

# Developing Competencies that Incorporate Community Engagement

CANADIAN  
POLICE  
KNOWLEDGE  
NETWORK



RÉSEAU  
CANADIEN DU  
SAVOIR  
POLICIER

# Developing Competencies that Incorporate Community Engagement

## Speakers:

- Dr. Scott Blandford, Assistant Professor and Program Coordinator for Wilfrid Laurier University
- Dr. Nora Houlahan, Assistant Vice President, Education & Training at Aurora College

# What is a....?

## Skill

- Involves mastery of techniques and knowledge specific to a job function or one area of a profession

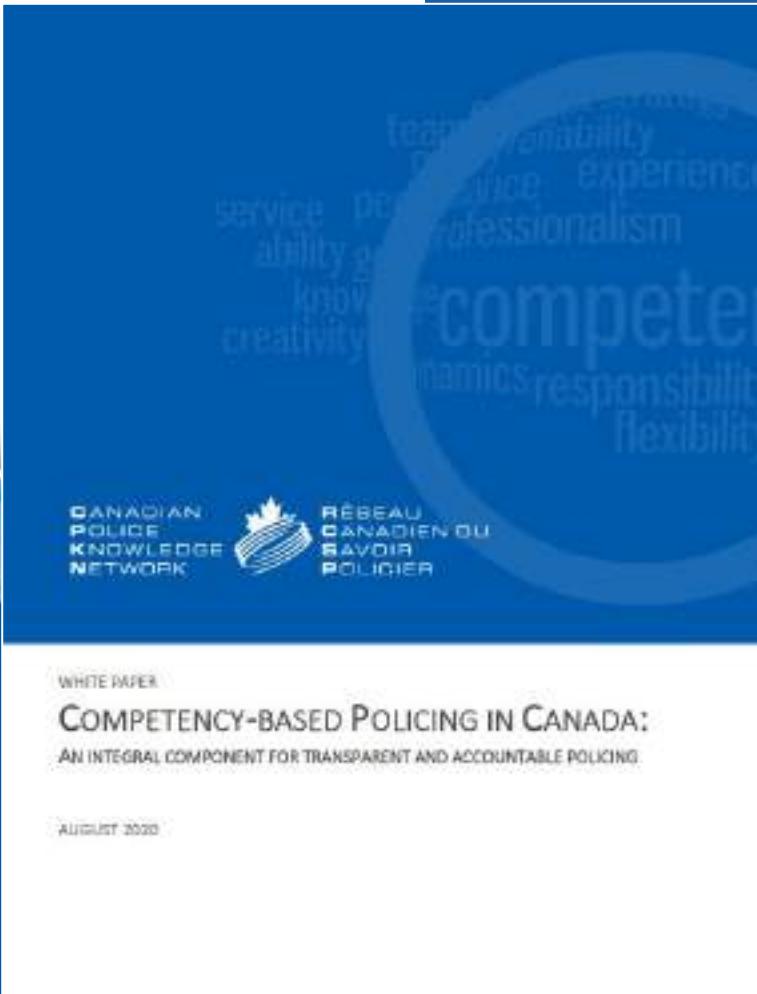
## Competency

- The enduring traits and characteristics that determine performance

# Poll Question

- What is the primary use of competencies in your organization?

# Poll Question Response



# Core vs. Functional (Technical) Competencies



Source: Waterloo Regional Police Service, 2017

## Core or Foundational

Part of a persons physical, psychological, and emotional makeup

*Their “character”*



Source: [www.mykawartha.com/news-story/8727697-meet-peterborough-s-new-police-chief-scott-gilbert/](http://www.mykawartha.com/news-story/8727697-meet-peterborough-s-new-police-chief-scott-gilbert/)

## Functional

A combination of core competencies and technical knowledge/experience

*Their “capabilities”*

# CBM Framework

## Competency-Based Management



# Behavioural Indicators

- Are actions demonstrated by the person that aligns with the competency
- Provides guidance for the person on how to demonstrate proficiency
- Provides guidance for performance assessors in conducting appraisals
- Not a comprehensive checklist or a “scorecard”
- This is why training is critical for assessors and for persons being assessed

