Functional Competency Requirements

For

General Policing Investigators

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"There is a clear assertion that 'something be done' to address competency gaps in criminal investigations. This is the operational imperative."

— Royal Canadian Mounted Police (2002a), p. 1

Introduction

The general policing investigator role represents approximately one third of all regular member positions in the Royal Canadian Mounted Police (RCMP). In providing community policing services to municipalities, provinces, and territories in over 700 locations across the country, this role has become one of the most diverse and important policing roles in the organization.

The overall goal of this research project was to support future competency profiling efforts for the RCMP general policing investigator by identifying and validating the functional competencies required to be successful in the role. This chapter presents the reader with the scope and relevance of the project and also includes background information on why the organization is moving toward a competency-based human resource management system.

Background

While engaged in the Cadet Training Program (CTP) at the Royal Canadian Mounted Police (RCMP) Training Academy, a cadet's training plan is complete and has clearly outlined competency requirements for graduation. Following graduation, most new police officers begin their careers as general policing investigators in contract policing divisions (all territories and provinces except for Ontario and Quebec). The next step in their professional development is a 6-month, on-the-job field coaching program in which new police officers are assigned to work with experienced police coaches.

Section II.11 of the RCMP's *Administration Manual* suggests that after successfully completing the field coaching program new police officers are responsible for managing their own careers and consequently are in charge of developing their own competencies (RCMP, 2001a; RCMP, Human Resources Directorate, Learning and Development Branch, 1999a). This policy is consistent with a continuous learning philosophy and recognizes that even though the organization dedicates resources and programs to help employees learn, the best learning is self-directed and is therefore a personal responsibility (RCMP, Human Resources Directorate, Learning and Development Branch, 1999b).

Under the present system, employees are encouraged to identify learning and developmental needs with their supervisor, and they are encouraged to take advantage of learning opportunities during and outside of working hours. However, performance expectations are often not clearly defined, resources may not be readily available, and

supervisors sometimes do not have the proper training to help employees focus their career learning goals (RCMP, 2001c). These circumstances contribute to a situation where on-the-job experiences and infrequent formal training courses have often been what shaped career development for new police officers.

The RCMP has already recognized the importance of experience in the development of new police officers. The organization's *Bridging the Gap Project Charter* (RCMP, 2002a) emphasized that policing competencies are learned behaviours that are developed primarily where the work is accomplished. The charter also stated that police work is best "described and understood as craft-based" and that "solid policing craft is developed incrementally and over time" (p. 6).

If policing competencies are primarily learned and developed on-the-job, it stands to reason that policing experience and training for the general policing investigator may be dramatically different in the critical developmental years that follow cadet training and the field coaching program. A core training program for this role, at least for the early developmental years, would be beneficial to help general policing investigators plan their careers and professional development, while ensuring that a high quality of policing services will be delivered consistently across the country by general policing investigators.

In order to create a developmental training program for the general policing investigator, it is first necessary to clearly define performance expectations and organizational needs

for the role. Performance expectations and organizational needs will both be addressed and determined as part of the overall stakeholder consultation and expert panel process when competency profiling begins for the general policing investigator role; however, one more important step must be completed before competency profiling occurs for this role. Specifically, there is a need to validate existing functional policing competencies with general policing investigators and determine if there are additional functional policing competencies required to represent the work being done by these members.

This preliminary validation work is needed because the RCMP has recently adopted a new competency model. The new model recognizes two types of competencies: organizational and functional. Organizational competencies have evolved from the eight core competencies that have been used in the organization since approximately 1995 (RCMP, 2002b). The use of functional competencies is new to the organization. They differ from the eight core competencies and the new organizational competencies, because they relate more specifically to the field work that is being done.

When this research project began, the *RCMP Competency Dictionary* that supports the new competency model was still very much in draft state and listed a number of functional policing competencies that appeared relevant to the general policing investigator role. Five of the investigative functional competencies had been developed by the RCMP Competency Based Management Project Team in an effort to identify competencies critical to successful police investigations (RCMP, 2002c). Although research participants for this exercise were recognized to be credible and experienced

investigators, there was no indication that participants were representative of all RCMP investigators or that the competencies would be valid for any particular group of investigators. To ensure that these competencies were meaningful before competency profiling began for the general policing investigator role, it was determined that the accuracy and relevancy of these competencies needed to be validated with a broad cross-section of general policing investigators (Lucia & Lepsinger, 1999).

