

City of Virginia Beach Police Department

Professional Development Program



A Field Guide for Department Members

This program is designed to enhance the proficiency, performance, and professional status of members of the Virginia Beach Police Department.

*This Field Guide is Prepared and Updated by the Virginia Beach Police Department
Professional Development & Training,*

Under the Approval of the Chief of Police _____

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INTRODUCTION

PURPOSE

The Virginia Beach Police Department recognizes that its members are its greatest resource, and it is committed to providing opportunities for its members to achieve fulfillment through education, training, special assignments, and self-initiated activities that challenge the member, accomplish the mission, and serve the community.

In partnership with the University of Virginia, this program was designed and built to foster the initial development of core competencies and the continued development of advanced competencies for all members throughout their careers, and for members to be recognized and celebrated for their efforts and accomplishments. The development of core competencies will establish a foundation for successful personal and professional growth and achievement, while continued, career-spanning development will enable the member to enhance his/her proficiency, performance, and professional status with the ultimate goal of accomplishing the Virginia Beach Police Department's mission, achieving its vision, and living out its values.

ROLES, RESPONSIBILITIES, AND ADMINISTRATION

Roles & Responsibilities

The following list is intended to clarify the roles and responsibilities of various members of the department as they support individuals in navigating their way through this program. This list is not exhaustive, and more importantly, each individual member bears the greatest responsibility for his/her own development, achievement, and advancement.

Chief of Police or his designee: The chief of police, or his designee, makes the final decision on who advances to the next level. The chief or his/her designee, may hear a member's appeal of the board's decision or entertain a supervisor's request for a member's delay in advancement. All decisions of the chief of police are final.

Commanding Officer of Professional Development & Training (PD&T): The commanding officer of PD&T shall be responsible for administratively implementing this program; ensuring that requirements for advancement are linked to the present and anticipated training needs of the department and that such training is in compliance with all applicable affirmative action/equal employment opportunity standards.

Mentor Coordinator: The mentor coordinator is responsible for maintaining the list of current mentors, and pairing mentors with protégés. He/she also collects all report-outs on the program from non-supervisors.

Precinct Career Counselor: All lieutenants of the precincts/bureaus to which the members are assigned are responsible for supervising the implementation of this program. Each lieutenant will be responsible for the officer and sergeant administratively assigned to him/her.

Public Safety Training Specialist (PSTS): The PSTS shall be responsible for the day-to-day operation of the program. The PSTS will regularly evaluate the availability and applicability of various training courses and requirements ensuring that mandated training is relevant, valuable, and accessible.

Sergeant of PD&T: He/she is responsible for program administration and collecting all report-outs on the mentoring program from supervisors.

PROGRAM OVERVIEW

The Professional Development Program focuses on non-supervisors and first level supervisors. Within each of these groups there are certain requirements that the member must successfully achieve before advancing to the next level. These include meeting the tenure requirement and receiving the appropriate evaluations, the successful completion of all in-service and additional training. In addition, members seeking advancement will choose from additional requirements which include service in specialty assignments, or the performance of collateral duties and/or the completions of formal education requirements. Finally, once the member has achieved these requirements he/she may advance to the next level. Once the member advances the process begins again.

Supervisors' Endorsements

Members requesting advancement must receive a positive endorsement from their direct supervisor, precinct/bureau career counselor, and the precinct/bureau commander. In the event that one supervisor fulfills more than one of the roles for the member, a single recommendation will suffice. The career counselor will conduct a review of each member's file and prepare a written summary of any disciplinary action.

The supervisor's recommendation should be thoughtful, deliberate, individualized, and based on the member's overall job performance and how well the member meets the goals of the program.

APPLICATION PROCESS

To apply for advancement in each level in Professional Development, the member must:

- Successfully complete the requirements.
- Submit an application for advancement and complete a Professional Development Program Application for Acceptance (PD-238). The member will then forward the form to his or her immediate supervisor for endorsement/recommendation. In addition to the application, the member shall submit any additional documentation necessary to provide evidence of professional achievement, including, but not limited to college transcripts (official transcripts only), training records, and documents supporting the assertion the applicant served in a specialty assignment or performed a collateral duty consistent with the requirements for advancement.

- The immediate supervisor will ensure that the officer or sergeant meets the criteria for advancement, complete the submitted Professional Development Program Application for Acceptance (PD-238), and forward that application through the chain of command. The commanding officer of the applicant will forward completed applications for advancement to level PO2, PO3 and PO4 to Police Payroll. Applications for advancement to PO 5, PO6, and all sergeant applications will be forwarded by the applicant's commanding officer to PD&T.
- Applications for PO4 will be evaluated for advancement twice a year (first pay period in January and the first pay period in July). Applications for PO4 must be submitted at least 30 days before the advancement date. Incomplete or unsuccessful applications will be evaluated in the next period.

Applicants who are not advanced will have the right to appeal the decision.

Appeals Board

Any member seeking an appeal of a decision to not advance will submit notice of appeal, identify the grounds for their appeal, and be afforded the opportunity to appear at the Board.

The Appeals Board will be convened as needed and within 90 days of any notice of appeal. The PSTS will schedule the Board, ensuring all relevant parties are available and that all necessary documentation is also available for review. The Board will evaluate member's appeal and identify a resolution path focused on achieving the advancement.

The Appeals Board will consist of following:

- PD&T captain
- One supervisor who is at least one rank above the appellant
- Two supervisors who are no more than one rank above the appellant
- HR representative

Notification of the Appeal Board Results

The PSTS shall notify the appellant of the Board's decision and resolution path within 30 days of the outcome.

PRIOR SERVICE CREDIT

Officers with approved prior service credit (two years prior service equating one year of service with the Virginia Beach Police Department), will be allowed to apply that time towards tenure requirements as they enter the Professional Development Program.

