Mentoring 101:
Developing the Next Generation of Police Leaders

By

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We accept this thesis as conforming

to the required standard

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CHAPTER I: STUDY BACKGROUND

Opportunity

Today's difficult demands on police organizations have presented many

challenges for police leaders. At a recent conference on police leadership held in

Vancouver, British Columbia, law enforcement futurist and keynote speaker Dr.

William Tafoya (1998) indicated that in order for police leaders to deal with the

complicated changes of the future, they must prepare leaders as their highest

priority. Many of these changes have a direct affect on the work completed by

frontline police supervisors. There is a concern about officers who take over

supervisory positions with little or no leadership training. Anderson (2000)

believes most police supervisors are not ready to move into management

positions and there does not appear to be a viable system in place to provide

them with the leadership competence required. He goes on to state:

> We have our recruit training and mentoring programs, but where are our
>
> leadership training and mentoring programs to get people ready to be
>
> supervisors and managers? We now have a severe shortage of future
>
> police leaders because many of the existing ones are dying or retiring
>
> early, or are not adequately prepared to move up from supervisory to
>
> management or executive positions (p.xvii).

The purpose of this research project is to study a method that allows frontline police supervisors to become better leaders. Developing leadership within an organization is a complex puzzle that begins by assembling one piece at a time. Mentoring is just one piece of the puzzle required to provide frontline supervisors with leadership training. As a career resource specialist, Linda Saulnier (1996) believes the focus of mentoring programs is on employee development. "Under the guidance of a mentor, you will develop intuitive leadership skills. For the company, mentoring will provide an opportunity to develop talent and keep good people while preserving the values and culture unique to the organization" (p. 2).

In the last decade, there has been increasing interest in the use of formal mentoring programs to facilitate management development (Yukl, 1998, p. 480). The fundamental question driving this research is:

What is required in a mentorship program to champion leadership development in frontline police supervisors?

In resolving this question, several other sub-questions will be examined:

- What would a mentorship program look like?

- What are the benefits and pitfalls in developing a mentoring program?

- What will a mentoring program accomplish?

These questions will be explored through the process of action research by looking at leadership and mentoring in the Edmonton Police Service. The problem and opportunity I have described for police organizations in general applies equally to the Edmonton Police Service. This action research approach will involve the review of existing documentation and literature, integrated with the contribution of the stakeholders involved.

The Significance of the Opportunity

Ability to Maintain Peace

To date most Canadian police organizations have done a notable job of developing leaders within their organization. But what would happen if the dramatic changes in community expectations, demographics and federal statutes are not met by committed police leadership? Bennis (1997) states, "As the quality of the leader declines, the quality of problems escalates" (p. 30). "The duty of the police is to prevent crime and disorder" (Inkster, 1992, p. 30). In order to meet the complex changes of the future, police managers must develop the leadership skills of their people.

Stakeholder Advantages

The development of a mentoring program for frontline supervisors will assist the many different stakeholders involved with police organizations. It will directly affect:

- Frontline supervisors or protégés. They will be mentored in the organization's philosophies of leadership and have the opportunity to share this wisdom with the teams of employees they supervise.

- Mentors. They will share the knowledge and experience they have garnered over the years with their protégés. Yukl (1998) claims the mentoring experience is likely to increase job satisfaction and help them develop their own leadership skills (p. 480). "The teacher teaches, what he most needs to learn" (Secretan, 2000 p. ix).

Indirectly, a mentorship program will enhance:
- Employees. Everyone who works within this organization will see improvements in morale, enthusiasm, and better overall work atmosphere.

- The police organization. With more effective leadership, the organization should make progress towards its organizational objectives and mission statements.

- Community. Increased levels of leadership development within the police organization will ultimately enhance the level of service the community receives. Better police service will increase community satisfaction with the service and public support for the police.

Potential Causes

Three issues underlie the opportunity for a mentoring program within the Edmonton Police Service: (a) leadership training, (b) changing demographics, and (c) changing community demands.

Leadership Training

The leadership training most police officers have received is badly out of date. If police organizations provided leadership training a decade ago, it would have consisted of something very different than what a leadership development program consists of today. One of the concerns expressed by Conger and Benjamin (1999) is "that many organizations teach and develop leadership skills that may be outdated by the time younger generations reach senior ranks. It seems wasteful to train tomorrow's leaders with yesterday's skills (p. xiii). Most frontline police supervisors are not promoted until they have numerous years of service within the organization. Any leadership training they may have received early in their career is now dated. Leadership training must be creative and flexible. It must travel on a continuum and be zealously studied and evaluated on how it can be improved. Police organizations must build leadership development programs that have the ability to support a continuous learning environment for their leaders.

Changing Demographics

The second issue triggering a need for a mentoring program within the Edmonton Police Service is the changing demographics of our population. The impending crisis facing police organizations, and all other organizations across Canada, is the changing demographics of our population.

> The first Baby Boomers turn 50 this year, and Canadians will increasingly see the effects of an aging population. Between 1986 and 2011, the median age of Canadians will increase by almost 10 years (from 31.6 years to 41.1 years). In Alberta, the rise will be from 29.2 to 38.8 years. By 2040, over 25% of Albertans will be 65 or older (Government of Alberta, 1997).

In the next ten years police organizations will lose many of their senior leaders to retirement and these positions will be filled with relatively junior, inexperienced police officers. By the year 2005, the Edmonton Police Service will have over 400 of their sworn police officers eligible for retirement. This change in demographics is magnified in the public sector as a result of reduced budgets and cuts to middle and senior management. Organizational trends such as downsizing, restructuring, partnerships, increased diversity, and individual responsibility for career development are contributing to the resurgent interest in mentoring. "Downsizing has heightened the need to preserve institutional memory and to share the information and experience that remain in the company" (Jossi, 1997, p. 52). Therefore, many organizations are instituting

formal mentoring programs as a cost-effective way to upgrade skills, enhance recruitment and retention, and increase job satisfaction (Jossi, 1997).

Changing Community Demands

The community's changing expectations of the police requires leaders to critically rethink the ways in which they provide police service. The traditional model of policing has failed to keep pace with community demands and societal complexities. There is seldom a day when one can pick up a newspaper without reading about some social unrest such as the Asian Pacific Economic Corporation (APEC) conference or an emerging new culture of concern such as the "Rave / After-Hour Club" scene. Police leaders are being forced to expand their learning and examine other viable forms of leadership as an alternative to the traditional autocratic style. Police leaders must become lifelong learners, but this is not an easy process. A transformation of this sort causes great stress and uncertainty. Anderson (2000) believes this anxiety is a result of lack of preparation, training, and coaching for new leaders. "Few of us have had the benefits of a coaching or mentoring relationship to learn and develop our leadership skills on a regular basis" (p. 321). In an attempt to meet the community's expectations, police leadership must continue to evolve and develop with the assistance of training through mentoring programs.

CHAPTER II LITERATURE REVIEW

Review of Organizational Documents

Overview

The Edmonton Police Service, as of January 1997, had an authorized

strength of 1,121 sworn members and another 380 civilian employees. Actual

strength is 1,087 sworn and 365 civilian employees. The 1,121 sworn police

officers are broken down into:

- deputy chief (3)

- superintendents (12)

- staff sergeants (45)

- sergeants (102)

- detectives (41)

- constables (817) (Moore,1997, p. 6)

Officers in four patrol divisions, each commanded by a superintendent,

provide police service to the respective division. Approximately 130 constables

and 8 detectives are assigned to each patrol division. In addition, there are 12

community stations providing daily, twelve-hour walk-in service to the public.

The operating budget for the Edmonton Police Service for 1998, including

$4,504,000 for bylaw services, was $116,540,000 (Moore, p. 7). Grant

reductions from the provincial government phased in from 1994 to 1996 have

resulted in a decrease of almost $6,000,000 in operating budget for the

Edmonton Police Service. This cutback, combined with City Council's attempt to

maintain the current tax levy for the citizens has had a tremendous affect on the

Edmonton Police Service.

Mission:

"Policing with the citizens of Edmonton to achieve a safe, healthy and self

reliant community" (Edmonton Police Service, 2000, p. 46).

Three priorities to achieve goals: (Edmonton Police Service, 2000, p. 46)

1. Promote public safety.

2. Enhance organizational capacity.

3. Build stronger communities.

Core Value Statement

"Committed to community needs" (KPMG, 1998, p. 13).

Environmental Trends

The Edmonton Police Service has faced many complex changes over the

last five years. The changes of the future look to be as turbulent. Presently,

there are seven environmental trend issues facing The Edmonton Police Service

(KPMG, 1998, p. 15):

1. A cooperative partnership between community and police is recognized as important.

2. The changing nature of government increases responsibilities for the Edmonton Police Service – the effects of more legislation and offloading of services.

3. Edmonton demographics are very diverse and have unique requirements for social services and policing.

4. Technology has both benefits and costs. It helps solve and prevent crime, but this should not be at the expense of grass roots policing.

5. Community policing is a priority with the citizens of Edmonton, yet funding remains an issue.

6. Solutions to short-term financial issues must be weighed against longer-term community needs.

7. Police culture should continue to move away from paramilitary model.

Community Policing:

"A pillar of the Edmonton Police Service is its commitment to the principles of community policing" (KPMG, 1998, p. 6). There have been many definitions of community policing that speak to the process but fail to identify what the term means. For the purposes of this paper, community policing means bringing peace to a neighborhood. Police officers are given a large toolbox filled with

methods and strategies to undertake this task. Bringing peace to the community may involve problem solving, community partnerships, mediation, or a variety of other approaches. The Edmonton Police must look at programs to develop frontline supervisors with the leadership skills required to support the principles of community policing.

Training Section:

"Operational supervisors were identified as the most critical component in the integration of problem oriented policing throughout the organization" (Moore, 1997, p. 79). In support of this priority, a one-day training course was developed to assist these frontline supervisors in promoting the concepts of community policing. Supervisors were instructed in providing leadership, coaching and mentoring, and problem solving that would be reflective of the organization's core value.

In 1992 the Edmonton Police Training Section made a significant commitment to frontline supervisors and developed a leadership course directed by Zenge Miller. Frontline leaders were given 16 three hour sessions on a variety of leadership topics (Moore, 1997, p. 79). In 1998 this course was evaluated and found to contain outdated material. The course has since been cancelled and the training section is looking at an opportunity to develop a new leadership course in conjunction with the University of Alberta. This research

project will look at the opportunity for a mentorship program to assist in providing critical leadership development for frontline supervisors.

The training section currently provides a formalized mentorship program for new recruits who are just entering the organization. The human resource Section identifies police officers who would be good mentors and matches them with the individual recruits. This program has not been formally evaluated to date, so there is no information available on its success or limitations. However, the course curriculum and process have provided valuable information towards a mentorship program for frontline supervisors. The research completed for the recruit-mentoring program determined that, if the program was to be successful, it would require trained mentors. This resulted in the creation of a one-day training course aimed at providing mentors with some structure and guidelines on how the program was to work. A review of the March 23, 2000 Recruit Mentor Program Syllabus (Edmonton Police Service, 2000) revealed that mentors were being formally trained in: Edmonton police selection and employment practices, recruit training philosophy and discipline, ethics, peer support and harassment. Included with this syllabus was a three-part reference guide that provided the rules and principles of the program.

Part 1

1. Mentors attend an eight-hour training day.
2. The recruits select their mentor.
3. The program for mentors and recruits is voluntary.

4. The mentor program is recommended and encouraged by executive management.

5. Mentors are not part of the recruit's chain of command.

6. If the recruit or mentor is not compatible they may request another.

7. Mentors are evaluated at the end of the recruit class.

8. Inclusion or deselection of the mentor program will be at the discretion of the Staff Sergeant In Charge of Employee and Family Assistance Section.

9. Mentors should have at least six years of service and not be in Response Division.

10. Mentors will be below the rank of superintendent.

11. Each mentor will have only one recruit.

Part 2

1. The mentor and the recruit will be of the same gender.

2. The mentor and the recruit will determine the frequency of contact.

3. Check-ins should occur on a biweekly basis.

4. Counseling sessions of any significance are to be cleared through the program manager.

5. The Sergeant In Charge of Recruit Training will approve any referrals for specialized training.

Part 3

1. The mentor will keep conversations with the recruit "personal business," but be aware it is not privileged information.

2. Although confidentiality may exist for the purposes of personal issues, it will not be recognized in a court or in a situation where the recruit has violated the law or department policy.

3. Meetings between the recruit and the mentor are voluntary, but ride alongs are not to exceed twice a month.

4. During field training, the mentor will not contact the recruit's FTO to influence outcome.

This information is extremely valuable in providing insight into the background of a police-mentoring program. The examination of the terms of reference for a recruit-mentoring program will provide a foundation from which to base a mentoring program for frontline supervisors.

Review of Supporting Literature

For this section of the project, the literature in two different areas was reviewed. The study began with an examination of leadership. The literature analyzed spoke to the definition of leadership, the common leadership dilemmas, and the paradigms of leadership. This leadership information was then compared to the research conducted into police leadership and in particular how the two might be similar or different. Secondly, the literature on mentorship was

examined to outline the definition of mentoring, types of mentoring, benefits and limitations of mentoring, roles and responsibilities of mentors, traits found in good mentors, and how leadership can be developed through a mentoring program.

Leadership

Definition

The fast, complex changes of the future will challenge both police officers and police organizations. The development of effective police leadership throughout the organization will be paramount for continued success. But what is leadership?

The Merriam-Webster dictionary defines leadership as "a person who leads" and a leader as "a person who leads as a guide, conductor or a person who directs a military force or unit" (Merriam-Webster, 2000). This is a very broad, sweeping definition which does not provide an adequate understanding of leadership.

The first step in an attempt to comprehend the meaning of leadership is to understand that it can be explained in several different contexts. "Leadership has been defined in terms of traits, behavior influence, interaction patterns, role relationships, and occupation of administrative positions" (Yukl, 1998, p. 2). Yukl goes on to state: "Like all constructs in social science, the definition of leadership is arbitrary and very subjective. Some definitions are more useful

than others, but there is not a single, direct definition" (p. 5). The complexity of

the term leadership can be demonstrated by some of the definitions cited below:

- "Leadership is the influential increment over and above mechanical

  compliance with the routine directives of the organizations" (Katz &

  Kahn, 1978, p. 528).

- "Leadership is the process of influencing the activities of an

  organized group toward goal achievement" (Rauch,. & Behling,

  1984, p. 46).

- "Leadership is a process of giving purpose (meaningful direction) to

  collective effort, and causing willing effort to be expended to

  achieve purpose" (Jacobs, & Jaques, 1990, p. 281).

- "Leadership is a process of making sense of what people are doing

  together so that people will understand and be committed"(Drath, &

  Palus, 1994, p. 4).

- "Leadership is the art of mobilizing others to want to struggle for

  shared aspirations" (Kouzes, & Posner, 1995, p. 30).

Warren Bennis and Burt Nanus (1985) report some 350 definitions of

leadership that researchers have generated over the last thirty years. "It is very

difficult to settle on a single definition of leadership that is general enough to

accommodate these many meanings and specific enough to serve as an

operationalization of the variable" (Karmel, 1978, p. 476). The definition of

leadership will depend to a great extent on the purpose for which it is being

defined. There is a wide array of reasons why leadership needs to be defined.

"It may be to identify leaders, to determine how they are selected, to discover

what they do, to discover why they are effective, or to determine whether they

are necessary" (Yukl, 1998, p. 5). The purpose of defining leadership for this

research paper is to provide a framework for determining how mentoring can

assist in leadership development. Therefore, this paper will follow Karmel's

guidelines for defining leadership for the purpose of researching:

> Whenever feasible, leadership research should be designed to provide
>
> information relevant to the entire range of leadership definitions, so that
>
> over time it will be possible to compare the utility of different conceptions
>
> and arrive at some consensus on the matter (p. 476).

Most police services, with its hierarchical rank structure and military roots,

previously had their own ideas on leadership. Inspector Gibson (1994) of the

Metropolitan Police has written that, in the past, police leaders tended to be

rather authoritarian and paternalistic figures that were distant from the rank and

file. Leadership has also been defined in the terms of command and control

(Breen, 1999). But during the last decade, police services across North America

have adopted the philosophy of community policing. The command and control

definition of leadership is no longer suitable and would only serve to stifle

creativeness, demotivate employees, and impair good communication (Breen,

1999). Under the guise of community policing, efforts have been made to find a

new definition of leadership within police organization. Breen states: "By

definition to lead is to anticipate and manage change; it is not to react" (p. 62).

Russ Pomrenke (1994) writes in the April issue of *The Police Chief* "Leadership

is a process of influencing members of the organization to use their energies

willingly and appropriately to facilitate the achievement of the police department

goals" (p. 37). These new definition of leadership within the police culture are

similar to the definitions of current-day leadership gurus such as Bennis and

Kouzes.

Managers versus Leaders

Many different people have spoken about the differences between leaders

and managers. It is very clear that although both are necessary for organizations

to be effective, their purpose and roles are very different. The difference goes

beyond mere character traits and it reaches into the manager's or leader's

paradigm.

