MODERNIZING THE COMPETENCY-BASED MANAGEMENT FRAMEWORK IN CANADIAN POLICING

A component of the Canadian Police Knowledge Network's *Competency-Based Management Framework Modernization* project

About CPKN

The Canadian Police Knowledge Network (CPKN), a national not-for-profit founded in 2004, is guided by community engagement, professional development, collaboration, and inclusivity which are aligned with Canadian and First Nations policing values.

Overseen by a volunteer Board of Directors and supported by a National Advisory Committee (NAC), CPKN promotes knowledge sharing, best practices, and innovative learning solutions for consistent police training and development. CPKN collaborates with police members, government, and academic organizations to address efficient and cost-effective training needs.

The modernization project of the Competency-Based Management Framework (CBMF) is funded by CPKN.

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Executive Summary

The modernization of the Competency-Based Management Framework (CBMF) for Canadian policing, led by the Canadian Police Knowledge Network (CPKN), represents a significant step toward aligning police competencies with the evolving demands of today's society. Initially developed by the Police Sector Council (PSC) in 2013, the CBMF had remained unchanged for over a decade, prompting a comprehensive review and update to ensure its continued relevance and effectiveness.

Background and Rationale: The original CBMF included 52 competencies across behavioural, technical, and leadership categories. Over time, shifts in public expectations, technological advancements, and calls for police reform, particularly around equity, accountability, and digital readiness, highlighted the need for a modernized and more inclusive framework.

Modernization Process: The updated CBMF was developed through a national, collaborative process involving a comprehensive literature review of Canadian and international frameworks, a national survey of over 50 police organizations, stakeholder engagement at the 2024 Stanhope Conference, and multiple rounds of feedback from police services and subject matter experts. This process ensured the framework was evidence-informed, community-responsive, and reflective of both sworn and civilian roles.

Key Changes: The modernization process involved reducing the original 52 competencies to 22 core competencies. It also required removing technical competencies specific to investigative functions making the framework more inclusive of both sworn and civilian roles.

The framework architecture was restructured into two main areas: Personal Skills and Leadership Skills. These areas are further divided into six domains, each containing a set of core competencies. Each competency includes a definition, a five-level progression statement, tasks, task components, evaluation criteria, and real-world scenarios.

The updated CBMF also includes forward-looking competencies that address current and emerging challenges in the policing environment such as:

- Digital Literacy, to ensure officers are equipped to operate in increasingly digital environments.

- Indigenous Awareness, to support culturally informed and respectful engagement with Indigenous communities.

- IDEA (Inclusion, Diversity, Equity, and Accessibility), to embed inclusive practices across all levels of policing.

- Innovation and Change, to promote adaptability and continuous improvement in policing.

Anticipated Impacts: The updated CBMF is expected to enhance human resources (HR) practices by providing a structure for recruitment, selection, performance management, and promotion. It enables more objective and equitable personnel decisions and supports career pathing and succession planning.

In the realm of training and development, the CBMF serves as a blueprint for aligning educational programs with real-world competencies. It allows services to design learning pathways that are relevant, measurable, and tailored to operational needs.

The CBMF is designed to be flexible. Services can adapt the framework to their unique structures while maintaining alignment with suggested national standards.

Recommendations for Implementation: To ensure the CBMF remains responsive and effective, this report recommends:

- Establishing a national oversight group for ongoing updates.
- Allocating sustainable resources for maintenance and training.
- Creating digital tools for interactive access and exploring potential integration with HR and learning systems.
- Embedding the CBMF into daily practice through coaching, mentoring, and leadership development.
- Conducting regular evaluations and feedback loops to guide future revisions.

Conclusion: The modernized CBMF is a forward-looking, inclusive, and practical tool designed to elevate professional standards in Canadian policing. It supports the development and application of core values and behaviour-based competencies that are essential for effective, ethical, and community-responsive policing.

The Path to Modernizing the CBMF

The Competency-Based Management Framework (CBMF) was initially developed by the Police Sector Council (PSC). The PSC was established to advance the professionalization of policing in Canada. Its objective was to address the absence of certification/accreditation programs within the policing and security sector and to enhance the professional standards of policing through standardized training and certification[1].

Between 2008 and 2013, the PSC oversaw the development of the CBMF, ultimately releasing a nationally validated framework in 2013 for sworn police officers. The initial framework comprised 52 competencies categorized into three areas: behavioural, technical, and leadership/management. Civilian job profiles based on the Police Sector Council competencies dictionary were later created by the Ontario Association of Chiefs of Police (OACP) and included in the CBMF toolkit in 2015.

In 2012, the PSC lost its funding and was subsequently disbanded. The Canadian police community continued to acknowledge the importance of having a nationally consistent standards framework to ensure police services can effectively respond to and adapt to increasingly demanding societal roles. All documentation associated with the PSC competency framework was transferred to the Canadian Police Knowledge Network (CPKN) in 2015 to safeguard CBMF intellectual property and provide secure access to police and law enforcement organizations.

By 2016, the Canadian Association of Chiefs of Police (CACP) passed a resolution to advocate for Federal Government support in updating and maintaining the CBMF. Despite the resolution, federal funding was not secured. In 2018, CPKN hosted a two-day workshop with representatives from various police services to evaluate the current state of CBMF use, which resulted in continued support for updating the framework[2].

In 2020, calls for police reform gained momentum in Canada and internationally driven by movements such as Black Lives Matter and Defund the Police, alongside the operational challenges posed by the COVID-19 pandemic. This promoted the importance of maintaining and enhancing the CBMF. Consequently, in 2020, CPKN held further workshops to identify critical next steps for modernizing the CBMF and the broader Police Leadership Model. Working with CPKN, the Canadian Police College, the CACP and the Community Safety Knowledge Alliance (CSKA) released a report funded in part by Public Safety Canada on the need to modernize police leadership competencies in March 2020[3].

Police services also indicated a strong need for an updated framework that reflects current competencies and incorporates modern technology. This inspired CPKN to develop a digital competency dictionary for various roles and ranks within Canadian police services, released in June 2021[4].

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[1] Police Sector Council. Retrieved from https://www.blueline.ca/police_sector_council-2576/
[2] Competency-Based Policing in Canada. Retrieved from https://www.cpkn.ca/wp-content/uploads/CPKN_CBM_Whitepaper_August27_2020-002.pdf
[3] Modernizing Police Competencies: Final Report. Retrieved from https://www.cpkn.ca/wp-content/uploads/Modernizing-Police-Leadership-Competencies-FINAL-CONDENSED-REPORT.pdf
[4] Competency-Based Management Framework for Digital Competencies in Canadian Policing. Retrieved from https://www.cpkn.ca/wp-content/uploads/final_CBMF_Digital_Competencies_Report_June17_2021.pdf

As of 2024, the CBMF had remained unchanged for more than 11 years, prompting CPKN to initiate its modernization. *Figure 1* depicts the significant milestones from the original release of the CBMF to the modernization initiative discussed in this report.

2015
PSC handover to CPKN

All CBMF intellectual property transferred to CPKN and housed in a portal accessible to services to safeguard the framework.

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.

2021
Digital Competencies

CPKN led an initiative to develop a digital competency dictionary for various roles and ranks within Canadian police services. Report released in June 2021.

2013
CBMF

From 2008 to 2013, the PSC led the development of a police competency framework which culminated in the nationally validated CBMF being released in 2013. It contained 52 competencies housed within three categories: behavioural, technical, and leadership/management. Civilian job profiles were later created by the OACP.

