

## PREAMBLE – MODERNIZING POLICE LEADERSHIP COMPETENCIES

The following document is the final report for the *Modernizing Police Leadership Competencies* project that was a collaboration among CPKN, CACP and CPC and partially funded by Public Safety Canada.

This project has proven to be a valuable initiative to the benefit of Canadian Policing. As you will see in the report, there were three significant outcomes:

1. Creation of an **updated Competency Profile for Police Executive Leadership** (Appendix A of the report). This was based on information, discussions and analysis resulting from the literature review, community survey and facilitated workshop that formed the foundation of this project.
2. Definition of a series of **next steps** to complete the updating of the Police Leadership Model taking into consideration factors such as Character-based Leadership and other issues not contemplated in the original Competency Based Management Framework (CBMF). These issues are clearly laid out in the final report and represent the next phase in updating the overall CBMF.
3. **Broad engagement** of the policing sector at both the leadership and practitioner level. Leaders from Canadian Association of Chiefs of Police, Canadian Police Association and Canadian Association of Police Governance along with large and small police services (including the RCMP, Toronto Police Service, OPP and Montreal Police and Surete de Quebec) were all actively engaged in this initiative and want to be part of the next phase.

Similarly, HR practitioners from right across the country and the sector are now part of the newly created Competency Based Management Community of Practice (CBM-COP) that was developed through this project. This new service allows these experts easy access to updated competencies as well as all existing Police Sector Council material. The existing Sector Council website will be decommissioned. The COP will also allow easy flow of material and information between and among the participants.

A detailed report that bundles together all background materials and supporting documentation is also available for those who are interested. If interested, please reach out to CPKN at [info@cpkn.ca](mailto:info@cpkn.ca) for a copy.

The next steps will be undertaken by CPKN's National Advisory Committee's Competencies Sub Committee and overseen by a Steering Committee of leaders from the sector including representations from CACP, CPA and CAPG.



# Modernizing Police Leadership Competencies: Final Report

March 31, 2020



Community  
Safety  
Knowledge  
Alliance  
Research to Practice to Alignment

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## About the Report

The complex and dynamic environments in which policing occurs are outpacing the adaptive capacity of most police services. There is a broad recognition within Canadian policing of the need for a robust competency-based management framework and corresponding police leadership competency model that support well-informed human resource and performance policies, practices and procedures. The Canadian Police Knowledge Network (CPKN) holds the extensive body of policy and practice-related materials developed under the leadership of the now-defunct Police Sector Council. CPKN, in partnership with the Canadian Association of Chiefs of Police and the Canadian Police College, is leading efforts to ensure the framework and model remain relevant to the needs of the police sector.

In late-2019, CPKN and its key partners commissioned the Community Safety Knowledge Alliance (CSKA) to support them in this regard, with a primary focus on executive leadership. This report summarizes key trends and implications for police leadership from a literature review; findings from a survey of Canadian police agencies; results from a workshop of key stakeholder representatives; and a proposed set of next steps.

### About Community Safety Knowledge Alliance

CSKA is a not-for-profit organization that supports governments and others in the development, implementation, and evaluation of new approaches to community safety and well-being. Its offices are in Saskatoon, Saskatchewan and Ottawa, Ontario. For further information about CSKA, please contact:

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## Introduction

Competency-based management provides an integrated framework for all aspects of human resource management. Between 2008 and 2013, the Police Sector Council (PSC) led the development of the Competency-Based Management Framework (CBMF) and related tools for Canada’s police sector. This work culminated in the nationally validated Competency-Based Management Framework (CBMF), which includes a Policing Leadership Model (PLM) consisting of 14 leadership competency domains with associated definitions and associated proficiency levels for all levels and ranks.

Category	Competency
Performance	Change management
	Decision making
	Financial management
	IT management
	HR management
	Strategic management
Partnering	Community relations and media management
	Fostering relationships
	Interactive communication
	Organizational awareness
Accountability	Ethical accountability
	Public accountability
	Public safety
	Valuing diversity

In November 2018, CPKN hosted a two-day workshop with police sector representatives to determine the current state of CBM usage, how it was being applied, and what would be needed to ensure the framework and tools remained accessible, valid, and of value. CPKN determined that:

- There is broad-based support in the police community for CBM and the benefits it provides;
- Many agencies are using CBM but are working in silos, independent of each other;
- Many use the CBMF developed by PSC as the foundation for CBM but locally adapted;
- The sector wants to collaborate to update/improve the national CBMF to ensure it remains valid and is adaptable to the specific local needs.

### Project Objectives

It is against this backdrop that CPKN, in partnership with the Canadian Association of Chiefs of Police and the Canadian Police College, commissioned the Community Safety Knowledge Alliance (CSKA) to:

- Conduct a literature review on current trends in policing leadership and CBM;
- Conduct a survey of police services regarding the use of the CBMF and CBM; and

- Convene a meeting of police sector representatives to identify opportunities to validate the existing leadership competencies, obtain suggestions for modification and identify any gaps that need to be filled, and to identify next steps to ensure the expanded use and sustainability of the CBMF.

