STEERING COMMITTEE

NATIONAL QUALIFICATIONS FRAMEWORK
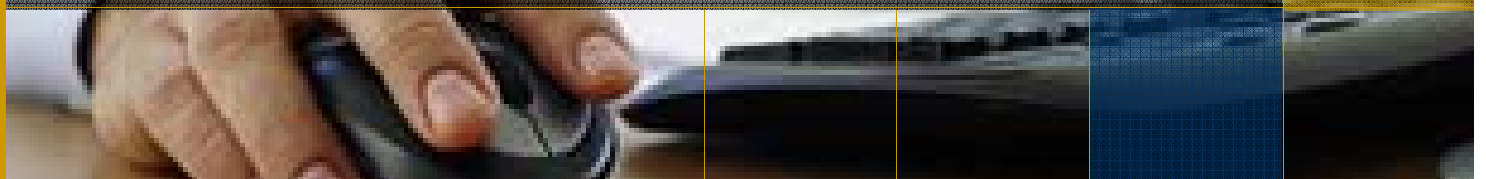
Toronto
January 27, 2011

AGENDA – Friday Jan 27/2012

Projects/activities overview and update

Competency-based Management Framework
- review and discuss materials developed to date
- identify priorities

Review of NQF work plan and milestones

It's change management, … !

Next steps

*"Never doubt that a small group of thoughtful,
committed people can change the world.
Indeed. It is the only thing that ever has."
~ Margaret Mead*

Objective – "change our world"

Under stand the "journey" and where this takes us

Clear understanding of the scope and depth of the project work

Advise on work plan and approach

Become fully engaged "champions" of change

or

WHO - our team

Board of Directors

Executive Director

Director Administration

Director of Programs

Audit Committee

Networks

Governance Committee

Leadership

Researchers

Policy/ planners

HR Practitioners

Educ/ Training

network | network | network | network | network
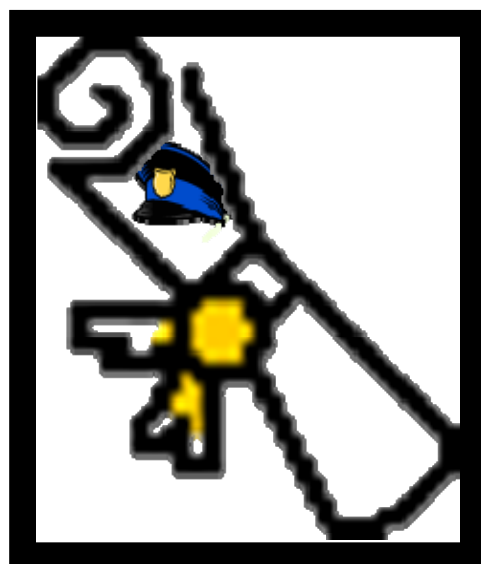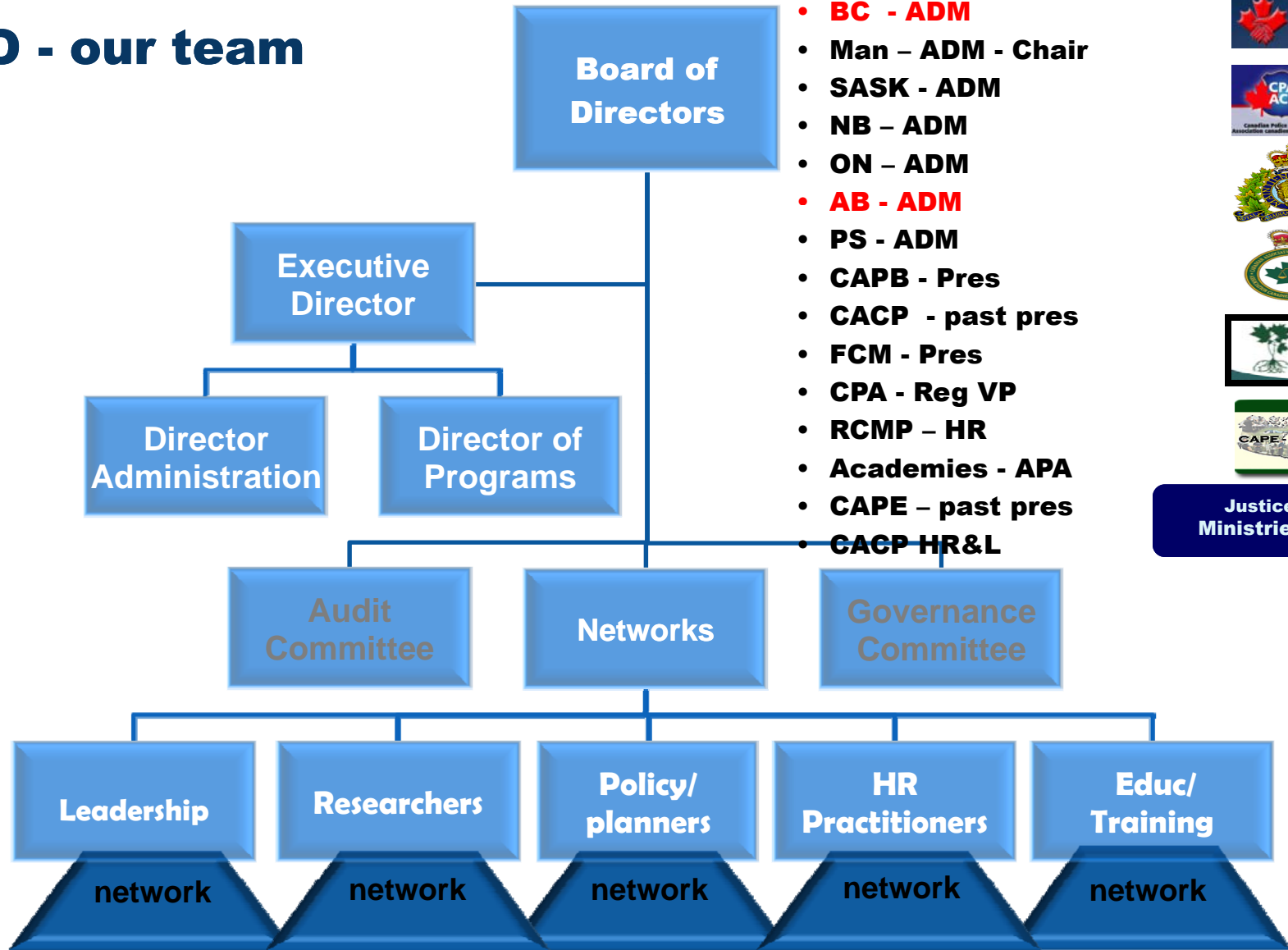
15 members:
- **BC - ADM**
- Man – ADM - Chair
- SASK - ADM
- NB – ADM
- ON – ADM
- **AB - ADM**
- PS - ADM
- CAPB - Pres
- CACP - past pres
- FCM - Pres
- CPA - Reg VP
- RCMP – HR
- Academies - APA
- CAPE – past pres
- CACP HR&L

Justice Ministries

WHAT - "value proposition"

Research that builds understanding

- **youth perceptions of policing**
- **national environmental scan**
- **competency-based management**

Products /services that make a difference

- **information**
  - website - virtual library - research, tools, news - employee database
- **training**
  - national e-learning courses - partner with CPKN - "just-in-time" training and programs
- **tools**
  - competency-based occupational standards
  - competency-based education/training - professional development
- **networks - meetings/communications/workshops**

COST DOWN

SKILLS UP

WHY - Research tells us ...

HR management - "9 miles of bad road"

We need to:

- leverage good practices
- develop common HR tools
- modernize HR planning and management
- improve policing performance

POLICING EXCELLENCE AND SUSTAINABILITY

Recruitment & Selection

Training & Development

Leadership Development & Succession Planning

Performance Management

COMPETENCY-BASED HR PLANNING & MANAGEMENT
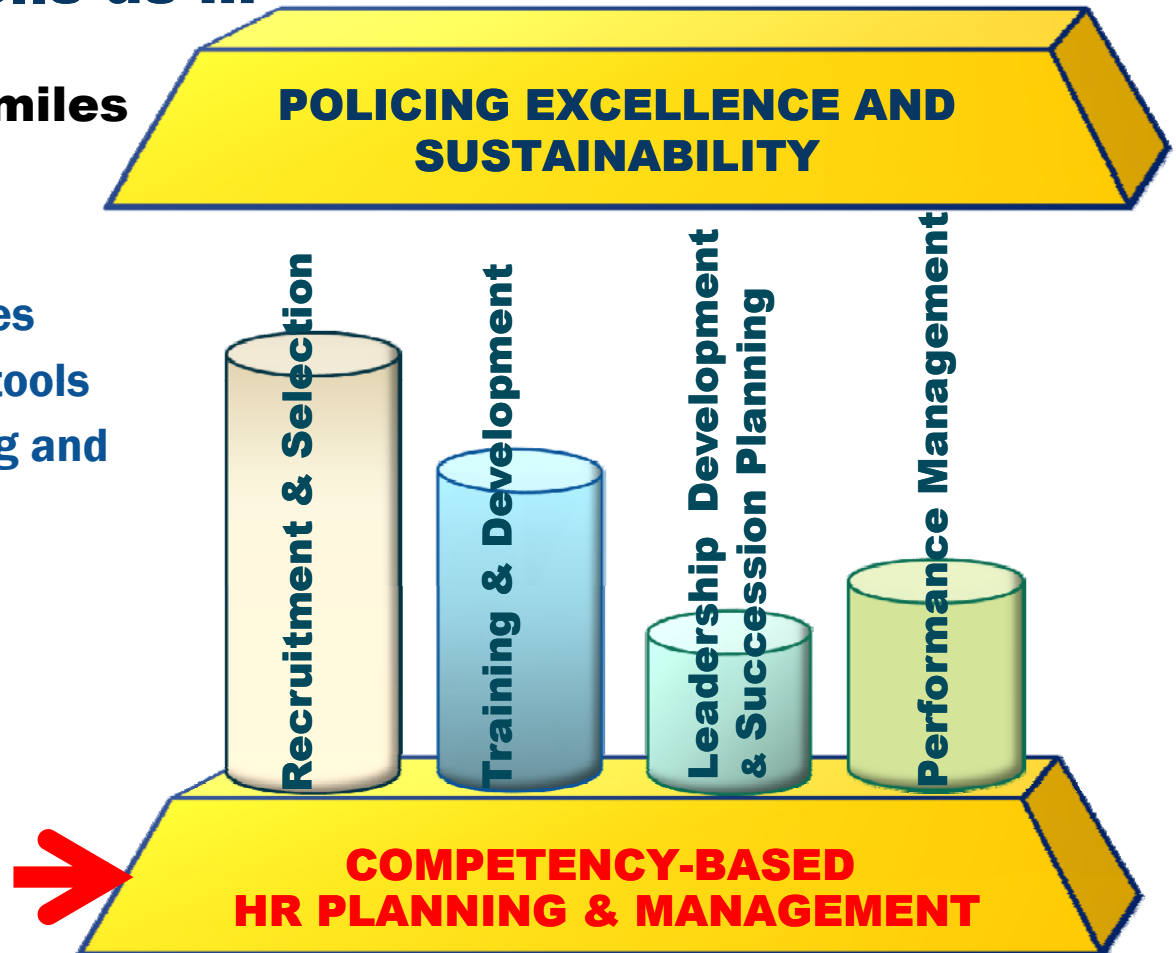
HOW - Strategic priorities – inform, network, integrate

