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Modernizing a National Police Competency Framework

Angela Ripley
Dominic Mallett

September 26, 2024

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2013 CBMF

From 2008 to 2013, the Police Sector Council (PSC) led the development of a police competency framework which culminated in the nationally validated Competency-Based Management Framework (CBMF) released in 2013 containing 42 competencies within 3 categories: behavioural, technical, and leadership/management, civilian competencies were later added.



2015 PSC handover to CPKN

All PSC IP transferred to CPKN and housed in a portal accessible to services to protect the intellectual property.



2016 CBMF needs to be maintained

CACP passed a resolution to lobby the Federal Government to support, update, and maintain the CBMF.



2018 CBMF usage?

CPKN hosted a two-day workshop with police service representatives to determine the current state of CBMF usage. There was overwhelming support to update the CBMF.



2020 Police Leader

CPKN held workshops to modernizing the CBMF and broadly. Final report on the leadership competencies

2016

CBMF needs to be maintained

CKN passed a resolution to lobby the Federal Government to support, update, and maintain the CBMF.



2018 CBMF usage?

CKN hosted a two-day workshop with police service representatives to determine the current state of CBMF usage. There was overwhelming support to update the CBMF.



2021 Digital Competencies

CKN led an initiative to develop a digital competency dictionary for various roles and ranks within Canadian law enforcement agencies. Report released in June 2021.



2020

Police Leadership Model

CKN held workshops to identify critical next steps for modernizing the CBMF and Police Leadership Model more broadly. Final report on the need to modernize police leadership competencies released in March 2020.



2025

Modernizing the CBMF

CKN leading the modernization of the Competency-Based Management Framework to be released for review in 2025.



1. Have you used a Competency-Based Management Framework before?
2. Have you used the Competency-Based Management Framework created by the former Police Sector Council before?
3. If you have experience with a competency-based management framework, how do you implement it in your organization? What are the benefits and challenges you have encountered?

Does your service use a competency framework?

Does it meet your needs?

How are you using the CBMF?

What are the challenges/benefits from using the CBMF?



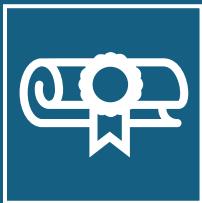
What would you like to see in a new framework?

Which existing competencies should be kept?
Which ones are missing?



Participants

32 responses from 15 different organizations.



Competency Framework Usage

31 organizations currently use competencies:

- To develop Training
- For HR Processes (Promotion, Recruitment, Performance Management, Succession Planning)



Current Competency Framework Needs

- Most frameworks meet some needs but require updates.
- Interest in modernizing frameworks to reflect People-Centered Leadership and additional competency areas.

Inclusivity & Cultural Competence:

- Desire for frameworks that eliminate the divide between sworn and civilian staff.
- Focus on Equity, Diversity, Inclusion (EDI), cultural competence, decolonization and indigenization, and character-based leadership.

Technological & Digital Competencies:

- Need for digital literacy, cybersecurity, and data proficiency.
- Incorporating competencies that address cybercrime and emerging technologies.

Leadership & Decision-Making:

- Emphasize ethical decision-making, conflict management, and emotional intelligence in leadership roles.
- Focus on authentic leadership with care for both people and results.



CHALLENGES

- Overlap between competencies (e.g., strategic thinking and decision-making).
- Wording disparities between civilian and sworn officer competencies.
- Need for frameworks to be adaptable and evidence-based.

RECOMMENDATIONS

- Simplify competencies to reduce overlap.
- Standardize language across all employees to ensure inclusivity.
- Incorporate future-focused competencies like sustainability and adaptability.
- Work with agencies/focus groups to verify competencies.



To modernize the Competency-Based Management Framework (CBMF), the survey results identified several areas that were lacking, including Equity, Diversity, and Inclusion (EDI), cultural competence, decolonization and indigenization, digital literacy, and character-based leadership.