# Scalability Example

## Level 1

**Recognizes federal and provincial legislative frameworks to address issues of social justice.**

## Level 2

**Recognize the different expectation of different cultures when encountering police.**

## Level 3

**Establishes connections with diverse groups to access support and resources.**

## Level 4

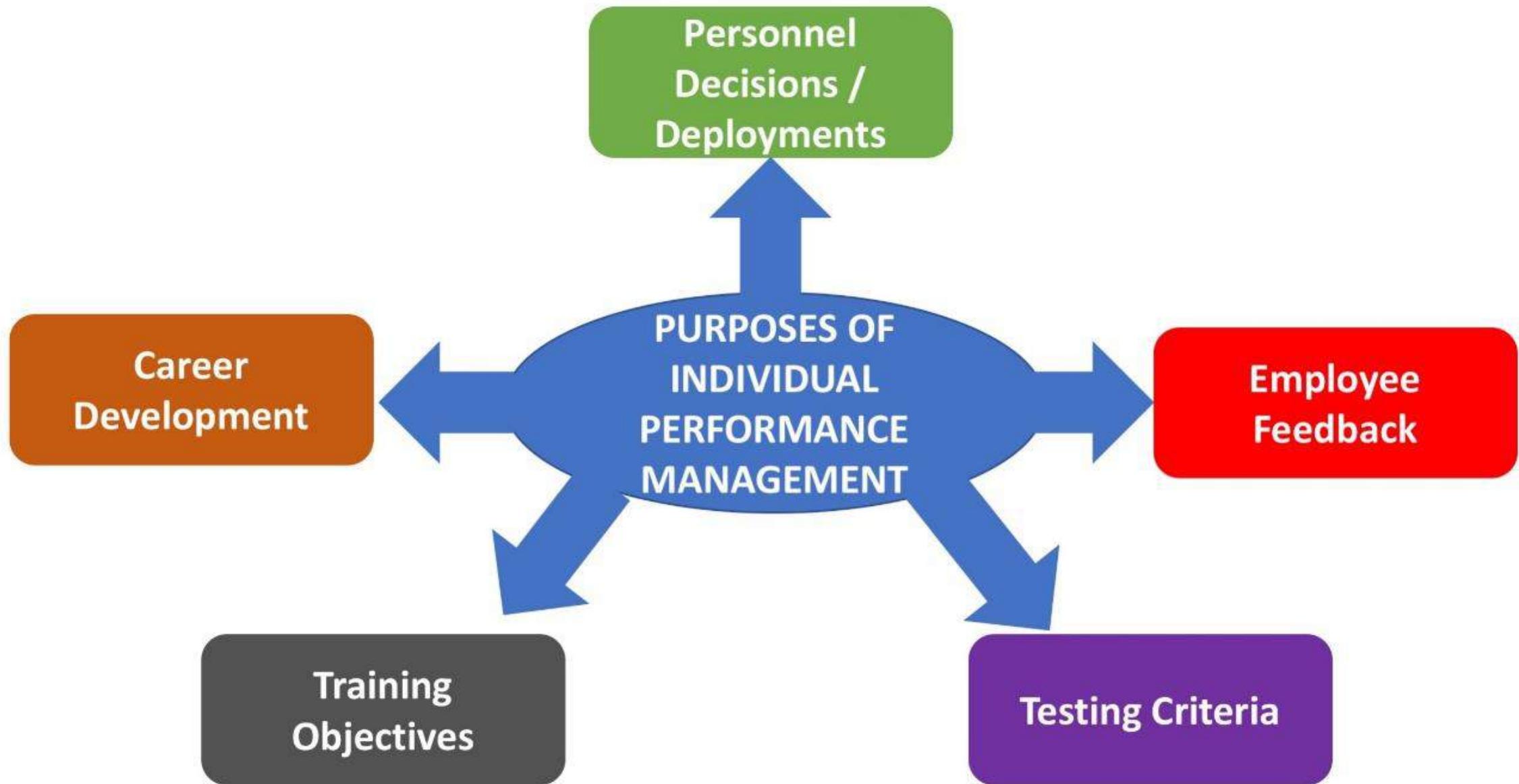
**Identifies desired outcomes, successful indicators, impacts of service provision, and a culturally responsive assessment with input from the community**