2016
CBMF needs to be maintained

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

2020
Police Leadership Model

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

2024
Modernizing the CBMF

CPKN initiated the process to modernize the CBMF with the updated framework to be released in 2025.
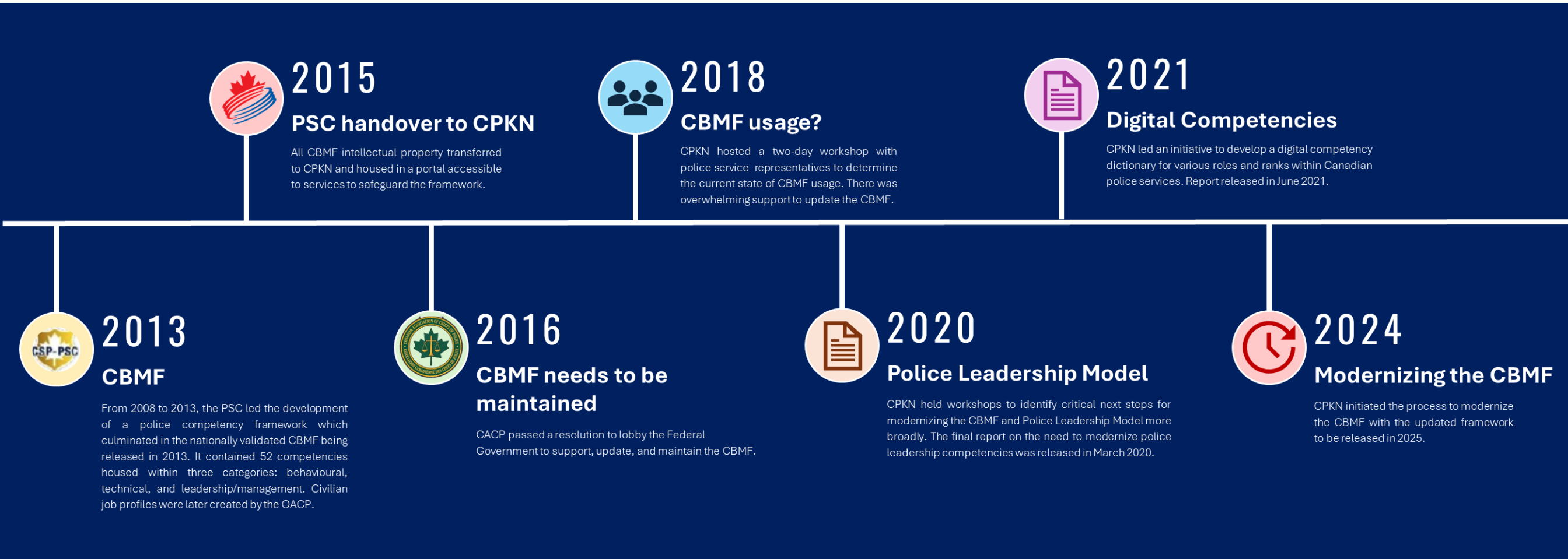
Figure 1: Timeline Leading up to the CBMF Modernization Project

Building a New Competency Framework

This CBMF modernization project was a collaborative effort led by CPKN with input from a National Advisory Committee Competencies Subcommittee consisting of civilian and sworn police members from municipal and provincial services across Canada, as well as representation from the Royal Canadian Mounted Police (RCMP). All members of the subcommittee work directly with competency frameworks or have a strong interest in police competencies.

An independent consultant with expertise in job task analysis, organizational psychology and police competency frameworks collaborated with CPKN to complete the work. The subcommittee provided strategic direction and oversight throughout the project, which benefited from national input and feedback from a diverse cross-section of police services. Overall project stakeholders included members from the Competencies Subcommittee, CPKN's NAC, other police services, police associations, and conference attendees at the Stanhope Conference.

This section outlines the stages of data collection and analysis, including reports in the literature on police competencies and frameworks in Canada and other countries. It also includes a national survey on the use of competency frameworks and desired inclusions for the next iteration of the CBMF, as well as discussion questions at the Stanhope Conference, and two rounds of feedback on draft versions of the CBMF. The drafts were developed using material from the original PSC framework, data from the literature, survey results, and information gathered at Stanhope. In total, there were four rounds of consultation with national stakeholders. *Figure 2* provides a visual representation of this process.
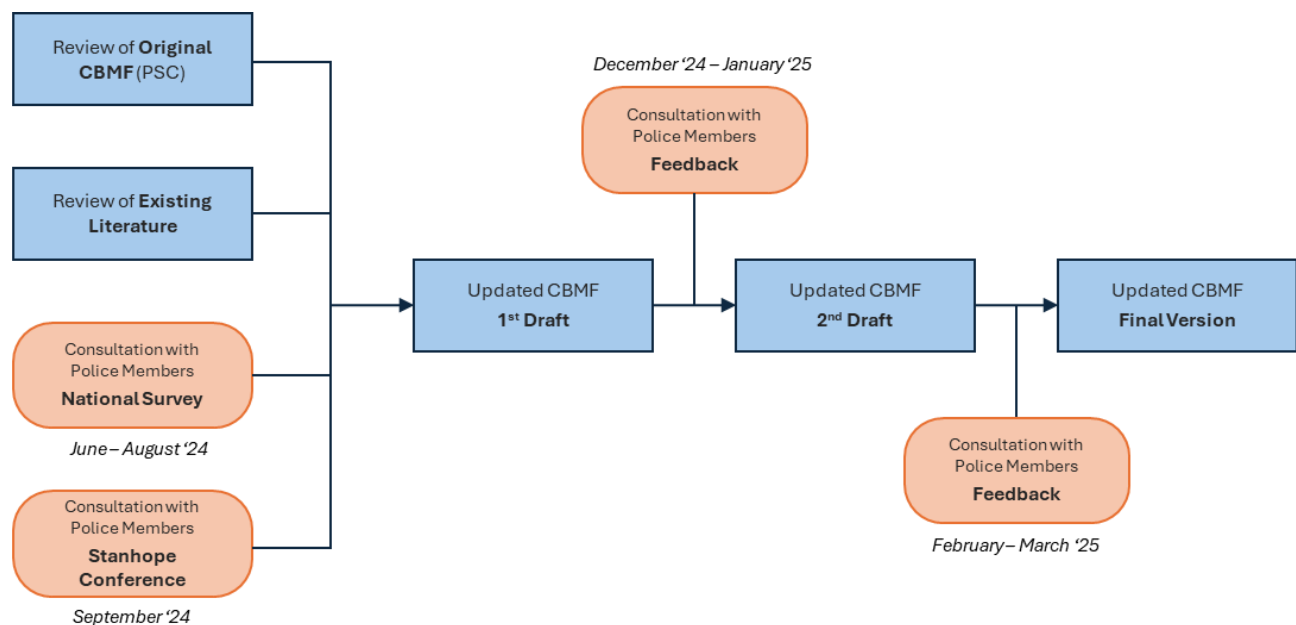

Figure 2: CBMF Modernization Process

Review of the Literature

The modernization of the CBMF for Canadian policing is grounded in a comprehensive review of various resources, including published reports and existing frameworks. This section summarizes the literature consulted, highlighting key themes and major findings that guided the modernization project.

Police Sector Council Competency Framework from 2013

The original Competency-Based Management Framework, released by the Police Sector Council in 2013, served as the foundation for this modernization effort. It includes 52 competencies divided into three categories (*Table 1*): behavioural competencies (knowledge, skills, and abilities required for general policing duties across all police ranks), technical competencies (knowledge, skills, and abilities needed for technical aspects of policing work), and leadership competencies. Each competency was broken down into five levels of proficiency and competencies were linked to general duty, investigative, and command roles in Canadian policing.

The original CBMF encompassed both core and functional competencies, aimed at covering various roles within policing. The functional competencies were specifically designed to support police investigations, while the core competencies were more general and still favoured sworn police officers. In 2015, civilian job profiles based on the PSC competencies dictionary were created. However, this distribution of core and functional competencies, led to challenges in effectively addressing the needs of both sworn and civilian members.

