progressed through their development as new supervisors. Some of the respondents had attended one or more of these courses. Others had not, as yet, attended any of the offerings. Most of the respondents had at least a working knowledge of the content of each course. The only law enforcement specific course, “Leadership in Police Organizations,” received the highest support from the respondents (88% yes, 12% unsure). The mediation class, which has been in use for about eight years in the city, received positive support as well (63% yes, 37% no). The citywide leadership class, “Leadership in the 21st Century,” received the least support (31% yes, 38% no, 31% unsure).

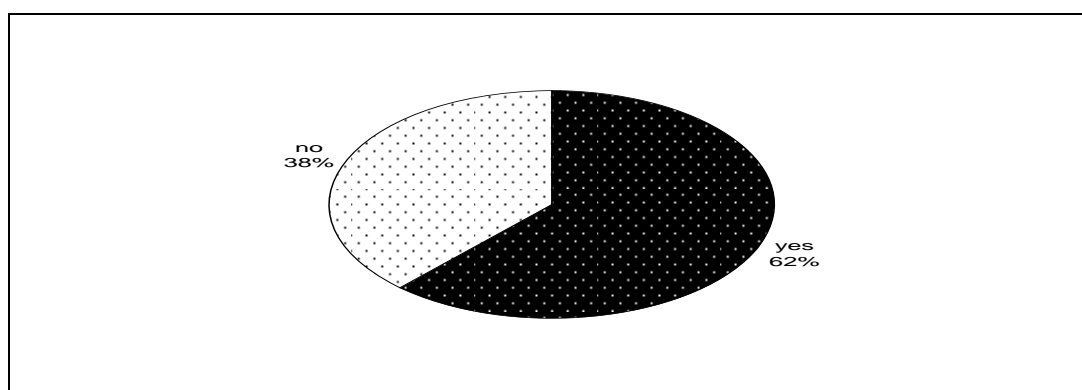


Figure 9. Percentage of respondents who thought mediation training was beneficial or not beneficial to new supervisors – new supervisors survey.

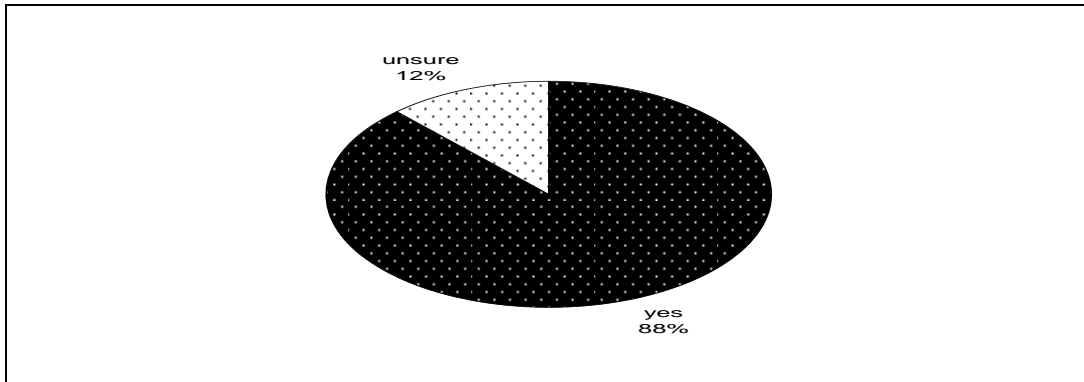


Figure 10. Percentage of respondents who thought the “LPO” course was beneficial or not beneficial to new supervisors.