## Organization of this Report

This report summarizes:

- Key trends and implications from the literature review;
- Findings from the 2020 survey of police agencies;
- Results from the January 2020 workshop;
- A proposed set of next steps.

## Emerging Trends Relevant to Canadian Police Leadership

A review of the most relevant literature regarding new trends relevant to police leadership competencies revealed the following key emerging trends:

### **Trend #1: Achieving sound community safety and well-being outcomes is becoming increasingly complex and requires more sophisticated multi-sector and multi-disciplinary approaches**

Over the past decade, governments, private and not-for-profit sectors, and academia have recognized the need for multi-disciplinary approaches to achieve improved community safety and well-being outcomes. Police leaders have been encouraged to enhance their organizational capacities to partner effectively in such ‘whole-of-system’ responses to these complex issues.

### **Trend #2: Information communications technology (ICT) challenges and opportunities**

There is a widespread and pressing need for improved knowledge about emerging digital technology and cyber security and new approaches to risk management. Senior leaders must understand how ICT and AI-enabled tools affects security as it relates to organizational risks, objectives, and practices.

### **Trend #3: Policing in Indigenous communities in the era of Truth and Reconciliation**

An improved understanding of colonial and post-colonial Indigenous experiences in Canada will be required. This will involve ‘unlearning’ certain assumptions and perspectives anchored in history and learning from new social research involving a greater diversity of voices and experiences.

### **Trend #4: Mental health and well-being**

Addressing the lived experiences of people in ways that serve community safety and well-being cannot be achieved through traditional law enforcement techniques. New skill sets and new collaborative relationships with other human service providers are required. Also, focusing internally, police leaders must guide new ways to support employee mental health and well-being.

### **Trend #5: Leading adaptive change - transformational and character-based leadership**

The pace of change in the police operating environment requires a greater capacity to adapt. Traditional approaches to community policing are increasingly ineffective in addressing layered and complex issues. Transformational leadership competencies have never been more important.

There is also growing interest among some federal agencies, including the RCMP, in character-based leadership (CBL). This emerging body of research positions individual character attributes, along with job commitment and role-related competencies, as important contributors to effective leadership<sup>1</sup>.

In summary, in this increasingly complex operating environment, some adjustments to police leadership competencies may be warranted. The survey of police services, together with the results of the sector workshop held in January 2020 will consider these key emerging trends.

## **Survey of Police Services**

### **Approach**

This online survey was designed and implemented to capture a snapshot of the current status of the CBMF and the PLM across Canada's police sector. Results informed workshop discussions.

The survey was issued in early January 2020, with email invitations to over 120 CACP-affiliated police services across Canada. The primary objective was to identify gaps between existing senior leadership competencies and the most relevant skills (current and emerging) at the chief and deputy levels. Secondary objectives focused on the perceived value and prospective use of an updated CBMF.

The survey yielded a response rate of 62% . Seventy-six (76) police agencies from nine provinces, ranging in size from 16 to over 1000 employees, responded.

### **Survey Findings**

Most (n=62) reported that they used some form of CBM. Many have used either the PSC's CBMF (n=19) or a derivative of the CBMF (n=9). Seventeen reported using other CBM systems, whether internally developed or provided by private sector organizations such as Oracle Taleo or the Hay Group.

The majority of the agencies value the framework and reported that it remains mostly relevant and current to their needs. Where concerns were indicated, the reasons involved:

- The emphasis on human resource management over leadership development;
- An absence of elements related to:
  - Team building;
  - Creating positive, engaging, and inspiring work environments and organizational culture;
  - Fostering innovation.

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<sup>1</sup> See, for example, Crossan, M., Seijts, G & Gandz, J. (2016). *Developing Leadership Character*. New York, NY: Routledge.

- The need to refine/streamline the CBMF to:
  - Simplify core competencies and core values of policing;
  - Clarify what is required of senior police leaders to develop strategic leadership capacity, beyond the traditional focus on command and operational direction.

### **How the CBMF is Used for Leadership-related Processes**

Three primary uses were cited:

1. Leadership selection;
2. Performance management; and
3. Training of leaders and development of leadership capacity.

Succession management and leadership development were cited as the two secondary uses.

### **Most Valued Features**

Respondents ranked the key elements in decreasing order as follows:

- Details of the competency definitions;
- Leadership profiles;
- Alignment of competencies to your organization’s operational environment;
- Details about the behaviours associated with the proficiency;
- Information on proficiency levels;
- Job descriptions; and
- Task lists.

### **Least Relevant Competency Domains**

- Financial management;
- Information technology management; and
- Community relations and media management.

### **Most relevant competency domains**

- Change management;
- Ethical accountability;
- Public accountability; and
- Decision making.

