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UDC 351.74:005.96
Professional Article
Received: 21/08/2023
Accepted: 18/09/2023

IMPLEMENTATION OF MENTORING AND PERFORMANCE RECORDS IN POLICE DEPARTMENTS: A NECESSITY?

ABSTRACT: This paper explores mentoring and performance records as a basis for the career development of police officers in the Republic of Serbia. The issue of mentoring and performance records should be approached in the context of a career in the police force. Furthermore, mentoring and performance records cannot be reduced solely to the initial professional development undertaken during internships, as the development process is much deeper than that — it changes with the progress of the police officer in their career, i.e., it affects their entire professional development path of maturing and specializing until retirement. The necessity for career maturity under the guidance of a mentor and the content of the performance record is studied in the context of acquiring knowledge and skills of constant self-reformation that career maturity initiates and reinforces. While mentoring denotes a process, the performance record represents a reliable tool in a police officer's career through which police officers remain committed to their professional goal from the beginning of their internship. In particular, performance records and mentoring should be implemented from the very beginning of employment. Unlike performance records, mentoring does not always have to be initiated by the intern. This paper studies whether

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mentors and performance records initiate success at the beginning of a professional career, or are they more likely to advance the career of an officer who has already become familiar with the professional work of the police. Research confirms that mentoring leads through the process of professional maturation, and that both young and experienced police officers believe that it would help them move towards higher levels of career success, as well as that the performance record is a tool used for a balanced performance relating to police officers' career development. Additionally, the results show that there is a necessity for introducing mentoring and performance records as elements for the career development of police officers.

KEYWORDS: *mentoring, performance records, the police, human resources, police officer, career.*

1. Introduction

Per relevant literature, the introduction is often the basis of a paper. Accordingly, the research problem is primarily presented. Police agencies around the world have introduced mentors with the task of taking precautions to ensure that new officers adhere to field training guidelines and training mandates, which impose rules on police work, and the performance record, as a reliable career assessment tool. In professional literature and modern police practice, the belief that completed education at any level (primary, secondary, or university) provides a basis for acquiring the business skills of that profession, as well as the ability to perform police work without specially structured guidance immediately upon employment, is a misconception and the foundation of unwanted career processes taking place the officer's future (Jihong, Quint, & Ni, 1999, p. 162).

Research conducted among police officers shows that after employment in a socially important field, the police officers' lifestyles change, which is a transition they are not immediately ready for, specific for the police profession, and would be easier to overcome with the help of a

mentor (Reese & Goldstein, 1986). Mentors were authorized and tasked with managing the results of newly employed officers' activity, along with participating in solving various problems during that activity, such as: learning police work, stress control, solving or helping to solve family problems, rating officers in legal, legitimate and ethical non-threatening activities related to work, career and discipline (Skolnick, 2011). The presence of the mentor aims to introduce and "guide" the officer towards complying with the established guidelines when it comes to the application of the so-called hard skills, such as: the application of means of coercion, use of firearms, defensive tactics or driving official vehicles, etc. (Brian, 2005). The mentor is needed because a considerable number of citizens have objections to the work of police officers, believing that they are not adequately trained for the job, or that they are not sufficiently familiar with the skills necessary for this profession (Creasey, Jarvis, & Berk, 1998, str. 119; Saracho, Spodek, 1998, str. 323).

The required training mandates in schools or courses minimally prepare police officers for the necessary knowledge related to the performance of their duties (Stotland, 1986, p. 521–525). This is the reason mentors have a responsibility to both continuously monitor the development of new scientific knowledge and skills in literature and professional practice, and to transfer their employees the knowledge and skills they consider necessary for the better execution of police work, by means of short daily seminars (Rendena, Nieuwenhuysb, Savelsberghac, & Oudejansa, 2015, p. 14). These skills can be called cognitive or "soft skills" and include effective communication and ethically based behavior, while on the other hand "hard skills" include the application of new methods and techniques in police work (Johnson, 2002, p. 91). Relevant literature deems soft skills to be the biggest unknowns, as they are the least measured skills, and can produce a false perception of police culture. Both newly employed police officers and officers with tenure should continuously have a mentor available in order to clearly understand the work and problems that may affect the effectiveness of their work.

