COMPETENCY-BASED STRATEGIC HR MGMT

PSC-CSP

Workshop 1
Toronto February 1-3, 2011

Competency-based Strategic HR Mgmt
Focus on Leadership Development & Management

Welcome

Justice Institute of British Columbia	Winnipeg Police Service	Niagara Regional Police Service
Owen Sound Police	Pembroke Police Service	Gananoque Police Service
Royal Newfoundland Constabulary	Ontario Provincial Police	Vancouver Police Department
Moose Jaw Police	Brantford Police Service	Stirling-Rawdon Police
Halifax Regional Police Service	Victoria Police Department	Toronto Police Service
Edmonton Police Commission	Peel Regional Police Service	Belleville Police Service
Saint John Police Force	London Police Service	Taber Police Service
York Regional Police Service	Durham Regional Police Service	Canadian Police Association
Ottawa Police Service	Edmonton Police Service	Halton Regional Police Service
Rothesay Regional Police Service	Timmins Police Service	Guelph Police Service
Alberta Solicitor General	Atlantic Police Academy	Rama Police Service
Strathroy-Caradoc Police Service	Deep River Police Service	UCCM Anishnaabe Police
Cape Breton Police Service	Hamilton Police Service	Ontario Police College
Peel Regional Police Association	Fleming College	Stratford Police Service
Royal Canadian Mounted Police	Perth Police Service	Tsuu T'ina Nation Police Service
West Grey Police Service	Woodstock Police Service	Lethbridge College
Cornwall Community Police Service	Danish National Police	Calgary Police Service
Calgary Transit	Fredericton Police Service	Brockville Police Service
Waterloo Regional Police Service	Canadian Police College	Edmonton Police Association
Public Safety Canada	Medicine Hat Police Service	INTERPOL

LF - Steering Committee

launch Jan 28 2010 -

- orientation
- current research and practices
- workshop on leadership competencies, succession planning, training and development needs and options

Aileen Ashman	Toronto Police Service
Alok Mukherjee	Chair, Toronto Police Services
Andre Fortier	Ecole nationale de police du Québec
Axel Hovbrender	JIBC
Cal Corley - chair	Canadian Police College
Curtis Clarke	Alberta Solicitor General
Darren Smith	Toronto Police Service
Dennis Fodor	RCMP
Edgar MacLeod	Atlantic Police Academy
Etheline Komoseng	Toronto Police Services
Frank Trovato	Humber College
Gary Ellis	Georgian College
Gary Morin	Saskatchewan Police College
Ivan Court	Saint John Police Board
Jane Naydiuk	BC Ministry of Public Safety
John Tod	OPP
Mark Potter	Policing Policy Directorate
Matthew Torigian	Waterloo Regional Police Service
Michel Beaudoin	École nationale de police du Québec
Norm Lipinski - chair	Edmonton Police
Patricia Tolppanen	Alberta Assoc of Police Governance
Peter German	RCMP
Rosemarie Auld	Hamilton Police Service
Ruth Montgomery	CACP
Sharon Trenholm	Royal Newfoundland Constabulary
Sharron Gould	Winnipeg Police Service
Shelagh Morris	Guelph Police Service
Stan MacLellan	Durham Regional Police Service
Vern White	Ottawa Police Service
Ward Clapham	South Coast BCTAP

Competency-based Strategic HR Mgmt
Focus on Leadership

Agenda - Tuesday noon through Thursday AM

Tuesday - afternoon

Session 1 - competency framework - strategic HR management

Wednesday - all day

Session 2 - selection

Session 3 - succession management

Session 4 - leadership development

- developmental job activities
- training for critical leadership competencies

Thursday - morning

Session 5 - performance mgmt

Session 6 - coaching & mentoring

Approach

1. definition
2. issues discussion
3. case studies
4. theory & tools
5. group discussion

Before we start - let's talk issues

What are you worried about?

- **The Future**

- **Public Perceptions**

- **Accountability**

- **Complexity of Environments**

- **Increasing Demands**

- **Budget Constraints**

- **How to Prepare Future Leaders**

- **How Success is Defined**

- **Strategic HR Management**

Pre-Workshop Survey Results:

1. selection
2. succession mgnt
3. leadership development
4. performance mgnt

In the news - last few weeks

"judge ordered SIU to produce all records re two officers investigated"

"police spokesman called it an "unacceptable incident.""

"officer suspended, faces trial"

"officer accused of nicking loose change from office"

"more calls for civilian oversight watchdog"

"confidence in policing shaken"

"officer charged in the assault of a man in custody"

"cop takes chief to court on training and discipline"

"crime rate swoons, police ranks swell"

"police must be able to bridge cultural gap in city"

"Council questions trust in frontline officers"

"constable charged with theft involving a search warrant"

"300 complaint cases involving police force last year"

In the news - there is more…

"faith in cops shaken"

"chief authored unsigned letter on allegations of a police sex party"

"sweeping review planned of territory's police"

"why do policing costs continue to soar"

"province refunds $13M in speeding fines"

"Excessive force tops public complaints about municipal police"

"report says - real change slow to take hold"

"Councils lock horns again over policing"

"abuse of authority during an arrest videotaped"

"Public mistrust of police shocking"

"use-of-force case leaves questions"

"cuts mean compulsory civilian lay-offs and fewer beat cops'"

citizens have a right to demand two things from police -- accountability and a commitment to learn

Recent Survey - Blue Line - January officer survey

top 3 challenges of moving into management

- lack of managerial training
- role conflict/confusion
- difficulty managing

most needed prerequisite

- management training

most effective supervisors

- have management training

least effective managers

- lack of preparation/management training/experience

are we doing it

- 21% services have ongoing training for new managers
- 36% - services have some pre-promotional training
- 26% - services have adequate preparation
- 18% - are effective at developing full management potential

Leadership Workshop - survey responses

example of manger demonstrated outstanding leadership?

- **innovation and change - lead**
  - **empowered** team backed with appropriate resources and **autonomy** over decisions - result was an outstanding

- **service on the verge of collapse - leader**
  - **listened** to all stakeholders, established a clear/inclusive **vision**, created a good environment, people took responsibility for change

- **a standoff with armed suspects - incident commander**
  - took **control**, calmed panicked people brought the situation under control

- **media/public outcry - allegations of excessive force/police brutality - leader**
  - took **ownership** - faced the media/public, provided personal insight, expressed concern and articulated the process

- **difficulty with the union - executive team "under fire"**
  - did not "fire" back, proactive approach - hired a consultant to **engage** several open forums to identify areas of concern in designing the new Strategic Plan

- **member injured on-duty - co-worker debriefed team**
  - provided **access** to counseling resources - all better able to cope

Your Survey responses - outstanding leadership...

- **risk management issue - leader**
  - assessed the situation from **broader perspective** - averted negative implications

- **major Criminal Investigation - the Lead from another Service**
  - demonstrated great skills in acknowledging the obvious political issues, set up a framework to keep **open/honest communication** moving - outcome great team

- **problem identifying crime patterns/problems in the community - lead**
  - **inspired** all to assist with identifying the problem, **engaged** other sections to assist - result a motivated team-base solution

- **organizational change to improve services delivery - leader**
  - **communicated** the need for change, **supported** those involved in the agenda, set aside other issues to focus - successful implementation

- **large strike/protest crowd agitated - leader**
  - took complete **control** - **negotiated** a peaceful solution

- **developmental opportunities for officers - leader**
  - secured resources, time, courses and **opportunities** for his officers to succeed

- **strategic, multi-profession partnership - leader**
  - calculated risk, careful assessment of the **common objective** rather than individual interests- solution that had not previously been considered -

Your Survey responses - outstanding leadership...

- **review of operations - Sr Officer**
  - **involved** members the org - identified what did and didn't work, **inclusive** and **respectful** of opinions, showed some vision/set a goal - open to change

- **planning for the future - leader**
  - stood his ground in face of criticism - **prepared o**thers to take the next step in promotion - increased employee satisfaction, work enjoyment

- **after triple homicide - young acting Sergeant**
  - **prepared** himself and his team properly - after debriefing the team and **caring** for their well-being emotionally and legally

- **changing the organization - leader**
  - had **understanding of the audience** and had the right stakeholders to take on the challenge - communications was key, **integrity** and knowledge

- **employee needed to be disciplined - leader**
  - **clarified** why he/she was being disciplined, and helped the employee to find ways to improve behaviour - employee understood discipline

- **issue with alcohol use - leader**
  - **enabled** the solution - all support necessary to address issue without failure - stood beside the member - amended schedule to fit the need without hesitation

Your Survey responses - outstanding leadership...

- **needing to improve internal communications - Commanding Officer**
  - **open** town halls to employees (all categories, RM, CM, PSE) about their issues, concerns - openly explained senior management focus - **encouraged** all to input
- **tough incident in community - Chief stepped up**
  - **ensured** all the procedures were followed, ensured officers were safe and taken care of - worked closely with all outside agencies, and family involved
- **organization under criticism - inadequate public investigation - leader -**
  - **supported** the investigators and the organization publicly - **made key changes** to some of our processes - citizens satisfaction high and our org benefited
- **hiring situation - without guidance young leader**
  - took **full initiative** - conducted all checks/interviews reported on each candidate

summary - comments

- **leaders are defined by their followers - leaders have technical/human competencies that others respect and admire**
- **leadership is about people not process, policy and paper**
- **leaders don't like bureaucracy, they like change and thrive on it**
- **leaders are transformationalists - not transactionalists**

Your Survey responses - negative leadership

- **unethical decision in investigation - supervisor**
  - **interfered** unnecessarily - supervisor lost job and a criminal not prosecuted
- **communication issues - executive**
  - consistently **failed to consult** team - would only discuss with select members - did not insist on team discussion and decision making. - poor decisions made
- **during a tough investigation - Chief**
  - friend was in charge - stepped-in unneeded - **lost credibility** - ordering people to complete tasks - tasks were incorrect - took his anger out on the 2IC
- **under pressure leader - tendency to "duck and cover"**
  - had media liaison officer provide a "**canned response'** - agency appeared arrogant and unconcerned - that the public is simple and not worthy of respect
- **management team meetings - leader didn't pay attention at**
  - didn't speak up/ provided **little guidance** to the members - very ineffective meetings
- **officer-involved shooting - S/Sgt advised**
  - officer to return to duty next day - offered no empathy nor access to counseling
- **risk management issue - leader**
  - **poor assessment** and no activity - problem continued

Your Survey responses - negative leadership …

- **program implementation - supervisor**
  - glossed over the details - **hurried** the change, **failed to consult** with people affected - or with stakeholders - prolonged delay in the implementation

- **Board - President**
  - not accustomed to working in a large team relied on two people, and left others **outside of communication** flow - created a major rift on the Board

- **new organization - leader**
  - **dictated** what needed to be done and did not allow subordinates any say

- **public complaint - leader**
  - **delayed** response - failed to deal with the issue in a timely manner

- **strategic business plan - OIC**
  - did not take lead role as assigned - **ducked leadership**

- **festering HR management problem - leader**
  - **ignored issues** - increased in-fighting, loss of trust, employee engagement, and commitment. "Leader" became persona non grata - employee workarounds

- **stayed to long in a position - leader**
  - became ineffective. **Old ideas** for new generation, decreased moral

Your Survey responses - negative leadership ...

- **major shift change plan - leader**
  - was **unprepared** and **reactive** rather than proactive - led to dissention and miscommunication - project was prematurely ended
- **dictatorship - leader**
  - put forward orders without any **compassion** or consideration for the frontline - you don't like it - leave - poor support for the frontline - abusive at times - sick leave increased along - moral dropped
- **iron fist - leader**
  - staff **terrified** and on the edge of their seats - staff moral deteriorated and some left the organization, others waited for this person to leave
- **micro manager**
  - constant **interference** - changing scope or criteria - increased workload - overturned supervisors ideas and decisions, made them feel worthless
- **indiscretion - leader**
  - openly discussed situation involving an employee during coffee break - employee overheard the conversation - a grievance won
- **assumed guilt - leader**
  - harassment case - did not allow accused to respond or defend - reputation was ruined - became very public

Your Survey responses - negative leadership ...

- after a very autocratic leader - successor
  - tried building and mending fences with **excessive friendships** and dependencies, creating socially happy but unproductive and stifled employees
- **complacent** Leader
  - deferred and avoided any work - created an environment of ridicule and disrespect - laziness impacted organizational reputation

summary comments

- leaders most effective when they are seen as leaders by their followers
- indecisive, have no vision, have no passion, have no investment in the value of
- people only process
- ineffective leaders believe they are leaders because of rank or position power are ineffective - concern should be the promotion processes we follow

Q - Most critical leadership development challenges

- time/resources - lack of organizational commitment and dollars for development
- no organizational view of leadership development and professional development
- failure to identify leaders early
- candidates chosen for wrong reasons - no leadership competencies
- leaders chosen as part of "the old boys club"
- failure to look outside the organization
- exclusion of civilians
- budget driven - boards forcing chiefs to do more with less
- lack of public confidence in the police agencies
- lack of credibility
- managing expectations
- leading a new demographic - differences in generations - diverse generations
- courage to drive change
- no mechanisms to create and identify real leaders - succession planning and knowledge transfer

Most critical leadership development challenges ...

- increased public scrutiny demand for value
- structures inhibit new leadership models
- changing of leadership styles - past has been a commanding style
- accountability - within and external
- politics inside and outside the organization
- lack of experience and tenure in candidates
- no strategic planning, strategic networks and nurturing of managers
- lack of performance measurement and accountability
- not defining role and contribution
- media role models
- no succession planning - ability to groom through mentorship
- environment of greater scrutiny
- not preparing the organization for tomorrow
- no capacity for effective mentorship programs
- no structured leadership program
- no specific training for supervisor roles

Most critical leadership development challenges ...

- sole reward is promotion - promoting out

- implementing learned leadership skills

- need to expose members to the 'bigger picture' at a sufficient level to alter their style way of thinking

- ethical leadership - values based leadership - " service" model

- qualifying an officer for promotion

- inspiring trust and unleashing talent

- retention of young employees less serious about a stable or continued career

Q - what this this workshop should accomplish...

