

# **MENTORING IN THE CRIMINAL JUSTICE PROFESSIONS**



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# MENTORING IN THE CRIMINAL JUSTICE PROFESSIONS

Conveyance of the Craft

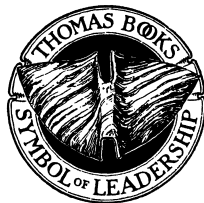
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***Dedicated to the memory of my father and father-in-law who both served their country faithfully and without reservation during World War II.***

Sometimes life takes us to strange, but most often very wonderful places. It has been said that it's the journey and not the destination that is the most important aspect of life. I tend to believe it's both. While we learn and grow along the way, our goal is also to get somewhere. Obstacles in the road exist, and there are times that we may regret some of the turns we make, but if we reach our goal without hurting anyone along the way, we can be proud of not only how we got there, but also what we have accomplished.

As I sit here and reflect on the last words I write for this book, my thoughts take me from the immense amount of work involved in this endeavor bal-

anced against the end product that will hopefully help others see the path to achieve their goals. I owe my accomplishments to all of those who have touched my life in some unique and special way. Their names are too numerous to list. Some of their names I cannot even recall, but their impression has lasted throughout my lifetime. When we think of mentors, most people think in the provincial sense. I see the concept of mentoring more at the level of an ethereal and quintessential plane. As a kid, every day after school I would walk to my dad's garage to help him in any way I could. As awkward and as naïve as I was in trying to fix cars with him, my inexperience usually resulted in more work for him. Never a complaint was lodged, only the advice of someone so wise as to mystify me in spite of being a typical teenager who seemed to believe he knew everything already.

Then too, was the endless cadre of his close friends, most of whom were products of the lessons of life during the Great Depression; a world war or two; the grandest times this country has known – the 1950s; the Civil Rights movement; the Vietnam War; and the scandals of Watergate. Many in our society barely know of, or even have little if any connection to these events. My connection to, these events is indelibly etched in my memories from those same people, most of whom barely made it through grade school, let alone high school, or even understood the concept of higher education beyond the mistaken belief that it was beyond their capacity.

In retrospect, I think of the five college degrees I have toiled and stressed for; the professions I have been blessed to be an active member of, such as law enforcement and higher education; and the life experiences I have accumulated over the last forty-six years. They all pale in comparison to the wisdom that my dad and those around him imparted to me in the earliest stages of my development. Even now, I still find those wonderful people are the smartest people I have ever met. I believe that no matter how old I get, no matter how many new experiences I encounter, no matter how many letters I will have after my name before I leave this magical world of ours, I will never possess that level of timeless and profound wisdom that was given to me by those whom some people in society would view as uneducated laborers. They were the Platos, Socrateses, and Einsteins of my day. Even long after they have left us, they are still my Columbus, my Magellan, and my Balboa, taking me to places I have never been, beyond the horizon, removing my fears and comforting me with the knowledge that I will not fall off if I go too far but rather that I will discover new and even more wonderful worlds. Christopher Columbus said, "The sea will grant each man new hope as his sleep brings dreams of home." In applying this prophecy to my journey in life, our greatest dreams await us far beyond what we see as our current horizons. These were the people who pointed the way and told me it would be difficult but, that I would be safe in my travels. Most importantly,

they are still there to guide me back home.

There exists no priceless treasure, no word or phrase, no loving embrace that can ever repay them for all of the gifts they have given me. The only remuneration I can offer them is in the efforts I make every day to keep their memories alive in me and in the lives of the others I am privileged to touch along the way. The only comfort I gain is in the thought that I will someday be with them again and hear my mentors say that they were proud of me for every day I stayed behind in this wondrous world of ours.

F.A.C.





## FOREWORD

**D**r. Colaprete provides comprehensive and critical information that strikes at the very center of organizational need where people represent key elements to continued effectiveness. There are countless examples of promotions that fill a vacancy without benefit of obtaining the predecessor's experience, wisdom, and counsel. In many instances, a recently promoted individual steps into a new position and, starting at ground zero must learn from that point forward. Days, weeks, and months are needed to become familiar with the demands and expectations of his or her boss and of those who work in the same unit, division, or department.