## Level 5

**Implements an effective response to the identified trends and realities in the community.**

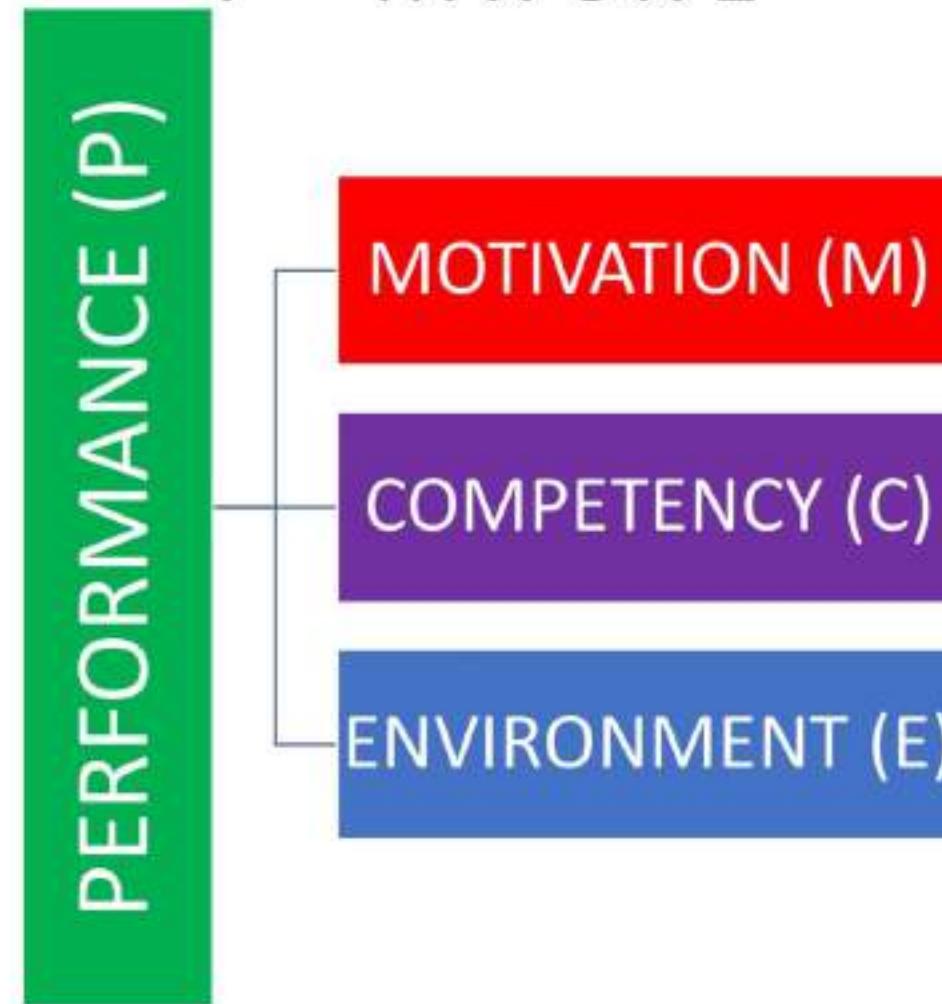
# Competency Gap

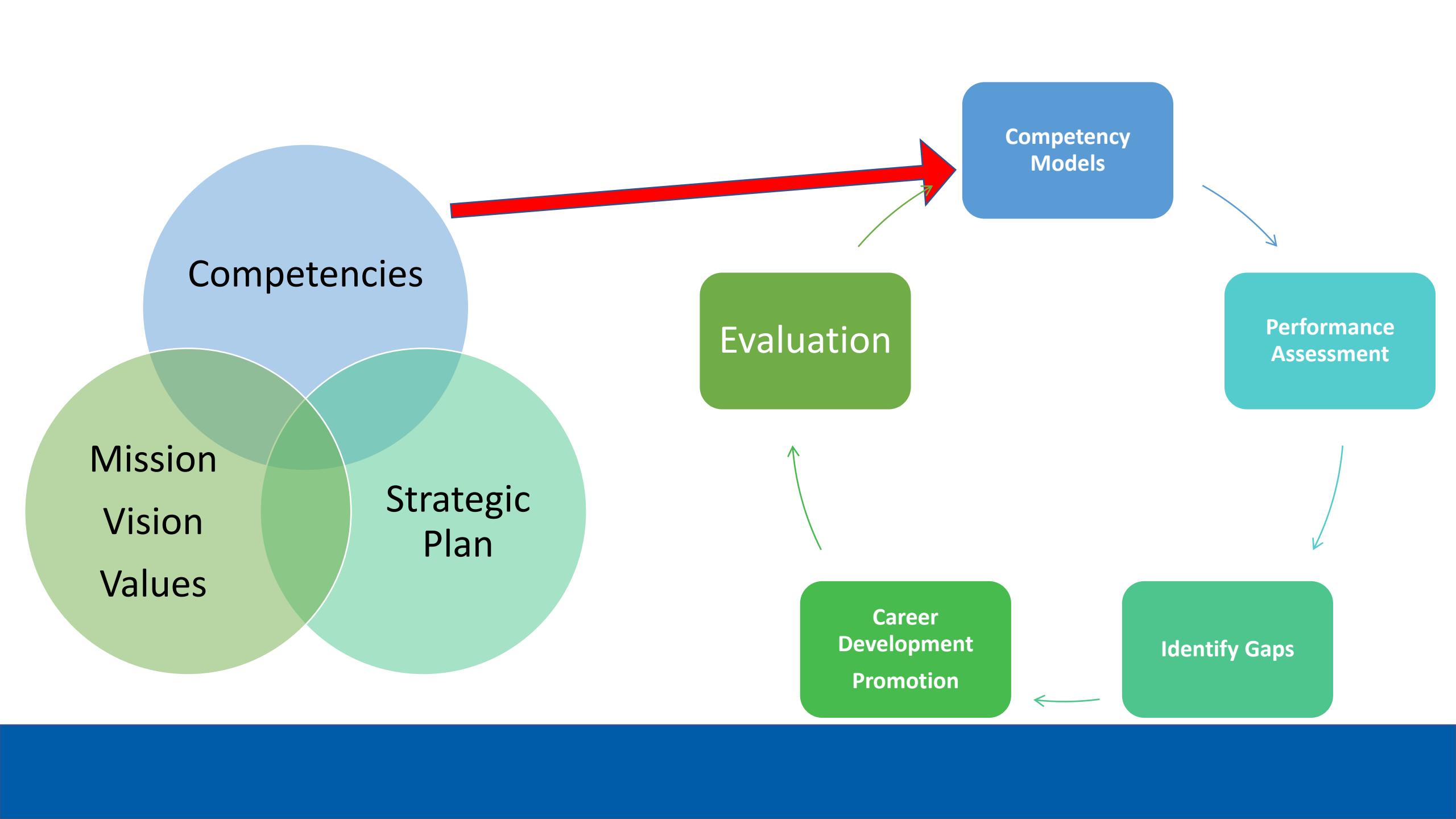




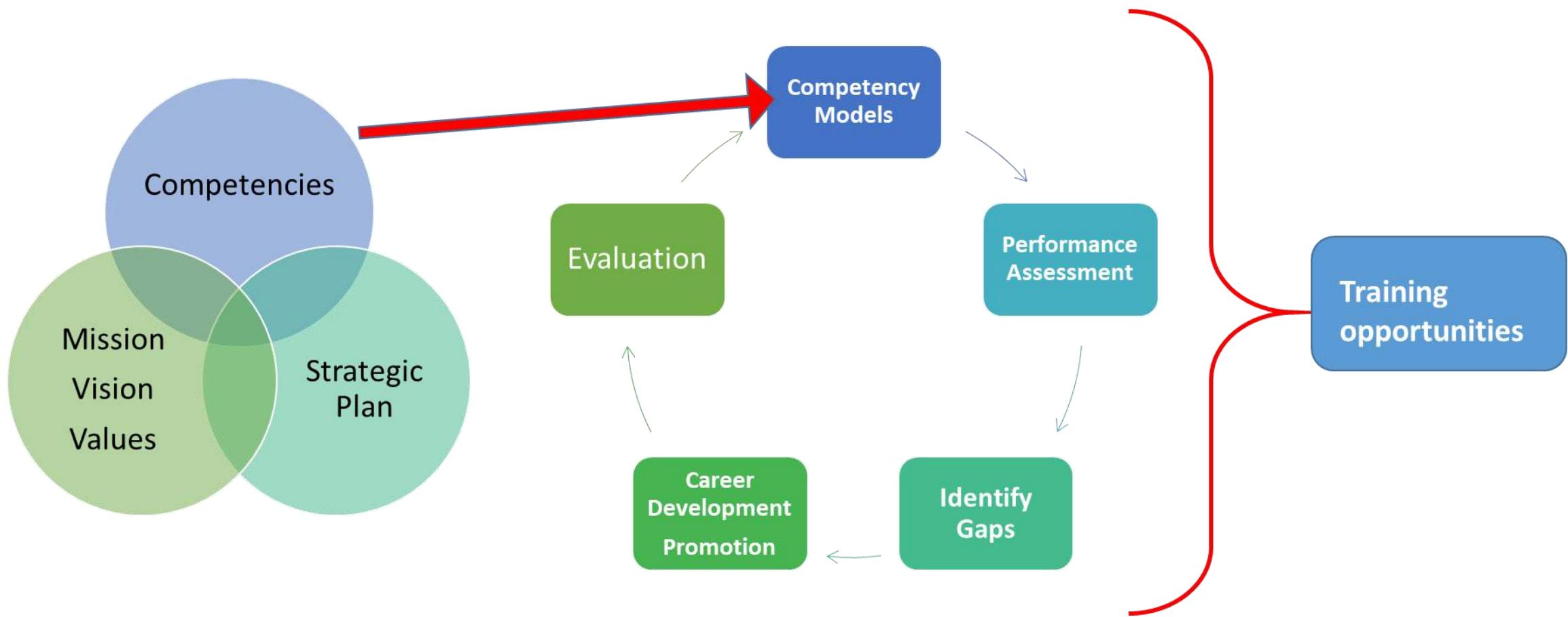
# *Performance Equation*

$$P = M \times C \times E$$



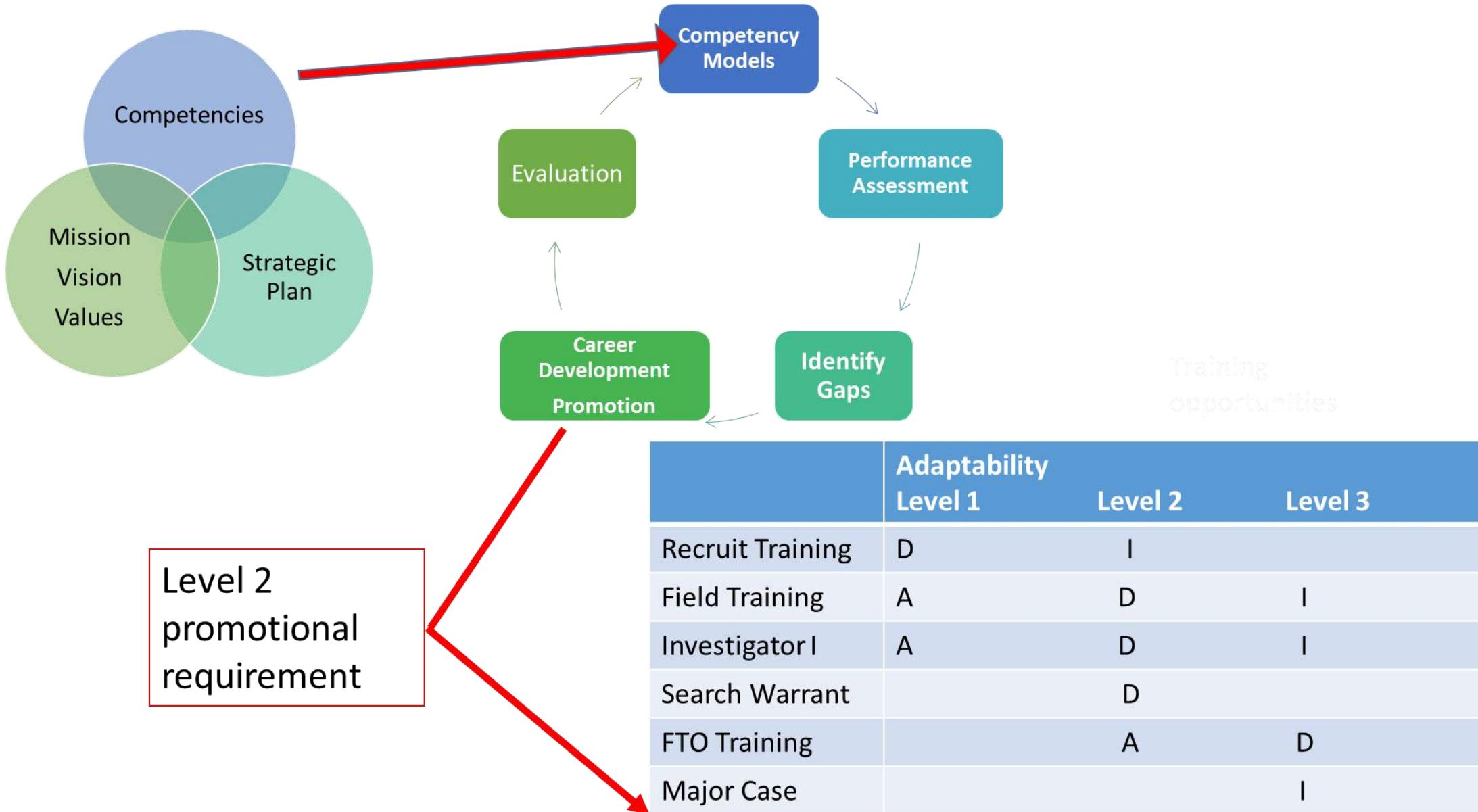