- consensus and agreement regarding the professional development/education
- moving toward a professional designation
- understanding competencies of leadership and selection
- performance management tools - viable and relevant evaluations
- possible solutions to the various issues facing police leadership
- use of competencies in career development
- vision of leadership development nationally
- better understanding of the available tools
- mentoring/coaching tools
- strong inter-agency connections - networking - what other organization are doing
- leadership development options
- relationship between communication and the trust levels
- learning new cutting edge employee development strategies
- develop a common framework
- ideas that we could use in our organization
- tools to maximize organizational effectiveness

Survey Input

How much support would you like in each of the following:

CSP-PSC
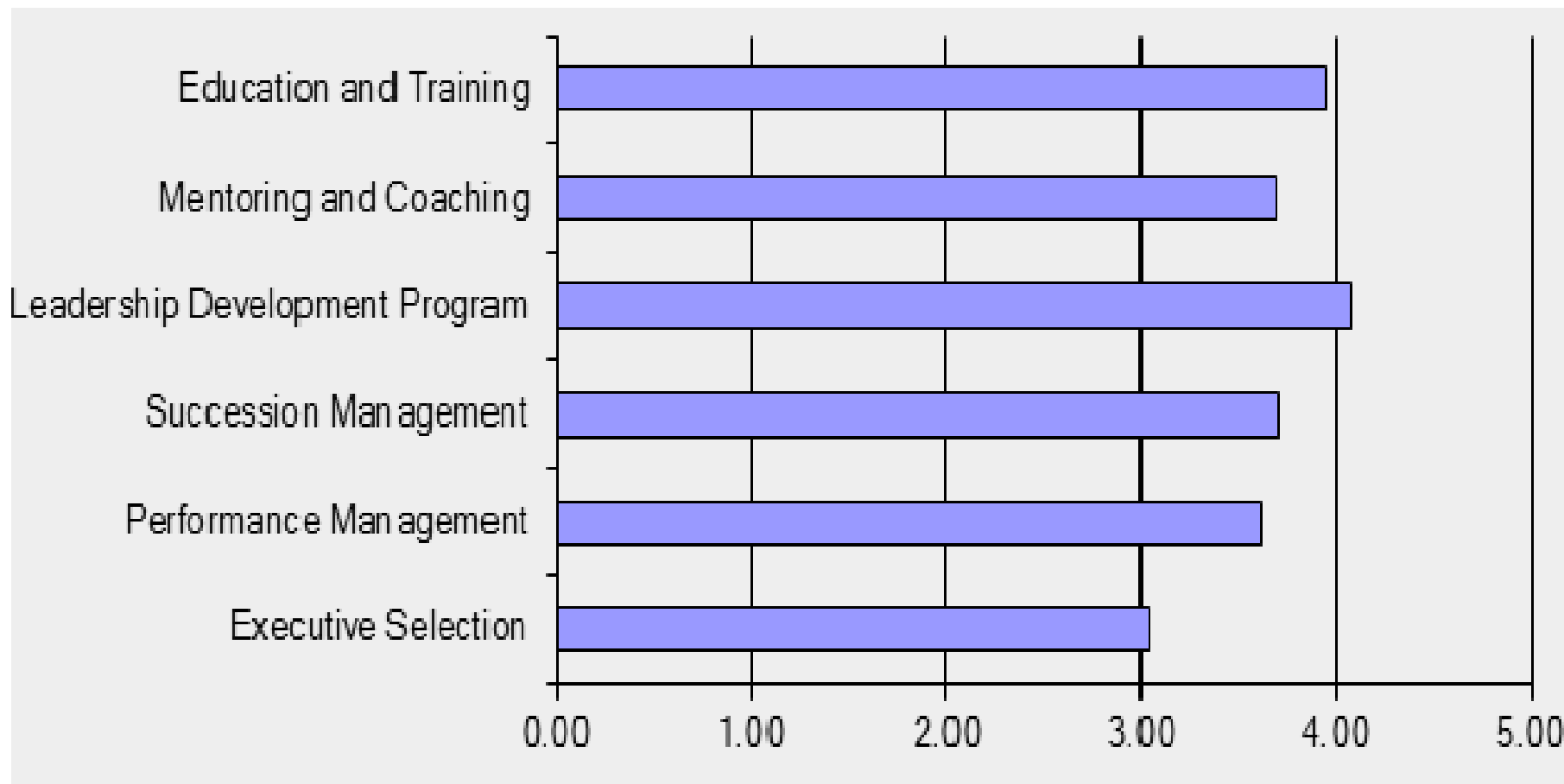
Objectives - to share perspectives

1. hear from others about HR common issues and challenges

2. understand competencies and competency "frameworks"

3. think through how CBM approach can help with strategic HR management in your service

4. learn about some new guides and tools that might be value in HR management

5. discussing next steps

> Coming together is a beginning. Keeping together is progress. Working together is success.
>
> ~ Henry Ford
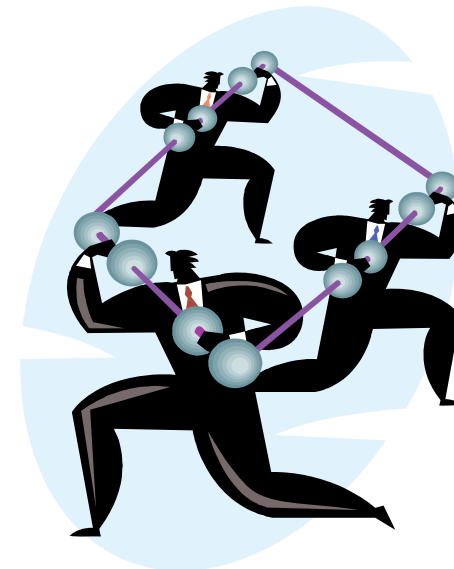
SESSION 1 - OVERVIEW

Competency-based Management

1. the definitions - what is it

2. the benefits - why competencies

3. the process - what we went through to get here

4. the implementation - where are we - of CBM tools/guides

5. the competency framework - how to build strategic HR mngt

6. what's next

1. Competency-based mgnt - What is it

Competencies - what we as managers can influence to ensure successful employees

- *Observable*
abilities, skills, knowledge, motivations or traits

- *Defined in terms of the behaviours*
needed for successful job performance

What is competency-based management (CBM)

- understanding and defining the talent needed
- addressing skills deficiencies
- matching talent available to performance needs
- matching the right people with the right skills to the right jobs

Competency-based mgnt - What is it ...

Competencies: critical elements - often hard to measure

Skill

Knowledge
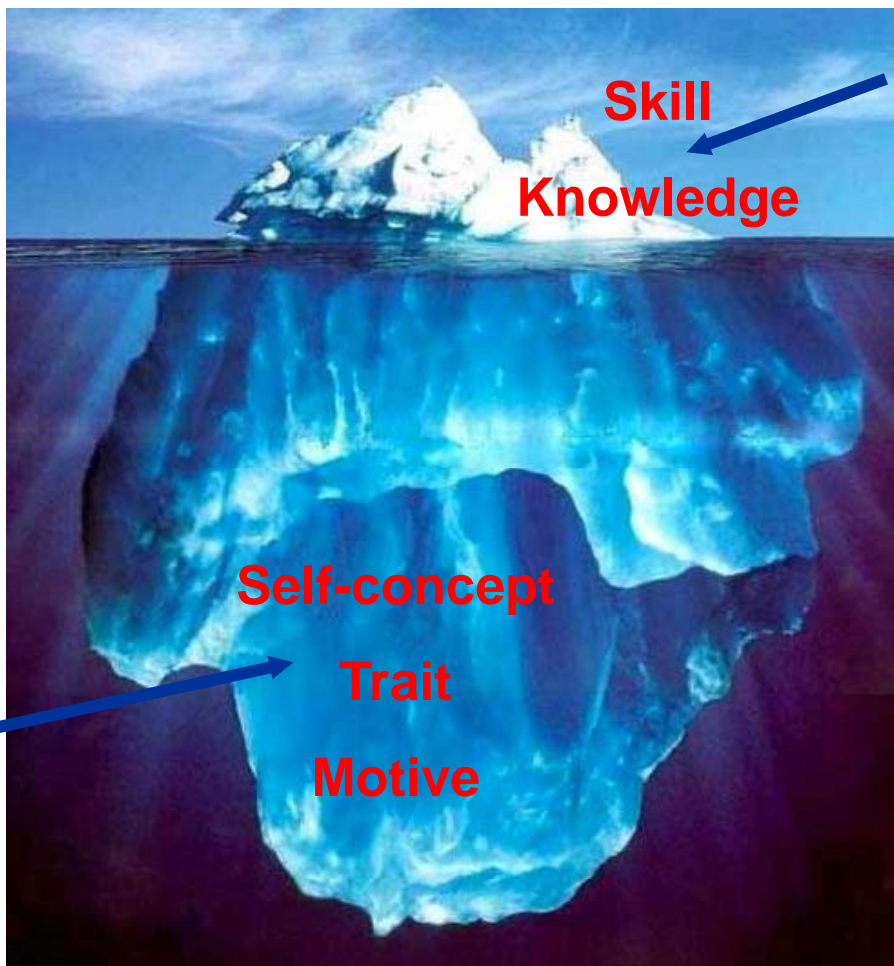
Visible, easy to identify & manage

Self-concept

Trait

Motive

Hidden, difficult to identify & manage

Source:
Spencer & Spencer, 1993

2. Competency-based mgnt - WHY competencies

individual performance - Clarified

- align the 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

- 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

For the past 3 years - examined every rank/role in general duty

Collected data

all ranks ...

- research materials
- interviews
- surveys
- expert panels

Analysed data

job data ...

- tasks
- performance standards
- knowledge required
- skill required
- training materials

Defined the jobs

rank task list for each rank...

- tasks
- sub-rasks

IDed the competencies

competency profile for each rank...

- behavioural
- technical

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

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

Build a framework

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

All ranks/roles defined

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 HR 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

4. Competency-based mgnt - Where are we now
EXAMPLE - Sergeant

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 - Sergeant example...

Tasks Identified

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

Sergeant - 13 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 victims of crime

L. Supervise detainee management

M. Ensure proper and effective court testimony

Competency-based mgnt - Sergeant example...

Task List - one task area - 9 tasks and 34 sub-tasks

Competency-based mgnt - Sergeant example...

Task List - "manage operations"...

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

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 to their viewpoints • Recognizes when a compromise is required for the greater good of the team • Suggests or devises methods and for maximizing input and involvement 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

Competency-based mgnt - Sergeant example...

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

Competency-based mgnt - Sergeant example ...

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

Summary - general duty work-stream fully defined

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

Competency-based mgnt - where are we now …

Summary - process

Chief
Deputy Chief
Chief Superintendent
Superintendent
Inspector
Staff Sergeant
Sergeant
Constable

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

job definition

rank task lists

competency profiles

Competency-based mgnt - where are we now ...

jobs analyzed for:

- constable
- sergeant
- staff sergeant
- inspector
- superintendent
- chief supt.
- deputy chief
- chief

- "work/tasks" associated with "general duty" policing

- competencies analysed - competency profiles validated nationally

- in-depth guide(s) and toolkits

"Framework" produced :

- common language and understanding - competency dictionary

- task lists by rank

- competency profiles by rank

Reference materials & tools

- not meant to replace the practices - meant to either:

  - inform or supplement existing practices and tools
  - assist those organizations who do not have Competency Based Management in implementing a new methodology

Competency-based mgnt - where are we now ...

Completed research on leadership

- resulted in the identification of a "model" - 4 leadership levels, 14 leadership competencies, and 3 "groupings" of leadership profiles

Leadership Level	Ranks Typically Associated with Levels	Leadership Description
Executive	Chief Deputy Chief	Executive leaders - oversee all operational and administrative functions in service or a division. They set strategic direction, establish and maintain relationships with constituents, and represent the 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.

Competency-based mgnt - where are we now…

3 "groups" of competencies for leaders - 14 competencies

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

Competency-based mgnt - Where are we now...

We have a "Framework"

- a "context" and process for the support for Strategic HR Management in Policing

Framework includes - for 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
- HR tools/guides - support to managers to manage staff

Competency-based mgnt - where are we now...

We have an intro Guide

- **describes explores the benefits of CBM**
  - CBM theory/info - relevant research
  - step-by-step instructions/practical tips
- **offers information and tools to support:**
  - recruitment, selection and promotion
  - learning and development
  - performance management
  - succession management

Competency-based mgnt - where are we now...

We have 6 other HR management Guides

1. Constable Selection - a best practice approach and research update
2. Executive Selection - a best practice approach for police boards
3. Leadership Development - managing the development of essential leadership competencies
4. Succession Mgmt - developing a pool of potential successors for critical policing roles
5. Mentorship & Coaching - supporting leadership development
6. Police Leadership Education and Training - using the leadership competency framework to build effective development courses and programs
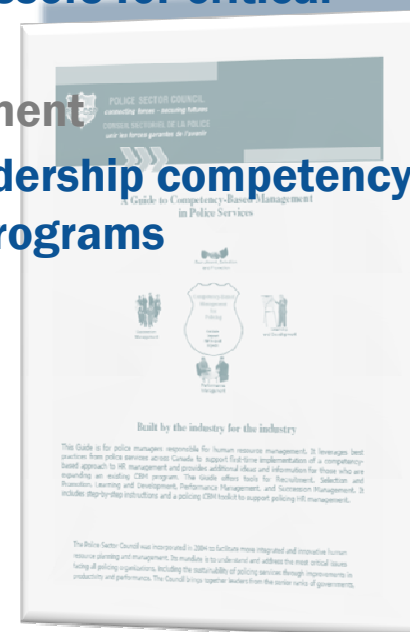
Competency-based mgnt - where are we now...

we have over 40 tools and templates - customizable:

- competency resources by rank
- interview guides by rank
- reference check guides by rank
- learning plan template
- performance management template
- succession management template
- recommended additional readings reference
- catalogue of leadership development activities

CBM - tools example - Interviews

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

What to Look For:
Level 3 – Demonstrates informal leadership in teams

- 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.

Example Interview Questions

1. Tell us about a time when you motivated your team to achieve a specific objective.

- What was the situation and what was your role in it?
- What did you do to motivate the members of your team?
- What challenges did you face in the process?
- What was the outcome?