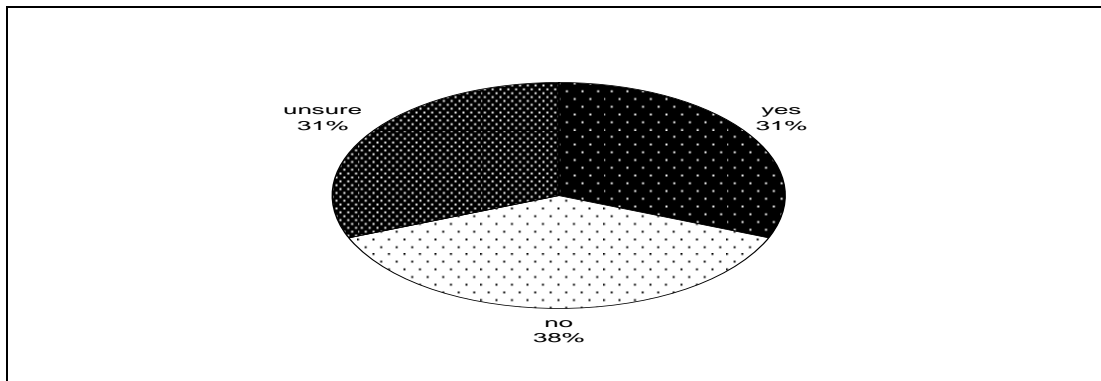


Figure 11. Percentage of respondents who thought the “21st Century” course was beneficial or not beneficial to new supervisors.

The last issue addressed in the survey was to inquire as to the value of providing a mentor to new supervisors to assist in their indoctrination into their new roles and to provide an ongoing resource as they continued to develop in their careers. A large majority of the respondents, 81%, answered that they believed a mentor to be beneficial to a new supervisor.

The supervisors who responded positively to the above question were then asked what role(s) they felt that the mentor should serve. The roles that received the highest support were “resource” (94%) and “sounding board” (75%). The roles

receiving moderate responses were “coach” (69%) and “teacher” (69%). The roles receiving the least support included “advocate” (44%), “friend” (38%), and “boss” (19%).

