



## CACOLE Conference

**Winnipeg, Manitoba  
April 12/13, 2012**



## OVERVIEW

### Backgrounder PSC

### Review of Competency-based framework

### Focus on Investigator Competencies

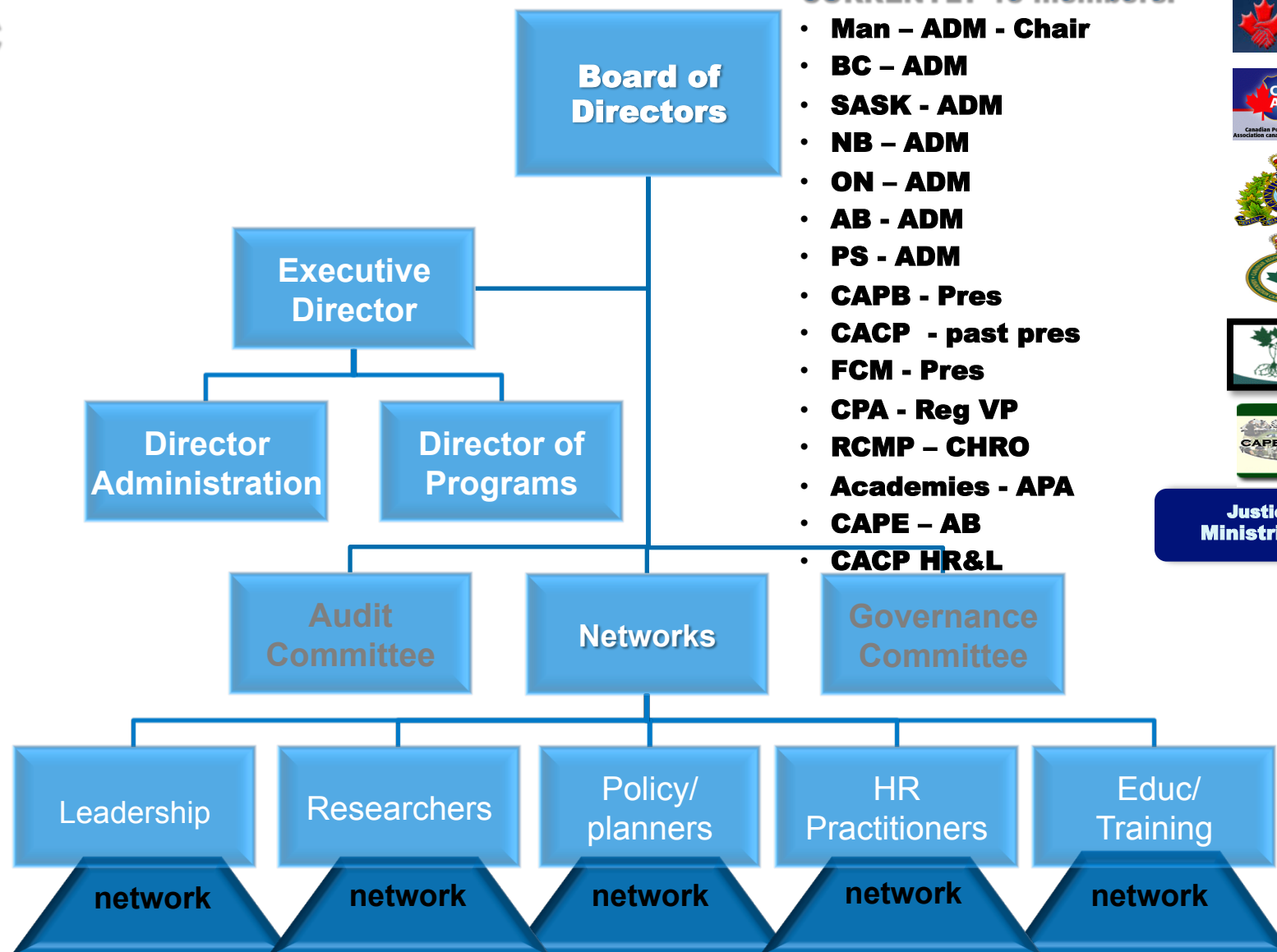
**“Never doubt that a small group of  
thoughtful, committed people can change  
the world.  
Indeed. It is the only thing that ever has.”  
~ Margaret Mead**

future?