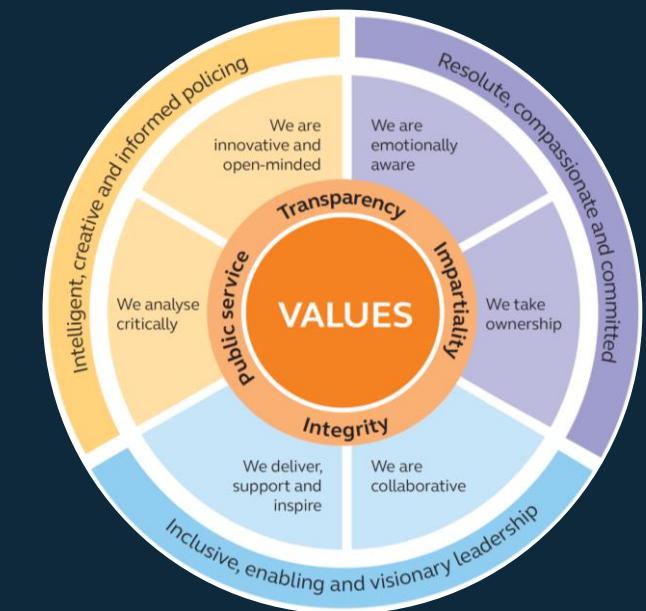
Are there any other competency areas you believe should be included in the CBMF?

Existing Frameworks

Internationally



AFP Work Level Standards



Competency & Values Framework

Existing Frameworks

Internationally



<https://www.afp.gov.au/jobs/eligibility/work-level-standards>



AFP Work Level Standards



<https://www.college.police.uk/career-learning/competency-and-values-framework>



Competency & Values Framework

Existing Frameworks

nationally



LEADERSHIP competencies



DIGITAL competencies



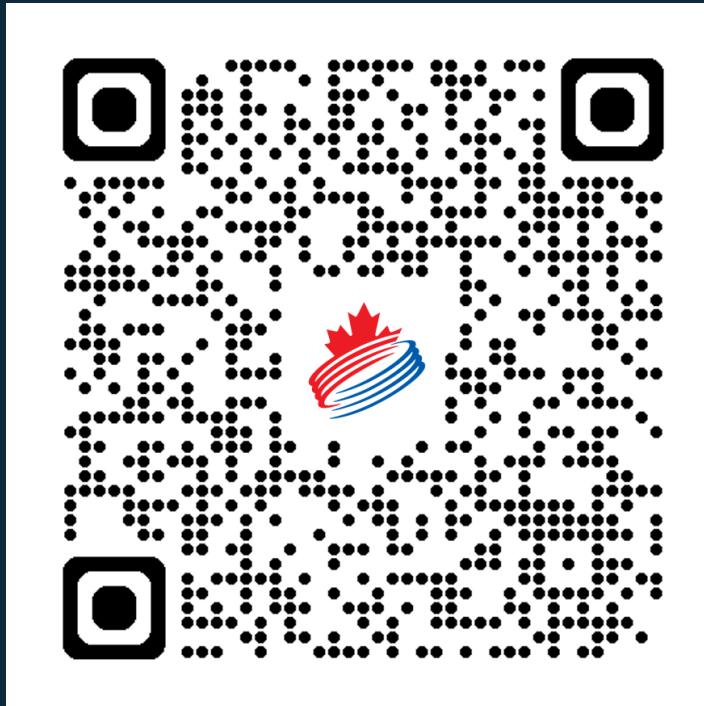
Existing Frameworks

nationally



LEADERSHIP competencies

<https://www.cpkn.ca/wp-content/uploads/Modernizing-Police-Leadership-Competencies-FINAL-CONDENSED-REPORT.pdf>



