MENTORING IN THE POLICE ENVIRONMENT

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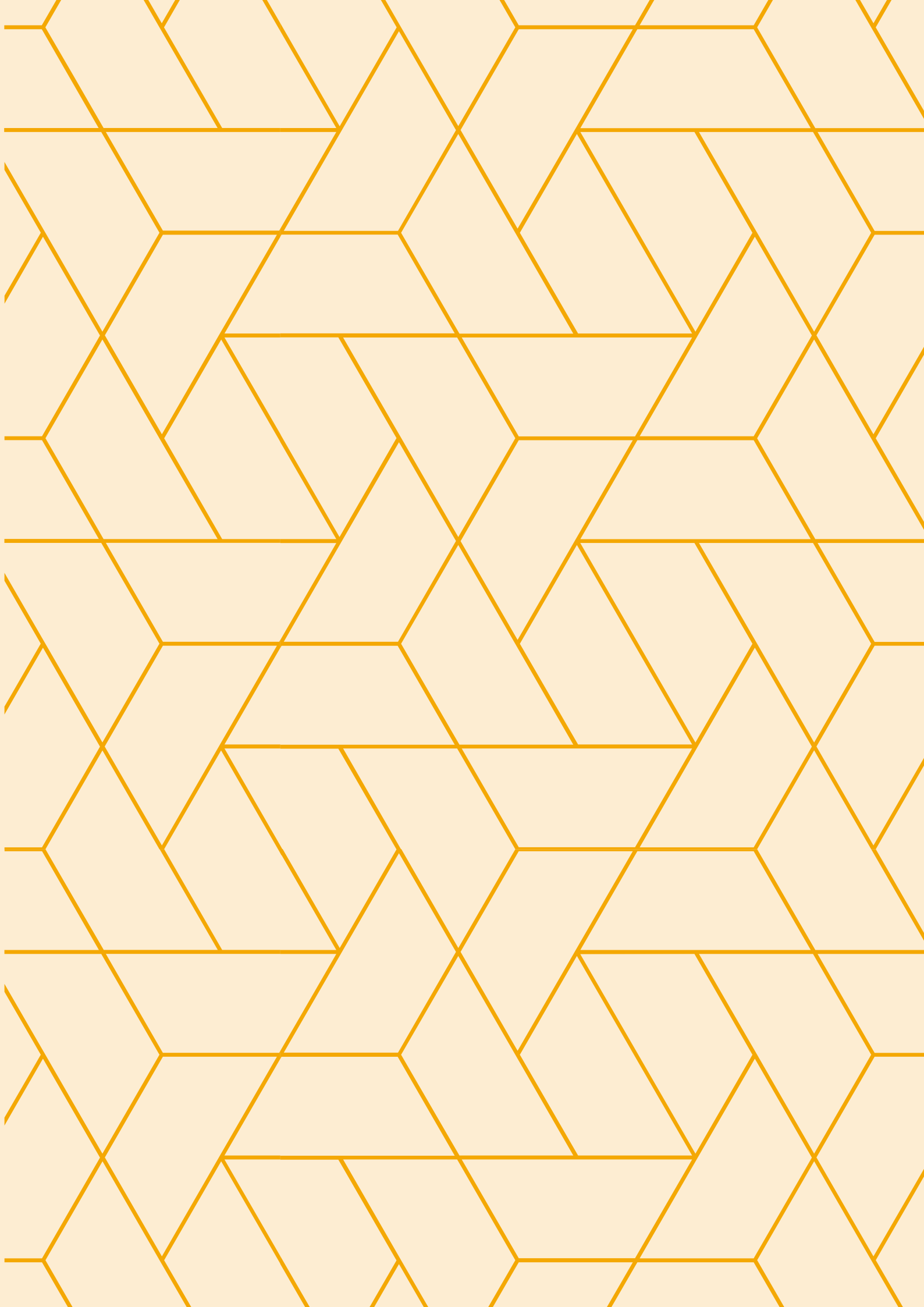

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DCAF – Geneva Centre for Security Sector Governance is dedicated to improving the security of states and individuals within the framework of democratic governance, the rule of law, respect for human rights, and gender equality. Since its founding in 2000, DCAF has contributed to making peace and development more sustainable by assisting member states, as well as international actors supporting these states, to improve security sector governance through inclusive and participatory reforms. DCAF creates innovative knowledge products, promotes standards and best practices, provides legal and policy advice, and supports capacity building of both state and non-state security sector actors.

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About this publication
This study examines the mentoring experiences of twelve police institutions around the world, in support of the development of a framework to support the design and implementation of mentoring in police settings. It also identifies knowledge gaps and offers an analysis of both critical factors in police mentoring and their implications for the design of mentoring strategies. This report was produced by DCAF's Latin America and the Caribbean Unit and funded by the Swiss Agency for Development and Cooperation (SDC). The opinions expressed herein are solely those of the author and do not necessarily reflect the official views of the SDC.

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ABBREVIATIONS

IDB
Inter-American Development Bank

SDC
Swiss Agency for Development and Cooperation

DCAF
Geneva Centre for Security Sector Governance

EmPoderaT
Program for Transformative Empowerment with a Psychosocial Approach

OSCE
Organization for Security and Co-operation in Europe

PNP
Peruvian National Police

Photo: Natalia Escobar

EXECUTIVE OVERVIEW

The purpose of this study is to contribute to the construction of a framework to support the design and implementation of mentoring in the police environment. Based on a literature review and an analysis of twelve mentoring experiences in police institutions around the world, this report identifies good practices and critical factors, as well as information gaps and areas for future research.

Mentoring has been used for decades across a variety of sectors, from education to aerospace to healthcare, with the goal of strengthening professional performance and commitment. In many organizations, mentoring is also incorporated into strategies aimed at knowledge management, leadership development, and the goal of closing gender gaps. Although the nature of police institutions may differ significantly from that of other organizations, tools that have been useful in other sectors, such as mentoring, can still be useful to police. In fact, these tools can be very valuable, so long as the particularities of the police environment are taken into account. We know this because police institutions have already used mentoring to meet objectives such as greater personnel retention, increased gender equity, and improved police performance and integrity, among others.

This report is the result of a qualitative research process consisting of primary and secondary data collection and analysis. The research process included semi-structured interviews with both police personnel and researchers who have explored the topic of mentoring in the police environment. The study does not attempt to present an exhaustive review of all the literature that exists on this topic, rather it seeks to describe twelve relevant experiences classified into four categories that contribute to the conceptual debate around mentoring in the police environment, allowing for the extraction of good practices and lessons learned. These categories do not limit the grouping of these experiences into merely formal and informal, but also consider factors such as the specific profile of mentors and mentees and whether mentoring modalities involve external actors.

Mentoring programmes in the police environment should and do vary according to the needs, characteristics, and interests of each institution. Hence, they are implemented using different approaches. However, in each case, mentoring represents a process designed to strengthen the capacities of officers and the institution, and more broadly, the provision of police services.

There are several ways to categorize mentoring programmes. Often, the variables considered include the degree of formality, the duration of a programme, its objectives, and the nature of mentor-mentee encounters (group, one-on-one, etc.). In this study, two factors were

found to play an especially strong role in defining the way mentoring programmes developed in the police environments under analysis: 1) the profile of the mentees, and 2) whether or not mentors belonged to the police institution of the mentee. The classification method used in this study thus describes four modalities defined as a function of these two factors:

Modality A
Programmes in which recently graduated police officers receive mentoring from internal mentors (i.e. from the same institution). This includes police mentoring programmes in Serbia, Southeast Queensland (Australia), Lansing (Michigan, United States), and Honduras.

Modality B
Programmes in which recently graduated officers are paired with external mentors (i.e. who do not belong to the police institution). This includes the mentoring programme of the Mexico City Police, which harnesses the participation of businesspeople, various specialists, professionals, and other citizens.

Modality C
Programmes aimed at experienced police officers, who are paired with internal mentors. This includes three cases from the United Kingdom, in Northern Ireland, Scotland, and the West Midlands (England), as well as the mentoring programme of the Police of North Macedonia, which is supported by the Organization for Security and Co-operation in Europe (OSCE). These experiences show a high level of attention to the mentor-mentee matching process, and interesting results in terms of the professional development of the mentees.

Modality D
Programmes aimed at experienced officers, with external mentors. This includes the cases of the United Nations Police, executive leadership training in the United Kingdom, and the mentoring programme of the Peruvian Police (which is aimed at other government officials).

The case studies analysed for this research demonstrate that mentoring programmes in the police environment can effectively capitalize on experience and knowledge gaps between mentors and mentees to yield benefits at the individual and institutional levels. Mentoring represents a unique opportunity for police officers to discuss and express their concerns, ambitions, and professional dilemmas in a safe space, ideally characterized by the trust developed between mentor and mentee. Still, the realization of these benefits depends largely on the quality of a programme's design and on the methods by which it is implemented.

Critical factors for the success of mentoring programmes, as determined by this research, include:

- A structured framework that still maintains some flexibility.
- The careful selection of mentors to ensure they are prepared for the role.
- The alignment of the mentor-mentee pairing mechanism with programmatic objectives.
- The establishment of specific goals for the mentor-mentee relationship.
- Efficient measurement, monitoring, and evaluation mechanisms.

The consideration of these factors is key to developing successful mentoring programmes. In addition, police institutions may want to incorporate some of the good practices identified through this research. These include:

- The explicit inclusion of a psychosocial component in mentoring, meant to explore the individual and social dimensions of policing to address the high levels of occupational stress to which police officers are exposed.
- The creation of manuals on the basic elements of mentoring.
- The implementation of permanent training programmes to prepare mentors.
- Efforts to establish conditions that foster trust building.
- The use of measurement and monitoring mechanisms to increase objectivity and guide improvements to programming that help strengthen the mentor-mentee relationship.

On top of this, there are some aspects of mentoring that may benefit from further development or research to more positively shape their use in police environments. For example, there is still the need for a commonly accepted conceptual framework that can be applied to the design of all police mentoring. Documenting more mentoring programmes in police environments would offer findings to support or reorient the design and implementation of this type of programming. The research underlying this study determined that some relevant mentoring experiences have not yet been documented, and some existing documentation is not yet public. Moreover, the cases that were analysed here indicated a need to improve the monitoring and evaluation of police mentoring programmes overall. More robust sampling would also allow for greater comparability across contexts and would increase the representativeness of regions such as Africa, Asia, and Latin America, which tend to be less studied.

Ultimately, mentoring takes a modern approach to management and human capital development in police institutions and is also a means of signalling the commitment of an institution to its personnel. The variety of objectives that can be achieved through mentoring programmes – from reducing the attrition rate of personnel to strengthening police integrity, and from increasing job satisfaction and professional development to strengthening female leadership –

means police institutions can prioritize their unique needs and take an approach to mentoring that aligns with the specific characteristics of their institution. In other words, mentoring is not a one-size-fits-all prescription, and whether it is the best strategy for achieving certain objectives can only be determined by gathering sufficient and appropriate information.