Reinstated officers who have a break in service as a result of a voluntary separation to seek other employment that lasts less than twelve (12) months will be awarded tenure credit for the earlier time served.

Reemployed officers who have a break in service as a result of a voluntary separation to seek other employment that lasts more than twelve (12) months will not be awarded tenure credit for the earlier time served.

A break in service as a sergeant as a result of disciplinary action or a voluntary separation to seek other employment will negate any tenure credit for the earlier time served.

CAREER PROGRESSION

POLICE OFFICERS

Career Paths

The Virginia Beach Police Department offers numerous opportunities for officers to gain specialized training and experience, and officers are primarily responsible for designing their specific career path within the overarching Professional Development Program. The design of a career path should be the product of consultation with the member's supervisors, career counselor, the PSTS if desired, mentors and others. A career path is a framework that guides knowledge skills and abilities (KSA) development and the assumption of collateral duties. Declaring a career path is not a limiting factor but merely a method by which to organize your efforts and better set career goals.

Levels

This program consists of six progressive levels designed to offer developmental opportunities for officers while recognizing their achievements throughout their careers. New officers enter into Police Officer I upon graduation from the academy or upon their hire date if hired on as a certified officer.

In addition to the requirements listed on the table below, members must have achieved "meets expectations" or higher on the last two performance evaluations.

Training

The training component in this program is defined as elective training; that is, training that is not part of in-service, administered via PowerDMS, or mandated as a part of the member's current assignment. For example, a patrol officer assigned to a precinct may have a career goal of being assigned to the Fatal Crash Unit, so the officer asks, is selected, and successfully completes the basic crash investigation school. This would be an example of elective training. However, if the officer is already a member of the Fatal Crash Unit and is sent to basic crash investigation school

as a requirement of his assignment then that would be considered mandatory training and not elective.

At varying levels officers will be required to complete certain training that will enhance their KSAs. Supplemental training required for level advancement is specified on the Training Requirements document located on the shared drive, and delivered by PD&T. The City of Virginia Beach Human Resources offers a multitude of courses both in a lecture and online interactive format. Officers are highly encouraged to review the Human Resources Learning and Development catalog and research and enroll, with their training lieutenant's approval, in training opportunities offered that will enhance their KSAs in their new position beyond those that are required. For those officers advancing to level IV, the selection of classes should be aligned with your individual career goals and discussed with your career counselor who will assist in tracking the completion of the requirements. All courses must be sanctioned by the commanding officer of PD&T, or his designee.

In the event that a training course listed in a level as a requirement is no longer offered, PD&T will publish a notice and list the replacement class(es) members may substitute.

Specialty Units, Collateral Duty Points, and College Credits

As part of their professional development, officers will be expected to take on more responsibilities and develop more abilities. Officers will be able to choose the path best suited to them by opting to focus on advancing their formal education, or serving in a specialty unit, or assuming and performing collateral duties. Officers shall review the options and decide with their career counselor the best way for them to complete the requirements at each level. For example, an officer may elect to complete four collateral duty points in order to progress to level III, but choose to have obtained three years in a specialty assignment in order to progress to level IV, and complete 15 new college credits in order to progress to level V. These options are described in more detail in the chart below.

A list of relevant collateral duties that may be applied to these requirements is included in appendix I. It is important to note that in order to earn credit for a particular collateral duty, the officer will need to produce documentation (memo, evaluation, or the like) demonstrating that they actually performed the duty.

The definition of what constitutes a specialty assignment has been expanded to include any assignment beyond the standard precinct patrol officer zone assignment (e.g., SRO, TSU, COP, OCOP, crime analyst, SWAT, detective, etc.).

Field Observations

One component of progression is the officer's appropriate demonstration of competency through field observations of the supervisors in the representative work functions and responsibilities and the performance standards enumerated in the job description. These observations can be tailored to the specific mission of the squad, unit, or command and should be documented in the Overall Performance Summary of the officer's yearly performance feedback.

Prepared and updated by the City of Virginia Beach Police Department Professional Development & Training

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The following chart has been developed as a visual reference describing the various levels for non-supervisory officers and the requirements associated with each level.

LEVEL	WRITTEN EXAM	TENURE AS AN OFFICER	TRAINING	SPECIALTY UNIT	COLLATERAL DUTY POINTS (see Appendix I)	NEW COLLEGE CREDITS
				CHOOSE ONE OF THESE THREE OPTIONS		
POLICE OFFICER LEVEL I		Graduation from Police Academy – 3 years				
POLICE OFFICER LEVEL II	70% score required	3 years – 6 years	Refer to the Training Requirements document on the shared drive			
POLICE OFFICER LEVEL III		6 years – 9 years	Refer to the Training Requirements document on the shared drive	1 year in a specialty assignment as defined by GO 2.01, Allocation & Distribution of Personnel	4 collateral duty points	15 college credits (obtained after employment)
POLICE OFFICER LEVEL IV		9 years – 14 years	Refer to the Training Requirements document on the shared drive	3 years cumulative in a specialty assignment (including 2 years additional experience upon obtaining Level III)	7 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level III)	15 college credits (obtained after achieving Level III)
POLICE OFFICER LEVEL V		14 years – 20 years	Optional – members are encouraged to complete additional classes	5 years cumulative in two specialty assignments (including 2 years additional experience upon obtaining Level IV)	10 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level IV)	15 college credits (obtained after achieving Level IV)
POLICE OFFICER LEVEL VI		20 years+	Optional – members are encouraged to complete additional classes	8 years cumulative in two specialty assignments (including 3 years additional experience upon obtaining Level V)	14 cumulative collateral duty points (including 4 additional collateral duty points upon obtaining Level V)	15 college credits (obtained after achieving Level V)

SERGEANTS

The role of the first-line supervisor is incredibly important in any police organization in part because it is the fundamental level where the chief of police's vision and direction are operationalized. It is also the rank where some of the most significant, and sometimes difficult, transition takes place. The program is committed to providing support, training, and the opportunities for stretch assignments to Sergeants.