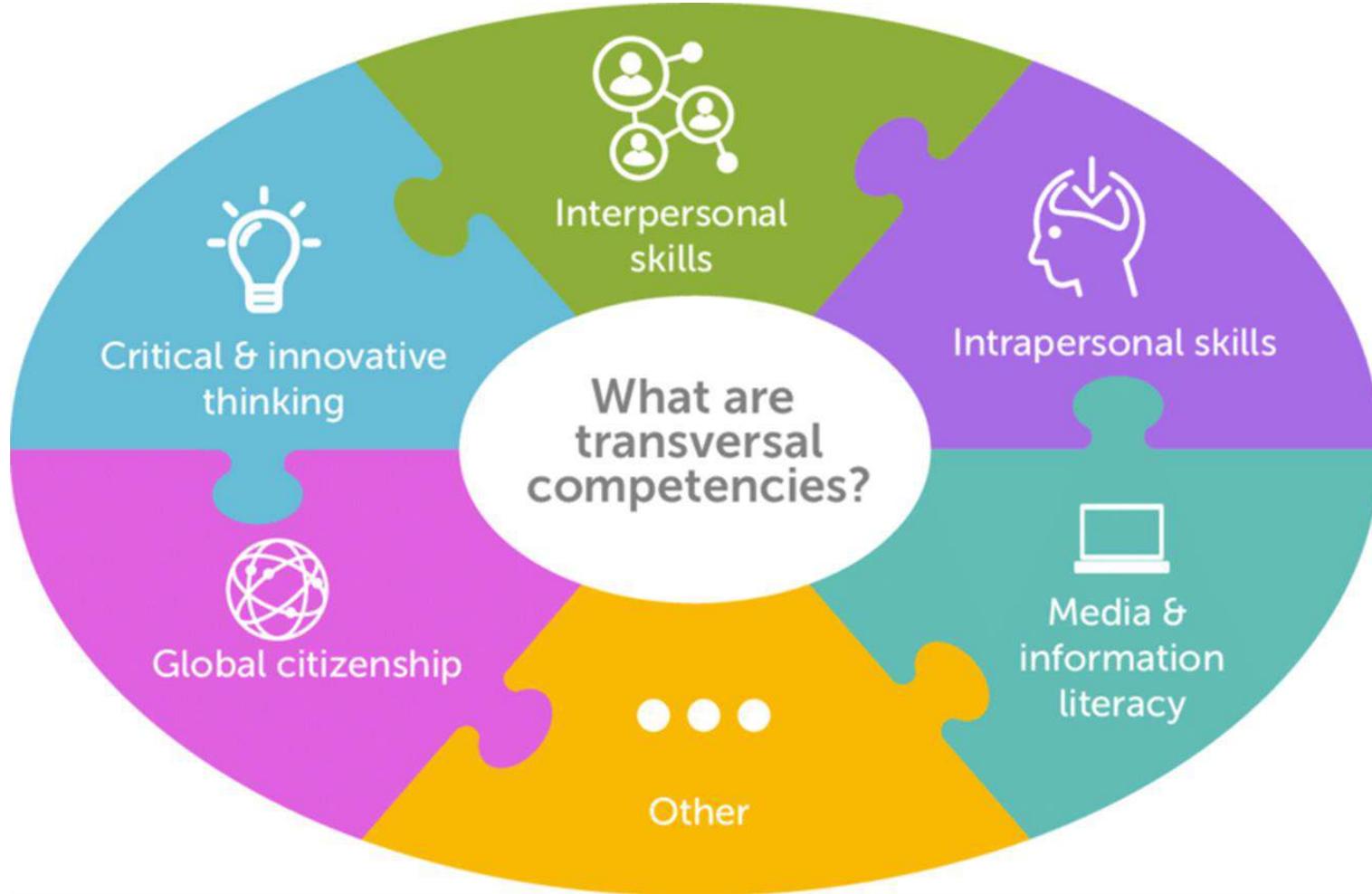
# Questions?



# Curriculum Map

	Adaptability		Communication		Decision Making	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
Recruit Training	D	I	A	I	D	I
Field Training	A	D	A	D	A	D
Investigator I	A	D		D		D
FTO Training		A		A		A





UNESCO, Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region, 2016

## CULTURAL SAFETY DIFFERS FROM THE FOLLOWING CONCEPTS

**Cultural Awareness:** An attitude that includes awareness about differences between cultures.<sup>3</sup>

**Cultural Sensitivity:** An attitude that recognizes the differences between cultures and that these differences are important to acknowledge in health care.<sup>3</sup>

**Cultural Competency:** An approach that focuses on practitioners' attaining skills, knowledge, and attitudes to work in more effective and respectful ways with Indigenous patients and people of different cultures.<sup>4, 5</sup>

**Cultural Humility:** An approach to health care based on humble acknowledgement of oneself as a learner when it comes to understanding a person's experience.