Validation was also required for another group of draft functional policing competencies. These policing competencies appear to have been developed for the RCMP Cadet Training Program before it was implemented in 1994. These competencies had not yet been formatted to be in line with the new RCMP competency model, nor was there any evidence that they had ever been validated for the general policing investigator role.

The opportunity then for this study was to verify if the five investigative competencies and the draft functional policing competencies were relevant to the general policing role, and to provide a forum to determine if other functional policing competencies were critical for success in the general policing investigator role. Validation of these functional competencies was important because the process would legitimize the use of these competencies in the *RCMP Competency Dictionary* when competency profiling begins for the general policing investigator role.

The Research Question

The goal of this research project was not to develop a competency profile for the general policing investigator; rather it was to validate draft functional policing competencies by determining their relevance to the general policing investigator role. This validation process was also thought to be a valuable opportunity to introduce the new RCMP competency model and to identify any obstacles that may inhibit future competency profiling efforts.

Thus, the research question for this project was:

"What functional policing competencies are relevant in the role of the RCMP general policing investigator?"

Preliminary reflection about the research question eventually led the researcher to three sub-questions that the research project also addressed:

- Will the relevance of functional policing competencies differ across the diverse regions of the organization in the general policing role?
- Are additional competencies critical to success in the general policing role?
- Will employees respond to an electronic survey as a means of validation/data gathering?

Significance of the Opportunity

Many factors contribute to the understanding of the need to validate functional competencies, build competency profiles, and develop a core developmental learning/training program for the general policing investigator. These factors, which are explained further in the following paragraphs, include organizational demographics, strategic priorities, and competency gaps.

Organizational Demographics

It is timely and appropriate to begin developing competency profiles and creating training plans for all roles and functions in the RCMP. Many serving members in the RCMP were recruited and hired during the boom years of the late 1960s and early 1970s, and will soon be retiring. This impending resource crisis is also an important issue facing police forces across the country. In fact, studies have indicated that approximately 25% of all police officers will be eligible to retire in the next 5 years (Human Resources and Development Canada, 2001). Murphy (2002) stated that as this generation of the RCMP "begins to retire, gaping holes in organizational charts will need to be plugged in order to ensure continuity and a maintained focus on strategic organizational objectives" (p. 1). Developing competency profiles and training programs for junior police officers is one method to help ensure a smooth transition and seamless service delivery when the exodus of experienced police officers begins.

Strategic Priorities

Another significant reason for developing competency profiles for the general policing investigator relates specifically to the RCMP's management strategies and organizational priorities. The Commissioner of the RCMP would like to see the RCMP become a strategy-focused organization of excellence (Zaccardelli, 2003). The researcher can state from experience that the junior constable in the field heard little and understood less about strategic priorities, strategic objectives, or management strategies of the RCMP, other than what they learned from their front-line supervisor.

The Conference Board of Canada's 2000 report on the RCMP change experience corroborates the researcher's personal experience: "In survey after survey, employees report that they look to their immediate supervisors as their primary source of information" (Conference Board of Canada, 2000, p. 35). There is danger that the global message may not be getting carried to the police officers on the front lines, yet these members represent the majority of uniformed personnel in the RCMP. They clearly are the "public's most frequent and personal connection with the RCMP" (Public Works and Government Services Canada, 2000, p. 30).

Integrating strategic priorities with the development of competency profiles will help RCMP general policing investigators better understand their present and future roles in the organization and, as the maxim states, *will allow the organization to train for tomorrow – today*. Clearly articulated expectations for the general policing investigator will be particularly important in the area of integrated policing, a priority of the present

RCMP Commissioner, Giuliano Zaccardelli. The 2001 review of the RCMP Cadet Training Program objectives illustrates the point (Kruger, Pigeon, & Bell, 2001). The review highlighted that recent graduates of the program (2 years' or less policing experience) ranked *Cooperation with other Agencies* as one of the (CTP) competencies with the lowest importance ratings in the field. One only has to consider the tragic events in the United States of America on September 11, 2001 to appreciate the need for integrated policing to be a strategic priority, and for investigators of all experience levels to be able to work together with other law enforcement agencies.