### **PLM Competencies vs. Emerging Trends in Police Leadership**

Reflecting on emerging trends impacting police leadership, the CBMF covers:

- Leading a learning, adaptive organization (n=19);
- Relational and transformational leadership (n=16);
- Information communications technology and the Internet of Things (n=12); and
- Self-awareness and self-management under pressure (n=12).

Competencies not currently covered by the CBMF include:

- Prioritizing the health, mental health, and well-being of self and others (n=15);
- Indigenous relations in the context of Truth and Reconciliation (n=15); and
- Trauma awareness (n=14).

Gaps in the CBMF were identified using the terms:

- Values-driven leadership;
- Respectful workplace culture;
- Diversity, inclusiveness;
- Ethical reasoning;
- Mental health and well-being of others;
- Innovation, continuous improvement;
- Team building, engaging, inspire, change management; and
- Accountability, ethical and financial responsibility, risks.

### **Pan-Canadian Adoption Benefits and Availability Awareness**

Several respondents identified a range of benefits from national adoption of the CBMF, including:

- Enhance consistency of policing practice across organizations;
- Foundation for the professionalization of policing;
- Availability of a full competency framework for all ranks; and
- A driver of transformation in addressing future challenges.

Finally, there was only a modest level of awareness (close to 30%) of the availability of the CBMF and related tools through CPKN.

In summary, the survey results suggest that the CBMF remains mostly relevant and current across a self-selected regionally and linguistically (Anglophone and Francophone) diverse group of police services. The results provide direction on where attention should be focused to refine the Police Leadership Model and related competencies.

## Proceedings of the 2020 Workshop

On January 30 – 31, 2020, a workshop was held at the Canadian Police College in Ottawa. Forty-three (43) participants from across Canada attended; the majority were police service employees, both sworn and civilian. Other participants included the Executive Director of the Canadian Association of Police Governance, the President of the Canadian Police Association, the Executive Director of the CACP, and the Vice-President of the First Nations Chiefs of Police Association.

Following an overview of the Police Sector Council-led development of the CBMF and PLM, summaries of key findings from the literature synthesis and survey were presented and endorsed by participants. With the preceding reflections on trends and context in mind, the remainder of the session focused on the currency of the PLM, competency alignment and how to close any identified gaps. Detailed insights and suggestions are at Appendix A.

The final segment of the workshop focused on identifying critical next steps for modernizing the PLM and the CBMF, more broadly.

### Calibrating Senior Leadership Competencies with Emerging Trends

Workshop participants agreed that the literature review represented a valid summary of the evolving and complex environment within which police executives lead their organizations. Through extensive discussion, they agreed that the current PLM largely aligns with these trends. However, the PLM's emphasis on *technical management competencies* does not fully address the broader *transformational leadership* requirements so necessary in policing today. It will be necessary to further update and refine the PLM following a more extensive validation process involving a broader range of stakeholders.

An updated leadership model should be adaptable to organizations of different sizes and needs. It also needs to be flexible to changing conditions, including the changing configurations of leadership teams.

Several participants suggested that the performance levels assigned to a competency at the executive level do not always need to encompass lower levels of proficiency. In most competency domains, it is important that senior leaders possess the lower levels of proficiency. However, participants indicated that this is not always the case in such areas as Financial, IT and HR management. It was suggested that in larger police agencies, executives will usually have a basic familiarity with core concepts so that they can understand opportunities, ensure accountabilities and reduce risk. However, they can rely on lower level personnel to manage and deal with finer grained technical aspects. In smaller services, executives may need to have a deeper level of proficiency – including at the lower levels.

## Overarching Categories and Specific Competency Domains

The following chart provides an overview of insights and suggestions captured over the course of the workshop. It is a synthesis of group discussions and feedback.

Competency Category	Higher-level Feedback	Competency	Higher-level Feedback
Performance	This competency category focuses largely on <i>management</i> competencies related to technical knowledge and skills rather than <i>leadership</i> competencies that support adaptive capacity.	Change management	<ul style="list-style-type: none"> <li>Change management is often described as a set of <i>technical methods</i> for implementing planned change.</li> <li>Leadership that supports learning organizations responsive to adaptive challenges requires complementary competencies anchored to <i>relational processes</i>.</li> <li>'Transformational/Adaptive leadership' may be a more suitable descriptor of this domain.</li> </ul>
		Decision making	<ul style="list-style-type: none"> <li>There is a need to emphasize the capacity for joint problem solving with a both traditional and non-traditional stakeholders.</li> </ul>
		Financial management	<ul style="list-style-type: none"> <li>These 3 domains share a common emphasis on a high-level baseline of technical knowledge/skills often located at the level of divisional leaders.</li> <li>However, they omit a focus on more strategic and integrative thinking/acting that enables effective organizational oversight and risk management, interactions with governance boards, strategic leadership, and fiduciary responsibility.</li> </ul>
		IT management	
		HR management	<ul style="list-style-type: none"> <li>This domain is more suggestive of the development and implementation of organizational strategy than of demonstrating and fostering strategic thinking and behaviour for oneself and among one's direct reports.</li> </ul>
Strategic management			
Partnering	This category was seen as including a mix of	Community relations and media management	<ul style="list-style-type: none"> <li>The existing profile overemphasizes concepts of public relations and marketing. Going forward, it should reflect more on authentic</li> </ul>