One important potential of mentoring is that it may help police institutions close gender gaps. Although more research is needed on this topic, programmes such as those of the OSCE in Eastern Europe or of the West Midlands Police in the United Kingdom show some of the benefits that mentoring can offer policewomen. In these cases, this has been true in terms of career development within institutions, by strengthening the ability of women to overcome gender-related obstacles and identify opportunities to reach leadership positions as well as by increasing the organization's sensitivity to gender equality.

Generally speaking, the objectives pursued by mentoring programmes in police environments tend to strengthen both the effectiveness and governance of police institutions. It is recommended that the development of police mentoring programmes is met by sufficient allocations of the necessary resources, to guarantee attention to the critical factors described in this document. And, to the extent possible, it is recommended that the good practices described herein are also taken into consideration.

Photo: Natalia Escobar

INTRODUCTION

People must be at the centre of any effort to strengthen security sector governance (DCAF, 2015). This includes members of public security institutions and, therefore, police personnel. Indeed, it is impossible to engage in a people-centred approach to governance and security without bringing a focus to the individuals who make up the security forces.

Mentoring is among the strategies that have gained attention in efforts to address the challenges posed by the development of human capital, in a number of sectors (DuBois et al., 2011).[1] In the field of policing, mentoring has been used as an ancillary tool in the professional and psychosocial development of police officers, and to improve community policing.[2] In fact, mentoring has been used in a variety of ways to support community policing, including by building and strengthening relationships with certain segments of society, particularly youth. When this is the goal of mentoring programmes, the target group is generally the youth in a community and it is police officers who act as their mentors (Arter 2006).[3] This mentoring modality is not analysed in this report, as the focus of this study is on mentoring which targets police personnel.

Despite the growth of mentoring programmes and rising academic interest in the practice, questions remain about the scope and benefits of these programmes and about the factors that determine their effectiveness, particularly in the police environment. This is due in part to an ambiguity that extends from "the diversity of relationships classified as mentoring, which has prevented converging on a unifying definition of this concept" (Dawson, 2014). Likewise, many mentoring experiences have not been documented and the available literature – particularly regarding police mentoring – provides limited evidence about crucial issues such as measurement and monitoring.

In addition, experimental studies have often been small-scale and therefore are not generalizable, evaluations with long-term follow-up studies are rare, and indicators and outcome measures from different programmes are not comparable (Jara Maleš et al., 2017). To some extent, these limitations are explained by the diversity of mentoring programmes and the objectives they pursue. Variables such as early career attrition rates are also more inclined to evaluation than others, like individual decision-making capacity or changes in organizational culture.

1. Also see: Carter and Francis, 2001 (mentoring in training); Byrne and Keefe, 2004; Mobley, Gray, and Estep, 2003; Grossman 2007 (mentoring for health professionals); and Sedlacek et al., 2008 (mentoring in academia).
2. Mentoring strategies aimed at recently graduated officers have been documented by Tyler (2011) and by Williams (2000). Similarly, mentoring for new appointees in police leadership positions was the focus of Chaney (2008). The benefits of mentoring for police trainees have been documented by Oyesoji Aremu and Ayobami Lawal (2009).
3. For more on police mentoring of youth, see Kupchik et al. (2020) and Hinds (2009).

METHODOLOGY

This report is the result of a research process involving the collection of primary and secondary data, including a documentary and literature review on mentoring, both generally and in the police environment, and semi-structured interviews with police personnel and with researchers who have explored the topic of police mentoring.[4] The selection of case studies for this research was informed by DCAF's field experience and by information analysed during the document review stage. Although access to sources of information was an important selection criterion, researchers also sought to ensure conceptual relevance, regional representativeness, and a diversity of mentoring modalities in the police environment. It is important to underscore, though, that this study did not set out to test a hypothesis, only to describe relevant experiences and extract good practices and lessons learned. The use of qualitative research tools, such as interviews with actors who played different roles in the design, implementation, and evaluation of police mentoring programmes around the world, enabled access to information that has not yet been documented in similar studies and would not have been available through quantitative methods. The variety of perspectives this brought to the research allowed for a more robust analysis.

The following section describes the conceptual framework that guided this research. The second section introduces the classification system for mentoring modalities in the police environment that is used to analyse the mentoring experiences presented here. The third section discusses good practices, critical factors, information gaps, and challenges. Finally, the last section presents recommendations for both institutions and those conducting research on mentoring in the police environment.

4. See Annex 2 for a list of interviewees.

I | CONCEPTUAL FRAMEWORK

There is no single, universal definition of mentoring; however, there is general agreement that it involves two fundamental elements: the existence of a relationship between the mentor and the mentee, and development towards a particular purpose (Mullen and Klimaitis, 2021). Kathy Kram argues that mentoring involves an intense relationship in which a more experienced person (the mentor) provides advice or the modelling of career development behaviours as well as personal support, especially psychosocial, to a less experienced person (the mentee). Kram contends that there are four cycles within a mentoring process: initiation, cultivation, disengagement, and redefinition (1988).

In the educational context, mentoring – whether between teachers or students – is an orientation strategy in which more experienced figures help their less experienced counterparts adapt to a new educational scenario (Lunsford et al., 2017). In many workplaces, mentoring has likewise become a strategy to promote the development of employees, by strengthening their skills and professional growth, which enables development of the organization. As it has been applied in more and more contexts, academic interest in the topic of mentoring has grown significantly in recent years (Colley, 2001). Research on mentoring consistently finds that it is a valuable tool, supporting both professional and personal development, with benefits for mentees, mentors, and organizations. For instance, in a systematic review of over 100 studies and evaluations of mentoring schemes in a variety of industry sectors, Garvey and Garret-Harris (2008) found that mentees tend to exhibit higher productivity, increased likelihood of career advancement, greater confidence, higher job satisfaction and motivation, and more developed leadership skills. The same study determined that mentors benefitted similarly from improved performance, increased confidence, stronger professional identity and motivation, greater job satisfaction, more developed leadership skills, advancement in their own careers, and new job opportunities. At the organizational level, this equated to lower staff turnover, improved information flow and communication, and greater ownership of organizational values and culture (Garvey and Garrett-Harris, 2008).

It must be noted, however, that the many applications and forms of mentoring mean that a wide range of relationships have been classified as such, contributing to an ambiguity that is reflected in the research. In over three decades of academic study, a singular definition of the term “mentoring” has remained elusive (Dawson, 2014). Critical voices have lamented the absence of studies supported by a clear theory on mentoring, warning that research on the subject tends to rely on “one-off” studies with limited samples

and that it emphasizes correlations at the expense of careful causal analysis (Russell and Adams, 1997). And so, despite the validity and utility of research findings on mentoring, conceptual problems have constrained the ability of relevant studies to provide convincing theoretical explanations (Bozeman and Feeney, 2007).

Some authors also argue that mentoring research has generally lacked an integrated research model or framework, and that most findings are little more than lists of empirical results (Burke and McKeen, 1997). Others claim that researchers have failed by purporting to define a concept of mentoring, particularly its boundaries, when the few formal definitions provided in the mentoring literature lack the coverage or plasticity necessary to support an evolution of the body of research (Bozeman and Feeney, 2007). The need for greater conceptual precision is proved by the existence of dozens of definitions of mentoring (Crisp and Cruz, 2009), but the methodological framework through which the benefits of mentoring are established must also be strengthened and clarified. For example, in their 2009 study on mentoring and best practices, Ramage and Henderson found "few articles or reports that cite specific measurable benefits and impacts," noting that "most of the literature makes generalized qualitative statements about benefits rather than quantifying economic (or other) impact" (14).

Defining mentoring is so difficult because it can take on such different forms and serve such different purposes. It may be formal[5] or informal.[6] It may be focused on the short, medium, or long term. It may use a peer-to-peer model, or a superior-subordinate model, or a supervisor-supervisee model; and may engage one-to-one, group-to-group, or one-to-group (Cozza, 2013). Mentoring can be used in training settings, or can be integrated into longer-term workplace systems, and may be directed towards inducing organizational change (De Vries, 2010) or towards sustaining and advancing women's careers, or reducing the marginalization of minorities in certain sectors. In any case, the professional development of the mentee is enhanced, with positive effects for the mentor as well (Cozza, 2011).

Thus, the objectives of a mentoring relationship help determine the design of a mentoring programme, the methodology behind it, its means of implementation, and the nature of any follow-up. Simply put, each mentoring programme arises in response to different needs. This is why it is so important to establish a conceptual framework that allows for adaptation to the specific attributes of different mentoring models.

Some proposals for such a framework have naturally been put forth in the literature. Among the most cited is a model consisting of 16 elements, each of which represents a variable of mentoring, either explicitly or implicitly. These are: objectives, roles, cardinality, bond strength, relative seniority, timing, selection, matching, activities, resources and tools, role of technology, training, rewards, policies,

5. Formal mentoring is developed through programmes that define methodologies, deadlines, and results in an organizational context (Desimone et al., 2014).
6. Informal mentoring occurs in the context of a spontaneous relationship between two people in which one gains knowledge, wisdom, and support from the other. This mentoring relationship can be initiated either by a mentor seeking to help the mentee, or by a mentee seeking to gain wisdom from the mentor, who is usually a person they trust (Bynum, 2015). This type of mentoring is usually not bound by the organizational or temporal limits of formal mentoring.

monitoring, and termination (Dawson, 2014). The present study aims to describe, as far as the available information allows, how these variables are addressed in mentoring models in the police environment.

MENTORING IN THE POLICE ENVIRONMENT

It is important to note that, compared to other types of organizations, police institutions are characterized by more hierarchical and less flexible structures. That said, police organizations around the world adopt very different hierarchical configurations. For example, some have up to twelve levels of command, while others have as few as four (Panzarella, 1980). Some are centralized, with decisions flowing down from the office of the chief, and others are more decentralized, with decision-making power also afforded to patrol officers (Crank and Langworthy, 1996).

The structure of a police institution can have a considerable impact on the development of mentoring relationships within it. This is because many mentoring modalities bring together participants who occupy different positions or have a different hierarchical status, to exchange knowledge and experiences. Additionally, unlike mentoring programmes implemented in the private sector, those undertaken in police institutions involve some unique complexities, such as the fact that the professional performance of police is regularly monitored by the civilian population they serve (Valencia, 2009, p. 3).

Why talk about mentoring in the police environment?

Mentoring in the police environment can contribute to meeting a variety of institutional objectives. In fact, mentoring has been used for years as part of a strategy to develop police personnel, across contexts and in different parts of the world, and it is only becoming more relevant. Some of the field training programmes that officers complete after graduating from a police academy include mentoring, though this depends on the curricular approach of a given institution. Further, though a distinction must be made between field training officers (FTOs) and mentors, in practice there are cases where FTOs become mentors, as discussed in Section II.

The Reno Police Department's Police Training Officer Program, or the Reno Model, offers perhaps the best example of the various components of field training. According to the model, field training is characterized by the development of patrol activities in the company of training officers, during which new officers develop skills to solve problems in their communities in a practical and real-time way. Therefore, this represents a phase police officers must pass through as part of their training (Lee, 2010). Officer trainers accompany trainee officers on their patrols, helping them learn and put into practice key procedures over a 12-week period. Still, one of the pillars of the Reno Model is the importance of learning through mistakes (Lee, 2010), and officers in training can fail this phase if they do not meet standards.