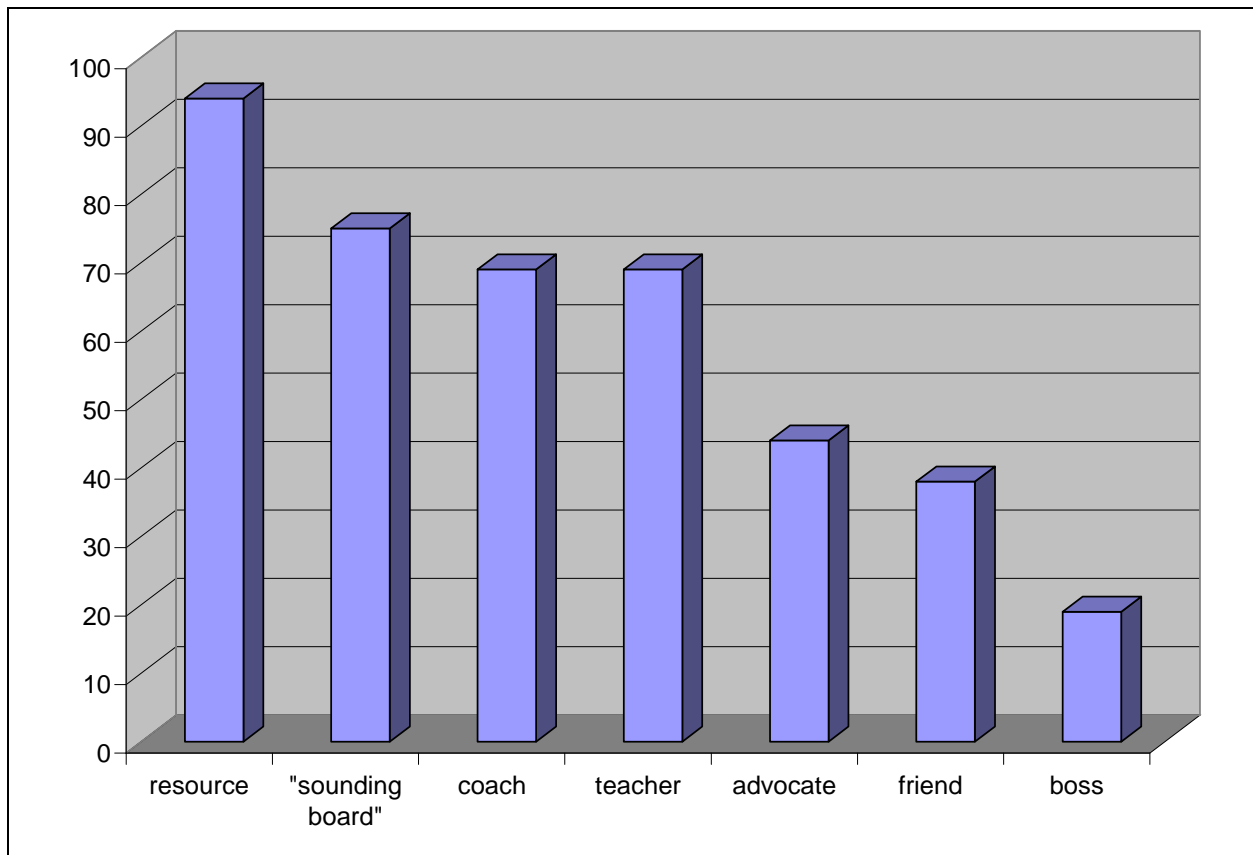


Figure 12. Percentage of respondents who identified various roles of mentor – new supervisor survey.

Lastly, the respondents were asked how the mentoring program should be structured. These issues included the rank, selection method, and the training for those who were to serve in the mentoring role. The majority believed the mentor should be of the same rank as the new supervisor (69%); the remainder believed the mentor should be of a higher rank (31%). The majority also believed the mentor should be selected and trained for the role (56%), and the mentor should be selected with input from the newly promoted supervisor (56%).

The overall conclusions taken from this survey instrument, as well as recommendations on how to improve the process in the future, will be addressed in the following section.

DISCUSSION / CONCLUSIONS

The intent of this research was to identify better methods to select, train, and develop new law enforcement supervisors. In a profession where much decision making and actual job performance is pushed down to the field level officer, it is imperative that these employees receive the best supervision and leadership that can be provided to them. That is why it is so important that every effort be made to prepare and develop that first-line supervisor, who is the police sergeant in most law enforcement agencies. The purpose of this research was to analyze what topics are important to the new supervisor and to consider the value of adding an ongoing person-to-person development process, a mentoring relationship, to the program.

It was the initial belief of the researcher that there were real benefits to both the redevelopment of training initiatives and the implementation of a mentoring process. The Plano Police Department, which was the subject of a portion of the research, has recently codified a mentoring program into its departmental administrative directives. Administrative Directive 105.017 defines a mentoring program as “a program designed to develop mutually beneficial relationships in which an effective and skilled veteran employee provides insight, guidance, and opportunities for development to a lesser skilled and experienced colleague” (Plano Police Department (PPD), 2008). The directive states the program goals as “provide a welcoming atmosphere that will invite the employee into their new position, provide a career development process to help employees identify and map out career targets, (and) insure the continuity and quality of

the next generation of department leaders” (PPD, 2008). It is this hope for a system that would provide better prepared leaders that led to the research reported in this project.

Both populations surveyed reported strong feelings that selection processes could be improved. Unfortunately, for some of these agencies that operate under strict guidelines placed upon them by state civil service laws or employee bargaining processes, these changes can be difficult if not impossible. Both groups surveyed, however, saw that there was room for improvement in the training and development processes.

When addressing the training of new supervisors, both populations reported strong support for an intense and varied curriculum for the training of new law enforcement supervisors. When combining the three-pronged plan, general supervision training, law enforcement specific supervision training, and field training, addressed in the survey, the external population of police managers reported that they supported a total training regimen that averaged between seven and eight weeks. The agency-specific survey also showed high support for lengthy, multi-dimensional training, for an average time length of about six weeks. Both surveys agreed on many of the most important topics that should be covered in the curriculum. These topics covered individual development, management, leadership, and community related subjects.

Both surveys also expressed strong support for the continued development of new supervisors through a formal mentoring program. The external survey of law enforcement managers received unanimous support of a program that would provide coaching and resource development assistance to the new supervisor. The internal survey reported an 81% positive response to the idea of providing mentors to assist in

the development of new supervisors and saw the relationship as that of resource, “sounding board,” and coach.

It is believed that the research conducted for this project supports the hypothesis that a thorough training regimen combined with an ongoing mentoring relationship will be beneficial to new law enforcement supervisors in this new millennium. As education levels and professionalism continues to increase in law enforcement, it is imperative that agencies have programs in place to support such initiatives. These programs must include development of supervisors and leaders for now and the future.

The “external” survey was directed to current law enforcement managers and what they believe are important issues in developing their subordinates. The “internal” survey was directed to a group of newly promoted supervisors who have recently become indoctrinated into the next level of their professional development and allowed them to express what they think benefited them or would have benefited them if offered.