OR
2. No individual team member can do all the team's work. Tell us about a time when you recognized your team-mates for their efforts?

- What did your team members do that warranted recognition?
- What was your role in team's success?
- What did you do to recognize the team?
- How was the recognition received by the team members?
- What did you accomplish by recognizing your team for their efforts?

Question _____   STAR: Remember to record Situation/Task, Action, and Results.

RATING

Well Below Expectations	Somewhat Below Expectations	Meets Expectations	Somewhat Exceeds Expectations	Clearly Exceeds Expectations
1	2	3	4	5
The expected indicators were not demonstrated. The points that were lacking related to important job functions and responsibilities of the target position. Important gaps were identified that would have a negative impact on the candidate's ability to perform on the job.	The expected indicators were not addressed adequately. The points that were lacking were related to important job functions and responsibilities of the target position. This response was expected of someone not yet at the threshold of the target position.	The expected indicators were covered adequately. The points that were lacking were not related to important job functions and responsibilities of the target position. This response was the minimal expected level of performance for the average recruit.	The expected indicators were covered thoroughly. Only minor gaps were observed, and the gaps were not related to important job functions, and responsibilities of the target position. This response was expected of someone at the target position.	The expected indicators were thoroughly demonstrated (all points were covered well). The candidate excels at this competency and could model it for others.

CBM - tools 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 - tools 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. ○ Identify perceived issues and concerns with respect to diversity unique to each group. ○ Encourage discussion re: solutions. ○ 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: ○ Preventing workplace harassment and discrimination and, ○ 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 - where are we now...

Reference material for all managers

Supports you need for:

- first time implementation, or
- enhancement of existing practices

All materials are "free"

- built by policing for policing - leveraging expertise

Successful Outcomes Through Collaboration

www.policecouncil.ca

Policing now has rigorously developed and nationally validated CBM Materials available for FREE

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5. CBM - implementing for Strategic HR Mngt

HR management - "9 miles of bad road"

we need to:

- leverage effort and develop common HR tools
- modernize HR planning and management

- **Strategic HR Analysis of Public Policing in Canada, PWC (2001)**
- **Policing Environment, IBM (2005)**
- **National Diagnostic on HR in Policing, HayGroup (2007)**

POLICING EXCELLENCE AND SUSTAINABILITY

Recruitment & Selection

Training & Development

Leadership Development & Succession Planning

Performance Management

COMPETENCY-BASED HR PLANNING & MANAGEMENT

CBM - Implementing strategic HR - the studies said …

PWC - 2001 - Sector Study

- "… the sector has created barriers along these jurisdictional lines that have resulted in duplication of efforts and inefficiencies among the jurisdictions."
  - develop common competency profiles and training standards for all jobs in policing…

IBM - 2005 - Policing Environment

- "… HR practices have evolved only modestly since 2000. Individual services continue investing but working independently. There is some urgency to act."
  - build a common integrated and implemented competency framework
  - identify common foundation of skills and competencies across jurisdictions
  - citizens expect service standards/quality

Hay Group - 2007 - HR Diagnostic

- "… investments are not utilized to the full potential … smaller services have been unable to take advantage …"
  - sector-wide, shared competency regime that all organizations can use
  - HR resource management, mobility within policing, and the sharing of HR tools

Competency-based mgnt – Implementing 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 – Implementing strategic HR ...

after 5 years, the picture is beginning to look better ... improved HR planning/ management
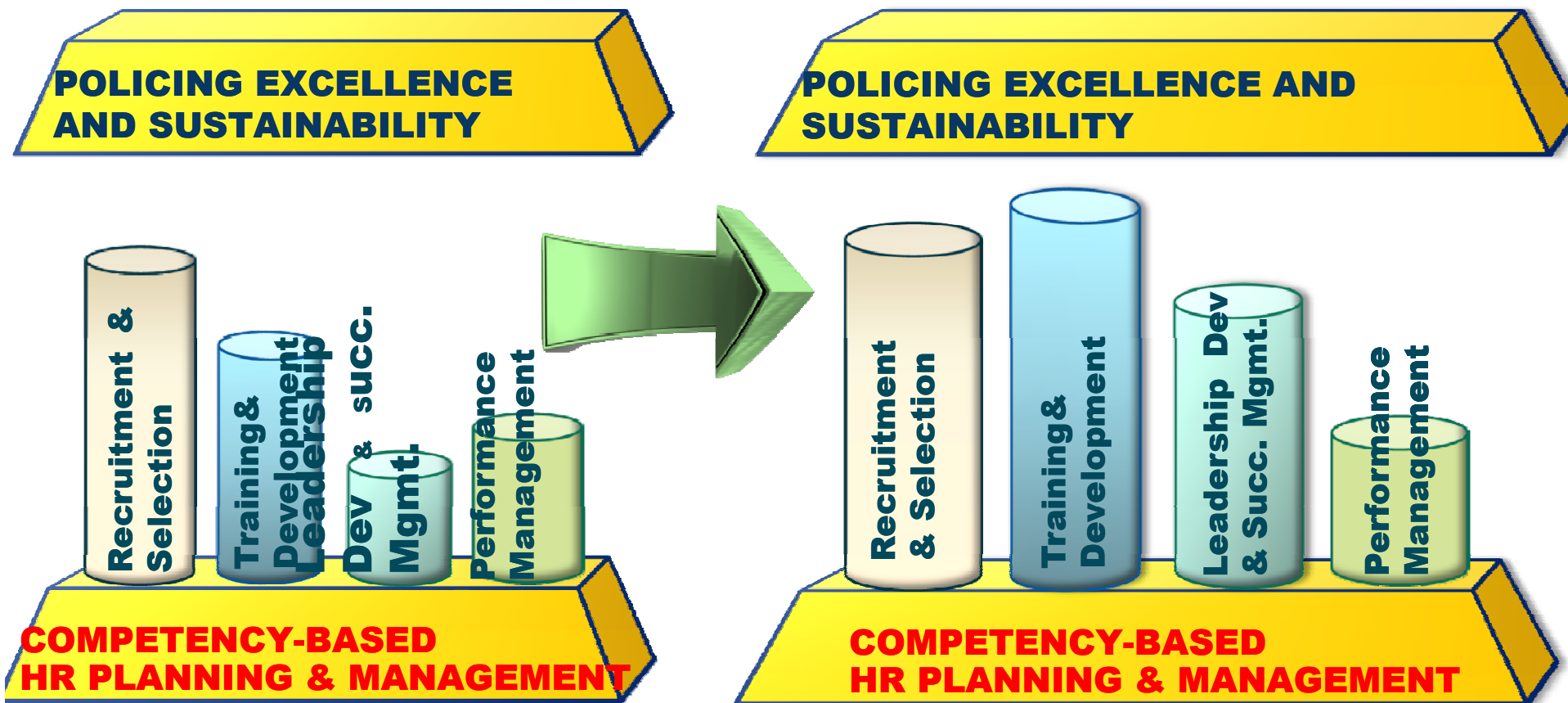
Competency-based mgnt – Implementing strategic HR …

Exercise 1

1. Review the Rank Task List and Competency Profile for Superintendent

2. Two questions

   1. can these two tools assist you in your HR management?

   2. if yes, give an example of how

Competency-based mgnt – Implementing strategic HR …

Rank- Superintendent

Manage policing and/or administrative functions of a division in a police service. Implement operational plan for the division. Manage police operations in the division. Manage financial, human and material resources in the division.

Competency-based mgnt – "Case Study"

Rosemarie Auld

Manager, HR

Hamilton Police Service

"thoughts re using task lists"

Competency-based mgnt – Implementing strategic HR ...

Group Discussion

Issues

Are we addressing concerns and ensure HR fully supports operational needs now and into the future

Considerations

Competency approach - beneficial and defensible

Resources

Will the Guides and Tools support improved Strategic HR Mgmt

SESSION 1 Summary - CBM - strategic HR Mgnt

We've reviewed the foundation and now need to tackle the Tools to support:

1.   **Selection**

Foundation Tools

Competency Dictionary

Rank Task Lists

Rank Competency Profiles

2.   **Succession Mgnt**

4.   **Performance Mgnt**

3.   **Learning and Development - leaders**

CBM – Implementing strategic HR ...

1. Benchmarks for Selection

- Rank Task Lists - develop/tailor job descriptions - job requirements based on valid and defensible criteria - the critical competencies for successful performance - selecting the right employee for the job

- Rank Competency Profiles - create a common understanding of the expected behaviours required for successful job performance - create job advertisements - attract qualified job applicants

- Assessment tools - unbiased/bona fide standards - assess candidates' behaviours - will they meet the required expectations - provide feedback

- Interview Guide's - competency-based questions - support the interview process

Benefits - defensible, measureable, re-usable, transparent

- definitive standards - that creates a shared understanding of the competencies and the behaviours expected at each proficiency level for each role

CBM – Implementing strategic HR ...

Benchmarks for Succession Management

- process - integrated with overall business strategies and activities
- identify employees - whether they have, or have the ability, to develop the required behaviours of key leadership roles

Benefits - efficient, transparent, strategic

- reduces staff turnover rate
- reduces the cost and time to fill vacancies
- increases an organization's appeal to potential employees
- aligns staffing strategies with organizational strategy
- identifies leaders to fill critical roles

CBM – Implementing strategic HR …

Benchmarks for Learning and Development

- learning gaps - identified
- learning plans - structured
- applied at both an individual and organizational level

Benefits - effective, standardized, focused, strategic

- competencies - career management/planning
- standards - measuring performance and capabilities
- standards - for evaluating learning success
- foundation - focuses learning tools - e-learning and rotation of assignments
- strategies - linking learning plans to organizational objectives and closes
- forecasting - organizational or project-related learning requirements

CBM – Implementing strategic HR ...

Benchmarks for Performance Mgmt

- competencies - which performance is measured

- performance management - achieving results consistent with expectations

- performance management - integrating competencies allows feedback - what was accomplished - also how the work was performed

Benefits - motivation, clarity, tells the "story",

- creates high-performing police - clear link between organizational and individual objectives

- recognizes/rewards exemplary performance and accomplishments

- ongoing communication through coaching and meaningful feedback

- creates high-performance police service

SESSION 2 - SELECTION

Competency-based selection

1. definition

2. issues discussion

3. case study - executive selection

4. theory & tools

5. group discussion
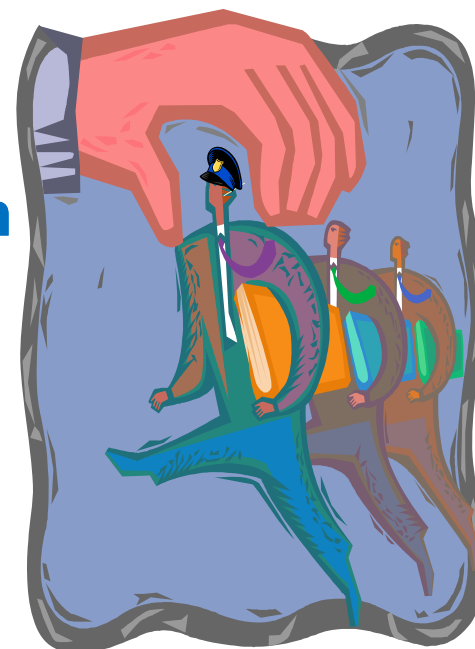
Selection

Definition:

Selection is the process used to

hire or promote individuals in an organization.

Selection - Issues

- Are you concerned about selection?

- Do you do a good job in the area of executive selection?

- Are the criteria accurate?

- How do you measure success?

- What are the costs and risks if done badly?

- Do you have examples?

Selection – Case Study

Shelagh Morris

Director of Corporate Services

Guelph Police Service

Selection – Theory & Tools

Benefits of Competency-Based Executive Selection

- Increased organizational effectiveness

- Superior assessments

- Person-job and person-organization fit

- Reduced executive derailment

- Increased transparency of the selection process

- Improved legal defensibilty of the selection process

Selection – Theory & Tools

Legally Defensible Selection System

- Based on job analysis

- Assess *Bona Fide Occupational Requirements*

- Handle all candidates consistently

- Do not obtain information that touches upon "prohibited grounds" such as age, religion, etc.