The difference between managers and leaders is the difference between

day and night. Manager's honor stability, control through systems and

procedures, and see passion and involvement, as words not fit to pass

adult lips. Leaders thrive on change, exercise control by means of a

worthy and inspiring vision of what might be, arrived at jointly with their

people: and understand that empowering people by expanding their

authority, rather than standardizing them by shrinking their authority is the only course to sustain relevance and vitality (Kouzes & Posner, 1995, p. xi).

It is clear leaders personify wisdom, trust, character and altruism, but this does not mean managers do not have these character traits. Managers may possess the same knowledge, skills and attitudes as leaders, but they do not use these attributes in the same manner. Leaders are individuals of action and use their talent in taking that action. "More often the difference between leaders and managers rest on status quo: "managers are willing to live with it and leaders are not" (Bennis, 1997, p. 17).

In examining the behavioral differences between managers and leaders, it is easier to recognize the variation in paradigms. Bennis and Townsend (1995) have described this disparity in as follows.

- The manager administers; the leader innovates.

- The manager is a copy; the leader is an original.

- The manager maintains; the leader develops.

- The manager focuses on systems and structure; the leader focuses on people.

- The manager relies on control; the leader inspires trust.

- The manager has a short-term view; the leader has a short-term view.

- The manager asks why and how; the leader asks what and why.

- The manager has his/her eye on the bottom line; the leader has his/her eye on the horizon.

- Leaders go out ahead and show the way for others.

"Leaders are the ones with vision who inspire others and cause them to galvanize their efforts and achieve change. Managers, on the other hand, will follow standard operating procedure to their graves, if necessary, because they don't posses the ability to change course" (Bennis, 1997, p. 17).

Leaders seem to have the ability to see new things, while managers can only see what has been shown to them before. Briaden uses a metaphor of being color blind to describe what he feels the key difference is between managers and leaders. He compares his condition of color blindness to intellectual eyesight and states,

"Some people see. Some people see what they are shown. Some people cannot see at all" (Braiden, C. 1994, p. 3).

It is ironic that the definition of leadership is so complex and ambiguous yet the differences between a leader and a manager are so clear. This research project will study how developing a mentorship program could champion leaders within an organization. With the challenges of the future it is clear to survive the

21st century the Edmonton Police Service will need a new generation of leaders not managers.

The research conducted into managers versus. leaders from a police perspective revealed identical findings to those from private organizations. "Management can be viewed as a science that results in the accomplishment of an organization's product, whether it be manufacturing, selling or providing a service such as law enforcement. While the degree to which the results are attained is directly related to leadership" (Pomrenke, 1994, p. 37). Management has been said to be the administrative part of leadership and likewise leadership is the inspirational part of management (Gibson, 1994.). As police leadership continues to evolve away from military tradition the disparity between managers and leaders will continue to grow. Success or failure will depend largely on the quality of leadership rather than on the proficiency of management (Gibson, 1994).

Born or Made?

The question of whether leaders are born or made still dominates many of the leadership studies today. Much has been written but little has been conclusively decided. It has become a modern day dilemma.

Leaders may well be both born and made but this does not eliminate the opportunity for one to choose to become a leader.

Leadership is certainly not conveyed in a gene, and it's most definitely not a secret code that can't be understood by ordinary people. Contrary to the myth that only a lucky few can ever decipher the mystery of leadership, our research has shown us that our leadership is an observable, learnable set of practices. The belief that leadership cannot be learned is a far more powerful deterrent to development than is the nature of the leadership process itself. If there is one single lesson about leadership that can be drawn from all of the cases we have gathered, it's this: leadership is everyone's business (Kouzes, & Posner, 1995, p. 16).

Current research suggests that experiences on the job play an important catalytic role in unlocking a leaders behavior (McCall, Lombardo, & Morrison,M., 1988, pp. 3-5). A leader can be crafted by the blending of opportunity, work experience, adversity, formal and informal education, role models and mentors. The newspapers are filled daily with obituaries for great leaders who have died, but there has never been a birth announcement for a single leader. From this it is reasonable to assume that somewhere between birth and death, by training, by choice and by strength of character, people become leaders (Angier, 2000).

The last decade has seen the development of the psychological concept of emotional intelligence. This phrase coined by Salovey and Mayer (1993) "is a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 433). It was not until Harvard professor Daniel Goleman

published his studies on emotional intelligence that the concept became renowned. But how does this theory relate to leadership and in particular whether leaders are born or made?

Conventional wisdom has suggested that IQ or intellectual intelligence accounts for 20% of a persons work leadership ability and work success. IQ is something that people are naturally born with and it is difficult if not impossible to improve. A recent study from Manila University found that Emotional Intelligence or EQ scores contributed far greater to a person's leadership ability than their IQ score. The results from this study indicated that EQ could be responsible for as much as 27% of a persons job success, while IQ was responsible for as little as 1%. This being the case it appears leadership abilities can be enhanced by increasing emotional intelligence, and Goleman clearly states "research and practice demonstrate that emotional intelligence can be learned" (Goleman, 1995, p. 97). Goleman takes this one step further by saying that leadership cannot only be learned but it is not that hard. If emotional intelligence can be taught and has been proven to contribute immensely to leadership development; it can be concluded that leaders can be made as well as born.

The research conducted into whether leaders are born or made within police organizations was analogous to the research completed within private organizations. "All indications show that leaders are both born and made – it is the sum of the personality traits and characteristics they are born with, combined with the qualities developed through life experience" (Pomrenke, 1994, p. 12).

The relevance of whether leaders are born or made is an argument that leads nowhere. Leadership is needed in every arena of our lives so the developing of "leadership" is the issue, not whether it was given to us through genetics. We don't have the luxury on dwelling on the irresolvable (Bennis, 1997, p. 22).

Traditional versus Emerging Paradigms of Leadership

During the last fifty years, an insatiable thirst has been developed for information on how to develop leadership in all aspects of our lives. This has resulted in a tremendous amount of leadership research from which two clear categories or paradigms have evolved: the old way (traditional) and the new way (transformational). The old leadership paradigm told people their job was to plan, organize, command, coordinate and control. Traditional leadership theories can be compared to leadership among a herd of buffalo. "Buffalo are absolutely loyal followers of one leader, they do whatever the leader wants them to do, go wherever the leader wants them to go" (Belaco & Stayer, 1993, pp. 16-17).

Traditional leadership meant that one leader commanded and controlled the organization. "This old style of leadership is just not going to work anymore. It embodies bureaucracy and one person control" (Bennis & Townsend, 1995, p. 2). Command and control does not work in today's environment because we live in a time where technology is changing the way we think. "Demography is

destiny and the world gives us vertigo everyday as we read the newspaper" (Bennis & Townsend, 1995, p. 3).

These changes in our environment are having large affect on organizations. There is no longer black and white; instead there are many different shades of gray to create havoc within organizations. "Traditional management teaching implies that the ideal organization is orderly and stable, that the organizational process can and should be engineered so that things run like clock work" (Kouzes & Posner, 1995, p. 15). Most organizations are presently working between the two paradigms of leadership:

> The first paradigm is a structure best described in three words: control, order, predict. The second paradigm is still formless and still not clearly articulated, but if I could assign three words to this unknown paradigm they would be acknowledge, create and empower (Bennis & Townsend, 1995, p. 95).

Instead of an organization operating as buffalo they should operate similar to a flock of geese. "Every goose is responsible to get itself to wherever the gaggle was going, changing roles whenever necessary, alternating as leaders, a follower, or a scout" (Belaco & Stayer, 1993, p. 18). This is in fact a new paradigm of leadership and it has begun to capture attention. Transformational leadership is capable of moving followers to exceed expected performance. It is particularly powerful form of leadership in an army type setting (Bass, 1998, p. 23).

Yukl (1998) defines transformational leadership in terms of the leaders effects on the followers: "they feel trust, admiration, loyalty, and respect towards the leader, and they are motivated to do more than they were originally expected to do" (Yukl, 1998, p. 325).

A transformational leader is not just a person at the top of the leadership pyramid. This pyramid must actually be turned upside down. "In fact, we see that it is important for such leaders to develop leadership in those below them" (Bass, 1998, p. 1). Bass believes transformational leaders can be found in any organization at any level as opposed to the traditional leadership where the leader was found in a position of power. "Transformational leaders are people who fundamentally alter the institutions they lead, as opposed to traditional leaders who merely maintain or mange what they are given" (Tichy, 1997, p. xv).

The traditional command and control style of leadership associated with police organizations has not been able to keep pace with the emerging needs and demands of the community. It is essential that leadership development become the top organizational strategic objective within all police services. "It is abundantly clear that success in law enforcement is absolutely dependent on competent front-line leadership" (Griffin, 1998, p. 24). Private industry has recognized the need to develop organizational leaders with vision and direction that are capable of effectively dealing with perpetual change (Pomrenke, 1994). With the advent of community policing most police organizations have begun to develo p transformational leaders amongst their ranks. Community policing

breaks the hierarchy mold of traditional leaders and allows for leadership development in all ranks. Dr. Michael Breen who heads the community policing initiative in Alexandria Virginia believes, "The extent to which we have practiced and encouraged genuine transitional leadership within the organizations will determine our ability to serve our communities effectively" (Breen, 1999, p. 62). Community policing requires today's police leader to practice transitional leadership or the art of finding the leadership style that best fits the situation. It is only with this method or paradigm of leadership that the Edmonton Police Service can fulfill the commitment to their core value and remain "committed to community needs."

This new paradigm of leadership has been studied working within organizations since the early 1980's. These studies, conducted in both private and public organizations such as the police have supported the greater effectiveness of transformational leadership (Bass, 1998, p. 3).

Mentoring

The literature reviewed to obtain a better understanding of mentoring all shared six common themes. These themes provide a foundation of required information that will assist in answering the main and sub questions of this paper. The themes identified were: a definition of mentoring, types of mentoring, benefits and limitations of mentoring, roles and responsibilities of mentors,

characteristics and traits of good mentors, and finally leadership development through mentoring.

Definition

Mentor has come to mean many different things to many different people. According to the Merriam-Webster dictionary a mentor is a trusted counselor or guide. The recent popularity of mentoring in the professional world has resulted in different definitions according to the context of the situation.

The history of the term mentor dates back to Greek mythology. Ulysses having been sent on a ten-year odyssey was searching for someone to care for his son while he was away. Ulysses entrusted his son to a wise counsel and friend whose name was Mentor. Mentor accepted Ulysses son into his home and was a father figure, teacher, trusted advisor, and protector to the young man. This relationship between Mentor and Ulysses son was built on a foundation of mutual trust and affection (Treasury Board of Canada, 1995).

Mentoring consultant Fred Nickolis (2000), believes a mentor, in the historical sense, is someone who:

- is a loyal friend, confident and advisor;
- is a teacher, guide coach and role mode;
- is entrusted with the care and education of another;
- has knowledge and advanced or expert status; and

- is willing to give away what he/she knows in a noncompetitive way.

It is with this philosophy that Leonardo da Vinci shared his knowledge and wisdom with a young apprentice who would later become known as Michaelangelo.

Mentoring in today's culture is often confused with coaching. Florence Stone (1999) considers coaching to be one of the functions of a mentor. She goes on to state: "While mentoring uses many of the same techniques as coaching, mentoring involves going above and beyond. It is a relationship in which you do more than train the employee to do his job well, instead your focus is to share your experience, wisdom and political savvy" (p. 161). The National Mentoring Workgroup (2000) believes mentoring in today's terms is a flexible concept that should reflect the unique culture and objectives of your organization.

The Canadian Treasury Board has gained tremendous experience with mentoring programs and define mentoring as "an experienced person undertaking to provide information, advice and emotional support for a junior person in a relationship that lasts over an extended period of time, and marked by a substantial emotional commitment by both parties" (Treasury Board of Canada, 1995, p. 31). But for all the definitions of mentor and mentoring, Bell says it best when he stated "a mentor is simply someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all" (Bell, 1996, p. 6).

Types of Mentoring

The literature reviewed identified formal and informal as the two different types of mentoring. Informal mentoring was described by the Canadian Treasury Board as a relationship that is spontaneously or informally created without assistance from the organization. The initiative for the relationship is often taken by a protégé who approaches a mentor and asks for assistance (Treasury Board of Canada, 1995). This same document states the advantages to informal mentoring are:

- creates a relationship built on trust and respect;

- promises compatibility between the mentor and protégé; and

- assures the relationship is flexible and personal.

- While the disadvantages of an informal mentoring system include:

- risk of ambiguity in a relationship if it becomes to intense; and

- risk of tension if the relationship turns out bad.

Information gathered from the mentoring web-site, mentoring-u.com, described informal mentoring as "an old paradigm that kind of just happens spontaneously or naturally by being in the right place at the right time and being noticed by the right person, who provides the right kind of help" (Gray, 2000). Gray took his study of informal mentoring one step further and concluded that "personal experience and research both indicate that this conventional kind of mentoring cannot provide the systematic kind of assistance most people need to

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enrich themselves and add value to their organizations" (p. 36). The lead

consultant in the Mentoring group Dr. Linda Phillips-Jones (1998), supports

Gray's belief that informal mentoring became popular in the 1980's and was

typically a casual relationship between the superior and the subordinate, but it

was not until the 1990's when consultants suggested formal mentoring as a

solution that mentoring was seen as a viable method of employee development.

One of the largest problems identified with informal mentoring was the fact that it

excluded many potential leaders. It was not inclusive and did not take a step-by-

step process to support and mesh seamlessly with the organizational

development, strategic planning and the corporate mission.

In contrast other studies examined found an informal mentoring system

was more likely to deliver the desired leadership results than a formal mentoring

system. The US Navel Institute conducted an action research project in

December 1999 evaluating mentoring and how it was conducted. This study

confirmed that mentoring plays a large part in the leadership and career

development of navel officers. The admirals who were mentored were found to

be extremely satisfied with their mentor relationship (a 4.86 average rating on a 5

point scale) and viewed it as extremely important for them both personally and

professionally. These same admirals were then asked how important mentoring

was for the Navy and their rating was very high with a average score of 4.55 out

of 5 (Johnson, Lall, Holmes, Howe, Fallow & Hall, 1999). But when asked how

the Navy could improve their mentoring process it was clear that a formal

mentoring process was not supported. The research from this study indicated that true mentoring cannot be ordered, forced or taught. It is a natural result of harmonious, rapport inherent in the people themselves and the relationship they develop. This study concluded that mentoring is a worthwhile initiative but it should be fostered not forced. Mentoring should be taught in leadership classes and evaluated in performance appraisals and promotional reviews, but it should not become a "program" (Johnson et al, 1999).

In August 1999 Stephen Gibb published an article titled "The Usefulness Of Theory: A Case Study In Evaluating Formal Mentoring Schemes". Gibb noted that mentoring is an important element of learning and career success but he goes one step further to critically analyze the formal mentoring process which he describes as coming on like a freight train. Gibb's suggests that formal mentoring programs seem to be the flavor of the month but there has not been much critical analysis of their relative success and failures and little theoretical exploration of the whole area. His research determined that the most prominent problem with formal mentoring programs is there are many different definitions for mentoring. "The elasticity in the term mentoring causes it to being characterized as everything form a grand name for coaching to an intense emotional relationship in which the protégé is not only interested in learning about work but is also willing to become a new person" (p. 4). In conclusion, Gibb established that the success of a mentoring program comes with having a well-developed, decent system; failure happens with a poorly developed scheme.

Influenced by the significant benefits of mentoring studies many

organizations are attempting to establish formal mentoring programs. These

companies are depending upon these programs to develop leadership, socialize

new employees and stimulate learning, but as indicated in a recent article in the

Journal of Managerial Issues by Beverly Heinmann (1996) it is difficult to find

empirical data to confirm formal mentoring achieves the results it claims.

Although formal mentoring programs may be difficult to evaluate information is

readily available on the obstacles preventing a program from succeeding. Noe,

in his 1998 study the *Investigation of Determinants of Successful Assigned*

Mentoring, identified the three barriers to the development of effective formal

mentoring as being conflicting work schedule, time demands, and lack of

physical proximity. Many of the texts found on mentoring tended to be

prescriptive "how to" guides for setting up formal mentoring programs rather than

research-based explanations of the effectiveness and efficiency of mentoring.

With this in mind, any organization considering mentoring must first consider

what it wants the mentoring to accomplish and then develop a strategy suited to

its particular needs.

"Formal mentoring is a relationship facilitated and supported by the

organization so that more participants can benefit" (Treasury Board of Canada,

1995, p. 6). The degree of structure varies from one company to another, but in

all cases the organization makes tools available to participants that facilitate the

creation and maintenance of the mentoring relationship. The Treasury Board

believes that the advantages of a formal mentoring system are:

- access to more people;

- support and recognition from the organization;

- easier clarification of roles and responsibilities; and

- possibility of establishing made to order mentoring.

While the disadvantages are:

- finding the right mentor may be difficult;

- discovery that the program is not flexible; and

- risk of relationships not working.

Formal mentoring appears to be the new mentoring paradigm. Many

organizations are now instituting a formal mentoring program as a cost effective

way to upgrade skills and enhance recruitment and retention (Jossi, 1997).