STRATEGIC OBJECTIVE	1. national recruitment and selection	2. national training & professional dev.	3. leadership dev./ succ. mgmt	4. performance mgmt
improved HR planning/ mgmt				**action**
tools - projects initiatives activities			**intent**	
research	**awareness**			
support				

Youth Attitudes Research – 3 years

Youth Attitudes on Policing			
ITEMS	BUDGET	ACTUALS	PROJECTED
SALARY – PSC 2011	$ 15,804	$ 10,000	$ 15,000
OPERATING	$ 19,228	$ 14,450	$ 18,900
PROF. FEES	$ 124,844	$ 120,840	$ 140,976
TOTAL	$ 159,876	$ 145,290	$ 159,876

Status – completed

- **annual reports on web-site**
- **5 year summary report developed and on web-site**

Outcome

- **better understanding of changing attitudes**
- **clarity about what we are facing in recruiting and selecting youth**

Stats Can Database – 3 years

National Database						
ITEMS		BUDGET		ACTUALS		PROJECTED
OPERATING	$	24,140	$	6,015	$	22,649
PROF. FEES	$	289,481	$	163,677	$	290,977
TOTAL	$	313,621	$	169,692	$	313,626

Completed – supplementary PAS

- implementation – May 2012 – administered with PAS
- first data dump – July

Outcome

- workforce dat nationally - capacity to do predictive modelling and track trends

New data – annually as of May 15th:

- hirings/departures over the past calendar year
- officers by overall years of service and age group
- officers by highest level of education at time of hiring
- officers by visible minority status
- officers by official and non-official languages spoken

e-Learning Courses –3 years

National E-learning - 3rd of 3 years					
ITEMS		BUDGET	ACTUALS	PROJECTED	
OPERATING	$	101,625	$ 75,552	$ 109,819	
PROF. FEES	$	990,000	$ 737,999	$ 981,806	
TOTAL	$	1,091,625	$ 813,551	$ 1,091,625	
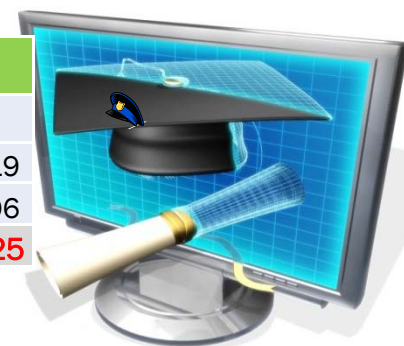
Status – nearing completion

- on target to get as many courses done by year-end
- CPRC project - structured evaluation of the impact of e-learning for law enforcement /public security

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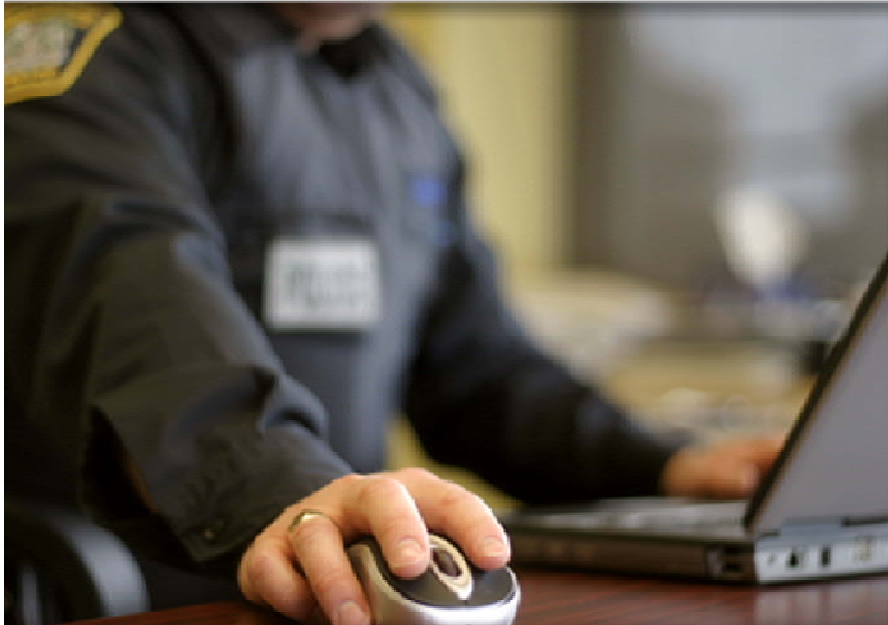
PSC-Funded Courses Update

January 27, 2012

PSC-funded Courses – Update (as of December 31, 2011)

Course Title	Date of Release	Completed
2007/2008		
CPIC Query/ Narrative Online	August 2007	4141
2008/2009		
Firearms Identification for Public Agents	June 2008	3340
Recognition of Emotionally Disturbed Persons	September 2008	4000
Aboriginal and First Nations Awareness	November 2008	1786
Police Ethics and Accountability	February 2009	4766
2009/2010		
CFRO: A Tool for Officer Safety	June 2009	887
Forensic DNA Evidence	February 2010	802
RADAR Refresher Training: 'Stationary' and Stationary/Moving'	February 2010	1665
Preventing Officer-involved Collisions	June 2010	15,575

Update, con'd (as of December 31, 2011)

Course Title	Date of Release	Completed
2010/2011		
Critical Incident Stress Management	August 2010	2620
Police Information Portal	October 2010	2848
Occupational Health/Safety for Supervisors	February 2011	2344
Forensic Evidence Collection	June 2011	940
Personal Protection Strategy	September 2011	1956
Occupational Health & Safety: Frontline Officer	October 2011	1127

Upcoming Releases

2010/2011	Status
Human Trafficking	Scheduled for February launch
Seized Firearms Safety	In Development
Federal Parolees	Content Document under SME review
Introduction to CBM / Competency Framework	Storyboards being created
Intro. To Competency Based Performance Mgmt for Supervisors	Content Document under SME review
Digital Evidence: First Responder	Content Document in review
Frontline Supervisor	Storyboards under review

knowledge

frontline need resources officers revenue CPKN learners secure

model facilitate solutions relevant Guidelines effective Efficient User develops study retention Enhances

maintain blended available audience Selection Consistent economical stand-alone soft collaborative Just-in-time conventional regularly

Friendly Research evaluation Content online Cost ability Self-paced Flexible meaningful maximize Improved content Partnerships collective assistance national Accessible law engaging

products service-specific hard Effective accurate Learning costs services provider

Easy access time share Collaborative Cost-Effective Provider quality development police training

best community computer information experience according practices consistent regardless hrs expertise e-learning

messages Deliverable Management generate approach hosting enforcement opportunity learner experts subject matter classroom Internet-connected interactive high

benefits 24/7 policing eliminates learning Collaborative day navigate money specific System essential learner's Topic records schedule portals individuals delivery

progress Increases custom design taken Delivers Readily Canadian audiences Tracks Trackable sharing identify entire leading courseware Standards value-added groups update reporting Providers process

Police Services
Training Academies
Sector-related Agencies
Board of Directors
National Advisory Group
CPKN Staff
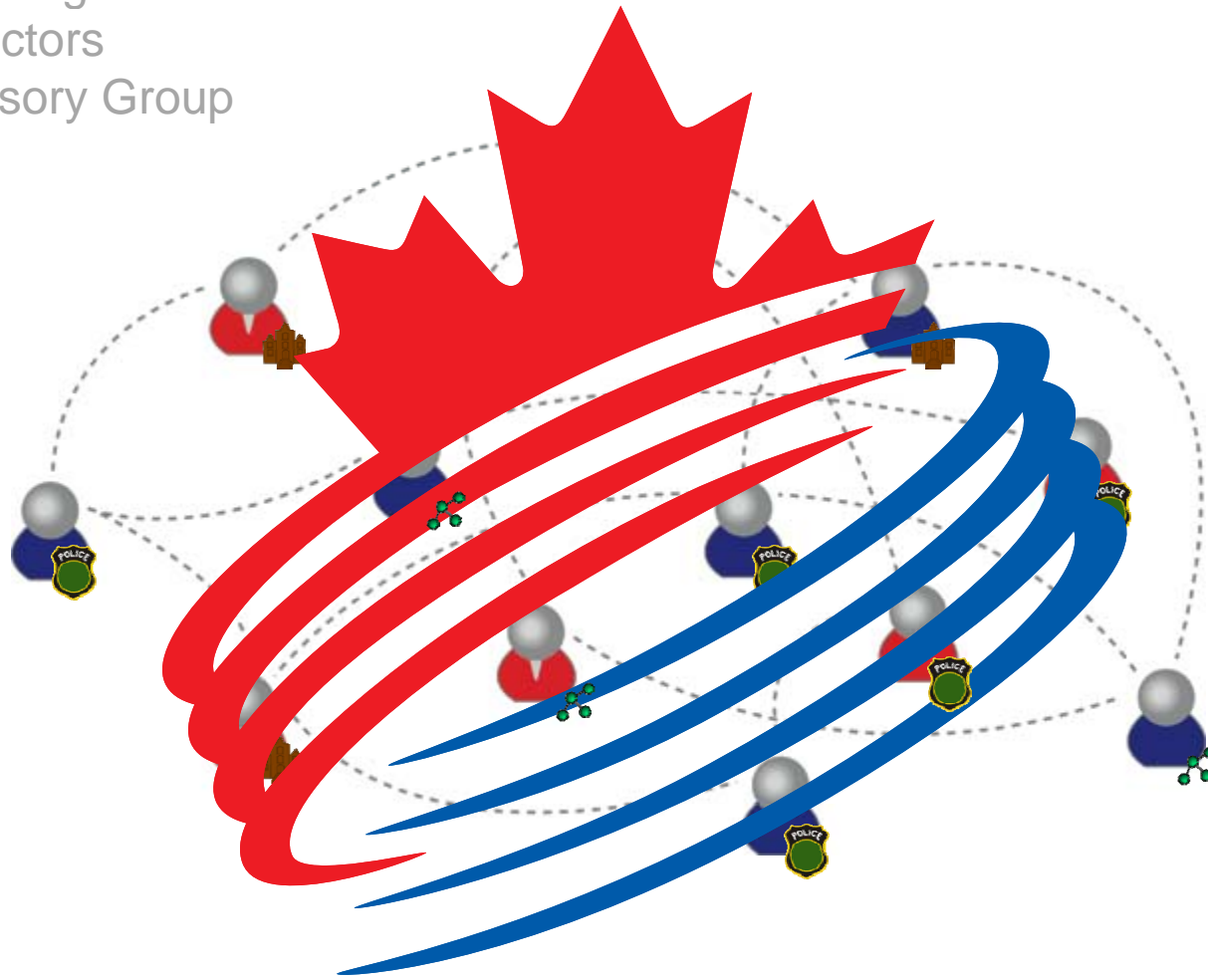
Average Cost/Learner/Course

$6.99

- Innovative Research
- High Quality Training
- Secure Delivery Platform
- Knowledge-sharing Network
- Savings / Revenues

Topic Selection

- Identifying the right courses is critical

- Relies on input and direction from the police community

- Options vetted by the National Advisory Group

Standards and Guidelines

"According to the quiz in this magazine, we shouldn't even be in the same room."

- **Streamlines** design/ development processes

- Enhances the **quality** of the learning experience.

- Increases the **compatibility/ shareability** of courseware.