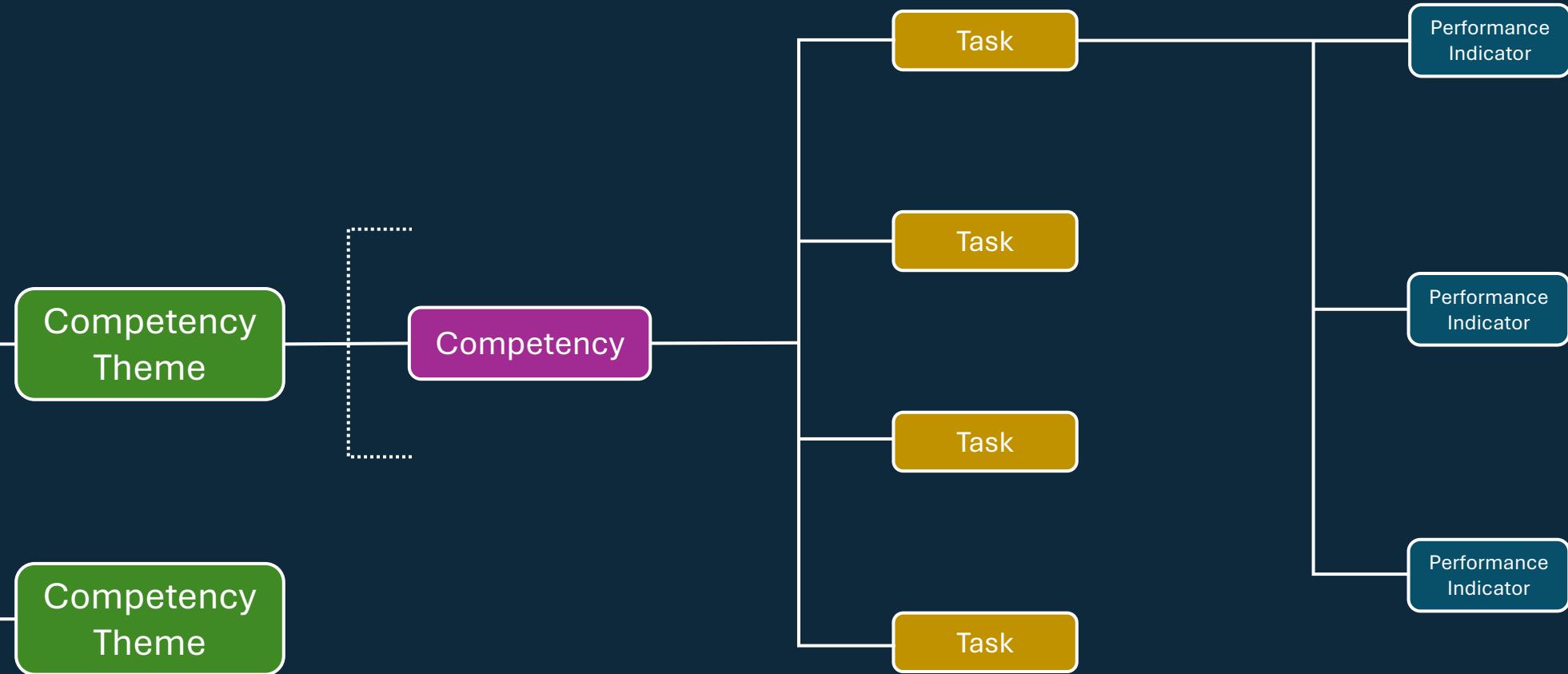
DIGITAL competencies

https://www.cpkn.ca/wp-content/uploads/final_CBMF_Digital_Competencies_Report_June17_2021-1.pdf



Competency Profile

Job Task Analysis



Staff Sergeant (Regina)