Becoming an organization of excellence also means becoming a learning organization. This concept fits perfectly with integrated policing, because it is based on the premise that it is not individual learning but team learning that contributes to organizational learning. That is, individual learning, or "knowledge created by individuals is transformed into knowledge at the group and organizational levels" (Nonaka & Takeuchi, 1995, p.89). Senge (1990) described team learning as the fundamental learning unit in an organization; he also stated (1999a) that "it is inherently satisfying to work in a team where people trust one another and feel aligned to a sense of common purpose" (p. 46). Concentrating learning needs on competency gaps would help ensure that the focus on becoming a learning organization is maintained and that the organization is able to continuously improve on quality delivery of integrated policing services as the needs of society continue to evolve and change.

To create a learning organization, it is essential that career development be aligned with organizational needs. The key competencies identified in this research project should address organizational needs and will help establish individual learning needs to acquire and improve these and other basic policing skills. Because of where the general policing investigator development plan can be placed in a RCMP officer's career, the plan has the potential to become the foundation of other career mapping strategy/development plans. It can accompany new police officers as they progress through their careers and assist them as the organization relies more heavily on competency-based management practices.

Competency Gaps

The RCMP has the responsibility of ensuring that its police officers develop the competencies required to do their jobs effectively. A competency-based management system would allow the organization to compare individual competencies with organizational needs, determine competency gaps, and then prioritize training. This system of checks and balances would decrease potential liability for inadequate training while increasing the level of proficiency in the competencies required to perform any given job.

Addressing competency gaps is vital. Even though police officers are attaining higher levels of education than ever before, police forces have had to be more accountable for their actions, taxpayers have been more demanding, and public expectations and scrutiny of the police have escalated (Human Resources and Development Canada, 2001).

Current police work is more legally and ethically challenging than it was in the past and must be completed at a higher level of competence to avoid charter violations and ensure the integrity of investigations.

In an article titled "Emerging Legal Standards for Failure to Train," Spector (2001) asserted that "it is not enough just to ensure that officers are trained; a department must ensure that training is appropriate" (p. 4). In the same article, Spector noted that in the United States, liability for failing to properly train police officers will become a *theory of choice* in lawsuits against police forces. Bordeleau (2002) suggested that Canadian police forces are not immune to this area of liability and gave an example where Canadian courts concluded that a sloppy or careless investigation by police constituted malice and led to the police being held liable for a negligent investigation. The caution to police managers from this decision is that "training and accountability for the investigative process is essential" (Bordeleau, 2002, p. 64).

Potential Causes of the Opportunity

Understanding why the organization needs to develop competency profiles in line with strategic priorities, and how competency profiles will help to identify competency gaps and focus resources when developing training programs, will contribute to a better understanding of this research project. The factors contributing to this opportunity include changes in priorities, communication, training, and resources. However,

independently, no single factor has caused the organization to reassess priorities and examine how its members do their jobs as much as have the terrorist attacks on the United States of America on September 11, 2001.

The attacks on September 11th have dramatically impacted the mandates of law enforcement agencies around the world and in particular the RCMP. The organization now realizes that its systems are no longer predictable and that the rules of the past may be no longer applicable. September 11th has challenged The RCMP's traditional way of doing business and has brought to light possible gaps in where the organization is, and where it wants to be, in helping to ensure Canadian homes and communities are safe and secure. September 11th alone should be reason enough to re-examine all policing roles, particularly those in the investigative function. Now is the time to ensure that organizational strategic priorities are understood and integrated into the competency profiles for the RCMP general policing investigator.

Another factor that has led to the building of the competency dictionary and creation of competency profiles for all policing roles is the RCMP's commitment to improve overall human resource management in establishing a competency-based management (CBM) system. The driving forces behind this initiative include the *RCMP Multi-Year Human Resources Plan 2002–2005*, which outlines a strategy for an integrated competency-based management system to manage human resources; the RCMP Strategic Framework; and RCMP Senior Executive Committee decisions from 1999 (RCMP, 2002d, 2001e). The move toward competency-based management has also been driven

by the Treasury Board Secretariat and the 1999 Price Waterhouse Coopers report, both of which direct or recommend that the RCMP make improvements to its human resource processes and practices (RCMP, 2002d).