Research

- Measures impact of online training on performance

- Provides a better understanding of learner needs

- Enables us to refine and evolve technologies
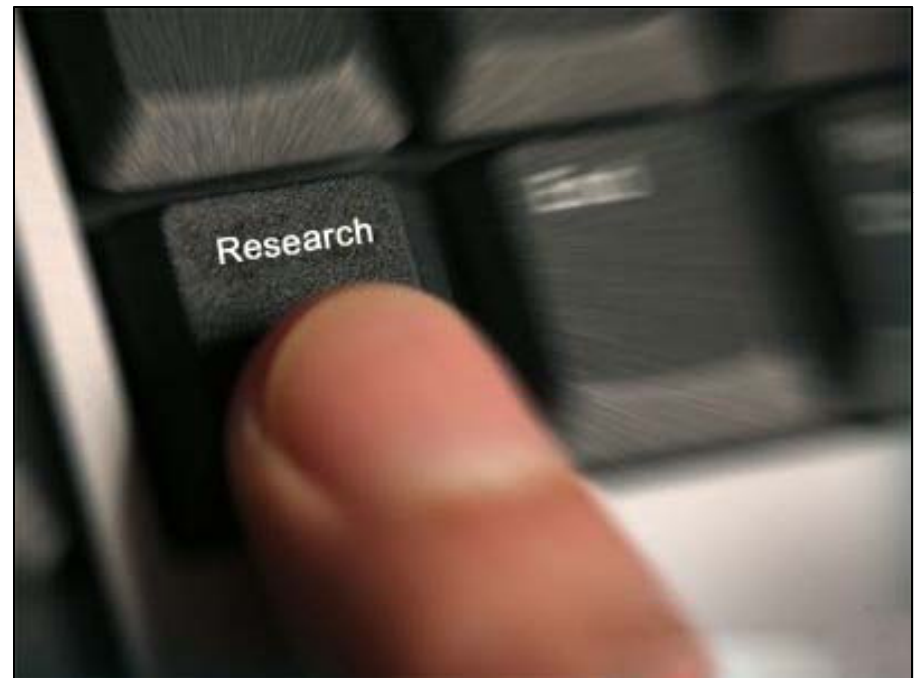
Collaborative Partnerships

CPKN **IMPROVES** policing and law enforcement by:

Fostering **innovation** through sector wide **collaboration** to create cost **effective** high **quality** State-of-the-art Technology-**enhanced** **training.**

CBM Framework/ Leadership Model

CBM Frmwrk - Leadership			
ITEMS	BUDGET	ACTUALS	PROJECTED
OPERATING	$ 139,643	$ 122,814	$ 139,643
PROF. FEES	$ 438,148	$ 423,148	$ 438,148
TOTAL	$ 577,791	$ 545,962	$ 577,791

Status – completed

- leadership model for "general duty" policing stream completed
- regional meetings for communication and to encourage implementation – "economics roundtables"

Outcomes

- 14 leadership competencies
- 3 meta competencies – performance, partnering and accountability

Leadership model ...

- defined by 4 leadership levels – supervisory thru to exec command"

Performance

Achieve public safety goals through effective and efficient police service delivery

1. Change Management
2. Decision making
3. Financial Management
4. Human Resource Mgnt
5. Info Technology Mgnt
6. Strategic Management

Partnering

Establish strong partnerships and draw resources beyond the police service, including citizens and local government and community

7. Community Relations and Media Management
8. Fostering Relationships
9. Interactive Communication
10. Organizational Awareness

Accountability

Hold responsibility for ones actions to sustain trust of government and the public

11. Ethical Accountability
12. Public Accountability
13. Public Safety
14. Valuing diversity

Leadership project – leveraging technology support

- **Piloting – by June 2012 – YRPS, WRPS, CBRPS, VPS, NRPS**
  - competency dictionary - profiles and associated task lists for all ranks
  - perform self-assessments or review self- or multi-rater assessments
  - create learning plans based on assessment results
  - create interview tools - guides for specific job profiles
  - use instructive guides, research and tools to enhance HR management
  - identify additional learning resources

**POLICE EDITION
i-SkillSuite®
PLATFORM FOR ORGANIZATIONAL SUCCESS**

  - more on this later ...

Academies Review - Occupational Standards

Academies Review					
ITEMS		BUDGET		ACTUALS		PROJECTED
OPERATING	$	139,333	$	79,969	$	139,333
PROF. FEES	$	357,500	$	246,700	$	357,500
TOTAL	$	496,833	$	326,669	$	496,833

Status - completed

- excellent participation by academy heads – steering cmt
- good participation by all academies, including MPs
- aggregate report and individual academy reports

Outcomes

- clear need for standardized recruit training
- academies willing to work towards curriculum standards
- initial focuses
  - use of force
  - conduct investigations
- issues raised ....

Conclusions

Academies operate to quite different models

Academies invest very different levels of effort

"Higher level of time invested by some academies does not seem to result in more satisfied "customers" or higher levels of proficiency on graduation

"Customers" are satisfied with what they are receiving

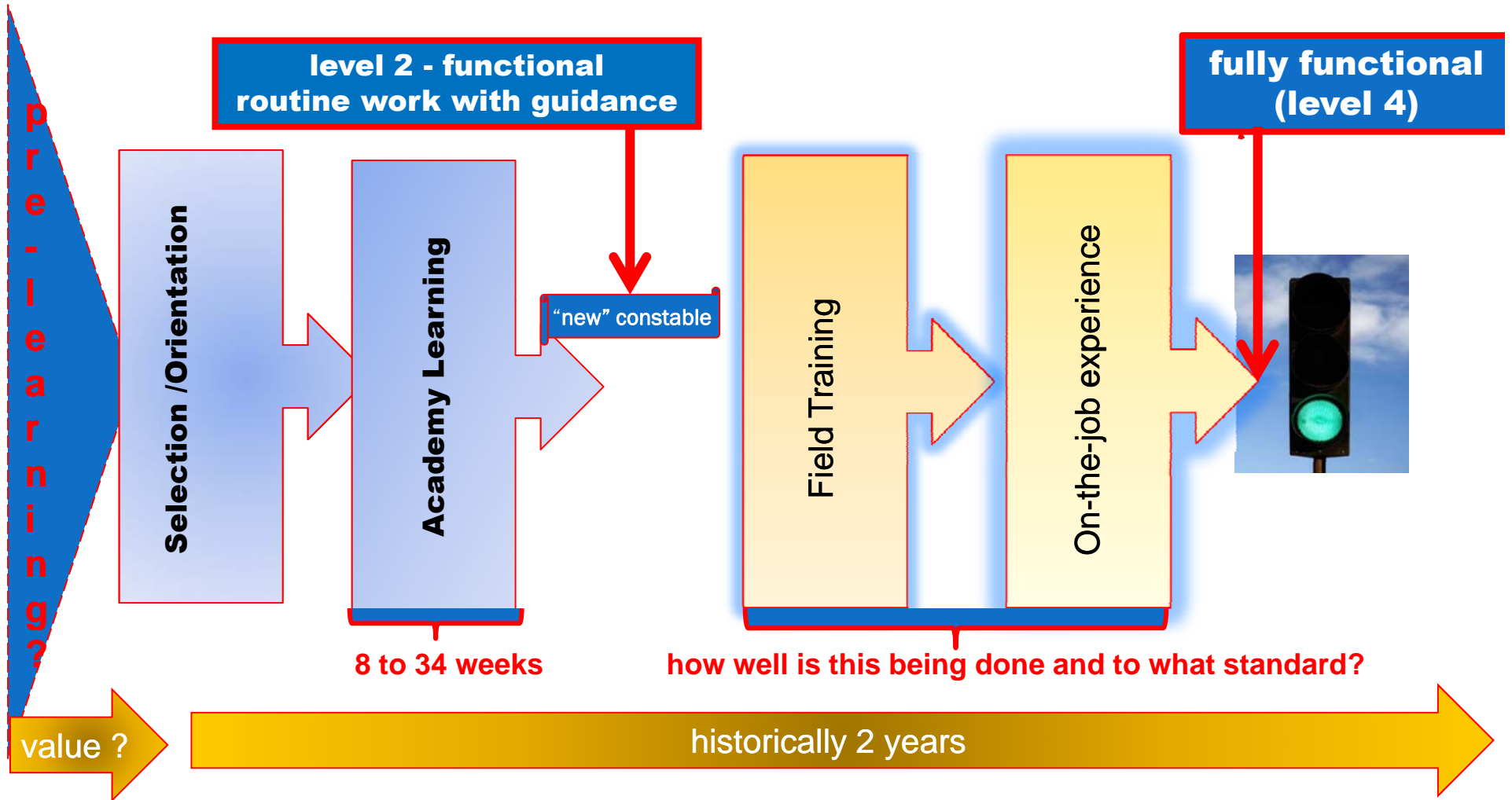"Customers" provide more learning after graduating than the academies recognize

Opportunities to reduce the overall investment

Opportunities to improve the effectiveness of learning delivery

Learning Journey – constable 181 tasks, 22 competencies

pre-learning?

level 2 - functional routine work with guidance

fully functional (level 4)

Selection /Orientation

Academy Learning

"new" constable

Field Training

On-the-job experience

8 to 34 weeks

how well is this being done and to what standard?

value ?

historically 2 years

Skills Perishability

Skills Perishability					
ITEMS	BUDGET		ACTUALS		PROJECTED
SALARIES – PSC 2010	$ 15,000	$	15,000	$	15,000
OPERATING	$ 32,426	$	11,378	$	32,426
PROF. FEES	$ 155,200	$	80,000	$	155,200
TOTAL	$ 202,626	$	106,378	$	202,626

Status

- **ongoing**
  - literature search completed
  - report with recommendations submitted

Outcomes

- **findings - very little evidence to base skills certification and re-certification**
- **findings - significant indication that academies are not training advantageously for skills acquisition/retention**
- **much more research required**
  - unlikely to be completed by year-end

CBM Investigator role

Investigator CBM						
ITEMS		BUDGET		ACTUALS		PROJECTED
OPERATING	$	78,812	$	5,612	$	78,812
PROF. FEES	$	209,050	$	141,625	$	209,050
TOTAL	$	287,862	$	147,237	$	287,862

Status – completed

- reviewed training materials submitted from 22 police services/academies
- researched to understand investigator stream ranks/levels
- developing task lists
- developing a 5-level competency-based standards

Outcomes

- national occ standards – competency-based
- supporting tools – national training programs
- up-date CBM frmwrk
- solidify workstream in NQF

Situational Analysis of Private Security

Private Security						
ITEMS		BUDGET		ACTUALS		PROJECTED
OPERATING	$	47,398	$	11,649	$	47,398
PROF. FEES	$	42,500	$	-	$	42,500
TOTAL	$	89,898	$	11,649	$	89,898
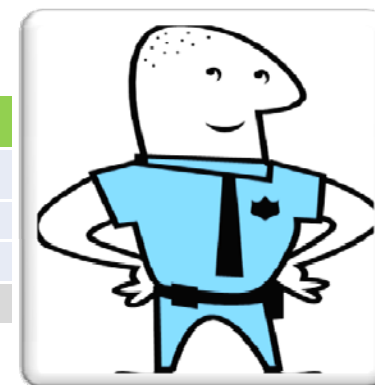
Status – on plan – for completion Jan

- registrars fully supportive

- industry surveyed

- meeting with "industry"
  - presented survey results
  - support for national standards
  - support for competency-based training standards

Outcomes

- situational analysis on the private security sector
- competency-based national occupational standards

NQF – something has to change

Increasing workload - increasingly complex work

- crime more sophisticated - technology enabled - borderless

- investigations - increasingly complex and labour-intensive

- selective response - "weighted" clearance rates increasing

- legislation/ court decisions - increased processing time

    • B&Es - 58% more time

    • DUI - 250% more time

    • domestic assault - 964% more time

    • warrant for electronic surveillance require affidavits of over 350 pages, up from 25-35

    • higher warrant standards for arrest

    • DNA samples impact the cost/time to prepare and execute

Greater expectations for accountability

- from governments, courts and the public

- oversight, media scrutiny, accountability - public expectations

Trends ...