**PSC**



**CURRENTLY 15 members:**

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







## Our “sector” concept – shared solutions

**205 police services in 11 “siloes” jurisdictions**

Service Size	No. of Employees	No. of Services in category
<b>RCMP</b>	<b>&gt;26000</b>	<b>1</b>
<b>Very Large - 1000 - 10,000</b>	<b>48,000</b>	<b>15</b>
<b>Large - 300 - 999</b>	<b>10,000</b>	<b>16</b>
<b>Medium 100 - 299</b>	<b>8000</b>	<b>40</b>
<b>Small 25 - 99</b>	<b>3000</b>	<b>62</b>
<b>Very Small</b>	<b>700</b>	<b>71</b>
<b>Total</b>	<b>96,000</b>	<b>205</b>

**8% of the services have 80% of the employees**







## Our Focus – improved HR planning and mngt

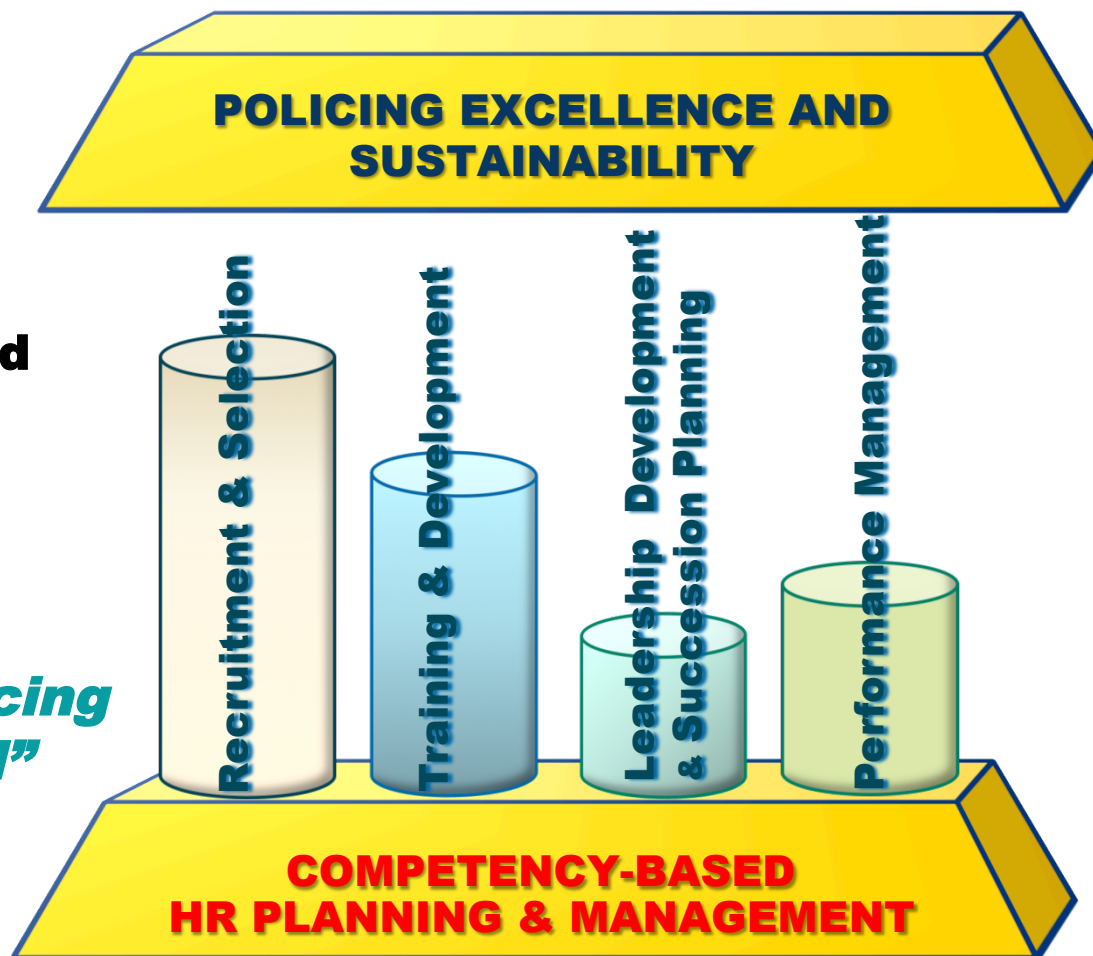
**Facilitate “national”  
strategic HR solutions**

**Share/leverage “best”  
practices**

**Modernize HR planning and  
management**

**Improve policing  
performance**

***“HR management in policing  
is nine miles of bad road”  
~2005 study***





## Our Priorities - 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				
support	• networks, conferences, liaison, communications, training			

**Diagrammatic Elements:**

- A green curved arrow labeled **action** points from the 'improved HR planning/ mgmt' row to the 'tools - projects initiatives activities' row.
- A blue curved arrow labeled **intent** points from the 'tools - projects initiatives activities' row to the 'research' row.
- The word **awareness** is positioned in the 'research' row, column 1.
- Two green circular buttons are located in the bottom right of the table:
  - Left button: **COST DOWN** with a white downward arrow.
  - Right button: **SKILLS UP** with a white upward arrow.