Table 1: List of Competencies by Category and Sub-Category in the Original CBMF

Behavioural Competencies (18)	Technical Competencies (22)	Leadership Competencies (14)
Achievement Orientation	*Information Management*	**Performance Competencies**
Adaptability	*Legislation, Policies, Procedures and Standards*	*Change Management*
Conflict Management	**General Investigation Competencies**	*Decision Making*
Critical Judgment	*Confidential Informant Handling*	*Financial Management*
Decision-making	*Court Testimony*	*Human Resources Management*
Developing Self and Others	*Crime Scene Management*	*Information Technology Management*
Fostering Relationships	*Interviewing: Victims and Witnesses*	*Strategic Management*
Interactive Communication	*Interviewing and Interrogation of Suspects*	**Partnering Competencies**
Organizational Awareness	*Obtaining Judicial Authorizations*	*Community and Media Management*
Planning and Organizing	*Note Taking and Report Writing*	*Fostering Relationships*
Problem Solving	**Specialized Investigation Competencies**	*Interactive Communication*
Resource Management	*Adult Sexual Assault*	*Organizational Awareness*
Risk Management	*Child Abuse*	**Accountability Competencies**
Strategic Thinking	*Counterterrorism*	*Ethical Accountability*
Stress Tolerance	*Domestic Violence*	*Public Accountability*
Teamwork	*Drug Enforcement*	*Public Safety*
Visioning	*Financial Crime*	*Valuing Diversity*
Written Skills	*Homicide*	
	Organized Crime	
	Investigation Support Services Competencies	
	Bloodstain Pattern Analysis	
	Criminal Intelligence Analysis	
	Digital Forensic Analysis	
	Fingerprint Identification	
	Forensic Photography	

Papers and Reports Calling for the Modernization of the CBMF

A CPKN white paper released in 2020, titled *Competency-Based Policing in Canada: An Integral Component for Transparent and Accountable Policing,[5]* underscores the urgency of modernizing the CBMF in response to recent demands for police reform.

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[5] Competency-Based Policing in Canada: An Integral Component for Transparent and Accountable Policing. Retrieved from https://www.cpkn.ca/wp-content/uploads/CPKN_CBM_Whitepaper_August27_2020-002.pdf

The paper highlights the benefits of competency-based management (CBM), including improved transparency, accountability, and public trust in policing, as well as enhanced officer performance and well-being. It calls for greater integration of competency-based practices and more nationally consistent policing standards to support efficient and effective policing operations.

The paper also emphasizes that the "complex and dynamic environments in which policing occurs are outpacing the adaptive capacity of most agencies". The paper calls for a collaborative, sector-based approach to establish a comprehensive framework that facilitates consistency in policing practice but is flexible enough to be adapted to the unique needs of any police service.

In 2020 and 2021, two pivotal reports focused on digital and leadership competencies, respectively, were released, providing essential recommendations for the modernization of the CBMF. Commissioned by the CSKA, the Leadership Competencies Report[6] addresses the need for a comprehensive competency-based management framework and a police leadership competency model. It proposes updates to existing leadership competencies, emphasizing transformational and character-based leadership, mental health and well-being, as well as Indigenous relations.

The report underscores the need for a modernized police leadership model that remains relevant to the evolving demands of contemporary policing. It states that "senior police leaders, policymakers, police commissions, and frontline police personnel recognize the need for a robust, evidence-based framework to ensure validity and consistency across all areas of talent acquisition, development, and reward."

The report on digital competencies for Canadian police services[7] focuses on identifying and developing digital competencies as part of the Cybercrime Training and Digital Competency Development project. It reviews global practices, consults with experts, and develops a digital competency dictionary and profiles. The framework defines ten digital competencies, including digital literacy and cyber hygiene, which are essential for modern policing in the digital age. The report emphasizes the importance of equipping officers with the necessary skills to handle cybercrime effectively, noting that the increasing prevalence of cybercrime and the need for digital literacy require the inclusion of digital competencies in an updated CBMF.

Police Service Frameworks

When considering updating the CBMF, various competency frameworks from Canadian police services, including those from Edmonton, Calgary, Regina, Toronto, York, and the RCMP, were consulted. These frameworks, implemented after the original Police Sector Council CBMF was first released, provide detailed descriptions of the competencies required for different roles within each service. They encompass leadership frameworks, competency dictionaries, and proficiency levels tailored to the specific needs and contexts of each police service. These frameworks informed the development of the

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[6] Modernizing Police Leadership Competencies: Final Report. Retrieved from https://www.cpkn.ca/wp-content/uploads/Modernizing-Police-Leadership-Competencies-FINAL-CONDENSED-REPORT.pdf

[7] Competency-Based Management Framework for Digital Competencies in Canadian Policing. Retrieved from https://www.cpkn.ca/wp-content/uploads/final_CBMF_Digital_Competencies_Report_June17_2021.pdf

updated CBMF, helping to ensure its continued relevance and effectiveness across diverse policing contexts.

In addition to Canadian frameworks, international standards were also consulted to provide a broader perspective on competency-based management in policing. The United Kingdom (UK) Competency and Values Framework (CVF)[8] outlines the behaviours required by police officers and staff to be effective in their roles and uphold the Code of Ethics. The framework includes three values (Courage, Respect and Empathy, and Public Service) and six competencies (Emotional Awareness, Ownership, Collaboration, Support and Inspiration, Critical Analysis, Innovation, and Open-mindedness).

UK policing is standardized nationwide, ensuring consistency in professional standards and practices across all police forces. This nationwide standardization has been reported by several Canadian police services as a valuable reference when developing similar standards in Canadian policing. Similarly, the Australian Federal Police (AFP) Work Level Standards[9] outline the expectations and requirements for various roles within the AFP. These standards provide a detailed description of the competencies, skills, and behaviours required for different positions, from entry-level to senior management.

Both the CVF and the AFP frameworks focus on core behavioural competencies rather than role-specific functional competencies, with the CVF built around values and the AFP built around levels. Despite their different structures, each framework emphasizes the importance of personal attributes and interpersonal skills in effective policing.

Insights from Other Sectors

In developing the CBMF for Canadian policing, the Key Leadership Competency Profile[10] for public servants from the Treasury Board of Canada Secretariat was consulted to provide additional insights into leadership competencies and their application in the public sector.

Additionally, competency frameworks from other sectors such as health and veterinary education, including the Competency-Based Veterinary Education (CBVE) model[11] were reviewed and considered. These regulated professions were selected for their recently updated frameworks and their ability to provide real-world examples of competency framework best practices that informed the CBMF's design.

The design of the CBMF model was shaped by the expertise of an independent consultant with extensive experience in job task analysis and organizational psychology across policing and other sectors. Their specialized knowledge was instrumental in creating a comprehensive and effective framework that reflects the complex nature of policing roles and responsibilities.

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[8] Competency and Values Framework (CVF). Retrieved from https://www.college.police.uk/career-learning/competency-and-values-framework

[9] Australian Federal Police Work Level Standards. Retrieved from https://afp.gov.au/jobs/eligibility/work-level-standards

[10] Treasury Board of Canada Secretariat. Key leadership competency profile. Retrieved from https://www.canada.ca/en/treasury-board-secretariat/services/professional-development/key-leadership-competency-profile.html

[11] North American Competency-Based Veterinary Education Model. Retrieved from https://cbve.org/cbve-20

Key Takeaways

The review of various resources highlighted several key themes and major findings that guided the modernization of the CBMF for Canadian policing. Firstly, the original CBMF, while comprehensive, is outdated and requires significant updates to remain relevant and effective in the current policing environment. There is a strong call for more nationally consistent policing standards to ensure all police officers are trained to a consistent level of knowledge and skills. Additionally, the increasing prevalence of cybercrime and the need for digital literacy necessitate the inclusion of digital competencies in the updated CBMF.

Furthermore, updates to leadership competencies are needed to emphasize transformational and character-based leadership, mental health and well-being, and Indigenous relations. Finally, there is a move towards focusing on personal attributes, interpersonal skills, and values, which are deemed essential for effective policing and should be integrated into the updated framework.

National Survey on the Use of Competency Frameworks

A survey was sent to police organizations to gather information on how competency frameworks are used within different departments of police services. The aim was to use the results to assist with updating the original competency framework. As more police services are integrating competency-based frameworks within their human resources and learning departments, the survey sought to provide a comprehensive understanding of which frameworks are being used and identify any gaps in the Police Sector Council's CBMF.

The survey was voluntary, and responses were confidential, with only aggregated data being used. It was available in both English and French and was distributed to over 80 contacts across more than 50 police organizations from all provinces across Canada, including the RCMP and the First Nations Chiefs of Police Association (FNCPA). The FNCPA assisted by distributing the survey to their member services across the country, ensuring broader coverage. It is also suspected the survey was shared among police members. The total number of contacts and services who received the survey is therefore unknown. Multiple responses from the same service were welcomed, as different departments within a police service might use and view competencies differently. *Table 2* lists the police services contacted by province.

Initially, the survey was sent to police organizations in June 2024 with a one-month response window. Despite sending reminders to services, the response rate was lower than anticipated. To accommodate more responses, the timeline was extended into August 2024.