Mentoring in police environments is sometimes focused on strengthening specific skill sets of officers, including by enhancing their psychosocial awareness (Waters, 2004). This has benefits for an officer in terms of their professional development, for instance by improving their skills vis-à-vis conflict management, workload management, and self-knowledge. Even so, the aim of mentoring is not the same as that of a performance appraisal, and it is important to make this distinction. Mentoring benefits both the mentee and the mentor, each of whom is personally rewarded by the relationship that develops, and its outcomes.

In police environments, mentors must be familiar with contemporary policing policies, procedures, and practices. They tend to be seen as those who pave the way for others, gaining the respect of their peers and leaving their mark on an institution. They also learn from their mentees, who open them up to new perspectives and generate creative thinking. How individual police institutions define mentoring, and thus shape the experience of mentors and mentees can vary, however. The Scottish Police Authority describes mentoring as a means of "motivating and empowering the mentee to identify their goals and perceived barriers to achieving [them]." A mentor helps a mentee "find ways of reaching these goals, or ways to overcome the barriers" (2021, p. 4). The United Nations Police sees mentoring as a process that promotes professional growth through the development of individual skills and competencies, inspires personal motivation, and improves the overall effectiveness of the police service (United Nations Police [UNPOL], 2017). And the Best Practices Guide for Institutionalizing Mentoring in Police Departments in the United States specifies that police mentoring is "a mutually beneficial relationship" that develops when "a knowledgeable and skilled veteran officer (mentor) provides knowledge, guidance, and development opportunities to a less knowledgeable and experienced colleague (mentee)" (Sprafka and Kranda, n. d.).

While these definitions share common elements, it is clear that each of these police institutions views mentoring through a particular lens. The definition of the Scottish Police Authority focuses on the benefits to mentored officers; the UN Police do the same but also emphasize the organizational benefits of mentoring; and the U.S. Practice Guide highlights the mutual benefit for both mentees and mentors. In any case, mentoring programmes can play an important role in the careers of police officers. According to Williams (2000), a person rising to management levels of any organization must learn six things: the politics of the organization; its norms, standards, values, ideology, and history; the skills needed to progress to the next career step; a map of the organizational paths to advancement, and dead ends; the acceptable methods of gaining visibility; and the obstacles and patterns of personal failures that are characteristic in the organization. Mentoring programmes often address each of these areas.

In fact, a mentor-mentee relationship is arguably one of the most important professional developmental relationships a person can have (Williams, 2000). This is supported by a 2010 analysis conducted in California, which found that many officers attributed their professional accomplishments to the mentoring experience. The benefits cited by mentees included having had the support to acquire skills, set goals, learn through real-life examples, and build self-confidence (Uhl 2010).

THE PSYCHOSOCIAL COMPONENT IN MENTORING PROGRAMMES

Mentoring programmes respond to the unique objectives and needs of a given police institution and can be implemented using a wide variety of tools and approaches. Yet, there is a psychosocial aspect in almost every mentoring strategy, because at its core, professional mentoring seeks to strengthen an individual's relationship with his or her work environment; even if the degree to which psychosocial elements are emphasized in mentoring may differ according to the specific objectives of each programme. For instance, psychosocial aspects will be discussed differently in mentoring programmes focused on supporting the initial training of police officers versus those aimed at improving gender equity in a police institution – the latter of which would shine a light directly on the relationships between officers of different genders and the roles they are assigned within the institution.

The term "psychosocial" encompasses the dynamic relationship between the psychological and social dimensions of a person (Backteman-Erlanson et al., 2013). In other words, their internal, emotional processes, feelings, and reactions, alongside their relational tendencies, family and community networks, social values, and cultural practices. Psychosocial support thus refers to "actions that address the psychological and social needs of individuals, families and communities" (International Federation Reference Centre for Psychosocial Support, 2009, p. 25). The importance of psychosocial aspects in the field of police work is evident. The psychosocial dimension can profoundly impact the way police personnel perform their duties, and research shows that the psychosocial conditions of the workplace (workload, emotional demands, career control, professional challenge, and feedback) affect the behaviour of police officers in the law enforcement environment (Annell et al., 2018; Gill et al., 2018; Backteman-Erlanson et al., 2013). Moreover, Annel et al. (2018) found a strong correlation between psychosocial working conditions and outcome variables like job satisfaction and employee retention.

In this context, mentoring can function not only as a process by which knowledge and social capital can be transmitted, but also

as a form of psychosocial intervention that improves the career or professional development of mentees and benefits a police organization at large. And importantly, mentoring – even in police environments – extends from communication and relationship-building that occurs beyond the formalities of police hierarchies, typically face-to-face and over a sustained period of time, between a person perceived to have greater knowledge or relevant experience and a person perceived to have less (Bozeman and Feeney, 2007). Thus, police mentoring can be understood as an intervention with an inherent psychosocial component. This can improve working conditions in police institutions, as reflected in a study by Deschênes, Desjardins, and Dussalt, which determined that interpersonal relationships between police colleagues and the support they received from peers and supervisors was associated with positive occupational psychological health for officers (2018). Providing psychosocial support through mentoring in the police environment means developing programmes that take into account the psychological and social needs of police officers, as well as the goals of the police institution. This may include efforts to improve equity among male, female, and non-binary officers, or increase the ethnic, social, cultural, and sexual-orientation diversity of officers, and may require adopting an intersectional approach. Police organizations may also find a need for mentoring to guide officers on their first patrol duties, as recruits can be fearful of making errant decisions (International Federation Reference Centre for Psychosocial Support, 2009).

II | MENTORING MODALITIES IN THE POLICE ENVIRONMENT, AND CASE STUDIES

Mentoring programmes can be categorized according to criteria such as their objectives, duration, degree of formality, and more. But this research found that, in addition to the objectives of mentoring, the two most relevant factors in the way mentoring programmes and mentoring relationships develop are the profiles of the mentors and of the mentees. Mentors may be internal (an active part of the same police institution as mentees) or external (from outside the police institution); and mentees may be less experienced officers (usually recent graduates) or more experienced officers. This leads to four mentoring "modalities" based on the profile of participants, as shown in Table 1 (below).

Table 1
Mentoring modalities

	Internal mentor	External mentor
Less experienced mentee	Modality A	Modality B
More experienced mentee	Modality C	Modality D

The cases presented in this section illustrate these modalities in practice while also demonstrating that, within this typology, there is room for nuances that give the mentoring programmes in each police institution a unique character.

MODALITY A:
LESS EXPERIENCED MENTEES PAIRED WITH INTERNAL MENTORS

In this modality, recently graduated officers often receive mentoring from more experienced officers within their institution. These mentoring programmes are usually focused on improving the organizational culture and reducing attrition. Four cases that exemplify this modality are those of the Serbian Police, the Southeast Queensland Police (Australia), the Lansing Police (Michigan, United States), and the National Police of Honduras.

The Serbian Police[7]

Within the framework of a process of transformation that took place in the Serbian Police in 2006, and was supported by the OSCE, one priority was the reform of the police field training programme. The programme was modified, from four years to one-and-a-half years, and reoriented towards basic training. The aim was to move from a traditional lecture-based methodology to a student-centred approach that provides practical skills and competencies. The new curriculum brings a strong focus to integrity, human rights, and use of force.

It was this shift from which the Field Training Officer Program emerged, allowing in-service officers to support the learning and training of basic training cadets, particularly in the field, including during a six-month probationary phase. It was decided that mentoring should be introduced to support cadets, and in 2007, a two-year mentoring programme was formally initiated. In 2009, the programme was transferred to the purview of the Ministry of Interior.

Mentoring as a support structure for the training of new officers

The Serbian case is unique in that mentoring is incorporated into the training of police cadets still in the process of becoming officers. The implementation of a mentoring programme within that training phase was envisioned as a way to reinforce reforms to field training and support new officers in connecting with the police culture of the institution. Mentoring became an important component in efforts to adopt this new curriculum. In basic police training, the knowledge of cadets is nurtured by establishing objectives and goals to be achieved during the different training phases, including the final six-month probationary period of field training. The evaluation and monitoring of cadets is measured against defined learning objectives and outcomes, and their performance recorded in their personal file. By promoting less hierarchical relationships between mentor and mentee, the mentoring programme has helped nurture adoption of the new approach introduced through reforms.

Mentoring, training, and incentives

The Serbian Police created a support structure, comprised of field training officers (mentors) and mentor coordinators, to guide the learning and orientation of participants in the basic training programme. A specific curriculum designed for mentors or officer trainers offered over two weeks combines modules presenting the reformed core curricula for cadets with modules focused on the dynamics of learning and mentoring; for example, covering topics such as adult learning, problem solving, communication, leadership and management, training methods, counselling and coaching, facilitation techniques, and stress management. Mentor coordinators also receive a specialized one-week training.

To become a mentor in the Serbian Police, officers must have at least five years of experience and must show a clear motivation and commitment to developing into the role. Applications are made

7. Valdete Osmani, OSCE, interview by author, 9 November 2021. Osmani worked on implementing the mentoring component of the Field Training Officer Program in Serbia.

formally, in writing. As an incentive, the Ministry of the Interior approved a salary increase for those who serve as mentors.

The mentees

In the case of the Serbian Police, the mentees include all those admitted to basic police training. These cadets have already completed a selection process that evaluated them in different areas, from psychology to language acuity to motor skills. Though the design of the mentoring programme imagined one mentor for each mentee, there have been circumstances under which mentors took on more than one mentee due to a lack of personnel.

Measurement and results

The Serbian Police mentoring programme has used two measurements: an evaluation carried out as part of follow-up activities related to basic police training, facilitated by a questionnaire completed by participants, who provide feedback on their experience in all phases of the training; and monitoring of the mentoring methodology, by the Police Transformation Committee, through which the training for mentors and mentor coordinators is reviewed on an annual basis. This oversight process has generated internal reports that served as important inputs to the larger transformation process of the Serbian Police and helped quantify the results of OSCE support.

The main achievement of the mentoring programme has been its role in supporting the reform of basic police training, by building much more horizontal relationships between mentees and mentors. But it has also led to the creation of a vital support structure for basic training participants during their field work and over their six-month probationary period. Mentees benefit from better socialization and familiarization with police work. The institution has also seen the benefit of improved teamwork and a modernization of its approaches to learning and staff development. Fundamentally, a stronger link between theory and practice has been established, which is key to the development of police actions.

Southeast District Police, Queensland

In Queensland, Australia, the Southeast District Police developed a mentoring programme for recent police academy graduates that was the subject of a study by Tyler and McKenzie in 2011. The programme pairs first-year officers with field training officers who act as mentors. The literature suggests that mentoring is common in police institutions across Australia, beyond Queensland (Harris and Goldsmith, 2012; Metz and Kulik, 2008; Auditor General Victoria, 2006).

