

Developing Basic Constable Competencies: A Case Study

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CPKN - Stanhope Conference

Agenda



Police Job Performance
Outcomes and Competencies



Evaluating Police Training
Programs



JIBC: Case Study: Developing
Competency Based Police
Training Programs



Starting with the end in Mind Job Performance Outcomes

Job Function	<ul style="list-style-type: none">• Competent• Technical and Transversal Skills• i.e. K9 Officer
Job Tasks	<ul style="list-style-type: none">• Behavioral and Technical Tasks• i.e. Conduct a Traffic Stop
Job Performance Criteria	<ul style="list-style-type: none">• Job Criteria: Behavioral and Technical Indicators• i.e. Solicits diverse and inclusive perspectives



Competency Based Education (CBE) and Police Training

1. We would like to learn more about creating a training program utilizing competencies
2. We are starting to implement CBE
3. We have fully implemented CBE
4. We'd like to share our lessons learned from using CBE

Canadian Scope: Who is leading the way in implementing Competency Based Police Training Programs?



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What do you know about the PSC Competencies?

1. I am aware of them, but have not incorporated them
2. I would like to utilize them but need more information
3. I am fully aware of them and have incorporated them in our training program

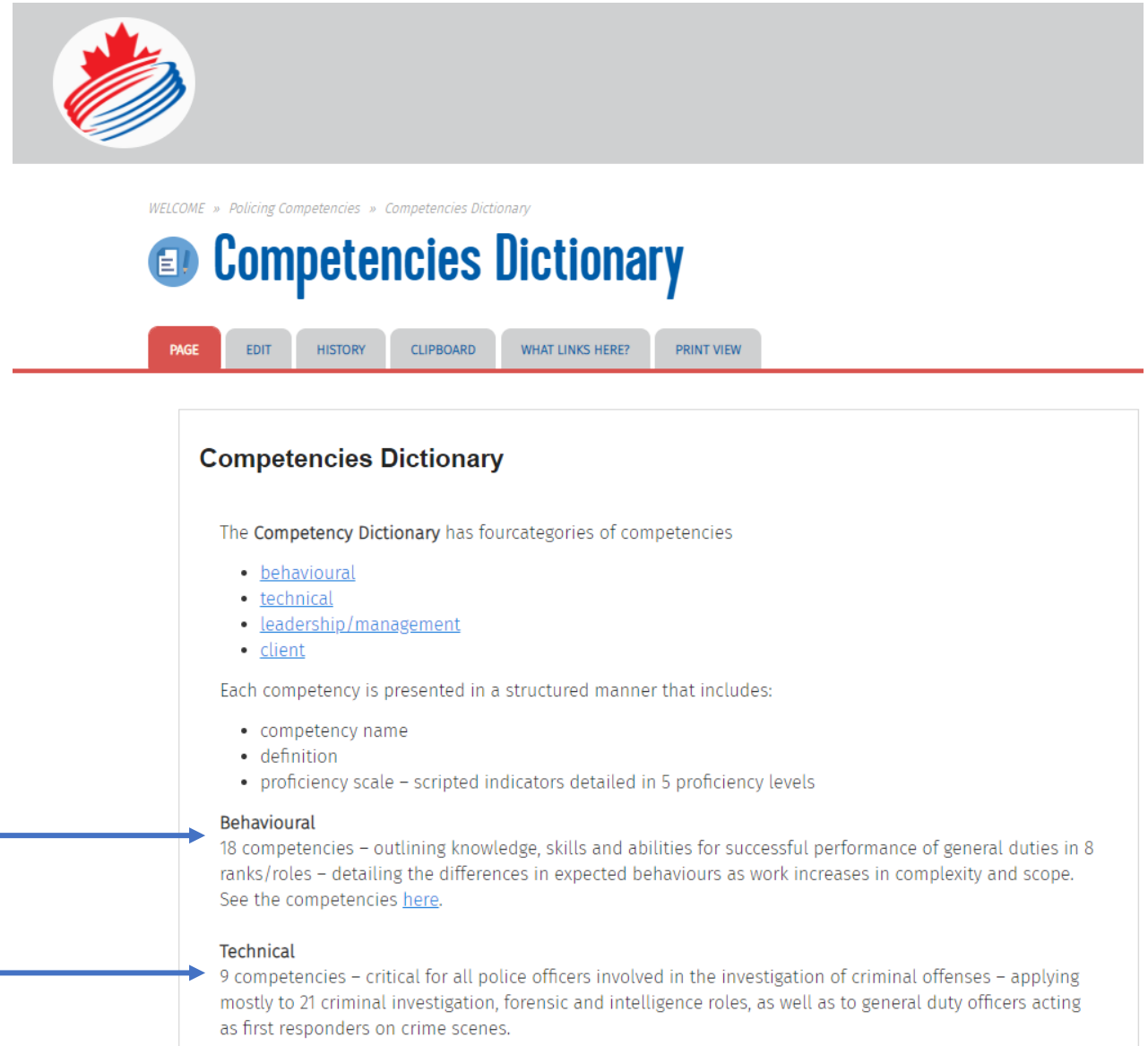
Former Police Sector Council Competencies