Bona Fide Occupational Requirements or Qualifications

Bona fide occupational requirements are those that a person must possess to perform the essential components of a job in a safe, efficient and reliable

Selection – Theory & Tools

Selection Process

Identify Critical Tasks	←	Rank Task List

↓

Identify Selection Requirements	←	Rank Competency Profile

↓

Assess Candidates

↓

Make Selection Decision
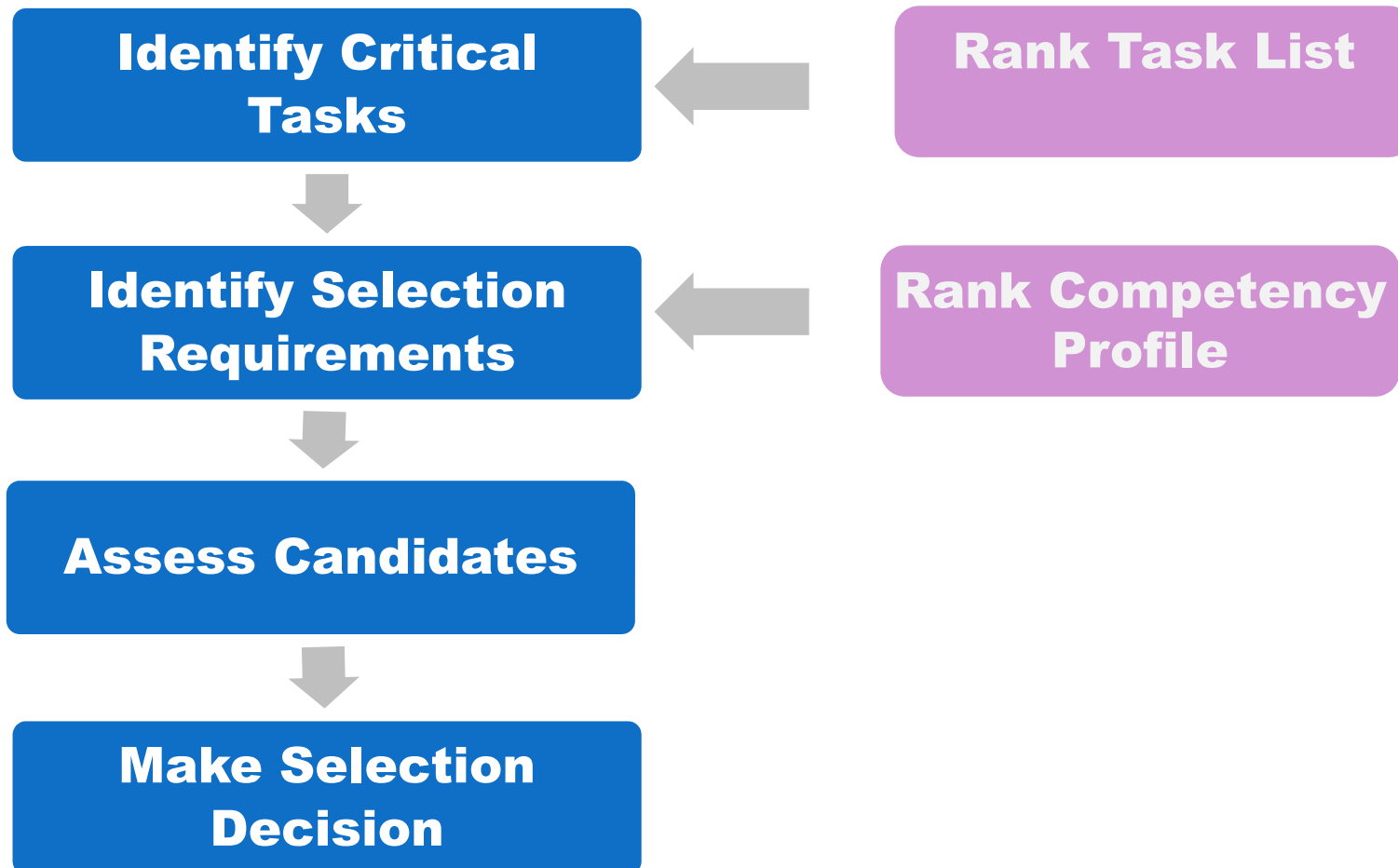
Selection – Theory & Tools - Example: Deputy Chief

COMPETENCIES

- Change management
- Decision making
- Ethical accountability
- Financial management
- Fostering relationships

- Human resource management
- Public accountability
- Public safety
- Strategic management

EDUCATION

- A Bachelors degree in police science, criminal justice, public administration or a related field is preferred. A combination of experience, education and training may substitute for formal education.

EXPERIENCE

- At least 10 years of progressively responsible law enforcement experience in patrol, investigations, emergency response programs
- At least 5 years of progressively responsible management experience
- Experience in dealing with the media and community relations

KNOWLEDGE

- Advanced knowledge of law enforcement, legislation and policy regarding public safety
- Advanced knowledge of national and international policing issues, philosophies, practices and trends
- Advanced knowledge of current law enforcement management theory and administrative standards
- Advanced knowledge of budgeting and financial practices applicable to law enforcement
- Advanced knowledge of governance structures

OTHER REQUIREMENTS
- Valid Canadian driver's licence
- Valid First Aid Certificate and CPR Certificate
- Canadian citizen

Selection – Theory & Tools

High Quality Assessment Tools

- Linked to the job

- Measure selection requirements in a consistent manner (reliability)

- Measure what they claim to measure (validity)

- Differentiate between successful and unsuccessful candidates (validity)

Selection – Theory & Tools

Sample Selection Requirements Coverage Grid for Chief

Selection Requirements	Résumé	Competency-based Interview	Work Sample/ Assessment Centre	Competency-based Reference Check	Background Investigation
Education	X				X
Work experience in policing	X				X
Work experience in a senior management role	X				X
Change Management		X	X	X	
Community Relations and Media Management		X		X	
Decision-making		X	X	X	

Selection – Theory & Tools

Assessment Process for Police Executives

Resume Review

⬇

Competency-based Interview

⬇

Work Samples or Assessment Centre

⬇

Competency-based Reference Check

⬇

Background Investigation

Selection – Theory & Tools

Example of Assessment Method:

Competency-based Interview

- To gather examples of how candidates performed in previous jobs and situations that require the same kinds of competencies as the target job.

- Based on the premise that past behaviour is the best predictor of future behaviour.

Selection – Theory & Tools

Competency-based Interview Question

Risk Management - *Manages situations and calls to mitigate risk and maintain a safe environment for self and others.*

What to look for:

Manages a limited range of situations and calls with minimal guidance.

- Makes decisions in the absence of complete information.

- Implements emergency contingency plans in low complexity situations where errors have a low level of consequence.

- Understands and applies health and safety policies and procedures for self and others relevant to a limited range of situations.

Behaviour from the Constable Competency Profile

Example Interview Questions

1. Tell us about a decision that you made recently, where you needed to take action despite having incomplete information.

Corresponding interview question

Selection – Theory & Tools

Structured Interview

- Systematic analysis of job requirements
- Job-related questions based on analysis
- Job-related selection criteria and evaluation system
- Interview and evaluation strategy applied consistently to all candidates
- Highly defensible

Unstructured Interview

- No systematic analysis
- No pre-determined questions
- Questions may have no direct relevance to the job
- No pre-determined evaluation and decision-making process
- Inconsistent application across candidates

Selection – Theory & Tools

Types of Interview Questions

Job Knowledge Question

- Deals with the technical or professional knowledge required to effectively perform the duties of the job.

- *Example: "What are the steps involved in developing a project management plan?"*

Selection – Theory & Tools

Types of Interview Questions

Situational Question

- Describes a job-related situation that focuses on a relevant competency.

- *Example: "If you were approached by a colleague for help in something or for a big favour, what would you do?"*

Selection – Theory & Tools

Types of Interview Questions

Behavioural Question

- Gain information about a candidate's past performance and accomplishments that relate to the target job.

- *Example: "Tell me about a time when you encouraged other members of a team to contribute to the work or the task."*

Selection – Theory & Tools

Components of a Behavioural Answer

Situation/Task: describes the circumstances which resulted in the accomplishment

Action: describes what was done in a particular situation

Result: describes whether the action taken (or not taken) was effective or appropriate

Selection – Theory & Tools

Situation

"I was really getting tired of all of the telephone message slips getting lost in the reception areas and the managers not noticing whether they had messages."

Selection – Theory & Tools

Action

"So I put up a bulletin board with everyone's name on it. When the messages came in they were pinned on the board beside the applicable manager's name."

Selection – Theory & Tools

Result

"This way, none of the messages got lost and the managers always noticed whether they had any messages."

Selection – Theory & Tools

Interview Techniques

- Collect the right amount of information

- Reinforce the right kind of responses

- Use follow-up probes

- Take notes

Selection – Theory & Tools

Guides

- Constable Selection Guide: A Best Practice Approach and Research Update

- Police Executive Selection: A Best Practice Approach for Police Boards and Commissions

Tools

- Job Descriptions, Task Lists, & Competency Profiles by rank

- Interview Guides by rank

- Pre-Interview Tips for Job Candidates

- Reference Check Guides by rank

- Linking Competencies to Tasks Worksheets by rank

Selection – Theory & Tools

Selection guides

- focuses on job-related selection

- describes the legal framework

- provide best practice selection models for front-line and executive positions

- recommend assessment methods based on validity considerations

- back up conclusions with research   findings

- include tools and templates such as

  • rank task lists

  • rank competency profiles

  • interview questions

  • reference check questions

Interview Guide

CHANGE MANAGEMENT- *Facilitates the transition to new organizational processes in response to internal and external needs.*

What to Look For:

Level 5 – Champions change.

- Formulates a clear and compelling vision for change and its implications for the organization
- Communicates change initiative and impact to police service employees, police services board, community members, and government agencies
- Advocates for the necessary resources for the change initiative with authorities
- Launches the initiative and celebrates its success
- Reinforces the change message with one's own actions, behaviours and attitudes
- Creates an environment within the executive team that encourages innovation and continuous improvement

Example Interview Questions

1. Tell me about a time when you initiated change in your unit or organization. How did you go about implementing the change?

    - What was the reason for change in your unit or organization?
    - Who was affected by this change?
    - What did you do to communicate change to the parties involved?
    - How id you go about implementing the change?
    - What was the result of your actions?

OR

2. Describe a situation where you advocated for change and/or additional resources with authorities. What did you do to convince them to support change and provide resources for it?

    - What change did you advocate for?
    - What resources were needed for this change?
    - What did you do to convince the authorities that the change was needed?
    - How did you go about implementing the change?

RATING SCALE

Well Below Expectations	Somewhat Below Expectations	Meets Expectations	Somewhat Exceeds Expectations	Clearly Exceeds Expectations
1	**2**	**3**	**4**	**5**
The expected indicators were not demonstrated. The points that were lacking were related to important job functions and responsibilities of the target position. Important gaps were identified that would have a negative impact on the candidate's ability to perform on the job.	The expected indicators were not addressed adequately. The points that were lacking were not related to important job functions and responsibilities of the target position. This response was expected of someone not yet at the threshold for the target position.	The expected indicators were covered adequately. The points that were lacking were not related to important job functions and responsibilities of the target position. This response was the minimal expected level of performance for the average recruit.	The expected indicators were covered thoroughly. Only minor gaps were observed, and the gaps were not related to important job functions, and responsibilities of the target position. This response was expected of someone at the target position	The expected indicators were thoroughly demonstrated (all points were covered well). The candidate excels at this competency and could model it for others.

Interview Guide

Scoring Form

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
Change Management					
Decision Making					
Ethical Accountability					
Financial Management					
Fostering Relationships					
Human Resource Management					
Public Accountability					
Public Safety					
Strategic Management					
Recommendation:	[ ] Continued Consideration* [ ] Rejection * Must meet expectations on all competencies.				
Overall Recommendations (type of assignment/department):					

Selection – Theory & Tools

Exercise 2

Review Guidelines for a Successful Interview Process

Questions

1. Which of these items do you practice now?

2. Which of these items could be improved?

Selection – Group Discussion

Issues

Need to improve selection process to ensure best candidates are chosen and advance

Considerations

Policing Competency Framework and defensible selection criteria

Resources

Guides and Tools to support improved Strategic HR Mgmt

SESSION 3 - Succession Management

1. definition

2. issues discussion

3. case study -

4. theory & tools

5. group discussion

Succession Management

Definition:

**Succession management is the process of
identifying, developing and tracking
a pool of talented individuals
to prepare them for critical positions.**

Succession Management - Issues

Are you concerned about succession management?

Do you do a good job of work force planning, strategic planning?

Do you go beyond replacement planning to prepare pools of talent for future roles?

How do you measure success?

What are the costs and risks if done badly?

Do you have examples?

Succession Management – Case Studies

Stan MacLellan

Chief Administrative Officer

Durham Regional Police Service

Succession Management- Theory & Tools

Objectives

- Identify a pool of successors for critical positions
- Identify applicant pool for lateral development
- Identify suitable employees for temporary assignments
- Identify potential candidates for non-critical positions
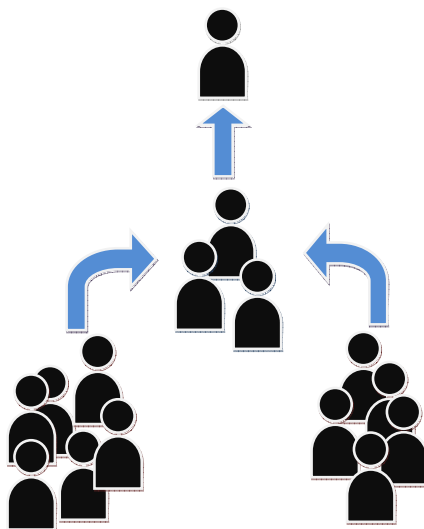
Succession Management- Theory & Tools

Objectives
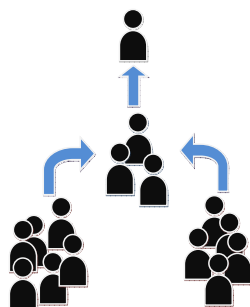
- **Identify a pool of successors for critical positions**
- **Identify applicant pool for lateral development**
- **Identify suitable employees for temporary assignments**
- **Identify potential candidates for non-critical positions**

Succession Management - Theory & Tools

Key Features of a Best Practice Approach

1. Focus on critical positions

2. Building a pool of talent

3. Identification process: Succession Management Committee

4. Selection to the development programs
   - Performance evaluation: meets expectations rating
   - Willingness
   - Assessed against competencies required for success in critical position(s)

5. Merit-based staffing process

Succession Management – Theory and Tools

Replacement Planning vs. Succession Management

Focus

- Having a replacement for the job

Time Horizon

- Immediate and short term replacements

Talent Pools

- Few potential successors identified

Focus

- Developing potential for several positions

Time Horizon

- Long term (after ensuring immediate replacements ready)

Talent Pools

- Many employees with flexible competencies

Succession Management – Theory & Tools

Replacement Planning vs. Succession Management

Rating system

- Single rater, usually manager, often subjective

Development

- Development based on experience, largely unplanned

Rating system

- Multiple raters, objective process against defined and consistent criteria

Development

- Structured development plans based on assessments

Succession Management – Theory and Tools

Benefits

- Aligns staffing strategies with current and future business goals

- Mitigates the risk of retirements

- Retains expertise and knowledge

- Attracts and engages employees

- Increases Return-on-Learning Investment (ROLI)

- Identifies critical roles and develops successors

- Increases diversity

- Manages vacancies efficiently

- Is objective

Succession Management – Theory and Tools

Guiding Principles

- **Alignment with the strategic business plan**

- **Focus on development of ample talent pool**

- **Linked to other HR processes, e.g. workforce planning, performance management**

- **Fair and transparent process using objective assessment tools**
- **Individual responsibility for career management**
- **Organizational support for learning and development**
- **Inclusive – supports both sworn and civilian positions**

Succession Management – Theory and Tools

Common Challenges

- No alignment with strategic business plan

- No workforce planning

- No validated competency profiles for key positions

- Sole responsibility of the HR professional

- Silo approach

- No champion

- Subjective identification of participant potential

- Limited developmental opportunities

- A project – not a program

- Employee disengagement

Succession Management – Theory and Tools

Step-by Step Process

1. Workforce Planning	Analyze workforce data to identify gaps in resource requirements to fulfil current and future strategic goals.
2. Identify Critical Positions	Assess positions for criticality using criteria such as replacement difficulty, unique skills, and impact of vacancy.
3. Assess Candidates	Using performance evaluations and assessment of potential, select a pool of successors to groom for critical positions.
4. Develop Participants	Prepare a plan for each potential successor to close the gap between existing competencies and skills and those required for the target positions.[1] Track progress and assesses readiness.
5. Evaluate	Measure the effectiveness of the program and make adjustments.