Anderson (2000) states that "more often and more preferably a formalized

mentoring program can be built into an organization's strategic plan, so that it

becomes a part of the culture that people, especially leaders or potential leaders,

are mentored" (p. 132). This new paradigm of formal mentoring has some recent

innovations that are being well received. Kaye and Jacobson (1996) describe a

trend towards group mentoring in which the mentor is the leader of a team or

learning group. This allows learning to take place from both the mentor and the

other protégés. Loeb (1995) approves of group mentoring and suggests, "one-

on-one mentoring is becoming less viable as competition increases and people change jobs frequently, becoming less identified with one organization" (p. 213). He recommends that individuals manage their own career development with the help of a board of advisors or multiple mentors within and outside the organization who can provide a wide range of experience.

These new innovations in formal mentoring led to the development of a system called mentoring models by the National Mentoring Working Group (1991) convened by the United Way of America and the National Mentoring Partnership. The mentoring group identified

- one-on-one (or one mentor with one mentee);

- resource-based (pool of mentors available to mentees on a as needed basis);

- training based mentorship programs (linked into formal training); and

- mentoring circles (one mentor with several mentees).

The National Mentoring Working Group (1991) feels that formal mentoring links competency to strategic business needs. Mentoring ensures that required skills are developed in future leaders. It involves the achievers within their organizations, creates a learning culture, and increases the morale.

Max Messmer (2000) suggests that an organization must determine whether a formal or informal mentoring program best suits their needs.

A formal program may require a substantial commitment of time from

planning to monitoring the program. However, because it is more

structured, it could prove more efficient over time. A less formal program

is easier to launch and modify as your organizations needs change (p.

44).

It is clear the needs of the organization have to be met by the type of mentoring

program selected but Chip Bell (1996) suggests that above all, "mentoring must

be from a partnership perspective rather than the I'm the guru, you're the

greenhorn orientation. Mentoring from the partnership perspective means we are

fellow travelers on this journey towards wisdom" (p. 52).

Benefits and Limitations

Mentoring programs have been found to create both benefits and

limitations encompassing three different aspects of the organization. Mentoring

affects the organization, the mentor and the mentee.

Benefits

Organization

Linda Saulnier is a consultant who specializes in developing mentoring

programs. She states that "for the company mentoring will provide an

opportunity to develop talent and keep good people while preserving the values

and the culture unique to the organization" (Saulnier, 1996, p. 3). Effective

mentoring can provide four important benefits for an organization (Cook, 1999, p. 107):

1. Employees who view their job with a sense of its possibilities become more motivated and productive.

2. Employees are loyal to the organization as long as they work for the company.

3. Employee advancement creates a vibrant working atmosphere, with everyone in the organization working to move up the ladder.

4. Employee movement creates job openings in the organization that draws new blood and trains new workers.

Florence Stone (1999) believes mentoring will assist in shortening the learning curve for new employees and this will allow them to be more productive sooner. She lists the benefits of a mentoring program as (p. 37):

- faster learning curves;

- improved communication of corporate values;

- reduced turnover at times when recruits may be hard to find;

- increased loyalty;

- improved one-on one communication and sense of team; and

- increased productivity and creation of an innovative environment.

Recently the US Navy conducted a survey of their junior officers. These officers ranked their access to mentoring as one of the strongest factors

influencing professional development and retention. Those who were mentored had a higher job satisfaction and reported greater intent to remain on active duty. This same survey asked the importance of a mentoring program for officers in the Navy and this question was ranked very high and of extreme importance with a mean rating of 4.55 out of 5 (Johnson et al, 1999).

It is clear mentoring offers organizations an opportunity to show their commitment to human resource development and to demonstrate that they are learning organizations. The Royal Canadian Mounted Police feel the organization becomes more professional because protégés tend to become mentors themselves, causing the formation of a society of professionals (RCMP, 1999).

Mentees or Protégés

In all mentoring programs the benefits received by the mentee are easily recognized. Katheleen Borges assists organizations with developing mentoring programs and claims (2000) mentees receive help in achieving their goals, gain new information, learn new skills, receive support, make important contacts and receive helpful feedback. A survey conducted by The National Mentoring Group 1991 asked this question: "Beyond specific goals what have you, as a protégé, gained by the mentoring experience?" Two themes emerged from the responses to this question. The first was that the knowledge gained from the mentoring

experience could not have been obtained anywhere else. The second was that the mentoring experience resulted in a much deeper understanding of the organization and its direction.

Mentoring programs build loyalty among new or less experienced employees because they recognize the investment the company is making in them (Mesmer, 2000). Mentees are more likely to be successful in overcoming obstacles and become more productive. Mentoring increases the protégé's ability to accomplish objectives by benefiting from the advice, experience and knowledge of a senior person (Treasury Board of Canada, 1995). Studies within the US Army suggest that mentoring has a positive effect on protégés allowing them to have more influence within the organization regardless of their race, gender, age or organizational position (Department of Army, 1995).

Mentors

Mentors are said to get a tremendous amount of personal satisfaction knowing that their help has made a difference in the life of another person. Mentors may gain as much from the mentoring process as mentees maybe even more. Fred Nickolis (2000) suggests: "The strongest and most compelling reasons for serving as a mentor may be the desire to fulfill one's own felt need to contribute to the growth, development and wish for fulfillment of an aspiring professional" (p. 46).

All mentoring programs provide mentors with the occasion to practice skills they may not often use. Messmer (2000) states that "mentoring programs give mentors the opportunity to test their leadership skills and may even encourage them to take on new challenges within the organization that will bolster their career, and in turn, their potential with the company" (p. 44). Mentors are rewarded for their work with increased personal satisfaction, the validation of their work and finally the opportunity to learn.

It is clear from this research that the benefits of a mentoring program are geared for the mentee but in fact the organization and the mentor realize other benefits.

Limitations

<u>Organization</u>

In studying some of the problems associated with mentoring programs, it was clear the number one limitation appeared to be related to the cost of time associated with mentoring. Organizations often do not take the required steps to formalize a mentoring program within their systems. This means mentors and mentees develop their relationship outside their many other duties and responsibilities. Surveys of participating organizations conducted by the National Mentoring Group found mentees were not able to dedicate as much time to explore the awareness introduced by the mentor and mentors were not able to

devote enough time to the relationship due to schedules and workloads of both parties (National Mentoring Partnership, United Way of America, 2000).

Mentors and Mentees

Rather than pinpointing the limitations of a mentoring program to mentors or mentees Dr. Linda Phillips-Jones (1998) lists the potential problems with the relationship (p. 130):

- Excessive time and energy commitment.

- Inappropriate choice of mentor or protégé.

- Unrealistic expectations for mentor or protégé.

- Failure to achieve expectations of protégé.

- Feelings of inferiority by protégé.

- Unfair manipulation by mentor or protégé.

- Excessive jealously from mentor or protégé.

- Excessive jealously from others.

- Over dependence on mentor or protégé.

- Unwanted romance or sexual involvement.

Mentoring can sometimes be looked upon as a chance to strengthen a cause or crusade. It creates a relationship whereby a teacher has a captive audience of an innocent of an unsuspecting student. Bell (1996) suggests the

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traps and attitudes for mentors to avoid are the "I can help", "I know best", "I can

help you get ahead", and "You need me" types of mind-sets. The US Army

(1995) reinforces the belief that the mentor is not a "molder of clay; he or she

does not attempt to create a clone of themselves, but rather to serve as a role

model and source of inspiration, information and experience from which the

protégé can select qualities most likely to help him or her achieve success" (p.

46).

The criteria for what is required in a successful mentoring relationship can

be better understood by examining some of the limitations. The National

Mentoring Working Group (1991) suggests the six traps to avoid in a mentoring

program are:

- The program not having a corporate fit.

- The program not having clear-cut goals.

- The program not having clear and effective guidelines.

- The mentors' and mentees' criterion is unclear.

- Failure to manage expectations.

- No program coordinator.

By paying attention to these common traps, the odds of implementing a

successful mentoring program are greatly enhanced.

Roles and Responsibilities of Mentors

     The Royal Canadian Mounted Police have been using a mentorship program to develop senior leaders for some time. It has been their experience that the roles and responsibilities of a mentor include teaching, guiding, advising, sponsoring, role modeling, validating, counseling, motivating, protecting, and communicating (RCMP, 1999). All of these roles will ultimately contribute to the learning of the protégé. Bell (1996) believes learning through mentorship can be enhanced if the mentor surrenders to the process rather than attempting to drive it. He believes that "mentors practice their skill with a combination and a sincere joy in the role of being a helper along the journey toward mastery" (p. 8).

     The US Army has described a mentor's role by developing principles on how a mentor can effectively teach a protégé. A mentor should:

- serve as a confident, counselor, guide and advisor;

- share an understanding of the organization, its mission, and the formal and informal operating processes;

- share experiences, which contribute to his/her own success and set an example for the associate to follow;

- serve as a sounding board for career development ideas or for pursuing career opportunities;

- encourage protégés to become more efficient and productive in their career through self-development;

- suggest appropriate training and development opportunities to further the progress of the associate toward leadership positions; and

- help protégés set clear career goals and periodically review progress, making constructive suggestions.

Mentoring consultant Fred Nickolis (2000) describes the responsibilities of a mentor as a joint venture. This means the mentor must share in the responsibility of the protégé's learning. The mentor's job is to promote intentional learning through instructing, coaching, modeling and advising. Individuals learn through story telling so mentors must recognize the power of personal scenarios anecdotes and case examples. Mentors must use both failure and successes as valuable learning experiences for their protégé (Nickolis, 2000). In the end the protégés must be responsible for their own learning; the mentors' role is to support, facilitate and learn together with their protégé (Bell, 1996).

Mentor Traits

This research has determined that great mentors share similar traits. A mentor needs to be trustworthy, empathetic, a good communicator, experienced, open, value driven, patient and objective. Bell (1996) states that mentoring is a

partnership which requires the mentor to be balanced, truthful, trustworthy, passionate and courageous. Bell goes on to say that, if you were to ask anyone who had a great mentor what attribute they found most crucial, the vast majority would say it was the mentor's ability to listen.

In the pamphlet for *Civilian Personnel Mentoring* the US Army (1995) describes a mentor as having the following characteristics:

- global vision of the organization;

- external awareness of the world outside his/her own environment;

- ample experience in networking;

- a positive, enthusiastic attitude;

- excellent standing in their community and recognized competence in their profession; and

- characteristics such as integrity, compassion, courage, competence, commitment and candor.

As this research into mentoring continued, it was determined that most professionals held similar opinions about the character traits commonly found in good mentors. It seemed clear that mentors should possess strong interpersonal skills, have contacts and influence both within and outside the organization, be of strong personal character, have passion for their work and feel a need to share this enthusiasm with their colleagues.

Leadership Development Through Mentoring

The research into the topic of leadership has revealed that "leadership is less science than art, and as an art can best be learned by studying artists who are successful managers and executives" (Department of Army, 1995, p. 8). Mentoring will create protégés who study their mentors' art of leadership and ultimately model their mentors' leadership behavior. Leadership is an ability that can be learned: the most profound way to learn skills, culture and values is directly from other people who already in possess these qualities and can guide others in obtaining them.

Linda Saulnier (1996) believes the focus of mentoring is on the development of both the mentor and mentee. She states that "a mentoring program will develop intuitive leadership skills" (p. 3). Saulnier (1996) feels the purpose of mentoring is always to help the mentee change something to improve their performance, to develop their leadership qualities, to develop their leadership skills, to realize their vision.

Marsha Sinetar (1998) has found that mentoring can also assist in developing leadership in the mentors themselves. One of the reason executives don't cultivate their full leadership ability is because they lack caring. But when these same executives are in a mentoring relationship, they are learning and using skills that will assist them in gathering the tools necessary for the next stage of their own leadership development. Sinetar believes that "there is a clear link between mentoring and the unleashing of leadership power. New managers

frequently experience self doubts when needing to control their work team's outcomes" (p. 2). Chip Bell (1996) thinks that "all effective managers and supervisors should be mentors; mentoring must become part of every leaders role who has growth as its primary outcome" (p. 52).

The results of the research into emotional intelligence support the belief that leadership can be taught through mentoring. A mentor serves as a valuable role model and source of support for his protégé. In doing this a mentor helps a protégé develop the social and emotional competencies critical for success (Kram, 1983). Mentoring drastically shortens the leadership learning curve and serves as a coaching forum to boost emotional competence (Goleman, 1995). There is a considerable body of research suggesting that a person's ability to perceive, identify and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. These competencies are associated to the level of a person's emotional intelligence, and enhancing emotional intelligence takes much more time than a conventional training program. Emotional intelligence is best learned through an individualized approach typically demonstrated in a mentoring relationship. It is the nature of the mentoring relationship that allows it to enhance emotional intelligence (Goleman, 1995).

Goleman (1995) has found that "most effective leaders are alike in one crucial way; they all have a high degree of emotional intelligence" (p. 94). David Campbell from the Center for Creative Leadership has done considerable

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research into "derailed executives." He has concluded that most executives fail because of an interpersonal flaw or lower emotional intelligence, rather than a technical inability (Gibbs, 1995). Along with other recent studies, Goleman's research (1995) clearly demonstrates that high emotional intelligence is the key to a leader's ability, without it, a person just cannot become a great leader. Since emotional intelligence (EQ) plays a vital role in leadership development, organizations must consider initiatives that serve to enhance the EQ of their employees. Mentoring is one method that has been proven to create the relationships required to improve EQ, and thus develop leadership.

It is clear that leadership skills and abilities can be developed through a mentoring relationship. Whether this proficiency is taught, modeled or experienced is of no consequence; it is only important to know that it occurs in both the mentor and the protégé as a result of the mentoring relationship.

Opportunities to be Realized

The literature reviewed on leadership and mentoring suggests there is much to be learned. In combination with the research conducted this information will work to answer four questions critical in determining how a mentorship program might champion leadership in frontline police supervisors.

1. Can mentoring develop leadership?

It is clear from all of the research examined, that mentoring can develop leadership. Kouzes and Posner (1995) have found that one way leadership is

developed at work is through relationships. They feel the three most important

relationships in this development are "mentors, supervisors and peers" (p. 329).

Bell (1996) echoes Kouzes and Posner:

> "Effective leadership is a relationship of leaders and followers who seek to
>
> honor their partnership by learning over their heads. Such leadership is
>
> practiced in its purest form in a mentoring relationship" (p. 19).

Yukl (1998) believes that "mentoring plays a role in not only developing

leadership in the protégé but also in the mentor" (p. 480).

2. What type of mentoring is best-situational, informal or formal?

Researchers have identified three distinct types of mentoring. Shea

(1994) classifies these as situational, informal and formal. A formal mentoring

system offers the best opportunity for leadership development. Bennis (1997)

claims "organizations should encourage people who are good at their jobs to

become mentors, but this should be a formal system, not one that occurs by

chance or varying situations" (p. 78). Anderson (1999) also recognizes the

different types of mentoring. He too believes a "formal mentoring program is

preferable because it allows the organization to build mentoring into its strategic

plan. This way, mentoring becomes part of the culture of the organization and

provides training for the leaders and potential leaders" (p. 132).

3. Should mentoring be compulsory or voluntary?

There is much discussion centering around whether mentoring should be compulsory or voluntary. Many researchers feel that mentoring produces so many benefits that mentors should train everyone within the organization. The literature reviewed supports the belief that a mentoring program should be available to all employees, but on a voluntary rather than compulsory basis. "The success of a formal mentoring program is probably increased by making participation voluntary and providing mentors with some choice of protégé" Chao, Walz & Gardner, 1992, p. 42). In a recent U.S. Naval Institute survey of over 690 Naval Officers, an overwhelming majority supported the belief that true mentoring cannot be ordered or forced, but rather it should be fostered (Johnson et al, 1999, p. 46). Most respondents believed that mentoring should be a result of harmonious rapport built from a relationship. Not everyone within the organization will be interested in the relationship and learning created by a mentorship program.

4. Should a mentor be trained?

In order for a mentorship program to have the greatest possible affect, mentors should be trained on ways to perform effective mentoring. Training will ensure that the mentors remain consistent with the organizations philosophies and are effective in their mentoring role. Edmonton Police Service organizational documents reveal that the recruit mentorship program consists of a structured

training class for all would-be mentors. This training provides an opportunity to introduce the mentor candidates to guidelines for mentoring. It ensures that they want to become mentors for the right reasons. Yukl (1998, pp. 101-103) suggests the mentors must be trained in:

- showing concern for each individual's development

- helping the protégé identify skill deficiencies

- providing helpful advice

- encouraging attendance at relevant training courses

- providing opportunities for skill development on the job

- encouraging coaching by peers

- promoting the person's reputation

- serving as a role model.

In addition to these guidelines mentors must be versed in leadership and know how they can apply these abilities to their new relationship.

Conclusion

A successful mentoring program can have a positive trickle-down effect on the entire organization. The opportunity for a mentoring program to have large organizational affect is greatly increased when the program is employed to frontline police supervisors. There is no other position within a police

organization that can equal the frontline supervisors power to directly influence

the police officers who are responsible for delivering the service of policing to the

community.

CHAPTER III

RESEARCH METHODOLOGY

In order to have a full understanding of the methodology that was used for this research project, the information in four separate sections is examined. The first section describes the research methodology that was used. The second section details how the research process unfolded. The third section describes the researcher's subjectivity towards the topic. The fourth section explains the ethical considerations involved.