Numbers - since 2000 ...

- officers increase from 55,954 to 69,000
- personnel up – 75,861 to 96,643 - all levels
- no future growth – still means increasing police expenditures

Productivity - limited indicators suggest a decline

- clearance rates - all time high, but ...
- incidents per police officer decreased 1% in last five years
- less time available - non-crime services 30-40%
  - social services - mentally ill
- inflexible tax base + fiscal restraint = capacity erosion
  - -12% in past 5 years

Work complexity ...

New priorities

- organized crime networks increasingly pervasive domestic/international
    - amplified by the spread and use of technology
- post 9/11 - greater role in counter-terrorism efforts
- vulnerability to cyber crimes
- multi-national commercial and financial crimes on the rise

Increasing "community builder" role - policing as "social service"

- unmet health/medical, housing, recreation, low income issues
- mediate conflict, balance value/rights differences, cultural/ ethnic issues with knowledge/understanding

Competing demands - other government programs and services

- fiscal restraint, efficiencies

Increasing "system-wide demands"

- new threats - pandemics - bird flu - civil disobedience - social cohesion

Costs ...

Grown disproportionately (67% since 1998)

- compared to the increases in police personnel (14% since 1998)

Costs - increasing dramatically - at all levels

- $5.4B (1991) to $12.3B (2009) - increased 130%
- per capita - $189 (1991) to $365 (2010)
- cost up almost 7% each year in last 7 years
- increasing % of provincial and municipal budgets - 80-85% salaries
- also technology, equipment and training costs
- fewer officers and more expensive - than Australia, US, GB

Budgets strain - compensation vs public resources/ capacity

- fully equipped officer - $67K in '97 compared to $150K in '09

Salary Trends by Province

1st class constable - 2010

- $76,000 (excluding overtime)
- salary part of total compensation increasing
- salary increased by 40% since 2000
- for Canadians increased by 11%
- "leap-frogging" collective agreements
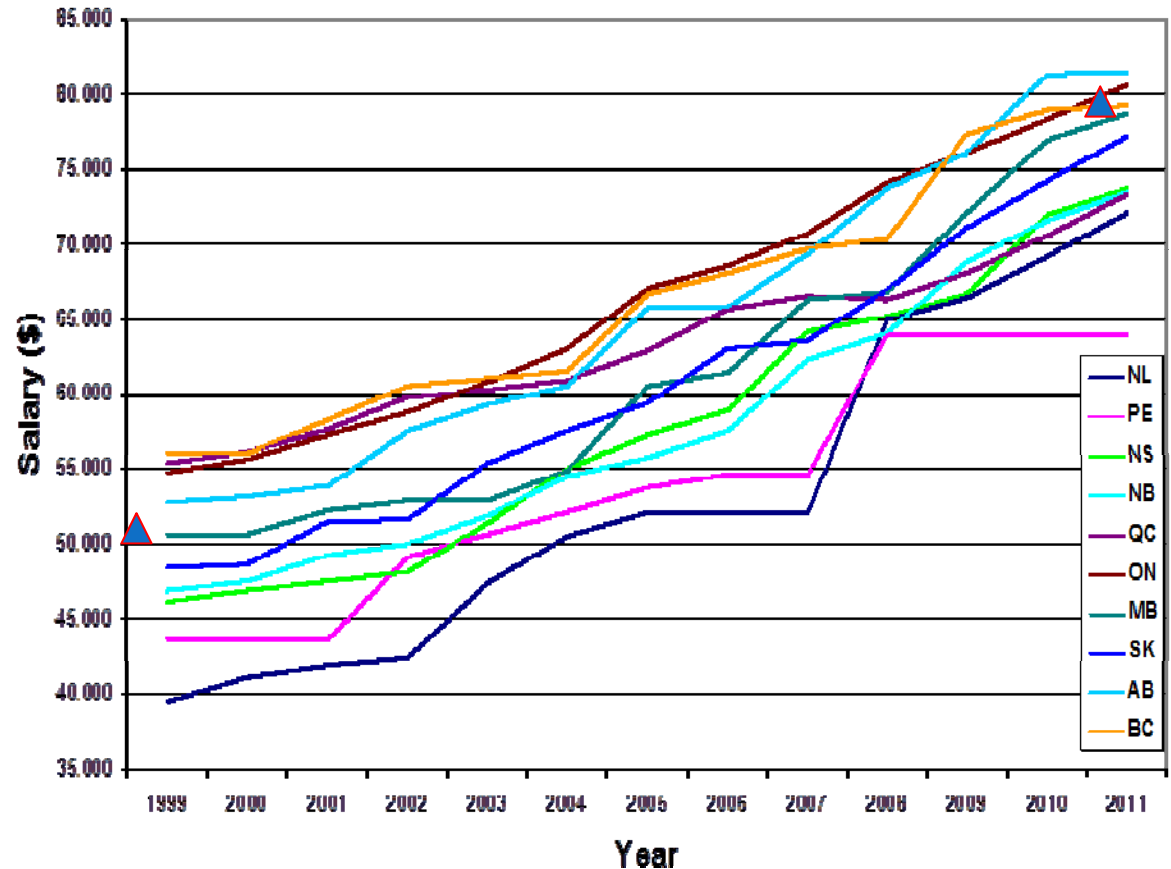
Trending

Service demand – increasing, resources not

- reported crime stats downward - but …

- some crime increasing - organized and violent crimes

- "signal crimes" increasing - gangs and guns - public insecurity

- new demands – global organized crime - cybercrime

- national security – terrorism and social conflict

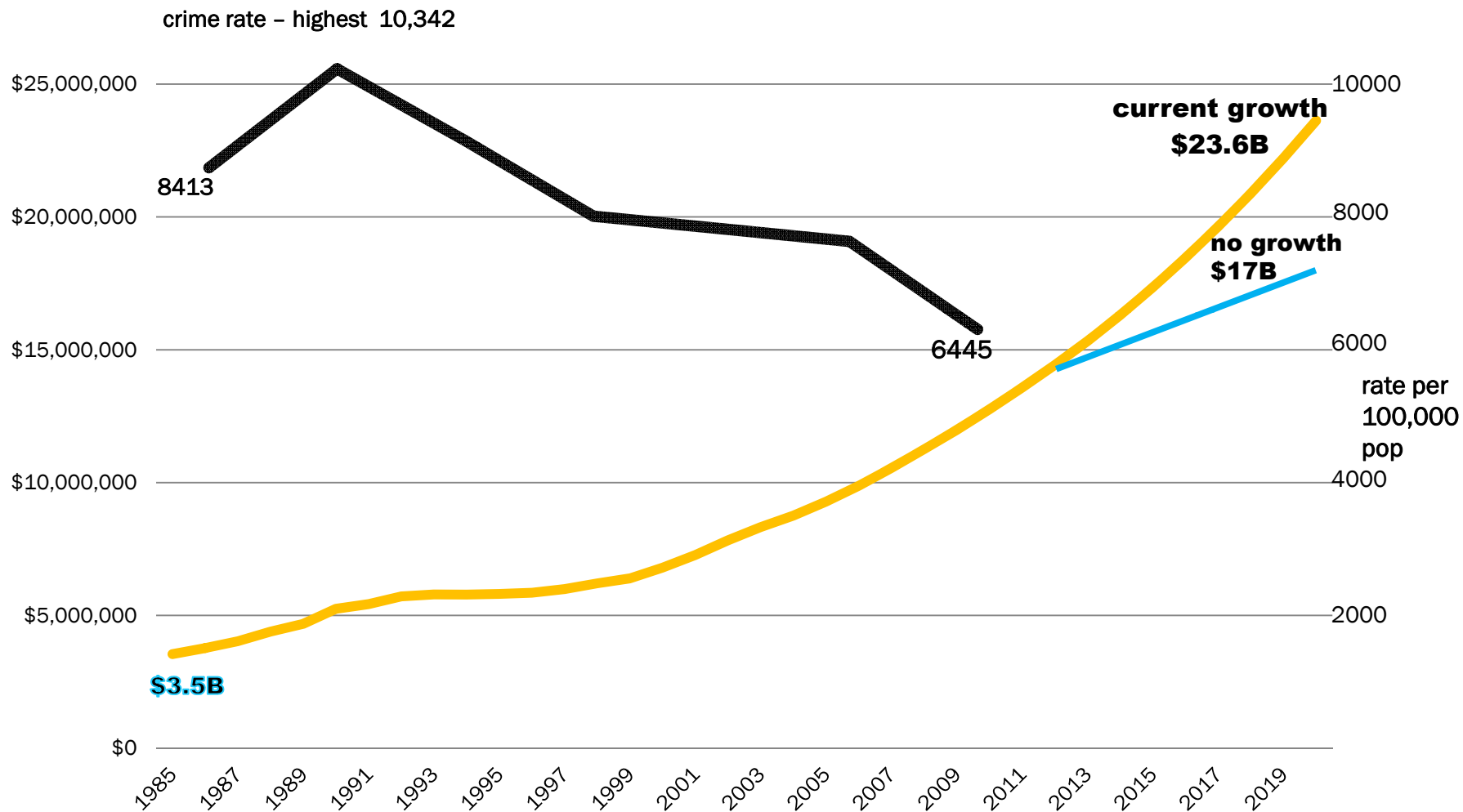- emergency crisis, and public order demands

Police model - select first, and then train/equip extensively

Expenditures/Projections and crime rate

Economic recent realities and responses

UK - funding cuts of 20 per cent by 2015

- police numbers across England and Wales slashed by more than 16,000

USA - last year – Camden NY, 2 more of many examples

1. LAPD - 12% of $1.3 billion budget cut ($157 million)
2. Tulsa Police Department - 11% of $87 million budget cut ($10 million)

Toronto PS - nearly $85M in cuts

- budget (1957) $12.7M - now $1B; staff increased 2,300 to 8,000
  - buyouts to 400 sr. staff, hiring freeze, slashing overtime, attrition planning
  - "… spiralling cost of municipal policing is a matter of considerable concern … policing will either become unsustainable or severely hinder ability to pay for other services"
- having civilians do jobs that may not require a uniformed officer
- outsourcing payroll or criminal record and background checks

Calgary PS - facing a budget cut of $8 to $10 million

- considering cutting "satellite stations
- means giving up community volunteer hours

Strategies and Solutions

There are a wide-range of strategies - incremental to radical

- decrease hiring, staffing and training
- review collective bargaining approaches - arbitration and guaranteed compensation ranking) reduce salaries and benefit;
- reduce policing services provided to citizens
- voluntary pay cuts and demotions
- increase use of less-costly civilian staff – private security
- increase use of less-costly cadets and auxiliary officers
- greater use of technology / intelligence
- increase cost-recovery or privatization of certain services – paid duty
- changes to legislation, policies and procedures - justice efficiencies and reducing investigative workloads
- business transformation: new integrated and community policing models (e.g. Prince Albert "HUB concept")

One is efficient/effective HR Management - CBM

Logic model - premise

- the work of policing is consistent across Canada

- define the work

- define the competencies for success

If police work is consistent, then …

- the occupation(s) can be standardized - national occupational standards

If we have national occ standards, then …

- mechanisms to manage that work can be consistent and common

- national HR management standards

- curriculum and training standards

- certifying and accrediting trainers and institutions

Many benefits of a shared approach

- economies of scale; efficiencies

- leverage best practices

- increased focus on operational effectiveness

So 4 years later - we now …

Have a "Framework"

- a "context" and processes/guides/tools for the support for Strategic HR Management