Competency
Theme

Competency

<p>D. Leads and manages, teams, initiatives, and projects</p> <p>Creates an environment that encourages personal growth and commitment to achieve organizational objectives and values</p>	<p>D1. Promotes a positive work culture and engages employees</p>	<p>D1.1 Creates a work environment that encourages others to do their best D1.2 Supports healthy work life balance D1.3 Provides insightful and motivating feedback and recognition to others D1.4 Models a "can-do" spirit and positivity D1.5 Fosters initiative, ownership, and commitment to work D1.6 Provides insightful and motivating feedback and recognition to others</p>
	<p>D2. Promotes ideas and proposals persuasively; creates a climate that encourages personal growth</p>	<p>D2.1 Nurtures commitment to the business unit's vision, values, purpose, and direction D2.2 Instills and sustains unit-wide energy and optimism D2.3 Establishes credibility by demonstrating broad knowledge, good judgment, and deep expertise D2.4 Encourages and promotes members to identify solutions and bring innovative ideas forward D2.5 Inspires action without relying solely on positional authority</p>
	<p>D3. Focused on results and goals</p>	<p>D3.1 Balances multiple priorities and initiatives while achieving day-to-day results D3.2 Monitors and tracks the effectiveness of programs and initiatives D3.3 Helps team members understand the broader vision and how their work relates to it D3.4 Clarifies issues regardless of complexity and ambiguity</p>
	<p>D4. Supports a continuous learning and development culture</p>	<p>D4.1 Creates opportunities to share expertise with others to support continuous learning and development D4.2 Provides insightful, motivating, and constructive feedback, coaching, and guidance D4.3 Creates a culture that values, supports, and reflects diversity D4.4 Promotes a culture of collaboration and teamwork</p>
	<p>D5. Demonstrates accountability and holds others accountable for actions and results</p>	<p>D5.1 Holds self accountable and ensures accountability in others for achieving results D5.2 Takes personal responsibility for decisions, actions, and failures, and ensures others do the same D5.3 Identifies opportunities to increase efficiency and simplicity</p>
	<p>E. Manages and Develops Talent</p> <p>Manages the performance of others through clear direction, coaching, mentoring, and feedback.</p> <p>Supports a continuous learning and development culture in alignment with the direction of the organization</p>	<p>E1. Sets performance expectations and standards for teams and individuals</p> <p>E1.1 Communicates clear direction and priorities E1.2 Delegates responsibility and authority to the appropriate staff E1.3 Establishes realistic goals and objectives and helps direct reports do the same</p> <p>E2. Removes barriers to ensure performance outcomes are met</p> <p>E2.1 Ensures others have the resources, information, authority, and support needed to achieve</p> <p>E3. Manages performance</p> <p>E3.1 Modifies support provided based on individual needs E3.2 Builds a functional area in which strong performance is recognized and poor performance is addressed E3.3 Effectively utilizes performance management processes E3.4 Recognizes strong performance and encourages development E3.5 Addresses performance issues</p> <p>E4. Leads others</p> <p>E4.1 Remains available and approachable to direct reports E4.2 Capitalizes on opportunities and addresses challenges presented by the diversity of team talents E4.3 Encourages and empowers others E4.4 Gives credit and acknowledges contributions and efforts of individuals to team effectiveness</p> <p>F. Leverages Diversity and Differences</p> <p>Understands the values of equity, diversity, and inclusion and creates a climate of respect and inclusion</p>
	<p>F1. Fosters a climate of respect and inclusion</p>	<p>F1.1 Fosters a climate of respect and inclusion F1.2 Works cooperatively with people from different backgrounds F1.3 Accepts and appreciates diverse ideas and points of view F1.4 Acknowledges how own cultural influences and biases can affect own attitudes, beliefs and feelings towards others of diverse backgrounds</p>
	<p>F2. Leads by example in encouraging others to foster diversity goals, values, and practices</p>	<p>F2.1 Seeks and attracts diverse thoughts and perspectives F2.2 Advocates for fair and equitable treatment of others F2.3 Advocates for underrepresented groups and viewpoints</p>
	<p>F3. Coaches others and provides training to others</p>	<p>F3.1 Serves as an external advisor on training F3.2 Coaches others on issues involved in various types of investigations F3.3 Works collaboratively with both internal and external training providers to ensure that training meets best practices F3.4 Participates in the development and delivery of internal training F3.5 Oversees the training and development of investigators</p>
	<p>F4. Advises others</p>	<p>F4.1 Gives strategic advice to identify trends, patterns, and resource needs F4.2 Interprets uniform crime reporting (UCR coding) findings F4.3 Provides guidance to judicial bodies on the development of legislation in investigative areas F4.4 Liaises with other police services, school boards, social agencies and other members of the criminal justice system F4.5 Keeps police personnel apprised of the changes to case law, best practice, and policies F4.6 Conduct briefings and advises senior command F4.7 Advises on the development of internal policies and procedures F4.8 Prepares briefing documents, internal advice memos and presentations F4.9 Prepares operational plans</p>

Task

Performance
Indicator

Staff Sergeant (Regina)