Type of Methodology

Research is the studious search for knowledge. While the term "knowledge" has been defined by the Merriam-Webster's dictionary as "the act of knowing" (Merriam-Webster's, 2000), "knowing" means different things to different people. It depends on one's own personal philosophy and on the context within which the research is being conducted (Palys, 1997, pp. 4-5). This research project was approached from the perspective that there are many different realities and interpretations of these realities. The epistemological requirements are based on the research world of interpretive-communicative, and the view that reality is created as two people exchange meanings (Fenwick, & Parsons, 2000. Unpublished course material). This view supports the social sciences and believes organizations are part of the socially constructed realities (Dickson, 1999. Unpublished course material).

Data for the study was obtained through action research. Action research is the investigating of a problem (or issue) through a process of inquiry that produces explanations that allows individuals to understand the nature of the problem (Stringer, 1996). Streubert and Carpenter claim action research is a process, which leads to knowledge and change (Streubert and Carpenter, 1999). Action research is evolving, responsive and capable of being flexible enough to adapt to changes.

Action research was chosen for the methodology because it is consistent with the objectives of the study. It encompasses research, action and deep reflection. This project valued the participation of all the stakeholders involved and recognized the merit of their contributions. The action research process itself gives way to a learning experience for all who participated. It creates "a growing understanding on the part of those involved" (Dick, 1997, p. 4). The experience shared by all the participants creates a type of synergy in working towards outcomes that will be achievable, and sustainable.

Research Process

By choosing this methodology and following a predetermined step-by-step plan, the researcher is assured the study was solidly grounded and had the required structural integrity to keep the project on track. The style of action research chosen was participatory action research. This type of research is

described by Kemmis and McTaggart (1988) as a continual spiral of planning, action, observation and reflection, and is accurately depicted in this diagram:
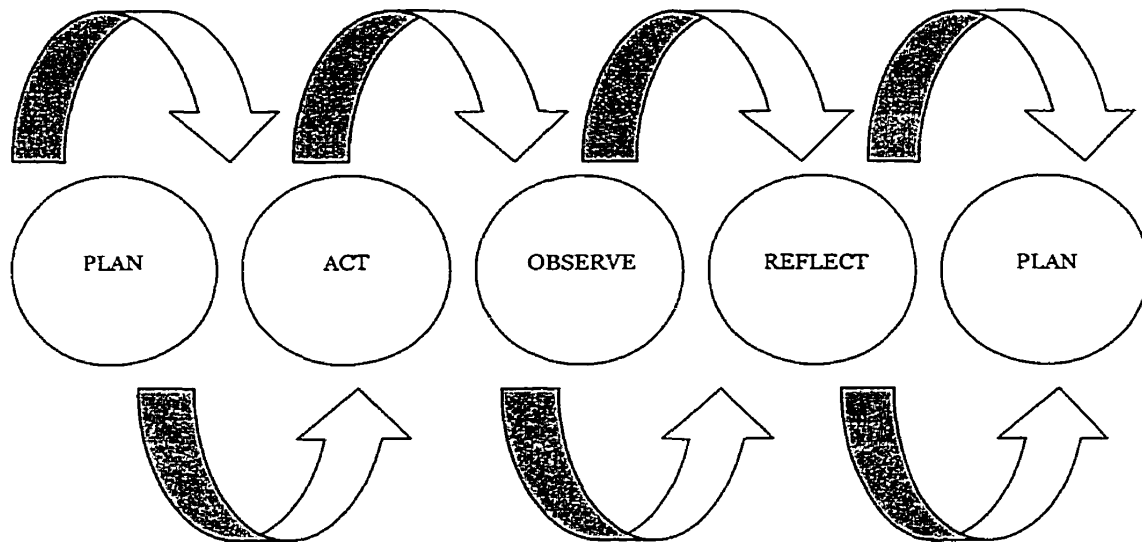
This research project was not built around the premise of examining a problem. Instead, it was an examination of how a mentorship program might create an opportunity for leadership development and is consistent with the techniques of appreciative inquiry for data collection. "Appreciative inquiry is a conscious evolution of positive imagery" (Bushe, 1995, p. 2). It consists of three parts; "discovering the best, understanding what creates the best and magnifying the people and processes that best epitomize the best" (p. 3). Focusing on the positive opportunity created by the research built on participants' previous experiences.

Data Collection: Interviews

The data collection for this research project was completed using the interview process. In a description of how appreciative inquiry could be used in interviews, Bushe claims that getting the stories people want to tell is what is most important (Bushe, 1995). These stories have the ability to change the way we think and act.

A total of eight people were selected from the Edmonton Police Service to participate in the interview process:

- two-constables ready for immediate promotion

- two-sergeants who have been recently promoted

- two-staff sergeants

- two-senior officers

The researcher chose the participants on the basis of their rank, experience, responsiveness and diversity. It was believed this combination of people would provide the best data for the purpose of this project. Two participants were to be interviewed each week starting the week, of September 5, 2000. The interviews were scheduled for Tuesday and Thursday at 10:00 a.m. for the entire month of September. Week one included interviews on the 5th and 7th; week two, the 12th and 14th; week three, the 19th and 21st; and the fourth and final week, the 26th and 28th.

The researcher gathered a secondary source of data within a logbook. This logbook collected information during the entire span of the research project. The researcher recorded observations, reflections, ideas, comments and musings about any information that was learned through the research process. The logbook became a resource guide that assisted the researcher in exploring, comparing and analyzing additional data on mentoring.

Study Conduct

Following the subscribed interview selection guidelines, the researcher contacted possible participants by letter, (see appendix A). This letter outlined what the participants' involvement would be and how their input would assist in developing a better understanding of how leadership could be developed through mentoring. Eight letters were originally sent out to prospective interview participants; only one subject declined to participate. Another letter was immediately sent to a different potential candidate and the last interviewee was secured. The interview with each participant was approximately one hour long. The information discussed during the interview was recorded by a cassette recorder and later transcribed forming part of the permanent documentation of this research project. These interviews were completed in an exploratory manner to gather information from the participants' experience and stories. The data collected from these interviews was then verified two separate ways. First the information was paraphrased back to the participants during the interview

and secondly the participants were allowed the opportunity to review their interview transcripts to authenticate the data. Two interviews were arranged per week for four consecutive weeks. This schedule prevented the researcher from being overloaded with information and allowed for sufficient time for reflection of the data collected between each interview.

Once the interviews were complete the researcher began to investigate the possibility of conducting a survey that would have a larger sample group than the interviews. Upon further reflection a survey was discounted when the researcher learned that the last survey sent out within the Edmonton Police Service had only a 35% return rate. Although the researcher considered methods to avoid the possibility of a poor survey return, it was decided that even at a 50% return rate no new information would be produced that was not already collected from the interviews.

Once confidant that the information obtained from the interviews was the best data available, the researcher began a process to categorize the data. This process involved the researcher comparing the data captured in the interviews to the reflections made in the researcher's journal and the independent data obtained during the literature review. This was a form of triangulation that tested the reliability of the data obtained. Continued work with the data led to the identification of themes and the categorizing of information. The sorting of this information lead to the final conclusions drawn in this report. The researcher

believes this process uncovered the richest data and supported the appreciative inquiry principle of discovering and understanding the best information.

Researcher Subjectivity

The researcher's subjectivity in this project is based on his role as a recently promoted frontline supervisor within the Edmonton Police Service. This experience has influenced many of the researcher's perceptions about leadership, support, communication, technical knowledge and morale. The researcher has a professed idea of how the benefits of a mentoring program could assist in developing the leadership qualities required in frontline supervisors. The researcher was aware of his subjectivity towards this research topic and remained conscious of these biases during the entire research process.

Ethical Considerations

This section will detail the ethical considerations that were examined for this research project. All research and scholarship was carried out in accordance with the *Tri-Council Policy Statement on Integrity in Research and Scholarship,* the *Tri-Council Policy Statement on Ethical Conduct for Research involving Humans,* Access to Information and Privacy legislation, and Requirements for Certain Types of Research. This project ensured:

- Respect for human dignity.
- Respect for free and informed consent.

- Respect for vulnerable persons.

- Respect for privacy and confidentiality.

- Respect for justice and inclusiveness.

- Balancing harms and benefits.

- Minimizing harm.

- Maximizing benefit.

A consent form (see appendix B) was developed to ensure that participants gave free and informed consent, and were aware of their right to privacy and confidentiality. The consent form advised participants that they had the opportunity to opt out of the interview process any time before, during or after the process had begun. It also advised that participants' comments would not be reprinted in research report without their prior approval. The interview questions were provided to the participants in advance to maintain dignity and avoid the possibility of any surprise. No one except the researcher had access to the data collected from the interviewees. When the final report was completed all of the interview information was destroyed.

Precaution was taken to ensure that an independent third party could not recognize the voices of the interviewees on the recorded tapes. The transcriber was a trained research transcriptionist and aware of the ethical concerns involved in providing this service. The interview transcripts did not contain the real names of participants. However, certain identifying characteristics could not be eliminated from the transcribed interview conversations. For this reason,

tapes and transcripts were not shared with anyone besides the researcher and were destroyed when the final project report was complete.

Trust, sensitivity, honesty, respect, sincerity and valuing diversity were the key elements required in this ethical research approach. The research methodology chosen for this project was consistent with the ethical policies of the Edmonton Police Service. Using this approach, the potential for risk was minimized and an opportunity to obtain authentic, rich information was created.

Finally, this research project was committed to including a diverse group of interview participants who were treated with dignity. The data collected were impartially collected and evaluated in a truthful, reliable manner. In the end, honesty was the single most important factor having a direct bearing on the final success of the project, its participants, and the organization.

CHAPTER IV

RESEARCH STUDY RESULTS

Study Findings

The data collected during this research process came from three independent sources: interviews, literature review, and the researcher's logbook. The information located during the literature review was documented in Chapter II of this report. The entries made in the research logbook are examined within this chapter when all three sources of information are compared and integrated. The interview portion of the research project provided insight into mentoring from the perspective of working police officers within the Edmonton Police Service.

Interviews

Introduction

Listening to the personal stories of the interview subjects was edifying, inspiring and challenging. As the selected police officers shared some of their most intimate mentoring experiences, they seemed to relish the opportunity to explain the joys and frustrations of their mentoring relationships. It was through this interview process that an epiphany took place eliminating the cloud that had previously shrouded mentoring. An interview is a conversation or discussion in which both the interviewer and person being interviewed share information and contribute to the research process. The interviews became the channel for data

to be collected and nurtured. I respected the interview participants and treasured the time I spent with each one.

Each interview process dealt with four basic questions. The eight participants answered the questions using a variety of anecdotes and related experiences. This provided rich, detailed and topical information that was used to formulate the conclusions documented in this report.

Question #1

Can you describe a mentoring experience that stands out in your mind?

Each interview participant had a different personal definition for mentoring or what it meant to be mentored. Several people immediately stated that they had never had a formal mentor, but had experienced informal mentoring relationships.

> "I have never been formally mentored but I have had a lot of informal mentors over the years. People that I respect and have given me good advice."

> "I can tell you right off the bat that I have never been given a formal mentor, like this is your mentor. But I have had some people over the years tell me they were going to help me along the way in an informal way."

One participant stated he had never had a mentoring experience. Further investigation revealed this subject's definition of mentoring was far different from then the other participants'.

> "In the police service, I have not had an actual mentoring experience. We discussed this about this 10 to15 minutes ago with some of the other guys in the squad and their definition of mentoring was very different than mine. My definition of mentoring is someone who you are consistently looking towards as a mentor. As opposed to somebody who you admire and may actually glean a few things from. Otherwise, everybody would have a mentor when you use that definition."

The remaining interview participants immediately went into personal stories relating to some of their most memorable mentoring experiences.

> "I have had several mentoring experiences and I can say that I am the person I am today due primarily to the numerous outstanding mentors that I have had. I have learned to do what I do through mentoring."

> "I have a person within the service that I have had an interim relationship with over the last three years. He is the type of individual I can go to bounce thoughts off of, or ask for direction or advice."

As the interview participants expanded on this question, the researcher began to observe the different contexts for the way people viewed and defined

mentoring. The way people viewed mentoring depended on what they felt was important in a mentoring relationship. Some participants recalled mentoring experiences that were built around the relationship developed with their mentor.

"I trust my mentor. I know he is looking out for my best interests and he is not going to steer me wrong. We have a relationship that I can trust."

"Mentoring as you know does not come right off the bat. It is earned, nurtured and developed. It is a relationship that builds as you prove yourself to each other."

"To me another word for mentor is friendship. If you are someone's mentor you are also their friend."

It became clear during the answering of this first interview question that many of the participants defined mentoring from a professional side. They did not speak of mentoring according to experiences in their personal life but instead only in their business life. Mentoring was understood as a tool to gain access to networks otherwise unavailable to them.

"My mentor allows me to access his networks. A good mentor will have networks and acquaintances that are not necessarily accessible to the mentee."

"A mentoring experience caused opportunities to go elsewhere within the service. My mentor started talking about the big picture and the skills I needed to go anywhere in this organization."

Some of the experiences related by interview participants also described the assistance or support they received from their mentoring experience. This support was on both personal and professional levels but was always an essential ingredient in successful mentoring experiences.

"My mentor assures me there is an open invitation anytime I need advice, and if he needs something from me, it is the same. He knows that mentoring is always showing loyalties."

"When I mentor people it is quite simply helping great people do great things and that's what makes me feel good. These are people I believe in, people I want to support."

"No matter what rank you are, your job as a mentor is to be a support system for that person."

The participants' answers to this first interview question provided some understanding into the different many different meanings of mentoring. There appears to be no one single definition of mentoring. Instead, it is defined

differently according to each person's perception and experience. Applying this philosophy to the balance of the interview questions assisted in a better comprehension and interpretation of the research.

Question #2

Tell me what you think makes a good mentor? Mentee?

The interview participants all shared the belief that common characteristics could be found in all successful mentoring relationships. These characteristics were similar for the mentor or mentee and were required by both parties if the relationship was to grow. Whether their experience had been from a formal, informal or sponsorship-style relationship, the same common attributes could be found in the mentors and mentees. All of the participants expressed a strong opinion that the characteristics they identified were fundamental personality traits essential to build a foundation for mentoring.

"I think mentors must be ethical, moral and have values. They must do things for the right reasons."

"First off, both parties have to be fair. I think they have to be honest. They have to be ethical, committed, trustworthy and open to criticism."

"I trust my mentor. I know he is looking out for my best interest he is always willing to be honest."

"Trust is the most important characteristic to me. A mentoring relationship requires the same trust you have with your doctor or pastor. If you don't trust them, you are not going to tell them anything."

"Mentors must be someone with core values you can respect and trust. They must have a great attitude and be in the process for the right reasons."

The unstructured style of interview used in this research process allowed the researcher the freedom to probe certain areas and reveal information that might have otherwise been untapped. This interview question was phrased in a way that allowed participants to provide short, direct answers rather than data that were supported by their personal experiences and stories. The majority of participants originally answered the question by listing characteristics such as trust, integrity, ethical, core values, moral and honest. When probed to identify other features, qualities such as effective communication, respect, organizational skills, genuineness, and possessing the right attitude all began to surface.

"They have to be in the process for the right reasons. They have to have the attitude that they want to be a mentor or a mentee. They must be genuine."

"Mentors have to be altruistic. They have to be here for the good of the organization. Here for the good of the citizens, not here for themselves."

"So I feel that a mentor needs to be a good communicator. Then I also feel the mentee needs to be a good communicator. Both of them have to listen to each other. That's important."

"People involved in the mentoring process must be organizationally very skilled."

"A mentor should have knowledge, skills, integrity, ethics, and be a role model."

The interviewees not only identified important characteristics, but also functions of mentors and mentees that had led to a successfully relationship. The researcher saw a distinct difference between the characteristics or traits and functions. The traits were more inherent in the person's personality and an attitude. Traits are very difficult if not impossible to change. While functions are duties, responsibilities or tasks a person completes. Functions and roles are much easier to alter and are different for the mentor and the mentee.

The one function of a mentor that participants commented on numerous times was his/her role to assist with the career development of the mentee. In all

of the positive mentoring experiences expressed by the interviewees, the ability

for the mentor to assist the mentee with career planning was paramount.

"I do like his methods of mentoring. He has great diplomacy and tact but

most importantly I like his ability to assist individuals with career

development."

"Mentoring is about developing our future, right? It's creating a career

path for our people and giving them direction."

"Mentors recognize the development opportunities they can provide to

their mentees. They should be working to replace themselves, to

succession plan for the future and provide opportunities for others."

The ability for a mentor to create an environment of respect and trust will

promote the learning for both parties. Learning is the main objective behind

mentoring relationships and must be endeared within the functions of the mentor.

When the interview participants spoke of learning, many of them felt that both

mentors and mentees played an important role in facilitating this learning.

Although the creation of a learning environment occurs naturally in most

successful mentoring relationships, mentors should be aware that assisting with

learning is one of their primary roles. By completing this function, the mentor

creates an atmosphere that allows him/her to learn as much as the mentee. It becomes a reciprocal arrangement where both the mentor and mentee share in the benefits of learning.