## Vision ... police professionalization

- national work architecture - national qualification framework
- role qualification standards for all levels
- professional training and certification at all levels
- leadership qualifications framework
- leadership standards
- leadership “assessment” center
- “campuses” for specific training
- succession planning/management
- performance criteria metrics/measures nationally
- by rank and role, and by organizational
- performance audits and evaluation
- telling the “real” performance “story”





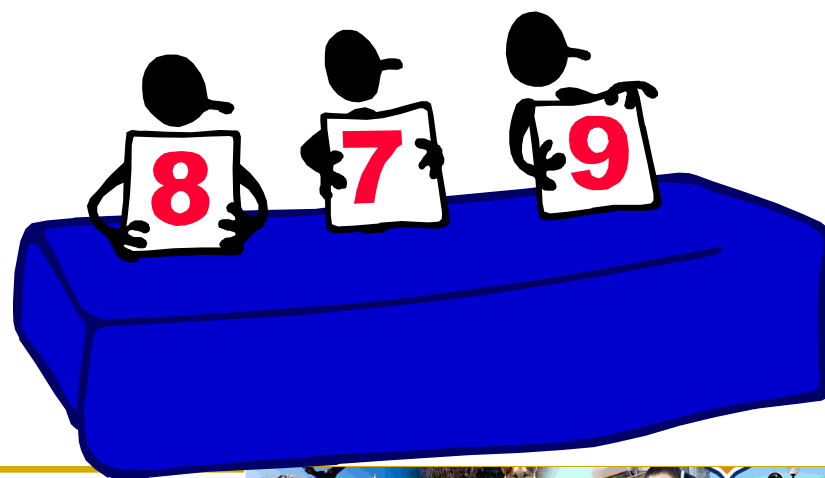
## Context – “it’s the economy ...”

### “WHAT”

- “what is happening to us”
- what are the current trends - fiscal drivers of policing

### “SO WHAT”

- what are the implications of these trends for policing
- is the current model of policing in Canada sustainable without changes
- what changes needed to make it more sustainable





## “WHAT” - 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

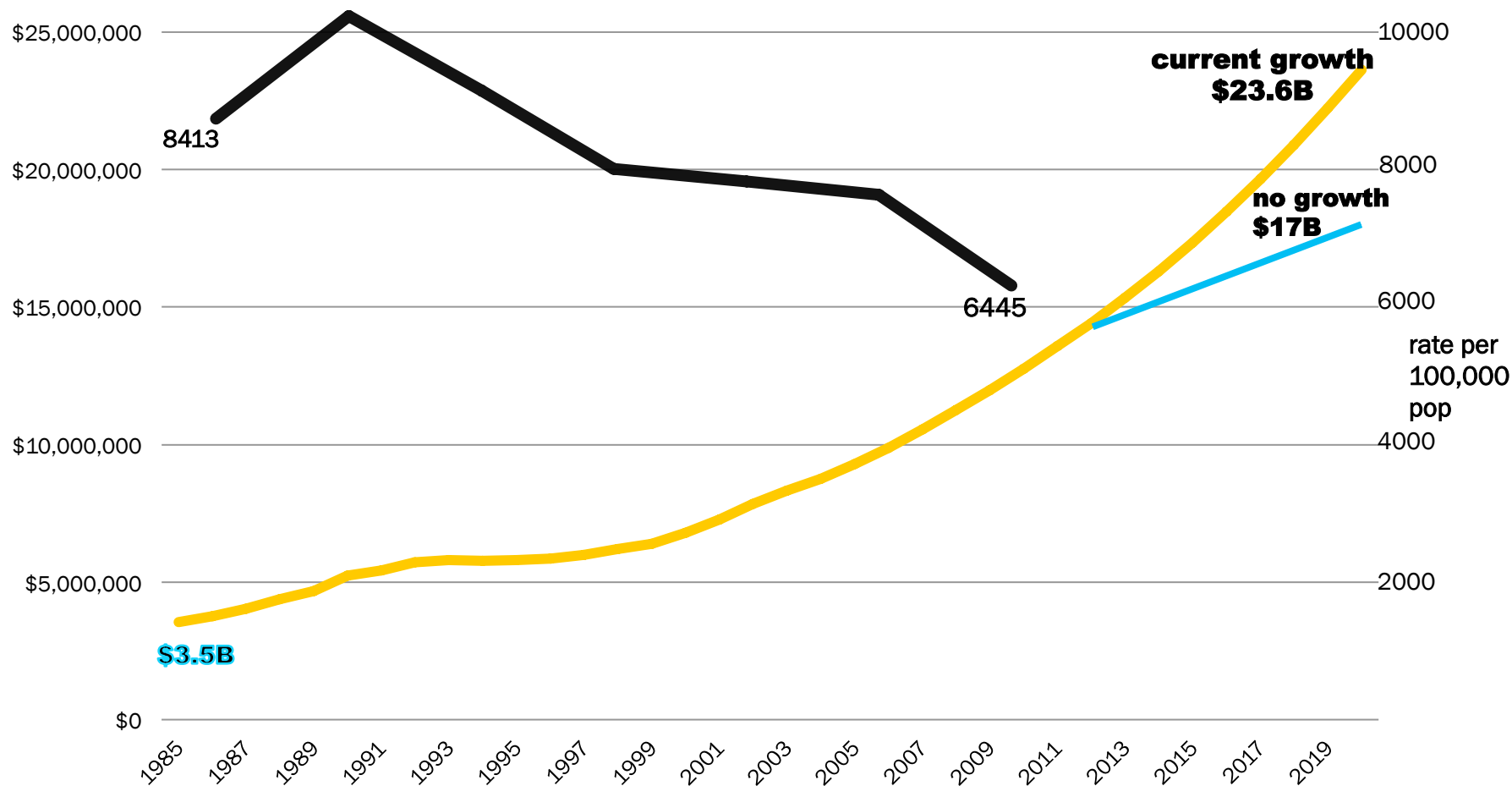
- \$5.4B (1991) to \$12.3B (2010 ) increased 130%
- per capita - \$189 (1991) to \$365 (2010)
- growth rate almost 7% each year in last 7 years
- increasing proportion of provincial and municipal budgets
- 80-85% salaries - also technology, equipment and training costs
- fewer officers proportionally – we spend more than Australia, US, GB