Structure of the programme

The mentoring programme of the Southeast District Police targets first-year officers (recent graduates), who must complete a twelve-

month field training period, including a mentoring process that takes place over eight weeks. For the most part, mentees are limited to two periods of mentoring, with two mentors for four weeks each. All told, field training takes place over a year and is focused on developing competencies in twenty knowledge areas required before first-year officers can be sworn in. During this field training, first-year officers are partnered with experienced officers, in two-person teams or patrol teams. The number of officers designated as field training officers tends to be similar to the number of first-year officers.

Perceptions of the programme

In 2011, the mentoring programme of the Southeast District Police was qualitatively analysed through research that included interviews with 13 police officers who had served as mentors (Tyler and McKenzie). The experience and seniority of these officers ranged, from two to thirty years of service, but at the time of the interviews, all had acted as mentors for at least two four-week phases. Notably, eight of these officers reported having been mentees themselves during their early police career.

Among the most valuable outcomes of the research by Tyler and McKenzie on the Southeast District Police programme are their findings that:

- All the police officers interviewed (both mentors and mentees) agreed that police mentoring helped new recruits learn about the practical aspects of police service.
- Lacking an established curriculum for police mentoring, mentors adopted their own mentoring styles and their own mentoring approaches.
- Communication was highlighted by many interviewees as key to the mentoring process, and mentors noted the importance of mentees feeling sufficiently comfortable asking questions of their mentors.

Lansing Police (Michigan, United States)

A mentoring programme was developed in 1997 by the Lansing Police Department, in the U.S. state of Michigan, to increase job retention and facilitate knowledge sharing between experienced and entry-level officers (Williams, 2000). The programme operates with a framework that allows each mentor-mentee pairing a great deal of flexibility. The job retention rate rose slightly in the year after its implementation, helping to validate its relevance (Valencia, 2009, p. 28).

Structure of the programme

Because Lansing's mentoring programme was designed as a job retention mechanism, it targets police officers newly hired by the department. The programme is voluntary, and mentors are chosen by an advisory committee and the mentoring programme coordinator,

once a mentee is officially hired. Depending on the goals agreed upon by the mentor and mentee, the mentoring process can last a year or more. In this way, the Lansing Police model recognizes that the process which arises between different mentor-mentee pairings may vary; in fact, the programme sets no minimum on the number of meetings or interactions mentors and mentees must have. Nonetheless, the mentoring programme coordinator actively encourages mentors and mentees to meet, and publishes a monthly newsletter to provide mentoring advice and programmatic updates and to highlight certain participants or events.

The selection of mentors and mentor-mentee matching

The Lansing Police seek mentors who are known as good role models, who already offer guidance and advice to their colleagues, and possess a solid base of knowledge and experience. Volunteers complete a questionnaire that provides key information to help match them with mentees. Mentees also complete a formal application. The advisory committee and the mentoring programme coordinator are then tasked with matching mentors and mentees, who subsequently meet informally to discuss their needs in more detail. The outcomes of these conversations, various other factors, and the personalities of both parties are all considered in evaluations of potential mentor-mentee matches, but it is the programme coordinator who makes the final decision.

Mentor training

The mentor training program used by the Lansing Police is based on direct research, conducted by the department itself. The training covers the history and roles of mentors and mentees, critical factors in building a mentor-mentee relationship, and the general expectations that mentors and mentees should have of each other. The training also contains an overview of the programme structure, guidelines, policy, objectives, and evaluation criteria, as well as practical advice in areas such as identifying the needs and goals of a mentee, developing a trusting relationship, and being a positive role model in the institution.

Monitoring and evaluation

The Lansing Police Department incorporated an evaluation into the end of its mentoring programme. It is conducted anonymously and focuses primarily on variables indicative of employee retention and professional growth. Monitoring of the programme involves formal mechanisms, including mid-year conflict resolution sessions that bring mentors together with advisory committee members and the mentoring programme coordinator, to address mentoring roles, responsibilities, training needs, and programme modifications. The programme coordinator also meets one-on-one with mentors and mentees as needed.

Results

Beyond data from the Lansing Police showing improved employee retention (Valencia, 2009), all the programme's mentors have

reported that their mentees benefitted from better integration into the department, an enhanced ability to acquire and improve their skills, and could identify their career goals. Moreover, they have all successfully completed their probationary periods (Williams, 2000).

National Police of Honduras[8]

The process of transforming the National Police of Honduras has been a subject of academic and industry interest. In 2019, the Inter-American Development Bank (IDB) published a strategy (*Estrategia de Mentoría y Tutoría des Servicio Policial*) proposing the components of a mentoring programme for the Honduran police, through the creation of a specialized mentoring unit and the use of mentors with specific profiles. The IDB started from the recognition that, despite significant progress in police education, the transition to the workplace remains a critical moment where further support for officers can be consequential. The paper argued the importance of a mentoring programme that could concretize a psychosocial approach in which material, individual, and social conditions are all considered and integrated to improve policing in Honduras.

Building on this, in July 2021, the National Police launched a mentoring programme that takes a psychosocial approach, as part of an effort by the Directorate of Police Education to reduce desertions and rotations in the force. Supported by DCAF and the Program for Transformative Empowerment with a Psychosocial Approach (EmPoderaT) – both as implementing partners of the Swiss Agency for Development and Cooperation (SDC) – the National Police embarked on a pilot programme, which is still ongoing. To facilitate this, a dedicated unit was established to coordinate the mentoring programme.

Objective

The objective of the National Police was to reduce desertion by humanizing the role of the police officer through psychosocial intervention. This meant that its main goal of mentoring was to create spaces of trust among police officers. Such an approach allowed for better knowledge of the situations likely to affect officers and helped promote professional growth and personal motivation, while improving the effectiveness of police services.

Psychosocial approach

The psychosocial approach of the mentoring programme used by police in Honduras focuses on three things: seeing human beings for who they are and not what they do; recognizing the material conditions that affect individuals; and building human relationships. With the aim of preventing police officers from leaving the service, five fundamental elements are also emphasized: trust, social cohesion, identity, organizational belonging, and dialogue (EmPoderaT, 2020). In practice, implementation of this approach has required the creation of horizontal trust relations, absent rank

8. This section is drawn from an interview conducted by DCAF on 27 October 2021 with expert Mildred Doblado, of EmPoderaT, who was working on implementation of the psychosocial approach in the mentoring programme of the National Police of Honduras.

and hierarchies, which facilitate open dialogue among officers. This horizontality allows police officers to see themselves in new ways and redefine their leadership roles.

Programme features

The National Police of Honduras have adopted a collective approach to mentoring, in which mixed-experience groups are formed, for example comprising three officers with less experience and one with more than ten years of experience. The objective is to build horizontal relationships that develop beyond the uniform, the hierarchy, and the command order. These groups meet six to eight times during a four-month period and engage in a group process that includes professional development guidance and counselling. The programme brings a focus to:

- Ethical principles of human behaviour.
- Principles of policing (i.e. nationally and internationally established standards of conduct).
- Developing a social conscience and strong humanitarian values
- Technical and professional knowledge.
- Commitment, identity, and sense of belonging (to the institution)
- Responsibilities, skills, and abilities related to the performance of specific functions and tasks of day-to-day police work.
- Emotional management and personal growth.

Role of the mentor

The main role of Honduran police mentors is to accompany newer officers through their transition into service. Like any profession, a police career has its advantages and complications, and mentoring is aimed at supporting officers in their pursuit of professional objectives, by building achievable goals and enjoying satisfaction in their job performance. Far from attempting to solve the personal problems of mentees, mentoring is meant to boost their self-confidence in the workplace, making it easier for mentees to harness personal strengths and practical resources. This supports a degree of self-management in mentees that helps them:

- Find alternative solutions to the challenges they face.
- Develop in their own unique way professionally.
- Effectively manage their emotions and personal growth.

While mentors in the Honduran model do not seek to problem-solve, they are open to sharing and are attentive when listening, as there is no pre-established agenda in group sessions. Group members generate the topics discussed and the dialogues that result. In the event that rights violations are identified through these interactions, external personnel are activated.

The mentoring programme of the Honduran police also offers tutors to support mentors, creating a triad from a mentee, mentor, and tutor. This provision of specialist support to mentors is offered according to need and at the request of mentors. Thus, mentoring

occurs on a scheduled group basis as well as on an individual basis as required.

Evaluation and monitoring

When it comes to evaluation, budgetary constraints have limited the pilot programme to very general indicators. There was no baseline for the development of these indicators, so entry and exit surveys were given to mentors as part of a qualitative assessment. It should be noted, though, that this led to indicators for the mentoring programme that differ from those used by the National Police to determine officer attrition levels. Ultimately, harmonizing these indicators, and designing and deploying an evaluation and monitoring system that effectively measures the key variables of this programme, will depend on budget allocations. However, this stands out as a key to guaranteeing the efficiency and effectiveness of the programme.

Successful aspects of the programme

The design and implementation of the mentoring programme now used by the National Police of Honduras was supported by the external entity EmPoderaT, which worked jointly with a special coordination unit within the police organization to facilitate implementation. A main result of the programme has been greater trust and horizontal dialogue between mentors and mentees, allowing many participants to express themselves more freely. The formation of mixed groups has also made it possible to address issues related to gender and the position of women in the police force. Further, by fostering equity, the horizontal dialogue developed in the mentoring programme has opened space for mentees to focus on psychosocial aspects like integrity and mental health. For some, this has included examinations of the use of force through the lens of self-control in policing.

This has clear benefits for the police institution. Mentoring has strengthened the concept of shared leadership within the National Police, as the adoption of greater horizontality diminishes old hierarchies and promotes a modern vision in which each member of the police force contributes to the organization. Similarly, the programme has reinforced the value of belonging to the police and the importance of maintaining the integrity of police service.

Lessons learned

The mentoring programme being introduced in Honduras must still be promoted more actively within the National Police. More useful indicators must also be developed, to demonstrate the impact of the programme on police service. It also appears that a need may exist for the establishment of a mentoring programme designed exclusively for policewomen. The elaboration of such a programme – which should be fully anchored in the mentoring strategy of the institution and integrated into the police education system, with designated resources including for monitoring and evaluation – would present an interesting opportunity to compare the effectiveness of mixed versus non-mixed mentoring groups.

MODALITY B:
LESS EXPERIENCED MENTEES WITH EXTERNAL MENTORS

In mentoring programmes that fall into the Modality B category, recently graduated officers are mentored by actors from outside their police institution. This tends to include programmes designed to improve officer integrity and community policing. The experience of the Mexico City Police offers an illustrative case study.

Mexico City Police[9]

The professionalization of the Mexico City Police has included the development of personal, professional, and institutional components considered essential to protecting against inefficiency and corruption in recently graduated officers. The mentoring programme that supports this effort seeks to mitigate the challenges faced by officers upon leaving the academy and becoming operational in the field; a transition that can be difficult for a variety of reasons. The real-world experiences of officers are often mismatched with expectations formed during their academic training, and the doctrine of police ethics introduced to officers during their education can collide with the ambiguities and challenges of their daily work as well as with the pressures of corruption and inefficiency.