"The mentor must have the desire and willingness to pass on the knowledge and abilities they have already achieved."

"I believe my mentor learns from me. He comes to me for a different perspective and we are able to talk about it. I'm able to give him that little tid-bit. Whether or not he changes his opinion or his mind, I don't really know, but he listens and that's what is important. I mean, it's got to be able to flow back between a mentor and mentee: You need to be able to learn both ways."

"A mentee will challenge a mentor to keep up speed and provide the opportunity for the mentee to continue to expand and develop."

The interview participants expressed a difference between the roles and functions of a mentor as compared to those of a mentee. Mentees were identified as having several specific responsibilities that were imperative to the success of the mentoring relationship. Many of the statements made by interviewees suggested that the main reason for this relationship was for the

mentee to learn. If this was to occur, mentees must be committed to the relationship and what they are going to learn from it, even if it is not always what they want to hear. The ability for a mentee to accept feedback is important if the relationship is to be sustained. If the mentor should decide the mentee is not listening to his/her feedback, and it is creating tension in the relationship, both individuals will lose interest in the mentoring arrangement.

"I have to be open to my mentor's advice. He is going to give me direction that's going to protect me. It may not be the direction I want but that's too bad."

"A mentee must be willing to learn. He or she must commit to self-improvement both outside and inside the mentor-mentee relationship."

"A mentee must do a bit of soul searching. The person must truly and genuinely be interested in learning something for their own benefit, and not to impress anyone".

"Mentees want to improve to their fullest potential. They have identified problems or deficiencies within themselves and truly want to learn and improve."

"If you go to someone for advice and then you don't like what you hear, you just can't continue to go and see different people until you get the feedback you are looking for. You have to be able to accept the feedback given to you by someone you trust."

It was clear from the experiences of those involved in both formal and informal mentoring relationships that the role of the mentee was to listen and learn. Mentoring programs are built around mentees' needs and play an important part in developing the relationship necessary to create a two-way learning environment.

Question #3

What are the benefits and pitfalls in developing a mentoring program?

The positive mentoring experiences of the interview participants supported the concept that a mentoring program could assist in employee development. Whether this mentoring program could be operated as a formal or informal mentoring system appeared to be the most debatable aspect of implementing such a program. The data collected from the interviews identified the difference between formal and informal mentoring and the issues surrounding each. The majority of the experience of our participants came from encounters with informal mentoring systems. This drew attention to the fact that there was no formal mentoring system currently at work inside the Edmonton Police Service.

"Now, in terms of mentorship as such, there's really only one person in this organization who I would classify for me as a mentor, and I first worked for him when I was a constable, a thousand years ago, and I've had the opportunity to touch base with him a few times in various capacities since. However, he always takes the time to have a talk. I get the sense that he cares about me as an individual as much as he cares about my career and what happens to me as part of this organization. We don't have a formal relationship of any sort."

"Not formally, I've had a lot of informal mentors over the years. People that I respect and trust that have given me good advice throughout my career."

"I'll tell you right off the bat: I've never been given a formal mentor. So probably, like you, there are people that you become associated to, that have become your mentors and they've told you, I will help you along."

"Informal mentoring is more of a gab session. It is people you seek out to get advice or guidance from."

"There really is no mentoring process in place here: The only way to encounter a mentoring process, really, is by chance. You have to be aligned somehow. Maybe his locker is down from yours or you have had the opportunity to work for this individual."

The discussion led to the realization by most of those interviewed that a formal system of mentoring might be a new way for the Edmonton Police Service to enhance the development of its employees. The participants wanted everyone to be able to experience the developmental opportunities they had encountered through mentoring. They realized that a mentoring program could be a cost-effective way to develop employees to meet the challenges of the future.

"I have learned tremendously from my mentor-his thoughts, his ideas, or his perception and way of looking at things. I wish everyone in the service could have a mentor that they could go to, and there is just not enough of it around."

"Mentoring is about developing our future, right? It's creating a career path for our people. It's about identifying both the successful and unsuccessful stories that are out there. People need to become aware of these stories and learn from the advice they offer."

"I think its time has come, and maybe it's-I hate to say this but it's like the best-kept secret. Maybe there are the beginnings of a mentoring program in place. Maybe it has not been advertised, because I am certainly hearing more about it in the last two years."

The developmental opportunity created by a mentoring program encourages individuals to search for a way to multiply the positive effects. Rather than having a mentoring program available to a select few, everyone interested in participating in a mentoring program should get a chance. Such a program could work to enhance the professional development of employees and increase the effectiveness of the organization.

"Formal mentoring would provide an opportunity to list goals: You would be able to mentor towards a position. Most importantly, it would give mentoring a direction, vision and goal."

"Properly done, a formal mentoring system should increase morale immensely. It would give legitimacy, respect and value to the rank structure and would take the service in a different direction than it is currently in."

"I think if you identify mentoring to a formal process there are more expectations. At least I put more expectations on myself to follow through and make sure I'm living up to my half of the mentorship."

"Formal mentoring is headed in the right direction. You need to have vision because your vision is part of the organizational vision. You can't begin to advise them correctly without it."

Although the interview participants believed that all employees should have an opportunity to be formally mentored, they also identified several problems commonly associated with a formal mentoring program. These possible hazards could be greatly reduced with proper development and planning, but the risk of them undermining a formal mentoring program must still be addressed. The largest problem identified was the opportunity for individuals to enter a mentoring program without genuine intentions for self-development. Such individuals might be motivated solely by their desire to increase their chance for promotion.

"As far as a formal process, there's pros and cons to that. You have to make sure that the mentoring is done for the right purpose, and it's not done for the purpose of who can I align with, that's going to give me the best support to get promoted, or get another job in this organization, or

see my way up the ladder. If you're going into a formal process for that reason, they are all the wrong reasons. But that's the dark side of the formal mentoring."

"Some people use these mentoring opportunities to fulfill their own agenda. To get people following in behind them at various ranks to support their initiative and/or goals. And that's not what it's about."

"Formal mentor processes are compounded by hidden agendas. Some people may want to be a mentor solely for resume material."

Another identified problem with a formal mentoring system, depending on how it is setup, is the choice of whether or not to participate in the program. Although the program will always be voluntary, if people feel like they have to participate in order to be recognized within the organization, they will reluctantly join to increase their chance of advancement.

"If there is a perceived expectation that people must mentor, then I can compare it to education and how we say it is not necessary to enroll in a business program to be promoted, but we all know the chances improve. If it becomes the status quo and there is a perception that people must mentor, then most people will do it and if most people do it then we have

diluted the whole intent of the program. They're really not interested in being a mentor for the right reasons, instead they are just fulfilling an obligation as seen on a piece of paper."

The interpretation of the data collected from the interviews provided some suggestions on how to combat some of the weakness associated with a formal mentoring system. It was clear that preparation and proper planning, combined with clearly defined expectations, are key ways to reduce problems. A formal mentoring program must run independently of any promotion process and not have any influence over job opportunities.

"I think a formal mentoring process is definitely possible, but I think we have to clearly define what the quality of expectations are, and secondly, what is deliverable. I would not want a young or junior person to come to me with the expectation that I would be able to further their career, guarantee them certain positions, help move them through the organization, through career planning."

The mentoring program implementation information obtained from the interview participants provided an overview of what a mentoring program would look like. These findings reveal that a formal mentoring program could potentially provide the biggest benefits. However there are many potential hazards that

must be negotiated along the way. The research data provided methods for reducing the potential risk of failures, but caution must be exercised in implementing any new program.

Question #4

What does a mentoring program hope to accomplish?

Examination of the data collected from the interviews reflected the need for a formal mentoring program to be well developed and designed. One component of this plan would involve establishing a clear, concise purpose. Mentoring assists in building and improving different kinds of skills within the participants.

"Mentoring relates to the organization as a whole moving in a unified direction, to accomplish something that individually would be impossible."

"I think there has to be two types of mentors. There has to be a specific skill mentor, and there has to be a general skill mentor."

"The mentoring process should provide a multi-management problem solving mechanism, develop excellent verbal communications skills, and capture different perspectives and interpersonal skills."

"Leadership and communication skills are the types of things we can hope to develop in a mentoring program."

It was paramount that the main purpose of any mentoring program be to develop different skills within the individuals involved in the program. The type of skills taught could be interpersonal / leadership skills, or expertise specific to the individual's role. The interview participants revealed that most mentors are in fact already great leaders. This results in leadership being one of the primary skills transferred within a mentoring relationship.

" I think there is a link between leaders and mentors. I think they are the same by nature. There are leaders that go out and give advice and just by their nature and charisma they are mentors all the time."

"Mentoring and leadership blend together. It's part of the continual process of mentoring and leadership. They are kind of synonymous."

"If you are a leader today in this organization you have to be mentoring; if you are not mentoring then you are not leading."

"That's why I think good mentoring is good leadership. But I think we have an obligation to talk to people and let them know that mentoring is part of leadership skills."

The information gathered from the interviews all indicated that mentoring is closely associated with career planning. Formal mentoring provides a structure and direction for individuals' professional development. Succession planning is also important. An attribute of great leaders has been identified as the ability to train individuals to replace themselves. A formal mentoring program provides an avenue for the organization and its leaders to prepare individuals to accept increased responsibility in different roles. Such succession planning through formal mentoring would benefit the organization, the leader or mentor, and mentee.

"My role as a mentor is to create the structure and direction to which the mentee can focus their energy on."

"We all do mentoring very informally, in an unconscious manner, but to actually have some formally, its time has come and there is nothing wrong with it. It's not a sign of weakness, in fact it is good management skills. It's succession planning at its best."

"Mentoring is about developing our future. It's creating a career path for our people, creating direction. It's about career planning."

"Formal mentoring makes sure the right people are in the right position, to do the right job. It's just seeing the big picture, and that's good leadership."

Based on the data collected and examined from the interviews, it is clear that formal mentoring can assist in developing two different types of skills. Most importantly, a mentoring relationship can promote the building of interpersonal and leadership skills. Secondly, it can advance specialized training in skills that require unique expertise. Organizations facing the changes in today's economy cannot afford to ignore the outcome of a mentoring program.

Study Conclusions

A thorough examination of the data collected from a review of mentoring and leadership literature, the interviews and the researcher's logbook uncovered four themes about mentoring. The four themes revealed were mentoring paradigms, mentoring virtues, mentoring archetypes, and leadership through mentoring. Each of these themes were important in contributing to a complete understanding of mentoring and the role of mentoring in leadership development. Common philosophies and beliefs appeared in the literature reviewed and the

data collected from the interviews. These parallels and connections reinforced the fact that the interview process had produced accurate information and supported the research process.

1. Mentoring Paradigms

It became evident after several interviews that mentoring seemed to be all things to all people. As individuals related their personal mentoring experiences several different topics emerged. Each person had a different mentoring paradigm depending on his or her perception. Paradigms are the way people see the world. It was determined that each identified mentoring paradigm influenced the way the participant defined mentoring. The definition of mentoring varied greatly according to the information filtered by each participant's lens.

> "In the police service, I have not had an actual mentoring experience. We discussed this about this 10-15 minutes ago with some of the other guys in the squad and their definition of mentoring was very different than mine. My definition of mentoring is someone who you consistently looking towards as a mentor. As opposed to somebody who you admire and may actually glean a few things from. Otherwise everybody would have a mentor when you use that definition."

Mentoring was determined to be a reflection of the organizational culture, personal management/leadership style, and the type of organization the

individual was from. It is only with an understanding of mentoring paradigms that an integrated, united and cohesive definition of mentoring can be formed. Three distinct mentoring paradigms were supported by the data analyzed: systemic or big- picture thinking, relationships, and support.

A. Big-Picture or Systemic Thinking

Each interview, participant's commented on how they viewed mentoring as an opportunity to see things outside of their own world. Mentoring was crucial in allowing these individuals to see the big picture and the systemic nature of their organization. Participant's personal vision and definition of mentoring was based on the fact that their mentoring experience had provided the opportunity to think beyond their normal scope.

"My mentor has a more global perspective; he's got the big picture. Every issue has so many perspectives to it, and that's what he gives me."

"The mentoring process allows for big-picture thinking for the lower level members (macro perspective), while senior management receives a micro perspective."

"We started working together and every time I saw him do something he confirmed everything that I had heard about him. It just gave him so much

credibility. And then his first talk, right off the bat, was to show me the big picture."

"Talking about the bigger picture and the skills that they need to go anywhere within this organization. That's the mentoring experience. That's the mentoring process".

One participant spoke of big-picture thinking as back-room politics. This perspective provided the mentee with information that had been unavailable to them prior to having a mentor. By providing another perspective, mentors provide greater insight into the systemic nature of the organization.

"It allowed me to learn some back-room politics of the organization. I mean back-room in a good way."

"Whether it be a mentor, whether it be a peer or somebody you work with, a lot of people provide a perspective you are not seeing."

Some interviewees believed mentoring relationships permitted the mentee access to the mentor's networks. Access to these networks allowed individuals an opportunity to see situations based on a different set of circumstances.

"I think the mentee wants to be there in order to expand their knowledge and abilities through the experiences of the mentor, as well as being able

to access the mentor's network. A good mentor will have both a network and acquaintances that normally would be inaccessible to the individual. Through mentoring, the individual can now have access to information that permits him/her the opportunity for big-picture and systemic thinking."

"A good mentor will have networks and acquaintances that have not been accessible because the mentee has not been around long enough or moved in the same circles."

"A mentor has access to a whole bunch of information that I don't. This does not mean he shares it all with me, but he gives me enough to tweak the way I look at something."

B. Relationship Building

The data collected from personal mentoring experiences pointed to a second type of mentoring paradigm based upon the relationships created. It was clear that there was a direct link between the relationship formed between a mentor and a mentee and the way participants viewed and defined mentoring. All participants agreed that successful mentoring experiences depended on developing a relationship. The Treasury Board of Canada (1995) suggests that mentoring will not occur without creating a relationship built on trust and respect.

It was evident that unless the attributes of a relationship or friendship were present many believed mentoring could not take place.

"I think there's a lot of mentoring relationships currently occurring in the organization, and these relationships are more importantly all friendships. To me mentoring and friendships are closely knit."

"He always takes the time to talk. I get the sense he cares about me as an individual as much as he cares about my career and what happens to me as part of the organization."

If a mentoring relationship is to result in a friendship, several traits are required. Respect, trust, integrity and honesty are all prerequisites for friendship and therefore essential in a mentoring relationship.

"I guess he was my mentor and friend cause we used to go out for lunch all the time and discuss what we're doing with the class. He was a true leader. He had knowledge, skills, integrity, ethics, and was a role model. Luckily we developed as friends, cause to this day we go out for lunch quite a bit and he is still my mentor."

"To me another word for mentor is friend. If you're someone's mentor, you are also their friend."

"He will always make time for me, and that to me is a true friendship. But that's what a mentor should be."

"Mentors are friends as well. They share common vision, values and morals."

Many of the participants felt that a solid mentoring relationship could not be established between a supervisor and an employee. Mentoring demands an investment and commitment beyond the duties involved in day-to-day supervision. The Treasury Board of Canada (1995) suggests supervision emphasizes immediate tasks and short-term needs, while mentoring stresses the professional development and long-term needs of an employee. It is preferable that the immediate supervisor not be the mentor so that the two roles remain distinct. Supervision involves more of a coaching style than a mentoring approach. Mentoring in the true sense forms a relationship.

"Street supervisors should avoid being used as mentors because they are supervising them. We don't want to supervisors in a compromising position. Even though there are a lot of good people as supervisors that would be great mentors, the conflict could be there between supervisor and subordinate. They should be a coach to their people, not a mentor."

C. Support

The interviewees' third mentorship paradigm, dealt with a supportive mindset. The participants all felt that a mentor's main function was his/her ability to support the mentee. Daloz and Morrison (1992) have written books on mentoring and leadership. These authors feel that support is one of the three major aspects of mentoring. One individual interviewed felt that support should be the foundation upon which any mentoring program should be built.

"The program should provide a support system for both the mentor and mentee."

"A mentor is there to be a support system for a junior person."

Many interview participants expressed the need for support within a mentoring relationship by examining their own mentoring experiences. The interviewees spoke of the need for two-way communication, loyalty, compassion, and respect, and the need to be able to approach their mentors at any time in an open, safe environment.

"Mentorship is being there emotionally, and people need to see this. They need to see the mentor is compassionate as well as having the skill set and knowledge pertaining to the job."

"A lot depends on the understanding between the mentor and mentee. Of course, it is communication right? Whenever words of wisdom are needed, the mentor must be there."

"My mentor ensures there is an open invitation anytime I need advice, and if he needs something from me, it is the same. He knows that mentoring is always showing loyalties."

"My mentor provides me a person to bounce ideas off, ask for direction and advice, and he provides constructive feedback."

The largest factor in establishing a mentoring relationship based on support was trust. If the mentor or mentee was not confident in the support provided by the other party, there could be no mentoring relationship. It is under the umbrella of trust that all the other factors necessary to establish a support-based mentoring connection could be realized.

