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**HEADS of HR – PSC UPDATE and
NATIONAL QUALIFICATIONS FRAMEWORK**



**Toronto
February 28, 2011**



AGENDA – Tuesday Feb 28/2012

Projects/activities overview and update

Competency-based Management Framework

- review and discuss materials developed to date

Discuss NQF work plan and milestones

It's change management ... !

Next steps

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has.”

~ Margaret Mead

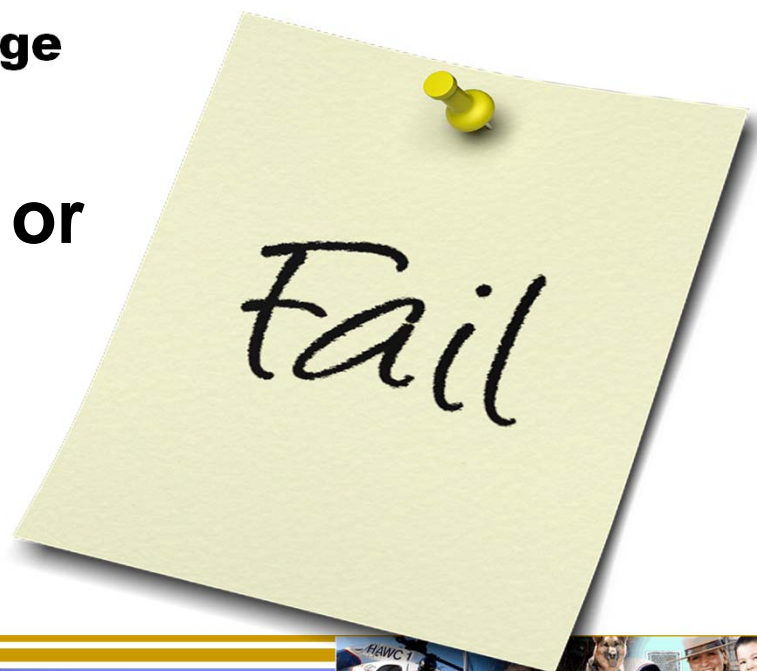


Objective – “change our world”

1. Understand what's been built – “for policing by policing”
2. Understand where this takes us
3. Clear understanding of the scope/depth of the NQF – 12 months
4. Advise on barriers and obstacles
5. Engage “champions” of change

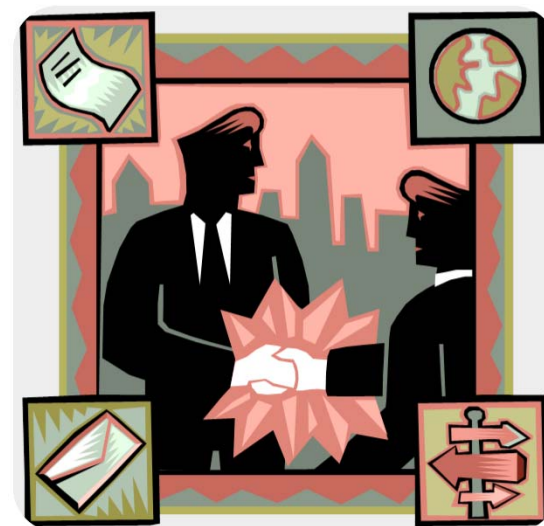


or



PART 1 – WELCOME AND INTRODUCTIONS

- 1. Hi, I'm ...**
- 2. Where are you from**
- 3. What do you do – *not your job title***
- 4. What's your burning issue – what's keeping you awake nights**
 - coming in this morning ... **1 expectation**





PART 2 – Together we're building and why

Understanding the environment

Understanding the vision

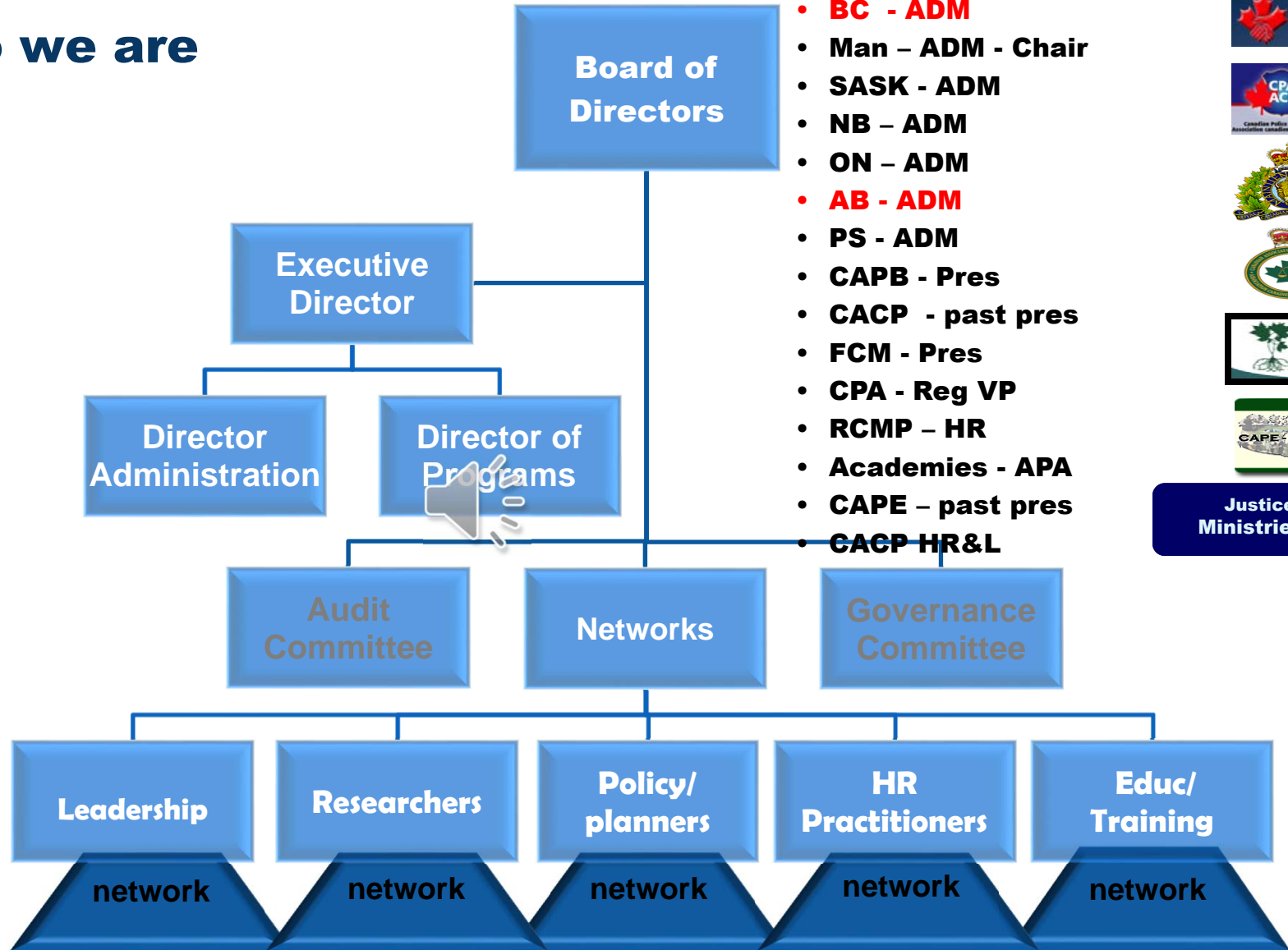
Understanding the blueprints, processes, tools, timelines

Understanding the outcomes





Who we are



15 members:

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





Model - Informing, networking, integrating

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

A green curved arrow labeled "action" points from the top-right cell (Leadership dev./ succ. mgmt) to the top-left cell (improved HR planning/ mgmt).

A blue curved arrow labeled "intent" points from the bottom-left cell (research) to the middle-right cell (leadership dev./ succ. mgmt).



Why are we doing it ...

HR management - “9 miles of bad road”

We need to:

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





“WHY” - trending

Service demand – increasing

- reported crime stats downward - but ...
- some crime increasing - organized and violent
- “signal crimes” increasing - gangs and guns, public insecurity
- new demands – global organized crime groups; cybercrime
- national security – terrorism and security
- emergency crisis and public order demands – “occupy movement”



Costs - increasing dramatically - at all levels

- \$5.4B (1991) to \$12.3B (2010) increased 130%
- per capita - \$189 (1991) to \$365 (2010)
- growth rate almost 7% each year in last 7 years
- 67% since 1998 - compared to the 14% increase in police personnel
- 80-85% salaries - also technology, equipment and training costs
- fewer officers proportionally – spend more on policing than Australia, US, GB