Programme objectives

New officers must gain proficiency in complex but novel activities, like being on patrol, dealing with emergencies, facing dangerous situations, managing fear, and more. This learning curve can become overwhelming for new graduates and can lead to desertions from the force. To facilitate the integration of new officers into professional and operational life, the Mexico City Police launched its mentoring programme with the objectives to foster the development of self-knowledge, strengthen police integrity, reduce desertion rates, improve police relationships with the community, and enhance the personal and professional development of new officers (Barragán, 2021).

The programme, which was initiated in 2020, is envisioned as a way of closing the gap between police operations and citizen understanding. For this reason, it focuses on personal development and values, rather than on the technical aspects of policing. This has allowed for a model in which mentors are external to the police institution, drawn instead from civil society to spend one year supporting recently graduated officers in the process of transitioning into their working life.[10]

That mentors are civilians reinforces the democratic principles of policing. In this way, the programme actualizes the idea that “the police officer owes his duty to the community and the community must embrace him.” The aim is to awaken a “sensitivity and commitment to the citizenry” in mentees (Gómez del Campo, 2020, p. 23).

9. This section is drawn from an interview conducted by DCAF in October 2021 with Maestro Bernardo Gómez del Campo of the Secretariat of Security, an expert working on implementing the mentoring programme in the Mexico City Police.

10. In the design phase for this programme, the possibility of engaging middle and senior managers within the police as mentors was also contemplated. However, it was decided that the use of external mentors would not only ensure greater cohesion with the community but would also prevent the incidental creation of subgroups within the police organization, which was viewed as a way of shielding against potential future abuses of power within the institution

Characteristics of mentors

The profiles and professional backgrounds of mentors in this programme are diverse. However, all share three key characteristics: a sense of social responsibility, an interest in police work, and honesty. They are not to have any relationship with the police or hold positions in the government, and they receive no financial remuneration for their service as mentors. The interest of potential mentors to fill the role must be expressed in a formal application. To ensure that each mentor has the ethical and conceptual profile to assume the responsibility, the Mexico City Police carries out a rigorous recruitment and selection process. Applicants include businessmen, area specialists, and various other professionals and citizens. Those willing to learn, and exhibiting the skills needed to support new officers, are invited into the mentoring process. Their selection includes interviews conducted by specialists who assess whether prospective mentors possess the skills and tools necessary to positively influence the personal development of mentees. Once selected, each mentor is responsible for approximately 15 new officers.[11]

The mandate of these mentors is largely psychosocial. Hence, the Mexico City Police developed a fact sheet for mentors on topics including leadership, conflict resolution, alternative dispute resolution, and mental health care, all of which can influence the way an officer behaves during the performance of his duties and in high-risk situations. Tools like this assist mentors in taking a psychosocial approach to supporting new officers as they confront the challenges of police work.

Programme methodology

A mentoring diploma course offered by the Mexico City Police prepares selected mentors by strengthening the skills required for their role, including in relation to psychosocial interventions, and by standardizing their knowledge of police work. Meanwhile, new officers are prepared to receive mentoring as they near graduation from the academy. Mentors are introduced to new officer mentees on their graduation day, when trust-building and “ice-breaking” activities begin, coordinated by a lead mentor.

Mentors frequently communicate with their group of mentees through WhatsApp. This space is used by mentors to awaken the interest and motivation of their mentees, arrange meetings, and share information related to seminars, scholarships, regulations, and more. Additionally, another WhatsApp group managed by the lead mentor and composed of all programme participants, disseminates information from the Police Secretariat.

The external status of mentors helps limit their scope in mentoring to the objectives of the programme and avoid interfering in the internal processes of the police institution. Indeed, these mentors have no special knowledge of or power relating to administrative or career decisions that impact new officers (i.e. leaves, vacations,

11. The original intent was to assign one mentor to each new officer, but the high number of graduates annually (around 400) from the Mexico City Police University is very difficult to match in equal number with mentors. Gómez del Campo, interview by DCAF, October 2021.

the handling of absences, promotions, etc.). This prevents the instrumentalization of mentors by mentees.

Results

Given the recent launch of this mentoring programme, the Mexico City Police are still assessing which indicators will facilitate the best measure of results. The goal is to decrease corruption, increase efficiency and job satisfaction, and in the longer-term, improve the way citizens view the police. A meaningful system of monitoring and evaluation will be crucial to ensuring that these aims are met.

MODALITY C:
EXPERIENCED OFFICERS WITH INTERNAL MENTORS

Modality C includes models in which experienced officers receive mentoring from internal police personnel. This type of mentoring is directed towards objectives related to career development, leadership, and gender equity. Four case studies are discussed here: those of the Scottish Police Authority, the Police Service of Northern Ireland, the West Midlands Police Force (United Kingdom), and the OSCE Police Mentoring Program in Northern Macedonia (Skopje).

Scottish Police Authority[12]

The mentoring programme of Police Scotland arose out of an informal practice that had already developed organically in this police institution, when some officers seeking mentorship knocked on the doors of more experienced officers, initiating important mentor-mentee relationships. This inspired the design of a formal mentoring programme, piloted in 2018 and 2019, to ensure the benefits of mentoring were available to a greater number of officers. The pilot involved 100 participants, and its results led to the December 2020 approval of an institutionalization of mentoring at the national level. The programme now serves roughly 250 participants every six months.

The Scottish Police Authority defines mentoring as a relationship that allows someone “to share their knowledge and experience” to help colleagues “progress in their life and work” (2021, p. 4). Their programme centres the mentoring relationship as a way of transmitting good practices throughout the organization. Importantly, it also allows for mentors to be mentees; meaning, the two roles are not mutually exclusive, though they cannot be assumed at the same time.

Methodology

Mentoring, as imagined by Police Scotland, should motivate and empower mentees to identify their goals and any barriers to realizing them. The mentor helps the mentee achieve these

12. This section is drawn from an interview conducted by DCAF on 9 November 2021 with Colette Turpe, Police Scotland, manager of the National Mentoring Programme.

goals or overcome these barriers (Scottish Police Authority, 2021, p. 4). This occurs over six to twelve months, through mentoring that is structured, monitored, and evaluated by the department. A psychosocial component is incorporated into the programme, with the mentee always centred, assessing their feelings about and interactions with their environment.

Mentor-mentee matching

The Police Department Manager is charged with matching mentors and mentees. Officers who wish to be part of the programme, in either role, must apply directly. Recognizing the mentor-mentee match as key to mentoring, Police Scotland has devoted considerable time to designing the matching process. A form completed by potential mentors allows them to provide information about their skills, experience, knowledge and personal attributes; while the application completed by mentees collects specific information about how they believe mentoring will help them in their career and the areas in which they hope to develop.

It is worth noting that potential participants must complete a virtual training module before any matching takes place. This gives both mentors and mentees greater knowledge of their roles. It also helps facilitate the mentoring relationships that will be formed after matching is completed. These application and matching activities can help clarify the individual goals of mentees as well. Part of what makes the programme effective is that mentees shape these objectives, and then leverage the knowledge of more experienced officers to help maximize their potential generally while meeting very specific goals.

The mentoring relationship

The Scottish Police Authority mentoring programme is flexible enough to allow each mentoring relationship to develop uniquely. For example, the only pre-structured meeting is the first, after which each mentor-mentee pair jointly agrees on the frequency, length and forum for their meetings and interactions, based on the needs and goals of each pair. As a guideline, and in the spirit of effectiveness, programme administrators recommend that mentors and mentees meet regularly for one to two hours over six to eight weeks, making sufficient time to discuss “ideas, issues and situations” and agree on “action points” for the mentee (Scottish Police Authority, 2021, p. 6). The mentoring relationship does not necessarily have a predetermined duration, as the parties may agree to end it only when the goals of the mentee have been achieved.

The mentoring programme of Police Scotland is open to all members of the institution with more than two years of service. Applications for participation are rejected only when the stated expectations or goals of officers (e.g. a guaranteed promotion) do not align with the objectives of the programme. When the aims of a prospective mentee do not match the knowledge or experience of available mentors, programme managers actively recruit officers with certain

skills to become mentors. This reflects the understanding that mentoring relationships, and mentor-mentee matches – which underlie the development of a mutual trust capable of holding space for confidential exchange – play a central role in the success of the programme.

Monitoring and evaluation

An evaluation designed by the Police Scotland Mentoring Unit targets both mentors and mentees and includes quantitative and qualitative components. For the pilot, the evaluation and monitoring process was initiated after six months, and yielded such positive results that it led to the national institutionalization of the programme. Among the challenges it identified was that time management by mentors could be the cause of a bottleneck for mentees in some cases.

Risks

The main risk presented by the mentoring programme of Police Scotland is its potential exploitation by officers seeking promotion. Some evaluations have indicated that as many as 8 in 10 participants have entered the programme expecting their participation to equate to benefits such as advancement through the police hierarchy. This can be mitigated through better communication and better management of expectations from the start. Similarly, the expectations of some mentors must also be addressed by programme administrators, by emphasizing that mentors are not meant to solve problems for mentees or engage on their behalf to ensure they receive promotions.

The Police Service of Northern Ireland[13]

Over the last couple of decades, the Police Service of Northern Ireland has undergone extensive reforms.[14] As part of this process, a significant number of initiatives were introduced to improve both the personal and professional development of officers, including training for managers and middle and senior ranks, coaching, personal development programmes offered through external agencies, and mentoring. Coaching tends to be geared towards senior officers, with mentoring directed at recently graduated officers – who have the option to participate in a programme that matches them with a more senior officer mentor.

Program objectives

In the mentoring programme of the Northern Ireland police, the mentoring relationship is aimed at guiding the mentee through self-reflection and enabling them to confront concerns related to their role as a police officer. In this sense, it applies a clearly defined psychosocial approach, rooted in the close, trust-based relationship between mentor and mentee, which facilitates honest and challenging conversations. This supports the main objective of the programme, to enhance the professional development of mentees.

13. This section is drawn from an interview conducted by DCAF on 13 October 2021 with retired Officer Gary White, former Deputy Chief Constable of the Northern Ireland Police, who served as a mentor during his career.
14. Police reform was initiated in Northern Ireland after the 1999 publication of the Patten Report, which put forth 175 recommendations to transform policing. The ensuing reform "is widely seen as a success story and one of the most thoughtful and comprehensive examples of democratic police reform with lasting influence" (Bayley, 2005, p. 209).

The Police Service has a strong culture of continuous professional development and lifelong learning, especially for those wishing to progress through the ranks. Officers who seek mentoring are generally highly motivated and focused on career advancement. Thus, rather than aiming to internalize the institutional culture, the mentoring process for police in Northern Ireland seeks to enable mentees to receive guidance and constructive criticism that can help them advance in the workplace.

While the primary intent of this mentoring is to generate positive outcomes for mentees, there is an organizational benefit as well. By offering support to individuals in their professional development, the organization gains as a whole. In concrete terms, the mentoring programme in Northern Ireland also helped sustain institutional memory at a time when reforms of the police resulted in losses in human capital and valuable experience, due to retirements.