"I trust this individual and I know he is looking out for my best interest. He is not going to steer me wrong. Rather he is going to give me advice and direction that is going to protect me. This may not be in the direction I want but that's too bad."

"Mentoring relationships don't come right off the bat. It's earned through trust and respect."

The research indicates that, for a mentoring program to have success within any organization, everyone must be working with a common definition of mentoring. Understanding the three main mentoring paradigms, big-picture / systemic thinking, relationship building, and support will provide context to the use of the term mentoring.

2. Mentoring Virtues

A common thread sewn among all who interview participants was that successful mentors possessed certain virtues. This discovery led to the development of the second major underpinning in the search for a better understanding of mentoring and how it could be used to develop leadership.

When this information was scrutinized more thoroughly, it revealed that mentoring virtues could actually be broken into two separate categories. Most interviewees spoke in great detail of the characteristics required for productive mentoring relationships. Some went one step further and separated the characteristics or traits from the roles and responsibilities or functions carried out within a flourishing mentoring relationship. These observable characteristics, in combination with the recognized functions, became the moral fiber for mentoring virtues.

A. Characteristics of a good Mentor

As the data collected from the interviews were analyzed, it became obvious that four different characteristics were commonly found or required in all mentors. These four principal characteristics were: trust / integrity, ethics, excellent communication skills, and a global vision of the organization.

i.) Trust / Integrity

The research determined that trust and integrity were characteristics found in all great mentors. Bell (1996) feels that mentoring is a partnership that requires both parties to be truthful and trustworthy. The US Army (1995) believes that a mentor should first and foremost have integrity. Integrity is often defined as doing the right thing even when no one is watching. In every interview conducted during this project, the participants referred to the need for the both the mentor and mentee to have the ability to act with complete integrity. Both mentor and mentee had to be people who could be trusted with the personal information often exchanged in a mentoring relationship.

"I trust my mentor. I know he is looking out for my best interest. He is always willing to be honest."

"I have had a lot of informal mentors over the years. People that I respect and trust that have always given me good advice."

"Trust is the most important characteristic to me. A mentoring relationship requires the same trust you have with your doctor or pastor. If you don't trust them, you are not going to tell them anything."

"I think a mentor, first and foremost, has to have a documented history of integrity."

ii.) Ethics

Good ethics is a characteristic that is mandatory in all police officers. The individuals interviewed for this research project were all police officers from the Edmonton Police Service. As a result, participants unanimously agreed that having good ethics is an essential characteristic for mentors' within the Edmonton Police Service. Expectations placed upon police officers hold them accountable to an elevated level of responsibility. Ethics are a critical characteristic for any mentor or mentee in a police organization. Ethics, place a large obligation upon the mentor and mentee, and hold them to a higher degree of accountability.

"I think mentors must be ethical, moral and have values. They must do things for the right reasons."

"I think a mentor has to be fair and honest. Above all they have to be ethical."

When comparing the findings on ethics obtained from the research project with the data collected on ethics during the literature review, there appeared to be a small inconsistency between the two. All the literature reviewed indicated that ethical behavior was very important, but it did not compare to the importance placed upon ethical behavior by the participants in the research interviews. It was clear that all the participants felt that a mentorship program could not exist within the Edmonton Police Service unless both the mentor and mentee governed themselves according to a strict code of ethical behavior that was in aligned with the beliefs and responsibilities of the organization. The fact that the literature did not document the importance of ethics in mentors and mentees could be as a result of several reasons:

- The literature inferred that mentors need to possess ethical characteristics, and this fact did not need to be stated.

- Police organizations are highly accountable and closely scrutinized for their ability to employ police officers who are ethical. Accordingly, police officers give ethics top priority among desired traits of mentors and mentees.

iii.) Ability to Communicate Effectively

The third characteristic commonly found in all successful mentors is that of being an effective communicator. Effective communication not only means the ability to share your point of view competently, but it also means being able to

listen and understand what others are trying to express to you. Bell (1996) states that if you were to ask someone to identify the greatest attribute of any mentor they have ever had, the majority would say it was the ability to listen. The Treasury Board of Canada (1995) promotes the ability to listen, and use good communication skills as essential characteristics of good mentors. A mentor needs to be trustworthy, empathetic, a good communicator and value driven.

The ability for a mentor and mentee to communicate effectively cannot be overlooked. The research data collected suggests that this ability is one of the four major characteristics required of all successful mentors.

"Part of being a good mentor is sharing your experiences, but to do this you have to have good communication skills. If you are not a good communicator, you cannot be a good mentor."

"So I feel that a mentor needs to be a good communicator. Then I also feel the mentee needs to be a good communicator. Both of them have to listen to each other. That's important."

iv.) Global Vision of Organization

Having a global vision is a fundamental characteristic of mentors. According to the 1995 pamphlet *Civilian Personnel Mentoring*, the US Army believes the first characteristic of a mentor is to have an external awareness of

the world outside his/her own environment in combination with a global vision of the organization. During the research, a participant stated that a mentor needed the characteristic of global visioning in order to relate what is happening on the macro or big picture level, to the micro circumstances on their own level.

"A mentor should have the recognition that there is a world beyond what is-what they are focused on now-whether that is personally or professionally. Mentors have a curiosity; they have an interest in expanding their horizons. They are going to be able to talk openly about issues and take things that are said and apply them to their circumstances."

When a mentor has the characteristic of organizational foresight or vision, the mentor has a greater commitment to the mission, vision and values of the organization. One interviewee spoke of the need for the mentor to be altruistic. In this context, altruism was identified with the mentor's allegiance to the greater good of the organization rather than working only for personal gain. This commitment or allegiance to the organization is enhanced and transmitted through the mentor's ability to communicate his/her global visioning perspective. It is with this characteristic that a mentor can provide insight, perspective and context to all kinds of situations the mentee would normally not have access to. It provides the mentor an opportunity to model his/her dedication to the organizational objectives.

"So mentors have to be altruistic. They have to be here for the good of the organization, here for the good of the citizens, not here for themselves."

The essential characteristics required in good mentors are interdependent on one another. If either the mentor or mentee displays unethical characteristics, the relationship will falter and trust will be lost. Without a relationship built on trust and ethics, communication will be flawed. Without effective communication, the macro organizational vision or big picture perspective cannot be conveyed and there will be no trust. All of these characteristics work together like a combination lock. The wheels on the lock all spin independently of one another. Only when they are working together and in perfect alignment does the lock open.

B. Roles and Responsibilities

While the traits or characteristics commonly found in most good mentors closely parallel the traits found in a strong mentee, the same is not always true of the participant's roles and responsibilities. The functions carried out by the mentor are quite different from those of the mentee. The mentor and mentee each play a different role and have different responsibilities within the mentoring relationship. In order to tackle roles and responsibilities, this section will be

divided into the roles and responsibilities of the mentor followed by those of the

mentee.

Mentor

The Royal Canadian Mounted Police train their employees in the essential

roles and responsibilities of a good mentor. It is with this experience that they

have formulated a current list of important mentor functions. This list includes

teaching, guiding, advising, sponsoring, acting as a role models, validating,

counseling, motivating, and protecting (RCMP, 1999). Although these are all

excellent mentor roles, the data collected from the interviews clearly indicated the

mentor's roles and responsibility could be broken down into three major

functions. As the interviewees saw it, the major role of a mentor is that of an

experienced and trusted advisor. Second is the function of a guide and

confidant. Finally, mentors must take some responsibility for their own learning

as well as that of the protégés.

i.) Trusted Advisor

When serving the role of experienced and trusted advisor, mentors should

provide information relating to career and professional development, organize

skill development, provide feedback, and give suggestions (Treasury Board of

Canada, 1995). The US Army (1995) suggests that the mentor should serve as

a sounding board for career development ideas or career opportunities. They

also state that a mentor must encourage protégés to become more efficient and productive in their careers.

It was clear from the interview participants that one of the primary roles of a mentor was to assist the mentee with career development.

"I do like his methods of mentoring. He has great diplomacy and tact, but most importantly, I like his ability to assist individuals with career development."

"That's the crux of it. Mentoring and career development are really six of one and half dozen of another. To me, there's a lot of cross work there."

"Mentoring is about developing our future, right? It's creating a career path for our people and giving them direction."

"I think you need to take the concepts of what a good mentor should be doing, and write them into the job description of a sergeant. And not make it mentoring, but make it career development."

ii.) Guide or Confidant

The second major role identified in the interviews is that a mentor serves as a guide, advisor or confidant. A mentor is a person who supports, advises encourages, helps find solutions, and suggests areas for development (Treasury

Board of Canada, 1995). The US Army (1995) describes a mentor's role as serving as a confidant, guide or advisor. The mentor's job is to promote intentional learning through instructing, coaching, modeling and advising (Nickolis, 2000). It is clear that that one of the important mentoring functions is to be an advisor.

"My mentors have been people I respect and trust and have always given me good advice throughout my career."

"I think a good mentor must be able to give and take constructive criticism."

"I trust my mentor. I know he is looking out for my best interests, and he is not going to steer me wrong. He is going to give me the advice and direction that's going to protect me. It may not be the right direction that I want, but that's too bad. I don't think he would give me feedback that would hurt me in any way. He would give me feedback that would help. You have to be open to positive and negative."

"I think a mentor has to be willing to step up and say, "Okay, this is an area you need to work on." This worked for me, he would say, "Why don't you try this or you might want to try this approach." It is this type of tough feedback that is important to provide as a mentor."

"Mentoring is about feedback. Sometimes you will have wonderful

conversations and other times you will have to provide difficult feedback

on what is needed for improvement."

iii.) Learning Responsibility

A successful mentor will play a significant role in the protégés and his/her

own learning. The protégé and the mentor equally share the learning role; it is a

joint venture. Fred Nickolis (2000) feels the mentor should be responsible for

promoting the mentees learning and that it is the role of the mentor to create an

environment where learning can occur. Chip Bell (1996) feels that while

protégés must ultimately be responsible for their own learning, mentors must

support, facilitate and learn with them. While the mentor is to give, the mentee is

to receive. This process usually becomes mutually beneficial. When a mentor

and mentee discuss current issues, the problem solving and planning that occurs

often leads to greater skills, growth and deeper understanding for both parties.

The teacher often teaches what he most needs to learn. Two people who are in

a mentoring relationship and who are willing to listen and are concerned about

each other's needs will create a powerful force or synergy. This benefits

everyone involved, including the organization.

"I believe my mentor learns from me. He comes to me for a different

perspective and we are able to talk about it. I'm able to give him that little

tid-bit. Whether or not he changes his opinion or his mind, I don't really

know, but he listens, and that's what is important. I mean it's got to be able to flow back between a mentor and mentee. You need to be able to learn both ways."

"Mentors learn from their mentees. Even though my mentees might be 17 to 18 years junior to me, I've learned a lot from them."

"The mentor must have the desire and willingness to pass on the knowledge and abilities they have already achieved."

"A mentee will challenge a mentor to keep up to speed and provide the opportunity for the mentee to continue to expand and develop."

<u>Mentee</u>

The roles and responsibilities of a mentee are all based upon his/her commitment to the relationship. The research participants personal stories and experiences provided insights about the mentees role. First, it is essential for the protégé to play a proactive role in the mentoring relationship. Second, the mentee must demonstrate an ability to accept feedback. Third, the mentee must be active in his/her own self-improvement and learning.

i.) Proactive

Proactive means anticipating future problems, needs, or changes (Merriam-Webster, 2000). When referred to in the context of a role in a mentoring relationship, being proactive means that the protégé ensures that all the required conditions for the development of a relationship are being met. Gordon Shea (1994) believes that by asking productive questions, developing key listening skills, demonstrating trust-building behaviors, resolving differences, and capturing the essence of your mentors help, the mentee will act in a proactive manner in building a successful mentoring relationship. It appears Shea believes that by becoming a quick and learned understudy, while remaining cognizant of the diverse obligations of the mentor, the mentee will promote growth within the mentoring relationship. Mentees should take the initiative to make the most of their mentors' assistance and take the extra steps to apply their mentors' experience to their own.

"The mentee will recognize the value of the mentor's time and it is his/her responsibility not to use it frivolously."

"I mean, I think about my mentor, I am cognizant of the fact that he's so busy. He's got all kinds of issues and the last thing I want to do is bother him."

"A mentee must be able to talk openly about issues to their mentor and be
able to take things that are said and apply them to their circumstances."

ii.) Accept Feedback

The protégé will not succeed in a mentoring relationship unless he/she
has the ability to accept feedback. If mentees are offended every time an opinion
is offered in contrast to their own, they will begin to mentor "shop". This was a
large concern for one participant who clearly felt it was the role of a protégé to
accept advice even if it was contradictory to his or her own thoughts and feelings.

"If you go to someone for advice and then you don't like what you hear,
you just can't continue to go and see different people until you get the
feedback you are looking for. You have to be able to accept the feedback
given to you by someone you trust."

Feedback is essential for learning. The U.S. Army (1995) recommends
that the mentee carefully consider the advice and guidance from the mentor and
take the necessary action for self-improvement.

"My mentor is going to give me advice or directions that are going to
protect me. It may not be the direction that I want, but that's too bad."

"The mentee must be a good listener and be able to take constructive
criticism."

iii.) Learner Responsibility

The most important role of a protégé identified in the literature review and the participant's interviews was the commitment to learn from the relationship. The US Army (1995) states that the mentees primary role is to learn from the experiences and the professional attributes of the mentor. Mentees must be assertive learners focusing on what they need to know and what they want to accomplish (Shea, 1994). Protégés must accept responsibility for their own development and be committed to showing the ability and desire to learn new skills (Treasury Board of Canada, 1995). The research interviews strengthened the belief that the most important role for the mentee to accept is that of a learner.

"The reason for seeking out a mentor is because they want to develop and are looking for ways to develop themselves to their fullest potential both at work and personally. Mentees want a mentoring relationship because they are looking for ways of improving. They have identified problems or deficiencies within themselves and truly want to improve."

"A mentoring relationship should honestly and earnestly be about bettering yourself. It is a kind of soul searching experience for the mentee."

"Mentoring provides me with the skills and abilities that increase my effectiveness as a police officer. It is a personal growth opportunity. Some of my most valuable learning experiences have come through informal mentoring."

These mentoring virtues are the glue that hold mentoring relationships together. Without a clear understanding of these traits and roles and responsibilities for both the mentor and mentee, the expectations for a mentoring program may never be realized. Great assiduousness should be taken to create an environment that fosters and supports all of these conditions.

3. Mentoring Archetypes

The research data collected was triangulated through a comparison of the literature review, information from the participants' interviews, and the notes from the researchers log book. Two archetypes of mentoring began to emerge the old way and the new way. The origin of mentoring dates back to the period of Greek mythology when Odysseus entrusted his son to Mentor while he was away on a ten-year odyssey (Treasury Board of Canada, 1995). It is a relatively new concept when used in the framework of a public or private business. Most progressive organizations are seduced by the benefits of a mentoring program and study the concept in an attempt to create the perfect model. This section will

examine the old way and the new way of mentoring and correlate them with the culture found within the Edmonton Police Service.

A. The Old Way – The Past

The interview subjects for this project all described accounts of their most memorable mentoring experiences. All of these were informal mentoring experiences except for one interaction that occurred in the formalized recruit-mentoring program. The majority of the experiences represented mentoring from an older or informal style, but clearly indicated mentoring was in fact alive and well within the Edmonton Police Service. The interviewees' experiences all seemed to be positive and enhanced the individuals' personal and career development.

"The abilities I have now are not self-developed. I've learned to do what I do through mentoring."

"Now, in terms of mentorship as such, there's really only one person in this organization who I would classify for me as a mentor, and I first worked for him when I was a constable, a thousand years ago, and I've had the opportunity to touch base with him a few times in various capacities since. However, he always takes the time to have a talk. I get the sense that he cares about me as an individual as much as he cares

about my career and what happens to me as part of this organization. We don't have a formal relationship of any sort."

"Not formally. I've had a lot of informal mentors over the years. People that I respect and trust that have given me good advice throughout my career."

"I'll tell you right off the bat; I've never been given a formal mentor. So probably, like you, there are people that you become associated to, that have become your mentors and they've told you, I will help you along."

The explorative style of questioning used during the interviews allowed participants to reflect and explore particular paths that might otherwise be left untouched. The fact that all of these police officers had been involved in some form of successful mentoring relationship indicated that there was in fact a mentoring process in place within the Edmonton Police Service. Although not recognized, it was a very informal process that often occurred by chance. The Treasury Board of Canada (1995) defines an informal mentoring process as a relationship that is spontaneously or informally created without assistance from the organization. The initiative for such a relationship is often taken by the protégé who approaches the mentor and asks for assistance. Informal mentoring has also been described as an "old paradigm." This kind of mentoring just

happens spontaneously when a protégé is in the right place at the right time and noticed by the right person, who provides the right kind of help (Gray, 2000). The interview participants had all shared at least one mentoring experience that was a result of this old paradigm and recognized that this method left far too much to chance. Two participants described this old traditional informal system:

"The only way to encounter a mentoring process, really, is by chance. You have to be aligned somehow. Maybe he has a locker down from you. Maybe you had the opportunity to work with this individual. Or he has had lunch, and sits down at the same table at the same time, and you get to know him. Other than that, how do we really initiate a mentoring experience unless you know information and go out and seek that person? In the situation we currently have, it is left up to chance."