Competency Category	Higher-level Feedback	Competency	Higher-level Feedback
	technical management- and relational leadership-focused competencies that could be confusing to users.		engagement with communities and other stakeholders, as well as issue/crisis management and communications. <ul style="list-style-type: none"> <li>▪ While the term ‘media management’ implies a focus on developing relationships with news media in order to promote positive organizational profiles and to minimize reputational risks, the content of this domain emphasizes competencies related to the use of social media as an organizational tool.</li> </ul>
		Fostering relationships	<ul style="list-style-type: none"> <li>▪ This domain emphasizes partnership development rather than relational leadership skills based on an understanding of diversity, listening, learning, coaching and developing, conflict management, and employee and stakeholder relations.</li> </ul>
		Interactive communication	<ul style="list-style-type: none"> <li>▪ The title of this domain suggests responsive, two-way communication and relates to a number of other domains.</li> <li>▪ Several participants expressed that it would be better conceptualized as ‘effective communication’ or that communication-related competencies should be recognized as a cross-cutting domain.</li> </ul>
		Organizational awareness	<ul style="list-style-type: none"> <li>▪ This domain largely reflects an inward orientation. While organizational acuity remains a key element of effective leadership, concerns about the organization’s external ecosystem are also necessary.</li> </ul>
Accountability	While each of the domains associated with this category support public trust and a range of accountabilities, they also relate strongly to	Ethical accountability	<ul style="list-style-type: none"> <li>▪ While the definition of this domain is valid, there is an opportunity to emphasize how ethical consideration should be embedded in all facets of organizational culture and conduct as a core value.</li> </ul>
		Public accountability	<ul style="list-style-type: none"> <li>▪ It was suggested that the term ‘public’ needs to be clarified to ensure that accountabilities are clearly directed—i.e., whether ‘the public’ refers to the community(ies) served by a police service or to</li> </ul>

Competency Category	Higher-level Feedback	Competency	Higher-level Feedback
	values-based leadership of police services as communities of employees that are part of the broader communities they serve.		<p>the service’s governance body through which accountability to the public is formally vested.</p> <ul style="list-style-type: none"> <li>▪ This type of acuity for the accountabilities that go hand-in-hand with contemporary policing bear a relationship to notions of organizational and community awareness, as well as self-awareness, effective communications, and ethical conduct.</li> </ul>
		Public safety	<ul style="list-style-type: none"> <li>▪ The focus of the language was regarded as restrictive, implying that police lead the management of community safety rather than in collaboration with other elements of the community. From a best practice standpoint, the language of ‘community safety and well-being’ was regarded as preferable to the more outdated ‘public safety’.</li> <li>▪ This cross-cutting perspective should be embedded in all competency domains to ensure both externally- and internally-directed focus on ‘community safety and well-being’ and ‘organizational safety and well-being’, respectively.</li> </ul>
		Valuing diversity	<ul style="list-style-type: none"> <li>▪ The position of this domain as the last element of the framework was regarded as problematic in that it suggested a lower level of commitment to what is, today, an essential characteristic of effective leadership and values-based organizations.</li> <li>▪ The concept of diversity as a descriptor of organizational <i>structure</i> and make-up—or of the range of experiences and ideas within an organization—is important. However, in more contemporary language, the understood benefits of social inclusion and the known risks of social exclusion are equally important <i>dynamic</i> features of today’s organizations.</li> </ul>

## Updated Leadership Competency Profile for Executive Leadership

The literature synthesis, survey, and workshop informed an updated Leadership Competency Profile for Executive Leadership (see Appendix A). This includes proposed revisions to competency titles and definitions, along with remarks on associated proficiency levels. This will help to target areas for the next phase of refinements. It will also help guide the development of a research agenda—including robust monitoring and evaluation planning—to support the validation of a renewed PLM.

## Implications for Further Refining Competencies within the PLM

Discussions regarding the PLM and the corresponding leadership competency domains suggested the need for more contemporary terminology and greater clarity on how the elements of policing leadership competence fit together. Specific attention should be given to:

- Supporting core Canadian values through the promotion of diversity and inclusion;
- The foundational role of individual-level attributes (i.e., character-based leadership);
- Clarifying and differentiating concepts related to technical management competencies (which are essential to effective leadership) *versus* leadership competencies (which are necessary to achieve transformational change and adaptive capacity).