Theory and professional practice note that training police officers with an emphasis on "hard" skills only is deemed as flawed or insufficient (Reese & Harvey, 1986). To improve the efficiency and success of younger employees, it is necessary to provide them with training on "soft"

skills through mentoring programs (Johnson, 2005, p. 26). Mentors who have knowledge and experience and who have successfully dealt with work-related issues could be a source of support and encouragement for younger employees and their work (Tyler & McKenzie, 2011, p.522). The research presented in this paper shows that mentors should share knowledge and professional experience with participants in the mentoring program. A structured or formal mentoring program could be a valuable resource that is overlooked by those who make decisions on police training of new and tenured police officers (Arter, 2006, p. 92). In addition, informally structured programs in which retired police officers would participate are the golden rule all over the world (Hill, Snell, & Sterns, 2015, p. 101). According to the testimonies obtained, the majority of police officers in the Republic of Serbia cannot identify with a person who had a significant influence on their professional development and career in the police. According to Darwin (2000), the mentor should be seen as an advisor, corrector, or educator assigned with the task of imparting knowledge, maintaining culture, supporting talents, and ensuring the professional career of the employee through the mentoring program (p. 197).

2. Concepts in Mentoring Theory

Teaching is a form of imparting knowledge to students. Even today, most governments and many organizations believe that continuous (i.e., lifelong) learning, which can be facilitated through mentoring, is necessary for all employees (O'Neil Patricia, 1986). According to Larson (2002), the term *mentor* comes from a Greek legend that describes how a friend of Odysseus occasionally cares for his son while he is away on distant travels. The mentor was like a guardian, someone Odysseus' son could always count on to give him wise advice and guide him through life (p. 12). Therefore, this legend is where the term mentor stems from, symbolizing a wise and reliable advisor or teacher (McKinsey, 2016, p.29).

A mentor is a coach, i.e., someone who helps the employee from the beginning of their career until retirement, someone who effectively deals with obstacles in the development of the employee and their career, someone who helps to solve problems that hinder the employ-

ee's assimilation into the work environment (Kogler & Hilton-Bahniuk, 1998, p. 6). According to Hunt and Michael (1983), mentoring relationships are a critical career resource for employees in organizations (p. 479). Pamuk (2008) believes that mentors are individuals with advanced experience and knowledge, who are dedicated to providing support and mobility in the career of those members (i.e., employees) involved in the mentoring program. 15). Research has shown that a mentor who is actively involved in the development of an employee is directly associated with positive results in their career (Dreher-George, 1990). Ragins and Katon (1999) claim that mentors are individuals who help employees by providing two types of support, the first being the development of career functions that enable advancement in the organization, and the second one being the development of psychosocial functions that contribute to the improvement of the employee's personality and professional development in the organization (p. 535).

During the first phase of the early career formation of a young adult, the mentor is engaged in the development of their professional identity and the formation of a vision for future plans (Levinson, Danziger, Levinson, & McKee, 1978). This process may include examining the competencies, effectiveness, or abilities of the young, newly employed individual, in order to learn whether those plans can be achieved (Nowell, White, Benzies, & Rosenau, 2017). Based on the knowledge built in the form of employee profiles, and future tasks in the career, the mentor seeks a relationship that would provide opportunities for solving these dilemmas (Noe, 1988).

In professional and scientific literature, it is considered that not only a beginner, but also a more experienced adult (a person who is already in a career development program under the baton of a mentor) in their middle age and/or in the middle of their career, can also be in doubt and require reappraisals and reconsiderations of achievements, as well as directions for future career endeavors (Levinson, Danziger, Levinson, & McKee, 1978). Due to the relationship a mentor has with a young person at the very beginning of their career, or an individual at an advanced stage of their professional development, entering a career development program developed and monitored by a mentor provides the person with the opportunity to redirect their energy to more creative and pro-

ductive work in the middle of their working life (Dane & Hendricks, 1991). Research on mentoring has been conducted in numerous public sectors, where it has been noted that many government agencies attribute the success of their employees to an innovative mentoring system (Fagan & Glenn, 1982). In particular, an emphasis is put on the importance of innovative mentors, who constantly improve in order to be able to provide better, innovative knowledge to employees (Correia Maria, 2020). Some police agencies turn to mentoring so as to identify the best students who are hard to find, hence mentors also have the characteristics of recruiters (Kupchik, Curran, Fisher, & Viano, 2020). Regardless of their purpose, mentors possess certain characteristics and qualities necessary for implementing mentoring programs (Carter, Sapp, & Stephens, 1989).

3. Qualities and Characteristics of a Mentor

Studies have shown that police departments around the world want mentors to be officers who are: middle-aged with work experience that has reached at least the middle of their professional career; have higher education; want to develop not only their professional, but also their scientific knowledge; have a passion for change; have management skills; are creative and innovative; have the ability to lead others; can build relationships and possess general and specific business knowledge at the highest level (Cutler, 2003).