## Graphic - Expenditures/Projections and crime rate

crime rate – highest 10,342







## Trending ...

### Numbers - since 2000 ...

- increase in officers from 55,954 to 69,000
- total personnel – 75,861 to 96,643 - all levels (fed/prov/munic)
- per capita - 182 to 203 per 100,000 pop
- no future growth in police numbers – still means increasing police 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 actual time available – 76% non-crime - 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 and political support
- recent signs of slippage of public trust and confidence – expectations high?
- polls, public investigations, fiscal concerns
  - Ipsos Reid – Dec poll on public trust – down from 73% in 2003 to 57%
- increasing public insecurity - rapidly 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 on police and policing to reform/re-engineer



## 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”





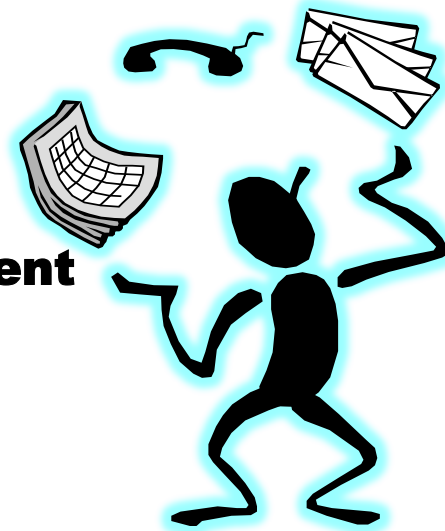


## Competency-based Mgmt Framework

<b>Status -</b>	<b>successfully ongoing</b>
<b>\$4.5M -</b>	<b>effective support for HR management</b>
- 4	years of research
- 3	continents – Canadian/int'l best practices
- 70+	members of Steering Committees
- 70	contributing police organizations
- 700	SMEs validation process

### Outputs

- 7 guides for managers
- 40+ tools and templates



***collaboration builds success***



## Competency-based Management - concept

### Logic -

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

### If work can be defined and 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

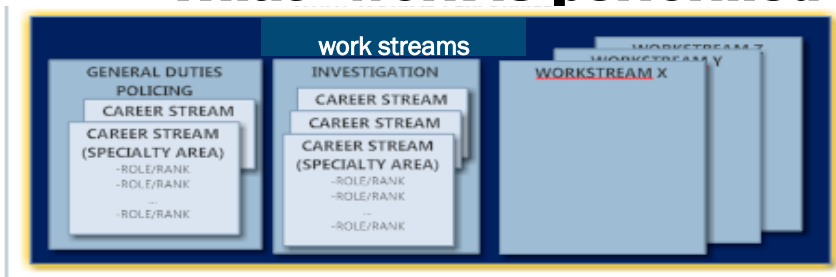
### Many benefits of a shared approach

- economies of scale; efficiencies
- increased focus on operational effectiveness