To address these requirements, the updated PLM should link the practical relationships between recalibrated leadership competencies and the outcomes they support for police agencies and their communities. The model would need to recognize and refine:

Foundational individual attributes	<ul style="list-style-type: none"> <li>• Character;</li> <li>• Commitment;</li> <li>• Self-focused elements (e.g., self-awareness, self-regulation, reflective capacity)</li> </ul>
Technical management competencies	<ul style="list-style-type: none"> <li>• Financial management;</li> <li>• Human resource management;</li> <li>• ICT management;</li> <li>• Change management.</li> </ul>
Specific leadership competencies	<ul style="list-style-type: none"> <li>• Transformational leadership and innovation;</li> <li>• Fostering relationships and engagement;</li> <li>• Fostering accountability and trust;</li> <li>• Strategic thinking, risk management, and effective decision making.</li> </ul>
Integrative, cross-cutting competencies anchored to core values	<ul style="list-style-type: none"> <li>• Effective communication;</li> <li>• Embracing diversity and inclusion</li> <li>• Promoting and ensuring organizational well-being;</li> <li>• Assuring/promoting community safety &amp; well-being.</li> </ul>

Organizational and community outcomes

Immediate Outcomes

- Culture of learning, inclusion, and collaboration;
- Positive relationships with all stakeholders;
- Organizational capacity for resilience and adaptation in the face of complex challenges;
- Adoption of best practices to achieve outcomes

Intermediate Outcomes

- Enhanced trust, collaboration and credibility with the community;
- Improved organizational effectiveness with corresponding risk profile.

Longer-term Outcomes

- Enhanced organizational safety and well-being;
- Enhanced community safety and well-being.

## Critical Success Factors

The workshop discussions confirmed that the existing PLM and executive leadership competencies are largely relevant and aligned with current and emerging policing needs. Only minor adaptations are required. With this in mind, workshop participants identified key success factors going forward, including:

- Ensuring clarity about the going-forward agenda and process;
- Securing funding commitments from both sector and government stakeholders;
- Allocating appropriate resources to drive immediate and ongoing development, research and knowledge transfer/sharing activities.

Representatives of some of the larger organizations expressed interest in a collaborative effort to modernize this set of leadership competencies and to promote the CBMF as a national solution.

## Next Steps

Critical next steps were identified as follows.

### 1. Initiative Champions

Establish a Steering Committee of police sector champions (CACP, CPA, CAPG) to guide efforts to complete the update of the PLM and continue to promote the the CBMF as a national instrument.

## 2. Funding the Forward Initiative

With the active support of the Sector Champions, the Steering Committee should guide the development of a costed workplan to advance this work, including:

- a) Identifying the portfolio of inter-related projects required to further update the PLM and establish the CBMF as a national police sector instrument;
- b) Engaging prospective partners for financial and/or in-kind support.

## 3. Refining the Policing Leadership Model and Leadership Competency Profiles

- a) Translate and disseminate this report, broadly within the policing sector. Comments and feedback should be solicited.
- b) Using the newly created Competency Based Management Community of Practice to:
  - i. Create workgroups to finalize the update to the PLM;
  - ii. Explore how best to integrate character-based leadership into the PLM;
  - iii. Update the PLM;
  - iv. Complete the executive and senior management level leadership competency profiles, including proficiency levels and associated behaviours;
  - v. Seek broad based validation of the PLM;
  - vi. Complete the remaining leadership competency profiles at the junior levels;

*This builds on the updated Competency Profile for Executive Leadership (Appendix A), and should involve community partners, subject matter experts, and HR professionals.*

## Impact of Adopting the Recommended Course of Action

Successfully implemented, the proposed course of action should:

- Provide an updated, highly relevant and practical Police Leadership Model and set of Leadership Competency Profiles for all ranks and levels;
- Support recruitment, development, promotion, and retention from constable to chief and at all civilian employee levels (recognizing that many senior civilian positions share similar competencies to corresponding levels of sworn members).
- Unify the majority of Canadian police agencies behind this national model, thereby:
  - Improving end-to-end HR practices and performance management across the sector;
  - Creating significant direct and indirect efficiencies across the police sector;
  - Providing a common language that supports greater collaboration across the sector.

## Conclusions

The complex and dynamic environments in which policing occurs are outpacing the adaptive capacity of most agencies. Senior police leaders, policy makers, police commissions, and others recognize the need for a robust competency-based management framework and corresponding police leadership competency model that support well-informed human resource and performance policies, practices and procedures.

This phase of the initiative has confirmed that the existing PLM and executive leadership competencies are aligned with current and emerging policing needs, and thus remain largely relevant. Only minor adaptations are required.

In subsequent phases of this initiative, an updated PLM can be generated to consolidate learnings and feedback from this project and to guide future work related to refining, validating, implementing, and evaluating police competency profiles and their applications. Practical suggestions to advance this work were identified.

With the support of a committed group of champions and adequate funding, the Steering Committee will be well positioned to move the yardsticks substantially ahead for the benefit of the sector.

## Appendix A - Updated Competency Profile for Executive Leadership

# Leadership Competency Profile for Executive Leadership

### **What is a Competency Profile?**

A competency profile is a set of competencies selected as the most important for successful job performance. It lists them and specifies the required proficiency level of each competency expected for a position.