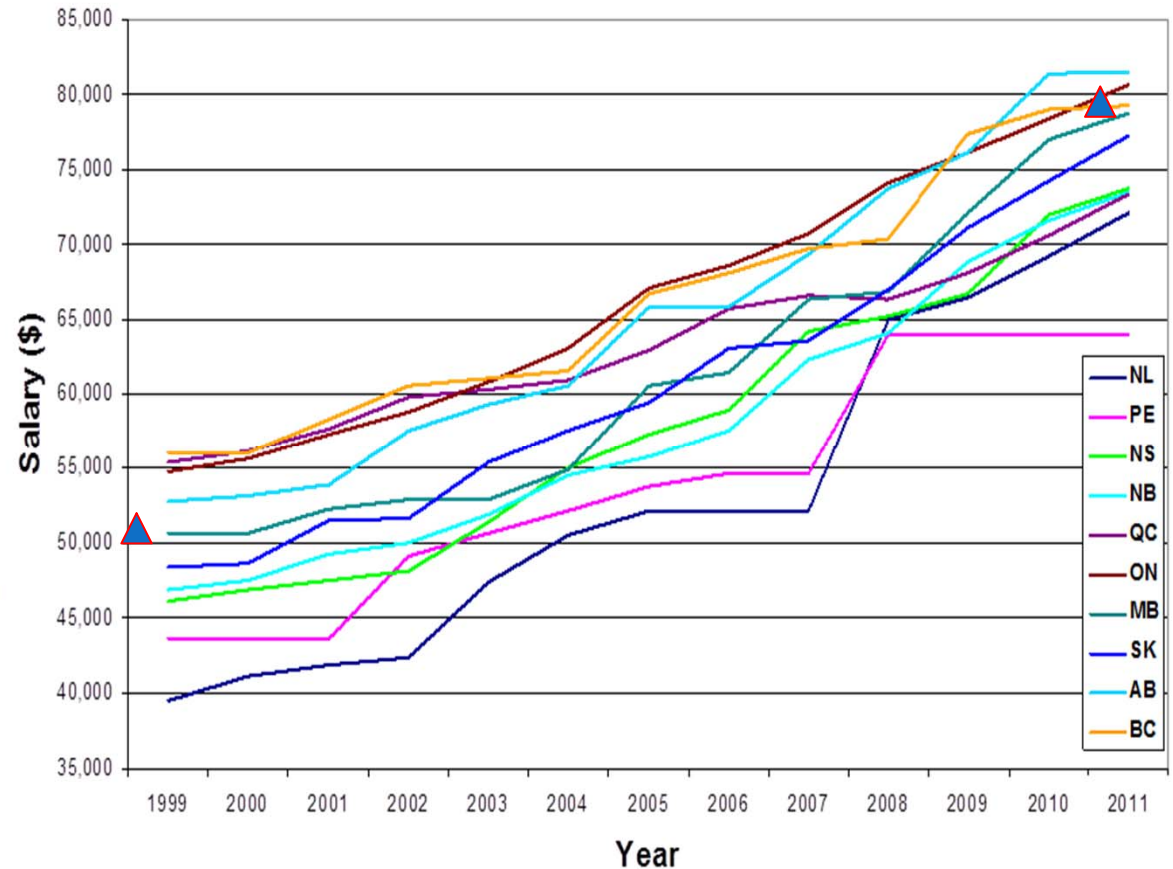




Salary Trends by Province

1st class constable - 2010

- \$76,000 (excluding overtime)
- salary part of total compensation increasing
- salary increased by 40% since 2000
- other Canadians increased by 11%
- “leap-frogging” collective agreements





Staff projections

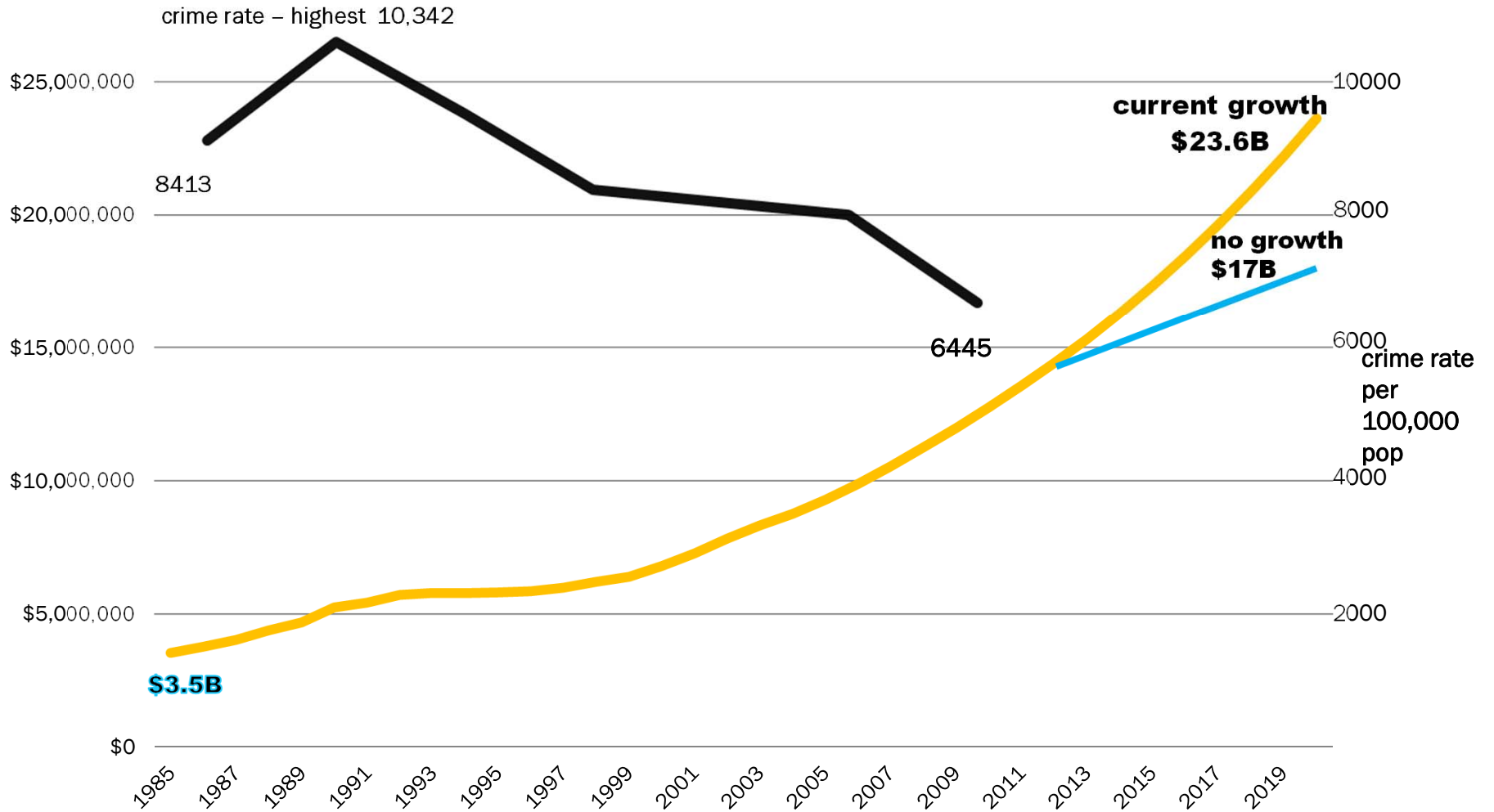
**not demand driven - recessions and government restraint
responds to public sector financial cycle**

Year	Total Officers	% Change	Total staff	% Change
1988	54719		72719	
1993	56901	4.0%	76857	5.7%
1998	54763	-3.8%	74146	-3.5%
2003	59412	8.5%	80888	9.1%
2008	65283	9.9%	90909	12.4%
2013	71712	9.8%	101372	11.5%
2018	79266	10.5%	114123	12.6%





Expenditures/Projections and crime rate





Trending ...

Numbers - since 2000 ...

- increase in officers from 55,954 to 69,000
- total personnel – 75,861 to 96,643
- per capita - 182 to 203 per 100,000 pop
- no future growth in numbers – still means increasing expenditures



Productivity - limited indicators suggest a decline

- clearance rates - all time high
- but, incidents per police officer decreased 1% each year in the last 5 years
- less time available – 76% -non-crime services - social services/mentally ill
- increasing complexity of work - more time required for procedural, processing
 - B&Es - 58% more time
 - DUI - 250% more time
 - domestic assault - 964% more time
- inflexible tax base + fiscal restraint = capacity erosion - 12% in past 5 years
- oversight, media scrutiny, accountability - public expectations





Trending ...

Effectiveness - mixed success - policing goals varied

- crime prevention, apprehension, prosecution, deterrence
- public order - public security, police presence
- visibility, availability and responsiveness

Public and political support?

- traditionally high levels of public/political support - signs of slippage
 - Ipsos Reid – Dec poll on public trust – down from 73% in 2003 to 57%
- public investigations, fiscal concerns ...
- increasing public insecurity - increasing costs = declining political support

Predicted results - limited growth or reduction in numbers

- service reductions
- diminished police effectiveness
- increasing unmet policing and security demands
- decreased public satisfaction
- increased pressures to reform/re-engineer





Public perceptions - in the news – 2 weeks

“judge ordered SIU to produce all records re two officers investigated”

“police spokesman called it an “unacceptable incident.”

“officer accused of nicking loose change from office”

“officer suspended, faces trial”

“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 realities and responses

UK - funding cuts of **20%** by 2015 - **14%** reduction in workforce

- police numbers across England and Wales slashed by more than 16,000
- Cleveland Police Authority signed a £175m ten-year deal with Steria - private firm back-office, call handling, control-room, cases prep etyc
- 2011 Lincolnshire - contracted private-sector security firm named G4S

USA - last year – 2 of many examples

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

Toronto PS - nearly **\$85M** in cuts

- budget (1957) \$12.7M - now \$1B; staff increased 2,300 to 8,000
 - buyouts to 400 sr. staff, hiring freeze, slashing overtime, attrition planning
 - “... spiralling cost of policing of considerable concern ... become unsustainable”
- more civilians - outsourcing payroll or criminal record and background checks

Calgary PS - cut of **8%** - \$8 to \$10 million – satellite stations at risk

Saint John - union urging fight over recent cuts - suing the city





Summary: the imperfect storm ?