The development of all employees at each stage of their professional development is an important part of organizational health and culture. It is even more important when dealing with employees promoted into their first supervisory or leadership position. This is the most stressful hurdle in the profession as employees progress from “workers” to “bosses.” This process must be supported by training and relationship building, and it must be ongoing. Any organization that loses sight of the development of its most important resource, its employees, is destined for hard times.

As stated in the introduction to this paper, it is believed that there is much to gain from these efforts, and many constituencies will benefit from the commitment to supervisor development. The field of law enforcement benefits from having the best supervision and leadership available. The individual organizations will benefit from

having better prepared leaders, better support for their employees, and better service for their customers. The new supervisor, managers, peers, and, most importantly, subordinates will benefit from the quality of training and relationship building that will make him or her a better person who desires to create a better future for the organization and a clearer vision of the future. Ultimately, law enforcement's clients and customers, the citizens of the communities, will benefit from the provision of better police services.

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APPENDIX 1

Rank _____

Agency _____

SELECTION REQUIREMENTS IN YOUR AGENCY

What is the first rank of supervision in your agency?

CORPORAL

SERGEANT

LIEUTENANT

OTHER _____

SELECTION PROCESS AND MATERIALS

Which testing components are used in your current promotional selection process? (select as many as are applicable)

TEST

WRITTEN EXERCISE

INTERVIEW

ASSESSMENT CENTER

SENIORITY

OTHER: _____

I think our current system is:

PERFECT

SATISFACTORY

LESS-THAN-IDEAL

Our current system could be improved by adding additional components. These would include:

TEST

WRITTEN EXERCISE

INTERVIEW

ASSESSMENT CENTER

SENIORITY

OTHER: _____

Reference materials should consist of (select as many as are used):

SUPERVISION TEXTS

STATE LAWS

DEPARTMENT DIRECTIVES

OTHER: _____

Seniority should be a consideration in the promotion process:

YES

NO

Pre-selection training (supervision skills, leadership tactics, management principles, etc.) should be offered to those employees who wish to promote.

YES

NO

TRAINING OF NEW SUPERVISORS

A new supervisor should receive the following types of training before (or as soon as reasonably possible after) assuming the role of supervisor (select as many as you wish and note desired length of course):

_____ local training in department-specific issues relating to supervision for _____ week(s)

_____ "field training" with a current supervisor of the same rank for a period of time of _____ week(s)

_____ a law enforcement supervision training course of _____ week(s)

A new supervisor should receive classroom instruction in the following topics (select as many as you wish):

_____ Coaching
_____ Communication skills – verbal
_____ Communication skills – written
_____ Community relations
_____ Conflict management
_____ Counseling
_____ Cultural diversity
_____ Decision-making
_____ Department Rules and Directives
_____ Discipline
_____ Dispute resolution
_____ Employee development
_____ Employee selection
_____ Ethics
_____ Evaluating performance

_____ Facilitation
_____ Leadership theory
_____ Media relations
_____ Motivation
_____ Negotiation
_____ Organizational change
_____ Problem-oriented policing
_____ Project management
_____ Racial sensitivity
_____ Research skills
_____ Sexual harassment
_____ Stress
_____ Supervisor liability
_____ Workplace discrimination

MENTORING RELATIONSHIP

I believe that it is beneficial for a new supervisor to have a mentor as they begin their position as a supervisor.

YES

NO

If you answered "yes" to the previous question, do you believe that the mentor should be of the same rank or a higher rank than the new supervisor?

SAME RANK

SERGEANT

LIEUTENANT

CAPTAIN

ANY HIGHER RANK

If you answered "yes" to the previous question, do you believe that the mentor should be any senior supervisor or a supervisor selected and trained as a mentor?

ANY SUPERVISOR

SELECTED/TRAINED SUPERVISOR

If you answered "yes" to the previous question, do you believe that the mentor should be selected by the new supervisor, by the new supervisor's manager, or by the management staff?

NEW SUPERVISOR

NEW BOSS

STAFF

I would visualize my mentor playing the role of (select all that apply):

FRIEND

COACH

TEACHER

BOSS

RESOURCE

ADVOCATE

"SOUNDING BOARD"

APPENDIX 2

Name (optional) _____

Months in Rank (please) _____

SELECTION REQUIREMENTS

The current requirement of “continuously held the position of police officer with the Plano Police Department for at least two years immediately preceding the examination date is (select one):

TOO LONG

ABOUT RIGHT

NOT LONG ENOUGH

If you answered “TOO LONG” to the previous question, what length of time is right?