Characteristics of mentors

This mentoring model allows mentees to choose who they would like as a mentor and submit an application directly to this officer, who can accept or reject it. In other words, there is no formal selection and matching process; nevertheless, once an officer enters into the role of mentor, they must commit to the parameters of the programme. While mentors do not receive specific training, the Police Service has invested significantly in ensuring the training and development of senior officers includes relevant modules in leadership development and management, among others.[15]

Because the programme is designed to contribute to the development of future police leaders, officers interested in becoming mentees must demonstrate their leadership potential in order to be accepted into the programme and supported by the Department of Human Resources. It is then that mentees can identify and approach a potential mentor. Mentors may have one or more mentees (there is no limit), but each mentor-mentee pair can define the conditions of their relationship differently and may interact in different ways or on a different timeline.

Methodology

The mentoring programme of the Police Service of Northern Ireland is aimed at recently graduated officers who exhibit leadership potential, providing for one-to-one relationships between mentors and mentees that can be sustained over the long term, with no set duration. In fact, some mentoring relationships last for years as a mentee progresses through the ranks, until the mentee eventually takes on the role of mentor themselves. While the programme is bound by some parameters, it is designed to be flexible, so that mentoring relationships can develop naturally based on the needs and goals of mentees and mentors. Thus, at its heart, the programme is based on dialogue and communication, and honest conversations that occur outside the dynamics of rank. Indeed, this is possible in part due to the wide disparity in rank that typically

15. Some of these trainings are offered in partnership with institutions like the Smurfit Business School at University College Dublin and the Kennedy School of Government at Harvard University.

exists between a mentor and mentee, mitigating any sense among mentors that a mentee may threaten their position in the organization or represents potential "competition" from a professional standpoint.

Results

The Northern Ireland Police do not have a mechanism for evaluating their mentoring programme at the institutional level. However, at the individual level, mentees have the option to request a change of mentor if they are not satisfied with the mentoring process or the mentoring relationship in which they are engaged. Mentees are also required to report periodically to the Human Resources Department on their progress and the benefits of the programme. Mentors are not required to do any reporting, though, and ultimately, the success or value of the programme is judged as a function of whether mentees progress through the ranks and develop the quality of their leadership. While this may make any assessment rather anecdotal, the perception within the institution is that participants in the mentoring programme have in fact tended to achieve high ranks, and that they enjoy respect and admiration from their peers and colleagues.

West Midlands Police Force (United Kingdom)[16]

The publication of the 2010 Women in Policing Assessment Report by the Home Office in the United Kingdom sparked an institutional drive to develop a more inclusive police workforce and bring a greater focus to developing and promoting women officers. In this context, a formal mentoring pilot programme was formulated by the Central Police Force in England in the West Midlands Police Division, aimed at providing policewomen the opportunity to be trained as mentors, or to be mentored by more senior women in the force. The pilot began with the training of 23 mentors, most of whom were matched with two or three mentees (totalling 47), in one-on-one meetings.

Objective of the programme

The West Midlands mentoring programme was intended as a way for senior policewomen to share experiences, support, and encouragement with other women officers aspiring to advance professionally within the force. In this way, it has aimed to build the confidence of women officers, while expanding their knowledge and support networks. It was hoped this would better prepare them for advancement opportunities.

Methodology

The mentoring programme in the West Midlands was coordinated internally by the police, and all women in the force were invited to take part. Mentors were drawn from experienced policewomen at the manager level (in officer or staff positions) and had to be at least two ranks/positions above their mentees. The programme was piloted on a nine- to twelve-month timeline and included two days of training

16. This section is drawn from a written interview conducted on 16 November 2021 with Dr. Jenni Jones, Associate Professor of Coaching and Mentoring, University of Wolverhampton.

for mentors and a half-day orientation for mentees. It incorporated a psychosocial component, deriving from Kram's model of balance between the professional and psychosocial, requiring the individual wants and needs of mentees to be considered in the context of broader organizational factors.

Mentor-mentee matching

The process of matching mentors with mentees began with a written application completed by potential mentees. Officers seeking to serve as mentors expressed their interest by communicating with the programme coordinator. The Women's Police Network Group was then responsible for making mentor-mentee matches.

Monitoring and evaluation

This programme was piloted over twelve months and was observed by a researcher during that time, who designed a robust and systemic approach to monitoring and evaluation, though only in the short term. The evaluation element consisted of a series of interviews conducted prior to the start of the programme and subsequently over six months, with the purpose of measuring the impact of mentoring on four types of learning: cognitive (i.e. broader knowledge of perspectives in the workplace), skill-based (e.g. skills to improve work-life balance), affect-related (e.g. increased self-confidence), and social networking (i.e. developing key contacts). The results showed that both mentors and mentees perceived learning of all four types.

Risks and challenges

This programme was challenged primarily by a lack of time spent developing it. But it was also affected by the relative location of mentors and mentees, some of whom were forced to travel considerable distances to meet in person. On top of this, organizational culture was a barrier in some instances, particularly where managers were not supportive of mentees.

Results

Mentees and mentors in the West Midland pilot programme developed high levels of trust and built strong relationships that led to greater happiness and satisfaction among women officers. As their mentoring relationships deepened, both parties moved beyond cognitive and skill-based learning. As policewomen became more aware of and comfortable with career advancement opportunities, they were more able to maximize their potential and work toward achieving professional goals. However, a limitation of evaluating only the pilot programme is that longer-term monitoring has not been carried out to establish the impacts or benefits to participants one or two years later.

OSCE Police Mentoring in North Macedonia

The OSCE has promoted mentoring to combat gender inequality in various contexts and uses a mentoring programme with its own women staff members. After observing that less than one in five staff of the Ministry of Interior of North Macedonia were women, and only one in ten of these women sat in management positions, the OSCE Mission to Skopje offered support to the implementation of a Mentoring Program for Women in the Police. The initiative involved 106 women officers as mentors or mentees in a programme that operated from 2017 to 2019. Together with the Women's Section of the Macedonian Police Union, the programme was adapted to the needs of local police from the OSCE's Mentoring Program for Women, pairing women police officers who had less than five years of experience with colleagues of a higher rank (Organization for Security and Co-operation in Europe, 2021).

Methodology

The programme was aimed at helping younger policewomen better orient themselves in a male-dominated work environment, better recognize and overcome obstacles in workplace relationships, and better identify opportunities for professional development. In each of two rounds of the programme, mentors and mentees attended a basic gender training, as well as basic and advanced mentoring skills trainings and joint mentoring sessions. They also engaged in at least three individual mentor-mentee sessions, with each pair setting goals and documenting these sessions.

Evaluation and results

In 2020, the OSCE and its main partner in the programme – the Women's Section of the Macedonian Police Union – conducted a self-assessment. The process consisted of two face-to-face feedback sessions and two held online, which indicated that both mentors and mentees felt they had achieved the results they expected through the mentoring programme. They also said their participation supported their individual development, in some cases leading to career advancement. Additionally, some participants noted that their work environment had improved as a result of their engagement in the programme. Among the benefits cited by many of these women was increased self-confidence, as well as improvements in their performance, skills, communication, and time management.

During a feedback session in November 2020, police representatives discussed the possibility of integrating a mentoring programme for policewomen into the institution's human management strategy. The Police Human Resources Department thus took over the initiative from the Women's Section, to organize new rounds of the programme and ensure its continuation into the future. To this end, the Director of the Public Security Bureau of North Macedonia has appointed 15 women officers to serve as coordinators for the programme.

MODALITY D:
EXPERIENCED OFFICERS WITH EXTERNAL MENTOR

In Modality D programmes, experienced officers receive mentoring from external actors, usually in pursuit of developmental objectives at the executive level or assimilation in a specific context. This modality appears in police institutions around the world, but it is used relatively infrequently.

United Nations Police[17]

Monitoring, mentoring, and advising (MMA) have been identified as key tools in strengthening police institutions in the context of United Nations (UN) field missions. Mentoring and advising are essential in order to consolidate police training, and they depend to a large extent on the skills, experience, and preparation of a mentor or advisor, operating in a foreign and challenging environment. In police peacekeeping missions, the role of mentor is filled by experienced and competent professionals from police-contributing countries, who support host-state counterparts (mentees) in their professional and personal development. A UN Police mentor accompanies a local counterpart in the field, observes their application of knowledge and skills, and assists them in carrying out their tasks. It is common for these mentors to co-locate with their mentees, accompanying them on missions and operations.

Objectives

UN Police (UNPOL) mentoring is intended to:

- Promote professional growth through the development of individual skills and competencies.
- Enhance personal motivation.
- Improve the effectiveness of host state (or other) police services.

Methodology

The mentoring model used in a peacekeeping mission differs from any a UN police officer may have experienced in their home country, for several reasons. First, the personnel rotations of a peacekeeping mission are an obstacle to developing the medium- to long-term fiduciary relationships that mentoring generally presupposes. Second, mentoring traditionally involves a more experienced mentor supporting a less experienced mentee; a dynamic that is not necessarily at play in a peacekeeping operation. In fact, a UNPOL mentor may support an equally or even more qualified host-state professional as they acquire new skills or adopt new behaviours. Third, in UNPOL mentoring, the mentoring relationship hinges just as much on a mentor's cross-cultural awareness and communication skills as it does on their technical expertise.

17. For more, see: United Nations Police (2017).

Strategic Command Course and Executive Leadership Programme (UK)

In the United Kingdom, higher police ranks (executive leadership, consisting of three levels in each department) were accessed through a competitive Strategic Command Course until a new Executive Police Leadership Programme was developed in 2022. The aim of both has been to ensure that senior law enforcement officers are competent to lead police operations and police organizations at the local, regional, and national levels, by offering candidates an opportunity to participate in challenging leadership development activities.[18] Participants also benefit from the wide range of experiences and perspectives shared in information exchanges within the police institution and with partner organizations, nationally and internationally.

Officers are selected as candidates for executive leadership training through a rigorous process, resulting in only a select group from across the United Kingdom. Completion of the course makes these officers eligible for the third level of executive leadership in any police department in the country. All participants are assigned a mentor from the private sector or from other branches of the public sector.

The National Police of Peru[19]

In 2021, in line with efforts to modernize and strengthen the National Police of Peru (PNP), the Ministry of the Interior and the National Civil Service Authority (SERVIR) organized a course on mentoring which highlights “practices for the learning and development of leaders in public management.” The course is designed for police generals, so that they can mentor SERVIR public managers who have recently joined the police institution within the framework of police modernization – a process initiated during the transition and emergency government. Totalling 24 academic hours, lessons in the course discuss: emotional intelligence and nonverbal language in mentoring, recognizing the role of the mentor as a leadership model, managing the mentoring process, listening, learning and innovation, change management, and more.

Objectives and outcomes

By matching police generals with incoming public managers in a mentoring relationship, this programme offers these public managers an insider view of the police institution, helping them get to know it better and thus facilitating their own work towards modernizing the PNP. The participation and contribution of public managers in key positions is expected to improve the administrative and budgetary management of the police and contribute to the provision of a better police service. However, the impacts of mentoring on these outcomes have not yet been measured.