A life-long process of learning and being self-reflexive.<sup>6</sup>

**Cultural Safety:** An approach that considers how social and historical contexts, as well as structural and interpersonal power imbalances, shape health and health care experiences.

Practitioners are self- reflective/self-aware with regards to their position of power and the impact of this role in relation to patients.

"Safety" is defined by those who receive the service, not those who provide it.<sup>4, 5</sup>

# JIBC Competency

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

# Reliability & Validity

Reliability is a measure of the probability that a measurement procedure will yield the same (or similar) result when it is repeated

- Reliability does not guarantee accuracy (Babbie 1995)

Validity refers to the extent to which an indicator (or set of indicators) really measure the concept under investigation

- Reliability + Validity does guarantee accuracy (Babbie 1995)

# How To Develop Competencies

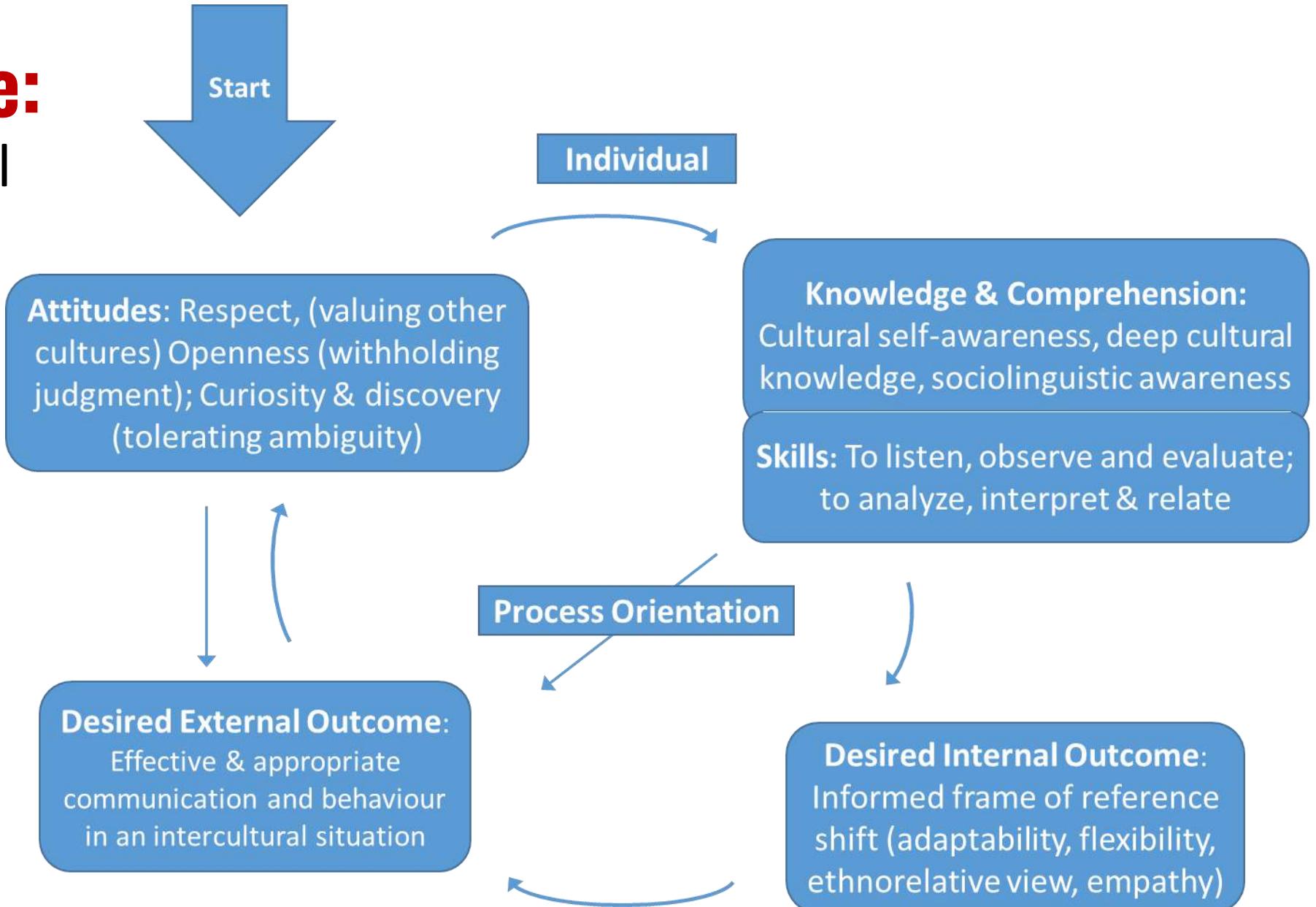
- Internally
  - Conduct a job task analysis **with expert practitioners** to identify characteristics and abilities required
  - Map these to overarching competencies
  - Identify examples of behavioural indicators
  - Develop the model and link it to the performance management system
  - **Map to training and resources – new training as required**
- Externally
  - Solicit stakeholder input on expectations
  - Map these to existing (or newly developed) competencies
  - Confirm behavioural indicators for validity and reliability
  - Link it to the performance management system
  - **Map to training and resources – new training as required**