Pending & Newly Promoted Sergeants

Candidates for promotion to sergeant, as well as newly promoted sergeants if promoted before he/she has had an opportunity, will attend the Leadership Exchange and Development School (LEaDS) administered by PD&T.

The newly promoted sergeant will complete a period of field training with a sergeant who has been designated by their specific command as a training supervisor, prior to assuming supervisory responsibilities. This period of field training shall consist of a minimum of 80 hours of field training with the assigned sergeant. At the completion of the field training the Sergeant will be considered a level one in the program.

The VBPD Philosophy

Leader competency is maximized through knowledge, training and experiences. Leader experiences are maximized through their performance in a variety of assignments and work groups. By establishing maximum tenure lengths for supervisors across the department, we create greater predictability for positional vacancy, greater opportunity for leader development and greater likelihood of organizational resilience.

Rotations

In an effort to create a more diversely-trained and experienced first-line leader, and a corps of sergeants with a greater breath of experience and expertise, the following sergeants' positions will be subject to rotation after no more than three (3) years in that assignment. A sergeant may be extended up to a maximum of six months based on an articulable need made by the commanding officer to the Chief of Police.

Additionally, there will be a cumulative command cap of ten (10) years for all assignments (across all divisions) before that sergeant must leave that command; however, that sergeant may return to the command after at least a twelve-month (12) break. Any request to exceed the cumulative command cap will require approval from the Chief of Police. Sergeants and commanders should be sensitive to this additional time restriction as the sergeants plot their career course.

Operations Division	Investigative Division	Professional Standards Division	Support Division
1 st PCT Admin / SRO	Detective Bureau Admin	Internal Affairs Investigator (2 positions)	Uniform & Supply
1 st PCT COP	Computer Crimes Unit	PD&T In-Service / PTO	
2 nd PCT Admin / SRO	Domestic Violence / Missing Persons Unit	PD&T Recruiting	
2 nd PCT COP	Narcotics Unit		
2 nd PCT OCOP (2 positions)	Property Crimes Unit (2 positions)		
3 rd PCT Admin / SRO			
3 rd PCT COP			
3 rd PCT Town Center			
4 th PCT Admin / SRO			
4 th PCT COP			
Community Engagement Unit			
Executive Aide to Deputy Chief			
Homeland Security Unit			
K-9 Unit ¹			
Marine Patrol / Motorcycle Unit			
Traffic Safety Unit			

¹ – The K-9 Unit will designate one of its positions to rotation. If that sergeant becomes certified to handle a canine and employs a canine as a part of his/her normal duties then that position will rotate at five (5) years; if not, then that position will rotate at three (3) years.

It is important to note the established tenure limits do not reflect on the value of or relative importance of any position; instead, the tenure limits are more correctly seen as leadership assessment of the amount of technical training, experience, and specific skill sets necessary to effectively fulfill the position's overall responsibilities and develop the subordinates assigned to that unit. Additionally, because some positions are more complex than others and require different levels of transition, there is no set amount of time for an outgoing sergeant to train his/her successor; instead, commanders should factor in succession issues when transitioning new sergeants to assignments and work with other commanders to minimize the impacts on the affected commands.

Sergeants may compete in any selection process for which they are eligible and, if selected, rotate from one specialty assignment to another; however, a sergeant should not expect to return to the same specialty assignment he/she just left within one (1) year of leaving it.

Supplemental Reading

All sergeants are strongly encouraged to read *Communication Excellence* by Dr. Brian Polosky and *The Elements of Style* by William Strunk, Jr. and E.B. White.

Levels

This program consists of six progressive levels designed to offer developmental opportunities for sergeants while recognizing their achievements throughout their careers. Those levels and their various requirements are described in the chart below.

Sergeants seeking advancement must have achieved “meets expectations” or higher on the last two performance evaluations.

Training

The training component in this program is defined as elective training; that is, training that is not part of in-service, administered via PowerDMS, or mandated as a part of the member’s current assignment.

At varying levels sergeants will be required to complete certain training that will enhance their knowledge, skills, and abilities. Supplemental training required for level advancement is specified on the Training Requirements document located on the shared drive. The City of Virginia Beach Human Resources offers a multitude of courses both in a lecture and online interactive format. Sergeants are highly encouraged to review the Human Resources Learning and Development catalog and research and enroll, with their training lieutenant’s approval, in training opportunities offered that will enhance their KSAs in their new position beyond those that are required. The selection of classes should be aligned with your individual career goals and discussed with your career counselor who will assist in tracking the completion of the requirements. All courses must be sanctioned by the commanding officer of PD&T, or his designee.

In the event that a training course listed in a level as a requirement is no longer offered, PD&T will publish a notice and list the replacement class(es) members may substitute.

Specialty Units, Collateral Duty Points, and College Credits

As part of their professional development, sergeants will be expected to take on more responsibilities and develop more abilities. Sergeants will be able to choose the path best suited to them by opting to focus on advancing their formal education, or serving in a specialty unit, or assuming and performing collateral duties. Sergeants shall review the options and decide with their career counselor the best way for them to complete the requirements at each level. For example, a sergeant may elect to complete six collateral duty points in order to progress to level III, but choose to have obtained five years in a specialty assignment in order to progress to level IV, and complete 15 new college credits in order to progress to level V. These options are described in more detail in the chart below.

A list of relevant collateral duties that may be applied to these requirements is included in appendix I. It is important to note that in order to earn credit for a particular collateral duty, the sergeant will need to produce documentation (memo, evaluation, or the like) demonstrating that they actually performed the duty.