18. For more, see: College of Policing (2022).
19. For more, see (in Spanish): Ministry of the Interior of the Republic of Peru (2021)

III | CONCLUSIONS

Mentoring programmes in the police environment tend to capitalize on the experience and knowledge gap that exists between mentors and mentees. This delivers benefits at both the individual and institutional levels by enhancing the personal and professional development of participants. To that end, these programs typically integrate psychosocial elements, to varying degrees according to the specific objectives and nature of each mentoring model and each mentoring relationship.

Mentoring represents a unique opportunity for police participants to discuss and express their concerns, ambitions, and dilemmas in a “safe space,” outside the pressures of an institution’s hierarchy. Guidance from a more experienced figure (whether internal or external to the police organization) can introduce a mentee to opportunities and advice without the fear of competition that may arise in discussing these issues with peers of similar ranks. In institutional terms, mentoring facilitates the transmission of experience and knowledge among different generations and divisions of personnel. This builds a solid foundation of personal and professional competencies that strengthens leadership and helps maintain a positive organizational culture and memory, contributing to greater institutional capacity. Indeed, mentoring programmes are particularly valuable in institutions undergoing transformation processes in which significant knowledge and experience may be lost with retiring officers.

Mentoring also represents a means of incorporating modern approaches to personnel management into police institutions. It signals a commitment to police personnel and enhances their capacity to develop their own human capital. Importantly, mentoring programmes can contribute meaningfully in this way to key objectives such as achieving gender equity, increasing respect for human rights and integrity among police, and improving decision-making related to use of force. But the variety of objectives that can be achieved through mentoring programmes allows police agencies to prioritize their unique needs, and their goals may range from reducing attrition rates to strengthening female leadership to improving relations with civil society. In any case, mentoring can benefit police from both an effectiveness and governance standpoint, though the realization of these benefits depends largely on the quality of a programme’s design and the way in which it is implemented.

Ultimately, the nature and purpose of mentoring does not change its essence as a relationship-based phenomenon, aimed at promoting the personal or professional development of a mentee. For this reason, some factors identified as critical to the design and implementation of police mentoring strategies remain relevant regardless of the modality or objective of a particular programme, and these are discussed below along with best practices. There are also gaps and pitfalls identified in past mentoring programmes that should inform the design of future programming. However, in large part, these stem from the fact that "the term mentoring is in some cases used ambiguously" (Wrightsman, 1981) and continues to escape standardized definition.

CRITICAL FACTORS

The cases analysed in this study illustrate that no single recipe exists for formulating mentoring strategies. Yet, they also show that a relatively common set of critical factors do determine the effectiveness of mentoring programmes. Five critical factors were identified across the mentoring experiences reviewed here:

1. A structured framework that maintains some flexibility

While mentoring relationships may emerge organically without an underlying programmatic structure, a clearly defined framework is important to the success of mentoring programmes in police environments, particularly where the mentoring relationship is not part of the organizational culture or tradition. By giving shape to a mentoring strategy and structure to an institution's mentoring objectives, a programme with such a framework is more accessible to more members of the institution. This offers a greater number of potential participants the chance to gain tools they need to better fulfil their roles, yielding benefits at both the individual and organizational levels. By making adjustments to a mentoring framework as needed, in response to monitoring and evaluation feedback, the effectiveness of mentoring relationships in meeting their objectives can be improved even further.

Some of the literature distinguishes between formal and informal mentoring, but the cases analysed in this study do not indicate that there is any correlation between the formality of a mentoring programme and its effectiveness. Instead, what stands out is the importance of balancing flexibility and structure with the objectives of each institution. In this regard, the mentoring programmes of the Serbian Police and Police Scotland present relevant contrasts. In both cases, the success of pilot programmes led to their institutionalization. However, the objectives of the Serbian programme required a more prescriptive approach that pre-defined the duration, content, and frequency of mentor-mentee meetings, while the objectives of the Scottish programme were better suited to a more flexible methodology that allows each mentor-mentee pair to establish the parameters of their mentoring relationship and their mentoring sessions.

In Serbia and in Scotland, as in most of the contexts discussed in this study, a framework for mentoring has been essential as it provides the support structure to guide the establishment of goals, facilitate mentor-mentee matching, and set standards for the monitoring of compliance and the observation of results. Mentoring programmes rooted in processes and methodologies offer a more stable ground for innovative mentoring strategies and their sustainability over time. This makes the design stage of mentoring programmes vitally important. It is during this stage that sufficient information must be gathered and synthesized in order to understand the specific needs of an institution. To achieve this, all relevant stakeholders within an institution should be invited to participate in planning and design activities.

2. The careful selection and preparation of mentors

According to the cases studied in this research, the capacity of a mentor to perform their role is central to the success of a mentoring programme, without exception. This is related not only to the profile of the mentor but also the support they receive. There are a number of traits that any mentor in the police environment must possess, no matter the objectives of a mentoring programme, such as a commitment to the mentoring process, proven professional ethics, honesty, and good communication and listening skills. On top of this, the mentoring relationship they enter into may require more of mentors in terms of knowledge or experience.

Anyone who fulfils the role of mentor takes on a great responsibility. Therefore, programmes that equip and prepare mentors with tools that enable them to provide responsible and relevant support to a mentee, and to meet the established objectives, is likely to be more successful. Cases reviewed here, such as those in Mexico City, Serbia, Lansing, Scotland, and Honduras, demonstrate the importance of mentor preparation. Training on mentoring should be open to all members of a police force who show an interest in becoming mentors, in accordance with the principles of transparency and participation. In addition, mentors may receive support through in-service mechanisms and consultations, as in Honduras, where mentors can turn to a designated specialist if they have any doubts about how to approach a situation that arises with a mentee. The police in Scotland and Mexico City have implemented a similar system.

The influence of a mentor on a mentee can be quite strong, and in the police context, this is particularly true when mentees are younger officers. With these less experienced officers, the wrong guidance from a mentor carries a greater potential for unintended consequences. This may not be due to bad intentions or a lack of competence on the part of the mentor, but because they were faced with questions or dilemmas they could not resolve in the best interest of the mentee. To mitigate this risk, actions should be taken in any mentoring programme to ensure a robust mentor selection process, as well as by creating spaces for interaction among

mentors and between mentors and specialist personnel or mentoring coordinators.

The incentives for mentors should also be considered. While the benefits for mentees are more explicit (access to someone with more experience or knowledge, and support in achieving their goals), the value for mentors may not be as clear (as they must dedicate time and effort to the mentoring relationship). Still, financial incentives were not the common denominator in the experiences analysed in this study. Rather, mentors tended to be incentivized by a genuine interest in supporting the personal and professional development of mentees; and many mentors recognize that they also derive benefits from mentoring relationships, which allow them to strengthen their leadership and gain interpersonal skills while increasing their own knowledge and capacity for self-reflection. For some, there is an added benefit that, in articulating and reflecting on their own experiences, they broaden their own perspectives.

3. Thoughtful mentor-mentee matching

Whether the model for mentoring relationships in a given programme is one-to-one (as in Serbia, Queensland, Scotland, Ireland, Lansing, and the West Midlands) or group-based (as in Mexico City and Honduras), the compatibility between mentors and mentees is always a critical factor. Mentoring programmes thus benefit from the implementation of matching mechanisms that consider the profiles of both mentors and mentees, rather than leaving matching to chance. For example, the Scottish Police Authority gather information on potential mentors and mentees through application forms that inquire in some detail about the skills, experience, knowledge, and personal attributes of applicants. Programme administrators use this information to assess the compatibility of and assign mentor-mentee pairs. The West Midlands Police also use application forms to create profiles of potential mentoring programme participants, for this same purpose. Good matching is key because it largely determines the success of trust building within the mentoring relationship, which is essential to successful mentoring outcomes.

4. Goal setting in the mentor-mentee relationship

From the early stages of a mentoring relationship, both mentor and mentee should feel free to establish clear expectations. Indeed, the goals of mentees should be explicit, and the pair should discuss the time they will need to achieve them. This allows for evaluation of the results later, but also for follow-up discussions and adjustments in real time. Such communication should occur in both short-term and long-term mentoring relationships.

The goals of mentees should also align with the objectives of the mentoring programme in which they are participating. In some cases, the programmatic model may somewhat limit the discretion of mentees in setting their own goals, though participants should always feel a sense of ownership of any goals they pursue, which should respond to their particular needs. For instance, a mentoring

programme aimed at improving gender equity may include some mentees who are seeking to strengthen their leadership skills generally and others who are hoping to gain experience in a specific area of expertise.

5. Measurement, monitoring, and evaluation

One of the challenges observed repeatedly during this research relates to weaknesses in measurement and assessment mechanisms. Most of the mentoring programmes analysed here do have monitoring and evaluation mechanisms in place, but only a few have established baselines and indicators against which their efficiency and effectiveness can be systematically measured. That said, many programmes have a means of capturing direct feedback from participants. In Honduras, qualitative surveys are completed by mentors; in Scotland, questionnaires are completed by all participants; and in Lansing, anonymous evaluations related to employee retention variables and professional growth are administered. In Serbia, progress reports and annual meetings offer platforms for discussion of the police mentoring programme. There are also programmes for which assessments have been undertaken by external researchers, such as in Queensland and the West Midlands.

These cases all point to the importance of accompanying the design and implementation of mentoring programmes with a solid evaluation and monitoring system that accounts for qualitative and quantitative progress against institutional and individual goals. The information gathered through monitoring should make it possible to adjust the objectives or strategy of a programme if necessary, and evaluation indicators should clarify how effective that strategy is in achieving those objectives. By deploying monitoring and evaluation mechanisms, police institutions that use mentoring programmes also signal their receptivity to the feedback of participants, in support of the development of mentees.

GOOD PRACTICES

The primary and secondary data collected through this research allowed for the identification of a set of good practices in the development of mentoring strategies. The most important of these are described below.

Explicit consideration of the psychosocial component of mentoring

More than in many other professions, police are exposed to high levels of occupational stress and are expected to be emotionally and mentally balanced enough to make decisions in complex situations. On top of this, the police culture can bring other personal and social challenges. Mentoring programmes that emphasize the psychosocial component bring at least some focus to exploring the individual and social dimensions of coping with such challenges.

The psychosocial component of the mentoring programme of the National Police of Honduras

In Honduras, the police mentoring programme incorporates psychosocial elements to promote the well-being of mentees, emphasizing topics like self-awareness, conflict de-escalation, communication, building safe environments for discussion, and how to develop the skills to face various professional and personal challenges.

Creation of manuals on the basic elements of mentoring

Guidelines and manuals can be useful tools in developing mentoring programmes that appropriately balance the need for a structure with the need for a certain degree of flexibility.

The UN Police mentoring manual

In 2017, the United Nations Police (UNPOL) issued a detailed handbook on Police Mentoring and Advising in Peacekeeping Operations. In addition to defining roles and concepts, it lays out step-by-step procedures to facilitate mentoring, based on the latest developments in peer learning and adult education. It places a particular emphasis on global knowledge transfer and on-the-job training in police and other law enforcement institutions.

Establishment of permanent training programmes for mentors

Because the ability of mentors to fulfil their role is a critical factor in the success of mentoring programmes, it makes sense for institutions to offer continuous and progressive training to mentors, making it possible to ensure that trained individuals are prepared to play that role. This not only enables mentors to better perform, but can also gradually help to address a frequently observed challenge during this research: the bottleneck that occurs due to a disparity between numbers of mentees and numbers of available mentors.