Table 2: Police Services Contacted by Province

Province	Police Organisation Contacted
National	First Nations Chiefs of Police Association, Royal Canadian Mounted Police
Alberta	Calgary Police Service, Camrose Police Service, Edmonton Police Service, Lacombe Police Service, Lakeshore Regional Police Service, Taber Police Service
British Columbia	Abbotsford Police Department, Central Saanich Police Service, Delta Police Department, Nelson Police Department, New Westminster Police Department, Port Moody Police Department, Saanich Police Service, Surrey Police Service, Vancouver Police Department, Victoria Police Department, West Vancouver Police Department
Manitoba	Manitoba First Nations Police Service, Winnipeg Police Service
New Brunswick	Saint John Police Force
Newfoundland and Labrador	Royal Newfoundland Constabulary
Nova Scotia	Halifax Regional Police, Kentville Police Service, Truro Police Service
Ontario	Barrie Police Service, Durham Regional Police Service, Halton Regional Police Service, Kingston Police, London Police Service, Ontario Provincial Police, Peel Regional Police, Toronto Police Service, Waterloo Regional Police Service, York Regional Police
Prince Edward Island	Charlottetown Police Services, Kensington Police Services, Summerside Police Services
Quebec	Service de police de la ville de Gatineau, Service de police de la ville de Laval, Service de police de la ville de Montréal, Service de police de la ville de Québec, Sûreté du Québec
Saskatchewan	Moose Jaw Police Service, Prince Albert Police Service, Regina Police Service, Saskatoon Police Service

Survey Questions

The survey included questions to understand the current use of competency frameworks including the CBMF and other potential frameworks, their effectiveness, and any additional requirements for competency needs and frameworks desired. The full list of survey questions is provided in appendix A.

Survey Findings

In total, 34 responses were received from 17 different organizations. Most respondents, 33 (97%), indicated that their organizations currently use competencies and/or competency frameworks, while one respondent (3%) reported that they do not use them. Responses regarding whether the current competency framework meets organizational needs varied. However, most respondents stated that their frameworks meet some needs but also noted limitations and the need for updates.

Competencies and competency frameworks are used in various ways within police services. Specifically, 19 respondents (56%) use them to develop training, 28 respondents (82%) for performance management, 27 respondents (79%) for promotional practices, 23 respondents (68%) for recruitment

and selection, and 22 respondents (65%) for career development, including succession planning, mentoring, coaching, and leadership. One respondent (3%) indicated that they do not use competencies for any of these purposes, and another respondent (3%) mentioned other uses (*Table 3*).

Table 3: Ways Competencies and Competency Frameworks are Used in Police Services Surveyed

Purpose	Number of Respondents	Percentage
Develop training	19	59%
Performance management	28	88%
Promotional practices	27	84%
Recruitment and selection	23	72%
Career development	22	69%
Do not use competencies	1	3%
Other uses	1	3%

Respondents identified several challenges and concerns with the current CBMF. These included outdated competencies, the need for modernization and updates, and the relevance and ease of use for recruitment, training, and development. Comments highlighted the need for competencies to be current, validated, and endorsed by those they apply to. There was also a call for the framework to be easy to use across various HR processes.

Despite the challenges, respondents highlighted several useful aspects of the CBMF. They noted that the basic elements still apply, the framework provides a validated and bona fide set of competencies created by police for police, and the varying levels are useful in identifying stages for specific ranks. Comments emphasized the importance of having a set of competencies that are recognized and validated within the policing community specifically for police.

Three main areas for consideration in an updated competency framework emerged from respondents' comments. These included:

- **Inclusivity and Cultural Competence:**
    - Desire for frameworks that eliminate the divide between sworn and civilian staff.
    - Focus on equity, diversity, and inclusion (EDI); cultural competence; decolonization and Indigenization; and character-based leadership.

- **Technological and Digital Competencies:**
    - Need for digital literacy, cybersecurity, and data proficiency.
    - Incorporating competencies that address cybercrime and emerging technologies.

- **Leadership and 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.

Finally, as well as some existing Canadian competency frameworks, comments suggested that other newer models could provide valuable insights and should be considered when updating the CBMF. These included the CPKN Digital Competency Framework released in 2021, the Australian Federal Police Leadership Model, and the UK's College of Policing's Competency and Values Framework.

2024 Stanhope Conference Presentation

The Stanhope Conference, held annually in Prince Edward Island by CPKN, provided a valuable platform for presenting the findings of the national survey on the use of competency frameworks discussed in the previous section. Conference attendees engaged in guided discussions and served as a focus group to provide feedback on several key questions. Data was collected via Microsoft Forms, which participants accessed by scanning a Quick Response (QR) code on their phones, allowing for real-time data collection and analysis. There were 90 people in attendance and 41 services represented. The full list of conference questions is provided in appendix B.

The first question addressed whether participants had used a Competency-Based Management Framework before. Most attendees (78%) indicated familiarity with such frameworks, highlighting their use in various HR activities such as recruitment, staffing, training, promotions, and performance management. However, challenges in implementation were noted, including training evaluators, inconsistent application, gaining support from senior management, and ensuring the framework aligns with organizational strategy and operations. Additionally, only a quarter of attendees (24%) had used the CBMF created by the former Police Sector Council, suggesting a need for greater awareness and understanding of the former framework as part of the modernization effort.

After presenting the various competency areas identified as lacking in the previous survey results - such as equity, diversity, and inclusion; cultural competence; decolonization and Indigenization; digital literacy; and character-based leadership - conference participants were asked to suggest additional competencies they would like to see included in the new updated version of the CBMF.

The responses covered a broad range of areas, with key themes including emotional intelligence, wellness, adaptability, change management, community collaboration and partnerships, and people-centred leadership. There was a strong emphasis on personal attributes, interpersonal skills, and values, highlighting the need for a holistic approach to competency-based management in policing.

The effectiveness of structuring the competency framework by rank was also discussed. Most attendees (72%) believed that this approach could be effective for their service, with benefits such as clarity, consistency, and targeted development. However, significant challenges were identified, including the workload required to complete the process, complicated implementation, evaluating competencies accurately, and ensuring the framework is adaptable to different services and roles. The need for frequent updates and the complexity of integrating the framework with existing systems were also notable concerns.

Finally, participants were asked about their preferences for accessing and interacting with the new CBMF once available. There was a preference for flexible and customizable access, with interest in various formats such as web-based platforms, mobile applications, and interactive tools that allow for

customization and report generation. To uphold fairness and integrity, some participants also highlighted the need to guard against potential misuse of the framework by leadership, suggesting that independent assessors be engaged to support its use in HR processes.

Draft Development and Feedback

The process of developing the updated Competency-Based Management Framework involved multiple stages of drafting, feedback collection, and revisions to ensure the framework was comprehensive and aligned with the needs of modern policing.

The first draft of the updated framework was created using insights from the original CBMF developed by the PSC, a comprehensive review of literature, national survey results, and findings from the Stanhope Conference. These sources provided a strong foundation for addressing identified gaps and incorporating modern competencies into a first draft of the updated framework.

Once completed, the first draft was distributed to members of the NAC Competencies Subcommittee for review and feedback. Members were recommended to divide the competencies among appropriate departments in their respective services such as human resources and learning departments to make the review process more manageable. They were invited to leave general overall feedback via email and provide cell-specific feedback directly in the CBMF spreadsheet using the comment function in Excel. Members were then instructed to save the spreadsheet with their comments and return it via email along with any potential general comments they wished to include in their email.

All five services represented in the subcommittee provided thorough and extensive feedback on the first draft. All general feedback was compiled into a spreadsheet, and specific feedback in the form of comments from each service was amalgamated into one master CBMF draft. This allowed for tracking and addressing comments systematically. The feedback from the first draft was used to create a second draft, incorporating suggestions and addressing concerns raised by the services

The second draft was then sent to more than 55 police services across the country for another round of scrutiny. 19 organizations acknowledged receipt of the second draft, and 12 organizations provided thorough and extensive feedback. Like the first round, all general feedback was compiled into a table, and specific feedback left as comments was amalgamated into one single framework document. Each comment was addressed systematically.

The extensive feedback received on the second draft led to the creation of a final version of the CBMF. This version incorporated all constructive input, resulting in a framework that is comprehensive, inclusive, and closely aligned with the needs of modern policing. *Figure 2* includes the timeline for draft review and feedback.

