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Chief of Police

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## MPO COACHING AND MENTORING

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### A. POLICY STATEMENT

The objective of this policy and procedure is the development of a comprehensive mentoring and coaching program for sworn officers within the Police Department. The members of the Concord Police Department are dedicated to providing the highest quality police services in order to enhance community safety, protect life and property and reduce crime and fear of crime. To help achieve this goal, it is imperative that each sworn officer, no matter what their rank, feel they are a valuable asset to the organization. This program focuses on investing personal time and energy in the long-term growth of every sworn employee. The program is not only designed to offer support, direction and mentoring to the newest of employees, but provide all tenured employees the necessary support when seeking advancement in rank, or to specialty positions. Therefore we will strive to put in place and maintain a coaching and mentoring program that provides a foundation to increase employee retention, prepare employees for future advancement and help uphold the values of the profession and the expectations of the City.

1. The composition of this program is twofold.
  - .1 To make appropriate use of Master Police Officers (MPO's), whose tenure and prior assignments provide a combination of experience and subject matter expertise which is valuable to all employees of the police department.
  - .2 To provide a mechanism to make such use both practical and a requirement of the MPO position and part of the overall evaluation process for that position.
    - .01 See MOU section 9.10 effective 7/1/10.
2. If an officer is experiencing difficulty in a given area and an MPO with expertise in that area is available, the officer may be reassigned to work with the MPO to improve or impact the skill set that has been identified as needing improvement.
  - .1 Whenever possible, the officer should be assigned to work with an MPO or experienced officer in his/her squad or bureau, however, the officer may be re-assigned to another squad or bureau to accomplish such additional training.
  - .2 Master Sergeants should also be utilized for specialized training whenever possible, including assistance with the FTO program, special tactics training in the areas of use of the K-9, SWAT tactics, proper utilization of perimeters for in-progress crimes and apprehension of suspects, and use of the supervisory review/evaluation process for fellow supervisors.

- .01 Master Sergeants are to be utilized in Sergeant Transitional Training for newly promoted Sergeants, instruction on handling citizen complaints and the PSU process, and other areas of expertise.

## **B. MPO EMPLOYEE EVALUATION DIMENSION**

Purpose: To hold Master Police Officers and Sergeants accountable and utilize their training and expertise for the overall betterment of the agency, increased expertise and competency of agency personnel, and retention of personnel.

- 1. MOU Language (*MOU 9.10.5*). Effective 7/1/10 until 6/30/14:
  - .1 Performance Evaluations
    - .01 An MPO or Master Sergeant may lose the Master designation upon receipt of a “Needs Improvement” or “Unacceptable” performance rating in any of the applicable performance dimensions. In such an event, a follow-up review will be scheduled after three months and the designation shall be restored if the rating(s) have returned to “Meets Standards.” Due process per the Public Safety Officer’s Procedural Bill of Rights shall be followed to ensure proportionate sanctions for sub-standard performance. Skelly appeal rights guaranteed by this MOU shall apply to all such appeals.
    - .02 The performance dimensions for an MPO and Master Sergeant will include, in addition to the dimensions for police officer or sergeant, the following:
      - .001 Act as a mentor offering counsel, advice, and training of fellow officers in developmental areas not limited to In-Service, Briefing Training, Firearms, and/or Weaponless Defense.
      - .002 Provide advice and counsel in areas of their specific expertise that will provide benefit to their fellow officers, the Department, City, and the Community.
  - 2. Performance Evaluation Dimension-MPO
    - .1 Exceeds Standards
      - .01 An MPO would be considered as exceeding standards in the MPO performance dimension if s/he:
        - .001 Actively demonstrates or facilitates counseling, advice and training of fellow officers and the work group concerning his/her areas of expertise; develops and provides training to both individual officers and the workgroup to meet the training needs of the agency; and involves him/herself in department strategic planning concerning training needs of individual officers or the agency.
    - .2 Meets Standards
      - .01 An MPO would be considered as meeting standards in the MPO performance dimension if s/he:

.001 Acts as a mentor offering counsel, advice and training of fellow officers in developmental areas not limited to In-Service, Briefing Training, Firearms, and /or Weaponless Defense and areas of their specific expertise that will provide a benefit to their fellow officers, the Department and the Community.

.3 Needs Improvement

.01 An MPO would be considered as needing improvement in the MPO performance dimension if s/he:

.001 Does not always act as a mentor or provide counseling, advice or training of fellow officers, does not actively involve themselves in training of officers or the workgroup.

.4 Unacceptable

.01 An MPO would be considered as unacceptable in the MPO performance dimension if s/he:

.001 Is unwilling to mentor, advise or train fellow officers, or is unwilling to involve themselves in department training, openly criticizes fellow officers without assisting them, demeans employees or departmental training programs.