Mentor training programmes of the Association of Police Commissioners of the United Kingdom

In 2018, the Association of Police Commissioners launched a Coaching and Mentoring Programme, in partnership with the College of Policing. It offers training to become a coach or mentor, to provide officers and police staff access to informal and flexible support in their professional development. Over 700 mid-level police commanders have been trained and are available as mentors (Police Superintendents' Association).

Utilization of tools to facilitate appropriate mentor-mentee matching

Even simple tools like well-designed application forms can have a significant impact on the success of mentoring programmes. This is because the mentor-mentee match, and the mentoring relationship that follows, is at the core of mentoring. Collecting key information from would-be participants allows for more informed mentor-mentee matching, and also increases the likelihood that mentoring relationships will prove fruitful for both mentors and mentees.

Variables collected by Police Scotland in its mentoring programme application process

The application for the Police Scotland programme asks mentees to indicate which skills they wish to develop, from the following list of options: assertiveness/confidence, leadership, collaborative work, change management, communication skills, decision making, personal organizational skills and workload management (prioritization, planning and time management), strategic thinking, equality and diversity, teamwork, finance/ effective use of resources, improving resilience, and health and wellness/work-life balance. Meanwhile, mentors fill out a form that prompts them to reflect on their strengths and experiences.

Fostering the conditions for trust-based relationship building

The mentoring relationship is based on the trust shared between a mentor and mentee. The conditions that facilitate the building of trust-based relationships can be fostered in various ways, but in the Lansing Police, the rigorous mentor-mentee matching process places such a high priority on this factor that mentors and their potential mentees meet informally to discuss their needs and expectations before a match is even finalized. Efforts to create conditions for the development of trust were also observed in the approach used in Honduras, which places officers in mixed-experience groups with the aim of cultivating horizontal relationships.

Implementation of measurement and monitoring mechanisms

In the cases analysed for this study, evaluation mechanisms were often based on self-reporting. This is important, but mentoring programmes should also be subject to monitoring by people other than the participants. This increases the objectivity of the monitoring and evaluation process and introduces a neutral perspective that can contribute to improving mentor-mentee relationships.

GAPS AND PITFALLS

Some gaps and pitfalls were also identified through the analysis undertaken for this study. These should inform lessons learned and be considered in the design phase of mentoring programmes in the future. Notably, in many cases, the lack of clarity about precisely what mentoring encompasses and what it should be directed towards underlies these pitfalls; meaning that they can only be fully overcome through an effort to standardize and universalize the definitional and conceptual framework for mentoring.

Lack of a commonly accepted conceptual framework to guide design

Literature on the subject of mentoring has never converged on a definition that categorically distinguishes it from other professional development interventions. Likewise, and relatedly, a conceptual framework to guide the design of mentoring programmes has never been agreed upon. As a result, these programmes may fail to incorporate important elements or overemphasize others. This also complicates the process of establishing clear indicators for monitoring and evaluation purposes.

Poor documentation

During the course of this research, it became clear that many mentoring experiences have not been documented or have not been reported on publicly. The lessons learned from these experiences, whether deemed successful or not, represent valuable information for anyone designing new mentoring programmes and strategies. Gaps in knowledge management of this sort often lead to repeat mistakes and missed opportunities.

Insufficient empirical evidence

In many cases, evaluation and monitoring mechanisms have also been absent from mentoring programmes. Whether due to budgetary limitations or design flaws, the programmes analysed here largely did not carry out monitoring and evaluation activities. There are challenges to overcome in this area in order to operationalize effective mechanisms, as the outcomes of mentoring at the individual level can be difficult to measure and are sometimes only observable in the longer term; and the complexity of measuring aggregate results at the institutional level depends on the nature and objectives of the programme.

Empirical research on mentoring programmes is limited as well, usually consisting of very small samples observed statically or over short periods, making it difficult to generalize or compare results. In addition, existing studies are concentrated in countries such as the United States, Australia, and the United Kingdom, while regions such as Africa, Asia, and Latin America tend to be less studied. Arising from these gaps in the literature are questions ranging from fundamental concerns about the relevance or effectiveness of mentoring strategies in realizing certain objectives (e.g. as a tool to help close gender gaps), to more operational matters such as how long a mentoring relationship should last to achieve particular goals. Until there is a more robust body of research on mentoring, and specifically on mentoring in the police environment, police institutions will have to continue relying on anecdotal evidence and assumptions in the design phase of their mentoring programmes.

Photo: Natalia Escobar

IV | RECOMMENDATIONS

Mentoring in the police environment has the potential to deliver a wide spectrum of benefits at both the institutional and individual levels. Fundamentally, the achievement of individual goals by mentees results in greater job satisfaction, better integration into the organizational culture, and increased job performance. While the empirical evidence is insufficient to conclusively demonstrate this correlation, the proliferation of this strategy in police institutions around the world attests to its value.

To optimize the benefits of mentoring in police environments, the following recommendations – intended for police institutions and for researchers – have been formulated, based on this research.

RECOMMENDATIONS FOR POLICE ORGANIZATIONS

- **Implement and properly resource mentoring programmes.** Mentoring is among the most cost-effective interventions in support of human capital development. Police organizations should allocate the necessary human and financial resources to the design of mentoring programmes, to ensure the five critical factors discussed above are adequately addressed.
- **Explore the issues that can be most impacted by a mentoring strategy, and how.** Mentoring is not a one-size-fits-all solution and can be implemented to meet a variety of objectives. Gathering sufficient information on the needs of your organization will help you assess whether or what kind of mentoring is the best means of achieving certain objectives.
- **Promote mentoring.** Once the decision has been made to develop a mentoring programme, the initiative should be widely promoted to ensure that all potential stakeholders and participants are aware of its potential benefits.
- **Communicate results.** One of the reasons it is necessary to document experiences and outcomes is so that the results of mentoring programmes can be communicated, and lessons learned can be shared in information exchanges both intra- and inter-institutionally.
- **Evaluate systematically.** The value of a mentoring strategy to an institution can only be established through the collection of evidence, using qualitative and quantitative evaluation mechanisms. Otherwise, it is impossible to clearly establish the effectiveness of mentoring in achieving objectives, or to identify opportunities for improvement.

RECOMMENDATIONS FOR RESEARCHERS

- **Develop robust empirical studies** that include quantitative data which allows for comparable observations across contexts, in the short, medium, and long term.
- **Increase sample sizes in these studies.** Many existing studies are based on surveys or interviews with a limited number of participants. More representative samples are needed to generalize conclusions and compare strategies.
- **Expand the geographic representativeness of research**, to include the experiences of police institutions in regions like Latin America and the Caribbean, Asia, and Africa.
- **Produce evidence** that can help police institutions make informed decisions about how to structure and implement mentoring programmes to best suit their unique needs.

Photo: David Alvarado

V | GLOSSARY

Coaching
The term used to describe the process in which a person or a group of people hire another person who offers his or her services to help an individual to achieve specific objectives in a given time (Suárez, 2015).

Cross-check mechanism
Verification process based on the comparison and contrast of variables or ideas (Chandra et al., 1993).

Field training
Training phase applied by some police institutions in the world. This phase is mandatory for police officers after completing their studies at the academy (McCampbell, 1986). This period is characterized by the development of practical activities in the company of a training officer.

Field Training Officers
In accordance with the practice of certain police institutions, Field Training Officers (FTOs) are police officers who, in addition to performing their duties as law enforcement officers, must also be instructors of recently graduated police officers during field training (Lee, 2010; The Hoover Group of Reno, 2006).

It is important to distinguish FTOs from mentors. The former are part of a mandatory process, while mentors emerge from a largely voluntary process. Likewise, FTOs must fulfill a specific curriculum of practical knowledge that must be transferred and evaluated (Lee, 2010; The Hoover Group of Reno, 2006). Mentors, despite receiving training in some cases, share their knowledge and experience in a horizontal relationship.

Good practices
A set of actions that have generated positive results in a given context and that are expected to produce similar results in similar contexts.

Mentee
The term used to describe the person who receives support and guidance from a mentor.

Mentor
Counselor or guide who, through experience and knowledge, helps another person carry out his or her goals. “Someone who oversees

the career and development of another person, usually a young person, through teaching, counseling, providing psychological support, protection, and sometimes promotion or sponsorship" (Zey,1991,p. 7).

Mentor-mentee pairing
Process by which mentor-mentee pairs are chosen according to previously established criteria (Breci and Martin, 2000).

Mentoring
The term mentoring, which is derived from the noun 'mentor', is a valid alternative to mentorship (FundéuRAE, 2021). There is no universally accepted definition of mentoring. However, for the purposes of this document, it is defined as the existence of a relationship between the mentor and the mentee that seeks the development of personal and professional aspects of the latter.

Monitoring and evaluation
Monitoring is a process through which the fulfillment of activities and the achievement of goals are followed up; evaluation is an operation aimed at reviewing the fulfillment of objectives (Fundación Promotora de Vivienda [FUPROVI], 2002).

This term refers to the program component of the mentoring in police institutions that includes quantitative or qualitative tools to measure results. This involves the development of indicators based on a baseline.

Performance evaluation
Appraisal of the performance of personnel by police institutions, in accordance with rank, experience, and other established criteria

Security Sector Governance (SSG)
It refers to the application of the seven principles of good governance in the provision, management, and oversight of security in a national environment. These principles are accountability, transparency, rule of law, participation, responsiveness to the security needs of the population, effectiveness, and efficiency. The concept of good SSG shows how to make a state's security sector more effective and accountable within a framework of democratic civilian control, under the rule of law, and with respect for human rights (Geneva Centre for Security Sector Governance [DCAF], 2015).

Tutoring
The term tutoring is defined as the accompaniment of one person to another person or to a group for the purpose of school reinforcement or academic progression or training (Du Boulay and Luckin, 2001).

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ANNEX 1 | INTERVIEWEES

The following individuals were interviewed for this study:

- Colette Turpe, manager of the Police Scotland National Mentoring Programme. Interviewed via Zoom on 9 November 2021.
- Dr Jenni Jones, Associate Professor of Coaching and Mentoring, University of Wolverhampton. Interviewed on 16 November 2021.
- Maestro Bernardo Gómez del Campo, Undersecretary of Institutional Development of the Secretariat of Citizen Security, Mexico City. Interviewed on 7 and 25 October 2021.
- Margarita Gañan, educational advisor on strengthening police academies in Central America. Interviewed on 3 September 2021.
- Mildred Doblado, EmPoderaT, expert working on the implementation of the psychosocial approach in the mentoring programme of the Honduran National Police. Interviewed via Skype Business on 27 October 2021.
- Retired Officer Gary White, former deputy chief constable of Northern Ireland and police mentor. Interviewed on 13 October 2021.
- Valdete Osmani, OSCE, expert who worked on implementing the mentoring component in the Field Training Officer Program in Serbia. Interviewed via Zoom on 9 and 16 November 2021.

Photo: David Alvarado

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