### **Executive Leadership Level**

Executive leaders oversee all operational and administrative functions in a police service or a division of a police service. They set strategic direction, establish and maintain relationships with constituents, and represent the police service at various levels of government.

Updated March, 2020

<b>Leadership Competency Profile for Executive Leadership</b>	
<b>Competency Name and Definition</b>	<b>Proficiency Level and Associated Behaviours</b>
<p><b>EMBRACING DIVERSITY AND INCLUSION</b> Understands one’s personal attitudes and values related to diversity and inclusion, and actively promotes, supports and safeguards diversity and inclusion within organization and community.</p>	<p><b>Promotes a policing culture that embraces diversity and inclusion (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Actively models, promotes and supports behaviours and practices that foster organizational and community diversity and inclusion across a broad range of individual characteristics, identities and lived experiences</li> <li>• Fosters an organizational culture of learning and reflection that enables the expression, and consideration of, diverse viewpoints</li> <li>• Maintains up-to-date knowledge of key demographic and societal trends and analyses related to community and workplace inclusion</li> <li>• Undertakes self-study and/or engages with subject matter experts/people with lived experience to understand the negative individual, organizational and community impacts of bias, hate and social exclusion</li> <li>• Periodically reviews relevant calls to action of Truth and Reconciliation Commission of Canada to support strategic and operational alignment with their objectives</li> <li>• Ensures that the development and implementation of workplace talent strategies include attention to the acquisition, development and retention of an appropriate mix of employees with diverse characteristics and life experiences</li> </ul>
<p><b>LEADING CHANGE AND TRANSFORMATION</b> Leads organization through strategic and transformational changes to ensure the capacity of the organization to respond effectively and adapt to new challenges and opportunities.</p>	<p><b>Leads Capacity for Change and Transformation (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Through periodic self-study and/or courses and/or coaching, explores and refines own capacity for complex thinking and self-regulation in the face of adaptive challenges and transformational opportunities</li> <li>• Through periodic self-study and/or courses, maintains knowledge of best practices related to overseeing organizational change management initiatives led by direct reports</li> <li>• Creates an environment within the executive team that encourages self- and group-awareness, critical reflection, learning, innovation and continuous improvement</li> <li>• Coaches direct reports to support the development of their capacity to lead change and transformation within their areas of responsibility</li> <li>• Formulates a clear and compelling vision for change and its implications for the organization</li> <li>• Communicates strategic change vision and impact to police service employees, police services board, community members, and government agencies</li> <li>• Advocates for the necessary resources for the change initiative with relevant parties</li> <li>• Reinforces the change agenda through one’s own actions, behaviours and attitudes</li> </ul>

<b>Leadership Competency Profile for Executive Leadership</b>	
<b>Competency Name and Definition</b>	<b>Proficiency Level and Associated Behaviours</b>
<p><b>COMMUNITY ENGAGEMENT AND PUBLIC RELATIONS</b>                      Fosters a positive public image based on the development of authentic and trusting relationships with communities served by the organization.</p>	<p><b>Establishes and leads the direction of the organization’s relationship with the community including the media (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Uses effective communications to model authentic and open engagement with internal and external communities</li> <li>• Aligns the organizational and community engagement strategies and values with priorities related to organizational and community safety and wellbeing</li> <li>• Represents the organization to the public as an engaged part of the community and as a reflection of community values and Canadian values</li> <li>• Identifies and models core expectations for employees related to the importance of community engagement and relationship development</li> <li>• Fosters and supports effective and appropriate use of social media by employees to engage and develop relationships with the community</li> <li>• Provides strategic direction to crisis management and communications professionals in support of enterprise risk management, organizational values and public trust and accountabilities</li> </ul>
<p><b>JUDGMENT AND DECISION MAKING</b>                      Makes decisions involving varied levels of risk and ambiguity, supported by self-awareness and self-regulation and, where appropriate, through collaboration with internal and external stakeholders.</p>	<p><b>Makes appropriate decisions in the face of ambiguity, involving collaborative input processes, while managing risks and fostering innovative and adaptive capacity (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Makes consequential decisions, based on principles of effective leadership, organizational and community values, and sound business sense and operational knowledge</li> <li>• Engages appropriate range of internal and external stakeholders, as appropriate and feasible, to solicit collaborative input and to invite joint planning and problem-solving</li> <li>• Communicates decisions effectively to support appropriate transparency and to foster trust and credibility in an environment of public scrutiny</li> <li>• Uses self-awareness and self-regulation in the midst of challenging situations and interactions with internal and external stakeholders</li> <li>• Makes decisions in a dynamic environment in which the weight given to any factor can change rapidly</li> <li>• Envisions and considers unintended impacts of decision, including consequences considered undesirable from the standpoint of various stakeholders</li> <li>• Participates collaboratively in joint planning and decision making activities with other municipal executives</li> </ul>
<p><b>UPHOLDING ETHICAL ACCOUNTABILITY</b>                      Takes responsibility for one’s own actions and makes decisions that embody organizational and community values and policing standards</p>	<p><b>Sets, promotes and embodies values and standards for ethical and accountable policing (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Communicates and models the organization’s values and expectations regarding ethical conduct</li> <li>• Takes steps to promote and ensure the integrity and transparency of organizational practices in relation to ethical standards</li> <li>• Promotes a culture of accountability, fairness and trust within the organization</li> <li>• Explains the ethical bases for decision making to foster shared understanding, collective capacity and public trust</li> </ul>