Key Insights and Changes in the Updated CBMF

Restructuring the Competency Architecture

The modernization process reduced the original 52 competencies from the Police Sector Council CBMF to 20 core competencies in the first draft, which was later increased to 22 in the final draft. This overall reduction helped to make the updated CBMF more inclusive of all roles, both sworn and civilian.

Consequently, most technical competencies for general investigation, specialized investigation, and investigation support services were excluded from the updated draft. Only two general technical competencies were considered: "information management" and "legislation, policies, procedures, and standards." In developing the new framework, the two general technical competencies, along with the 18 behavioural and 14 leadership competencies from the original model, were not simply retained or discarded. Instead, they served as a foundation for creating updated competencies that more accurately reflect the current needs and practices of modern policing.

Rather than maintaining the original three competency areas—behavioural, technical, and leadership—the first and second drafts of the updated CBMF introduced a new structure with two primary areas: Personal Skills and Leadership Skills.

Each of these areas was further divided into specific domains. In the final version of the updated CBMF, there are six domains in total, each representing a cluster of related abilities. Within each domain is a set of core competencies, applicable to both sworn and civilian members. Every core competency includes a clear definition and a progression statement, outlining how the competency develops across five levels and providing a detailed overview of expectations at each stage.

To provide a clearer understanding of each competency, three tasks are outlined for every level. Each task is further broken down into three components, offering greater specificity and detail. Accompanying each task component are evaluation criteria, along with real-world scenarios that illustrate how the tasks may be applied in practice (*Figure 3*). The evaluation criteria establish clear standards and measurable indicators used to assess whether an individual has effectively demonstrated the required competency at each level. These criteria support consistent and objective performance evaluations by offering well-defined benchmarks for each stage of competency development.

Police services appreciated the new architecture and particularly valued the evaluation criteria and real-world scenarios. Consequently, the competency architecture presented in the first draft was ultimately retained in the final version.
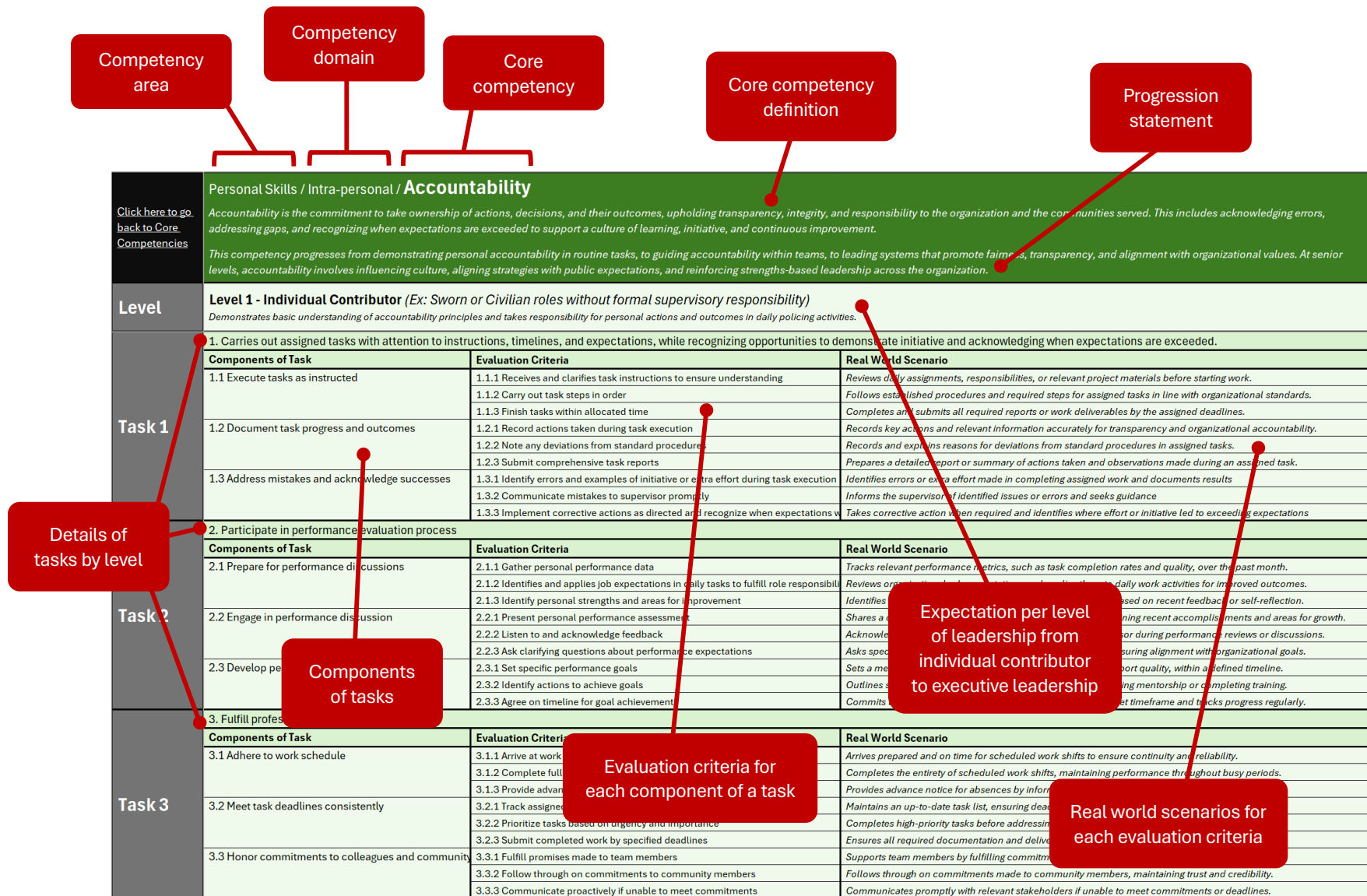
Figure 3: Visual Representation of Updated Competency Architecture

Competency Level Alignment

In the original CBMF, each competency was structured around five levels of proficiency, with behavioural indicators defining expectations at each level. During the development of the updated framework, the first draft introduced a new approach by aligning competencies with ranks. This shift was influenced by initial support expressed at the Stanhope Conference, where participants saw potential benefits in linking competencies to rank structures. However, during the draft feedback stages, some services noted that the roles associated with each rank did not align with their internal hierarchies, leading to confusion and inconsistency. The diversity of rank structures across services made it clear that a rank-based model lacked the flexibility needed for national application.

In response to the feedback, the framework was revised to introduce five distinct levels of leadership, ranging from individual contributor to executive leadership. The final version of the CBMF includes clearer and more inclusive definitions for each level, accompanied by illustrative examples of possible ranks, rather than prescribing specific police ranks. This approach allows individual services to align the levels with their own organizational structures. Importantly, it also enhances inclusivity by accommodating civilian roles, which do not follow traditional police rank systems but can still span all five leadership levels. *Table 4* shows the progression of levels from the original CBMF to the final updated version.

Level	Police Sector Council *Organizes competencies using a proficiency scale*	Draft 1 of Updated CBMF *Organizes competencies by rank*	Draft 2 of Updated CBMF *Organizes competencies by rank*	Final Updated CBMF *Organizes competencies by defining level of leadership*
1	Entry level	Foundational (Constable/Civilian)	Foundational (Constable/Civilian)	Individual Contributor
2	*(Not explicitly named)*	Sergeant/Manager	Sergeant/Manager	Team Leader
3	Full working / fully effective	Staff Sergeant/Director	Staff Sergeant/Director	Unit Leader
4	*(Not explicitly named)*	Senior Leadership	Senior Leaders	Organizational Leader
5	Mastery / expert	Executive Leadership	Executive Leader	Executive Leader