The primary concern of any mentoring program is that it is beneficial for the employee. If the mentoring relationship has difficulties due to the inability of its members to communicate effectively, there is a mismatch and the absence of appropriate matching values and personality traits, which is crucial for the mentor (Lee, Dougherty, & Turban, 2000). Whilst describing the essence of a true and effective mentor, Gulardo (2000) denotes that the mentor evokes the highest ideals of training, education, and success, combined with personal and professional development (p. 8). The same author found that a mentor should possess the following ten qualities at the time of mentoring the employees:

Challenger	Encourages the employee to set ambitious goals.
Designer	Helps the employee learn how to prepare for new challenges.
Strategist	Knows how to teach the art of strategic thinking to the employee.
Inspector	Is detail oriented and identifies areas of need for the employee.
Historian	Position reached via wisdom, experience, success and mistakes.
Friend	Gains trust of employee by being vulnerable and open.
Guide	Assists the employee in navigation through new experiences.
Partner	Celebrates employee success and in many ways, shares in it.
Recipient	Mentor gains as much as the employee in the relationship and is thankful.
Liberator	Encourages the employee to assume greater responsibility and independence.

Gualardo, 2000.

While elaborating on the proposed characteristics that a mentor should possess, Gualardo (2014) suggests that a mentor must convey different roles and responsibilities, because they should be the person who challenges the employee to set ambitious goals (p. 32). This approach develops entrepreneurship and interpersonal skills, but it also facilitates the employee in designing their future, which prepares them for future challenges (Gualardo, 2014). A mentor should be a role model, someone who knows how to convey the arts of strategic thinking, and has the power to identify details that are needed for the analysis of professional career development, which is especially important when it comes to the future development of the program user's goals. Fellowship between the mentor and the employed officer is necessary for building trust and eliminating the officer's fear of vulnerability, that can be transmitted either from mentor to officer or from officer to mentor, which is mutually harmful. An effective mentor should serve as a guide to the employee as they navigate through various experiences on the job. The

mentor should take pleasure in the employee's successes. Ideally, the partnership should last a lifetime. Finally, the mentor is the one who encourages the employee to take full responsibility and gain full independence through training (Gualardo, 2008).

4. Formal and Informal Mentoring Relationships With Employees in the Mentoring Program

According to Edmundson (1999), mentoring relationships or programs conducted by mentors can be categorized as formal and informal, with the main difference being the nature of their initiation (p. 16–18). While noting the difference between formal and informal relationships in mentoring, Douglas (1997) claims that the main difference between the two is that informal relationships develop spontaneously, whereas formal relationships develop with organizational assistance or intervention — usually in the form of assigning or matching of mentors and employees; another distinction is that formal relationships are usually of much shorter duration than informal ones (p. 26).

Some authors believe that the formal mentoring relationship has structured implementation and time limitations, since the program usually lasts from six months to a year for those at the beginning of their career, and consists of being closely monitored by supervisors or mentoring program coordinators (Ragins Belle & Cotton, 1999). Oyesoji and Adeyoju (2003) note that informal mentoring relationships often begin and develop as friendships, before the employee enters the mentoring program, when the future mentor and future participants in the program establish mutual identification and fulfillment of career needs, which is crucial for their joint success (p. 381). Additionally, research confirms that mentors choose employees who look like a younger version of themselves, and such a relationship gives mentors a sense of contribution to future generations (Eisenberg, 2005). On the contrary, officers mostly choose mentors whom they see as role models in their profession, where relationships develop based on perceived professional competence, interpersonal understanding, and freedom and comfort in expression (Ragins Belle & Cotton, 1999).

5. **The Impact of Mentoring on Employee Success**

Although the mentioned forms of mentoring have unique aspects that promote success, one must first consider what constitutes success in mentoring, i.e., the relationship between the mentor and the employee who is in the mentoring program. Van Eck and Sandy (2000) note that employee success has often been achieved through mentoring over the past two decades (p. 556). The same authors found oversights in the search for a mentor, through conversations with officers who are in mentoring programs. Namely, the traditional definition of mentoring relationships looks at the mentor as someone who is in the same organization as the employee, which means that the participants in the program are often not able to choose their future mentor from the list of mentors because some are not in the same organizational unit, which is an important disadvantage (p. 554). Contrarily, Sorcinelli, and Jung (2007) indicate another disadvantage, which is that mentoring research primarily focuses on objective measurements of success, such as employee income at the time of participating in the program (p. 59). Meanwhile, Van Eck and Sandy (2000) claim that career success is two-dimensional and that respondents emphasized other criteria for measuring the success of the program, e.g., subjective criteria, or personal feelings of success that are as important to them, such as salary or promotional results (p. 556). Van Eck and Sandy (2000) conclude that mentoring has a positive effect on future achievements and personal satisfaction of program participants, as well as that the development of a mentoring program and the success of its employees depend on the chosen mentor.