Increasing demand for more diverse services

Demands more complex

Rapidly increasing costs

Government budgets strained and inflexible

Increasing competition for resources

Leadership turnover increasing

Accelerating technological advancements

Decreased availability of police

Decline in effectiveness – skills gaps

Increasing public insecurity & accountability

Problematic public/political support ?





Barriers and inhibitors to strategic plans

Lack of awareness on the issue

Jurisdictional issues

Absence of centres of police research in Canada

Lack of contemporary leadership and management skills

Level of change readiness in police organizations

Resistance to change – public, some police leaders, associations

Inefficiency of technologies

The right performance measures to tell the story





Possible response scenarios

1. **Status quo - same with less**
2. **“Core” policing - rationalizing service - doing less with less**
3. **Efficient policing - increasing efficiency and productivity - more with less**
4. **Rethinking policing:**

“A New Model of Public Policing?”

“doing “less with more”

- *intervening less often, but with more impact*
- *operating with fewer police officers, but who possess more skills*
- *deal with most problems the public bring to them at the point of contact, rather than having to pass them on to other specialists”*

~new commissioner of the MET





PART 3 – What are we doing

Projects - \$8M spent in last 6 years

Research/evidenced-based policy

Building awareness

Offering efficient effective solutions

Changing our “model”





Youth Attitudes Research – 3 years

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



Status – completed

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

Outcome

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





Stats Can Database – 3 years

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



Completed – supplementary PAS

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

Outcome

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

New data – annually as of May 15th:

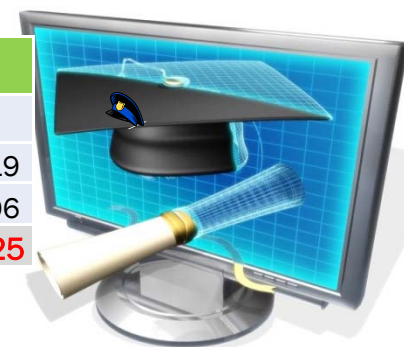
- hirings/departures over the past calendar year
- officers by overall years of service and age group
- officers by highest level of education at time of hiring
- officers by visible minority status
- officers by official and non-official languages spoken





e-Learning Courses –3 years

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



Status – nearing completion

- on target to get as many courses done by year-end – 16 courses
- CPRC project - structured evaluation of the impact of e-learning for law enforcement /public security



**CANADIAN
POLICE
KNOWLEDGE
NETWORK**



**RÉSEAU
CANADIEN DU
SAVOIR
POLICIER**

The Leading Edge of Online Police Training



PSC-Funded Courses Update

January 27, 2012

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

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



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

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

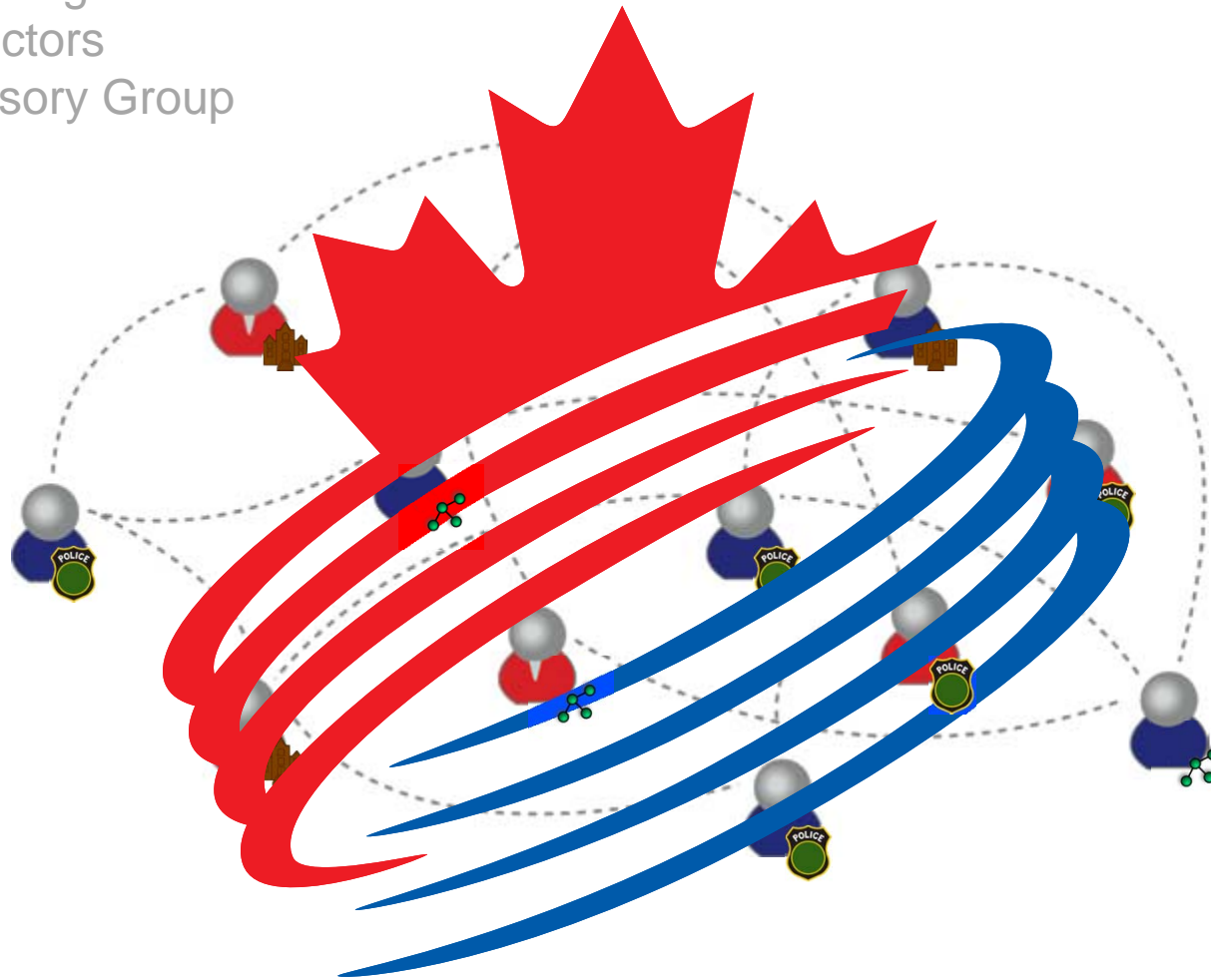


Upcoming Releases

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



Police Services
Training Academies
Sector-related Agencies
Board of Directors
National Advisory Group
CPKN Staff



Average Cost/Learner/Course



Topic Selection

- Identifying the right courses is critical
- Relies on input and direction from the police community
- Options vetted by the National Advisory Group



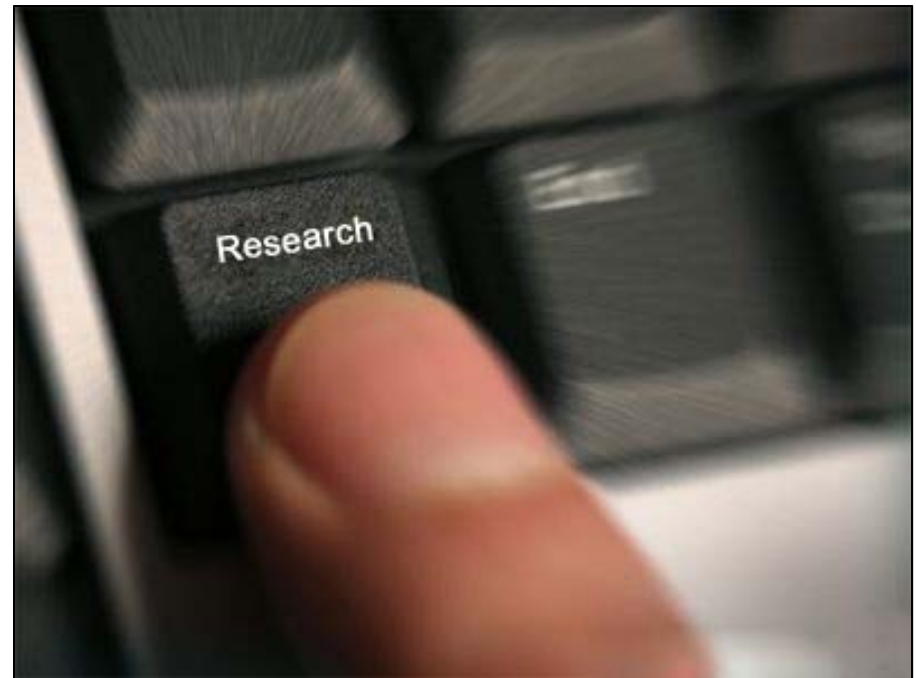
Standards and Guidelines



- **Streamlines** design/development processes
- Enhances the **quality** of the learning experience.
- Increases the **compatibility/ shareability** of courseware.

Research

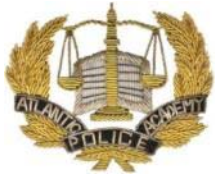
- Measures impact of online training on performance
- Provides a better understanding of learner needs
- Enables us to refine and evolve technologies



Collaborative Partnerships



JUSTICE
INSTITUTE
of
BRITISH
COLUMBIA



École nationale
de police
Québec



CPKN IMPROVES policing and law enforcement by:

Fostering **innovation** through sector wide

collaboration to create

cost **effective**

high **quality**

State-of-the-art

Technology-enhanced

training.