NO TENURE REQUIREMENT

ONE YEAR

If you answered “NOT ENOUGH” to the previous question, what length of time is right?

THREE

FOUR

FIVE

SIX+

SELECTION PROCESS AND MATERIALS

The following components should be utilized in the promotional process (select as many as you wish):

TEST

WRITTEN EXERCISE

INTERVIEW

ASSESSMENT CENTER

OTHER: _____

I think the current system of reference materials is:

TOO MUCH

ABOUT RIGHT

TOO LITTLE

I think the current system of reference materials is:

RELEVANT

NOT RELEVANT

I think the reference materials should consist of (select as many as you wish):

SUPERVISION TEXTS

STATE LAWS

DEPARTMENT DIRECTIVES

Seniority should / should not be a consideration in the promotion process:

YES

NO

If seniority is to be a component of the process, the cap on points should be:

5 YEARS

10 YEARS

15 YEARS

20 YEARS

TRAINING OF NEW SUPERVISORS

A new supervisor should receive the following types of training before (or as soon as possible after) assuming the role of supervisor (select as many as you wish and note desired length of course):

_____ local training in department-specific issues relating to supervision for _____ week(s)

_____ field training with a current supervisor of the same rank for a period of time of _____ week(s)

_____ a law enforcement supervision training course of _____ week(s)

A new supervisor should attend the current 40-hour course in Mediation and Dispute Resolution (5 days).

YES

NO

A new supervisor should attend the department's new "Leadership in Police Organizations" (West Point Leadership) program.

YES

NO

A new supervisor should attend the current city program entitled "Leadership in the 21st Century" (21 days).

YES

NO

A new supervisor should receive classroom instruction in the following topics (select as many as you wish):

_____ Coaching
_____ Communication skills – verbal
_____ Communication skills – written
_____ Community relations
_____ Conflict management
_____ Counseling
_____ Cultural diversity
_____ Decision-making
_____ Department Rules and Directives
_____ Discipline
_____ Dispute resolution
_____ Employee development
_____ Employee selection
_____ Ethics
_____ Evaluating performance
_____ Facilitation
_____ Leadership theory
_____ Media relations
_____ Motivation
_____ Negotiation
_____ Organizational change

_____ Problem-oriented policing
_____ Project management
_____ Racial sensitivity
_____ Research skills
_____ Sexual harassment
_____ Stress
_____ Supervisor liability
_____ Workplace discrimination

MENTORING RELATIONSHIP

I believe that it is beneficial for a new supervisor to have a mentor as they begin their position as a supervisor.

YES

NO

If you answered "yes" to the previous question, do you believe that the mentor should be of the same rank or a higher rank than the new supervisor?

SAME RANK

LIEUTENANT

CAPTAIN

ANY HIGHER RANK

If you answered "yes" to the previous question, do you believe that the mentor should be any senior supervisor or a supervisor selected and trained as a mentor?

ANY SUPERVISOR

SELECTED/TRAINED SUPERVISOR

If you answered "yes" to the previous question, do you believe that the mentor should be selected by the new supervisor, by the new supervisor's manager, or by the management staff?

NEW SUPERVISOR

NEW BOSS

STAFF

I would visualize my mentor playing the role of (select all that apply):

FRIEND

COACH

TEACHER

BOSS

RESOURCE

ADVOCATE

"SOUNDING BOARD"

APPENDIX 3

Compiled results of “external” survey conducted with students from the Law Enforcement Management

Institute of Texas’ Leadership Command College:

SURVEY RESPONSE TALLY - EXTERNAL SURVEY	#	%
total surveys	19	
surveys returned non-deliverable	0	0.00
surveys not returned	1	4.76
response rate	18	85.71
		90.48

What is the first rank of supervision in your agency?	#	%
corporal	10	55.56
sergeant	8	44.44
lieutenant	0	0.00
other	0	0.00
		100.00