- Framework includes - every rank/role in "general duty" policing
  - job analysis - what is the job - tasks
  - rank/role profile - what does the role do
  - competency - how to be successful
  - competency profile - what are all the competencies required to do the job well - what specific levels of proficiency

- leadership competencies overlay

- HR tools/guides - support to managers

- technology pilot

- mapping software
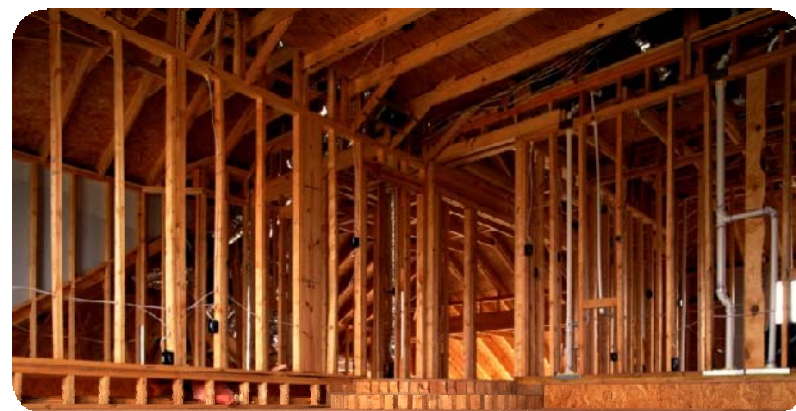
This is where we are - next – NQF

Rank/ role	General Duty Policing	Leadership model	Investigative	Intelligence	Civilian	etc ...
Chief	✔	✔				
Deputy Chief	✔	✔				
Chief Supt	✔	✔				
Supt	✔	✔				
Inspector	✔	✔				
Staff Sergeant	✔	✔	✔			
Sergeant	✔	✔	✔			
Constable	✔	✔	✔			

CBM - for every Rank/Role - SUPERINTENDENT

JOB

- manages policing and/or administrative functions
- implement operational plan for the division
- manage financial, human and material resources

MAIN RESPONSIBILITIES

- participate in the development of the strategic plan vice
- develop and implement an operational plan
- direct operations
- direct management of financial resources
- direct human resource management
- direct intelligence-led and problem-oriented policing
- direct change implementation
- contribute to management of community and media relations
- instill ethical conduct in others
- maintain relationships with leaders and organizations

COMPETENCIES

Change management , Decision-making, Ethical accountability, Financial management, Fostering relationships, Organizational awareness, Public accountability, Public safety, Strategic management

SUPERINTENDENT

EDUCATION

- Bachelors degree - police science, criminal justice, public administration preferred
- combination of experience, education and training may substitute for formal education

EXPERIENCE

- 10 years of progressively responsible law enforcement experience in patrol, investigations, emergency response programs
- 5 years of progressively responsible supervisory and or management experience

KNOWLEDGE

- advanced knowledge - law enforcement, legislation and policy regarding public safety
- knowledge - national/international issues, philosophies, practices and trends
- knowledge - law enforcement management theory and administrative standards
- knowledge - budgeting and financial practices applicable to law enforcement
- knowledge - governance

QUALIFICATIONS

- -----

We also have a learning program "mapping tool"

Software tool developed support self–mapping

Mapping programs/ curriculum/learning objectives

- are current training/education programs - recruit training, professional development, leadership development - addressing the competencies critical for "success"
- are those competencies addressed at the right proficiency level
- are programs aligned

"In-house" and externally delivered courses

- detailed review of police recruit training
- undertaking review professional development programs
- capture data and validation
- "approved" compendium of programs - **Can Police Knowledge Network**

This gets us into a new mandate - the "certification" game

- leads to audit and evaluation
- performance management/reporting

National (Learning) Qualifications Framework

Basis for strategic planning of education/training

Increase "image" of professionalism and professional competency

Provides clear benchmarks for learning and development

Increases portability of qualifications across borders

- **certification, accreditation - recognized qualifications**
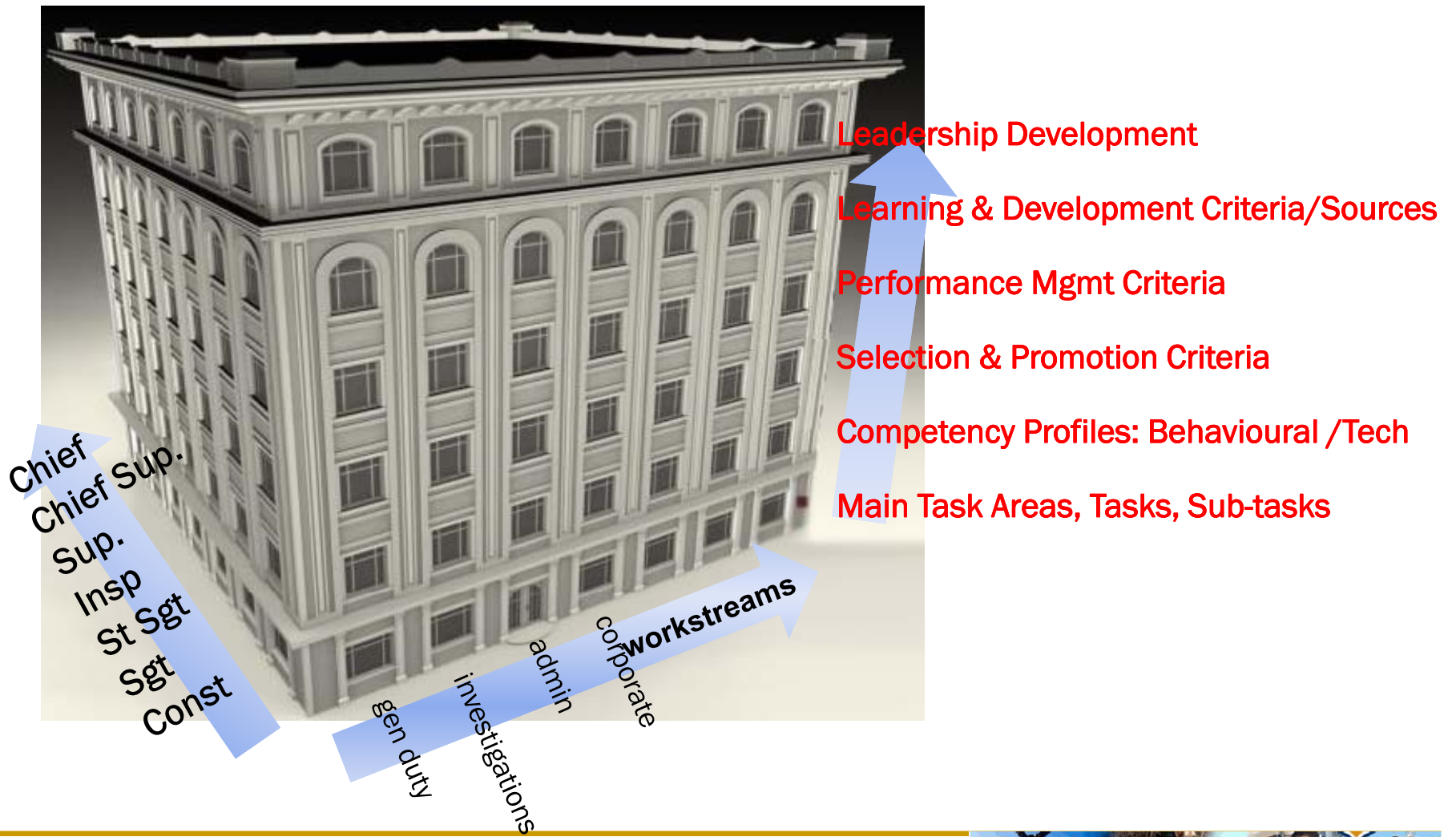
Clarifies the demands on learning providers

- **learner perspective**
- **improves coherence, pathways, quality and access for individuals to education and training**
- **identifies gaps in available training**
- **framework for recognized or endorsed learning - formal and informal**

INTEGRATES HR efforts across the sector

Policing Competency Framework

Leadership Development

Learning & Development Criteria/Sources

Performance Mgmt Criteria

Selection & Promotion Criteria

Competency Profiles: Behavioural /Tech

Main Task Areas, Tasks, Sub-tasks

Chief
Chief Sup.
Sup.
Insp
St Sgt
Sgt
Const

gen duty
investigations
admin
corporate
workstreams

CBM

Any "room" (role) in the common national edifice (framework)
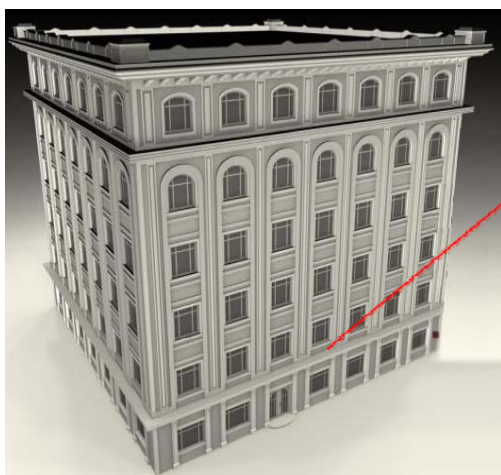
- level - sergeant
- role - gen duty
- tasks, competencies
- qualifications
- experience
- performance criteria
- mandatory learning and training
- certified training options

Competency-based Management

1. definition - what is it

2. why competencies - the benefits

3. what's the process we went through

4. where are we now

5. how can this build strategic HR - using it

1. Competency-based mgnt - What is it

What are Competencies?

Observable
abilities, skills, knowledge, motivations or traits
defined in terms of the behaviours
needed for *successful* job performance.

Two types of Competencies?

Behavioural competencies: describe underlying behaviours that are required to perform all tasks.

Technical competencies: describe behaviours associated with the application of specialized knowledge that is relevant with a specific function.

2. Competency-based mgnt - WHY competencies

individual performance - Clarified

- link behaviours required to successfully meet the organization's vision

organizational performance - Improved

- measured improvement in the performance of individuals
- which means improved performance of work groups and organizations

employees - Empowered

- understand requirements - values
- clear expectations of roles
- higher commitment, greater effectiveness, and reduced turnover/absenteeism

  take charge of their own careers, self-evaluate and build their competencies.

COST DOWN

SKILLS UP

Competency-based mgnt - WHY competencies

HR management - Supported

- integrated framework for human resources planning and management

- managers have better tools
  - to select
  - to identify and address learning gaps
  - to manage performance

defensibility of HR decisions - Ensured the

- HR decisions easier to defend

- competencies are directly related to jobs and BFORs

costs - Reduced

standardized competencies means efficiencies at every point in HR mgmt

COST DOWN

SKILLS UP

Competency-based mgnt - WHY ...

Strategic HR mngt

THE RIGHT PEOPLE

national recruitment/selection framework
- recruitment and selection system
- performance management

THE RIGHT SKILLS

national occupational standards
- qualifications framework
- education training
- professional development
- succession planning
- performance management

THE RIGHT TOOLS

national competency-based management framework
- guides and tools
- software supported
- ever-greening
- evidenced-based research

High performing and sustainable policing

3. Competency-based mgnt - What's the process

Collect data

all ranks ...
- research materials
- interviews
- surveys
- expert panels

Analyse data

job data ...
- tasks
- performance standards
- knowledge required
- skill required
- training materials

Build the standard

rank task list for each rank...