Competency-based Mgmt Framework



Status – successfully completed

- \$3.3M
- to support human resource management for all police services
- ✓ **3.5** years of research
- ✓ **3** continents – Canadian/internat'l best practices
- ✓ **70+** members of Steering Committees
- ✓ **70** contributing police organizations
- ✓ **700** SMEs validation process

Outcomes

collaboration has resulted in success

- ✓ **7** guides for managers
- ✓ **40+** tools and templates

1

Framework To Support Police HR Management





Efficient/effective HR Management - CBM

Logic model - premise

- the work of policing is consistent across Canada
- define the work
- define the competencies for success

If police work is consistent, then ...

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

If we have national occ standards, then ...

- mechanisms to manage that work can be consistent and common
- national HR management standards
- curriculum and training standards
- certifying and accrediting trainers and institutions

Many benefits of a shared approach

- economies of scale; efficiencies
- leverage best practices
- increased focus on operational effectiveness



C-BM Process ...

General Duty - 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

Identified the competencies

competency profile for each rank...

- behavioural
- technical





process ...

“General duty” work-stream defined

Chief
Deputy Chief
Chief Super
Superintendent
Inspector
Staff Sergeant
Sergeant
Constable

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





HR MANAGEMENT GUIDES/TOOLS

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

Over 40 tools and templates

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

practical and customizable





CBM Framework - Leadership Model

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



Status – completed

- Framework completed – keep adding competencies
- leadership model completed
- regional meetings to encourage implementation – “economics roundtables”

Outcomes

- 22 general duty behavioural competencies
- 21 technical competencies under development
- 14 leadership competencies
 - 3 meta competencies – performance, partnering and accountability



Leadership model ...

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



Leadership Development Model

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



Academies Review - Occupational Standards

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



Status - completed

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

Outcomes

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



Conclusions

Academies operate to quite different models

Academies invest very different levels of effort

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

“Customers” are satisfied with what they are receiving

“Customers” provide more learning after graduating than the academies recognize

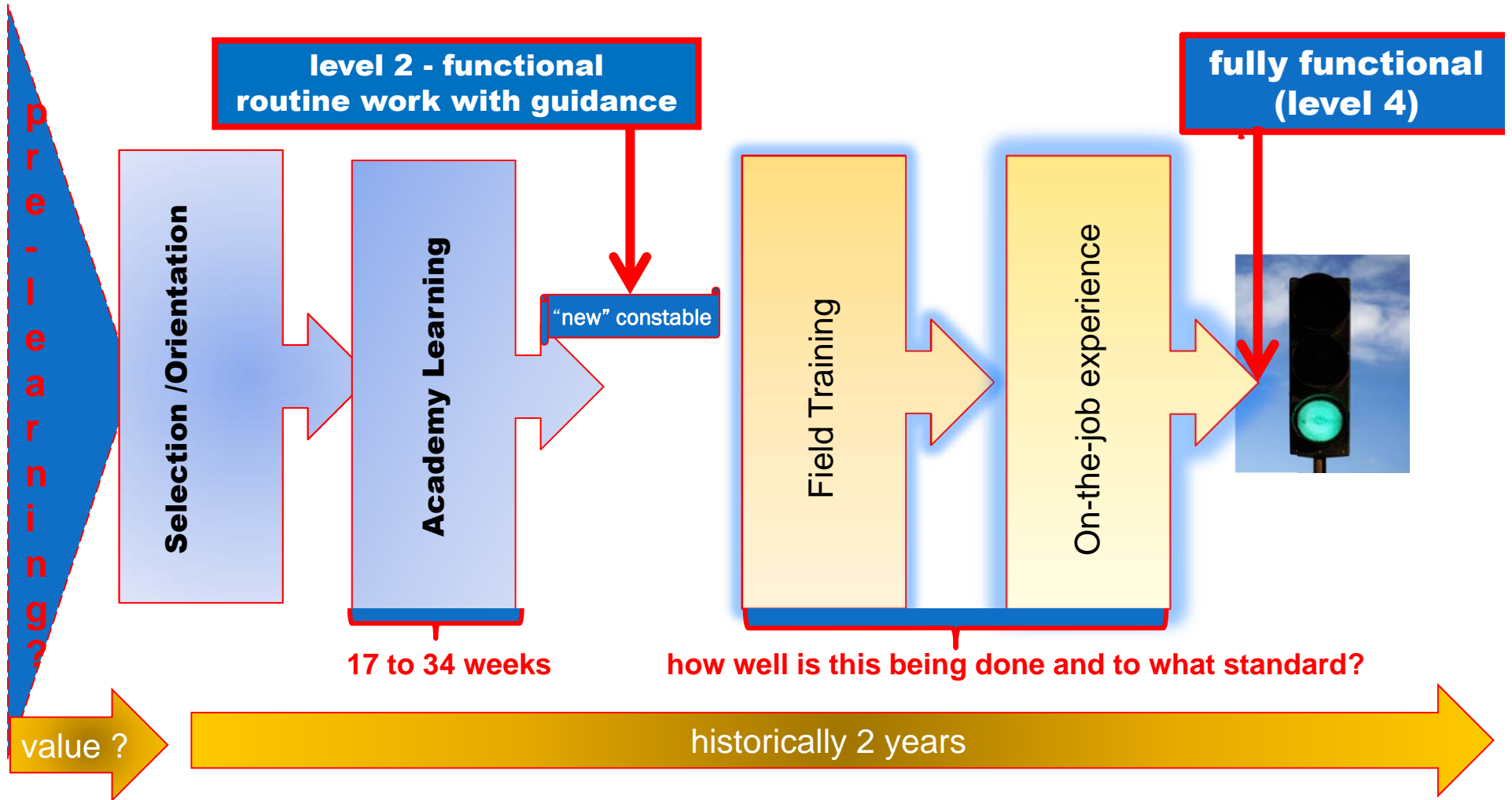
Opportunities to reduce the overall investment

Opportunities to improve the effectiveness of learning delivery



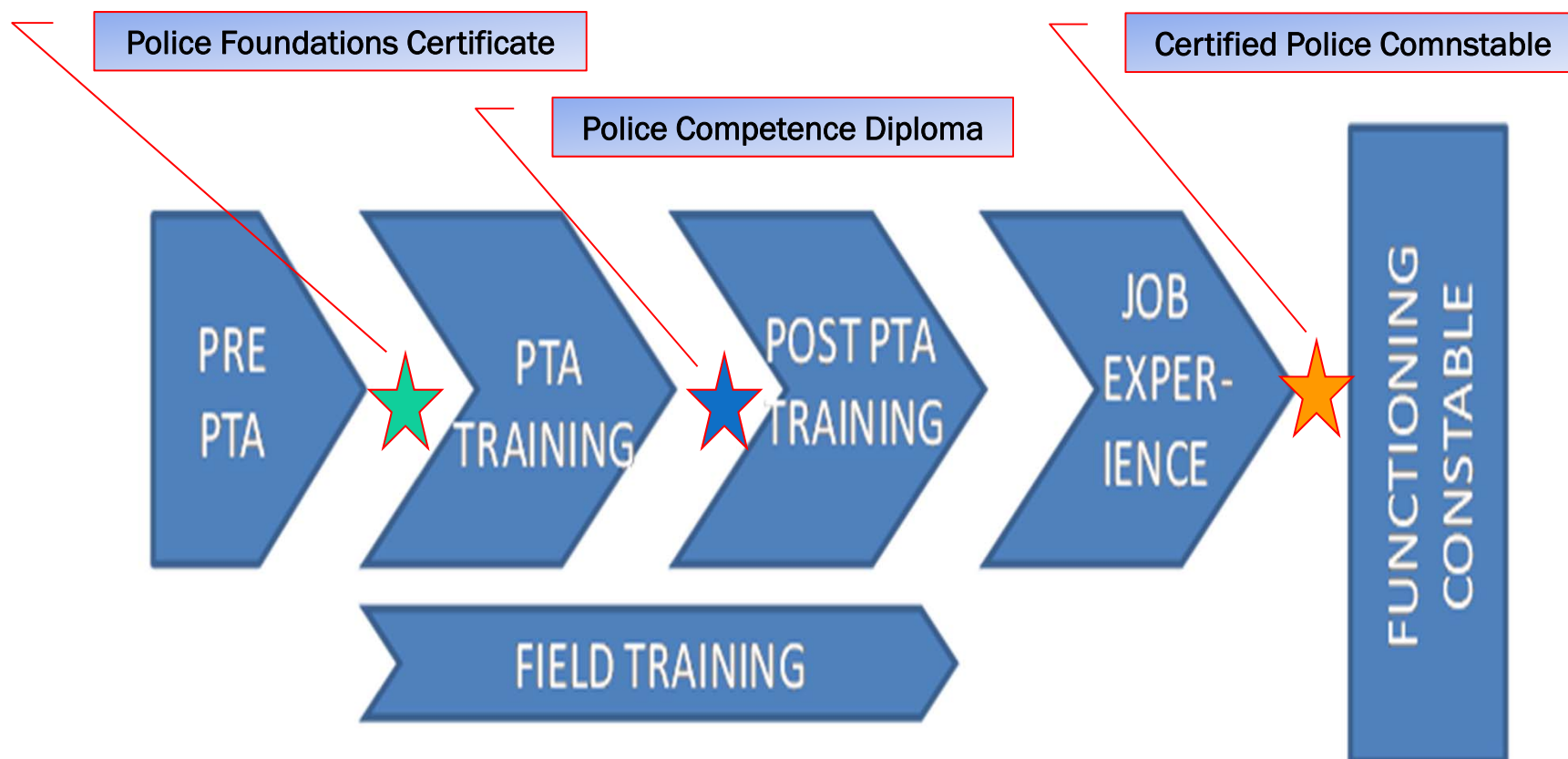


Learning Journey – constable 181 tasks, 22 competencies





Suggested accreditations



Certificate awarded by a national body - based on formal exams

- individuals could attend a program at a college/university/CEGEP or a self study program





We have technology support

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

POLICE EDITION
i-SkillsSuite®
PLATFORM FOR ORGANIZATIONAL SUCCESS

- more on this later ...