1. Developing high-potential candidates for critical positions is the subject of two supplementary guides: Executive Leadership and Coaching and Mentoring.

Succession Management – Theory and Tools

Step 1. Workforce Planning

- Identifies the mix of experience and competencies required and compares them to the existing workforce.

- Stems from strategic planning which enables discussion of future position/skill shortages

- Tool: *Strategic Impacts Worksheet*

Strategic Goal	Staffing Impact	Skills Impact	Implication/Action
Decrease 2009 heavy truck and commercial motor vehicle collisions by 20% in 2010	Three additional members for Traffic Enforcement Group.	• Minimum three years' police experience • Motorcycle riding skills (e.g. Harley Davidson FLHTP police motorcycles)	Unable to hire so must redeploy/train existing members.

1 charles wiseman, 1/21/2011

Succession Management – Theory and Tools

Step 1. Workforce Planning

- Involves data collection to make projections regarding positions likely to become vacant in the future

- Data collection can come from a number of sources:

  - Human Resource information systems (HRIS)

  - environmental scan

  - SWOT analysis

  - gap analysis

- Gap Analysis: the differences between the capacity/ competencies it will take to execute organizational goals and those present in the current workforce

Succession Management – Theory and Tools

Step 2. Identify Critical Positions

- A critical position is one that, if left vacant, would jeopardize the service's ability to effectively meet its business objectives

- It may be a leadership or technical role, uniform or civilian. It may also require a high degree of competency or is difficult to fill

- Managers identify key tasks of critical positions, evaluate how vulnerable the positions are and prioritize efforts to find replacement candidates

Succession Management – Theory and Tools

Step 3. Assess Candidates

1. **Assess performance in current position**

   - performance reviews

2. **Confirm willingness to participate in the development program**

3. **Assess potential for a critical position**

   - talent review meetings
   - job simulations
   - track record reviews
   - assessment centre

Succession Management – Theory and Tools

Step 4. Develop Potential Successors

- Design *Individual Development Plan* that closes the gap between employee current capabilities and those in the critical position

Organizational Needs

Individual Needs

Strategic issues

- Critcal needs and challenges
- Critcal competencies to meet challenges
- Shortages
- Bench strength to meet challenges
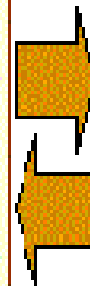
Career opportunities that:

- Use employee strengths
- Address development needs
- Provide challenge
- Match interests
- Match values
- Match personal style

Succession Management – Theory and Tools

Step 4. Develop Potential Successors

- Choose developmental activities based on competencies to be fostered, availability, and budgetary considerations

Job Assignments	Leadership Development	Coaching	Mentoring
Formal Coursework	Acting Assignments	Job Rotation	Lateral Transfer
Knowledge Transfer	Job Shadowing	On-the-job Training	Conference Leader or Instructor
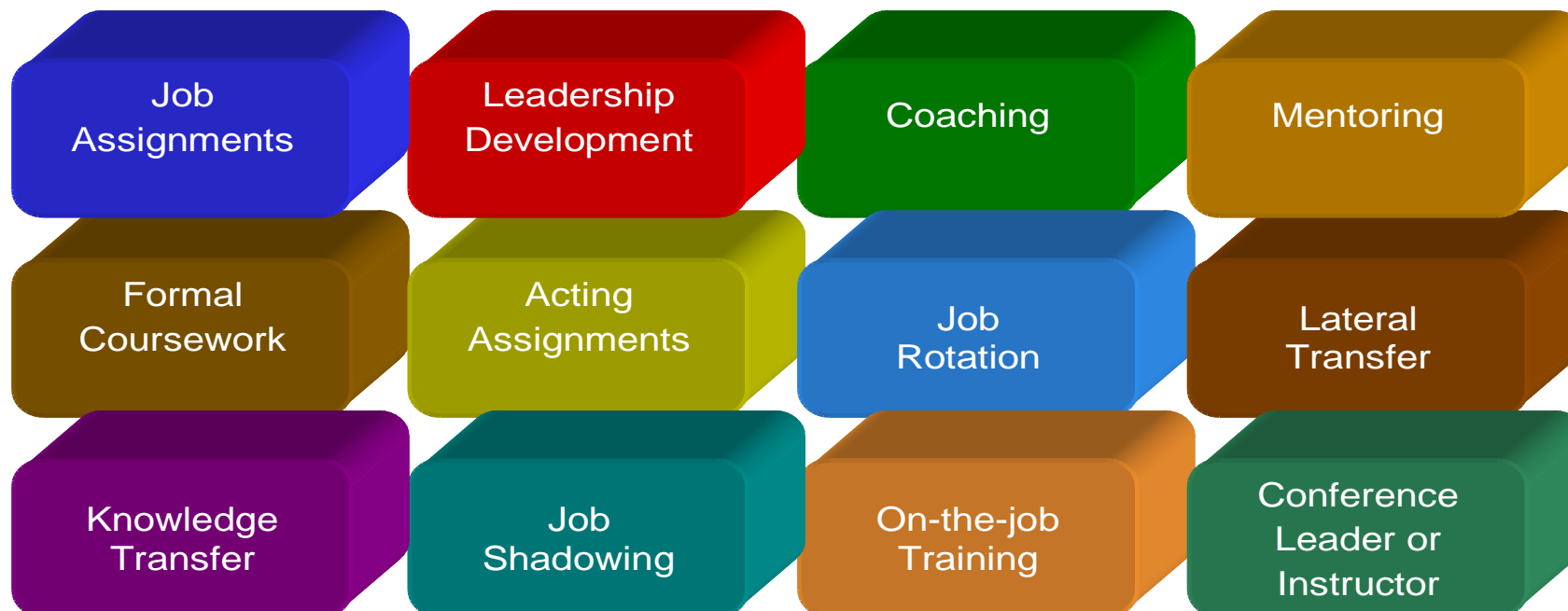
Succession Management – Theory and Tools

Step 4. Develop Potential Successors

- Create succession plans to track the development of potential successors for target positions

- See *The Succession Plan Worksheet* below

Posit'n #	Critical Position	Current Competency Level	Required Competency Level	Development Activity	Completion Date	Expected Results	Results	Readiness
The white columns were completed in a previous step								

Succession Management – Theory and Tools

Step 5. Evaluate Program

Measure

- Establish what you need to measure

- Decide on the metrics

- Measure the baseline or the "status quo" first

- Analyze the data from satisfaction/engagement surveys

- Examine organizational data (e.g., bench strength, the length of time it takes to fill critical positions)

Effectively communicate the results

Identify recommended actions

Develop and implement an action plan

Questions?

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

Succession Management – Theory & Tools

Guide

Succession Management in Police Services: Developing a Pool of Potential Successors for Critical Policing Roles

Tools

- Getting Started with Workforce Planning Template Strategic Impacts Worksheet

- Succession Worksheets

- Succession Program Evaluation Template

- Candidate Progress Report Template

- Change Management and Communications Template

Succession Management – Theory and Tools

Guide

- **Describes a step-by-step process for implementing a succession management program**

- **Walks through the five steps of the succession management process**
  - Workforce planning
  - Identify critical positions
  - Identify and assess high potential candidates
  - Develop candidates
  - Evaluate the program

- **Offers practical guidance, tools and templates to support succession management succession management**

Succession Management – Discussion

Issues

Need to improve workforce planning and succession management efforts to ensure future sustainability and success of operations

Considerations

Policing Competency Framework and Leadership Model

Resources

Guides and Tools to support improved Strategic HR Mgmt

SESSION 4 - Leadership Development

1. definition

2. issues discussion

3. case study - LD program

4. theory & tools

5. group discussion

Leadership Development

Definition:

A process that aims to enhance the capacity of individuals to be effective in leadership roles.

Leadership Development is part of a broader process of succession management.

Leadership Development - Issues

- **What aspects of leadership development are you most concerned about?**

- **Do you do a good job of preparing future leaders? At all levels of the organization?**

- **How do you measure success?**

- **What are the costs and risks if done badly?**

- **Do you have examples?**

Leadership Development – Case Study

Systematic Approach

Frum Himelfarb

RCMP

Leadership Development – Theory and Tools

Business Case

- Articulate leadership knowledge, skills, and abilities required for success.

- Provide common language for understanding leadership development.

- Create a transparent career path that all organizational members cal follow.

- Link leader behaviour with strategic goals of the organization.

Policing Competency Framework – project completed

- ✓ **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

Leadership Development – Theory and Tools

Policing Competency Framework

Rank	Rank Task List
Chief	✓
Deputy Chief	✓
Chief Superintendent	✓
Superintendent	✓
Inspector	✓
Staff Sergeant	✓
Sergeant	✓
Constable	✓

Leadership Development – Theory and Tools

Policing Competency Framework

Leadership Level	Description	Competencies	Rank
Executive	✓	✓	Chief
			Deputy Chief
Senior Mgmt	✓	✓	Chief Supt.
			Superintendent
Mid-Level Mgmt	✓	✓	Inspector
			Staff Sergeant
Front Line Mgmt	✓	✓	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	Chief Supt. Supt.	Senior leaders plan and direct 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	Inspector Staff Sgt	Mid-level leaders manage 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	Sergeant	Front-line leaders supervise police operations at the unit level. They ensure the adherence of staff to policies and procedures.

Leadership Development – Theory and Tools

Leadership Competencies

Performance	Partnering	Accountability
Achieve public safety goals through effective and efficient police service delivery	Establish strong partnerships and draw resources beyond the police service, including citizens and local government and community organizations	Hold responsibility for one's actions to sustain trust of government and the public

Performance	Partnering	Accountability
o Change Management o Decision-making o Financial Management o Human Resource Management o Information Technology Management o Strategic Management	o Community Relations and Media Management o Fostering Relationships o Interactive Communication o Organizational Awareness	o Ethical Accountability o Public Accountability o Public Safety o Valuing Diversity

Leadership Development – Theory and Tools

PERFORMANCE	
Change Management	Facilitates the transition to new organizational processes in response to internal and external needs.
Decision Making	Makes decisions involving varied levels of risk and ambiguity.
Financial Management	Applies financial management principles and tools to effectively manage organizational resources (operating, capital, and people).
Human Resource Management	Applies, implements and directs the development of human resource management strategies, processes, policies, and practices.
Information Technology Management	Maximizes the use of state-of-the-art technology to support operational and administrative work of a police organization.
Strategic Management	Creates a strategic plan for the police organization, translates strategic objectives into operational goals and works toward their implementation. Creates opportunities for continuous improvement through an ongoing evaluation of external environment and internal issues that hinder organizational sustainability.

Leadership Development – Theory and Tools

PARTNERING	
Community Relations and Media Management	Uses media and community events/resources effectively to create a positive public image of the police service, build strong relationships with the community, and assist in the detection and investigation of crime.
Fostering Relationships	Seeks and builds alliances with internal and external stakeholders to meet their needs and further the organization's objectives. Uses an understanding of stakeholder needs, desires and critical success factors to influence priorities, initiatives and objectives and teaches others to do the same.
Interactive Communication	Utilizes communication strategies in an effort to achieve common goals, influence and gain others' support.
Organizational Awareness	Understands and uses organizational awareness to deliver optimal services. Seeks to understand the critical concerns and most important issues of stakeholders to find optimal solutions.

Leadership Development – Theory and Tools

ACCOUNTABILITY	
Ethical Accountability	Takes responsibility for actions and makes decisions that are consistent with police service ethics standards.
Public Accountability	Works effectively within parameters of jurisdictional governance structure (local, municipal, regional, provincial, and national) and associated policing frameworks. Adheres to values of public service. Understands the roles and responsibilities of external stakeholders in police operations and effectively uses internal and external structures of authority.
Public Safety	Promotes an intelligence-led and problem-oriented policing philosophy that emphasizes partnerships with community, intelligence gathering, and proactive problem-solving to address conditions that can raise issues for public safety.
Valuing Diversity	Understands one's own personal attitudes and values related to diversity. Enhances own and other's skills, knowledge, behaviours and actions related to diversity.

Leadership Development – Theory and Tools

Policing Leadership Model

- Consists 14 leadership competencies that apply at different levels of proficiency to four levels of management.

- Has 4 leadership competency profiles embedded in it.

- Describes the competencies police members require for effective performance at their current level and at the levels of leadership to which they aspire.

- Is based on the job analysis of senior level positions in police services.

- Provides input for the development of four leadership development programs, one for each level of leadership.