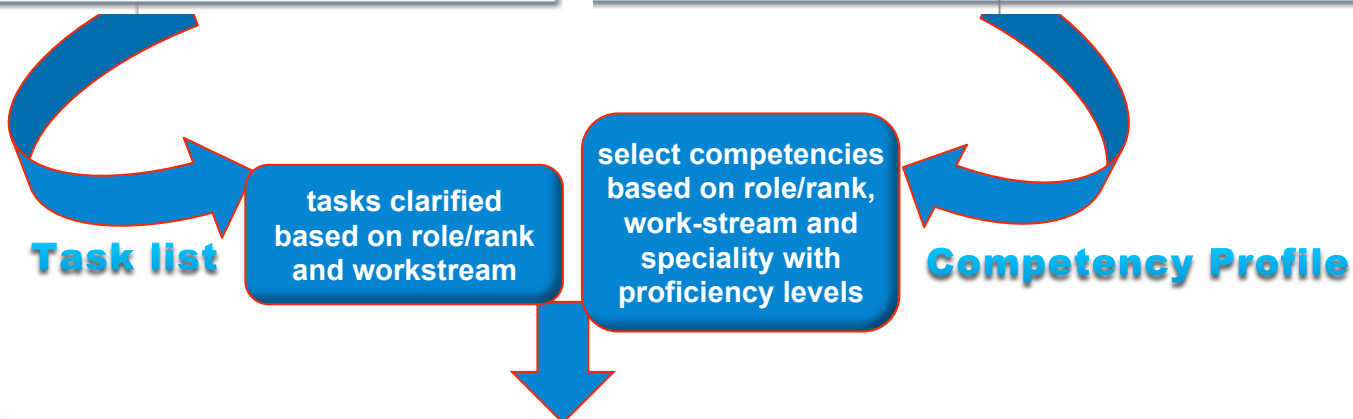


## Competency-based management - **approach**

**“What” work is performed**



**“How” work is performed**



**National Occupational Standard by “Role”  
Benchmark / Job Requirements**





## CBM - process ...

**General Duty/ investigators/ leaders - examined every rank/role**

### 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



## CBM - “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

job definition

rank task lists

competency profiles

22 behavioural competencies





## Competency Structure

### Proficiency Scale

- notion or a dimension of progression
- full range of expression of the competency within organization (5 levels)
- described in terms of behavioural indicators (illustrative rather than definitive)
- cumulative - behaviours at lower levels are not repeated at higher level, but still apply

### 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.





# CBM – example behavioural competency – “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
<ul style="list-style-type: none"><li>Assumes personal responsibility and follows up on commitments</li><li>Deals honestly and fairly with others, showing consideration and respect</li><li>Supports team decisions</li><li>Assumes his / her share of the work</li><li>Keeps people informed and up to date about the group process</li></ul>	<ul style="list-style-type: none"><li>Promotes team goals</li><li>Seeks others' input and involvement and listens to their viewpoints</li><li>Recognizes when a compromise is required for the greater good of the team</li><li>Suggests or initiates methods for maximizing input and involvement of team members</li></ul>	<ul style="list-style-type: none"><li>Discusses problems / issues with team members that could impact on results</li><li>Communicates expectations for teamwork and collaboration</li><li>Gives credit and acknowledges contributions and efforts of individuals to team effectiveness</li><li>Expresses positive expectations of others, speaks of team members in positive terms.</li><li>Shows respect for the intelligence of others by appealing to reason Solicits ideas and opinions to help form specific decisions or plans.</li><li>Invites all members of a group to contribute to a process</li></ul>	<ul style="list-style-type: none"><li>Capitalizes on opportunities and addresses challenges presented by the diversity of team talents</li><li>Supports and encourages other team members to achieve objectives</li><li>Genuinely values the input and expertise of others, and is willing to learn from others (especially subordinates).</li><li>Publicly credits others who have performed well.</li><li>Encourages and empowers others, makes them feel strong or important</li></ul>	<ul style="list-style-type: none"><li>Facilitates collaboration across teams to achieve a common goal</li><li>Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources</li><li>Initiates collaboration with other groups / organizations on projects or methods of operating</li></ul>

## Proficiency Scale

## Behavioural Indicators





## CBM - Leadership model defined

4 roles – supervisory thru to “exec command” - defined to 5 levels of proficiency



## Leadership Model – suggested standards

<b>Policing Leadership Model</b>	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
Leadership Level	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





## **CBM – Investigation work-stream defined – 40 profiles**

### **Specialized Roles**

<b>Counterterrorism</b>	<b>Financial crime</b>
<b>Child abuse</b>	<b>Homicide</b>
<b>Domestic violence</b>	<b>Sexual assault</b>
<b>Drug enforcement</b>	<b>Organized crime</b>

### **Investigation Support**

<b>Bloodstain pattern analysis</b>	<b>Fingerprint identification</b>
<b>Criminal intelligence analysis</b>	<b>Forensic photography</b>
<b>Digital forensic analysis</b>	

### **General Investigation**

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

added 23 Technical Competencies (21 Investigation)



## Investigator Competency Profiles

**Step 1: extensive national and international research**

**Step 2: data analysis**

**Step 2: identification of critical competencies**

**Step 3: identification of behaviours at 5 levels of proficiency**

**Step 4: review of competencies with SMEs**

**Step 5: focus groups to validate research findings**







## Professional Stream defined

### Basic

- introductory knowledge in routine and predictable situations with guidance - recruit / constable in-training

### Generalist

- basic knowledge in a range of typical situations - limited challenges - guidance required - some autonomy or responsibility - general duty constable

### Specialist

- solid knowledge in a full range of non-typical situations of moderate complexity with minimal guidance or no guidance - entry into specialized unit

### Advanced Specialist

- advanced knowledge in a broad range of complex situations. Guides other professionals - senior investigator

### Mastery

- advanced knowledge - most complex and unpredictable situations - develops new approaches/methods/policies – national/international recognized expert





# Crime Scene Management

Competency Definition

Ensures control of the crime scene, including preservation of physical evidence.