.02 Upon adoption of this policy and procedure, the above language will be included in the employee performance evaluation, CPD form CP-86.1.

**C. INFORMAL AND FORMAL COACHING AND MENTORING**

It is the intent of the department to provide and maintain a formal coaching and mentoring program to assist officers with deficient performance that can be overcome with additional training, exposure to new concepts, and direct collaboration with an officer with more tenure, experience or training. It is not the intent of this program to limit such coaching and mentoring to Master Police Officers and Sergeants alone, but that all CPD personnel attempt to identify such opportunities to provide positive support and mentoring whenever the opportunity or need arises. However, by the very nature of the MPO program, such officers and sergeants are recognized to have additional expertise that has been identified and rewarded through the MPO compensation program. Therefore, each MPO Officer or Sergeant is tasked with identifying such opportunities to provide training and guidance when there is a recognized need.

1. Such training may be informal and occur within the employee's workgroup, such as within a patrol squad which had differing levels of experience and prior specialized training. There is no need for such training to be specifically formalized unless there is a recognized deficiency that requires a formalized process, such as a Performance Improvement Plan (PIP) or other recognized need for additional training. On the contrary, most such training should remain informal "mentoring" by more tenured personnel, who are expected to assist less tenured personnel become familiar with CPD policies and procedures as well as accepted CPD training and practice. For instance, if an officer observes another officer practice an unsafe action which impacts the officer or workgroup's officer safety, the observing officer is expected to discuss this practice and its potential ramification with the acting officer, being careful to avoid ridicule or stigmatization in doing so.
2. Corporals and supervisors may also elect to informally "debrief" such observed activity. As with the informal mentoring as mentioned above, such debriefs should be designed to have an

air of problem solving and training and avoid criticism and stigmatization of individual officers. Such debriefs should build team camaraderie whenever possible, while at the same time problem solve and diagnose issues that individual officers and the team could have improved upon.

- .1 **Formal coaching and mentoring**, on the other hand, is best utilized when there is a recognized deficiency in a critical performance dimension such as tactics/officer safety, or report writing.
  - .01 If such a deficiency is discovered, an officer should be assigned an MPO Officer or Sergeant, depending on expertise, for additional specific oversight and training to impact such a deficiency.
    - .001 If the MPO Officer or Sergeant is not on the officer's squad or in the officer's bureau, the officer may be temporarily transferred to work directly with a specific MPO best suited to provide the additional training in that area. Such training will be documented in the form of a weekly memorandum addressing and evaluating the MPO's training and the officer's progress.
    - .002 Once the officer has improved to a point that the officer is meeting standards in the affected performance dimension, as evaluated by the MPO with the squad sergeant's oversight, the officer will be reassigned to his/her own squad.
      - .0001 The affected officer's supervisor will continue to monitor the performance of the officer to ensure that performance dimension remains at a meets standards level. Further remedial training may be provided, as needed.
      - .0002 Such transfers shall be at the direction of the Division Commander with input from the employee's immediate supervisor and Operations Commander.
    - .003 All documentation concerning the subject officer's performance will be included in an employee performance evaluation, completed by the subject officer's immediate supervisor, consistent with CPD policy and directives. Memorandum's completed by MPO's documenting training given and officer performance will be included and/or appended to the performance evaluation.

#### **D. BRIEFING AND IN-SERVICE TRAINING**

MPO's will be expected, as part of the MPO evaluation process, to contribute to squad and In-Service training, as needed. Particularly in relation to Briefing training, MPO's should develop lesson plans and present training in their areas of expertise to assist the squad corporal.

1. Primary responsibility for squad roll call training, coordination of training, and documentation of training given shall remain with the squad corporal.
  - .1 MPO's shall contribute to the training given throughout the course of the semester.

- .01 Squads that do not have MPO's assigned to them can still benefit via the lesson plans developed by MPO's from other squads with their respective corporals providing the actual training.
- .02 Such lesson plans shall be completed in outline form and turned in to the Corporal Coordinator, for distribution through the corporals to their respective squads.
  - .001 The Corporal Coordinator shall maintain a current file of lesson plans and topics for training as a central distribution function. All such lesson plans will be forwarded through the MPO's immediate supervisor so such lesson plans can be referenced for evaluation purposes.
- .2 MPO's should also provide input to the CPD Training Manager concerning training needs or to assist with In-Service training, as needed. The CPD Training Manager may choose, based on need, to assign MPO's training topics for In-Service training, or to use MPO's (if trained) for department FAQ and Weaponless Defense.
  - .01 MPO's should be viewed as department resources and used accordingly in their areas of specific expertise that will provide a benefit to their fellow officers, the department and the community.
  - .02 All lesson plans produced shall follow POST guidelines and structure. Such lesson plans will be reviewed by the Corporal Coordinator (briefing lesson plans) or the Training Manager (In-Service and other formalized training curriculum) and approved prior to being used in departmental training.
    - .001 Additionally, MPO's who teach in In-Service Training will submit a resume concerning their prior relevant experience through the Training Manager for submission to POST so MPO Trainers and Lesson Plans can adhere to POST guidelines and accreditation.
    - .002 A copy of this resume will also be given to the Corporal Coordinator so as to facilitate matching of particular expertise best suited to provide the additional training in that area in which an employee is experiencing difficulties.