6. **Formal and Informal Mentoring: Advantages and Disadvantages**

The primary advantage of formal mentoring relationships is the ability to directly monitor the progress of participants in the mentoring program. The coordinators in charge of the mentoring program and its results create and distribute questionnaires adapted to the personality profiles of the employees participating in the program, thereby reducing errors in matching different personalities, whilst setting guidelines regarding participation, so that the mentoring pairs become familiar

with their obligations, program requirements and goals (Gaskill, 1993). Murray (1991) considers formal mentoring important because of the contract that is signed due to program obligations, and not just for the purpose of participation (p. 256).

Mentoring program	Advantages	Disadvantages
Formal relationships	<ul style="list-style-type: none"> - the organization can track progress in the program - there are formal and established guidelines - signed contract by all parties - established time frame - specially structured system 	<ul style="list-style-type: none"> - can inhibit the full potential - it is less likely to be based on mutual trust - creates a forced interaction - hinders progress - at an individual pace - the natural element is missing
Informal relationships	<ul style="list-style-type: none"> - mutual understanding - the mentor is motivated, and the officer is eager to learn - the mentor is sincerely devoted to the best interest of the employee - existence of mentor's personal satisfaction - the mentor helps the employee avoid career stagnation 	<ul style="list-style-type: none"> - monitoring is unlikely - the mentor can encourage the officer in the program to pursue goals in other areas - possible loss of resources invested in the career development of officials - developing affinity towards other jobs

Douglas & Schoorman, 1988.

Certain authors advocate for the standpoint that formal mentoring relationships have negative sides, because they can be seen as a forced interaction between the mentor and the participants in the mentoring program (Walker & Katz, 2002). Ragins and Cotton (1999) explain some of the disadvantages: “The mentor and protégé do not even meet until after the match has been made. Thus, in contrast to informal relationships, identification, role modeling, and interpersonal comfort do not play a role in the development of formal relationships. Formal mentoring relationships are also less likely to be founded on mutual perceptions of competency and respect.” (p. 541). It is reasonable to expect that acceptance and confirmation of the mentoring function by the participants will be lower in formal, than in informal mentoring (Sprafka & April, 2008).

Relevant literature indicates that informal mentoring relationships contain elements of mutual understanding. Mentors view program participants as themselves at a younger age and relate to their own professional development (Chandler, Kram, & Yip, 2011). This is also a risk, i.e., a disadvantage, since the mentors are more professionally accomplished in the mentor–officer relationship, so the challenges of new ventures can fade and the mentor can experience a feeling of stagnation. Conversely, it is considered that the observed disadvantage can be overcome by the fact that the officers in the program, eager to learn, would motivate, i.e., activate the mentors. Furthermore, it is considered that officers in an informal mentoring program can instill new attitudes in mentors through their suggestions and activities, which leads to “rejuvenation” as some authors note (Ragins & Cotton, 1999). Researchers also note that this type of motivation is necessary for both the mentor and the police officer in the mentoring program, in order for them to move to the next stage of life and professional career development (Tyler & McKenzie, 2011, p. 528).

The lack of an informal mentoring relationship can best be characterized by studying what is best for the participant in the mentoring program. Because the relationship occurs naturally, one can assume that the mentor is in a state of general comfort in regards to the success of the program participant. If, for example, a mentor learns that a participant in the mentoring program possesses a quality or a talent (as a resource)

that would be more useful in another organization or job, he would encourage the participant to pursue such goals. Although this may benefit the program participant in the long term, it would be contrary to the wishes of the current management, as it means a loss of funds invested in the employee (Ragins & Cotton, 1999, p. 543).

On the contrary, if the mentor has values or ethics that would be detrimental to the employee's career advancement, there would be no structural means to effectively address the problem. A mentor can actually be a barrier to success (Ragins Belle & Cotton, 1999, p. 545). According to Kram (1983), regardless of whether the outcome of the program is positive or negative, there are four main stages of a formal mentoring relationship: initiation, cultivation, separation, and redefinition, and each progression is prescribed by an internal or external legal rule (p. 612).