We also have a learning program **“mapping tool”**

Software tool developed support self-mapping against CBMF

Mapping programs/ curriculum/learning objectives

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

“In-house” and externally delivered courses

- detailed review of police recruit training
- undertaking review professional development programs
- capture data and validation
- “approved” compendium of programs -





Skills Perishability

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



Status

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

Outcomes

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



CBM Investigator role

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



Status – completed

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

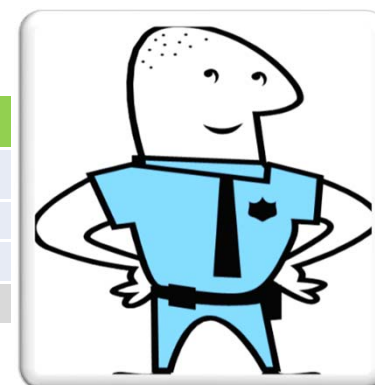
Outcomes

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



Situational Analysis of Private Security

Private Security			
ITEMS	BUDGET	ACTUALS	PROJECTED
OPERATING	\$ 47,398	\$ 11,649	\$ 47,398
PROF. FEES	\$ 42,500	\$ -	\$ 42,500
TOTAL	\$ 89,898	\$ 11,649	\$ 89,898



Status – on plan – for completion Jan

- registrars fully supportive
- industry surveyed
- meeting with “industry”
 - presented survey results
 - support for national standards
 - support for competency-based training standards

Outcomes

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



PART 5 – LEARNING QUALIFICATIONS FRAMEWORK





CBM - for every Rank/Role - **SUPERINTENDENT**

JOB

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

MAIN RESPONSIBILITIES

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

COMPETENCIES

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





SUPERINTENDENT

EDUCATION

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

EXPERIENCE

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

KNOWLEDGE

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

OTHER REQUIREMENTS





National (Learning) Qualifications Framework

Basis for strategic planning of education/training

Increase “image” of professionalism and professional competency

Provides clear benchmarks for learning and development

Increases portability of qualifications across borders

- certification, accreditation - recognized qualifications

Clarifies the demands on learning providers

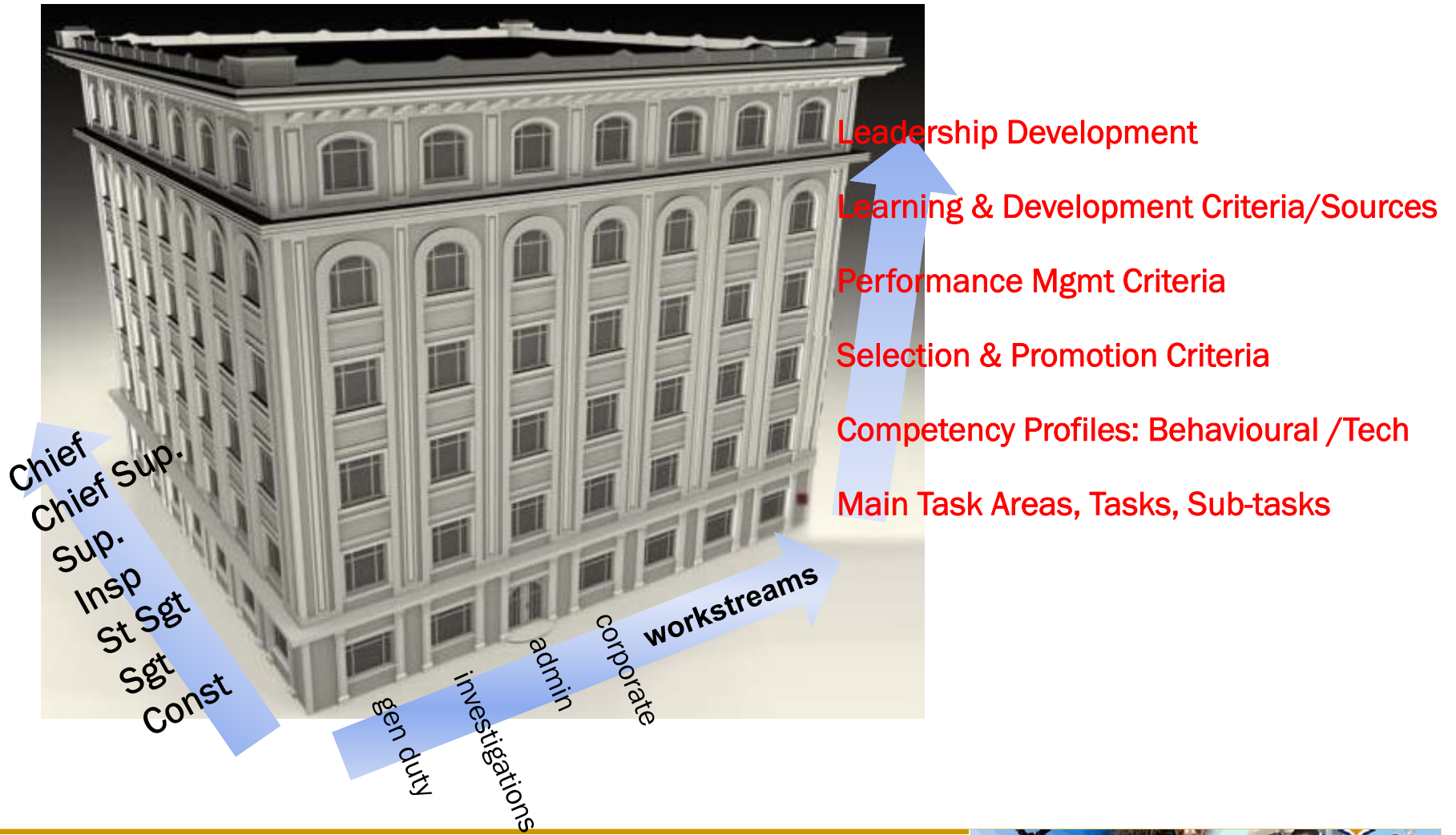
- learner perspective
- improves coherence, pathways, quality and access for individuals to education and training
- identifies gaps in available training
- framework for recognized or endorsed learning - formal and informal

INTEGRATES HR efforts across the sector





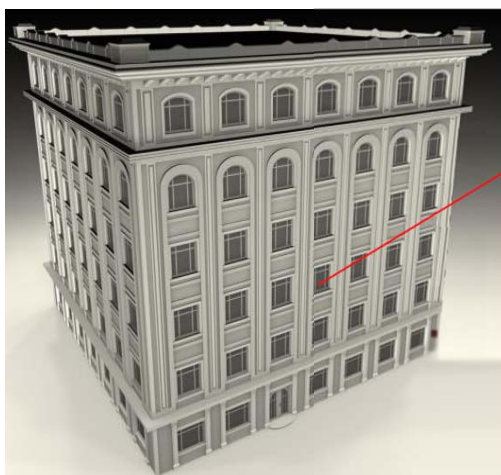
National (learning) Qualifications Framework





NQF

Any “room” (role) in the common national edifice (framework)



- level - sergeant
- role - gen duty
- tasks, competencies
- qualifications
- experience
- performance criteria
- mandatory learning and training
- certified training options



PART 6 - VISION - imagine ... 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 standards for all levels - even Deputy Chief, Chief levels
- professional training and certification at all levels
- national qualification framework for all roles
- competency-based accreditation
- prior learning nationally recognized



Imagine - leaders for the future

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



Imagine - national performance management

- national performance criteria by rank and role
- national organizational criteria
- national performance metrics/measures
- audits and evaluation
- telling the real performance story



Part 7 – Value and Implementation

If CBM and NLQF are valued Can we change

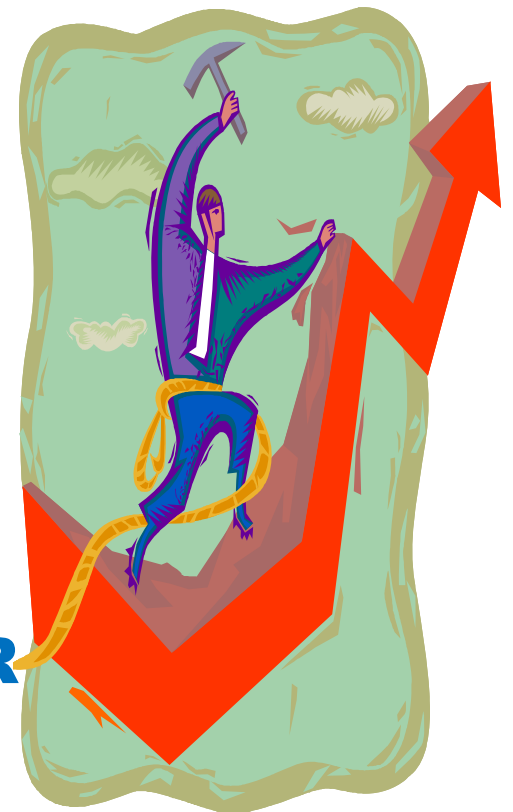
- what are we doing now
- how do we change
- what are the obstacles and barriers
- what are your concerns with the CBM framework?
- what are the issues or barriers to adopting the framework?
- how PSC support you in changing



PART 4 – CBM FRAMEWORK

Competency-based Management

- 1. definition - what is it**
- 2. why competencies - the benefits**
- 3. what's the process we went through**
- 4. where are we now**
- 5. how can this build strategic HR - using it**





1. Competency-based mgnt - **What is it**

What are Competencies?