Leadership Development – Theory and Tools

Police Leadership 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 and Media Management	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	3	3	3
Front-line Leadership	2	3	2	2	2	2	2		3	3	3	2	2	2

Leadership Development – Theory and Tools

FOSTERING RELATIONSHIPS

Seeks and builds alliances with internal and external stakeholders to meet their needs and further the organization's objectives. Uses an understanding of stakeholder needs, desires and critical success factors to influence priorities, initiatives and objectives and teaches other to do the same

Scale progression: *increased scope and complexity*)

Level 1 Works with stakeholders	Level 2 Manages existing relationships	Level 3 Seeks partnership opportunities	Level 4 Facilitates partnerships with stakeholders	Level 5 Sets strategic direction for partnering
• Treats stakeholders fairly, ethically and as valued allies, communicating openly and building trust • Meets stakeholder needs by responding to requests efficiently and effectively • Seeks mutual, in-depth understanding of respective organizational roles, policies etc.	• Manages existing partner relations within established agreements • Monitors partnership arrangements to ensure that the objectives of the partnership remain on target • Negotiates adjustments to the partnership, as required	• Actively identifies and creates opportunities to partner • Assesses the value of entering into partnerships in furthering the objectives of policing work • Initiates partnerships and alliances that further the objectives of policing work	• Provides advice and direction on the types of partnerships to pursue, and the ground rules for effective stakeholder relationships • Intervenes, as necessary, to assist others to address or resolve issues surrounding partner relationships • Supports staff in taking calculated risks in partner relationships	• Establishes an infrastructure that supports effective stakeholder relationships • Identifies and supports creative ways to partner with harder to reach stakeholders • Profiles excellent examples of partnering within policing organizations and promotes them to other policing groups
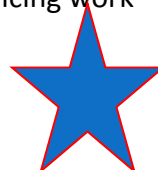
Leadership Development – Theory and Tools

Sample Leadership Profile for Senior Leadership

Competency Name and Definition	Proficiency Level and Associated Behaviours
CHANGE MANAGEMENT (LEVEL 4) Facilitates the transition to new organizational processes in response to internal and external needs	**Plans change process** • Establishes a transition team for change implementation • Directs the translation of organizational vision and strategies for change into specific goals • Communicates the need to include strategies to address the people issues as well as the business change
COMMUNITY RELATIONS AND MEDIA MANAGEMENT (LEVEL 4) Uses media and community events/resources effectively to create a positive public image of the police service, build strong relationships with the community, and to assist in the detection and investigation of crime	**Manages the organization's public affairs and media relations strategy** • Establishes guidelines regarding the type and amount of organizational information that can be disclosed to the public • Manages organizational relationships with the media • Ensures centralized coordination of public affairs and media relations activities • Communicates regularly with the media, e.g., holds press conferences • Effectively manages media during major incidents • Directs the public affairs and media relations strategy to be operationalized and communicated internally • Evaluates impact of police public affairs and media relations campaigns
DECISION MAKING (LEVEL 4) Makes decisions involving varied levels of risk and ambiguity	**Makes complex decisions in the face of ambiguity** • Makes complex decisions for which there is no set procedure • Considers a multiplicity of interrelated factors for which there is incomplete and contradictory information • Balances competing priorities in reaching decisions

Leadership Development – Theory & Tools

Development Process

1. Assess Candidates	→	2. Develop Candidates	→	3. Evaluate Program

1. Assess Candidates
- track record review
- CBM interview
- assessment centre

2. Develop Candidates
- formal coursework
- job assignments
- coaching
- mentoring

3. Evaluate Program
- reaction survey
- knowledge tests
- supervisor feedback
- HR metrics
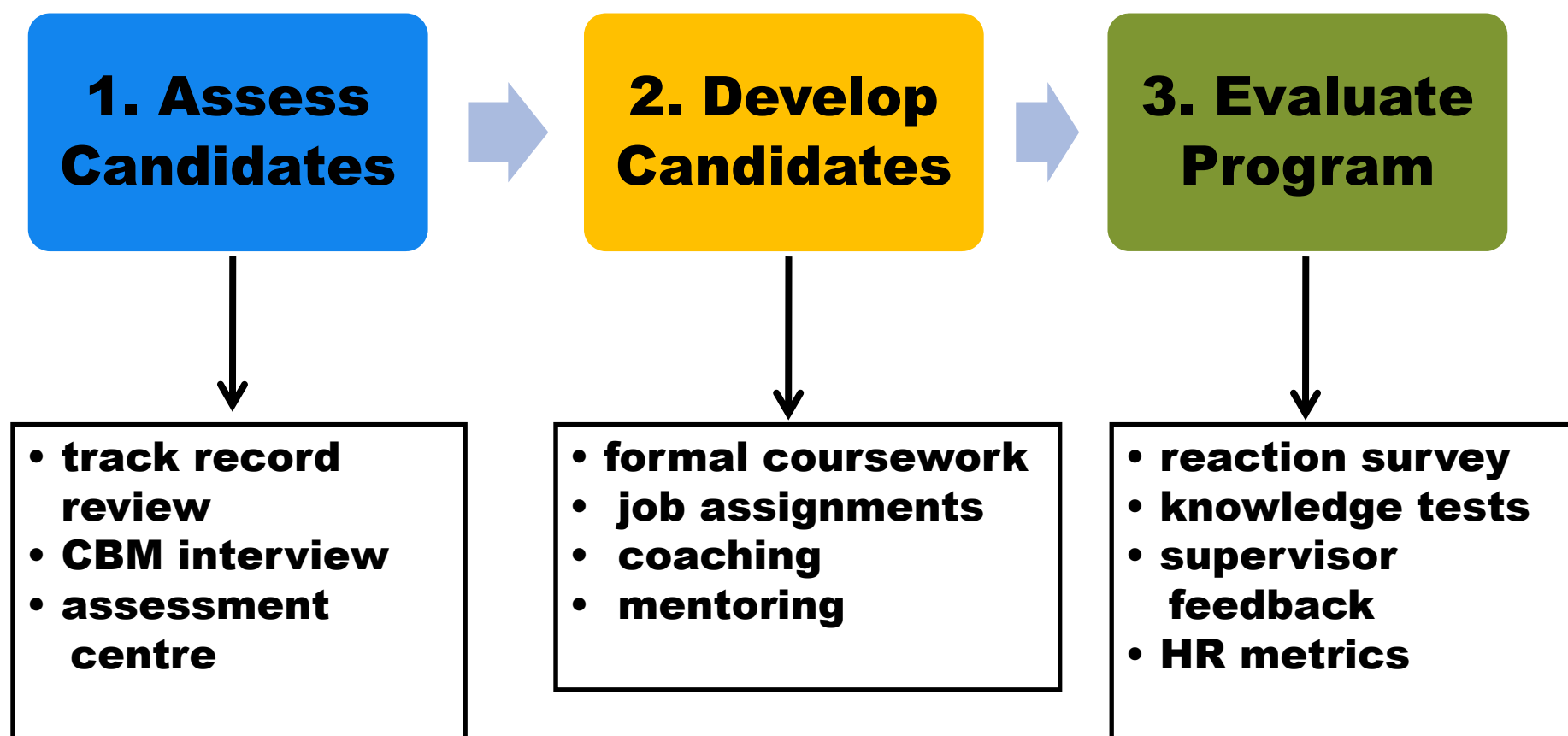
Leadership Development – Theory & Tools

Step 1. Assess

Assessment Methods

- **Track Record Review**

- **Competency-based Interview**

- **Work Sample or Assessment Centre**

COMPETENCY	ASSESSMENT METHOD		
	Track Record Review	Competency-based Interview	Work Sample/ Assessment Centre
Performance			
Change Management			X
Decision Making	X	X	X
Financial Management			X
Human Resource Management			X
Information Technology Management			X
Strategic Management			X
Partnering			
Community Relations and Media Management			X
Fostering Relationships	X	X	X
Interactive Communication	X	X	X
Organizational Awareness	X	X	
Accountability			
Ethical Accountability			X
Public Accountability			X
Public Safety			X
Valuing Diversity			X

Leadership Development – Theory & Tools

Step 2. Develop

Developmental Activities

- **Formal Coursework**
- **Job Assignments**
- **Coaching**
- **Mentoring**

COMPETENCY	DEVELOPMENTAL ACTIVITIES			
	Formal Coursework	Job Assignments	Coaching	Mentoring
Performance				
Change Management	X	X	X	X
Decision Making		X	X	
Financial Management	X	X		X
Human Resource Management	X	X		X
Information Technology Management	X	X		X
Strategic Management	X	X		X
PARTNERING				
Community Relations and Media Management	X	X		X
Fostering Relationships		X	X	
Interactive Communication		X	X	
Organizational Awareness			X	X
ACCOUNTABILITY				
Ethical Accountability	X			X
Public Accountability	X	X		X
Public Safety	X	X		
Valuing Diversity	X		X	

Leadership Development – Theory & Tools

Step 3. Evaluate Program

Objectives:

- **Did participants develop their leadership competencies to the required proficiency level ?**

- **Did participants see value in the program?**

- **Do participants apply leadership competencies on the job?**

- **Did the program have positive impact on organizational morale, operations, and police service delivery?**

Leadership Development – Theory & Tools

Step 3. Evaluate Program

Evaluation Methods:

- Reaction Surveys

- Knowledge and Performance Tests

- Supervisor Feedback

- HR Metrics
  - Program retention/attrition rates
  - Percentage of employees who met their goals in the Developmental Learning Plan
  - Bench strength

Leadership Development – Theory & Tools

Guide

- **Leadership Development in Police Services: Managing the development of essential leadership competencies**

Tools

- **Leadership Competencies**

- **Policing Leadership Model**

- **Leadership Competency Profiles by 4 leadership levels**

- **Track Record Review template**

- **Developmental Learning Plan template**

Leadership Development – Theory & Tools

- outlines benefits of the CBM leadership development
- provides a competency framework for leadership development in policing
  - 4 leadership levels
  - 14 leadership competencies: Partnering, Accountability, Performance
  - 4 leadership profiles
- describes a leadership development process
- provides implementation advice
- supported by other PSC publications

Leadership Development in Police Services

Managing the Development of Essential Leadership Competencies

Built by policing for policing

This guide is for human resource professionals and police leaders responsible for leadership development in police services. It provides research-based theory and methods to enable police services to implement effective leadership development programs. The guide presents a model for policing leadership, describes the essential steps in building an effective leadership development program, and provides tools to support police services in developing their current and future leaders. This guide is closely aligned with two other guides, *Introduction to Competency-Based Management in Police Services* and *Succession Management in Police Services*. An understanding of the principles and processes presented in these guides is necessary for effective implementation of leadership development.

Leadership Development – Theory & Tools

Tools - Provide detailed information on the developmental activities outlined in the Leadership Development Guide.

Developmental Activity	Complementary Guide
Formal Coursework	Police Leadership Education and Training
Job Assignments	A Catalogue of Activities to Build Leadership Competencies
Mentoring and Coaching	Mentoring and Coaching in Police Services

Leadership Development – Theory & Tools

Exercise 3

- Review the Police Leadership Model and the associated four Leadership Competency Profiles

- Observe how the requirements for each competency progress across each profile.

- How can you use this information to build development programs targeted to each level of leadership?

Leadership Development – Case Study

Varied Job Assignments

Aileen Ashman

Director of HR

Toronto Police Service

Leadership Development – Theory & Tools

Definition:

Job assignments have proven to be one of the most effective ways of developing leadership skills.

They are challenging work experiences through job rotations, lateral transfers and special projects.

To be considered developmental the job assignment must provide challenge, assessment and support to leadership candidates.

Leadership Development – Theory & Tools

Job Assignments

- Provide opportunities to learn by doing

- Most effective form of leadership development

- Provide challenging work experience that stretch participants beyond their comfort zone and encourage new behaviours

- Allow practice of leadership competencies

- Finding appropriate job assignments is a challenge that requires creative solutions

Leadership Development – Theory & Tools

Developmental Activities for Strategic Management
(Proficiency Level 4)

Develops operational plans to implement strategic objectives

	Activity	
1.	Temporary Acting Assignment	▪ As A/Superintendent or A/Chief Superintendent
2.	Secondment	▪ To an external public safety organization or police service e.g.to oversee a unit/division to lead the implementation of a new product or service
3.	Executive Lead	▪ Special Project e.g. to establish a quality assurance function; OR Comp Stat/Results or Evidence based policing model in the police service

Leadership Development – Theory & Tools

Guide

- A Catalogue of Activities to Build Leadership Competencies: Supplement to the Leadership Development in Police Services Guide
  - Suggests specific developmental activities and job assignments for each level of the 14 police leadership competencies
  - Suggested readings for each leadership competency

Tools

- Leadership Development Worksheet template
- Leadership Development Plan template

Leadership Development – Theory & Tools

Success factors for job assignments

- **Challenge**
  - **Unfamiliar responsibilities, high stakes, new direction, inherited problems, influence without authority**

- **Support**

- **Linkage to competencies**

- **Linkage to outcomes**

- **Intention**

- **Feedback and reflection**

- **Personal factors**

- **Situational factors**

- **Practice**

Leadership Development – Theory & Tools

Exercise 4

- Review job assignments for 5 levels of Change Mgmt.

- Do you feel that a list of assignments and activities by level of proficiency will be useful to you when identifying appropriate assignments?

- Does this information help you better understand how specific assignments need to be targeted to the unique developmental requirements of each leadership level?

Leadership Development – Case Study

Aligning Training with Critical Competencies

Carol Glasgow

Manager In House Training

Edmonton Police Service

Leadership Development – Theory & Tools

Benefits – Competency Based Training

- A common understanding of leadership requirements

- Meets policing development needs

- Demonstrates best practice in learning and development

- Provides standardized and measurable learning outcomes

- Aligns educational and training with policing leadership development programs

Leadership Development – Theory & Tools
Competency based Training

Job Analysis

•Rank Task Lists for leadership ranks from Sergeant to Chief.

14 Leadership Competencies

4 Leadership Levels
Front-line Mgt
Mid-level Mgt
Senior Mgt
Executive Mgt

4 Leadership Competency Profiles

Gap Analysis

of Police Service Learning Needs

Leadership Curriculum Requirements

• Confirmation of learning needs (all leadership levels and competencies)

•Confirmation of police service learning priorities (leadership level and competencies)

Establish Program Outcomes

Establish & Sequence Component Learning Objectives

Develop Performance Tests & Testing Methodologies

Develop Learning Strategies and Draft Learning   Guides

Pilot Test Program

Adjust Learning Strategies & Guides

Implement Program & Systems to Manage learning

Evaluate Program Outcomes & Methodologies

Completed as part of the *Policing Leadership Development Project*

(Feedback)

Leadership Development – Theme and Tools

Police Leadership 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 and Media Management	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

Leadership Development – Theory & Tools

Aligning Training Courses and Programs with the Leadership Model- Curriculum Development

LEARNING AREAS		
Performance	**Partnering**	**Accountability**
Information Technology Management	Community Relations and Media Management	Ethical Accountability
Financial Management		Public Accountability
Human Resource Management		Public Safety
Change Management		Valuing Diversity
Strategic Management		

Leadership Development – Theory & Tools
Competency based Training

STRATEGIC MANAGEMENT
Creates a strategic plan for the police organization, translates strategic objectives into operational goals, and works toward their implementation. Creates opportunities for continuous improvement through an ongoing evaluation of external environment and internal issues that hinder organizational sustainability.