<b>Leadership Competency Profile for Executive Leadership</b>	
<b>Competency Name and Definition</b>	<b>Proficiency Level and Associated Behaviours</b>
<p><b>FINANCIAL OVERSIGHT AND PLANNING</b>                      Applies financial management knowledge to effectively oversee and secure organizational resources (operating, capital, and people) to ensure appropriate accountabilities and organizational capacities</p>	<p><b>Provides direction to the organizational financial management strategy to ensure appropriate accountability (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Identifies and communicates the broader context which impacts policing as a public service – on local, provincial, federal and/or global level as relevant to financial planning</li> <li>• Provides direction to, and monitors enterprise risk management by, Chief Financial Officer (or equivalent) in relation to organizational accountabilities</li> <li>• Provides final approval of the prioritization of fiscal strategies developed by direct report(s)</li> <li>• Negotiates and advocates with jurisdictional bodies to address fiscal needs of police service in light of broader community context</li> <li>• Presents and explains budget to police services board in support of fiscal requirements and to foster public trust</li> </ul> <p><b>Develops a financial strategy in the area of responsibility (Additional technical competencies at Level 4 – small to medium sized organizations)</b></p> <ul style="list-style-type: none"> <li>• Works with management team to create annual budget and capital plan</li> <li>• Identifies potential sources of funding for the organization</li> <li>• Educates jurisdictional authorities about the nature of police business and its implications for financial planning and management</li> <li>• Ensures the alignment of financial goals to business plan</li> <li>• Consolidates data from each unit in area of responsibility</li> <li>• Educates management team on goals of budget process, including the description of needs and identification of performance indicators, the use of planning tools for business unit managers; and the management of risks and opportunities as they arise</li> </ul>
<p><b>FOSTERING RELATIONSHIPS</b>                      Seeks and develops authentic, trusting, relationships with internal and external stakeholders, in keeping with organization’s values, and to meet their needs and further the organization’s objectives. Uses an understanding of stakeholder needs, desires and critical success factors to influence priorities, initiatives and objectives and teaches others to do the same</p>	<p><b>Sets strategic direction for partnering (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Establishes and sustains a culture that enables and recognizes effective stakeholder engagement and relationship development in the service of organizational safety and wellbeing and community safety and wellbeing</li> <li>• Identifies and supports creative approaches to developing partnerships and alliances across a diversity of stakeholders and groups</li> <li>• Demonstrate, through one’s own actions, an understanding that relationship development is a core element of transformational leadership, organizational wellbeing, community engagement, multi-sector collaboration, effective communications, and public trust and accountability</li> <li>• Advocates with key jurisdictional partners and bodies to support the achievement of organizational strategic objectives</li> </ul>

<p><b>TALENT MANAGEMENT AND DEVELOPMENT</b> Oversees talent management (human resources) leadership to support and ensure accountability for talent acquisition, management and development aligned to organizational values and policies, strategic objectives, legislative requirements and enterprise risk management</p>	<p><b>Provides direction to talent management strategies and processes to ensure appropriate accountability to needs and expectations (Level 5 – medium to large sized organizations)</b></p> <ul style="list-style-type: none"> <li>• Provides strategic direction to, and engages in collaborative discussions with, direct report(s) concerning priorities involving recruitment, selection, development and promotion of talent</li> <li>• Engages direct report(s) to ensure that talent management and development processes are accountable to organizational needs and expectations related to operational capacity, legislative requirements and public trust</li> <li>• Provides direction to the development by HR professionals of a succession management plan, communicating with police commission/police services board in relation to priorities, as appropriate to the position(s)</li> <li>• Makes final decisions about appointments and terminations where relevant, and in light of organizational processes and enterprise risk management considerations</li> </ul> <p><b>Directs the development of human resources processes (Additional technical competencies at Level 4 – small to medium sized organizations)</b></p> <ul style="list-style-type: none"> <li>• Anticipates and plans for future human resource requirements based on the long-term vision and strategic direction</li> <li>• Identifies new ways in which human resource management can support the achievement of long-term organizational objectives</li> <li>• Identifies objectives for human resource management for organization</li> </ul>
<p><b>INFORMATION COMMUNICATIONS TECHNOLOGY ACCOUNTABILITY AND CAPACITY</b> Oversees information communications technology leadership and information security leadership to ensure the appropriate and innovative use of ICT to enable the strategic and operational information and security needs of the organization.</p>	<p><b>Ensures organizational technical capacity to achieve public safety objectives (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Provides strategic oversight to, and engages in collaborative discussions with, direct report(s) (Chief Technology Officer, Chief Information Security Officer, Chief Privacy Officer/Legal Counsel) concerning the role of ICT as an element of operational effectiveness and enterprise risk management</li> </ul> <p><b>Identifies technology requirements (Additional technical competencies at Level 4 – small to medium sized organizations)</b></p> <ul style="list-style-type: none"> <li>• Reviews with direct report(s):             <ul style="list-style-type: none"> <li>○ the performance of technology in the organization to determine if it meets public safety and organizational needs as well as legal guidelines</li> <li>○ areas of work where technology could improve efficiency</li> </ul> </li> <li>• Leverages in-house or external expertise and consults with stakeholders (e.g., employees, police services board members) to define technology requirements and opportunities for the organization</li> </ul>