The definition of what constitutes a specialty assignment has been expanded to include any assignment beyond the standard precinct patrol officer zone assignment (e.g., SRO, TSU, COP, OCOP, SWAT, detective, etc.).

LEVEL	TENURE AS A SERGEANT	TRAINING	SPECIALTY UNIT	COLLATERAL DUTY POINTS (see Appendix I)	NEW COLLEGE CREDITS
CHOOSE ONE OF THESE THREE OPTIONS					
SERGEANT LEVEL I	Date of Promotion – 3 years				
SERGEANT LEVEL II	3 years – 6 years	Refer to the Training Requirements document on the shared drive		3 collateral duty points	15 college credits (obtained after achieving Level I)
SERGEANT LEVEL III	6 years – 9 years	Refer to the Training Requirements document on the shared drive	3 years cumulative in a specialty assignment (including 2 years additional experience upon obtaining Level II)	6 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level II)	15 college credits (obtained after achieving Level II)
SERGEANT LEVEL IV	9 years – 14 years	Refer to the Training Requirements document on the shared drive	5 years cumulative in more than one specialty assignments (including 2 years additional experience upon obtaining Level III)	9 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level III)	15 college credits (obtained after achieving Level III)
SERGEANT LEVEL V	14 years – 20 years	Optional – members are encouraged to complete additional classes	7 years cumulative in more than one specialty assignments (including 2 years additional experience upon obtaining Level IV)	12 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level IV)	15 college credits (obtained after achieving Level IV)
SERGEANT LEVEL VI	20 years+	Optional – members are encouraged to complete additional classes	9 years cumulative in more than one specialty assignments (including 2 years additional experience upon obtaining Level V)	15 cumulative collateral duty points (including 3 additional collateral duty points upon obtaining Level V)	15 college credits (obtained after achieving Level V)

Principles of Law Enforcement Leadership

The Professional Development Program seeks to foster behaviors that reflect the principles of good police leadership described in the following chart (*Athena Corporation, 1992*). Many of these principles are discussed in greater depth in the formal training the VBPD provides to new sergeants in the Leadership in Police Organizations (LPO) class. They are incorporated here as a way to emphasize the fundamental role these behaviors play in career success.

PRINCIPLES OF LAW ENFORCEMENT LEADERSHIP

*AS A LEADER -- YOU MUST *

1. KNOW THE JOB

- Understand the authority and responsibility conferred upon you by Law
- Know and act in accordance with rules, regulations and policies
- Clearly understand organization and unit mission
- Understand own role in mission accomplishment
- Be technically/tactically competent
- Know tasks associated with your assignment

2. KNOW YOURSELF

- Identify own strengths and limitations
- Strive to enhance strengths and overcome limitations
- View self as a leader, peer and follower
- Demonstrate self-confidence

3. KNOW AND TAKE CARE OF SUBORDINATES

- Ensure that subordinates' basic needs are met
- Represent subordinates' interests to seniors and civil authorities whenever appropriate
- Take time to learn about subordinates
- Eliminate discrimination and sexual harassment from the workplace
- Build positive morale among subordinates
- Be sensitive to effects of cultural and educational differences among subordinates

4. PROJECT A CLEAR VISION

- Create a vision to guide unit's progress
- Use common goals to encourage commitment to achieving the vision
- Develop effective means to reach goals
- Communication to each member his or her role in mission accomplishment

5. COMMUNICATE EFFECTIVELY

- Encourage open communication
- Communication up, down and across the chain of command
- Listen actively
- Speak and write clearly, accurately and concisely

6. SET THE EXAMPLE THROUGH PERSONAL AND PROFESSIONAL BEHAVIOR

- Maintain high personal moral and ethical standards
- Demonstrate moral and physical courage
- Be consistent
- Show pride in organization and unit
- Act with tact and diplomacy
- Take initiative
- Put mission accomplishment ahead of own needs
- Exercise moral, mental and physical courage
- Demonstrate mental and physical stamina
- Maintain high personal performance and appearance standards
- Perform well under stress
- Exhibit personal respect for each member
- Conduct self in accordance with the core values of integrity, tradition and professionalism

7. DIRECT AND DEVELOP SUBORDINATES

- Give clear, unambiguous tasking
- Develop sense of responsibility in subordinates
- Delegate authority appropriately
- Hold subordinates accountable for their actions
- Broaden and encourage individual interests
- Provide intellectual stimulation
- Encourage initiative in finding opportunities for improvement
- Reward and discipline appropriately and consistently
- Use subordinates mistakes as opportunities for development
- Instill sense of personal discipline
- Provide timely, constructive performance feedback
- Fairly allocate training opportunities and job assignments based on subordinates' needs, aspirations and abilities

8. DEMONSTRATE EFFECTIVE MANAGEMENT SKILLS

- Set clear unit goals and objectives
- Conduct long and short-range planning
- Organize action plans to reach goals
- Maximize use of human material resources
- Gather data concerning issues and problems before making decisions about them
- Combine knowledge, experience and common sense in making decisions
- Expeditiously address and resolve conflicts
- Follow up to ensure timely and accurate task completion
- Manage time effectively
- Involve those close to the action in process evaluation
- Seek and implement continuous process improvements
- Focus on process as well as results

9. BUILD SUCCESSFUL TEAMS

- Build commitment to team goals
- Encourage and reward effective teamwork
- Promote a positive team image
- Encourage social interaction among team members
- Promote ownership by involving team in planning, decision-making and problem-solving
- Implement process to fully indoctrinate new team members
- Use symbols to promote esprit de corps

10. PROMOTE RELATIONSHIPS VITAL TO MISSION

- Demonstrate loyalty to superiors
- Support key subordinate leaders
- Develop external relationships which support mission accomplishment
- Identify internal and external customers
- Understand and meet customer needs
- Develop influencing and consensus-building skills