7. Scientific Foundation of Mentoring in the Police

More complete scientific research on the value of mentoring was documented by Green and Bauer (1995) based on their own research, presenting a study that seeks to answer where the true benefit of mentoring comes from. These authors claim that by entering a mentoring program, an individual brings personal talents, skills, and knowledge to the mentoring relationship, which helps the mentor because he gets credit for building the person's profile (p. 547). There are opposing points of view, such as the author Jacobi, who claims that the participant brings what they already have when they enter the mentoring program, such as the ability to participate in work, commitment, and organizational savvy and characteristics that would probably make that individual successful with or without a mentor (p. 524).

Scandura and Schriesheim (1994) introduced a concept called supervisory mentoring (p. 1593). An interesting study related to this concept was conducted by Paglis, Green and Bauer (2018), by way of studying the relationship between the mentor and the user, i.e., the mentor's services in the mentoring program during training. The study was designed to evaluate whether or not the mentoring functions add new value to the program user, after considering the talents and work attitudes

the person brings to the mentoring program. The results showed that the mentor significantly contributes to the person's progress and their new value, which is adopted as new during the course of the program, taking into account what the participant brought into the mentoring program (p. 209).

In many countries, mentoring in police departments has been present for decades. It is constantly developing and is applied not only to beginners, but is continuously present in the entire working (professional) career of an officer. Specific scientific literature related to mentoring in law enforcement in the Republic of Serbia is extremely limited. However, due to the nature of police work, which is important to the state and its society, research has shown that employees need the presence of mentors, guidance on mentoring, legal regulations, and mentoring programs at all levels, from the beginning to the end of their professional career.

The historical context shows that in the second half of the last century, the author Goldstein (1977) laid the foundations for the introduction of mentors into police officers' careers (p. 273). Specifically, while conducting research, he concluded that despite the fact that during an arrest, issuance of a traffic warrant, or any other situation that requires intervention, officers are obliged to react in an appropriate and legal manner, which was generally not enough, because they did not have modern communication and information skills relating to those fields. Rather, the officer was applying what they had learned many years ago during his education, which is not enough (p. 273). In the meantime, several studies were conducted. Whilst studying police officers who had tenure, Toch and Grant (1991) noted that these police officers had a tendency — set more than ten years ago when they were in school and starting police duty — to be rigid and uncompromising, thus they themselves suggested that mentoring could help guide them in lifelong professional learning and acquiring new knowledge and skills, which is the key to a successful career (p. 296). In addition to the above, many researchers believe that police chiefs are often asked to make decisions that are not fully understood by their subordinates, which causes concern among police officers — the role of mentors in such situations is to reduce stress and indicate which procedures should be applied (Gaines & Roger LeRoy, 2000).

Research results can be found in relevant literature, according to which newly employed police officers quickly realize that the manual they obey is only a guide with little power (Marenin, 2004, p. 111). In the field, police officers make decisions based on suspicion, which is an area where morals, values, and character become important (Toch, Douglas, 1991, p. 27). In support of the above findings, Heffernan and Strop (1985) indicate that this explains that a police officer acts not only in accordance with the law, but also as an agent of the law (p. 20). The same authors note that an officer at work is more than a police officer at all times, even when on duty (Heffernan & Strop, 1985, p. 21). They can be and carry in themselves a thing that characterizes a parent, a believer, and they can also be a “devil”, or any other role at the time of performing police duties, which affects the implementation of the rules, and here the mentor has a significant role (Fagan & Glen, 1982). The mentor advises and influences so that the officer becomes a formed person, and not only a bearer of various roles in the performance of police work (Heffernan & Stroup, 1985, p. 29). Based on the above, Garrido, Jame and Carmen (2004) state that the belief that there is an ideal police officer is not equivalent to working experience, but is formed on the basis of impressions created by the public and the police itself (p. 257). The idea that ideal police officers have unrealistic beliefs about their attained skills, abilities, and knowledge has been found as more acceptable. The most precise notion is that in the later stages of their professional work, officers can achieve the necessary knowledge, skills, and abilities, but this can also be unattainable without the help of a mentor (Loader, 1997, p. 266).

Ahern and Lindsay (1972) explain that the first task of a police mentor is to break the newly employed officers’ preconceptions about police work (p. 62). These authors further explain that young recruits should be mentored to forget the police officers they have seen in real life, the way they control traffic, make arrests, use firearms, as well as any other everyday duties that are less than exciting (Ahern & Lindsay, 1972, p. 69).