ID the competencies

competency profile for each rank...
- behavioural
- technical

Competency-based mgnt - What's the process

Its extensive …

Premise – general duty policing roles are consistent
- if the roles are consistent, then …
- the mechanisms to manage those roles can be consistent and shared

Bring together groups of people by rank and analyze their job
- define the tasks they must perform to be successful
- understand what they must know to be successful

Bring subject matter experts together to validate tasks by roles

Disseminate, review and evaluate
- communicate often
- encourage feedback

Competency-based mgnt - What's the process

Roles defined in workstreams

Chief

Deputy Chief

Chief Superintendent

Superintendent

Inspector

Staff Sergeant

Sergeant

Constable

all HR functions examined...

- recruitment and selection
- training and development
- leadership development
- succession planning
- performance management

Competency-based mgnt - What's the process

successfully completed a multi-year project

- to identify a competency- based management (CBM) framework

- to support human resource management for all police services.

✓ **3**   years of research

✓ **3**   continents - Canadian & international best practices

✓ **70+** members of Steering Committees

✓ **70**   contributing police organizations

✓ **700** SMEs validation process

✓ **7**   guides for managers

✓ **40+** tools and templates

= **1** | Framework To Support Police HR Management |

collaboration has resulted in success

Competency-based mgnt - example

Rank	Role definition
Chief	✓
Deputy Chief	✓
Chief Super	✓
Superintendent	✓
Inspector	✓
Staff Sergeant	✓
Sergeant	✓
Constable	✓

Jobs Analysed

Sergeant - General Duty
- supervising and monitoring the unit operations
- provide field supervision
- coordinate and delegate assignments
- ensuring policies and procedures are followed
- participate as required, in activities directed at maintaining law & order

Competency-based mgnt - example

Tasks Identified

Rank	Task Lists
Chief	✓
Deputy Chief	✓
Chief Super	✓
Superintendent	✓
Inspector	✓
Staff Sergeant	✓
Sergeant	✓
Constable	✓

Sergeant - main task areas

A. **Ensure application of relevant legislation, policies, procedures**

B. **Ensure the proper use of police equipment and technology**

C. **Maintain safety of self and others**

D. **Manage operations**

E. **Perform quality control**

F. **Manage information and intelligence**

G. **Supervise human resources**

H. **Coordinate training programs and activities**

I. **Manage calls for service**

J. **Manage investigation**

K. **Ensure appropriate assistance to**

Competency-based mgnt - example

Sergeant Task List - one area in detail

Competency-based mgnt - example

Sergeant Task List - "manage operations"...

Competency-based mgnt - example

Task List define critical competencies

Rank	Competencies
Chief	✓
Deputy Chief	✓
Chief Superintendent	✓
Superintendent	✓
Inspector	✓
Staff Sergeant	✓
Sergeant	✓
Constable	✓

SERGEANT COMPETENCY PROFILE

1. ADAPTABILITY
2. CONFLICT MANAGEMENT
3. DECISION MAKING
4. DEVELOPING SELF AND OTHERS
5. ETHICAL ACCOUNTABILITY AND RESPONSIBILITY
6. INTERACTIVE COMMUNICATION
7. RISK MANAGEMENT
8. TEAMWORK

Competency-based mgnt - example ...
Sergeant - Teamwork

Competency defined

Works cooperatively with members of the work team. Contributes to the development of a team environment where team members ultimately achieve established goals.

Level 1 Participates as a team member	Level 2 Fosters teamwork	Level 3 Demonstrates informal leadership in teams	Level 4 Capitalizes on teamwork opportunities	Level 5 Builds bridges between teams
• Assumes personal responsibility and follows up on commitments • Deals honestly and fairly with others, showing consideration and respect • Supports team decisions • Assumes his / her share of the work • Keeps people informed and up to date about the group process	• Promotes team goals • Seeks others' input and involvement and listens their viewpoints • Recognizes when a compromise is required for the greater good of the team • Suggests or uses methods and means for maximizing input and involvement of team members	• Discusses problems / issues with team members that could impact on results • Communicates expectations for teamwork and collaboration • Gives credit and acknowledges contributions and efforts of individuals to team effectiveness • Expresses positive expectations of others, speaks of team members in positive terms. • Shows respect for the intelligence of others by appealing to reason Solicits ideas and opinions to help form specific decisions or plans. • Invites all members of a group to contribute to a process	• Capitalizes on opportunities and addresses challenges presented by the diversity of team talents • Supports and encourages other team members to achieve objectives • Genuinely values the input and expertise of others, and is willing to learn from others (especially subordinates). • Publicly credits others who have performed well. • Encourages and empowers others, makes them feel strong or important	• Facilitates collaboration across teams to achieve a common goal • Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources • Initiates collaboration with other groups / organizations on projects or methods of operating

Proficiency Scale

Behavioural Indicators

CBM - example - Sergeant full profile ...

SERGEANT COMPETENCY PROFILE

COMPETENCY	ROLE LEVEL AND INDICATORS
INTERACTIVE COMMUNICATION Utilises communication strategies in an effort to achieve common goals, influence and gain others' support.	**Adopts communication to appeal to others' interest (Level 3)** • Adapts content, style, tone and medium of communication to suit the target audience's language and level of understanding • Takes others' perspectives into account when communicating, negotiating or presenting arguments • Facilitates open communication and information exchange • Reads cues from diverse listeners to assess when and how to change a planned communication approach to effectively deliver a message • Asks questions that will help individuals or groups reframe the situation
RISK MANAGEMENT Manages situations and calls to mitigate risk and maintain a safe environment for self and others.	**Manages a full range of situations and calls (Level 3)** • Fully assesses the risks involved in a full range of situations and calls • Implements courses of actions and plans in situations of medium complexity where errors have a medium level of consequence • Understands and applies health and safety policies and procedures for self and others relevant to a full range of situations • Demonstrates a sense of urgency by taking timely actions to deal with a full range of situations • Takes timely action and makes quick on-the-spot decisions with little guidance to deal with a full range of situations
TEAMWORK Works cooperatively with members of the work team. Contributes to the development of a team environment where team members ultimately achieve established goals.	**Demonstrates informal leadership in teams (Level 3)** • Discusses problems / issues with team members that could impact on results • Communicates expectations for teamwork and collaboration • Gives credit and acknowledges contributions and efforts of individuals to team effectiveness • Expresses positive expectations of others, speaks of team members in positive terms. • Shows respect for the intelligence of others by appealing to reason • Solicits ideas and opinions to help form specific decisions or plans. • Invites all members of a group to contribute to a process

CBM - example - Sergeant full profile ...

SERGEANT COMPETENCY PROFILE

COMPETENCY	ROLE LEVEL AND INDICATORS
ADAPTABILITY Adjusts own behaviours and approaches in light of new information, and changing situations. Tailors approach to meet needs of individuals and groups.	**Adapts to widely varied needs (Level 3)** • Thinks diversely and "outside the box" to try new strategies that may differ from established approaches to policing • Adapts to new ideas and initiatives across a wide variety of issues and situations • Adapts interpersonal style to highly diverse individuals and groups in a range of situations
CONFLICT MANAGEMENT Recognizes that conflict can occur in many ways and intercedes to resolve the situation	**Uses appropriate strategies to resolve workplace conflict (Level 2)** • Uses appropriate strategy to deal with workplace conflict • Assists others in defining and clarifying the underlying issues of the workplace conflict • Facilitates the identification of mutual and individual interests • Listens to differing points of view and promotes mutual understanding • Identifies shared areas of interest in a respectful and timely manner • Challenges others' thinking or approaches in a constructive manner
DECISION MAKING Makes decisions involving varied levels of risk and ambiguity.	**Makes decisions in vague situations (Level 3)** • Applies guidelines and procedures that leave considerable room for discretion and interpretation • Makes decisions by weighing several factors, some of which are partially defined and entail missing pieces of critical information • As needed, involves the right people in the decision making process
DEVELOPING SELF AND OTHERS Contributes to learning and development. Provides guidance and feedback to improve performance and achieve objectives.	**Supports individual development and improvement (Level 3)** • Provides performance feedback and support, reinforcing strengths and identifying areas for improvement • Encourages staff to develop and apply their skills • Suggests to individuals ways of improving performance and competence • Makes positive comments regarding others' abilities or potential even in difficult cases • Creates mentoring opportunities
ETHICAL ACCOUNTABILITY AND RESPONSIBILITY Takes responsibility for actions and makes decisions that are consistent with high ethical policing standards.	**Proactively identifies ethical implications in policing (Level 3)** • Takes necessary disciplinary actions and measures to address violations of ethical conduct • Promotes the discussion of practical and relevant ethical dilemmas to help members gain understanding of ethical decision making • Deals directly and constructively with lapses of integrity

4. Competency-based mgnt - where are we now

Rank	Role Definition	Tasks	Competencies
Chief	✓	✓	✓
Deputy Chief	✓	✓	✓
Chief Supt.	✓	✓	✓
Superintendent	✓	✓	✓
Inspector	✓	✓	✓
Staff Sergeant	✓	✓	✓
Sergeant	✓	✓	✓
Constable	✓	✓	✓

Leadership Level	Ranks Typically Associated with Levels	Leadership Description
Executive	Chief Deputy Chief	Executive leaders oversee all operational and administrative functions in a police service or a division of a police service. They set strategic direction, establish and maintain relationships with constituents, and represent the police service at various levels of government.
Senior Management	Chief Supt. Supt.	Senior Management plans and directs operational and/or administrative functions of a division in a police service. They oversee the development and implementation of operational plans, manage allocation of financial and human resources, and coordinate work activities with other divisions in a police service.
Mid-Level Mgmt	Inspector Staff Sgt	Mid-level Management manages programs and projects in a division or unit of a police service. They deploy staff and coordinate assignments and conduct internal investigations as required.
Front-Line Mgmt	Sergeant	Front Line Management supervises police operations at the unit level. They ensure the adherence of staff to policies and procedures.

Leadership Development Model

Policing Leadership Competencies														
Performance						Partnering				Accountability				
Change Management	Decision making	Financial Management	Information Technology Mgmt	Human Resource Management	Strategic Management	Community Relations & Media	Fostering Relationships	Interactive Communication	Organizational Awareness	Ethical Accountability	Public Accountability	Public Safety	Valuing Diversity

Leadership Development Model

Policing Leadership Model	Policing Leadership Competencies													
	Performance						Partnering				Accountability			
	Change Management	Decision making	Financial Management	Information Technology Management	Human Resource Management	Strategic Management	Community Relations & Media Mgt	Fostering Relationships	Interactive Communication	Organizational Awareness	Ethical Accountability	Public Accountability	Public Safety	Valuing Diversity
Level of Leadership	Proficiency Levels													
Executive Leadership	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Senior Leadership	4	4	4	4	4	4	4	5	5	5	5	4	4	4
Mid-level Leadership	3	4	3	3	3	3	3	4	4	4	4	3	3	3
Front-line Leadership	2	3	2	2	2	2	2	3	3	3	3	2	2	2

Are We Fostering The Right Knowledge, Skills & Abilities
- relevant sources in aggregate

Policing Leadership Model	Policing Leadership Competencies													
	Performance						Partnering				Accountability			
	Change Management	Decision making	Financial Management	Information Technology Management	Human Resource Management	Strategic Management	Community Relations & Media Mgt	Fostering Relationships	Interactive Communication	Organizational Awareness	Ethical Accountability	Public Accountability	Public Safety	Valuing Diversity
Level of Leadership	Sources													
Mid-level Leadership	CPC eCornell FLETC John Jay U Toronto C Sturt U													

connecting forces – securing futures   *unir les forces garantes de l'avenir*

Competency-based mgnt - where are we now

Completing research on investigation roles

- resulted in the identification of a model with 3 areas of investigation including 21 technical competencies for investigation

Specialized	Competencies required of specialized investigators who are responsible for dealing with the most serious types of crimes.
Investigation Support	Competencies required of specialists who support the investigation process.
General Investigation	Critical competencies required of all police officers involved in the investigation of criminal offences.