Which testing components are used in your current process?	#	%
test	12	66.67
written exercise	8	44.44
interview	18	100.00
assessment center	6	33.33
seniority	10	55.56
other - discipline	2	11.11
other - certifications	2	11.11

I think our current system is . . .	#	%
perfect	0	0.00
satisfactory	14	77.78
less-than-ideal	4	22.22
		100.00

Our current system could be improved by adding . . .	#	%
test	16	88.89
written exercise	12	66.67
interview	18	100.00
assessment center	10	55.56
seniority	12	66.67
discipline	2	11.11
certifications	2	11.11
pre-exam classes	4	22.22

Reference materials should consist of . . .	#	%
supervision texts	6	33.33
state laws	16	88.89
department directives	16	88.89
none	2	11.11

Seniority should be a consideration in the promotional process.	#	%
yes	14	77.78
no	4	22.22
		100.00

Pre-selection training should be offered to promotional candidates.	#	%
yes	18	100.00
no	0	0.00
		100.00

A new supervisor should receive department-specific training on issues.	#	%	
yes, 1 week	12		66.67
yes, 2 weeks	2		11.11
yes, 3 weeks	2		11.11
yes, 4 weeks	0		0.00
total yes	16	88.89	
average yes	1.37		
no	2	11.11	
		100.00	

A new supervisor should receive "field training" from a current supervisor.	#	%	
yes, 1 week	2		11.11
yes, 2 weeks	8		44.44
yes, 3 weeks	2		11.11
yes, 4 weeks	4		22.22
yes, 5 weeks	0		0.00
yes, 6 weeks	2		11.11
total yes	18	100.00	
average yes	2.89		
no	0	0.00	
		100.00	

A new supervisor should receive law enforcement supervision training.	#	%	
yes, 1 week	6		33.33
yes, 2 weeks	2		11.11
yes, 3 weeks	0		0.00
yes, 4 weeks	2		11.11
yes, 5 weeks	2		11.11
yes, 6 weeks	4		22.22
total yes	16	88.89	
average yes	3.25		
no	2	11.11	
		100.00	

A new supervisor should receive classroom instruction in the following topics (select all that apply):	# yes	%
coaching	14	77.78
communication - verbal	16	88.89
communication - written	14	77.78
community relations	14	77.78

conflict management	14	77.78
counseling	16	88.89
cultural diversity	10	55.56
decision making	12	66.67
department rules and directives	10	55.56
discipline	12	66.67
dispute resolution	12	66.67
employee development	16	88.89
employee selection	6	33.33
ethics	12	66.67
evaluating performance	16	88.89
facilitation	8	44.44
leadership theory	12	66.67
media relations	10	55.56
motivation	16	88.89
negotiation	10	55.56
organizational change	10	55.56
problem-oriented policing	12	66.67
project management	10	55.56
racial sensitivity	8	44.44
research skills	4	22.22
sexual harassment	12	66.67
stress	12	66.67
supervisor liability	18	100.00
workplace discrimination	16	88.89

A mentor would be beneficial to a new supervisor.	#	%
yes	18	100.00
no	0	0.00
		100.00

Should the mentor be of the same rank or a higher rank?	#	%
same rank	10	55.56
lieutenant	0	0.00
captain	0	0.00
any higher rank	8	44.44
		100.00

Should the mentor be any supervisor or one selected / trained?	#	%
any supervisor	6	33.33
selected and trained supervisor	12	66.67
		100.00

The mentor should be selected by . . .	#	%
employee	2	11.11
boss	6	33.33
command staff	10	55.56
		100.00

The mentor's role should be . . . (select all that apply)	# yes		%
friend	4		22.22
coach	14		77.78
teacher	12		66.67
boss	4		22.22
resource	14		77.78
advocate	8		44.44
"sounding board"	10		55.56

APPENDIX 4

Compiled results of “internal” survey conducted with recently promoted supervisors in the Plano Police

Department:

SURVEY RESPONSE TALLY - INTERNAL SURVEY	#	%
response rate (16 surveys)	16	100.00

Two years of tenure for promotion consideration is . . .	#	%
too long	0	0.00
about right	1	6.25
not long enough	15	93.75
		100.00

How much tenure should be required for promotion?	#	%
2 years	1	6.25
3 years	0	0.00
4 years	0	0.00
5 years	15	93.75
6+ years	0	0.00
average	4.81	100.00