(Scale progression: *increased scope and complexity*)

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Applies introductory knowledge in routine and predictable situations with guidance</b>	<b>Applies basic knowledge in a range of typical situations that present limited challenges. Guidance required. Some individual autonomy or responsibility.</b>	<b>Applies solid knowledge in a full range of non-typical situations of moderate complexity with minimal guidance or no guidance.</b>	<b>Applies advanced knowledge in a broad range of complex situations. Guides other professionals.</b>	<b>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.</b>
<ul style="list-style-type: none"><li>• Takes action to preserve life.</li><li>• Establishes the crime scene perimeter.</li><li>• Takes necessary steps to ensure integrity of the scene.</li><li>• Performs a preliminary crime scene assessment.</li><li>• Separates witnesses.</li><li>• Describes the consequences of improper crime scene management.</li><li>• Applies the powers of arrest and investigative detention to protect the crime scene.</li><li>• Initiates a crime scene continuity log.</li><li>• Writes notes.</li><li>• Briefs the next officer on</li></ul>	<ul style="list-style-type: none"><li>• Responds to first responders on managing the crime scene.</li><li>• Maintains the continuity of the crime scene.</li><li>• Requests specialized units as required.</li><li>• Directs canvassing.</li><li>• Seizes, preserves, and records physical evidence as required.</li><li>• Demonstrates an understanding of search and seizure authority to collect evidence.</li><li>• Contributes any prior knowledge about the persons, crimes, or area to assist in the investigation.</li></ul>	<ul style="list-style-type: none"><li>• Oversees crime scene security, control, and examination.</li><li>• Identifies key components of the crime scene.</li><li>• Liaises with crime scene specialists as required.</li><li>• Briefs an investigative team.</li><li>• Calls in assistance from other resources to assist the investigation.</li><li>• Identifies if warrants are required for seizure of evidence.</li><li>• Delegates preparation of warrants to other members of the investigative team.</li><li>• Ensures that the canvass has been done.</li></ul>	<ul style="list-style-type: none"><li>• Leads team briefings.</li><li>• Coaches others on difficult issues in crime scene management.</li><li>• Provides guidance to primary investigators on issues involved in crime scene management.</li><li>• Obtains additional resources, if required, to assist the investigation.</li><li>• Releases the crime scene in consultation with the investigative support services.</li><li>• Keeps up to date with recent developments in crime scene management.</li></ul>	<ul style="list-style-type: none"><li>• Conducts training on crime scene management techniques and best practices.</li><li>• Develops and updates internal policies and procedures relevant to crime scene management.</li><li>• Participates in professional associations.</li></ul>

Proficiency Level

Behavioural Indicator





## Example Profile

Technical Competencies	Technical Competencies	Behavioural Competencies																						
Specialized Investigation	General investigation																							
<table><tr><th>Competency</th><th>Proficiency</th></tr><tr><td>Organized Crime</td><td>3</td></tr></table>	Competency	Proficiency	Organized Crime	3	<table><tr><th>Competency</th><th>Proficiency</th></tr><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></table>	Competency	Proficiency	Informant Handling	2	Report Writing	3	Interviewing	3	Court Testimony	4	<table><tr><th>Competency</th><th>Proficiency</th></tr><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></table>	Competency	Proficiency	Teamwork	3	Decision Making	4	Ethical Accountability	2
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Required Effectiveness Level