Technical Competencies for Investigation

Specialized Investigation

Competencies required of specialized investigators who are responsible for dealing with the most serious types of crimes.

Investigation Support

Competencies required of specialists who support the investigation process.

General Investigation

Critical competencies required of all police officers involved in the investigation of criminal offences.

21 Technical Competencies for Investigation

Specialized Investigation

Counterterrorism	Financial crime
Child abuse	Homicide
Domestic violence	Sexual assault
Drug enforcement	Organized crime

Investigation Support

Bloodstain pattern analysis	Fingerprint identification
Criminal intelligence analysis	Forensic photography
Digital forensic analysis	

General Investigation

Confidential informant handling	Interviewing and interrogation: suspects
Court testimony	Major case management
Crime scene management	Obtaining judicial authorizations
Interviewing: victims and witnesses	Note taking and report writing

Policing Competency Dictionary

❑ **Catalogue of competencies developed for general duty, leadership, and investigative roles in police services.**

❑ **Consists of behavioural and technical**

❑ **Can be used to build competency profiles for various positions in police services.**

❑ **Available at http://www.policecouncil.ca**

Benchmark Competency Profiles

❑ A collection of 8-10 competencies which are critical to successful performance in the role.

❑ The profile indicates the level of proficiency required for each competency.

Example Profile

Technical Competencies	Technical Competencies	Behavioural Competencies
Specialized Investigation	General investigation	

Competency	Proficiency	Competency	Proficiency	Competency	Proficiency
Organized Crime	3	Informant Handling	2	Teamwork	3
		Report Writing	3	Decision Making	4
		Interviewing	3	Ethical Accountability	2
		Court Testimony	4		

Required Effectiveness Level

Competency-based mgnt - where are we now

Summary - many work-streams fully defined

Chief

Deputy Chief
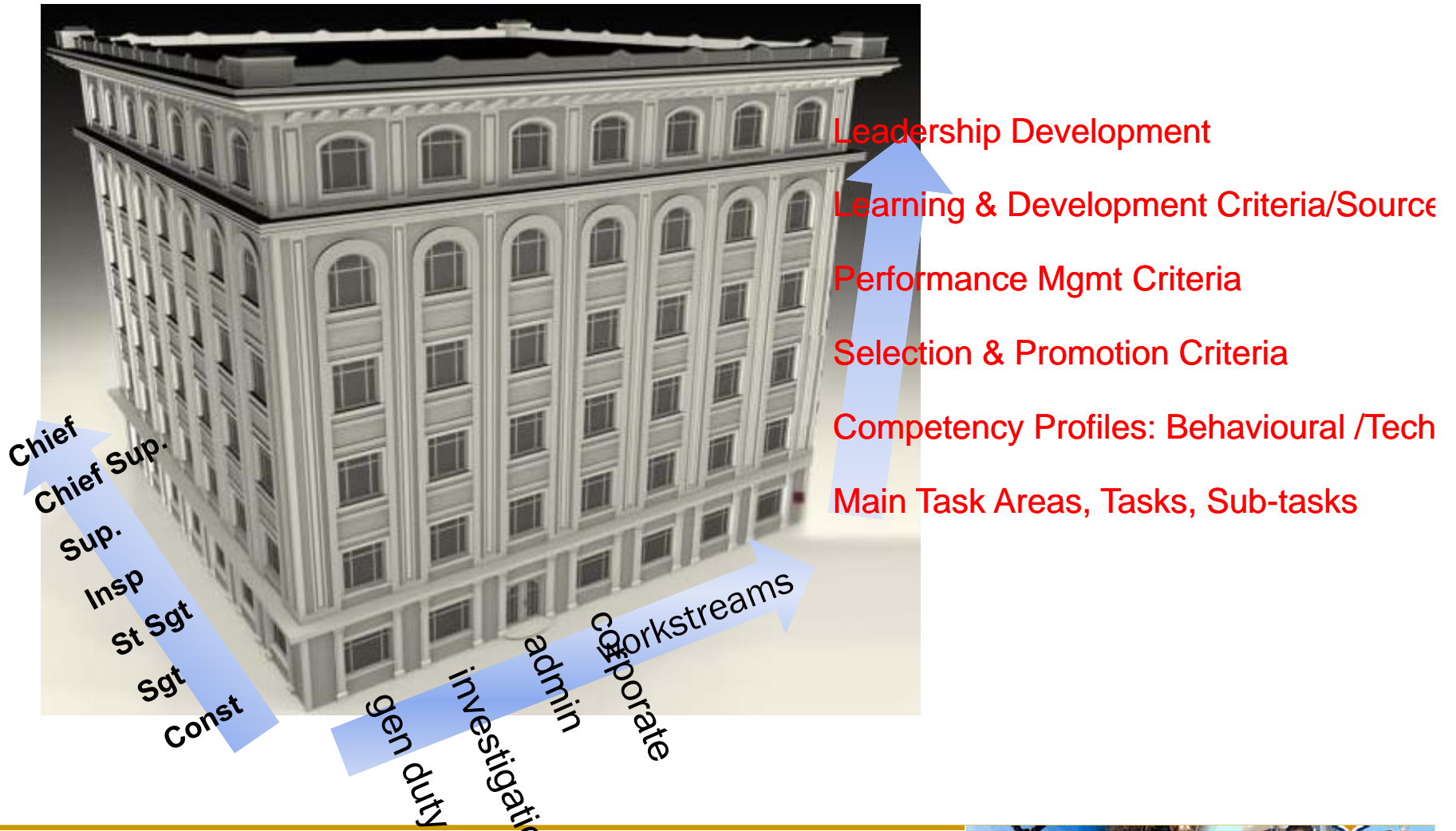
Chief Superintendent

Superintendent

Inspector

Staff Sergeant

Sergeant

Constable

PROCESS

- extensive research – national and international
- review of existing practices/materials
- interviews
- focus groups
- surveys
- validation with SMEs

job definition

rank task lists

competency profiles

Policing Competency Framework

Leadership Development

Learning & Development Criteria/Source

Performance Mgmt Criteria

Selection & Promotion Criteria

Competency Profiles: Behavioural /Tech

Main Task Areas, Tasks, Sub-tasks

Chief
Chief Sup.
Sup.
Insp
St Sgt
Sgt
Const

gen duty
investigations
admin
corporate

workstreams

HR MANAGEMENT GUIDES/TOOLS

1. **Constable Selection**
2. **Executive Selection**
3. **Succession Mgmt**
4. **Leadership Development**
5. **Leadership Education and Training**
6. **Police Coaching & Mentorship**

Over 40 tools and templates

- interview guides by rank
- reference check guides by rank
- learning plan templates
- performance management templates
- succession management templates
- recommended additional readings reference

practical and customizable

POLICE SECTOR COUNCIL
connecting forces - securing futures
CONSEIL SECTORIEL DE LA POLICE
unir les forces garantes de l'avenir

A Guide to Competency-Based Management in Police Services

Built by the industry for the industry

This Guide is for police managers responsible for human resource management. It leverages best practices from police services across Canada to support first-time implementation of a competency-based approach to HR management and provides additional ideas and information for those who are expanding an existing CBM program. The Guide offers tools for Recruitment, Selection and Promotion, Learning and Development, Performance Management, and Succession Management. It includes step-by-step instructions and a policing CBM toolkit to support policing HR management.

The Police Sector Council was incorporated in 2004 to facilitate more integrated and innovative human resource planning and management. Its mandate is to understand and address the most critical issues facing all policing organizations, including the sustainability of policing services through improvements in productivity and performance. The Council brings together leaders from the senior ranks of governments,

Competency-based mgnt - example - Interviews

Competency-based mgnt - example Interview Scoring

Date of interview: _____
Interviewer's name: _____
Candidate's name: _____
Position: _____

Competency	Well Below Expectations 1	Somewhat Below Expectations 2	Meets Expectations 3	Somewhat Exceeds Expectations 4	Clearly Exceeds Expectations 5
Adaptability					
Conflict Management					
Decision Making					
Developing Self and Others					
Ethical Accountability and Responsibility					
Interactive Communication					
Risk Management					
Teamwork					

Recommendation:	[ ] Continued Consideration* [ ] Rejection
	* Must meet expectations on all competencies.

Overall Recommendations (type of assignment/department):

CBM - example Development Activities

Development activities for Valuing Diversity

Proficiency Level 3 — Advocates for fair and equitable treatment of all stakeholders (SERGEANT)

At proficiency level 3, one is expected to be an advocate for fair and equitable treatment of all stakeholders:

- Identifies practical solutions to ongoing issues based on an understanding of underlying issues with stakeholders
- Shares information about diversity issues related to various stakeholders with all members of the policing organization
- Advocates for the creation of services to accommodate targeted stakeholders
- Confronts others whose behaviours or actions are contrary to appreciating and accepting diversity

To develop behaviours consistent with level 3 indicators, the following activities and/or work assignments may be undertaken:

	Activity	Action
1.	Lead	- focus groups of community members representative of diversity within community/communities served. o Identify perceived issues and concerns with respect to diversity unique to each group. o Encourage discussion re: solutions. o Prepare report, including recommendations, and present to manager and police services board.
2.	Host	- A "Community Day" Education Session - Invite community role models/speakers from diverse groups to speak about their perspectives to the police service. - Document issues identified and present to manager and police services board
3.	Make a presentation and facilitate discussions	- With direct reports about: o Preventing workplace harassment and discrimination and, o The legal duty to accommodate employees on the basis of the Canadian Human Rights Code and related provincial legislated requirements
4.	Practice daily performance management	- i.e. lead by addressing performance — both positive and negative. - Acknowledge individuals when they demonstrate appropriate behaviour that reflects a value for diverse perspectives. Give your support to those who make the effort to stand up and do the right thing. "Catch people doing the right things.

Competency-based mgnt – Building strategic HR

Improves organizational performance

- 63% reduction in turnover due to increased employee satisfaction - greater clarity about performance expectations

Empowers employees

- better understanding of the expected behaviours

Supports HR practices

- process are based on the same competencies and aligned in a continuum of employee development

Improves the defensibility of HR decisions

- limit challenge, improve accuracy of selection decisions, stay out of court and remove subjectivity

Reduces operational costs

- increased employee performance

Competency-based mgnt – Building strategic HR

Recruitment, Selection and Promotion

Succession Management

Foundation Tools

Competency Dictionary

Rank Task Lists

Rank Competency Profiles

Learning and Development

Performance Management

TECHNOLOGY support to Strategic HR Mgmt

Includes:

- competency dictionary - profiles and associated task lists for all ranks
- perform self-assessments or review self- or multi-rater assessments
- create learning plans based on assessment results
- create interview tools - guides for specific job profiles
- use instructive guides, research and tools to enhance HR management
- identify additional learning resources