Level	Type	Examples	Definition
1	Individual Contributor	Sworn or Civilian roles without formal supervisory responsibility	*Individuals contribute through their own professional expertise or operational responsibilities. They do not formally supervise others but are accountable for their own performance, decision-making, and operational impact. May include technical experts, specialists, or highly experienced practitioners.*
2	Team Leader	Sergeant, Supervisor	*Responsible for directly leading and supporting a team. Leaders at this level manage day-to-day operations, provide coaching and feedback, and ensure work aligns with service standards, safety practices, and ethical expectations.*
3	Unit Leader	Staff Sergeant, Manager	*Responsible for managing multiple teams, specialized units, or operational portfolios. Leaders at this level coordinate resources, lead operational planning, manage risk, and ensure collaboration across teams or functions to meet service priorities.*
4	Organizational Leader	Inspector, Director	*Responsible for leading service-wide programs, divisions, or strategic initiatives. Leaders at this level shape organizational direction, develop systems and policies, and build internal and external partnerships to drive long-term service improvement and public trust.*
5	Executive Leader	Chief, Deputy Chief, Executive Roles	*Provides vision, governance, and accountability for the entire police service. Leaders at this level steward public trust, set organizational strategy, lead sector engagement, and ensure ethical, sustainable policing in alignment with community needs and legislative responsibilities.*

Table 4: Comparative Table Showing the Evolution of Levels from the PSC Framework to the newly Updated CBMF

Refining Competencies

The process of refining competencies in the updated CBMF was driven by extensive feedback from police services. Overall, the feedback received in both rounds was highly positive, with many reviewers praising the CBMF for its thoroughness, comprehensiveness, and clarity. Positive feedback highlighted the inclusion of real-world scenarios, evaluation criteria, and the balance between broad and relevant competencies. The framework was seen as a valuable tool for evaluation and development. Critical feedback and suggestions naturally fell into two main categories: form-driven feedback focusing on terminology and consistency, and content-driven feedback addressing the actual competencies, tasks, task components, evaluation criteria, and scenarios. From the content-driven feedback, various themes emerged that helped shape the second draft and final version of the CBMF.

Terminology and Consistency

Police services provided editorial feedback to improve the clarity, tone, language, and coherence of the framework. This included combining sentences to create smoother, more fluid narratives and removing redundant words that cluttered the text. Another focus was on refining phrasing to better reflect intended meanings, for example, suggesting the replacement of terms like "oversee" with "consult" where appropriate.

Consistency in terminology was another major theme. Feedback emphasized the importance of using uniform language throughout the document, such as referring to "leaders" instead of "leadership" when describing roles and replacing "officers" with more inclusive terms like "employees" or "team members" in non-police-specific contexts. These changes aimed to make the framework more inclusive and applicable to both sworn and civilian personnel.

A key area of feedback focused on renaming certain competencies to improve clarity and relevance. For instance, "Decision Making" was recommended to be renamed "Problem Solving and Decision Making" to more accurately reflect the full scope of the competency. Additionally, terminology adjustments were suggested to better align with the operational context of policing. One example is replacing "manager" with "unit leader" or "staff sergeant", terms that more appropriately reflect the hierarchical structure commonly found within police services.

In the CBMF, the term "stakeholders" is used multiple times. One comment suggested that "stakeholders" may be perceived as an outdated term, a relatively recent perspective that has not yet gained widespread traction across sectors, and recommended exploring alternatives. However, there is currently no consensus on a widely understood and context-appropriate replacement that could be applied consistently across all instances[12]. As such, the term "stakeholders" has been retained in the updated version of the CBMF due to its broad recognition and clarity. This terminology may be revisited in a future maintenance update as language and usage continue to evolve.

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[12] Research Impact Canada: Switching from Stakeholder. Retrieved from https://researchimpact.ca/featured/switching-from-stakeholder/

Thematic Feedback

Feedback from police services primarily addressed the substantive elements of the CBMF, including competencies, tasks, task components, evaluation criteria, and scenarios. This input was fundamental in shaping the final version of the CBMF. Several key themes emerged from these comments and suggestions and influenced the development and refinement of the framework.

- **Appreciative Inquiry:** The principle of Appreciative Inquiry was proposed as a generative approach that emphasizes building on strengths rather than focusing solely on corrective measures. It was recommended for supervisory levels and above to encourage a mindset shift toward recognizing positive initiatives and exceeding expectations. This approach was incorporated into the final version of the CBMF to support a more strengths-based leadership culture.

- **Coaching and Mentoring:** Coaching and mentoring were identified as essential components of leadership development. Feedback emphasized these practices should be integrated into leadership frameworks to support development at all levels the importance and making them explicit under the *Talent Management* competency.

- **IDEA (Inclusion, Diversity, Equity, and Accessibility):** Initially, equity, diversity, and inclusion were embedded within the *Cultural Competence and Inclusion* competency, which was described as recognizing, respecting, and integrating diverse perspectives, backgrounds, and experiences into policing practices, fostering equity, diversity, accessibility, and inclusive engagement with all stakeholders.

  However, feedback proposed expanding this to the IDEA framework by incorporating accessibility. This led to the creation of a new, standalone competency reflecting IDEA principles, aimed at fostering environments where all individuals can participate fully, be treated equitably, and access services without barriers. The *IDEA* competency emphasizes embedding these principles into decision-making, policies, and systems to promote dignity, trust, and accountability.

  As a result of this change, *Cultural Competence and Inclusion* was redefined to focus on recognizing, respecting, and effectively responding to the diverse cultural backgrounds, experiences, and perspectives of colleagues and community members. This includes demonstrating cultural humility by reflecting on personal bias and social position, applying trauma-informed practices, and fostering respectful workplace and community interactions.

  Suggestions also included incorporating *Indigenous Awareness* into *Cultural Competence and Inclusion* and EDI initiatives. However, feedback from an Indigenous group expressed that Indigenous, First Nations, Inuit, and Métis, should remain distinct from EDI initiatives or other competencies. Consequently, *Indigenous Awareness* was maintained as a separate competency and further refined based on input from the Indigenous group.

- **Innovation:** Innovation was discussed as a competency beyond just the realm of digital literacy, focusing on promoting change and continuous improvement. Feedback encouraged promoting a

growth mindset, empowering change champions, and linking innovation to strategic and social goals. This led to the creation of a new competency, *Innovation and Change*, which emphasizes identifying and applying new ideas to improve services, solve problems, and respond to emerging challenges in policing.

Feedback on the IDEA and Innovation themes led to the revision of several competencies from the second draft and the creation of two new, distinct competencies in the final version of the CBMF. These new competencies are housed within a newly established domain under the leadership category titled, *Inclusive and Ethical Leadership Skills*. This domain emphasizes the importance of inclusion, equity, and ethical practice across all facets of policing. Leaders operating within this domain are expected to build public trust, drive systemic improvements, and embed culturally responsive leadership into organizational systems, policies, and community relationships.

To illustrate the evolution of the CBMF, *Table 5* presents a comparative overview of the competency areas, domains, and individual competencies from the original Police Sector Council model through drafts one and two, to the final version.

Public Section Council Framework (2013)			CBMF Update Drafts One and Two*			CBMF Update Final Version		
Area	Domain	Competency	Area	Domain	Competency	Area	Domain	Competency
Behavioural	None defined	Achievement Orientation	Personal Skills	Intra-personal	Accountability	Personal Skills	Intra-personal	Accountability
		Adaptability			Adaptability			Adaptability
		Conflict Management			Decision Making			Holistic Wellness
		Critical Judgment			Holistic Wellness			Integrity
		Decision-making			Integrity			Resilience
		Developing Self and Others			Resilience			
		Fostering Relationships		Inter-personal	Communication		Inter-personal	Communication
		Interactive Communication			Conflict Mediation			Conflict Mediation
		Organizational Awareness			Cultural Competence and Inclusion			Cultural Competence and Inclusion
		Planning and Organizing			Decolonization and Indigenization (*Indigenous Awareness*)			Fostering Relationships
		Problem Solving			Fosters Relationships			Indigenous Awareness
		Resource Management	Leadership Skills	People-Centred Leadership	Change and Crisis Management	Leadership Skills	People-Centred Leadership	Change and Crisis Management
		Risk Management			Talent Development/Management			Talent Development/Management
		Strategic Thinking			Team Empowerment			Team Empowerment
		Stress Tolerance		Strategic Leadership	Financial Oversight, Management, and Planning		Strategic and Operational Leadership	Financial Oversight, Management, and Planning
		Teamwork			Political Savvy and Stakeholder Management (*Strategic Relationship Management and Organizational Influence*)			Problem Solving and Decision Making
		Visioning						Strategic Relationship Management and Organizational Influence
		Written Skills			Strategic Thinking			Strategic Thinking
Leadership	Performance	Change Management		Results Leadership	Digital Literacy		Results Leadership	Digital Literacy
		Decision Making			Organizational and Environmental Awareness			Organizational and Environmental Awareness
		Financial Management			Public Trust and Accountability			Public Trust and Transparency
		Human Resources Management					Inclusive and Ethical Leadership	Inclusion, Diversity, Equity, and Accessibility (IDEA)
		Information Technology Management						Innovation and Change
		Strategic Management						
	Partnering	Community and Media Management						
		Fostering Relationships						
		Interactive Communication						
		Organizational Awareness						
	Accountability	Ethical Accountability						
		Public Accountability						
		Public Safety						
		Valuing Diversity						
Technical	None defined	Information Management						
		Legislation, Policies, Procedures & Standards						