Now hosted by CPKN:
<https://lms.cpkn.ca/cops>

Competencies

Behavioral

Technical



The screenshot shows the 'Competencies Dictionary' website. At the top is a logo featuring a red maple leaf and blue and red swooshes. Below the logo is a breadcrumb trail: 'WELCOME » Policing Competencies » Competencies Dictionary'. The main title 'Competencies Dictionary' is in large blue font. Below the title is a navigation bar with buttons: 'PAGE' (highlighted in red), 'EDIT', 'HISTORY', 'CLIPBOARD', 'WHAT LINKS HERE?', and 'PRINT VIEW'. The main content area is titled 'Competencies Dictionary' and contains the following text:

The **Competency Dictionary** has four categories of competencies

- [behavioural](#)
- [technical](#)
- [leadership/management](#)
- [client](#)

Each competency is presented in a structured manner that includes:

- competency name
- definition
- proficiency scale – scripted indicators detailed in 5 proficiency levels

Behavioural
18 competencies – outlining knowledge, skills and abilities for successful performance of general duties in 8 ranks/roles – detailing the differences in expected behaviours as work increases in complexity and scope. See the competencies [here](#).

Technical
9 competencies – critical for all police officers involved in the investigation of criminal offenses – applying mostly to 21 criminal investigation, forensic and intelligence roles, as well as to general duty officers acting as first responders on crime scenes.

Competency Definition

1.3.2 Court Testimony (Competency Name)

Proficiency Levels (with Levels – depending on job role). i.e. First class constable to fifth class constable.

Job Task Indicators (with Levels – depending on job expectations). What the officer will need to **DO**

Prepares evidence and supporting documentation and presents testimony in court.
(Scale progression: increased scope and complexity)

Level 1	Level 2	Level 3	Level 4	Level 5
Applies introductory knowledge in routine and predictable situations with guidance	Applies basic knowledge in a range of typical situations that present limited challenges. Guidance required. Some individual autonomy or responsibility.	Applies solid knowledge in a full range of non-typical situations of moderate complexity with minimal guidance or no guidance.	Applies advanced knowledge in a broad range of complex situations. Guides other professionals.	Applies advanced knowledge in most complex and unpredictable situations. Develops new approaches, methods or policies in the area. Provides guidance at a national and international level.
<ul style="list-style-type: none">Describes the obligations of an officer as a professional witness.Describes the role of other individuals in the courtroom setting.	<ul style="list-style-type: none">Liaises with Crown Counsel to prepare testimony and discuss potentially contentious issues.Identifies the	<ul style="list-style-type: none">Provides evidence in investigations of moderate complexity.Assists in the jury selection process in collaboration	<ul style="list-style-type: none">Provides evidence in complex investigations.Develops visual aids for delivering testimony.	<ul style="list-style-type: none">Contributes to course training content based on research.Testifies in court for complex multi-

Behavioral Competencies

1.2 Adaptability

Competencies (with Levels – depending on job role). i.e. First class constable to fifth class constable.

Job Tasks (with Levels – depending on job role). What the officer will need to **DO**

1.2 Adaptability

Adjusts own behaviours and approaches in light of new information, and changing situations. Tailors approach to meet needs of individuals and groups. (Scale progression: increased scope and complexity)				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the need to adapt to change	Modifies own behaviour or approach to adapt to a situation	Adapts to widely varied needs	Adapts plans and goals to achieve results	Adapts organizational strategies to deal with change
<ul style="list-style-type: none"> Acknowledges the value of looking at issues from different and/or diverse perspectives Accepts that things will change Demonstrates willingness to try new approaches 	<ul style="list-style-type: none"> Is open-minded and gives consideration to new ideas and work processes Effectively manages own personal resistance or reaction to change Displays a positive 	<ul style="list-style-type: none"> Thinks diversely and “outside the box” to try new strategies that may differ from established approaches to policing Adapts to new ideas and initiatives across a wide variety of issues and 	<ul style="list-style-type: none"> Changes plans or course of actions based on new information or contrary evidence Makes adjustments and/or changes needed to fulfill 	<ul style="list-style-type: none"> Makes large or long-term adaptations in the organization in response to changes in circumstances Shifts readily between dealing with macro-strategic issues and critical details

How do you evaluate your training programs?