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

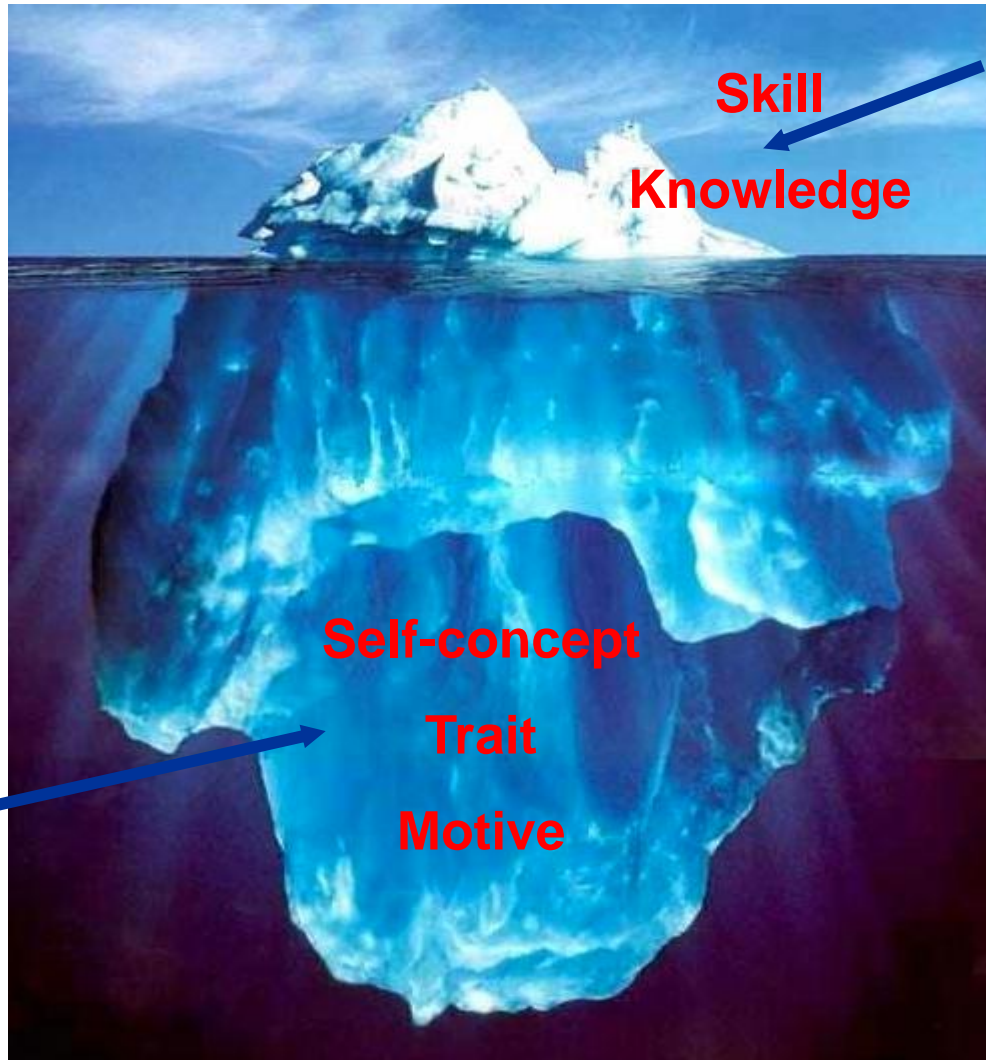
Two types of Competencies?

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

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



Competencies: critical elements - hard to measure



Visible, easy to identify & manage

Hidden, difficult to identify & manage

Source:
Spencer & Spencer, 1993





2. Competency-based mgnt - **WHY** competencies

individual performance - Clarified

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

organizational performance - Improved

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

employees - Empowered

- understand requirements - values
- clear expectations of roles
- higher commitment, greater effectiveness, and reduced turnover/absenteeism
- take charge of their own careers, self-evaluate and build their competencies

COST DOWN



SKILLS UP





Competency-based mgnt - **WHY** competencies

HR management - **Supported**

- integrated framework for human resources planning and management
- managers have better tools
 - to select
 - to identify and address learning gaps
 - to manage performance

defensibility of HR decisions - **Ensured the**

- HR decisions easier to defend
- competencies are directly related to jobs and BFORs

costs - **Reduced**

- standardized competencies means efficiencies at every point in HR mgnt

COST DOWN

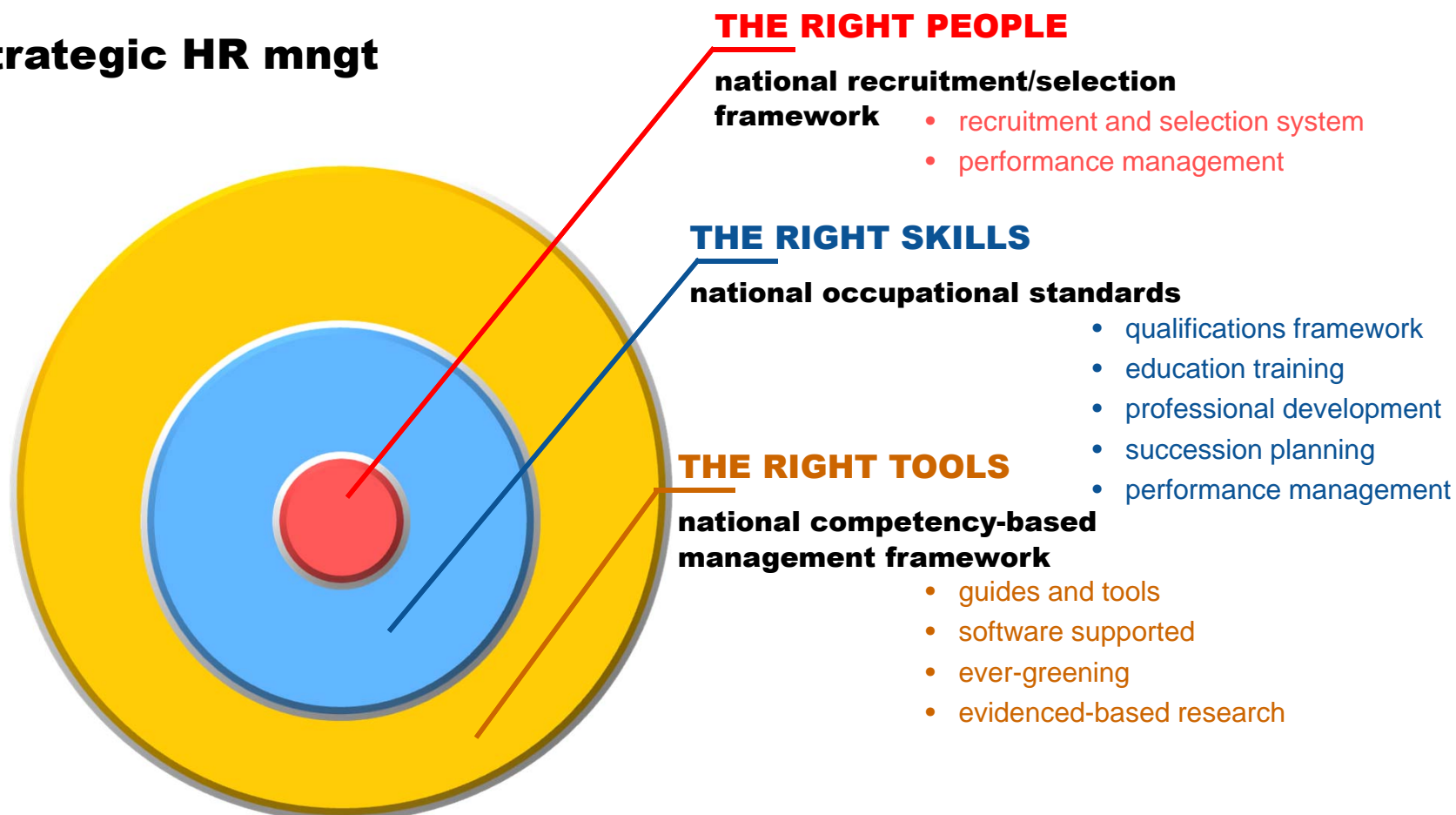


SKILLS UP



Competency-based mgnt - **WHY ...**

Strategic HR mgnt



High performing and sustainable policing





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

Collect data

all ranks ...

- research materials
- interviews
- surveys
- expert panels

Analyse data

job data ...

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

Build the standard

rank task list for each rank...

ID the competencies

competency profile for each rank...

- behavioural
- technical





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

Its extensive ...

Premise – general duty policing roles are consistent

- if the roles are consistent, then ...
- the mechanisms to manage those roles can be consistent and shared

Bring together groups of people by rank and analyze their job

- define the tasks they must perform to be successful
- understand what they must know to be successful

Bring subject matter experts together to validate tasks by roles

Disseminate, review and evaluate

- communicate often
- encourage feedback





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

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 human resource management for all police services.