APPENDIX I

COLLATERAL DUTY POINT MATRIX

	Collateral Duty	Point Value
	Armorer Certification	2
	ASP Baton Instructor Certification	2
S	Assessment Center [external agency]	2
	ATV/4WD Operator Certification	1
	Breath Technician Certification	2
	CIT Instructor	2
	CIT Officer Certification	2
	Committee Membership [minimum of one year's participation or completion of the committee's mission, whichever comes first]	1
	Community Project	1
	CPR Instructor	2
S	CSO Supervisor	2
	Crisis Negotiator Certification	3
	DCJS Instructor (as the lead instructor; 1 point per 10 hours of instruction, maximum 2 points per level)	2
	Designated Marksman	2
	Dive Control Specialist	3
	Dive Instructor	3
	Education – one-time accrual for having completed an associate's degree prior to employment with the VBPD	1
	Education – one-time accrual for having completed a bachelor's degree prior to employment with the VBPD	2
	Education – one-time accrual for having completed a master's degree prior to employment with the VBPD	3
	Establishment Review Task Force Application Reviewer	1
S	Establishment Review Task Force Member	2
	Flight Instructor	3
	Flight Observer	1
	Foreign Language Proficiency	3
	Honor Guard Member	3
	ICS Instructor	2
S	Inclusion and Diversity council	2
	K9 Explosives Detection Handler	3
	K9 Trainer	3
S	Liaison with Victim Advocate Groups ¹	1
	Mentor	2
	Military – one-time accrual for veteran status	2
	Military – one-time accrual for reservist status	2
	Mobile Tactics Grenadier	2

	Mobile Tactics Officer	2
S	Mobile Tactics Team Leader	3
	Motorcycle Operator (250cc)	1
	Mountain Bicyclist	1
	Mountain Bicycle Instructor	1
	OC Instructor	2
	Peer Support Officer	1
	Polygraph Examiner	3
	Precinct Intern Coordinator	1
	Project Lifesaver Client Manager (one-time accrual; 2 points regardless of the number of clients)	2
S	Project Lifesaver Program Supervisor	2
	PTO (equivalent for indoctrination of specific officers)	3
S	PTO Program Coordinator	3
	Public Information Officer alternate	2
	Radar Officer	1
	Radar Training Officer	2
	Recruiting Team Member	1
	Special Events Permit Reviewer	1
	Surveillance Equipment Technician	3
	SWAT Explosives Breaching Technician	1
	SWAT K9 Handler	2
	SWAT Assistant Team Leader	2
	SWAT Vehicle Driver	1
	Taser Instructor	2
	Temporary Assignments (minimum of six (6) months)	1 point each
	Transfer Selection Process Member	1
	United Way Coordinator	2
	Volunteerism (1 point per 10 hours of volunteerism, maximum 2 points per level)	2
	Wellness Participant	1

While this list is comprehensive, it is not exhaustive. Collateral duty points can be accrued for any other duty or activity submitted by the member and endorsed by the member's command and the commanding officer of PD&T.

¹ – Officers should submit a detailed description of their civic involvement or community project for approval by their commanding officer, who will consult with the commanding officer of PD&T, prior to its undertaking. Initiatives in these categories should identify a specific problem, outline a strategy for solving the problem, establish a timeline for resolution, include partnerships with other stakeholders, and have objective metrics for determining success.

S – Supervisors only

Certification Maintenance

Generally speaking, every member will be required to maintain every certification he/she obtains during his/her career; however, when a member's career path is such that maintaining a particular certification has become no longer advantageous (e.g., a detective may no longer need to remain a breath tech) the member may petition his/her commanding officer for approval to allow the certification to lapse.

APPENDIX II

DISCIPLINARY ACTION

The officer's or sergeant's commanding officer shall give consideration to discipline that remains on file based within the city's discipline policy or unsatisfactory job performance when choosing whether to endorse an application. For the purposes of this policy statement, unsatisfactory performance is defined as an indication that the employee has not met performance standards of the job as addressed through a performance improvement plan, an interim or an annual performance evaluation, or other documented disciplinary action or unsatisfactory performance. The officer's or sergeant's commanding officer will make a recommendation to the chief of police regarding whether the discipline/unsatisfactory performance should prevent or delay the employee from progressing in the Professional Development program. The final decision will be made by the Chief of Police or his designee.

APPENDIX III

FORMAL EDUCATION

The goal of the Professional Development Program in terms of education is to develop well-educated police officers at all ranks. Continuing education is strongly encouraged for all members of the organization, and a general education may be just as valuable as a job-specific curriculum (i.e., Criminal Justice degree). It is the position of the department that the institutions of higher learning are the most capable of establishing educational standards, and the department will recognize course work leading to any bona fide degree program, certificate, or professional development. The college credits must be from an educational institution accredited by an accrediting agency or state agency nationally recognized by the Secretary of Education or the Council on Higher Education Accreditation, or a foreign university recognized by that country's corresponding accrediting authority.

There are progressive educational requirements at the formal leader level (sergeant, lieutenant, etc.). Employees in ranking positions are encouraged to continue their formal education in pursuing the next degree level.

It is the member's responsibility to ensure his educational records are accurate and on file in PD&T.

INFORMAL EDUCATION

Informal education can be just as meaningful and beneficial to the member and the organization as receiving a degree or certificate. While it may be difficult for a member to return to school due to costs, family obligations, or some other constraints; identifying a field of knowledge and working to become an expert in that field can produce significant benefits. Irrespective of having obtained a degree, members are encouraged to identify a field of knowledge relevant to either their specific assignment or the profession in general and share that knowledge through informal mentoring, formal instruction, and/or publication.