#### **E. MASTER SERGEANTS AND THE SERGEANT TRANSITIONAL TRAINING PROGRAM**

Master Sergeants should be utilized to assist in transitional training for newly promoted supervisors. Master Sergeants should provide training and mentoring for newly promoted supervisors in the areas of performance evaluations and properly documenting subordinates performance based on the departmental performance evaluation process, tactical considerations, including use of the K-9, SWAT tactics and utilization, proper utilization of perimeters for in-progress crimes and apprehension of suspects, and handling citizen complaints and the PSU process.

- 1. It should be recognized that newly promoted supervisors require coaching and mentoring by the entire supervisor and management team, however, Master Sergeants' individual areas of expertise may be utilized additionally to enhance such coaching and mentoring.
  - .1 Master Sergeants should participate in the formation of a formalized Sergeant Transitional Training Program. Master Sergeants will provide their input concerning the Training Program content as well as assist in instruction of the curriculum with the assistance of management staff, other supervisory staff, and the corporal program.

2. Master Sergeants should be utilized to assist the FTO Coordinator with the current FTO Program. Master Sergeants should be used as a resource and oversight of individual FTO's assigned to their respective squads.

#### **F. LEADERSHIP DEVELOPMENT AND COACHING-SUCCESSION PLANNING**

It is the responsibility of all supervisors and managers to develop a pool of leaders who can meet the organization's current and future needs. Additionally, development of employees for future leadership and investigative assignments is the responsibility of Master Sergeants and MPO's.

1. Coaching encompasses three areas;
  - .1 Education-sharing lesson plans, specific training, or formalized education skills.
  - .2 Experience-time in service and related knowledge gained through such tenure.
  - .3 Exposure-specialty assignments, tactical assignments, and/or promotion through the ranks.
2. Master Sergeants and MPO's through their own prior experience and exposure are expected to develop their co-workers as well as further develop their own expertise. Master Sergeants particularly are tasked with identifying and developing subordinates to prepare them for future leadership roles in the organization, by exposing subordinates to new opportunities to grow and develop experience and expertise.
  - .1 Recognizing and developing a talent within an individual employee, such as controlled substance investigation, and allowing the employee opportunities to expand on this talent and interest can accomplish this.
  - .2 Delegation of further responsibility to subordinates, with the proper oversight and follow-through will further develop subordinates.
    - .01 Allowing an employee the opportunity to write and serve a search warrant while assigned to a patrol squad, or other tasks routinely handled by specialized assignments are a means towards employee development and preparation for a specialized assignment.
3. Supervisors and managers should encourage subordinate employees to develop skills necessary to do the job of a higher-ranking employee, thereby insuring their successful transition given promotional opportunities.
  - .1 Skills such as oral and written communication, decision-making, interpersonal effectiveness, developing their own leadership style consistent with the department mission, administrative effectiveness, and the ability to plan and organize are examples of employee development that should be encouraged.
4. Employee development is mutually beneficial for the organization and the individual, and is also the shared responsibility between the employee and mentor, whether it is a Master Sergeant, MPO or manager.
  - .1 Supervisors should identify a development plan for individual employees, including education through formal or informal training, exposure by allowing the employee to expand his/her experience, and thereby build additional expertise.

- .01 A reasonable timeline should be established for the development plan to enable the employee to gain a new expertise or skill, and there should be follow-up between both the employee and the supervisor or manager to insure the employee is receiving the necessary guidance, as well as using the resources provided accordingly. Nothing is guaranteed, and expectations should be reasonable and realistic to allow the employee to succeed. Even seasoned employees with prior specialized experience should be encouraged to learn new skills, coaching them past what they “have done” and pushing them to what they “can do.”
5. The challenge for supervisors, managers and department trainers (specifically including Master Sergeants and MPO’s), is to develop those employees that manifest performance issues and are not self-driven to seek additional skills and leadership opportunities. The mark of a successful supervisor or manager is his/her ability to affect change in such individuals by not only improving the employee’s performance in areas of difficulty, but developing new skills and interests that drive the employee to greater successes.