The mentor’s role in guiding the officers who are in the mentoring program is important for numerous reasons. Specifically, the officer has the task of monitoring and supervising the progress of young officers, but they are also mindful of the fact that their absence from home often leads to fatigue and errors in work, which potentially have serious con-

sequences. An officer at the beginning of their career may fall into the trap of their own belief that some other social activities cannot be carried out while performing police work. In such situations, the key role of the mentor is to prevent the development of self-isolation in relation to the employee's social life (Valencia, 2009).

If these sources of "conflict" remain unresolved, they can also affect the instability of the officer's marriage, as their significant other suffers pressures due to their partner's profession. The work triggers feelings of being trapped by one's own family; the partner is left at home with the children, while the other partner participates in police activities (Eisenberg, 2005, p. 23).

Research has found that the mentor should actively participate in solving problems that arise in connection with police work, which are reflected in family life and lead to divorce during the first few years of a police officer's employment, where an average of six out of ten marriages end in divorce (Glick, 1984). Studies have shown that this failure rate is directly related to the high risk of a person's lifestyle as a result of police work (Bibbins, 1986, p. 425). As noted by Perry (1999), the police profession has the highest divorce rate in relation to any other occupation, which certainly poses a challenge for future police recruits and their families, which is where the mentor's role comes into place (p. 32).

A mentoring program established by the Lansing Police Department (Michigan, USA) at the end of the 20th century was recognized by the International Association of Chiefs of Police as a model for implementation in other countries. The program was designed to not only develop officers' careers, but to retain newly hired personnel as well (Williams, 2000, p. 23). This model enabled 86% of police officers to pass the first level of training, compared to 82% of police officers without a mentoring program. The program enabled 88% of officers to continue working in the police force after three years in the field, which is six percent more than before the implementation of the program (Shepard, Worden, 2003). The percentage especially increased after the seventh year, as before program implementation 76% of newly hired police officers remained at work, while after the implementation the percentage has gone up to 87% (Getty, Worrall, & Morris, 2016). Whether the recruits lack skills or confidence, some simply could not withstand the

probationary period on their own without a mentor. Whether the recruits quit on their own, or their tenure is terminated by the act of a police agency, the agency is left without the recruits they already spent time and money recruiting and training (Williams, 2000, p. 20). Studying the participation of women and persons from minority communities in the police, Seklecki, Paniš and Jeni (2007) note that women⁴ and minorities are particularly inclined to leave the police agency, and this represents a significant problem for the police profession (p. 23). According to Inzer and Crawford (2005), mentoring programs had a significant impact on solving this problem, because they made it easier for officers to assimilate into the police, acquire and improve their police skills, identify their career goals, and successfully complete their probationary period, all of which made the police officers' feedback very positive (p. 39). The authors further point out that when mentors are there to help, employed police officers are positively motivated — their police agency advances, and the citizens get to invoke their personal and property rights (Inzer & Crawford, 2005, p. 42).

When it comes to police organizations, certain authors note that the first step in implementing a mentoring program is to identify goals

⁴ The first woman employed by the American police in 1845 was a supervisor in a women's prison. Tomić J. Marta (2016): *Women In The Police Profession: Vertical Mobility and Integration — a Case Study of the Belgrade Police Department*. mup.rs. PhD dissertation, Faculty of Philosophy, Belgrade, 63. According to other studies, the first uniformed policewoman started working in 1883 in the Metropolitan Police. Garcia Vanessa (2003): "Difference" in the police department: Women, policing, and "doing gender." *Journal of Contemporary Criminal Justice*, 19.3, 330–344. The Metropolitan Police employed their first two police-women in 1883, and by the 1890s there was evidence of them in the Manchester Police. They were very often the wives of police officers. The first female police officer in the United States was Marie Owens, who joined the Chicago Police Department in 1891. In Germany, women were employed in the police force for the first time since 1903, when Henriette Arendt was employed as a policewoman. From 1908, the first three women employed by the Swedish police department were Agda Hallin, Maria Anderson, and Erika Strom. The first woman to be appointed as a police officer with full powers of arrest was Edith Smith (1876–1923), who was sworn into the Grantham Bureau police in August 1915. Philippa Levine (1994): *Walking the Streets in a Way No Decent Woman Should: Women Police in World War I*. *The Journal of Modern History*, 66.1, 34–78.

(Karcher, Kuperminz, Portwood, Sipe, & Taylo, 2006, p. 716). Some police organizations primarily formed a group of employed officers who had higher levels of education, but also took mentoring tests and courses to develop their mentoring skills. These trained mentors prepared reports based on a survey conducted among police officers who had three or more years of service, which included questions related to potential obstacles to the implementation, availability, and acceptability of mentoring (Greenberg, 2005). Based on his research, Williams (2000) emphasized that a mentoring program cannot succeed without the full support of the organization, especially senior management, and noted that mentoring has proven to be a useful proposition for individuals and organizations. At this point, police chiefs should not wonder why they should implement mentoring programs, but rather why not to do so. (p. 21).