The following components should be used in promotional process:	# yes	%
test	16	100.00
written exercise	5	31.25
interview	5	31.25
assessment center	5	31.25

Test or test and other components?	#	%
test plus one or more of the other three components	10	62.50
test only	6	37.50
		100.00

The current reference material is . . .	#	%
too much	5	31.25
about right	10	62.50
too little	1	6.25
		100.00

The current reference material is . . .	#	%
relevant	9	56.25
not relevant	7	43.75
		100.00

Reference material should consist of . . .	#	%
supervision texts	13	81.25
state laws	16	100.00
department directives	16	100.00

Seniority should be used in promotional consideration.	#	%
yes	16	100.00
no	0	0.00
		100.00

How much seniority credit should be given?	#	%
5 years	2	12.50
10 years	11	68.75
15 years	2	12.50
20 years	1	6.25
average	10.62	100.00

Candidates should be provided pre-selection training in supervision.	#	%
yes	12	75.00
no	4	25.00
		100.00

A new supervisor should receive department-specific training on issues.	#	%	
yes, 1 week	13		81.25
yes, 2 weeks	1		6.25
yes, 3 weeks	1		6.25
yes, 4 weeks	1		6.25
total yes	16	100.00	
average yes	1.37		
no	0	0.00	
		100.00	

A new supervisor should receive "field training" from a current supervisor.	#	%	
yes, 1 week	3		18.75
yes, 2 weeks	10		62.50
yes, 3 weeks	1		6.25
yes, 4 weeks	2		12.50
total yes	16	100.00	
average yes	2.12		
no	0	0.00	
		100.00	

A new supervisor should receive law enforcement supervision training.	#	%	
yes, 1 week	5		31.25
yes, 2 weeks	5		31.25
yes, 3 weeks	2		12.50
yes, 4 weeks	3		18.75
total yes	15	93.75	
average yes	2.20		
no	1	6.25	
		100.00	

New supervisors should attend the Mediation class.	#		%
yes	10		62.50
no	6		37.50
unsure	0		0.00
			100.00

New supervisors should attend the "Leadership in Police Organizations" course.	#		%
yes	14		87.50
no	0		0.00
unsure	2		12.50
			100.00

New supervisors should attend the "Leadership in the 21st Century" course.	#		%
yes	5		31.25
no	6		37.50
unsure	5		31.25
			100.00

A new supervisor should receive classroom instruction in the following topics (select all that apply):	# yes		%
coaching	11		68.75
communication - verbal	11		68.75
communication - written	10		62.50
community relations	6		37.50
conflict management	14		87.50
counseling	9		56.25
cultural diversity	3		18.75
decision making	15		93.75
department rules and directives	10		62.50
discipline	15		93.75
dispute resolution	9		56.25
employee development	15		93.75
employee selection	7		43.75
ethics	9		56.25
evaluating performance	16		100.00
facilitation	6		37.50
leadership theory	13		81.25
media relations	5		31.25
motivation	14		87.50
negotiation	7		43.75
organizational change	9		56.25
problem-oriented policing	5		31.25
project management	10		62.50
racial sensitivity	2		12.50
research skills	6		37.50
sexual harassment	10		62.50
stress	11		68.75
supervisor liability	16		100.00
workplace discrimination	10		62.50

A mentor would be beneficial to a new supervisor.	#	%
yes	13	81.25
no	3	18.75
		100.00

Should the mentor be of the same rank or a higher rank?	#	%
same rank	7	43.75
same rank or lieutenant	3	18.75
same rank or any higher rank	1	6.25
lieutenant	1	6.25
captain	0	0.00
any higher rank	1	6.25
no response	3	18.75
		100.00

Should the mentor be any supervisor or one selected / trained?	#	%
any supervisor	4	25.00
selected and trained supervisor	9	56.25
no response	3	18.75
		100.00

The mentor should be selected by . . .	#	%
employee	9	56.25
boss	1	6.25
command staff	1	6.25
boss or command staff	1	6.25
no response	4	25.00
		100.00

The mentor's role should be . . . (select all that apply)	# yes	%
friend	6	37.50
coach	11	68.75
teacher	11	68.75
boss	3	18.75
resource	15	93.75
advocate	7	43.75
"sounding board"	12	75.00
no response	1	6.25