***Have a plan or model that has reliability and validity to guide the process***

# Model Example:

## Deardorff's Model of Intercultural Competence



# Generic Behaviour Indicators

- **Attitudes:** Respect, openness and curiosity
- **Knowledge:** Cultural self-awareness, cultural-specific knowledge, deep cultural knowledge (understanding of other world views), and sociolinguistic awareness
- **Skills:** Observing, listening, evaluating, analyzing, interpreting, and relating are skills necessary for processing knowledge
- **Internal Outcomes:** The attitudes, knowledge, and skills lead to an internal outcome that consists of flexibility, adaptability, and empathy.
- **External Outcomes:** The effective and appropriate behavior and communication are the visible external outcomes of intercultural competence.

# Activity: Community Feedback Example A

**Test the model.**

**Read the community feedback below and select all the KSAs from the model that apply.**

From first contact with police officers at the hospital and afterward, Mr. and Mrs. Chow were treated insensitively with patronizing attitude and lack of sympathy. They were never given any information about the investigation to which they were entitled

*Macpherson Report 1999*

**Poll Question with ask which  
one of five is applicable**

# Activity: Community Feedback Example B

**Test the model.**

**Read the community feedback below and select all the KSAs from the model that apply.**

The Inspector on scene (most senior officer) displayed insensitive and racist behaviour. He assumed there had been a fight. He failed to assess the deceased's friend, who was also injured, as a primary victim. He therefore failed to take advantage of the help that could have been provided.

*Macpherson Report 1999*

**Poll Question with ask which  
one of five is applicable**

# Workshop.... So lets work?

# Summary

**Cultural Competence is a transforming comprehensive organizational approach to integrating cultural diversity into all aspects of an organization's structure and functions. It encompasses behaviours, attitudes, policies, and practices that honour and effectively respond to cultural diversity.**

Cultural Competence: A Guide to Organizational Change. Ngo, H. V. (2008). *Cultural competence: A guide for organizational change*. Calgary, AB: Citizenship and Immigration Canada.

***To secure and maintain the respect and approval of the public means securing of the willing co-operation of the public in the task of securing observance of laws.***

Sir Robert Peel



# **Community and Police Develop Competencies**

Once defined, the competencies and values were integrated in all people programs to set expectations and as development and learning tools. They are now used to inform everything from recruitment to in-service training programs to the promotion process. In the coming years, they will be applied even more widely, shaping formal learning and development opportunities, and award and recognition programs. They will affect and influence every aspect of how we work together and how we hold each other accountable.



## CORE VALUES



**Service at our core:** by respecting and upholding the rights and freedoms of all people in all our interactions, free from bias or stereotype, seeking to understand and help others by making a difference; and asking ourselves, "Have I done all I can do?"



**Do the right thing:** by acting professionally, with integrity, and without prejudice, even in the most challenging circumstances, when no one is watching, and on and off duty; holding others accountable to the same standards; challenging any inappropriate behavior; and asking ourselves, "Have I lived to my word and values?"



**Connect with Compassion:** by treating all people with empathy, respect, equity and dignity; going the extra mile to ensure others feel safe, supported, included, engaged and valued; standing up for those who cannot stand up for themselves; valuing others life experiences; and asking ourselves, "Have I treated others as they would like to be treated?"



**Reflect and Grow:** by recognizing that we do not have all the answers; seeking and acting on input and feedback from the communities and our colleagues; acknowledging and learning from our mistakes and successes; and asking ourselves, "What else can I do to improve?"

## BUILDING COMPETENCIES WITH MEMBERS & COMMUNITY



Conducted 15 focus groups with stakeholders at all levels of the Service



Best analysis of core competencies and values



Strategic interviews with internal and external leaders

## CORE COMPETENCIES



### OUR MINDSET:

We are adaptable, innovative and forward thinking  
We are solution-focused



### OUR CONNECTIONS:

We are service and community-focused  
We work collaboratively



### OUR DEVELOPMENT:

We develop ourselves and others  
We lead and inspire



### OUR IMPACT:

We are emotionally intelligent  
We are accountable and deliver results