1. We use learner feedback
2. We use instructor feedback
3. We use curriculum designer feedback
4. We use supervisor feedback
5. We use community feedback

Evaluating Training Programs

How do you know your training
is working?



What informs your curriculum?

Job
Performance
outcomes?

Job
Performance
effectiveness?

Anecdotal
evidence



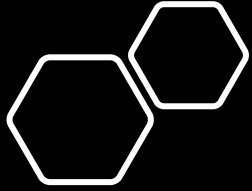
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JIBC: A Case Study

- Fall 2016:
 - Implemented CBE Program
- Fall 2018- Spring 2019:
 - Review of Training Program
- 2020:
 - Implementation of Recommendations
- 2021:
 - Curriculum Modifications



Overview of the Competencies Review Process

- Review
 - Competencies (Behaviors) and Job Tasks (Technical Tasks)
 - Curriculum Map
 - Performance data
 - Other Findings
- Conduct Needs/Gap Analysis
 - Conduct Stakeholder Meetings/Interviews/Focus Groups
 - Educate on curriculum development process

Findings

1. Adaptability	2. Ethical Accountability and Responsibility	3. Interactive Communication
4. Organizational Awareness	5. Problem Solving	6. Risk Management
7. Stress Tolerance	8. Teamwork	9. Written Skills
10. Decision-making		

Additions

Equity, Diversity, and Inclusion

Conflict Management

EQUITY, DIVERSITY, AND INCLUSION	ROLE LEVELS AND BEHAVIORAL INDICATORS
Values equity, diversity, and inclusion when working with others and treats others with respect	Recognizes and values the diversity of others to foster respect, equity, and inclusion (Level 1)
	Acknowledges personal biases to manage one's attitudes, beliefs, and feelings towards others of diverse backgrounds
	Seeks to minimize own impact of biases, personal perspective, and attitudes on actions and decisions
	Demonstrates compassion and respect for people regardless of their culture, ethnicity, gender, age, race, national origin, language, religion, sexual orientation, family status, vulnerability/at risk status, or other characteristics
	Addresses conduct, contact, or comment that fails to meet respect, equity, and inclusion values
	Applies principles of diversity and inclusion when working with others (Level 2)
	Demonstrates empathy to appreciate other points of views, value systems, and cultural protocols
	Solicits diverse and inclusive perspectives
	Seek and promote equitable outcomes from culture to culture

Competency:
Job Function
Expectations

Proficiency Level:
Job Task Expectation

Behavioral Indicators:
Performance Criteria of
Job Tasks

CONFLICT MANAGEMENT	ROLE LEVELS AND BEHAVIORAL INDICATORS
Recognizes that conflict can occur in many ways and intercedes to resolve the situation and focus on common goals.	Recognizes conflict to overcome difficult interpersonal situations (Level 1)
	Recognizes potential sources of conflict
	Consciously checks own emotions throughout interactions with others
	Sets aside personal differences, opinions, and values when dealing with conflict
	Builds rapport with others by looking for common ground and shared interests
	Uses appropriate strategies to resolve conflict (Level 2)
	Demonstrates appropriate verbal and non-verbal communication skills to mitigate core sources of conflict
	Challenges others' thinking or approaches in a constructive manner
	De-escalates difficult situations by being assertive rather than aggressive
	Assists others in creating resolutions

Competency:
Job Function
Expectations

Proficiency Level:
Job Task Expectation

Behavioral Indicators:
Performance Criteria of
Job Tasks

Limitations



Analytics of data



Performance
Outcomes



Anecdotal evidence



Job Task Analysis

Key Take Aways and Lessons Learned



Job Performance
Data



Data Analytics to
inform the
curriculum



Curriculum Map

In Closing



Thank you for your participation



We'd like to now invite and questions that you may have