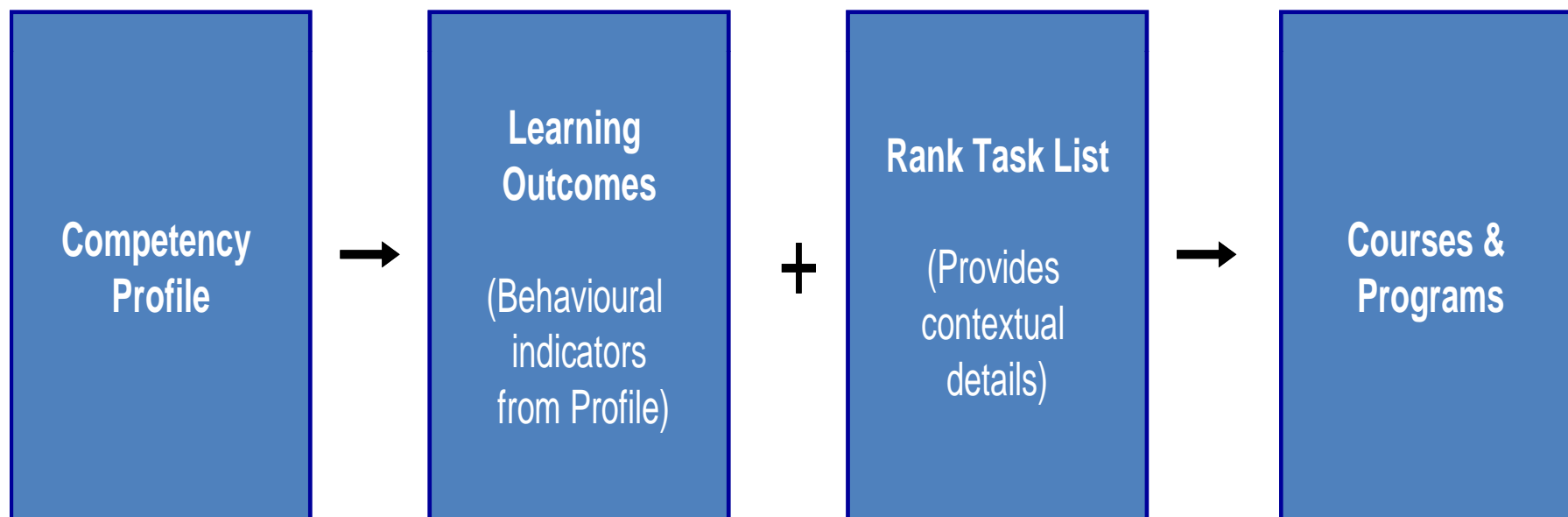| Competency Profile ➜➜　　Learning Outcomes　＋　　　Rank Task List　➜➜　Courses/Programs |
| --- |

Leadership Level & Ranks	Proficiency level	Behavioural Indicators	Job Tasks (From Rank Task Lists)	Development or Assessment of Curriculum
Executive Commissioner Deputy Commissioner Chief Deputy Chief	5	From Executive Management Competency Profile: DETERMINES A VISION AND STRATEGIC OBJECTIVES (LEVEL 5) • Identifies the short and long-term impact of current trends arising from environmental scan (e.g., demographic changes, government policies, etc) on the police service • Formulates a clear and compelling vision for the police service	From Rank Task List for Chief: OVERSEE THE DEVELOPMENT OF POLICE SERVICE STRATEGIC PLAN 1. DIRECT ENVIRONMENTAL ASSESSMENTS TO DETERMINE STRATEGIC PRIORITIES 　1. Review findings on macro and micro political, social, and economic environments to identify opportunities and threats for the police service 　2. Review prior service performance and benchmarks in the areas such as: 　　• crime prevention 　　• law enforcement 　　• victim assistance 　　• public order maintenance 　　• emergency response 　　• criminal investigation	*For new courses, a curriculum is developed based on the learning outcomes from the Competency Profile and job tasks from the Rank Task List. The plan would include instructional methods, evaluation strategies, and a detailed course outline.* *For existing courses, this area of the table can be developed to capture the analysis of the fit between courses and competencies.*

Leadership Development – Theory & Tools

Aligning Training Courses and Programs with the Leadership Model- Curriculum Development

| Competency Profile | → | Learning Outcomes

(Behavioural indicators from Profile) | + | Rank Task List

(Provides contextual details) | → | Courses & Programs |

Leadership Development – Theory & Tools

Aligning Training Courses and Programs with the Leadership Model: Curriculum Development

Competency Profile for Executive Management level (Chief, D Chief) includes Strategic Management at proficiency level 5

Behavioural Indicator: Identifies the short and long-term impact of current trends arising from environmental scan (e.g. demographic changes, government policies, etc.) on the police service.

Behavioural Indicators = Learning Outcomes = Behaviours that successful learners will demonstrate following course completion

Leadership Development – Theory & Tools

Aligning Training Courses and Programs with the Leadership Model – HR perspective

To evaluate course offerings:

- Review the learning outcomes and objectives of the course or program to see how well they map to the required Leadership Profiles.

- Review training providers' courses to ensure that they are based on the competencies, proficiency levels and, as specified in the Rank Task Lists, the context in which they are needed.

- Examine the methods of training delivery to ensure they include experiential learning, such as case studies, independent projects, etc.

Leadership Development – Theory & Tools

Guide

Police Leadership Education and Training: Aligning programs and courses with leadership competencies

Tools

- Leadership Competency Profiles for 4 leadership levels

- Rank Task Lists for Sergeant, Staff Sergeant, Inspector, Superintendent, Chief Superintendent, Deputy Chief and Chief

- Policing Competency Dictionary (includes leadership competencies)

Leadership Development – Group Discussion

Issues

Need to improve Leadership Development efforts and Offerings

Need to improve development efforts to ensure employees are adequately prepared for future leadership responsibilities

Considerations

Policing Competency Framework and Leadership Model

Resources

Guides and Tools to support improved Strategic HR Management

SESSION 5 - Performance Management

1. definition

2. issues discussion

3. case study - CB - PM

4. theory & tools

5. group discussion

Performance Management

Definition:

Performance management is a process designed to enable employees to succeed effectively and to contribute to your professional, work team and organizational success.

165
connecting forces – securing futures
unir les force garantes de l'avenir

Performance Management - Issues

- Are you concerned about managing performance?

- Are performance expectations clear? How do you know?

- How often is feedback given, on what criteria?

- Are there particular difficulties within the policing environment (merit vs. seniority)?

- Do evaluations count for anything? Are they valued?

- What are the costs and risks if done badly?

- Do you have examples?

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

Performance Management – Case Studies

Supt. Jeff Sim

Personnel Services

Vancouver Police Department

Performance Management – Theory & Tools

Benefits

- Helps focus one's work on those things that are the most important to organizational performance.

- Helps one achieve better results, by clarifying outcomes.

- Helps one identify learning and development needs and facilitates continuous learning and career development

- Recognizes exemplary performance and accomplishments

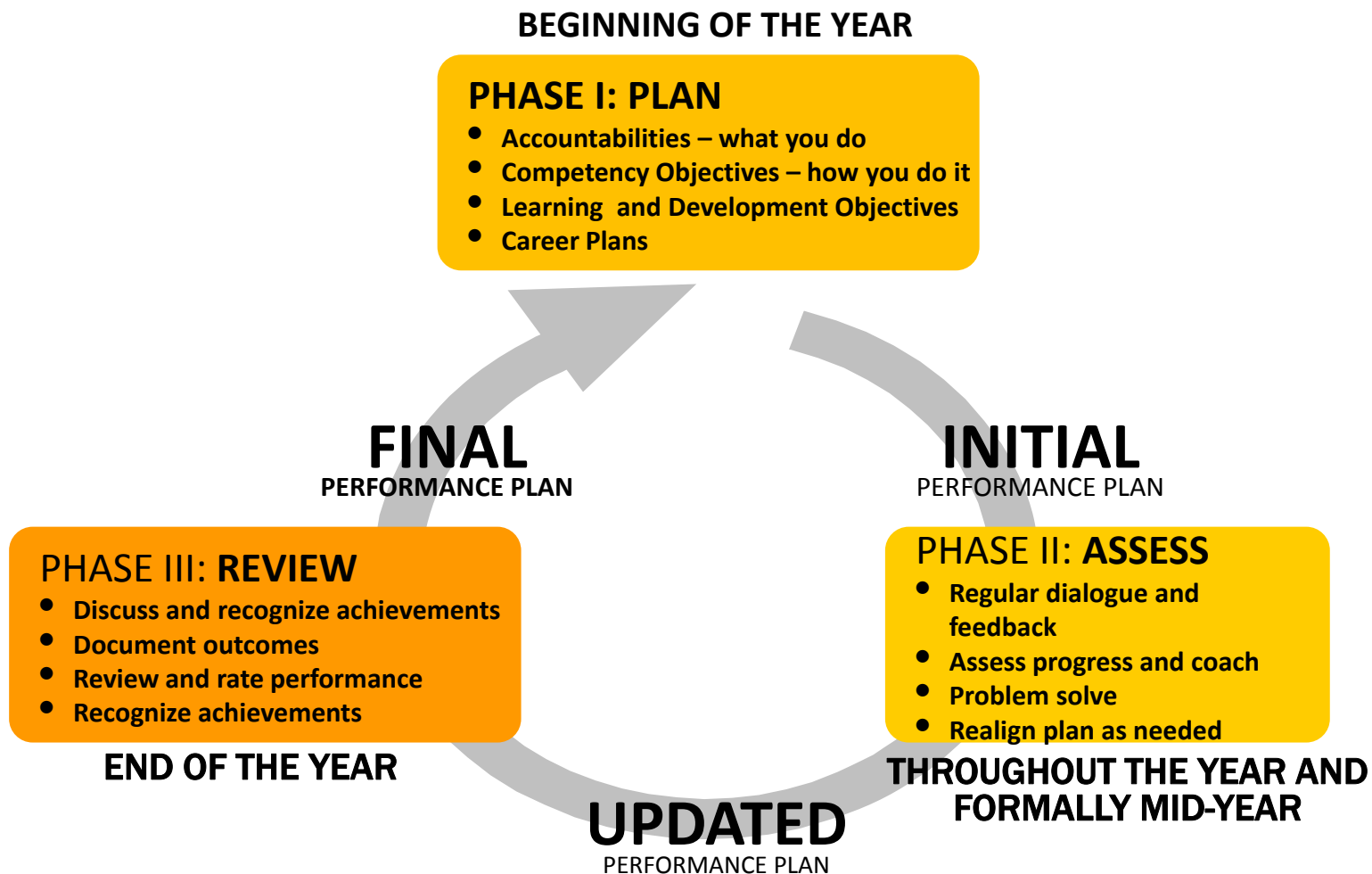# Performance Management – Theory & Tools

Guiding Principles

- Align staff goals with the goals of the organization

- Encourage regular two-way feedback

- Address both the "what" and the "how" of performance

- Impact performance positively and support development for current and future roles

- Recognize accomplishments

- Simple and straightforward

Performance Management – Theory & Tools
The Performance Development & Review Cycle

BEGINNING OF THE YEAR

PHASE I: PLAN
- **Accountabilities – what you do**
- **Competency Objectives – how you do it**
- **Learning and Development Objectives**
- **Career Plans**

FINAL
PERFORMANCE PLAN

INITIAL
PERFORMANCE PLAN

PHASE III: REVIEW
- **Discuss and recognize achievements**
- **Document outcomes**
- **Review and rate performance**
- **Recognize achievements**

END OF THE YEAR

PHASE II: ASSESS
- **Regular dialogue and feedback**
- **Assess progress and coach**
- **Problem solve**
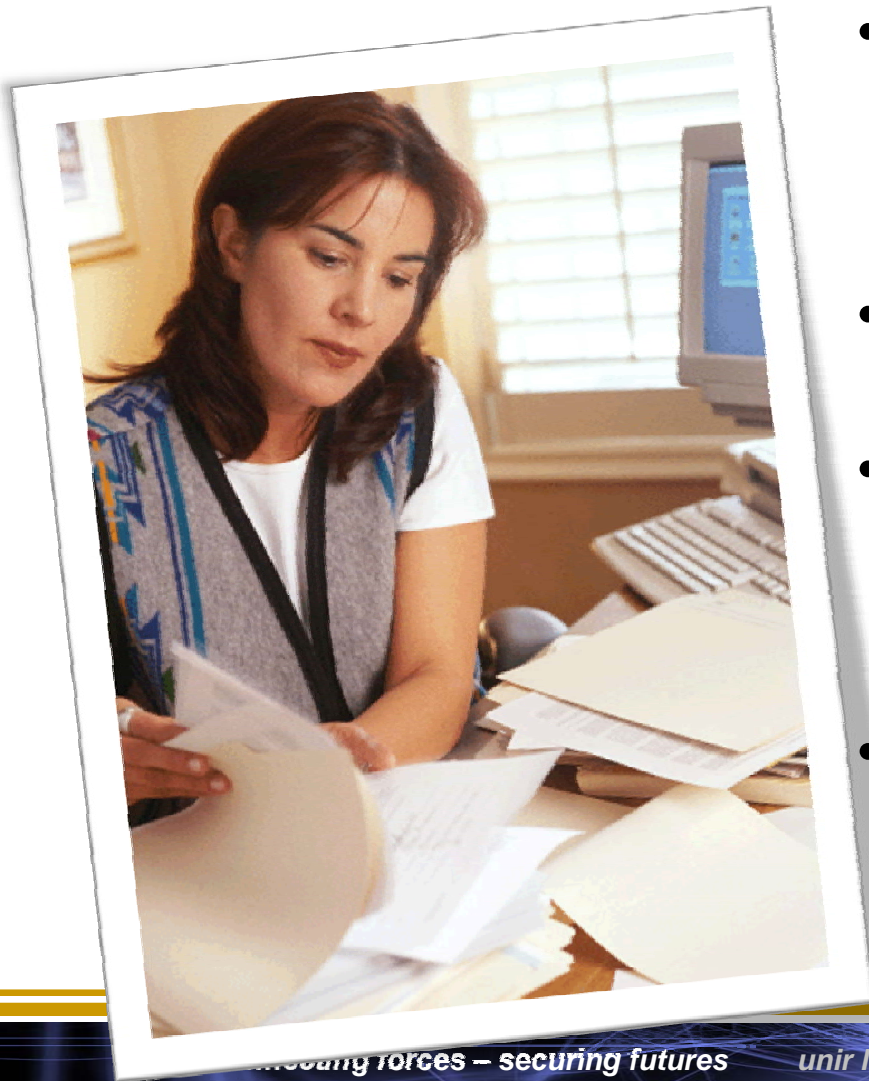- **Realign plan as needed**

THROUGHOUT THE YEAR AND FORMALLY MID-YEAR

UPDATED
PERFORMANCE PLAN

Performance Management – Theory & Tools

Role of the Manager

- Work with staff members to prepare performance plans in support of the strategic objectives

- Provide regular constructive feedback and recognition

- Work with staff members to address problems, and identify solutions to obstacles and resource issues

- Manage toward successful outcomes for the individual and the organization

Performance Management – Theory & Tools

Role of the Staff Member

- Work with manager to prepare the performance plan

- Take ownership for self-management, provide input and seek feedback

- Listen to feedback and respond to it appropriately

- Identify problems, recommend solutions and support implementation

Performance Management – Theory & Tools

How are Competencies Used in the Process?