POLICE EDITION
i-SkillSuite®
PLATFORM FOR ORGANIZATIONAL SUCCESS

PART 3 - NQF

National Policing Competency-based Learning Qualifications Framework (LQF)
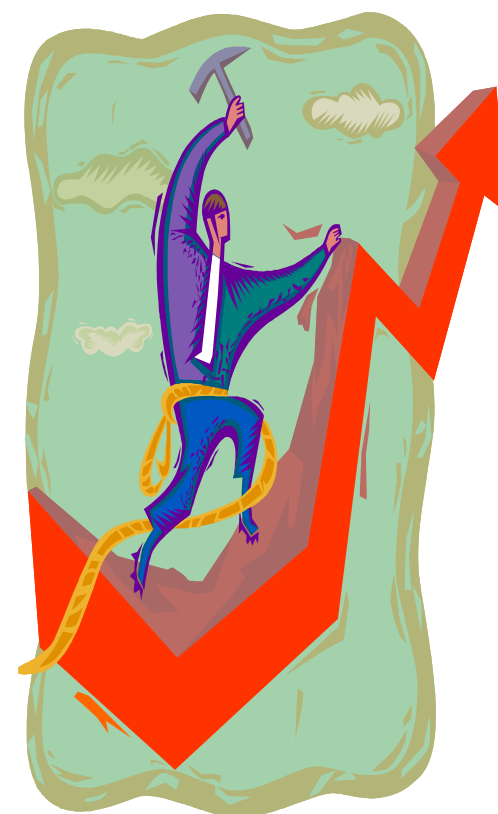
National Qualifications Framework

Five countries in the forefront of the development of NQFs

- **New Zealand**
- **Australia**
- **South Africa**
- **Scotland (SCQF)**
- **England, Wales and Northern Ireland (NVQ)**

Goal of policy makers

- **Improve the ways in which qualifications (degrees, certificates, or recognition of experience-based learning and capabilities) related to each other and make them more understandable and better meet needs of users**

Subsequently, idea of outcomes-based qualifications framework as well as competency-based training (CBT) model of Australia has spread around the world

- **Dramatic increase in the number of countries adopting NQF, with over 100 countries now implementing, developing or considering adopting**

Research findings – international labour office 2010

Summary of key findings

- **Similar reasons for introducing NQFs**
  - Education, training and labour market: communication, transparency, quality, mobility, recognition of prior learning, flexible delivery, increase status of vocational education and training and work-based training

- **Policy borrowing**
  - Strong reason why they are implemented and how they are implemented

- **Uses of learning outcomes or competency statements**
  - Main mechanism to create transparency
  - Little evidence on how they are useful in making decisions about qualifications
  - Importance of employer involvement

- **Implementation success factors and problems**
  - Successful use of learning outcomes seems to be based on strong professional associations and strong educational institution
  - Sectoral approaches for specific industries seemed more viable that attempting to create one system for all education and training for all industries
  - Importance of involving a range of different stakeholders

KEY TERMS

What is a qualification?

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards

What is competency-based training?

Competency-based training is:

- **training which is based on competency standards**
- **outcomes focused**
- **industry-led**
- **delivered in various formats**
- **involves self-paced approaches where appropriate**
- **is performance-oriented**
- **assessed using criterion-based assessment**

Accreditation

Process of quality assurance through which accredited status is granted to an educational training course or program that meets set criteria established by accreditation body.

Certification

Professional certification is an industry recognized credential granted to a candidate by a certification body upon successful demonstration of occupational competence. Competence is the ability to apply nationally defined knowledge and skills standards.

What is the National Policing Competency-based Learning Qualifications Framework?

It is an approach that **standardizes** and structures current and future learning and training **qualifications** which are defined by clear statements of what the learner must know and be able to do whether learned in a classroom, on-the-job, or less formally.

It is a systemic approach in **designing, providing and awarding qualifications**.

"A nationally coherent, industry-led learning system with nationally recognized and portable qualifications"

What is the purpose of the National Policing Competency-based Learning Qualifications Framework?

- **To build legally defensible training**

- **To increase access to available training**

- **To increase transparency of job requirements**

- **To increase coherence of training delivered across the country**

- **To standardize training**

What are the key features of National Policing Competency-based Learning Qualifications Framework?

- **Built by policing for policing – extensive participation and involvement of all stakeholders**

- **Is a nationally coherent, industry-led learning system with nationally recognized and portable qualifications**

- **Long term strategy for development, implementation and impact**

- **Supported by online curriculum mapping tool**

- **Provides a context for policy development**

- **Framework that is compulsory, well defined, and led by governments or central agencies with the aim of reforming / transforming policing training ?**

- **Led by awarding body?**

Who are the key stakeholders in the development, implementation and maintenance of the framework?

• Government	Governance, legislation, regulations
• Police Boards	Oversight
• Police Services	Implementation
• Police Associations	Implementation
• Learning organizations	Develop and delivery of competency-based training
• **Police Sector Council**	**Body that oversees quality assurance mechanisms**

What defines the Policing Competency-based Learning Qualifications Approach?

- Competencies are developed by subject matter experts to ensure they reflect job requirements

- Curriculum are developed using the competency statements to ensure that they are relevant and meet policing demands

- Competency statements are the benchmarks against which learning and assessment materials can be evaluated.

- Accreditation of courses and programs that are linked to job requirements and meets industry set training standards

- Successful completion of accredited learning and training courses and programs leads to qualifications

- Qualifications informs the employers of what the employee knows and is able to do

What defines the Policing Competency-based Learning Qualifications Approach?

EXAMPLE

- **Competencies are developed by subject matter -** Homicide

- **Curriculum are developed using the competency statements** – Determines investigative strategies; verifies that evidence is identified, collected and secured.

- **Competency statements are the benchmarks** – Curriculum mapping process

- **Accreditation of courses and programs** – Process by which a course or program that meet standards is accredited

- **Qualifications** – Employee who successfully completes the course is given a certificate to attest he/she meets training outcomes

- **Qualifications attests what the employee knows and is able to do -** Police Service promotes and selects employees who have acquired credentials

What are the quality assurance and regulatory systems integral to the framework?

- **The qualifications framework provides the basis for self assessment by individual institutions**

- **The quality assurance is assumed by a body that oversees quality mechanisms and processes such as accreditation, certificate-based qualifications and professional certification**
  - Accreditation: recognition of courses of programs that are delivered in accordance to pre – determined criteria set by the industry
  - Certification : recognition of individuals who have demonstrated through third party criterion referenced assessment that they meet pre determined standards set by the industry

What are the benefits of a National Policing Competency-based Qualifications Framework ?

- clear training and professional development opportunities and career paths of relevance to the police sector

- partnerships between training providers and police service

- greater fiscal responsibility and savings for the public through reduction of needless duplication of training

- greater efficiencies in individual and corporate learning plans and clear learning options to match identified needs

- increased professional image of policing and confidence of the public

- formal recognition of workplace learning and an individual's ongoing development

- clear career pathways

- common language for describing work that is translated into curriculums

- national repository of learning and training programs and courses

Questions for Reflection

What is missing in the current qualifications system?

Who will benefit from the implementation of a National Policing Competency-based Learning Qualifications Framework, and how?

- **learners/workers**
- **employers**
- **training providers**
- **policy makers**
- **others**

Key points of consultation

How do we get there?
- Policy
- Regulation
- Legislation

How do we implement?

How do we evaluate impact?

What are the key priority areas?
How do we create and sustain the quality assurance body?

Build for policing by policing

PART 4 - Statement of work

- Component 1 : Conceptual Model

- Component 2 : Curriculum Mapping

- Component 3 : Implementation of CBM

- Component 4 : Competency Profiling

- Component 5 : CBM Sustainability

Component 1. Conceptual Model

Overview

Develop the conceptual model for the National Policing Competency-based Learning Qualifications Framework. Conduct consultations with stakeholders to ensure the model meets the needs of policing in Canada.

Addresses key questions such as
- What is the purpose of the framework
- Who is it for
- How will it be used
- What do the elements look like
- Which stakeholders need to be involved in building, implementing and monitoring
- Key concepts and definitions
- What long term support is required, ballpark costs and potential funding models

Component 1. Conceptual Model

Outcomes

A model that defines a National Policing Competency-based Learning Qualifications Framework built in consultation with all stakeholder groups.

A strategy to sustain the model.

A communication strategy to disseminate the proposed model.

An implementation strategy.

Component 2. Curriculum Mapping

Overview

Curriculum mapping identifies the alignment of existing developmental programs and courses with the competencies required for policing. Software has been developed for curriculum mapping for leadership competencies. The software will be updated to allow for the mapping of investigation competencies.

Organizations will be invited to conduct curriculum mapping of their courses / programs. Support will be available to assist them through the process in a variety of formats: professional development workshops, online software, one-on-one advice and guidance.

Aggregate reports of the curriculum mapping exercises will be conducted to identify where training exists and opportunities for curriculum development.

Compendium of available training will be created.

Component 2. Curriculum Mapping

Outcomes

1. Increased functionality of iSkillSuite Curriculum Mapping System.

2. Updated guide to Curriculum Mapping.

3. Two 2-day professional development workshops on competency-based approach to training, curriculum design and use of the Curriculum Mapping software (one session will target organizations delivering Leadership programs, the other session will focus on Investigation).

4. Written reports on mapping exercises for both the leadership and investigation competencies.

5. Pilot of curriculum mapping software for Investigation competencies. Support up to 15 organizations during the mapping exercise.

6. Pilot of curriculum mapping software for Leadership competencies. Support up to 15 organizations during the mapping exercise.

7. Update catalogues of activities for leadership roles and investigation roles based on information collected during the mapping exercise.

Component 3. Implementation of CBM Framework

Overview

Eight professional workshops will be delivered to support the implementation of a competency-based approach to human resources management and learning .

Component 3. Implementation of CBM Framework

Outcomes

Eight 2-day professional workshops will be delivered to support the implementation of a competency-based approach to management and learning. The topics covered will be:

1. Introduction to implementing competency-based management.

2. How to evaluate employee performance and build effective learning plans to improve performance.

3. How to use competencies to support defensible promotion decisions including how to conduct a Competency-based interview.

4. Police Executive Selection.

5. How to set up a Succession Management Program.

6. How to build Leadership Development Programs including the use of 360 feedback assessments to help develop learning plans.

7. How to build Mentoring and Coaching programs.

8. Introduction to competency based training and curriculum design.

Component 4. Competency Profiling

Overview

Competency profiling exercises will be conducted to develop benchmark competency profiles for a fully effective investigator for key specialized investigation areas. Each workshop will be a 2 day duration. Recruitment of participants will be conducted to ensure representation of services from across the country.

Component 4. Competency Profiling

Outcomes

Competency profiling exercises will be conducted for each of the following specialized investigation areas:

- Adult Sexual Assault;

- Child Abuse;

- Counterterrorism (intelligence);

- Domestic Violence;

- Drug Enforcement;

- Financial Crime;

- Homicide;

- Organized Crime.

Component 5. CBM Framework Sustainability

Overview

Develop a 3 year business plan to ensure sustainability of the CBM framework.

Outcomes

The business plan will:

1. identify business opportunities for the PSC's current CBM products and services and identify potential future products and services based on the expressed needs of the stakeholders;

2. recommend projects, tools and services that have the most promise in terms of potential market demand as well as to users and to Canada;

3. outline an approach to products/services development for each line of business. This includes major work steps, general time frames, information on the development and maintenance of resources and infrastructure and the required support and roles of relevant stakeholders;

4. provide estimated revenues for the various products, tools and services recommended for the next 3 years.

Timelines

WRAP-UP - Council of the Future

Input/advice - can we talk ...

- issue - infrastructure 2013
- ideas around sustainability

Intellectual Property (IP) – "we have IP"

- taxpayers paid for what we do
- haven't charged membership levies
- haven't charged police services for product/support
- CBM Frwk now "copyrighted" - protected as literary works
- filed "ownership" – copyright Sept 29, 2011
- licensed Frwk– "value" to be determined
  - free to exploit economic rights

FRWK and components resulted from non-trivial exercise of skill, labour, and judgement

Wrap-up

2013 and beyond

- national investigator training
- policing "work architecture" completed
- National Qualifications Framework
  - every role/rank

Business Plan – 2013-2015

- certification/accreditation
- policing degrees/diplomas
- accredit teachers/institutions
- validation and audit