Other smaller yet equally significant factors have also precipitated the move toward an integrated competency-based human resource management system in the RCMP. For example, communication can be found at the root of many other problems with respect to maintenance of competence and training in the organization. No clear direction for national training has yet been widely communicated, and the RCMP has neither a national training standard, nor a national training plan (RCMP, 2001c). This situation has resulted in a disjointed effort by the divisions to provide training, which has led to distribution of training dollars into areas that do not necessarily reflect organizational priorities. Additional communication problems exist between training and career managers (Staffing & Personnel), and there has been little integration between the two human resource functions (RCMP, 2001c).

Another factor that has contributed to the move toward competency-based management is the lack of resources to effectively identify and address organizational training needs. When financial resources are limited, the organization is often forced in many areas to choose between training and operational priorities. In the mid-1990s, budget cuts of up to 10% were made nationwide, resulting in $175 million in funding cuts across the organization (Bronskill, 2001). As a result, training programs and continuous learning resources were sacrificed to help pay for operational policing in all divisions (RCMP,

2001c). These circumstances can lead to a situation in which vacancies are created and the positions not immediately filled so that salary dollars can be used elsewhere in the organization. This statement is supported in the *RCMP Fact Sheets 2000/01*, which reported that although the Force had a position establishment of 19,989 members and public servants as of January 1, 2000, the actual position strength was 17,872 (Public Works and Government Services Canada, 2000).

Part 2: The Organization

Much has already been stated in this chapter to give the reader a basic understanding of some of the current issues surrounding the RCMP. The following subsections present the reader with additional information on the organization's context, structure, business lines, and strategic objectives.

Organizational Context

Conceived by Canada's first Prime Minister, Sir John A. MacDonald, and inspired by the Royal Irish Constabulary, the Royal Canadian Mounted Police has been Canada's national police force for the past 130 years. Under legal authority of an Act of Parliament and an Order in Council in 1873, the role of the North West Mounted Police,

as it was known then, was to bring law and order to the Canadian North West (present-day Alberta and Saskatchewan) (Public Works and Government Services Canada, 2000). Today, the RCMP is organized by authority of an Act of Parliament known as the Royal Canadian Mounted Police Act. The act sees control and direction of the national police force given to the Commissioner of the RCMP, who reports to the Solicitor General of Canada (Royal Canadian Mounted Police Act, 1985). The mandate of the RCMP stems from Section 18 of the RCMP Act. Simply stated, it is to preserve the peace, prevent crime, and apprehend criminals (Royal Canadian Mounted Police Act, 1985).

The RCMP provides national and federal policing services across the entire country, while provincial policing services are provided under terms of agreements to three territories and all provinces except Quebec and Ontario. The RCMP also provides policing services under municipal policing agreements to approximately 200 municipalities, and under individual agreements to approximately 200 First Nations communities (RCMP, 2003a).

Structure

Support to the commissioner in the delivery of these policing services is given by deputy commissioners in each of four regions: Pacific Region, North West Region, Central Region, and Atlantic Region. Additional operational direction is given by four deputy commissioners from National Headquarters: Operations, Strategic Direction, Corporate Management and Comptrollership, and National Police Services and Infrastructure

(RCMP, 2003b). "The commissioner also has a Chief Information Officer, a Chief Human Resource Officer, and an Ethics Advisor who report directly to him" (Department of the Solicitor General of Canada, 2002, p. 18). The four regions of the RCMP are divided into 15 divisions, each with its own commanding officer. Each division of the RCMP generally represents a provincial or territorial boundary, with the only exception being "Depot" Division, the RCMP's training academy in Regina, Saskatchewan.

The actual position establishment of the RCMP with all classifications of employees (regular members, civilian members, and public servants) as of May 1, 2001 was 21,201 (RCMP, 2003b). The number of regular RCMP members (police officers) providing policing services across the country is approximately 15,000 (RCMP, 2003b).

Business Context

The RCMP has six business lines:

- Federal Policing Services—the core mandate of the RCMP
- Contract Policing Services—delivery of policing services based on a community policing philosophy to the provinces, territories, and municipalities
- Peacekeeping Services—civilian police peacekeeping missions
- Protective Policing Services—safeguarding of Canadian and foreign dignitaries and their residences

- National Policing Services—operational support (criminal records and fingerprints) to the RCMP and other law enforcement agencies
- Corporate Infrastructure—supports internal management of the organization (Department of the Solicitor General of Canada, 2003).