Competency
Theme

Competency

<p>D. Leads and manages, teams, initiatives, and projects</p> <p>Creates an environment that encourages personal growth and commitment to achieve organizational objectives and values</p>	D1. Promotes a positive work culture and engages employees	D1.1 Creates a work environment that encourages others to do their best D1.2 Supports healthy work life balance D1.3 Provides insightful and motivating feedback and recognition to others D1.4 Models a "can-do" spirit and positivity D1.5 Fosters initiative, ownership, and commitment to work D1.6 Provides insightful and motivating feedback and recognition to others
	D2. Promotes ideas and proposals persuasively; creates a climate that encourages personal growth	D2.1 Nurtures commitment to the business unit's vision, values, purpose, and direction D2.2 Instills and sustains unit-wide energy and optimism D2.3 Establishes credibility by demonstrating broad knowledge, good judgment, and deep expertise D2.4 Encourages and promotes members to identify solutions and bring innovative ideas forward D2.5 Inspires action without relying solely on positional authority
	D3. Focused on results and goals	D3.1 Balances multiple priorities and initiatives while achieving day-to-day results D3.2 Monitors and tracks the effectiveness of programs and initiatives D3.3 Helps team members understand the broader vision and how their work relates to it D3.4 Clarifies issues regardless of complexity and ambiguity
	D4. Supports a continuous learning and development culture	D4.1 Creates opportunities to share expertise with others to support continuous learning and development D4.2 Provides insightful, motivating, and constructive feedback, coaching, and guidance D4.3 Creates a culture that values, supports, and reflects diversity D4.4 Promotes a culture of collaboration and teamwork
	D5. Demonstrates accountability and holds others accountable for actions and results	D5.1 Holds self accountable and ensures accountability in others for achieving results D5.2 Takes personal responsibility for decisions, actions and failures, and ensures others do the same D5.3 Identifies opportunities to increase efficiency and simplicity
	E. Manages and Develops Talent	E1. Sets performance expectations and standards for teams and individuals E2. Removes barriers to ensure performance outcomes are met E3. Manages performance E4. Leads others
<p>E. Manages and Develops Talent</p> <p>Manages the performance of others through clear direction, coaching, mentoring, and feedback.</p> <p>Supports a continuous learning and development culture in alignment with the direction of the organization</p> <p>F. Leverages Diversity and Differences</p> <p>diversity, and inclusion and creates a climate of respect and inclusion</p>	F1. Fosters a climate of respect and inclusion	F1.1 Fosters a climate of respect and inclusion F1.2 Works cooperatively with people from different backgrounds F1.3 Accepts and appreciates diverse ideas and points of view
	F2. Leads by example in encouraging others to foster diversity goals, values, and practices	F2.1 Seeks and attracts diverse thoughts and perspectives F2.2 Advocates for fair and equitable treatment of others F2.3 Advocates for underrepresented groups and viewpoints
	F3. Coaches others and provides training to others	F3.1 Serves as an external advisor on training. F3.2 Coaches others on issues involved in a various types of investigations F3.3 Works collaboratively with both internal and external training providers to ensure that training meets best practices. F3.4 Participates in the development and delivery of internal training. F3.5 Oversees the training and development of investigators.
	F4. Advises others	F4.1 Gives strategic advice to identify trends, patterns, and resource needs. F4.2 Interprets uniform crime reporting (UCR coding) findings. F4.3 Provides guidance to judicial bodies on the development of legislation in investigative areas. F4.4 Liaises with other police services, school boards, social agencies and other members of the criminal justice system. F4.5 Keeps police personnel apprised of the changes to case law, best practice, and policies. F4.6 Conduct briefings and advises senior command. F4.7 Advises on the development of internal policies and procedures. F4.8 Prepares briefing documents, internal advice memos and presentations. F4.9 Prepares operational plans.