It is rare to replace someone and have the benefit of his or her counsel and experience in learning the nuances of the job and its responsibilities. We all have sat behind our new position desk that first day with nothing before us, silence dominating for the moment, no incoming e-mails or inquiries, and wondering what do I do next. Soon the crescendo builds and work demands rise from a trickle to a flood while solutions and direction are provided in a not-quite-confident manner, but one that necessity dictates.

How different that scenario would be if the previous office holder were there to mentor and explain the whys and hows of what is taking place – someone to ask the important “what if” questions; to inquire about past practice; to explore strengths and weakness of systems, people, and policy. Knowing where problems lie provides time to develop prevention strategies and correction planning before the guillotine drops. Anticipation is replaced with confidence because someone who has walked the path you are now embarking on is there to help guide through daylight and darkness until you are ready to proceed unassisted. Is that not a great concept?

Dr. Colaprete has brought academic and applied knowledge and skill to the pages of this book. The major outcome of his insight is the benefit to thousands of in-service personnel who read and follow the precepts presented, thereby preventing the loss of valuable knowledge and experience that transitions out the door when it is most needed. The traditions of moving from one job to another with the belief that on departure a new person will be brought in to assume the duties of his or her predecessor is archaic and ineffective.

Organizational change, although difficult, is greatly enhanced by the implementation of certain policies and practices, and the time is right to launch mentoring as a personnel enhancement tool. As Dr. Colaprete states, as the demand for senior executives in organizations increases so, too, does the need to build in a continuation of knowledge transfer to lessen the learning curve and maintain effectiveness. All manner of professional development is available, and much of it remains mundane in its value whereas the concept of mentoring, a powerful motivational tool, remains basically obscure.

Dr. Colaprete's book provides a blueprint of relevant theory, concepts, and practices on mentoring in an easy to read and well-organized format. Organizations with future improvement as a goal would be rewarded by adopting the principles and practices available in this book and thereby initiate a sustainable program of mentorship available to all employees. In a time of high competition, demands for excellence, and accountability of services and the people who deliver them, can any less be expected?

The past two decades have revealed the most significant advances and research in the concepts, theories, and practices of mentoring. This concept is succinctly stated by Dr. Colaprete: "Conceptually, mentoring provides a framework, whether informal or formal, to interact, support, transfer knowledge, and guide the protégé to their desired state." A continuous thread of what works and what does not, passed from person to person and applied to people and situations that work in the organization, strengthens both the employee and the employer far beyond most other types of training and development that are offered.

This book is a must read by all who seek and receive promotion and who hold positions of trust and responsibility in an organization. It is filled with relevant and critical information, and provides personal examples of successful mentoring and exercises to bring the concept to practice and thereby assist with the transfer of learning. Shifting from a mindset that fills a position after the vacancy occurs to one that permits familiarization and grounding by the position's predecessor to his or her replacement greatly benefits an organization. No responsible manager should be without this book and by extension should use its precepts in daily practice.

Richard C. Lumb, Ph.D.

## PREFACE

**M**entoring means something different to everyone. With that vast array of interpretation, confusion is often encountered when attempts are made to apply the concept in a specific organization. Encapsulating theory and then applying the theory to the specific discipline is the intent of this book. *Mentoring in the Criminal Justice Professions* is intended to take the reader on a journey that spans the original inception of mentoring as a mythical concept to its applications as a contemporary didactic phenomenon.

From the endearing character in Homer's *Odyssey* to the modern-day applications in myriad professions, mentoring has a proven track record of building the capacity of our most precious commodities in organizations: our human resources. From inception, to theory, to research, to practice, to testing, and to evaluation, the reader will find a veritable road map in developing not only the understanding of mentoring theory and practice but also, more importantly, the methods to develop mentoring programs and systems in the varied criminal justice professions of law enforcement, corrections, probation, and parole environments. These fields are dominated by the development of tacit and craft knowledge that must be transferred to the next generations.