✓ **3.5** years of research

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

✓ **70+** members of **Steering Committees**

✓ **70** contributing **police organizations**

✓ **700** **SMEs validation process**

✓ **7** **guides for managers**

✓ **40+** **tools and templates**

=1

Framework To Support Police HR Management

collaboration has resulted in success





Competency-based mgnt - **example**

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

Jobs Analysed

Sergeant - General Duty

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





Competency-based mgnt - **example**

Tasks Identified

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

Sergeant - main task areas

- A. Ensure application of relevant legislation, policies, procedures**
- B. Ensure the proper use of police equipment and technology**
- C. Maintain safety of self and others**
- D. Manage operations**
- E. Perform quality control**
- F. Manage information and intelligence**
- G. Supervise human resources**
- H. Coordinate training programs and activities**
- I. Manage calls for service**
- J. Manage investigation**

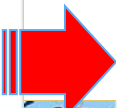




Competency-based mgnt - **example**

Sergeant Task List - one area in detail

D. MANAGE OPERATIONS	13
1. PREPARE TEAM FOR PATROL	13
1.1 Determine schedules and allocate resources	13
1.2 Conduct briefings with team members prior to the shift.....	13
1.3 Ensure that team members have all required equipment	13
2. ENSURE EFFECTIVE PATROL	13
2.1 Maintain awareness of problematic situations	13
2.2 Provide guidance in determining appropriate courses of action in specific situations	13
2.3 Ensure continuous communication with dispatch and team members	13
2.4 Ensure that policies and procedures are followed	13
2.5 Review information collected by team members concerning problematic situations and serious incidents	13
3. ADDRESS COMMUNITY ISSUES	13
3.1 Ensure that team members communicate community issues to appropriate stakeholders	13
3.2 Follow up on unresolved community issues with stakeholders.....	13
3.3 Maintain awareness of community issues	13
3.4 Identify potential issues of interest proactively.....	13
4. MANAGE COMMUNICATION ACTIVITIES WITH ALL STAKEHOLDERS PROACTIVELY AND REACTIVELY IN A VARIETY OF SITUATIONS	14
4.1 Supervise radio activity and response to dispatched calls	14
4.2 Notify appropriate supervisory personnel of problems and emergencies.....	14

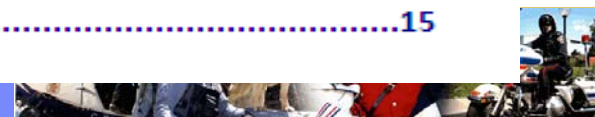




Competency-based mgnt - example

Sergeant Task List “manage operations”

5. PARTICIPATE IN OPERATIONAL PLANNING ACTIVITIES.....	14
5.1 Set priorities	14
5.2 Manage risks pertaining to operations	14
5.3 Contribute to the development of crime management plans and other priorities	14
5.4 Contribute to the development of tactical policies and procedures to achieve strategic objectives	14
5.5 Evaluate policies, procedures and techniques to ensure continuous quality improvement	14
5.6 Contribute to the development of enforcement initiatives	14
5.7 Coordinate enforcement initiatives	14
6. SUPPORT CHANGE IN ORGANIZATIONAL ACTIVITIES	14
6.1 Identify issues and opportunities for improvements in activities	14
6.2 Recommend improvements based on best practices	14
6.3 Assist with planning the implementation of change	14
6.4 Assist with implementing changes	15
7. ASSIST WITH PUBLIC COMPLAINT INVESTIGATIONS	15
7.1 Establish contact with complainants	15
7.2 Gather information relevant to complaint	15
7.3 Forward complaint to relevant section or agency	15
7.4 Participate in complaint investigation and resolution	15
7.5 Ensure that corrective measures are taken	15
8. PARTICIPATE IN PLANNED ENFORCEMENT OPERATIONS.....	15
8.1 Obtain necessary equipment	15
8.2 Follow strategy and instructions provided by team lead	15
8.3 Perform assigned tasks	15
8.4 Provide complete and accurate information during debrief	15
9. APPLY POLICING POLICIES AND PROCEDURES REQUIRED TO PERFORM POLICING DUTIES AND RESPONSIBILITIES	15





Competency-based mgnt - **example**

Task List define critical competencies

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

SERGEANT COMPETENCY PROFILE

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





Competency-based mgnt - example - Sergeant - Teamwork

Competency defined

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

Level 1	Level 2	Level 3	Level 4	Level 5
Participates as a team member	Fosters teamwork	Demonstrates informal leadership in teams	Capitalizes on teamwork opportunities	Builds bridges between teams
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 recommends methods and approaches for maximizing team input and involvement 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Facilitates collaboration across teams to achieve a common goal Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources Initiates collaboration with other groups / organizations on projects or methods of operating

Proficiency Scale

Behavioural Indicators





CBM - example - Sergeant full profile ...

SERGEANT COMPETENCY PROFILE	
COMPETENCY	ROLE LEVEL AND INDICATORS
INTERACTIVE COMMUNICATION Utilises communication strategies in an effort to achieve common goals, influence and gain others' support.	Adopts communication to appeal to others' interest (Level 3) <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• Discusses problems / issues with team members that could impact on results• Communicates expectations for teamwork and collaboration• Gives credit and acknowledges contributions and efforts of individuals to team effectiveness• Expresses positive expectations of others, speaks of team members in positive terms.• Shows respect for the intelligence of others by appealing to reason• Solicits ideas and opinions to help form specific decisions or plans.• Invites all members of a group to contribute to a process





CBM - example - Sergeant full profile ...

SERGEANT COMPETENCY PROFILE	
COMPETENCY	ROLE LEVEL AND INDICATORS
<p>ADAPTABILITY</p> <p>Adjusts own behaviours and approaches in light of new information, and changing situations. Tailors approach to meet needs of individuals and groups.</p>	<p>Adapts to widely varied needs (Level 3)</p> <ul style="list-style-type: none"> • 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
<p>CONFLICT MANAGEMENT</p> <p>Recognizes that conflict can occur in many ways and intercedes to resolve the situation</p>	<p>Uses appropriate strategies to resolve workplace conflict (Level 2)</p> <ul style="list-style-type: none"> • 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
<p>DECISION MAKING</p> <p>Makes decisions involving varied levels of risk and ambiguity.</p>	<p>Makes decisions in vague situations (Level 3)</p> <ul style="list-style-type: none"> • 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
<p>DEVELOPING SELF AND OTHERS</p> <p>Contributes to learning and development. Provides guidance and feedback to improve performance and achieve objectives.</p>	<p>Supports individual development and improvement (Level 3)</p> <ul style="list-style-type: none"> • 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
<p>ETHICAL ACCOUNTABILITY AND RESPONSIBILITY</p> <p>Takes responsibility for actions and makes decisions that are consistent with high ethical policing standards.</p>	<p>Proactively identifies ethical implications in policing (Level 3)</p> <ul style="list-style-type: none"> • Takes necessary disciplinary actions and measures to address violations of ethical conduct • Promotes the discussion of practical and relevant ethical dilemmas to help members gain understanding of ethical decision making • Deals directly and constructively with lapses of integrity





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

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





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

Completed research on leadership

- resulted in the identification of a model with four leadership levels, 14 leadership competencies, and 3 areas of leadership profiles

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



Leadership Development Model

Policing Leadership Competencies

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



Leadership Development Model

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

Are We Fostering The Right Knowledge, Skills & Abilities

- **relevant sources in aggregate**

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





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

Completing research on investigation

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

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





Technical Competencies for Investigation

Specialized Investigation

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

Investigation Support

Competencies required of specialists who support the investigation process.

General Investigation

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





21 Technical Competencies for Investigation

Specialized Investigation

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

Investigation Support

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

General Investigation

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





Technical Competency Name

Definition

(Scale progression: increased scope and complexity)

Level 1: Basic	Level 2: Generalist	Level 3: Specialist	Level 4: Advanced Specialist	Level 5: Mastery
Applies introductory knowledge in routine and predictable situations with guidance	Applies basic knowledge in a range of typical situations that present limited challenges. Guidance required. Some individual autonomy or responsibility	Applies solid knowledge in a full range of non-typical situations of moderate complexity with minimal guidance or no guidance	Applies advanced knowledge in a broad range of complex situations. Guides other professionals	Applies advanced knowledge in most complex and unpredictable situations. Develops new approaches, methods or policies in the area. Provides guidance at a national and international level

Which jobs within your service would require the level of proficiency?
What do incumbents in those jobs need to know and be able to do ?





Policing Competency Dictionary

- **Catalogue of competencies developed for general duty, leadership, and investigative roles in police services.**
- **Consists of behavioural and technical**
- **Can be used to build competency profiles for various positions in police services.**
- **Available at <http://www.policecouncil.ca>**





What is a Competency Profile?

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

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





Example Profile

Technical Competencies	Technical Competencies	Behavioural Competencies																						
Specialized Investigation	General investigation																							
<table border="1"><thead><tr><th>Competency</th><th>Proficiency</th></tr></thead><tbody><tr><td>Organized Crime</td><td>3</td></tr></tbody></table>	Competency	Proficiency	Organized Crime	3	<table border="1"><thead><tr><th>Competency</th><th>Proficiency</th></tr></thead><tbody><tr><td>Informant Handling</td><td>2</td></tr><tr><td>Report Writing</td><td>3</td></tr><tr><td>Interviewing</td><td>3</td></tr><tr><td>Court Testimony</td><td>4</td></tr></tbody></table>	Competency	Proficiency	Informant Handling	2	Report Writing	3	Interviewing	3	Court Testimony	4	<table border="1"><thead><tr><th>Competency</th><th>Proficiency</th></tr></thead><tbody><tr><td>Teamwork</td><td>3</td></tr><tr><td>Decision Making</td><td>4</td></tr><tr><td>Ethical Accountability</td><td>2</td></tr></tbody></table>	Competency	Proficiency	Teamwork	3	Decision Making	4	Ethical Accountability	2
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Court Testimony	4																							
Competency	Proficiency																							
Teamwork	3																							
Decision Making	4																							
Ethical Accountability	2																							

Required Effectiveness Level





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

Summary - general duty work-stream fully defined

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



HR MANAGEMENT GUIDES/TOOLS

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

Over 40 tools and templates

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

practical and customizable





Competency-based mgnt - 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 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 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.