Reminder: *The original PSC framework was structured around five levels of proficiency that applied universally across the behavioural and leadership competency areas, regardless of role or rank. In contrast, the first draft of the updated CBMF introduced a rank-based structure, aligning competencies with specific police ranks. Feedback revealed challenges with this approach due to the diversity of ranks across services. As a result, the final version of the CBMF adopted a more flexible model based on five levels of leadership to accommodate both sworn and civilian roles across various organizational contexts: Individual Contributor, Team Leader, Unit Leader, Organizational Leader, and Executive Leader. While the technical skills area from the original PSC framework was not retained, given its narrow focus on investigative roles, two broadly applicable technical competencies, Information Management and Legislation, Policies, Procedures, and Standards, were reinterpreted and integrated into the updated framework under the Results Leadership domain to ensure relevance across all roles.*

* Changes made in draft two of the CBMF update are indicated in italic. Changes made to tasks, task components, evaluation criteria, and real-world scenarios by level between drafts one and two are not reported in this table.

Table 5: Evolution of Competency Areas, Domains, and Core Competencies from PSC to Updated CBMF

Challenges and Limitations

The modernization of the CBMF for Canadian policing was a complex and multifaceted project. While the process ultimately produced a comprehensive and practical framework, several challenges emerged along the way. The challenges and limitations encountered offer valuable insights for future updates to support continuous improvement and long-term effectiveness.

- **Survey Timing:** One notable challenge was the timing of the national survey, which was distributed during the summer months, a period when many key stakeholders were on vacation. As a result, the response rate was lower than anticipated, and multiple deadline extensions were required to gather sufficient input. This timing issue may have limited the breadth and depth of feedback received.

- **Expertise Levels:** Feedback during the consultation rounds was most robust for Levels 1 through 3 but tapered off for Levels 4 and 5. This was likely due to the fact that most respondents held positions at Levels 3 or 4, with fewer individuals representing executive leadership. To strengthen future iterations of the CBMF, targeted outreach to senior leaders could further validate the framework.

- **Timeframe Constraints:** The timelines for review cycles posed another challenge. Although extensions were granted, many respondents only began reviewing the draft materials close to the original deadlines. Given the volume and complexity of the content in the Excel-based draft, some reviewers may have felt overwhelmed, which could have affected their ability to provide thorough feedback within the original timeframe. Extending the deadlines for both rounds of feedback proved beneficial, as it allowed respondents to better understand the scope of the review, manage their time, and ultimately increased the number of services able to provide feedback. Even with extended deadlines, the substantial effort required to review the framework alongside regular responsibilities could make it challenging for some individuals to dedicate sufficient time for a thorough review.

- **Feedback Variability:** The diversity of police services across Canada led to wide-ranging feedback on similar topics. In some cases, this resulted in conflicting suggestions, reflecting the unique needs, structures, and priorities of different organizations. Balancing these perspectives required careful consideration and compromise to develop a framework that is both adaptable and broadly applicable.

- **Implementation Concerns:** Concerns were also raised about the practical implementation of the updated CBMF. Specifically, questions emerged about how well the framework would align with existing systems and the level of training and communication required for successful adoption. Given the variation in organizational structures, resources, and existing HR frameworks, some services may face challenges in integrating the new competencies. Addressing these implementation issues will be critical in the next phase to ensure the framework is scalable and accessible across all services.

Despite these challenges, the iterative and consultative nature of the modernization process helped produce a more inclusive and responsive framework. The feedback gathered from police services across the country played a vital role in shaping the final version of the CBMF and recognizing the challenges and limitations of this project will assist with future updates to ensure continuous improvement and effectiveness.

Anticipated Impacts

The modernized Competency-Based Management Framework is expected to have significant and wide-ranging impacts across Canadian police services. These impacts span four key areas: human resources processes, learning and development, organizational alignment, and national consistency with local adaptability.

Strengthening Human Resources Practices

The updated CBMF provides a nationally validated structure for recruitment, selection, performance management, and promotion. By defining observable behaviours and role expectations at each leadership level, from individual contributor to executive leader, police services can make more objective and equitable staff decisions. The framework can assist with transparent promotional processes, standardized interview questions, and clearly defined criteria for assessing readiness for advancement. It also offers a foundation for career pathing and succession planning, allowing individuals to see how competencies evolve over time and how they can progress toward higher leadership roles.

Enabling Curriculum Development and Learning Pathways

The CBMF serves as a blueprint for developing, aligning, and evaluating training and educational programs. Each competency is broken down into tasks, components, and evaluation criteria, giving curriculum designers a structured way to map learning outcomes to role-specific expectations. This alignment ensures that training content remains relevant and embedded in real-world practice, and responsive of the evolving demands of modern policing. Services can use the framework to develop learning pathways that support growth across all career stages; while learning and development teams can identify skill gaps, prioritize training needs, and assess the effectiveness of their programs.

Enhancing Organizational Alignment and Development

The CBMF offers a common language and shared structure to collaborate across departments. Human Resources and Learning and Development teams can work from a unified framework, supporting integrated talent development strategies. By linking competencies to real-world tasks and scenarios, the framework enables services to assess not only what individuals know, but how they apply that knowledge in complex, real-life contexts. This helps build internal capacity and ensures that development efforts are strategic, measurable, and aligned with operational needs.

Promoting Standardization with Customization

While the CBMF establishes a consistent structure, it is intentionally designed to be flexible and adaptable. Police services can adopt the common language, definitions, and tools while tailoring their application to suit local roles, ranks, and organizational structures. This adaptability allows for the

creation of service-specific assessment tools, development plans, and leadership pathways, while still aligning with national expectations and suggested standards. The result is a balanced approach that supports coherence across services while respecting local autonomy.

In summary, the updated CBMF is more than a framework, it is a versatile tool that supports evidence-based decision-making, strengthens workforce development, and advances professionalization across all aspects of policing. Its influence will be felt in daily operations, long-term planning, and the broader transformation of the policing sector.

Conclusion

The modernization of the Competency-Based Management Framework represents a pivotal advancement in aligning Canadian policing with the evolving demands of contemporary society. Led by the Canadian Police Knowledge Network, this initiative was grounded in extensive consultation, research, and a strong commitment to inclusivity, transparency, and professional excellence.

The updated CBMF marks a significant evolution from its original form, offering a framework that is inclusive of both sworn and civilian members. By streamlining and refining the core competencies, introducing clearly defined leadership levels, and embedding real-world evaluation criteria and scenarios, the framework is designed to be more accessible, adaptable, and actionable across a wide range of policing contexts.

This modernization effort was truly a sector-wide collaboration, shaped by voices from across the country. Through national surveys, conference engagements, and multiple rounds of feedback, the framework was co-created by those who will use it. The inclusion of digital literacy, cultural competence, Indigenous awareness, and character-based leadership ensures that the CBMF is not only relevant to today's policing environment but also responsive to the social, technological, and ethical challenges facing modern policing.

Future Recommendations

To ensure the CBMF remains a responsive, relevant, and enduring tool for Canadian policing, several strategic recommendations have emerged from the modernization initiative:

- **National Oversight and Leadership:** Establish a formal national working group or assign ongoing stewardship of the CBMF to the existing NAC Competencies Subcommittee at CPKN. This body should be responsible for guiding future updates, ensuring broad sector representation, and maintaining alignment with the evolving needs of policing across Canada.

- **Sustainable Resources:** Secure consistent resources to support the long-term maintenance, dissemination, and enhancement of the CBMF. This includes dedicated resources for research, stakeholder engagement, training, and the development of supporting digital infrastructure.