As we examine and reflect on our history within the organization, we cannot help but appreciate our personal impact, however brief it may be, on the shaping of what our organizations are and what they will become. One fact that is clear is that new cars, computers, and weapons do not make criminal justice organizations – people do! Ignoring the impact of what one person does is certainly a tragedy. Ignoring what the collective efforts of our people do is incontrovertibly a crime! Most likely you will have an appreciation for the contents of this book as it relates to how someone has touched your life and how you may have touched the lives of others in a very wonderful and positive way. What this book will do is give you the means to make the theory of mentoring an institutionalized practical reality in your organization, and in your life.

F.A.C.



## ACKNOWLEDGMENTS

When I think of the notion of acknowledging all those who have had some personal, educational, or professional influence in my life the task becomes insurmountable. Although I was able to distinguish those who have had the most profound impact on my early stages of formative development in the Dedication pages, those who are included here should be considered no less important. I have had the opportunity to work with everyone I have listed here in their personal and professional lives; more importantly, when I think of the reciprocity of mentoring relationships, I believe I have gained far more from them than they could have ever gained from me. This embodies the essence of where this book should take you.

In education, there are four people who have distinguished themselves in their assistance in my pursuit of higher education. Professor Rand Gee, Dr. John Plesha, Dr. Jean Higgins, and Dr. Karen Bowser. Each had a significant and lasting impact on the depth and breadth of my studies, inspiring me to reach far beyond the dreams I had when I first met them. I hope I have been able to live up to the standards they set for themselves in giving back to those in the field and in life.

I have had the opportunity to work with some of the finest and dedicated protégés one could ever imagine. Lieutenant Richard Schill, Investigator Gary Galleta, Investigator Jonathan Tahara, Investigator Patrick Tona, Officer Ken Coniglio, Officer Brian DiSalvo, Officer Andy DiMaria, Officer Richard Martin, Officer Mark Mura, Officer Tom Sawnor, and Officer Gary Stenclik. I have gained so much from their individual and collective wisdom and dedication that it has not only honed my own practices but also motivated me to continue to do this type of work for others. Learning does not always come from above. Often we must look in our spherical network to gain fresh perspectives and experience new learning. As a lieutenant, most of those whom I have mentioned were some of the nicest cops and sergeants *I ever worked for!*

To Lieutenant Mike VanRoo, words always seem so inadequate for how much you have taught me along the way. Sadly, we often meet ideological prostitutes in our personal and professional lives. Zealots and extremists I can understand because even if their thoughts are misguided or damaging, at

least they believe in something! The most troubling are those who are willing to metaphorically sell themselves to whoever is standing in the room at the time. Mike has always exposed me to a grounded ethic and value system that is born from consistency of purpose, taking the events of life in context rather than as life-altering events, providing the true meaning of friendship, and teaching me to appreciate the reflective thought process in all that I do. Although I know that he will be humbled by these few words I have written, his ideology has been indelibly etched in my orientation to life as well as teaching me something of such great importance and so prophetic as to keep me sane in those difficult times we all face: *Never lose your ability to laugh!*

Professionally, there are a few key people that I can point to who are always beside me and more than willing to offer their keen and insightful advice that keeps me on my path to those endless horizons. One could not ask for two better friends than Dr. Richard C. Lumb and Dr. Art Amann. They are the personification of inspirational pragmatism. In this orientation they have kept me focused, motivated, and always progressing toward achievable goals. I owe much of who and what I am in academe to their perpetual and timeless wisdom.

In academe, aside from Dr. Lumb and Dr. Amann, there are three people who have helped me develop my acumen as a teacher and scholar. Dr. Donal F. Hartman of Norwich University, Dr. Amy Rafferty of New England College, and Dr. Robert McKenna of Roger Williams University all deserve special mention as this chapter of my life unfolds.

My thanks to Dr. Ronald Zambetti, the older brother I wish I had, and Dr. Adam Zambetti as a protégé, colleague, and dear friend, who is the younger brother I will always have. And, to Mr. Albert Testa and Mr. George Dandrea, whose love and care for me has for so many years helped fill some of the void left by the untimely passing of my dear father, Frank Louis Colaprete and oldest brother, Stephen Brown.