8. Performance Records: Theory and Practice

Research confirms that a performance record is an element in an employee's career that leads to an effect that improves the balance between work, performance and career. It can also be noted that there are many benefits of performance records in regards to the career ladder and employee advancement (Paje, Escobar, Ruaya, & Sulit, 2020). According to Mohr and Zoghi (2008) performance records remove the presence of self-selection by the person who rates the work of employees, and increase the probability of significant employee satisfaction, as well as lower the number of complaints in relation to the assessment (Mohr & Cindy, 2008, p. 276).

Some studies show that performance ratings are often manipulated due to the absence of a performance record (Poon, 2004). Namely, employees perceive that performance is often rated based on the assessor's bias and the intention to punish certain subordinates, due to the absence of a document that would confirm otherwise. This further affects the decrease in job satisfaction, less interest in career advancement, and even resignations; therefore, the manipulation of ratings results in the demotivation of employees (Poon, 2004).

Performance assessment is a central function of human resources and management, and the performance record is its reliable, non-discriminatory foundation (Dulebohn & Gerald, 1999, p. 297). Ratings should rely entirely on a reliable indicator of employee performance, the performance record, because it is able to provide accurate data on employee performance (Bretz, Milkovich, & Read, 1992; Lefkowitz, 2000). The research result according to which the accuracy of the rating is determined by the special motivation of the rater is particularly important (Cleveland & Kevin, 1992). There is evidence that suggests that, for various reasons, raters intentionally distort the picture of their subordinates' performance through ratings (Longenecker, Sims, & Gioia, 1987). According to Murphy and Cleveland (1992), the goals that the raters strive for can often be divided into: 1) task and performance goals (e.g., motivating or maintaining performance); 2) interpersonal goals (e.g., maintaining a positive climate in the work group); 3) strategic goals (e.g., improving one's position in the organization), and 4) internalized goals (e.g., maintaining one's values).

9. Research Results

The research in the territory of the Republic of Serbia aimed to examine several segments related to mentoring and the performance record, and was conducted through a survey among active and retired police officers. The sample was formed by randomly selecting several police jobs from the domain of public order and peace, traffic, and crime investigation (N = 36), as well as retired police officers (N = 36). Police chiefs were not involved in research and analysis in order to obtain credible results.

The survey consisted of six parts: 1) the existence of mentoring programs and performance records; 2) the current state of career monitoring programs; 3) the need for a formal mentoring program; 4) the need for involvement in mentoring; 5) categories of mentoring; 6) needs for introducing performance records. The questions were designed in close-ended (forced choice), open-ended, and dichotomous formats. The survey included questions about the implementation of the mentoring program and the performance record, e.g., whether the respondents

see the existence of the mentoring program and the performance record in their own unit as positive and/or negative. Respondents were asked to report their level of satisfaction or degree of agreement/disagreement with the implementation of a formal mentoring program and performance records in police departments. Since the research sought to obtain as much information as possible, the respondents were encouraged to express their opinions or to add comments they considered appropriate through open-ended questions. The research was conducted in three waves, between 2019 and 2022 via direct contact with the respondents. It was concluded that the survey was usable.

10. Analysis and Discussion

Both groups of respondents were the same size, with 36 participants in each group. After analyzing the sample, the following results were obtained: 68 respondents or 94.44% stated that they had never had a mentoring career development program, and all 36 surveyed participants who are currently employed in the police indicated that they were not in such a program. Retired police officers, a total of 32, stated that they did not have such a program during their career, and 11% of them, i.e., four respondents from the retired status, stated that they had, at some point, a person who guided them through their career, but only in the first year of their employment. An interesting discovery is that these officers worked in the police in the early 1970s, and that before entering the first rank they were “deputies”. Their “leader” wrote about their characteristics every year and submitted it to senior management, i.e., “the elder”.

The current state of monitoring tenured police officers’ careers was rated as unreliable for performance measurement, as well as for career monitoring in police departments by all surveyed participants who are active police officers. When it comes to open and dichotomous questions in the survey, 34 respondents, or 94.4% of the total number of active police officers surveyed, answered that the current system for measuring career development results is: biased and random, that it allows arbitrariness, partiality, and favoritism, that mistakes are present and visible, that potential actions of senior managers in regards to intentional and wrongful use of discretion are not prevented, as well as that the

feeling of certain capitalization in relation to the work of each employee is not provided.