Competency-based mgnt - **example** Interview Scoring

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

Competency	Well Below Expectations 1	Somewhat Below Expectations 2	Meets Expectations 3	Somewhat Exceeds Expectations 4	Clearly Exceeds Expectations 5
Adaptability					
Conflict Management					
Decision Making					
Developing Self and Others					
Ethical Accountability and Responsibility					
Interactive Communication					
Risk Management					
Teamwork					
Recommendation:	<input type="checkbox"/> Continued Consideration*		<input type="checkbox"/> Rejection		
* Must meet expectations on all competencies.					
Overall Recommendations (type of assignment/department): _____					





CBM - **example** Development Activities

Development activities for Valuing Diversity

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

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

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

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

Valuing Diversity				
Level 1	Level 2	Level 3	Level 4	Level 5
...
...

	Activity	Action
1.	Lead	<ul style="list-style-type: none"> ■ focus groups of community members representative of diversity within community/communities served. <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ With direct reports about: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ■ i.e. lead by addressing performance – both positive and negative. ■ Acknowledge individuals when they demonstrate appropriate behaviour that reflects a value for diverse perspectives. Give your support to those who make the effort to stand up and do the right thing. "Catch people doing the right things."



Competency-based mgnt – **Building strategic HR**

Improves organizational performance

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

Empowers employees

- better understanding of the expected behaviours

Supports HR practices

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

Improves the defensibility of HR decisions

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

Reduces operational costs

- increased employee performance





Competency-based mgnt – **Building strategic HR**





Web-based technology support

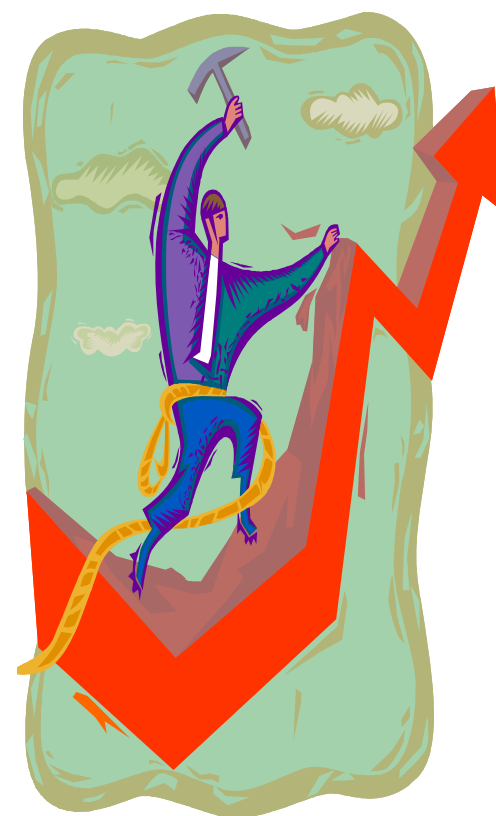
i-SkillSuite POLICE
EDITION
Integrated tools for competency-based HR management





PART 3 - NQF

National Policing Competency-based Learning Qualifications Framework (LQF)





National Qualifications Framework

Five countries in the forefront of the development of NQFs

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

Goal of policy makers

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

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

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



Research findings – international labour office 2010

Summary of key findings

- **Similar reasons for introducing NQFs**
 - Education, training and labour market: communication, transparency, quality, mobility, recognition of prior learning, flexible delivery, increase status of vocational education and training and work-based training
- **Policy borrowing**
 - Strong reason why they are implemented and how they are implemented
- **Uses of learning outcomes or competency statements**
 - Main mechanism to create transparency
 - Little evidence on how they are useful in making decisions about qualifications
 - Importance of employer involvement
- **Implementation success factors and problems**
 - Successful use of learning outcomes seems to be based **on strong professional associations and strong educational institution**
 - **Sectoral approaches for specific industries** seemed more viable than attempting to create one system for all education and training for all industries
 - Importance of **involving a range of different stakeholders**





KEY TERMS

What is a qualification?

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

What is competency-based training?

Competency-based training is:

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





Accreditation

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

Certification

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





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

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

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

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





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

- **To build legally defensible training**
- **To increase access to available training**
- **To increase transparency of job requirements**
- **To increase coherence of training delivered across the country**
- **To standardize training**



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

- **Built by policing for policing – extensive participation and involvement of all stakeholders**
- **Is a nationally coherent, industry-led learning system with nationally recognized and portable qualifications**
- **Long term strategy for development, implementation and impact**
- **Supported by online curriculum mapping tool**
- **Provides a context for policy development**
- **Framework that is compulsory, well defined, and led by governments or central agencies with the aim of reforming / transforming policing training ?**
- **Led by awarding body?**





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

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



What defines the Policing Competency-based Learning Qualifications Approach?

- **Competencies are developed by subject matter experts to ensure they reflect job requirements**
- **Curriculum are developed using the competency statements to ensure that they are relevant and meet policing demands**
- **Competency statements are the benchmarks against which learning and assessment materials can be evaluated.**
- **Accreditation of courses and programs that are linked to job requirements and meets industry set training standards**
- **Successful completion of accredited learning and training courses and programs leads to qualifications**
- **Qualifications informs the employers of what the employee knows and is able to do**



What defines the Policing Competency-based Learning Qualifications Approach?

EXAMPLE

- **Competencies are developed by subject matter - Homicide**
- **Curriculum are developed using the competency statements – Determines investigative strategies; verifies that evidence is identified, collected and secured.**
- **Competency statements are the benchmarks – Curriculum mapping process**
- **Accreditation of courses and programs – Process by which a course or program that meet standards is accredited**
- **Qualifications – Employee who successfully completes the course is given a certificate to attest he/she meets training outcomes**
- **Qualifications attests what the employee knows and is able to do - Police Service promotes and selects employees who have acquired credentials**





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

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





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

- **clear training and professional development opportunities and career paths of relevance to the police sector**
- **partnerships between training providers and police service**
- **greater fiscal responsibility and savings for the public through reduction of needless duplication of training**
- **greater efficiencies in individual and corporate learning plans and clear learning options to match identified needs**
- **increased professional image of policing and confidence of the public**
- **formal recognition of workplace learning and an individual's ongoing development**
- **clear career pathways**
- **common language for describing work that is translated into curriculums**
- **national repository of learning and training programs and courses**





PART 4 - Statement of work

- **Component 1 : Conceptual Model**
- **Component 2 : Curriculum Mapping**
- **Component 3 : Implementation of CBM**
- **Component 4 : Competency Profiling**
- **Component 5 : Curriculum Development**





Component 1. Conceptual Model

Overview

Develop the conceptual model for the National Policing Competency-based Learning Qualifications Framework.

Addresses key questions such as

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





Component 1. Conceptual Model

Outcomes

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





Component 2. Curriculum Mapping

Overview

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

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

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

Compendium of available training will be created.



Component 2. Curriculum Mapping

Outcomes

1. Increased functionality of iSkillSuite Curriculum Mapping System.
2. Updated guide to Curriculum Mapping.
3. Two 1-day professional development workshops on competency-based approach to training, curriculum design and use of the Curriculum Mapping software (one session will target organizations delivering Leadership programs, the other session will focus on Investigation).
4. Written reports on mapping exercises for both the leadership and investigation competencies.
5. Pilot of curriculum mapping software for Investigation competencies. Support up to 15 organizations during the mapping exercise.
6. Pilot of curriculum mapping software for Leadership competencies. Support up to 15 organizations during the mapping exercise.
7. Update catalogues of activities for leadership roles and investigation roles based on information collected during the mapping exercise.





Component 3. Implementation of CBM Framework

Overview

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



Component 3. Implementation of CBM Framework

Outcomes

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

1. Introduction to implementing competency-based management.
2. How to evaluate employee performance and build effective learning plans to improve performance.
3. How to use competencies to support defensible promotion decisions including how to conduct a Competency-based interview.
4. Police Executive Selection.
5. How to set up a Succession Management Program.
6. How to build Leadership Development Programs including the use of 360 feedback assessments to help develop learning plans.
7. How to build Mentoring and Coaching programs.
8. Introduction to competency based training and curriculum design.





Component 4. Competency Profiling

Overview

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





Component 4. Competency Profiling

Outcomes

Benchmark competency profiles for three level : recruit, entry level in the investigation unit, mastery level for the following specialized investigation areas:

- Adult Sexual Assault;
- Child Abuse;
- Counterterrorism (intelligence);
- Domestic Violence;
- Drug Enforcement;
- Financial Crime;
- Homicide;
- Organized Crime.





Component 5. Curriculum Development

Overview

Training program on building competency-based curriculum design

Outcomes

1. Facilitate a workshop on how to build competency based training
2. Initiate national curriculum development for one level – one competency
 - Individual assignment
 - 5 day curriculum development activities
 - Validate national curriculum





Timelines

Timeline	2012												2013	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	
Component 1	→													
Component 2		→												
Component 3			→											
Component 4					→									
Component 5				→										





WRAP-UP - Council of the Future

Input/advice - can we talk ...

- issue - infrastructure 2013
- ideas around sustainability

Intellectual Property (IP) – “we have IP”

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



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





Wrap-up

2013 and beyond

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

Business Plan – 2013-2015

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