"I think its time has come, and maybe its, I hate to say this, but it's like the best-kept secret. Maybe there are the beginnings of a mentoring program in place. Maybe it has not been advertised, because I am certainly hearing more about it in the last two years."

Although the interview participants spoke favorably about their informal mentoring experiences they unanimously recommended a different process for future mentoring programs within the Edmonton Police Service. They recognized the need for all employees to have an equal opportunity in sharing the rewards of

a mentoring program. The old informal method of mentoring eliminated many potential leaders. It was not inclusive, and did not take a step-by-step approach to support and mesh with organizational development, strategic planning and the corporate mission. Many of the interview participants spoke of a mentoring process that could overcome many of the weakness associated to the old style of mentoring. They recognized that the old style of informal mentoring was not the vision for the future.

"Mentoring is about developing our future, right? It's creating a career path for our people. It's about identifying both the successful and unsuccessful stories that are out there. People need to become aware of these stories and learn from the advice they offer."

"I have learned tremendously from my mentor-his thoughts, his ideas, or his perception and way of looking at things. I wish everyone in the service could have a mentor that they could go to, and there is just not enough of it around."

Although all the participants in this action research project supported the idea of developing a formal mentoring system within the Edmonton Police Service, this is not a universal belief throughout all organizations. A recent action research project completed with senior officers at the US Naval Institute concluded that mentoring couldn't be ordered forced or taught (Johnson, 1999).

Although this appears to suggest that the research did not support a formal

mentoring process, it can be interpreted as reflecting participants' feelings on a

mandatory mentoring program as compared with one that enlists only those who

volunteer.

B. The New Way – The Future

The current literature reviewed on mentoring recommends a more formal

process for the sharing of mentoring experiences. Many organizations are now

instituting a formal mentoring program as a cost-effective way to upgrade skills

and enhance recruitment and retention (Jossi, 1997). A formal program not only

makes it possible for participants to derive maximum benefits, it also helps gain

recognition of its value and role in developing human resources (Treasury Board

of Canada, 1995). A presentation by Deputy Chief Jerry Shimko of the

Edmonton Police Service, at an Executive Officer Team meeting on January 21,

1999 (internal communications) suggests:

> Human Resource management and development requires immediate
>
> attention in two critical areas of leadership namely front-line supervisors
>
> and managers or superintendents. If the Edmonton Police Service is to
>
> achieve best value and maintain a sustainable and progressive
>
> community-based posture, we must imprint a culture which motivates,
>
> empowers and specifically educates in people or interpersonal skills" (p.
>
> 2).

At this same meeting, Deputy Chief Shimko outlined a plan that included a formal

mentoring or understudy program which would assist in the leadership

development of the organization's largest asset-its human capital. This plan

would see police officers mentored from the probationary constable stage right

through their entire career, but with the main focus being on the officer's

development prior to the supervisory level. Deputy Chief Shimko's mentoring

program falls in line with the research findings that mentoring and career

development are closely related.

New innovations in formal mentoring have led to the development of

mentoring models. The National Mentoring Working Group (1991) has identified

four models of formal mentoring:

1. one on one (one mentor with one mentee);

2. resource-based (pool of mentors available to mentees on an as needed

   basis);

3. training based (mentorship programs linked into formal training);

4. mentoring circles (one mentor with several mentees).

These models provide innovative, futuristic mentoring methods that could work to

support the developmental style of mentoring recommended by Deputy Chief

Shimko. It was recognized by the police officers interviewed that one-on-one

mentoring is a very arduous, time-consuming process and that other options

such as resource-based mentoring or having a pool of mentors available on as-needed basis must be investigated.

> "There is nothing wrong with having three or four mentors. In fact, that may be the best, because then you can glean from each one. Take the best and leave the rest."

Interview participants all recognized the benefits of a mentoring program. They drew the logical conclusion that a voluntary, formal mentoring program could be used to develop the "human capital" within the Edmonton Police Service. It was clear that if a formal mentoring program was to work, it would have to set out clear expectations. Mentoring programs within public organizations have focused on setting objectives and monitoring their outcomes. This allows for consistent examination and evaluation (Treasury Board of Canada, 1995).

> "Whether it's a constable or a sergeant or even a staff sergeant, the mentor's job should be spelled out. This way, they know what's expected of them, and they know if they're not up to the job."

> "I think if you identify mentoring to a formal process, there are more expectations. At least I put more expectations on myself to follow through and make sure I'm living up to my half of the mentorship."

"We have to clearly define what the expectations are, and secondly, what the deliverables are. If I were to have a junior person come to me with the expectation that I would be able to further their career and guarantee them certain positions within the organization, I would have to step in and clear up the situation before they were misled with false expectations."

Any formalized mentoring program initiated within the Edmonton Police Service must identify a clear and concise purpose. The program must have well defined goals and work towards a common vision. Terry Anderson (2000) believes a formalized mentoring program should be built into and around an organization's strategic plan. That way it becomes part of the culture of the organization and ensures that leaders and potential leaders will be mentored. It also works to promote buy-in from senior administrators.

"Most importantly, the mentoring has to have a direction. It has to be given a vision, a goal, or something that it can be measured against. A mentoring program should measure where it is going and if it is achieving its predetermined goals."

"Formal mentoring is headed in the right direction. You need to have vision because your vision is part of the organizational vision. You can't begin to advise them correctly without it."

"So it all depends, I think. Probably the key is whether the organization is able to achieve its goals. If it does achieve its goals, we must ask what part of that is due to leadership, coaching or mentoring. I don't think you can say that mentoring is the most important, but I believe that the more mentoring we do, the more successful we'll be in achieving our goals."

Although a formal mentoring program was unanimously supported, the participants of the interviews recognized one major hurdle that must be overcome in order for the program to achieve success. There was a strong opinion that many people who would take part in a formal mentoring program would not be there because of their altruistic beliefs, but to fulfill their own selfish personal needs. In all the literature reviewed on mentoring, there was nothing documented about the risk of a formal mentoring program being tainted by individuals who are using the program as a tool for promoting themselves for career advancement. In contrast, much of the literature supported an informal mentoring process over a formal one. This literature suggested that, unless strict official guidelines and practices were articulated at the very start, a formal mentoring program would not develop leadership as well as an informal system. This same literature inferred that some individuals might use a formal mentoring system as a method to advance their careers rather than to share learning experiences with others. The culture of the Edmonton Police Service plays a factor in addressing this concern. The profession of policing requires individuals

to be inquisitive and acquire good investigative skills, which lead to thorough

evaluations of people's true motivation.

"I think we are all suspicious because of the profession we are in. We are

all somewhat suspect of people's true character."

The concerns identified by the participants of the interview process may stem

from their involvement in the policing profession and the culture associated to

police work. This might explain why the issue of mentors participating in formal

mentoring programs to fulfill personal agendas was not explicitly referred to in the

literature reviewed for this research project.

"Some people use these mentoring opportunities to fulfill their own

agenda-to get people following in behind them at various ranks to support

their initiative and/or goals. And that's not what it's about."

"As far as a formal process, there's pros and cons to that. You have to

make sure that the mentoring is done for the right purpose, and it's not

done for the purpose of who can I align with, that's going to give me the

best support to get promoted, or get another job in this organization, or

see my way up the ladder. If you're going into a formal process for that

reason, they are all the wrong reasons. But that's the dark side of the

formal mentoring."

"If there is a perceived expectation that people must mentor then I can compare it to education and how we say it is not necessary to enroll in a business program to be promoted, but we all know the chances improve. If it becomes the status quo and there is a perception that people must mentor then most people will do it and if most people do it then we have diluted the whole intent of the program. They're really not interested in being a mentor rather just fulfilling an obligation as seen on a piece of paper."

"Formal mentor processes are compounded by hidden agendas. Some people may want to be a mentor solely for resume material."

In order to overcome this inherent weakness of a formal mentoring system a proactive approach is required that will assure the necessary foundation is created before the program begins to operate. A formal mentoring process should be strictly voluntary and not tied into the promotion system. The expectations of the program must be clearly defined and a process must be developed to select the right people with the right intentions. Many connections have been made between mentoring and leading, but the principal connection between the two is that they are both about personal growth. A formal mentoring system built around these principles will help weed out individuals who aspire to use the process for personal gain.

"It must be strictly voluntary, with no real accountability."

"You must take away the fraudulent people who are there for the wrong reasons. Maybe we could have a selection process where you put your name forward and then select a pool of mentors. Or maybe we could have a selection process whereby the individual chooses his mentor. That eliminates a formal selection process. And we have not hurt anyone's feelings because there could be 300 names on the list and we really don't know how many people are out there seeking mentors. The issue is that we don't want to turn this into a popularity contest, saying, "Well, I have had five requests for mentors this month. How many did you have?""

"I think a formal mentoring process is definitely possible, but I think we have to clearly define what the quality of expectations are, and secondly, what is deliverable."

"In the case of formal mentoring, mentors must be identified through a process, which selects him/her based on their strong competencies and teams them with a mentee who is lacking in this same competency."

In the past, mentoring within most organizations-including the Edmonton Police Service-was very informal and left to chance. The rewards and benefits of

an informal mentoring relationship were realized by relatively few. Today,

mentoring is seen as a cost effective way of developing the human capital within

an organization. But formal mentoring is not without its challenges. It appears

that many of the pitfalls of a formal mentoring program can be avoided by a

methodical, well-prepared and systemic implementation plan.

4. Leadership through Mentoring

A. Developing Leadership Through Mentoring

A large part of developing leadership depends on the ability to promote

the growth of interpersonal skills within all employees, especially those in

leadership roles (Shimko, 1999. Internal communications). It follows that one

can become a strong leader by acquiring excellent interpersonal skills. Kouzes

and Posner (1995) explain:

> "Leadership is certainly not conveyed in a gene and is definitely not a
>
> secret code that can not be understood by ordinary people. Contrary to
>
> the myth that only a lucky few can ever decipher the mystery of leadership
>
> our research has shown us that leadership is an observable, learnable set
>
> of practices" (p. 16).

Research into emotional intelligence supports the belief that leadership can be

taught through mentoring. A mentor serves as a valuable role model and a

source of support for his protégé. In doing this, a mentor is helping a protégé develop the social and emotional competencies critical for success. Emotional intelligence is best learned through an individualized approach typically demonstrated in a mentoring relationship. It is the nature of the mentoring relationship that allows the enhancement of emotional intelligence, and it is emotionally intelligence that is responsible for up to 27% of our leadership capabilities (Goleman, 1995).

Leadership can be learned and one of the principal ways to learn the practices of leadership-including the required interpersonal skills- is through mentoring. Experts agree that the skill set required of a competent leader can only be obtained with structured training coupled with a formal mentoring program. It is the formal mentoring process that develops and enhances leadership skills. Mentoring provides a synergistic effect to leadership. Synergy is when the sum of the parts is greater than the whole. The cumulative effective of a formalized mentoring program designed to produce leadership capabilities will be far greater than any independent leadership program. It can be likened to a favorite treat eaten by children-celery and cheese whiz. Although both are okay when eaten independently, when combined, they are great. Leadership training without a formal mentoring process will not have the same affect as a mentoring process working to develop leadership: the two are meant to work together.

Chip Bell (1996) has written that all effective managers and supervisors should be mentors. There is a clear link between mentoring and the unleashing

of leadership power (Sinetar, 1998). The interview participants all shared the belief that great leaders are often great mentors.

"That's why I think good mentoring is good leadership. But I think we have an obligation to talk to people and let them know that mentoring is part of leadership skills."

"Mentoring is one of the characteristics I would look at in all good leaders."

"If you are a leader today in this organization, you have to be mentoring. If you are not mentoring, then you are not leading."

"Mentoring and leadership blend together. It's part of the continual process of mentoring and leadership. They are kind of synonymous."

"I will say, though, good mentoring is good leadership. It really is."

B. The Leadership Required for the Future

The importance of strong leadership throughout the Edmonton Police Service cannot be overstated. Deputy Chief Shimko (1999. Internal communications) has documented that "the major challenge facing the Edmonton Police Service over the next three to five years will be leadership. If the

Edmonton Police Service is to achieve best value and maintain a sustainable and progressive community-based policing posture, we must imprint culture which motivates, empowers and specifically educates interpersonal and communication skills" (p. 1). The changes of the future will confront the Edmonton Police Service on many diverse fronts. With limited operating budgets and changing demographics, which include the retirement of 50 % of the sworn police officers in the next seven years, there is a mounting need to maximize the potential of all assets (Shimko, 1999. Internal communications). In 1999, the largest expense for the Edmonton Police Service was the cost of personnel, which consumed 82% or $99,700,000.00 of the budget (Shimko, 1999. Internal communications). It is apparent from these figures that human capital accounts for a considerable portion of the Edmonton Police Service budget. A shortage of the skills commonly associated with leadership reduces the effectiveness of employees and costs the organization both directly and indirectly.

To meet the challenges of the future and achieve best value, the leadership skills of everyone within the Edmonton Police Service must be improved. A formal mentoring program will enhance the opportunity for leadership development but it is critical that it be supported by the organization's administration. If senior executives have no "will" to implement a mentoring program, it is result in lost opportunity.

"I think the managerial level has to be involved in order to determine what the organizational goals and means are."

Deputy Chief Shimko commonly writes leader$hip with a dollar sign instead of an "s". This symbolizes his conviction that leadership development will make the organization more successful, efficient, and ultimately, more cost effective. There is a substantial saving associated with developing leadership through a formal mentoring program rather than through expensive leadership courses, conventions, conferences or formal schooling. The fact that a formal mentoring program encourages the mentor to work with an individual who might someday take over his job assists the organization in succession planning. It prepares employees to assume new responsibilities related to demographic changes that will be experienced in the upcoming years.

"Now, for the mentor, he will be there in order to replace himself because he cares about the future and direction of the organization."

"Properly done leadership development through mentoring should increase morale immensely. It gives legitimacy and respect and value to the whole rank structure and promotional process."

"I'm learning how to be a leader by being mentored by a really great leader. To me, mentors should all be strong leaders and want to pass along this gift to others."

It is evident that a formal mentoring program promotes leadership development. Not unlike the way a master carpenter passes along his trade to his apprentice, leadership is a learned trait that can be shared through mentoring. Considering the current demographic and budgetary climate of the Edmonton Police Service, a formal mentoring process would assist in promoting leadership among its human capital and toil to put the dollar sign into "leader$hip."

Recommendations

As with any organizational change, it is important to begin by identifying where the organization is going before planning how to get there. Leadership development was identified as a priority for the future success of the Edmonton Police Service. Deputy Chief Shimko (1999. Internal communications) has been quoted as saying, "The major challenge facing the Edmonton Police Service over the next three to five years will be leadership" (p. 1). It follows, that if leadership development is required to manage the conundrums of the future, any program that assists in meeting this need must be considered. Leadership will play an important role in the development of human capital, which accounts for 82% of the Edmonton Police Service budget (Shimko, 1999. Internal communications).

Leadership development can be accomplished through many different methods of learning. Conferences, conventions, forums, life experience, formal education and mentoring programs are all valid methods of increasing leadership ability. No single solution will solve all the organization's needs in the area of leadership development. Successful organizations will develop their leaders using combinations of all of these solutions.

This research project has established that leadership can be developed through mentorship. The degree, to which a mentoring program can accomplish leadership greatly depends on how well an organization can deal with many of the issues identified in this research paper. A meticulous comprehension of mentoring paradigms combined with a working knowledge of mentoring virtues

and common mentoring archetypes, provide the underpinnings to a solid mentoring program. A successful mentoring program must be custom built on this foundation to meet the specific requirements of the organization.

The evidence presented in this study supports the recommendation that the Edmonton Police Service-or any other organization searching for leadership enhancement-should investigate and develop a formal mentoring program that can be integrated into the organization's operation. The minimal cost of introducing such a program is only surpassed by the potential reward. Accordingly, the Edmonton Police Service should immediately begin preparations to carry out the three-phase implementation plan outlined in Chapter V of this research report. By following these precise steps, the necessary precautions will be taken in the development and implementation of a formal mentoring program within the Edmonton Police Service.

CHAPTER V: - RESEARCH IMPLICATIONS

Organizational Implementation

The successful implementation of any program in an organization, begins with an understanding of how change occurs. Brager and Holloway (1978) view the change process as "a linear one involving four steps or action phases: preinitiation, initiation, implementation and institutionalization" (p. 54). Completing the functions or tasks involved in each phase move you one step closer to the overall goal.

This chapter describes an implementation plan for a formal mentoring program. It breaks down this enormous task into small, attainable portions. These small portions are sorted into the four action phases suggested by Brager and Holloway. This process allows for a systemic look at how implementing a mentoring program-a major organizational change-will affect all segments of the Edmonton Police Service.

Phase: Preinitiation

Arguably the most important step, this stage establishes the context for the organizational change. Change occurs as a result of the identification of a need or a problem. Once the need or problem has been identified, the climate can be set to prepare the organization for change. The first step in this process involves identifying a champion. The second step requires the selection of a formal mentoring team. Details about each step follow.