<p><b>EFFECTIVE COMMUNICATION</b> Utilizes communication strategies to engage and lead others, to foster relationships, and to collaborate in achieving common goals in support of safe, healthy organizations and communities</p>	<p><b>Communicates effectively across a range of situations and with a diversity of stakeholders (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Uses inquiry and listening techniques to learn about and understand the underlying needs, interests, issues and motivations of others</li> <li>• Interprets complex and possibly contradictory or competing signals/messages</li> <li>• Develops and uses varied communication techniques and opportunities to promote dialogue, shared understanding and consensus and to facilitate the development of relationships, the resolution of conflicts and the adoption of change agendas</li> </ul>
<p><b>ORGANIZATIONAL AND ENVIRONMENTAL AWARENESS</b> Cultivates and uses awareness of internal organizational dynamics and external environmental factors to support organizational wellbeing and effective participation in collaborative community safety and wellbeing processes.</p>	<p><b>Operates effectively across a broad spectrum of political, cultural and social milieus (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates broad understanding of social, economic, political and technological contexts that can impact policing work</li> <li>• Understands and anticipates the potential trends within the local political environment and service system, and the impacts these might have on policing work, including community collaboration</li> <li>• Demonstrates acuity for the social, political and operational dynamics within the organization in order to detect and monitor organizational opportunities, progress and risks against enterprise objectives and values, and to promote organizational safety and wellbeing</li> </ul>
<p><b>ACCOUNTABILITY AND TRUST</b> Works effectively within governance structures and associated policing frameworks. Adheres to values of public service, trust and accountability. Understands and uses appropriate processes and best practices while collaborating with community partners to support community safety and wellbeing</p>	<p><b>Models and promotes a culture of accountability and trust (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Develops effective working relationships with the external stakeholders to which a police service is accountable</li> <li>• Models behaviour that reinforces openness, fairness and transparency in decision making</li> <li>• Consults with appropriate sources of expertise and strategic oversight, and with relevant stakeholders to ensure effectiveness of high profile and consequential decisions</li> <li>• Obtains approval of the organization’s strategic plan from the police board, commission, minister</li> <li>• Effectively maintains independence of the police service from political roles and relationships to ensure transparency and to alleviate concerns of political interference</li> <li>• Promotes and ensures values-based commitment to organizational justice and community accountability in the context of collaboration, operational practices, communications and governance.</li> </ul>

<p><b>COMMUNITY SAFETY AND WELLBEING</b>                  Promotes a culture of engagement and collaboration with community members, community organizations, and other partners, to identify and address risk factors and opportunities related to community safety and wellbeing (CSWB)</p>	<p><b>Promotes vision and expectations for collaborative community safety and wellbeing (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Models and fosters an approach to community safety and wellbeing anchored to learning and collaboration with a range of stakeholders and partners to achieve community safety and wellbeing outcomes</li> <li>• Promotes within the organization an understanding of contemporary policing as involving more than traditional enforcement focused activities</li> <li>• Recognizes the value of the contributions that all employees and organizational roles make to the achievement of community safety outcomes</li> <li>• Promotes, supports and recognizes the value of integrative and collaborative approaches to complex community safety issues</li> <li>• Maintains and shares understanding of local, trans-jurisdictional and trans-national issues and patterns of activities and how they impact community safety locally</li> <li>• Engages key stakeholders about CSWB and its outcomes to gain their support</li> </ul>
<p><b>STRATEGIC THINKING AND FLEXIBILITY</b>                  Cultivates a flexible learning mindset that enables strategic thinking in support of innovation, organizational agility, adaptive capacity and an appropriate balance of risk tolerance and risk management across the organization.</p>	<p><b>Encourages strategic thinking and flexibility (Level 5)</b></p> <ul style="list-style-type: none"> <li>• Cultivates strategic thinking and a flexible learning mindset for oneself</li> <li>• Promotes a culture of learning and coaches and supports strategic thinking, innovation and flexibility among direct reports</li> <li>• Promotes, supports and recognizes strategic thinking, innovation and flexibility across the organization</li> </ul>