To those who have taken the time to share their mentoring stories in the *Profiles in Mentoring* pieces at the conclusion of each chapter, it is not only my appreciation that they should receive, but also yours. Each has shared with us all a very special and important time, situation, or person in his or her life that has made the difference to them. It is their hope that these stories will make a difference for you as well. To Luci Welch, John Caceci, Mike Walsh, Gabrielle Liddy, Vince Pulcini, Brian Disalvo, Richard Martin, and Pat Tona, I extend my sincere and heartfelt thanks.

To Michael P. Thomas and his professional and committed staff at Charles C Thomas Publishers, Limited, thanks for the opportunity to work with you again. Your confidence and support have been a tremendous benefit in the arduous, yet wonderfully rewarding, process of publishing.

Finally, to my wife Katherine; your patience with, dedication to, and love for me are what make it possible for me to produce these works. Without her, I could not be in the business of enabling the dreams of others!

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# **MENTORING IN THE CRIMINAL JUSTICE PROFESSIONS**



## Chapter 1

### AN INTRODUCTION TO MENTORING

*Mentoring is perhaps one of the most effective processes used for professional development. This approach facilitates the transfer, at a personal level, of proven knowledge, skills, and abilities that are directly applicable to a particular job.*

Bill McCampbell (2002)

#### Learning Objectives

- What is mentoring and from where does the concept emerge?
- What is mentoring in theory and in practice?
- What are the foundational theories that support mentoring practices in organizations?
- What are the stages and constructs of mentoring in criminal justice organizations?

#### Key Concepts and Concerns

- Mentor
- Protégé
- Development and Assessment Concepts
- Interpersonal Relationship Building
- Psychosocial and Cultural Implications
- Stages and Constructs of Mentorship

#### Introduction

From the mythical character Mentor in Homer's *Odyssey* to a modern didactic phenomenon, mentoring is evolving into the viable mainstream

alternative to traditional employee development and training techniques. The concept of mentorship programs combined as a vehicle for adult education teaching and learning methodologies in the public and private sectors continues to be an emerging field of study. As our society ages, we are faced with the critical need of replacing lost human resources with those who will need the capacity to continue from where we left off in our professional careers. No easy task indeed, because in our minds, the plethora of reasons for not developing those coming behind us often outweighs the countless tangible and intangible benefits that can be sown when we do.

*"Why mentoring?"* Most bottom-line managers will ask this question. The retort I bring to the dialogue is, *"Who mentored you for your role in the organization?"* Often left with a range of responses from blank stares to frustration and intense anger, administrators and managers will provide an almost endless array of their trial-by-fire experiences that were absent of a tacit knowledge base that would have allowed them to successfully navigate the proverbial mine fields of the profession. After some very short reflection, the reality sets in and those same administrators believe that mentoring would have had a tremendous impact on their role, both at the time of induction and transcending the remainder of their careers. The next question then lingers like a child who only needs a few more inches to reach a treat that rests on an upper shelf of the kitchen cabinet: *"How do I do this for my organization?"* This book is designed to be the chair to stand on. Because Mentor was originally a mythical character, this book transforms the previous metaphor into reality.

The business, educational, private, public, and, now, criminal justice sectors are quickly recognizing the efficacy of such programs in the face of difficult times. In general, mentoring can provide opportunities for organizations to identify and develop future leaders, improve communications and relationships, and meet impending workforce attrition and diversity needs through proper succession planning. All of this can be accomplished through this inexpensive teaching method for improving the knowledge and skills of protégés with the existing human resources of the organization. The mentor is in the unique position of being able to identify the knowledge and skill needs of a protégé and transfer that tacit knowledge in a real-time manner. The mentor then significantly shortens the learning curve for the protégé so the protégé can be up to speed and contributing to the organization in a much more efficient and beneficial manner. The mentor can also capture missed opportunities to create teachable moments for the protégé as often as needed.

Over time, the business and educational sectors have suffered some grave losses of experienced human resources, prompting much of the research to take place in these arenas. In the corporate world, a trend toward divestiture

of all but core businesses often eliminated opportunities for managers to learn the entire business by serving time in a variety of divisions (Dolan, 2001). One result was that demand for senior executives in organizations in the year 2000 increased 23 percent compared with 1999 (Dolan, 2001). Also occurring in the corporate world, the loss of mentoring opportunities was a significant detriment to leadership development activities (Dolan, 2001). With this in mind, in the business sector, mentoring was found to help develop an individual's fullest potential (Hansen & Matthews, 2002). As demonstrated later in the book, numerous corporate world examples and models are provided that are applied within the criminal justice field.