Task

Performance
Indicator

Staff Sergeant (Regina)

Competency Theme	Competency	Task	Performance Indicator
Leadership	Manages & develops talent	Sets performance expectations and standards for teams and individuals	Communicates clear direction and priorities Delegates responsibility and authority to the appropriate staff Establishes realistic goals and objectives and helps direct reports do the same
		Removes barriers to ensure performance outcomes are met	Ensures that others have the resources, information, authority, and support needed to achieve objectives Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources
		Manages performance	Modifies support provided based on individual needs Builds a functional area in which strong performance is recognized and poor performance is addressed Effectively utilizes performance management processes

Staff Sergeant (Regina)

ency ne	Competency	Task	Performance Indicator	Evaluation
ership	Manages & develops talent	Sets performance expectations and standards for teams and individuals	Communicates clear direction and priorities	✓
			Delegates responsibility and authority to the appropriate staff	✓
			Establishes realistic goals and objectives and helps direct reports do the same	✓
	Removes barriers to ensure performance outcomes are met		Ensures that others have the resources, information, authority, and support needed to achieve objectives	✓
			Breaks down barriers (structural, functional, cultural) between teams, facilitating the sharing of expertise and resources	✓
	Manages performance		Modifies support provided based on individual needs	✓
			Builds a functional area in which strong performance is recognized and poor performance is addressed	✓
			Effectively utilizes performance management processes	✓

Mapping Competencies to Job Roles (Regina)

1 Mapping of Positions to Competencies		Yes	Technical Competencies (Core Competencies)											
3	63 Corporal Positions	No	A. Uses Police Equipment and Technology	B. Maintains Safety of Self and Others	C. Conducts General Patrol	D. Manages Operations	E. Performs Quality Control	F. Prevents Crime through Community Policing	G. Responds to Calls for Service	H. Manages Calls for Service	I. Assists Victims of Crime	J. Ensures Appropriate Assistance to Victims of Crime	K.	
4	Aerial Support Unit Corporal (Pilot)	Y	Y	Y	N	N	Y	Y	N	N	N	N	N	
5	C\A\R\E\ Officer	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	N	
6	Community Engagement Corporal	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
7	Patrol Corporal (Districts)	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	
8	Central Operations Inquiry Corporal	Y	Y	N	Y	Y	N	N	N	N	Y	Y	Y	
9	Child Sexual Exploitation	Y	Y	N	N	N	N	N	N	N	Y	Y	Y	
10	Court Liaison Officer	Y	Y	N	N	Y	Y	N	N	N	N	N	Y	
11	Crime Reduction	Y	Y	N	N	Y	N	N	N	N	N	N	N	
12	Cultural & Community Diversity	Y	Y	N	Y	Y	Y	N	N	N	Y	Y	N	
13	Cybercrime Investigator (2 Positions)	Y	Y	N	N	N	N	N	N	N	N	N	N	
14	Technological Crime Investigator	Y	Y	N	N	N	N	N	N	N	N	N	N	
15	Detention Corporal (4 Positions)	Y	Y	N	Y	Y	N	N	N	N	N	N	Y	
16	Domestic Conflict Investigator	Y	Y	N	N	Y	Y	N	N	N	Y	Y	N	
17	Drug Unit Corporal	Y	Y	N	N	Y	N	N	N	N	N	N	Y	
18	Financial Crimes (3 Positions)	Y	Y	N	N	N	N	N	N	N	N	N	N	
19	Forensic Identification (2 Positions) (Forensic Investigator)	Y	Y	N	N	N	N	N	N	N	N	N	N	
20	Forensic Administrative Corporal	Y	Y	N	Y	Y	Y	N	N	N	N	N	N	
21	Frontline Support/Court Services Corporal (title?)	Y	Y	N	Y	Y	N	N	N	N	N	N	N	

Mapping Competencies to Job Roles (Regina)



We plan to present the competency framework by rank, with roles mapped to each rank.

Do you think a competency framework structured in this manner could be effective for your service?

What potential benefits and challenges do you foresee structuring the framework in this way?

Where Do We Go From Here?

1

Competencies

iative to develop a digital competency
arious roles and ranks within Canadian law
encies. Report released in June 2021.



2025

Modernizing the CBMF

CPKN leading the modernization of the Competency-Based Management Framework to be released for review in 2025.

CONTENT

- *Digital competencies*
- *Leadership competencies*
- *Civilian competencies*

STRUCTURE / ACCESS

Interactive database with emphasis on usability:

- *Searchable*
- *Indexable*
- *Filterable by role, rank, task, ...*

Where Do We Go From Here?



We plan to make the competency framework searchable and filterable by role, rank, competencies, tasks, and more.

How would your service ideally prefer to access and interact with the Competency-Based Management Framework?

Thank You!

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