- **Research, Evaluation, and Feedback Loops:** Implement a structured process for ongoing research and feedback collection to evaluate the CBMF's impact and identify areas for improvement. This should include regular review cycles (e.g., every two to three years), along with user surveys and implementation assessments across services of varying sizes and capacities.

- **Sector-Wide Engagement:** Future updates should include more targeted consultation with organizational and executive leaders. Continued monitoring of international policing frameworks is also recommended to explore how the CBMF can contribute to global dialogue and standards in competency-based policing.

- **Digital Access and Integration**: Develop interactive digital tools that allow users to search, filter, and customize the CBMF. Explore potential integration with HR and learning management systems to facilitate its use and enhance accessibility across services.

- **Everyday Use and Learning:** Encourage police services to embed the CBMF into daily practice and not just formal HR processes, by promoting its use in coaching, mentoring, decision-making, and professional development at all levels. This will help normalize the framework as a living tool that supports continuous learning and leadership growth.

Next Steps

With the updated CBMF now finalized, the next priority is to support police services in effectively adopting and integrating the framework into their operations. The following steps are recommended to facilitate this transition:

- **Develop a CBMF Implementation Toolkit:** Engage with police services to identify the types of resources they need to support implementation. Based on this input, develop a comprehensive toolkit that may include user guides, templates, case examples, frequently asked questions, and best practices tailored to various organizational contexts.

- **Establish a Feedback Mechanism:** Create a structured process for collecting feedback from services as they begin to implement the CBMF. This mechanism should allow for real-time input, help identify implementation challenges, and surface suggestions for future enhancements to the framework.

- **Transform the CBMF into a Dynamic, Digital Tool:** Currently, the CBMF exists as a content-rich but static document. To maximize its utility and accessibility, explore opportunities to make the framework machine-readable and integrate it with modern technology platforms. A dynamic, interactive version would allow users to search, filter, and customize content, and could be integrated with HR and learning systems to streamline use across services.

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Appendices

Appendix A: List of Survey Questions (English version provided for reference)

Canadian Police Services: A Scan of the use of Competency Frameworks

This scan aims to understand if services are currently using competency frameworks and, if so, what competencies are important. This information will then be used to update the Competency-Based Management Framework (CBMF), formerly known as the Police Sector Council (PSC) Competencies which were created in 2013. The survey results will help determine current practices, effectiveness, shortcomings, and any additional requirements for competency needs and frameworks desired.

Definitions:
Competency: The observable knowledge, skills and attributes demonstrated in a job, role, or function.
Competency Framework: A set of competencies for a specific profession, role, or a group of roles within an organization.

The data collected through the survey will be held confidentially and anonymized to ensure privacy for all participants.

Section One:

1) What is the name of your Police Service/Organization?

2) If we have any additional inquiries, who within your organization serves as the contact person to discuss competencies and competency frameworks?

3) Does your organization currently use competencies and/or competency frameworks?

4) Does your current competency framework or model meet your needs? Please explain.

5) In which ways are you using competencies and/or competency frameworks?
   - ☐ To develop training (curriculum development, curriculum mapping)
   - ☐ For performance management
   - ☐ For promotional practices
   - ☐ For recruitment and selection
   - ☐ For career development (succession planning, mentoring, coaching, leadership)
   - ☐ None of the above

6) If you are **not** currently using competencies but would like to, please indicate any of the following that may suit your organizational needs.
   - ☐ To develop training (curriculum development, curriculum mapping)
   - ☐ For performance management

☐ For promotional practices
☐ For recruitment and selection
☐ For career development (succession planning, mentoring, coaching, leadership)
☐ We are not planning on using competencies or competency frameworks
☐ None of the above

7) Which competency framework or model does your organization use?
☐ The formerly known Police Sector Council (PSC) Competencies (now known as the Competency Based Management Framework, CBMF)
☐ Our Service has our own Competency Framework
☐ We have a blended competency framework (from 2 or more sources)
☐ We do not currently use a competency framework

8) Some organizations are using multiple competency frameworks, we are looking to understand how you are specifically using the CBMF. Please explain.

9) What challenges or concerns have you experienced using the CBMF?

10) What aspects of the CBMF do you think are useful?

11) If you have your own competency framework - please describe the sources used, how it was developed, its purpose, and list the competencies contained within it.

12) What aspects could be useful in a competency framework? What would you like to see in a competency framework for your Service?

13) Are there any particular competency models that you believe would be useful in Canadian Policing?

Section Two: Competency Based Management Framework (CBMF)

The CBMF (formerly known as the Police Sector Council Competencies) is the current focus of this scan to be updated.

There are 4 clusters of competencies listed in the CBMF (Behavioural, Technical, Leadership, and Civilian). They will all be listed below. Please indicate which competencies you believe would be valuable to keep in a new competency-based framework.

14) **Behavioural Competencies:** Please indicate which competencies you believe are relevant to be included in a new competency framework. If there are others you'd like to see added - please include in the last text box.
☐ Achievement Orientation
☐ Adaptability
☐ Conflict Management
☐ Critical Judgment

- ☐ Decision Making
- ☐ Developing Self and Others
- ☐ Fostering Relationships
- ☐ Interactive Communication
- ☐ Organizational Awareness
- ☐ Planning and Organizing
- ☐ Problem Solving
- ☐ Resource Management
- ☐ Risk Management
- ☐ Strategic Thinking
- ☐ Stress Tolerance
- ☐ Teamwork
- ☐ Visioning
- ☐ Written Skills
- ☐ None of the above

15) Technical Competencies: Please indicate which competencies you believe are relevant to be included in a new competency framework. If there are others you'd like to see added - please include in the last text box.

- ☐ Information Management
- ☐ Legislation, Policies, Procedures, and Standards
- ☐ Confidential Informant Handling
- ☐ Court Testimony
- ☐ Crime Scene Management
- ☐ Interviewing: Victims and Witnesses
- ☐ Interviewing and Interrogation of Suspects
- ☐ Obtaining Judicial Authorizations
- ☐ Note Taking and Report Writing
- ☐ Adult Sexual Assault
- ☐ Child Abuse
- ☐ Counterterrorism
- ☐ Domestic Violence
- ☐ Drug Enforcement
- ☐ Financial Crime
- ☐ Homicide
- ☐ Organized Crime
- ☐ Bloodstain Pattern Analysis
- ☐ Criminal Intelligence Analysis
- ☐ Digital Forensic Analysis
- ☐ Fingerprint Identification
- ☐ Forensic Photography
- ☐ None of the above

16) Leadership Competencies: Please indicate which competencies you believe are relevant to be included in a new competency framework. If there are others you'd like to see added - please include in the last text box.

- ☐ Change Management
- ☐ Decision Making
- ☐ Financial Management
- ☐ Human Resources Management
- ☐ Information Technology Management
- ☐ Strategic Management
- ☐ Community Relationships and Media Management
- ☐ Fostering Relationships
- ☐ Interactive Communication
- ☐ Organizational Awareness
- ☐ Ethical Accountability
- ☐ Public Accountability
- ☐ Public Safety
- ☐ Valuing Diversity
- ☐ None of the above

17) Civilian Competencies: Please indicate which competencies you believe are relevant to be included in a new competency framework. If there are others you'd like to see added - please include in the last text box.

- ☐ Oversee and Supervise Staff
- ☐ Oversee Unit Operations
- ☐ Hire, Supervise, and Engage Staff
- ☐ Oversee and Participate in Training Programs and Activities
- ☐ Support Organizational Improvement
- ☐ Participate at Meetings
- ☐ Recommend Quality Improvement Standards
- ☐ Prepare and Review Reports
- ☐ Adhere to Relevant Policing Legislation, Policies, and Procedures
- ☐ None of the above

18) Are there any competencies, emerging areas, or priorities for consideration that you would like added to a new competency framework? Please be as detailed and specific as possible.

Thank you!

This completes this survey on the use of competencies and competency frameworks. Please let us know if you have any further comments below.

19) Additional Comments.

Appendix B: List of Questions Used during the 2024 Stanhope Conference Presentation

Context	Questions
A) Use of Competency-Based Management Frameworks.	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? - If you have experience with a competency-based management framework, how do you implement it in your organization? 3. What are the benefits and challenges you have encountered?
B) 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?
C) 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?
D) 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?