In the open survey section, all 36 of the retired police officers surveyed stated that the rating model was balanced, although they believe that it could have been more specifically defined, in a sense that each officer has their own performance record, and not just a personnel file in the human resources department. The participants stated that the performance record should be formed in such a way (that it could be implemented momentarily), that anyone who has insight into the results stored in the performance record can provide a rating, and that it can be controlled by independent controllers at the same time. Furthermore, they indicate that there was no certainty that there would be a correct rating of the difference in the work performed by officers during the year. They state that it was an aspiration, but that there was no clear mechanism towards it, e.g., a performance record.

36 or 100% of tenured police officers surveyed stated that when officers want to seek help in solving a problem, they are not clear on who to reach out to, because the problems bothering them are very often a mixture of official and private nature. All respondents (N = 36) believe that it would be useful for employees to introduce a formal mentoring program that could help solve such situations.

36 or 100% of retired police officers surveyed think that the introduction of a mentoring program could greatly influence an officer if they want to seek help in solving a problem of a professional or personal nature, which can affect their work and career.

All tenured respondents (N = 36) would accept to be included in a mentoring program, but have never been offered a chance to do so. All retired officers surveyed think that the acceptance and implementation of a mentoring program would be beneficial not only to the participants in this program, but to the entire police system. All 36 tenured respondents are unanimous in that the introduction of a formal mentor is necessary. According to 66% of the respondents, a formal mentor should be the main one in presenting observations, while 34% of the respondents support the introduction of a formal mentor, but in combination with informal mentoring as a corrective factor in one's career.

29 or 80.55% of respondents who are active police officers believe that retired police officers who have scientific titles or work as lecturers at various levels of education, and have proven themselves in the police profession, could participate in an informal mentoring program or be a mentor. It should also be noted that the respondents believe informal mentors should be active or retired police officers who have gained respect in the police profession and among their colleagues, and not managers, because a competent police officer represents someone who functions without mandated authority, and such a mentor influences the profession with the authority of his knowledge.

All participants surveyed believe that the introduction of a performance record, independent of the personal file, would be a great improvement for the careers of police officers and the credibility of the police hierarchy. The respondents believe that the existence of a performance record and a mentor would enable impartiality in work rating, as well as that it would ensure police officers that investing additional efforts in performing police work can have a positive impact on their career. All respondents agree that performance records should be immediately introduced into police departments, because this would provide security and certainty that the assessment will be based on the facts contained in the record. This would be the biggest progress in eliminating the discretionary right of managers in the course of rating the work of employees.

Based on a three-decade-long tenure, retired respondents believe that the work of a police officer is, consciously or unconsciously (intentionally or unintentionally), threatened by the perception of their superior, i.e., the way in which the superior viewed them. This opinion is shared by 100% of the respondents. Accordingly, performance records would eliminate the once visible inequality in terms of desirability and personal feelings, while at the same time strengthening the credibility of the police. There would be no ratings based on memory, but based on facts stored and entered into the performance record, which would further introduce understanding, trust, and friendship among police officers. All survey participants agree that the police should immediately introduce performance records and mentoring.

11. Conclusion

The conducted study supports the idea that the introduction of a formal mentoring program and a performance record is imperative in the Serbian police. Moreover, all respondents consider that a formal mentoring program and performance records would contribute to the credibility of the police profession, police officers, and ethics.

Research results showed that respondents expect mentoring and performance records to be implemented in the police in the Republic of Serbia, not only to help solve problems that an officer may encounter, but also to achieve fairness in the context of monitoring the career development of a police officer.

A formalized mentoring program with mentors who have completed police training, but continued to build a scientific career could be a key element in building self-confidence among active police officers.

Respondents must request the urgent implementation of performance records and mentoring, with the belief that this is a way to build a fair rating system. This implementation would not only represent a corrective factor, but primarily, the foundation for the certainty of police officers' careers, which would be decided upon only by the facts in their performance record.

Maintaining the level of human resources (knowledge and skills of police officers) is one of the biggest challenges police organizations currently face. In the long term, the demand for qualified officers changes with time, with increasing community demands and developing criminal activities, expanding law enforcement responsibilities, and diminishing human resources. Some question whether the long-term commitment of current officers will persevere. To help address these challenges and provide useful lessons for the police, this paper offers concrete solutions, summarizing the ideas of police practitioners. The findings have shown that there is a need to focus on the implementation of mentoring and performance records as soon as possible, considering that it will help the ethical distribution of attributes, the quality of personnel, and the police officers' career development.

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