Tasks

Outcomes and standards for determining whether objectives are successfully accomplished

WHAT

must be accomplished

Competencies

Behaviours to be displayed in successful accomplishment of work objectives

HOW

they must be accomplished

- Attend all meetings of the community liaison committee in 2010
- Identify property crime trends and patterns through crime analysis by summer 2010

- Learn how to adopt communication to appeal to others' interest (interactive communication)
- Demonstrate more informal leadership in my team (teamwork)
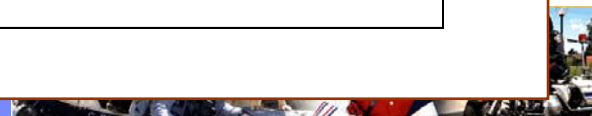
Performance Management – Theory & Tools

Performance Management Template

IDENTIFICATION	
Employee Name:	**Position Title:** [*Constable*]
Manager Name:	
Review Period: *From(Month/Year):* *To (Month/Year):*	

COMPETENCY REVIEW

➥ Both supervisor/manager and employee complete the form on their own and discuss their ratings during the performance review meeting.

➥ Note that in addition to competencies, other performance criteria may be included, such as specific technical knowledge, quality of work, meeting deadlines, helping colleagues, and good attendance.

ADAPTABILITY - *Modifies own behaviour or approach to adopt to a situation*

- Is open-minded and gives consideration to new ideas and work processes
- Effectively manages own personal resistance or reaction to change
- Displays a positive attitude when working under conditions that are unclear or fluctuating

1	2	3	4	5	self rating	manager rating
Well Below Expectations	Somewhat Below Expectations	Meets Expectations	Somewhat Exceeds Expectations	Clearly Exceeds Expectations		
Comments:						

Performance Management – Theory & Tools

What are Learning and Development Objectives?
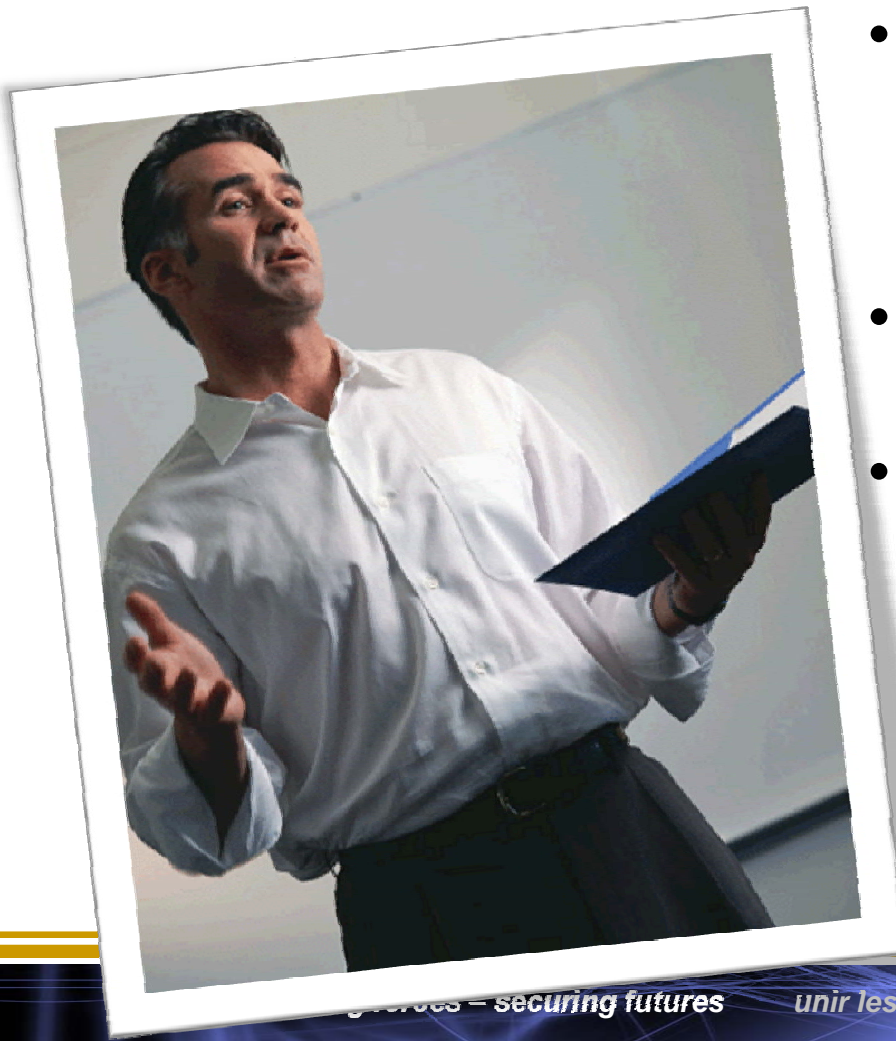
- Areas that need improvement to support accountabilities or competencies

- Aspects of role that present opportunities for growth

- Focus on the job specific skills to be developed

Performance Management – Theory & Tools

Example

Learning & Development Objective	Activities & Measurements
▪ To improve my financial management skills for budget review.	▪ Enroll in the university course on financial management.
	▪ Successfully pass the course by December 20, with a passmark of at least 70%

Performance Management – Theory & Tools

Developmental Learning Plan

Instructions: Add a new section of the form for each additional learning goal. It is recommended that there be no more than three concurrent developmental activities.

Name:	Target Level:	Date:

Competency:

Learning and Development Objective:

Developmental Activity:

Description	Expected outcomes	Timeframe & Cost
		$

Resources required:

Potential obstacles:

Plans for support, feedback and tracking progress

Review & follow-up plan:

Performance Management – Theory & Tools

Guide

A Guide to Competency Based Management in Police Services

Tools

- Performance Management Template

- Task Lists and Competency Profiles by rank

Performance Management – Theory & Tools

Next Steps

A best practice review

Performance Management – Group Discussion

Issues

Need to improve assessment approach and mechanisms, value results, provide required development, celebrate successes

Considerations

Policing Competency Framework, engagement, leadership

Resources

Guides and Tools to support improved Strategic HR Mgmt

SESSION 6 Mentoring & Coaching

1. definition

2. issues discussion

3. case study

4. theory & tools

5. group discussion

Mentoring & Coaching - Theory & Tools

Definitions:

Mentoring

A formal or informal process in which a more senior person in an organization participates in the professional development of a junior person.

Coaching

A formal process in which a collaborative facilitator with expertise in the coaching process assists individuals in meeting their performance and career goals.

Mentoring & Coaching - Issues

- Does your organization provide support in terms of coaching or mentoring?

- Are these activities valuable?

- Are there implementation difficulties within the policing environment? Your particular organization?

- Do you have examples?

Mentoring & Coaching - Theory & Tools

- **Mentors** provides advice and emotional support and help individuals get more visibility in the organization.

- **Coaches** assess personality and skills of individuals and help them acquire new skills and change their behaviour in a direction aligned with business results.

- The ultimate objective of mentoring and coaching is to stimulate personal and professional growth of participants.

Mentoring & Coaching - Theory & Tools

Benefits

- Creates stronger leadership development programs

- Supports leaders and leadership development program participants

- Enhances leader productivity

- Increased job satisfaction, morale and employee retention

Mentoring & Coaching – Theory & Tools

Criteria for Mentoring and Coaching

- A safe learning environment

- Appropriate matching

- Effective relationships

- Driven

- Assurance of confidentiality

- Strong coaching skills

- Formal goal-setting

- Practice and reflection

- Observation

- Tracking progress

Mentoring & Coaching – Theory & Tools

Recruitment of Mentors & Coaches

Effective mentors and coaches have:

- Strong interpersonal and communication skills

- Positive temperament

- Insight and intelligence

- Positive track record

- Confidence and maturity

- Credibility

- Trustworthiness

- Integrity

- Leadership experience

- Untarnished reputation

Mentoring & Coaching – Theory & Tools

Recruitment of Mentors & Coaches

- **Promote the program widely**

- **Highlight the benefits to mentors**
  - Having the impact on the future of policing
  - Sharing wisdom with young leaders
  - Being part of network of seasoned professionals
  - Recognition

- **Create selection criteria and process (interviews and reference checks)**

- **Communicate the role and responsibilities**

Mentoring & Coaching – Theory & Tools

Training & Orientation

- **Provide orientation sessions to program participants and coaches**

  - to clarify program goals and expectations

  - to clarify sensitive issues, such as confidentiality

- **Provide training to internal mentors**

  - to teach them coaching skills

  - to provide opportunities for practice (giving feedback)

- **See *Sample Training Program for Mentors* for more information**

Mentoring & Coaching – Theory & Tools

Guide

Mentoring and Coaching in Police Services: Supporting Leadership Development

Tools

- Developmental Learning Plan template

- Guidelines for a Mentor/Coach

- The Coaching Conversation

- Reflective Practice Probes

- Sample Training Program for Mentors

- Program Design Checklist

Mentoring & Coaching – Theory & Tools

Provides best practices in mentoring and coaching for police services

Explains criteria for successful mentoring and coaching

Gives recommendations on how to:

- define roles of mentors and coaches
- recruit and train mentors and coaches
- match mentors and coaches with individuals
- evaluate the effectiveness of mentoring and
- coaching programs

Mentoring & Coaching – Theory & Tools

Exercise 5

Review the *Program Design Checklist* to consider how to enhance or develop a mentoring and coaching program within your service.

Mentoring & Coaching – Group Discussion

Issues

Need to support performance improvements and development, ensure access to qualified and helpful coaches/mentors, value results

Considerations

Policing Competency Framework, succession management, leadership development, engagement

Resources

Guides and Tools to support improved Strategic HR Mgmt

CONCLUSION

Using the

Policing Competency Framework

for

Strategic HR Management

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

Conclusion - Workshop Review

Policing Competency Framework & Strategic HR Mgmt

Selection

Succession Mgmt

Leadership Development

    - **Developmental Activities**

    - **Ensuring Training meets Competency Requirements**

Performance Mgmt

Coaching and Mentoring

Conclusion – Group Discussion

Issues

Need to ensure future sustainability and success of policing

Considerations

Policing Competency Framework, HR theory, rigor & defensibility

Resources

Seven practical and instructive Guides

Forty customizable Tools

Best Practice research and materials to support improved Strategic HR Mgmt for your service

WRAP-UP - WHAT'S NEXT

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

Next - National Work Architecture

CBM foundation to every project/activity - our core business
continue to build the framework
continue to update guide/dictionary for roles, and tools for HR

w o r k   s t r e a m s

	general duty	investigator	org. crimes	forensics	etc ,,,
chief	✖	✖			
deputy chief	✖	✖			
chief supt	✖	✖			
supt	✖	✖			
inspector	✖	✖			
staff sgt	✖	✖			
sergeant	✖	✖			
constable	✖	✖			

l e v e l

1.nationally validated occ task list
2.identified behavioural competencies
3.identified technical competencies

National Learning/Qualifications Framework

Basis for strategic planning of education/training

Increases "image" of professionalism and competency of the profession

Provides clear benchmarks for various levels of continuing 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

3.   Projects to HRSDC for 2011 - Priorities

1. Marketing and outreach
- competency-based management - Quebec - 4 regional workshops
- networks - huge payback to sector-approach - drive integration

2. Learning/Qualifications Framework
- next step to meet our strategic framework

3. Private Security
- in our SCP "scorecard" for past 4 years
- integrate public and private policing
  - concept proposal previously submitted - hope to start ASAP

4. Competency-based review of leadership programs
- like academies review - where's the leadership training for competencies

5. Performance management baseline and best practice
- 4th strategic pillar - need to start

6. CAPB - best practices in police boards - mgt/ governance
- good board = good police services

VISION - imagine ... sustainable high quality recruits

- national social marketing - DND-type career awareness
- national information portal
- high school channeling
- police foundations program colleges/academies integrated - PLAR
- college/university - recognition of learning applicable to competencies
- high quality/diversity candidates
- national selection standards
- multiple "on-boarding" options - specialist in-ramps
- national recruit testing - common psychological testing
- deployment of recruits to "high-need" areas

Imagine ... police professionalization

- national work architecture
- national qualification framework for all roles
- national standards for all levels - even Deputy Chief, Chief levels
- professional training and certification at all levels
- competency-based accreditation
- prior learning assessment nationally recognized

Imagine - leaders for the future

- leadership qualifications framework
- leadership standards
- national leadership assessment center
- leadership centers of excellence - CPC "campuses" for specific specialties
- national "openings" management
- succession planning - opportunities to experience

Imagine - national performance management

- national criteria by rank and role

- national organizational criteria

- national performance metrics/measures

- audits and evaluation

IMAGINE ...

You're out of here!

Safe trips home!