## Created tools as well as guides and templates ...



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

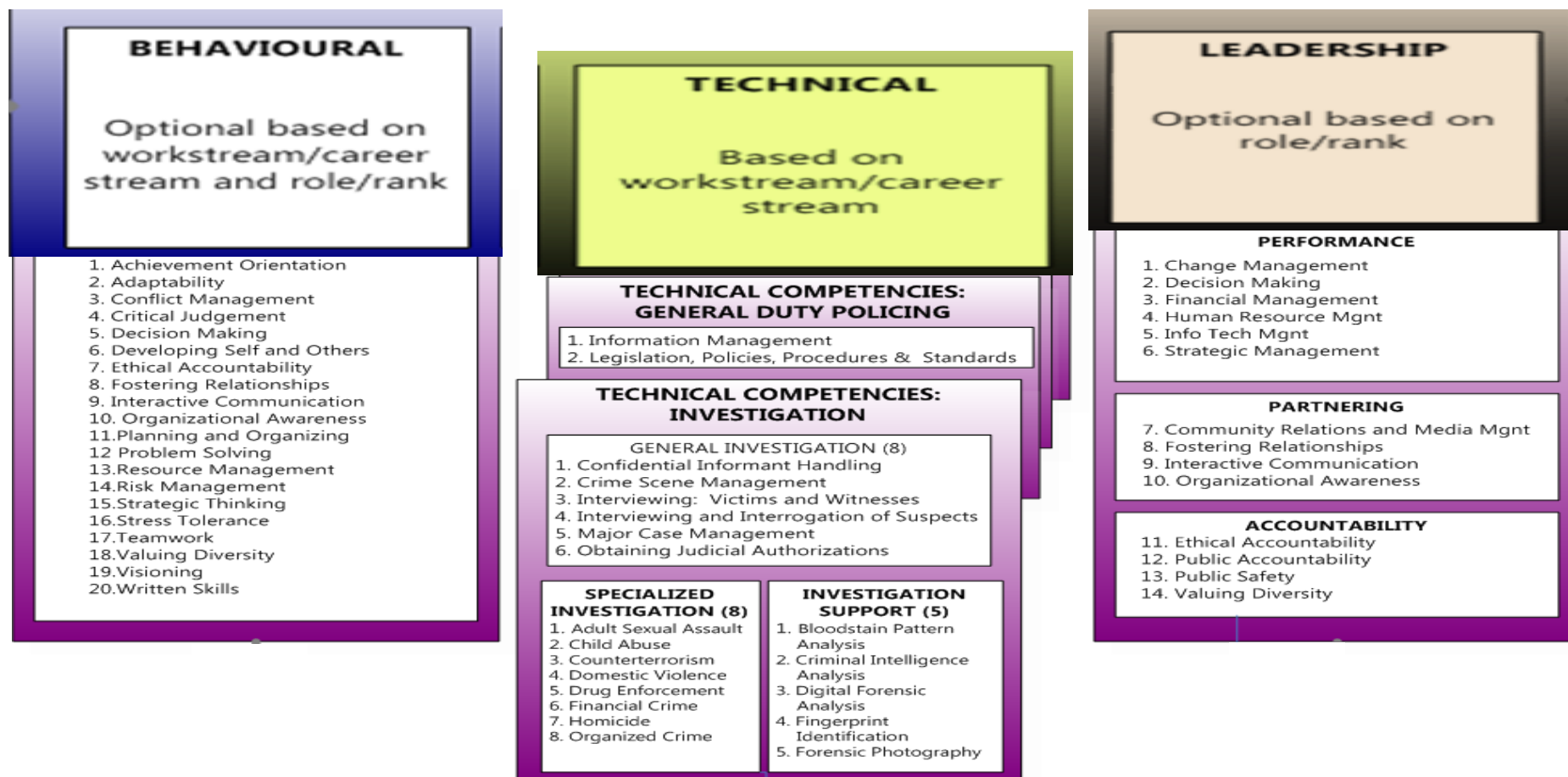






## In summary - Competency-based Management

**Every job can be defined in terms of tasks and competency profile**



## CBM now ready for implementation ...

### General duty

- 22 behavioural competencies
- 8 rank/role equivalents defined
  - 8 competency profiles

### Leadership

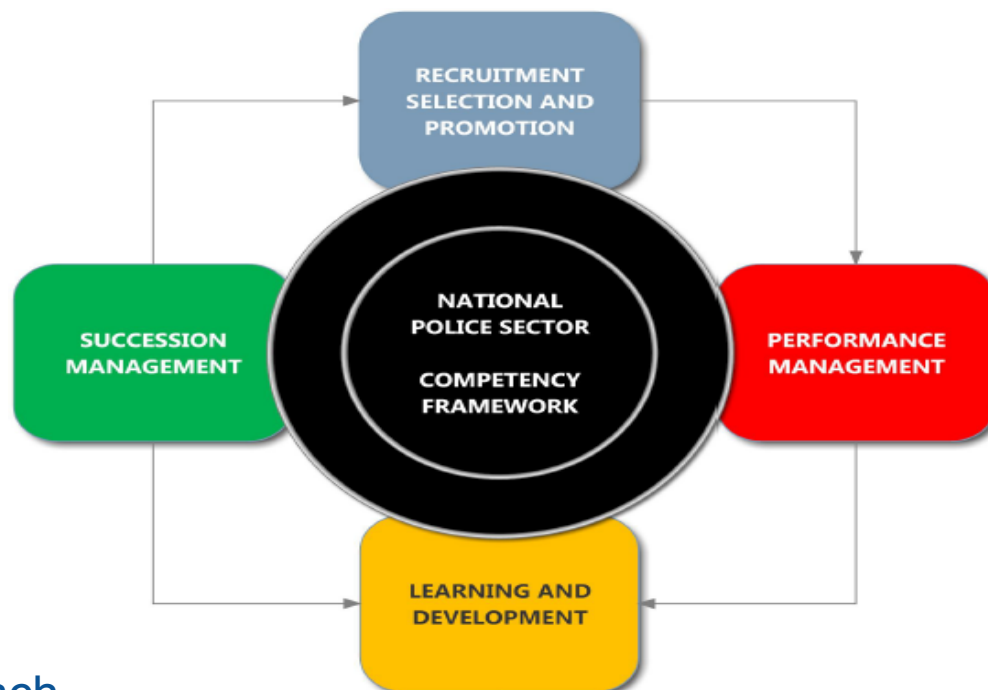
- 14 competencies
- 4 management roles defined
  - 4 competency profiles

### Investigators

- 21 technical competencies
- 8 specialized roles at 5 levels each
  - 40 competency profiles

### Guides/Tools

- constable selection; executive selection; succession mgmt; leadership development; leadership education and training; police coaching & mentorship; e-learning intro to CBM & perf management
- 40 templates and tools accessible on web-site



## We can map training/learning

### Opportunity to assess “impact/value”

- for “in-house” and externally delivered courses
- professional development programs
- capture data and validation
- “approved” compendium of programs