APPENDIX IV

MENTORING

An important part of professional development is the role that mentoring plays. There are two mentoring programs: formal mentoring, which is mandatory for the protégé, and informal mentoring, which is voluntary but highly encouraged for the protégé.

Who Should Mentor

Mentoring is an important commitment requiring effort, patience, and some degree of selflessness. Mentors will not only be acting as representatives of the department, but also representatives of their command. Officers and supervisors who want to serve as a mentor should share with their training lieutenant their desire to act as a mentor. The training lieutenant will work with the prospective mentor to determine what skills and experience they offer to a prospective protégé. Depending on a great many factors, mentors may be suited to focus on one or a range of skills. The training lieutenant and the commander will determine if the prospective mentor is sufficiently prepared to represent the command as a mentor and, if so, in what capacity.

The commands will not be limited in the number of people they allow to mentor, but they will be responsible for ensuring the mentors from their command are vetted and have the full faith and confidence of the command. By endorsing a candidate as a mentor for a command, the commander is asserting that the mentor has an appropriate level of technical expertise and regularly reflects the values of the agency in the discharge of his/her duties. A technical expert who is not consistent in reflecting the core values is not a good candidate to act as a mentor. A mentor does not have to be an expert in all things to mentor effectively in one field, but does have to consistently reflect the values our agency espouses.

Once a command has determined that a prospective mentor has the commander's endorsement, the prospective mentor should consider completing the Coaching for Commitment class sponsored by Human Resources before accepting any protégés, but this is not a requirement. Prospective mentors who are not selected by their command will be provided with feedback on that decision by the commander and will be allowed to reapply.

Each command will provide PD&T with a list of mentors from their commands. That list will describe the fields of expertise for each mentor. This list can be modified throughout the year by the commands in consultation with PD&T. The lists will provide prospective protégés with a useful tool when searching for an appropriate mentor suited to their specific area of interest.

Mentoring relationships in the formal plan should be peer to peer while in the informal plan a protégé may seek out either peers or supervisors.

FORMAL MENTORING [Mandatory]

There are three points in a member's career where the assistance of a formal mentor has been identified as being particularly beneficial: the day they accept employment with the organization, transferring to a new assignment, and the day they are promoted to sergeant. The formal mentoring program is designed to ensure a greater likelihood of success for the protégé as they take on a new and challenging role in their professional lives.

New Officers

A mentoring program not only integrates recruits into the department and institution, but it also can foster self-esteem, affirm potential, providing access to information and resources. Although the primary intent of mentoring is the benefits to the recruit, substantial benefits can accrue to the mentor and the department. For example, the mentor may develop coaching and guidance skills, gain greater insight into the profession through a new perspective, and garner the sense of satisfaction that comes from helping another person. Effective mentoring can provide the opportunity for veteran officers to pass on their practical expertise and professional knowledge to employees who are committed to improvement, responsibility, and success.

In the formal mentoring program a veteran officer shares knowledge, skills, and expertise with a recruit. This mutual relationship benefits the participants and the organization. The mentor can fill a void in an officer's first days on a new job, sometimes in an unfamiliar city, and also help give the employee a positive perception of the agency. Mentors can provide help with a variety of subjects that some veteran employees may take for granted. Mentors also can help new employees by generally acquainting them with their new surroundings and the best routes of travel they will have to be familiar with. Removing these obstacles helps eliminate distractions and can allow the recruit to focus on their studies while in the academy.

Once a police applicant accepts a job offer, the mentor coordinator will contact a volunteer mentor and provide basic personal information, the recruit's hire date, and exact arrangements of where and when to meet the recruit at orientation. This orientation and meeting between recruits and mentors is mandatory in order to properly begin the process. The pairing process for new officers will be done by PD&T.

Transferring to a New Assignment

It is important that each new member be oriented into the new command to which he or she will be assigned. In accordance with General Order 2.04 regarding transfers, they will be assigned a coach/mentor, who will socialize them into the command to ensure their success. The transfer training plan that will be implemented upon the member's arrival at his or her new command will acquaint him or her with the command's mission, the roles and responsibilities of personnel in the command, and the performance expectations for the newly assigned member. Mentors will be responsible for completing the transfer training template for new members.

New Sergeants

The benefit of formal mentoring for sergeants is distinctly different than for new officers. While new sergeants will already be established in the organization and the community and do not need the same indoctrination, they may find that the transition from officer to first-line leader is difficult since the new role often requires a redefinition in relationships (now giving orders, setting expectations, administering discipline, etc.). Additionally, a formal mentor can coach the new sergeant with the application of supervisory training, how to engage in conflict resolution, and how to give constructive feedback to subordinates.

Program Design

While all patrol training officers and field training sergeants should be mentors, not all mentors will be patrol training officers and field training sergeants. The roles of the mentor and patrol training officer are distinct yet complementary. Patrol training officers and field training sergeants train and develop effective police officers and sergeants. As required during field training, they evaluate recruit and new sergeant performance on a daily basis. In contrast, the role of mentors is supportive and relational. Mentoring is not performance evaluation. Mentors are responsible for assisting with an effective transition by answering questions, serving as a resource for information, and providing support, guidance, and encouragement. For recruits, once a recruit graduates the academy, every effort should be made to send the recruit to a precinct that his/her mentor is not at to minimize any potential conflict. Conversely, this does not need to be the case for new sergeants.

The formal mentoring period should last twelve months for both new officers and new sergeants with the relationship for new officers beginning at orientation and for new sergeants beginning on the date of their promotion. The mentoring period for transferring employees should be thirty days. If the mentor and protégé wish to continue the relationship they should transition to the informal program. PD&T is responsible for maintaining the list of mentors and administering the program.