1. **Obtain a champion from the highest level.** In order to create the organizational environment necessary to implement a formal mentoring process within the Edmonton Police Service, there must be overwhelming support for the initiative by the senior management team. This will involve a high-level manager taking ownership of the program and having a stake in the outcome. This manager must be a champion for the cause and have the "ear" of other managers within the organization.

2. **Select a formal mentoring consultation team.** This team should include equal representation from all areas within the organization where a formal mentoring program may affect employees' work. Individuals who take ownership of a program and view themselves as having an investment in the outcome greatly enhance the programs chance of success. When was the last time you saw someone wash a rented car? People don't take care of things they don't own. But when an individual "owns" that same car, there is a vested interest and time and money are spent to care for it and maintain its value. Forming a committee or team builds a partnership that allows all areas within the organization to have a voice in the development and implementation of the mentoring program. The team wants it to succeed because it is *their* program.

Phase II Initiation Phase

This phase marks the introduction of the idea into the organization. It depicts the need for the change and the goal it hopes to accomplish.

1. **Define mentoring.** A shared paradigm or definition of mentoring must be fashioned in order that it can be used consistently throughout the organization. This definition must be clear, concise, and understandable.

2. **Determine the purpose of a mentoring program.** Ensure that the program aligns itself with the mission, vision and values of the organization and of its participants. Develop statement of purpose to ensure that all employees understand that the mentoring program is based on voluntary participation. It is not compulsory for anyone to be involved in the program. The program will only serve to aid in participants' self-development, not to elevate their status or rank. The formal mentoring consultant team should develop a purpose statement that provides direction.

3. **Create learning objectives.** A common thread must be woven between the learning objectives and the purpose of the program. The learning objectives provide benchmarks against which the program can be evaluated. By achieving the learning objectives the goals for the program are met.

4. **Ensure organizational core competencies are represented in the formal mentoring program.** Core competencies identify skills and

behaviors desired in employees. A mentoring program must be developed to support the development of these essential competencies in the participants of the program.

5. **Research and experiment with mentoring models.** Four of the common, formal mentoring models have been identified in this research paper. The Edmonton Police Service must remain flexible in its incessant search for new and improved methods of mentoring. This is not a static process; rather, it is dynamic and constantly changing.

6. **Create a process for the selection and matching of mentors and mentees.** An equitable, responsible and consistent practice must be developed to select individuals who will become mentors. Successful mentors will possess the core competencies the organization has identified as being valuable. An open, voluntary process must be instituted to identify potential mentors who possess these core competencies and who are willing to share their knowledge. Mentors should understand that they will expand their own personal development by participating in a mentoring relationship.

7. **Identify a coordinator for the formal mentoring program.** The program facilitator will be responsible for training, selection, research and development, assessment, and evaluation of the formal mentoring program.

8. **Develop a small pilot project.** Create a small, easily manageable pilot project that can build on its success. The pilot program must provide the opportunity to identify the strengths and weaknesses of a formal mentoring program before such a program is offered to the entire organization. A six-month pilot project with six to eight mentoring pairs would permit the strict control and monitoring conditions necessary for a thorough examination. Once assessed, the necessary changes can be identified and implemented.

Implementation

This stage marks the introduction of the actions to achieve the goal. The success of a large, full-scale mentoring program will depend heavily on the implementation phase.

1. **Complete required training.** Both the mentors and mentees in the pilot project must be trained and understand:

   a. the purpose and vision of the program.

   b. the goals and objectives of the program.

   c. their roles, responsibilities and functions.

   d. how the formal mentoring "process" should operate.

   e. the theories of emotional intelligence and how it can be enhanced.

   f. how they will evaluate and assess the program.

   g. how to complete the required documentation.

h. how to allow their creativity to burgeon within the process in order to encourage the continued development and enhancement of the program.

2. **Begin a six-month pilot project.** Once the pilot project has begun, the coordinator must facilitate a supportive, Socratic environment. The participants must be allowed to think, reason and draw their own conclusions based on the program and its benefits. This reflective, stimulating setting will detect the weakness and the strengths of the mentoring process developed.

3. **Adapt and overcome.** During the operation of the pilot project, the mentoring program will constantly monitored and evaluated. Upon completion an in-depth, honest and candid evaluation must be conducted to assess if the program has:

   - fulfilled its purpose.

   - met both the individual and organizational objectives.

   - been cost effective, both monetarily and regarding the allocation and commitment of manpower.

   - potential for permanent implementation.

   - identified what can be done to improve and enrich the program.

4. **Rework and implement the improved mentoring program organization wide.** Once the results of the pilot program have been

assessed and the necessary changes made, the program is ready for implementation throughout the organization.

Institutional Phase

This phase occurs when the changes become a permanent part of the organizational system. The completion of this phase indicates the successful achievement of the change process.

1. **Build awareness.** The coordinator and participants in the project now become the promoters of the program. It is their experiences that will encourage others to become involved. Efforts must be made to promote the formal mentoring program by working with the staff in public affairs and spreading the word through internal communication mechanisms such as fast facts, the human resources web page, *Insight Magazine*, and the in-house training schedule.

2. **Relentless evaluation and modification.** Continuous evaluation will be used to modify the formal mentoring program on an ongoing basis. The success achieved by using this approach will eventually lead to further expansion and growth of the program.

3. **Celebrate success.** The rewards achieved from this program must be recognized and successes must be celebrated.

Future Research

Although a substantial amount of ground was covered during this research project, there is much more to be learned. Research can be viewed as a journey of discovery. The process of uncovering information presents the researcher with new opportunities and further questions to be answered. With this philosophy a researcher learns to relish in the journey rather than the destination.

The current study uncovered a great deal of information on how a formal mentoring program could help to develop leadership skills within the Edmonton Police Service. However, the swipe of the study was fairly limited. Only eight participants were chosen for the investigative and their opinions may not represent the ideas and feelings of the majority of police officers in the organization. In addition, constables represent 75% of the work force, yet their input into the research process was equal to that of the senior managers, who represent only 1.5% of the total employees. Further research is required to establish whether the constables would support a mentoring program and how such a program could operate. One possible remedy would be to create a survey, which could be circulated to a wider audience and collect information from a larger pool of participants.

During the interview process, two participants spoke of how gender and race issues relate to mentoring and the development of leadership within the Edmonton Police Service. How gender and race issues can be successfully

addressed within a mentoring relationship is worthy of further investigation and a requirement for any sustained formal mentoring program.

The third matter requiring further attention is how the prevailing paramilitary style of leadership would affect the process of mentoring. Most police organizations, including the EPS, are characterized by a hierarchal leadership style similar to the command and control environment found in the army. A large part of the literature reviewed was from organizations with non-paramilitary leadership models. Further information is necessary to evaluate the differences and possible affect this might have on a mentoring program.

CHAPTER VI: LESSONS LEARNED

Personal Learning

The mentoring data gathered and analyzed during this research project has been well documented in this paper. But the real lessons learned have not transpired as a result of the mentoring data, but rather, from the researchers reflections on the process of appreciative inquiry.

Appreciative inquiry leads to a cognitive transfer between the researcher and the participants. By telling a story or portraying an experience a rich exchange of ideas occurs. We all learn through stories. The open-ended questions commonly used in a developmental style of interview provide an opportunity to discover information otherwise unavailable. The researcher must take a flexible approach and explore the trails revealed by the participant. While this often generates the best information, there is the potential for disaster. The researcher must be skilled in facilitating an interview that has taken a wrong turn back onto the correct path. Failure to do this results in off topic material that only serves to cloud the research. To overcome this prospective dilemma, researchers must be appropriately prepared and have a strong, broad foundation of knowledge of their topic

During the research process, several practice interviews were conducted prior to the first real interview. This was not sufficient. When the first interviews were compared with the final interviews, they were found to have missed the

mark, and the data collected were shallow. This is one of the many lessons learned through the appreciative inquiry process. The process encourages experiential learning, and grants a powerful opportunity for self-discovery.

The amount of information and data collected during this research project was completely unexpected. Mounds of notes, over nine hours of audiotape, and numerous books all carried important wisdom that had to be studied, understood, sorted and archived. This arduous task was nevertheless a significant learning experience and provided the necessary structure for a greater comprehension of mentoring.

The transcription of the interview audiotapes was vital in the process of the researcher "becoming one with his data." It provided a hard copy of the interview to be read and reread, plus an electronic copy that could be sorted by a computer program. The electronic transcribed conversations of those interviewed were run through a computer program that identified re-occurring phrases and quotations. These phrases were located within the hard copy of transcribed notes and individually cut out. Further examination revealed that these individual pieces of paper could be sorted according to common themes. It was this building block process that allowed the researcher to analyze the data and produce the conclusions.

The largest and most precious lesson learned by the researcher was the conscious awakening of the value of reflective study and critical thinking. During the entire project, the researcher maintained a logbook that recorded his

thoughts, opinions, and feelings. This log became the resource manual for the entire paper and often provided insights that resulted in monumental advancements in the research. The structural integrity of the project was validated through a chronological record that documented the reasons and thought processes for all the conclusions drawn from the data. The methodical use of the research log prevented data from being misinterpreted and allowed the researcher to follow the trail of information to a logical conclusion.

Achievement of MALT Competencies

Ten MALT competencies were identified at the start of this project that could be monitored and evaluated during the preparation of the major project. By maintaining a research journal the learning progress could be charted in relation to these competencies. Examining the journal and reflecting on the process provided tremendous insight into the learning journey.

1b Demonstrate Leadership Characteristics

This competency has been demonstrated by:

- Clearly articulating the vision and focus for this project.
- Taking constructive criticism with grace and applying the knowledge learned.
- Demonstrating honesty, integrity and ethics in the research a preparation of the paper.

- Building on individual strengths and identifying weaknesses as an opportunity for growth.

- Celebrating the victories and preserving in difficult times.

- Continued growth in developing a personal leadership vision and philosophy.

1c Provide Leadership

This competency was demonstrated throughout the major project by:

- Conducting professional, courteous, ethical and authentic interviews.

- Answering all the concerns and needs of the participants.

- Generating a paper that is both resourceful and insightful.

- Identifying areas of development and challenging these issues to improve.

- Using the document to represent my learning in an honest and truthful way.

2b Apply systems thinking to the solution of leadership and learning problems

Evidence for this competency was shown in the major research project by:

- Using a broad range of systems theories related to complex interconnections and inter-relationships that existed in the organization studied.

- Accurately describing and depicting all theories.

- Applying systems thinking where relevant and suitable according to the problem.

- Identifying and assessing the systemic patterns.

3b. Provide consulting services to help organizations succeed

This competency was demonstrated in the major project by:

- Providing the completed major project report to the Edmonton Police Service.

- Successfully examining and identifying the problem/opportunity with the organization.

- Conducting research to locate possible solutions to these problems and supporting the solutions with data.

- Recommending other areas of research that might be conducted to enhance the organization.

- Weaving this research project into the EPS organizational plan and mission.

- Reflecting the recommendations and ensuring their validity and purpose.

3d. Evaluate and plan one's own role and future in the organization

This important competency was demonstrated in the major project by:

- Identifying big picture issues and concepts within the organization and relating that information to the individual level.

- Using the past experience of the organization to predict future trends and relating this experience to individual needs and desires.

- Working collaboratively with the major project sponsor to learn and study the organization.

- Recognizing and identifying one's own personal attributes, weaknesses, and strengths. Employ strategies to optimize opportunities for personal growth and learning.

- Obtaining a clearer picture of how one fits into the organization and the role they play.

4c. Create self-directed learning opportunities in the RRU program and the workplace

In completing the major project this competency was achieved by:

- Applying the knowledge, skill and attitude obtained from the learning at Royal Roads practically within the Edmonton Police Service.

- Completing a learning journal to document feelings and reflect
  on my personal growth.

- Acknowledging the role life long learning plays and making
  plans for continuous development.

4f Manage own learning to achieve maximum added value

This competency was demonstrated in the research project by:

- Successfully completing the major project.

- Accurately reflecting and articulating the learning's gathered
  from the major project.

- Maintaining flexibility within learning plans to allow the research
  to take you where it will.

- Accepting that action research is about the learning for both the
  researcher and the participants.

- Gathering the research data and taking the required time to
  draw conclusions by thinking, reasoning and concluding.

5a Identify, locate and evaluate research findings

This competency was demonstrated in the major research project by:

- Analyzing and interpreting relevant information appropriate to the research question and documenting it within the major research paper.

- Analyzing the research study in order to determine the ethical integrity, relevance and implications on the project, the organization and the individual.

- Gathering information to supports the hypothesis and is clearly and logically presented in the research paper.

- Incorporating viewpoints that the researcher did not necessarily support or agree but were required to remain objective.

- Appling the research ethical guidelines, wisely and morally.

- Validating the relevance of the literature review through critical analysis of the research.

5b Use research methods to solve problems

This competency was demonstrated in the research project by:

- Appling research competencies to a wide range of problems and opportunities.

- Incorporating a viewpoint that might not be supported in the researchers own personal biases.

- Making recommendations in the final report that are consistent with the research conducted and valued by the organization.

7b Communicate with others through writing

This competency will be demonstrated in the major research project by:

- Clear, accurate, coherent Information written in a way to communicate he purpose of the research paper to the readers.

- Writing the paper in the correct format, with consistent use of correct spelling, sentence structure and grammar.

- Fully developing and supporting the main idea without clouding or confusing the primary message.

- Conducting all interviews in a manner to optimize oral communication and gather the most relevant data.

- Using interview techniques to obtain the richest data based on personal insight and experience.

- Using literature references and other experiences effectively to assist in sustaining well-conceived arguments.

- Using a journal to document the learning experiences and a schedule to keep learning on track.

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APPENDICES

A: Introductory Letter

B: Interview request to participate / Informed consent

C: Interview Schedule

Appendix A

This letter is being written to ask for your assistance in a research project I am currently working as a requirement for my Masters Degree. I am enquiring if you would be interested in participating in one sixty-minute (max) interview dealing with the topic of mentorship. I have attached a consent form to this letter, which details the five questions asked during the interview.

Your participation would not only be greatly appreciated but is valuable in determining how leadership can be developed in our frontline supervisors. I will guarantee complete confidence and anonymity. The only requirements will be the single 60-minute interview, which will be audio recorded and then transcribed. You will then have the opportunity to review the transcripts to assure their accuracy and change anything necessary before the information can be used. This will be the extent of your involvement.

The time line to complete these interviews is before the 23 of September. I will adjust my schedule to assure it is convenient for whatever time is best for you. Please contact me at 2602 or e-mail neil.dubord@police.edmonton.ab.ca if this will fit in with your schedule.

Thanks in advance

Neil Dubord

Appendix B

Consent Form
FOR PARTICIPATION IN THE STUDY ENTITLED:
MENTORING 101
Developing The Next Generation Of Police Leaders For The Future

This consent form is part of the process of informed consent. Its purpose is to provide a basic idea of what the research is about and what your participation will entail. If you would like more information or detail on anything mentioned here, or not included please feel free to ask.

Section 1 Background

Introduction:
This interview is part of Post-Graduate Applied Research project undertaken by Neil Dubord, a frontline supervisor with the Edmonton Police Service, who is attending Royal Roads University in the Master of Leadership and Training program.

Contact # : Neil Dubord (780) 421-2602 or
e-mail:Neil.Dubord@royalroads.ca

The Research Context:
The research project is being examined based on the fundamental question:

What will be required in a mentorship program, to champion leadership development in frontline police supervisors?

This project will be examining what a mentorship program would look like, what traits are required in a good mentor, and what would be necessary for a successful implementation of such a program.

This interview is expected to last one hour.

Section 2 Ethical Considerations:
This section will deal with the ethical considerations of the interviews such as the confidentiality clauses, voluntary consent and results.

Confidentiality / Anonymity:
All participation will be strictly confidential. Interviewees' names will not appear on any documentation. Confidentiality and anonymity will be respected.

All participation in this interview process is completely voluntary, and anyone is free to withdraw or opt-out of this process at any time before, during or after it has begun.

The information collected will be kept confidential and the results of the research will be coded in a way that all identities will remain anonymous.

Consent:
The principle of free and informed consent is paramount for the ethical considerations of this research project. This study will not involve risk or harm any greater than those ordinarily encountered in daily life. All reasonable safe guards have been taken to minimize any potential risk.

Results:
Once the interview is complete you will have the opportunity to review your transcripts and make any amendments you feel necessary. The data collected will then be analyzed, and an executive summary will be provided to all participants.

Appendix C

Interview Schedule

All interviews are to be conducted in the month of September on Tuesdays and Thursdays at 10:00 A.M.

The Schedule for the eight interviews will be as follows:
1. September 5
2. September 7
3. September 12
4. September 14
5. September 19
6. September 21
7. September 26
8. September 28

I,_____, do hereby agree to participate in an interview with researcher, Neil Dubord, to discuss my views on what would be required in a mentorship program to champion leadership development in frontline police supervisors. By signing this consent form, I agree that the results of this research may be reported or published but that my name will not be associated in any way or on any written report, publication, presentation, or summary of this project.

Signature of participant: _____   Date: _____

Thank you for your participation. Your opinion is valued.

If you wish to know the mind of a man, listen to his words.
~ Chinese Proverb ~