Taking into consideration the educational field and its application of the mentoring concept, we find the application of classical and contemporary learning theories that effectively augment the original concept of confidant and guide to trainer and teacher. Unlike the business and law enforcement realms, education has set mentoring as a mandate for the development of novice teachers. Twenty years before this book was written, some forty-seven states had mentoring programs in place for kindergarten to twelfth-grade teachers (Brown, 2003). Therefore, mentoring has evolved into one of the most common elements and an integral part of induction programs for new teachers (Hertzog, 2002).

For the criminal justice professions, the mentoring concept is really in its infancy stages of development. The problem is exacerbated by archaic mind-sets in law enforcement that prevent the introduction of new and innovative concepts to the professional development of our staffs. Compounding this problem is the cyclical projected shortage of practitioners in law enforcement that requires intervention methods at all levels from patrol officer to chief. From entry level to the most senior ranks in law enforcement organizations, the problem of employee development has always loomed in the distance, only becoming a topic of discussion and action out of necessity and liability rather than need and progressiveness. More the rule than the exception, law enforcement officers begin their careers as officers, investigators, supervisors, and managers with minimal to no training and then are compelled to learn their craft by trial and error. Many mistakes are made and are costly to the employee, organization, and the community served. Law enforcement, like the teaching profession, is often fraught with a "sink or swim" environment in which personnel feel isolated and unsupported in their work (Colley, 2002; Hertzog, 2002). The induction years can lead to emotional isolation (Menchaca, 2003). Isolation can also lead to burnout and frustration (Hansen & Matthews, 2002). Induction can also lead to negative and detrimental experiences that can all but destroy the new employee's attitudes, motivation, and capacity. With this in mind, Ganser argues for the use of mentoring in the training of new teachers as he states that "The experiences

of teachers during their first few years of work are powerful and influential in setting a direction for an entire career. But without systematic guidance, temporary and sometimes undesirable measures seized upon by new teachers to make it through the year, even through the day, may soon become permanent” (1999, p. 8).

Mentoring cuts through these issues by providing for continuous improvement practices with contemporary concepts and maximizes relationship building and networking in the organization. Lifelong learning concepts must pervade professional and technical disciplines to meet the dynamic needs of our chosen professions. The merging of these two fields of study will act as a catalyst for continuous improvement in the law enforcement arena. Teaching mentorship is a vital, yet often underutilized, strategy that local, regional, and national professional development initiatives should include (West, 2002). This book takes a multidisciplinary approach that examines the aforementioned areas of study and their applications to the criminal justice environment and suggests a reformist theory of organizational change in how we continue to develop our most precious resources – the people who work for us! In order to do this we must seek opportunities to create induction models that challenge the educational status quo (Moir & Gless, 2001).

## **HISTORICAL PERSPECTIVE OF MENTORING**

The historical examination of mentoring revealed that the concept dated back over a period of three millennia. Several theorists have portrayed the genesis of the mentoring concept as it relates to its historical and mythical relevance. The word mentoring comes from the root *men*, to remember, think, and counsel (Eppert, Casemore & Davis, 2002). Mentor was a mythical character in Homer’s *Odyssey* who was tasked with educating and caring for Telemachus, the son of Odysseus, the King of Ithaca (Burgstahler & Cronheim, 2001; Larson, 2002). Another story presented was that, before the Trojan Wars, Odysseus asked Athena, the goddess of practical reason and wisdom, to instruct and tutor his son Telemachus in his absence. Athena accepted the challenge and was history’s first mentor (Fracaro, 2002). Interpretations of Homer’s epic favorably reveal Mentor as a trusted counselor, teacher, nurturer, protector, adviser, and role model (Eppert et al., 2002). Further examination reveals that mentoring has historical applications in both the public and the private sectors. Janas for example, reports the modern applications of mentoring as applied to specific disciplines, such as education by stating that “Since Odysseus entrusted the education of his son to an advisor and friend named Mentor over three thousand years ago, the concept of mentoring has become firmly tied to the educational process.