The mentoring relationship requires commitment and shared responsibilities. The partners should discuss mutual roles and responsibilities at the beginning of the relationship and review them periodically as necessary. If the mentor and/or protégé determine that this particular relationship is ineffective or for some other reason needs to be changed, either person can make a request to their commanding officer who will consult with the commanding officer of PD&T to determine if other accommodations can be made.

Responsibilities of Formal Mentors

- Take a personal interest in their development
- Encouraging and modeling value-focused behavior
- Sharing their knowledge, skills, and experience with their recruits
- Listening to personal and professional challenges, and recognize when they require support, assistance, or independence
- Setting expectations for success

- Offering wise counsel
- Helping to build self-confidence
- Offering friendship and encouragement
- Providing information and resources
- Offering guidance, giving feedback, and cheering accomplishments
- Discussing and facilitating opportunities for new experiences and skill building
- Assisting in mapping a career plan

Responsibilities of Protégés

- Clearly defining personal employment goals
- Taking directions given and following through on them
- Accepting and appreciating mentoring assistance
- Listening to what others have to say
- Expressing appreciation
- Being assertive and asking good questions
- Asking for help when needed
- Sharing credit for a job well done with other team members
- Respecting mentors' time and agency responsibilities

Measuring Progress

At the end of the twelve months of formal mentoring for new officers and sergeants, both the mentor and protégé will each submit a memorandum that reflects on their particular mentoring relationship, with specific attention to what was beneficial, what was not beneficial, and any recommendations for improvement. This is not required for transfers, but can be done if those involved wish. This document should be sent to the mentor coordinator for new officer relationships and to the sergeant of PD&T for new sergeant relationships. These documents should remain confidential as to the particulars of the relationships; however, they should be analyzed for ways to improve the formal mentoring program.

[Excerpts taken from *Institutionalizing Mentoring in Police Departments*, Harvey Sprafka, Chief of Police (Retired), Knoxville, Iowa, and Lieutenant April H. Kranda (Retired), Fairfax County Police Department, Fairfax, Virginia, and *Mentoring Programs Help New Employees*, James E. Edmundson.]

INFORMAL MENTORING [Voluntary]

In line with our objectives, we encourage a supportive environment conducive to informal mentoring. While informal mentoring or collaborative coaching is distinct from the other elements of career and Professional Development, the practice supports and serves the same larger goals. The program of informal mentoring is designed to support practices wherein employees can creatively collaborate to enhance KSAs particularly those outlined in competency models, improve performance, overcome individual challenges, increase job satisfaction, develop career goals, and provide each other with relevant and timely feedback.

The informal mentoring program can be best defined by its priorities.

- Informal mentoring is a voluntary exchange of ideas that reflect our ideals
- Informal mentoring is a limited and voluntary association of people designed to provide benefit to the participants and the department alike
- Being an entirely voluntary program, there are no formal rewards (or compensation) for participation and no formal consequences for the decision to not participate
- Mentoring relationships will be guided by a mentoring plan, designed by both the mentor and protégé
- Mentoring relationships will take every opportunity to build on, communicate, and reflect the core values of the department while enhancing performance and morale
- Mentoring is not peer counseling. Mentoring is focused on job related KSAs the protégé seeks to develop

Protégés

Protégés can range from those seeking to enhance a particular skill to those seeking to collaborate on large or complex issues. Protégés can be referred to mentoring by a supervisor, peer, or self-initiation. Protégés can seek out mentoring in the hopes that they can develop in their current assignment, become better candidates for another assignment, prepare themselves for promotion, or work on the “intangibles” like leadership, morale, reputation, etc.

The Referred Protégés

While good supervisors mentor and coach subordinates already, the mentoring relationship this program envisions is different in the following ways:

- The decision to engage a mentor is voluntary on the part of the protégé
- The mentor is free to decline or accept
- The mentor should not exert authority over or make any decisions affecting the evaluation of the protégé and thus should not be a supervisor in the protégé’s direct chain of command

Supervisors should consider suggesting a subordinate seek out mentoring if:

- The subordinate is having trouble developing, expressing, or accomplishing their career plan. Having career goals is correlated to employee morale and retention. Progressing towards career goals is also closely tied to good performance and morale. Supervisors are expected to collaborate with subordinates in expressing a career plan and setting performance expectations in the evaluation system. Ensuring the subordinate is ready to participate in this collaboration will make the evaluation process more productive.
- The subordinate is not meeting expectations in a category of performance you evaluate. If the performance challenge is not rooted in a lack of formal training, mentoring may be helpful in conjunction with other interventions designed by the supervisors. If a performance gap can be resolved with informal mentoring before it becomes a matter better suited to discipline, all parties benefit.

An officer/supervisor should consider seeking out a mentor if:

- They want to collaborate with someone on developing a career plan.
- They want to collaborate with someone on developing job skills associated with their current position. This could include mentoring on tactics and techniques associated with investigations, designing patrol plans, use of informants, incident command systems, obtaining confessions, leadership, using discipline effectively, or improving morale.
- They want to collaborate with someone on how to become an exceptional candidate for transfer or promotion.
- They want candid and objective feedback on their performance outside the context of a formal performance evaluation.

The Mentoring Process

Prospective protégés will seek out mentors and ask them to collaborate in a mentor relationship. The protégé and the prospective mentor will develop a mentoring plan that describes the needs the protégé wants to address and the expectations each party has for the relationship. Both parties must agree on the plan. No mentoring plan will forestall or in any way inhibit any other supervisory action to include transfers, discipline, or the like. While this program has very few barriers to participation, mentors should avoid entering into mentoring relationships with protégés in their direct chain of command.

Mentoring as it Relates to Promotion

The department recognizes that feedback is a critical component of developing candidates for promotion. Mentors should collaborate with protégés discussing specific activities which may assist individuals in preparing for advancement. These activities include work experiences (sometimes referred to as “stretch assignments” or opportunities to work outside their assigned role), additional training, along with education, both formal and informal. This approach provides a guide to candidates for promotion, and helps everyone to focus on the promotional process in a focused and deliberate way.