### Software tool available to support mapping courses/competencies

- map learning objectives/ course curriculum against competencies
- are recruit training, professional development, leadership development programs
  - addressing the competencies critical for “success”
  - addressed at the right proficiency level
- are programs aligned with needs
- are they good value



## Next Step - Learning Qualifications Framework

### **Basis for strategic planning of education/training**

- framework for recognized or endorsed learning - formal and informal

### **Increases professionalism**

### **Benchmarks learning and development**

### **Portability of qualifications across borders**

- certification, accreditation - recognized qualifications

### **Clarifies the demands on learning providers**

- learner perspective
- better pathways, quality and access for individuals to education and training
- identifies gaps in available training

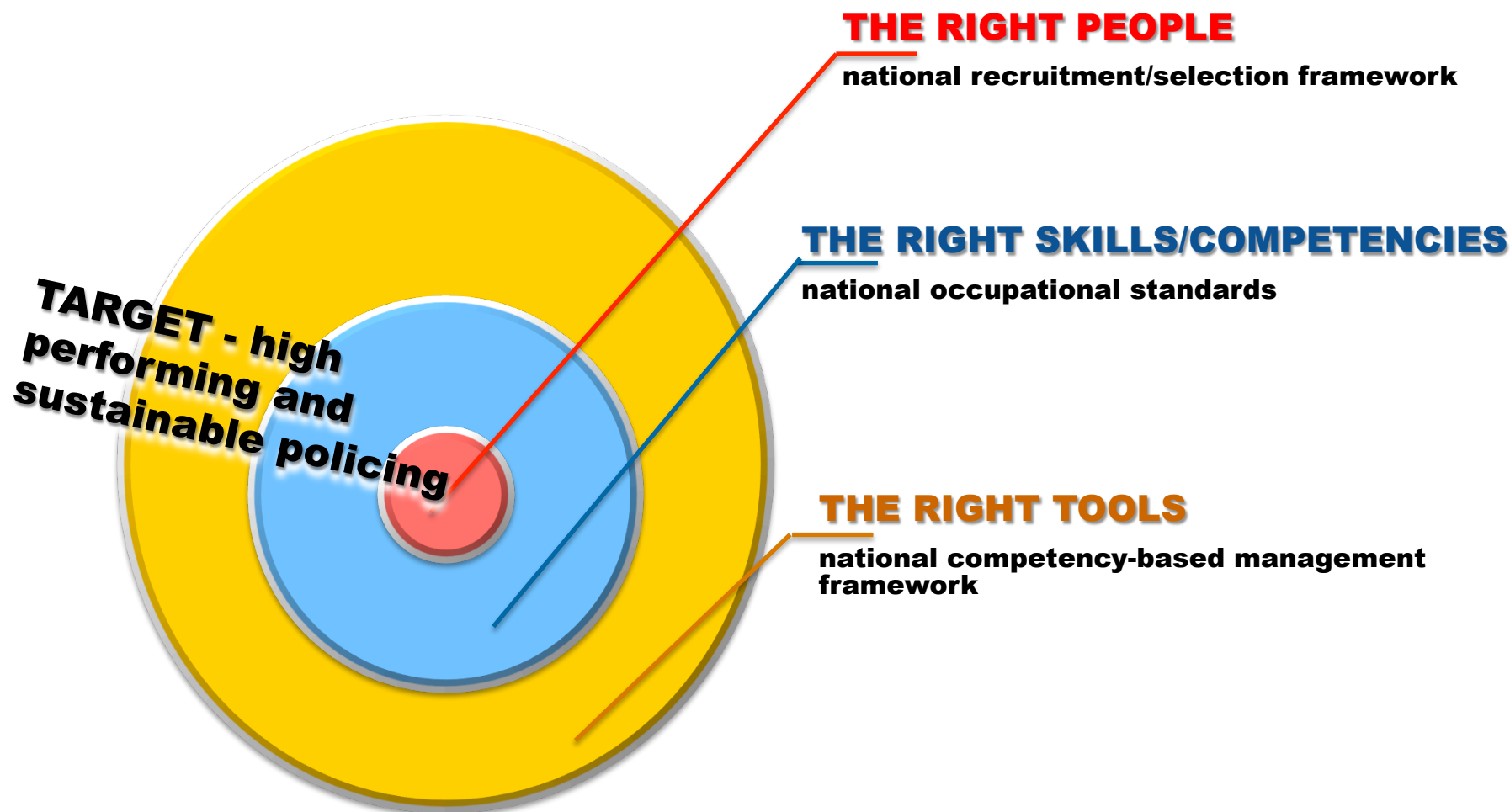
### **INTEGRATES HR efforts across the sector**







## NQF – concept is simple ...



## WRAP-UP - VALUE DRIVES IMPLEMENTATION

**With CBM and NQF .... we can implement HR management change**

- we have a lot to build-on
- some Services have implemented pieces of CBM
- can we help some Services to fully implement - change what they are doing now and adopt a CBM Framework
  - what are the concerns with the CBM framework?
  - are there issues or barriers to adopting the framework?