Mentors who believe they have a good understanding of the promotional process should make themselves available to protégés, and protégés can consult with a variety of mentors. While mentors are capable of providing valuable insight and feedback, they should in no way play a role in the promotional process or any decision making about a candidate for promotion without full disclosure to the HR liaison. This consultation may result in a voluntary recusal from the mentoring relationship or the role the mentor was assuming in the promotional process.

Measuring Progress

The department will seek voluntary feedback on this program frequently from protégés and from mentors. Because results matter in any endeavor, this feedback will be critical to measuring progress. If both parties agree, the protégé and the mentor should file their mentoring plan with PD&T. The plan should include notes describing the work done and the progress made. The

mentoring plan (including feedback) can be shared more broadly, with or without attribution, based on the indicated desires of both parties. Feedback, whether positive or negative, will be kept confidential if that is the desire of either party. PD&T will regularly review all mentoring feedback and report once a year on what lessons are being learned from informal mentoring. Supervisors who note performance gains associated with mentoring in their subordinates, should share that feedback in evaluations and with PD&T. Commanders should reflect on the successes the mentors in their command have enjoyed in their performance feedback.

JOB SHADOWING

Job shadowing is an opportunity for members to explore the various specialty unit assignments and make a better-educated decision on the direction of their own career. This is an informal process by which the supervisor of the member arranges for the subordinate to spend one work week with a member of the prospective specialty unit and gain a greater understanding of that unit's mission. These arrangements should be made peer-to-peer by the supervisors of the affected member and the prospective unit and only when staffing allows for the absence. At no time will a member engaged in job shadowing be allowed to work a case or engage in any other activities reserved for the prospective unit.

APPENDIX V

SENIORITY

Shift assignments will follow the guidance provided in General Order 11.01, Patrol Coverage and Scheduling: Participation in the biannual shift bid process will be extended to all members of the command who were assigned to the command at least thirty (30) days prior to the actual shift change date.

Seniority for officers will be determined first by his/her sworn date with the Virginia Beach Police Department, and then his/her level in the Professional Development Program (VI being the most senior level then descending) in the event of a tie. Seniority for sergeants will be determined first by his/her date of promotion, then their sworn date with the Virginia Beach Police Department, and then his/her level in the Professional Development Program (VI being the most senior level then descending) in the event of a tie.

Except as otherwise provided for in policy, no officer or sergeant will have any lesser or greater authority than any other officer regardless of level.

APPENDIX VI

WELLNESS

“The wellness and safety of law enforcement officers is critical not only to themselves, their colleagues, and their agencies but also to public safety. An officer whose capabilities, judgment, and behavior are adversely affected by poor physical or psychological health not only may be of little use to the community he or she serves but also may be a danger to the community and to other officers.” – *The President’s Task Force on 21st Century Policing*

Physical Fitness

“From time to time law enforcement requires sudden, strenuous exertion and exceptional physical performance. During an emergency an officer is required to use large muscle groups and related connective tissues in such activities as pursuit, arrest, the restraint of suspects, victim extrication and rescue, high-speed motor vehicle operation, and the use of a variety of firearms and non-lethal weapons. The stresses placed on the various muscle groups are, in turn, transferred to the cardiovascular system (i.e. heart, lungs, and blood vessels). Researchers have noted that, even in controlled police training exercises, officers’ heart rates commonly exceed 90 percent of their maximum until the activity is completed. Consistently, an officer’s pulse will go above 170 beats per minute during these situations.

Although law enforcement activities can be extremely physically demanding from time to time, a majority of the job-related duties of officers can be characterized as sedentary in nature (i.e. vehicle patrol, investigative activity, paper work, public education, courtroom and detention facility monitoring). Such tasks are not conducive to the maintenance of a high level of physical fitness. In fact, the combination of intermittent, sudden, strenuous exertion and a basically sedentary work environment is responsible for a significant number of on-the-job injuries and illnesses in law enforcement.

An additional impetus to examine the health and fitness of public safety personnel has been the increase in litigation concerning officer use of force... In *Parker v. District of Columbia*, 850 F.2d 708 (D.C. Cir. 1988) the police department was held liable for the wrongful shooting, and permanent injury of an unarmed citizen who was resisting arrest. Considering the officer’s lack of fitness and conditioning, the court stated it was apparent that the most effective method the officer had in subduing the suspect was the use of a firearm, instead of the application of physical force. The court further found a deliberate indifference on the part of the police department with respect to adequately maintaining officers’ levels of fitness, thus resulting in a foreseeable risk to others.” – <http://www.lawfit.org/history/>

Mental Fitness

In addition to physical fitness it is important for members to be able to productively deal with the stressors of this job. Research and experience shows that even a single exposure to a traumatic event, as well as general work stress, can take its toll on physical, mental, and spiritual health. Resources such as the Shield of Hope Program, Peer Support, Chaplains, Employee Assistance

Program, and Occupational Safety and Health Services are designed to encourage resilience and the ability to adapt and cope, so that members can continue performing at a high level in a healthy manner.

Officers are encouraged to actively support each other and engage any of these supportive services as needs arise. Supervisors are encouraged to communicate with officers who have experienced traumatic events and to explore whether the officer would benefit from any of these services.

It is clear that physical and mental wellness are critical components to reducing risk, mitigating stress, and success in your chosen career path. While there is no current physical fitness standard for the majority of our workforce, and physical/mental fitness will not be evaluated factors for advancement within the Professional Development Program, the agency is committed to advancing our combined efforts in addressing wellness issues for officers. The Wellness Committee is the body that will report regularly to the chief on innovations and advancements in the risks we are perceiving and the services being offered.