Contract Policing Services

Overall responsibility for the general policing investigator role falls under the umbrella of the Contract Policing Services business line and the Community, Contract, and Aboriginal Policing Services policy centre. Community policing services are provided under this business line as a result of policing agreements between the federal government and the provinces and territories, the municipalities, Aboriginal communities, and three airports (Department of the Solicitor General of Canada, 2003). The majority of policing services are delivered to the public at the detachment level; however, specialized operational support sections such as Forensic Identification Services, Police Dog Services, and General Investigative Services may also support detachment members.

Contract policing detachment members are primarily general policing investigators, the Canadian public's "most frequent and personal connection with the RCMP" (Public Works and Government Services Canada, 2000, p. 30). Contract policing detachment members generally enforce statutes from three levels of government and perform nearly all policing functions in the delivery of policing services to approximately 700 locations across the country (Public Works and Government Services Canada, 2000).

Strategic Framework

The organizational goal of the RCMP is *Safe Homes, Safe Communities*, the driving force behind the delivery of policing services. The strategic priorities of the RCMP are terrorism/organized crime, youth, international police services, alternative justice, and integrated policing (RCMP, 2003b). The strategic objectives, or core functions, that will help the RCMP realize these strategic priorities are prevention and education, intelligence, investigation, enforcement, and protection (RCMP, 2003b).

End Notes

The review of organizational documents and relevant supporting literature as presented in chapter 2 reveal that, because of the rate of change and the increasing complexity of today's society, it is in society's best interest for leaders to promote a shared leadership/power environment, create a learning environment, build relationships, practice stewardship, value diversity, and commit to self-development (Allen, Bordas, Hickman, Matusak, & Sorenson, 1998).

The RCMP Competency Based Management Project is one strategy the RCMP is using in its quest to become an organization of excellence and a learning organization. Becoming an organization of excellence means being strategically focused and having stronger performance management. Validating existing competencies and identifying new competencies required to perform the general policing investigator role is the first

step in creating a career development map for these members, which will help move the RCMP closer to becoming a learning organization.

This researcher considers this major project as more of an opportunity than a solution to a problem. This research project is the one of the first steps in clearly identifying what is required to successfully perform in the role of the general policing investigator, and it is an important step toward implementing a fully integrated competency-based human resource management system.

CHAPTER 2: INFORMATION REVIEW

Review of Organizational Documents

The researcher has already made reference to much organizational information as a means to explain the issues contributing to the need to validate existing policing competencies and to create a developmental program for the general policing investigator. The organizational documents reviewed in this section will complement earlier statements by the researcher and will help the reader understand why it is important to answer the research question. The review of organizational documents emphasizes the work of the general policing investigator in five areas: strategic goals, competency-based management, policing competencies, quality of investigations, and employment strategy.

Strategic Goals

The reiterating theme in recent organizational literature, publications, and directional statements is certainly one of the RCMP becoming a strategy-focused organization of excellence while in pursuit of the ultimate goal of "Safe Homes, Safe Communities" for all Canadians. The organizational move in this direction began in September 2000 when senior management was restructured so that it could address strategic issues (RCMP,

2001b). This move also resulted in a new organizational strategic framework emphasizing a performance management system to measure how well the organization performs and responds to the changing needs of society.

The *RCMP Multi-Year Human Resources Plan 2002–2005* has identified the need to develop a framework for competency-based human resources management and to align employee development and learning strategies to the competency needs within each of the six business lines of the RCMP (RCMP, 2001d). General policing investigators fall under the Contract Policing Services business line and should be considered one of the most important policing roles to be profiled. This role is one of the foundation jobs across the organization, and with the current employment strategy, the role is viewed as a stepping stone to most other regular member positions in the organization (RCMP, 2002f). In addition, the large number of general policing investigators across the country makes the role critical in the RCMP achieving its strategic goal.

The Competency-Based Management (CBM) Project

The RCMP's commitment to becoming strategically focused is demonstrated in the present competency-based management (CBM) initiative, the RCMP CBM Project. Competency profiles for all jobs in the organization will be developed to reflect RCMP values and operational needs, and will build on the work the RCMP has already completed on the eight organizational Core Competencies. CBM will help integrate all organizational human resource functions and will influence how the RCMP recruits,

trains develops, transfers, and promotes employees (RCMP, 2001f). These outcomes will be directly in line with the MYHRP priorities of building a productive workplace, strengthening human resource management capabilities, and building an enabling environment (RCMP, 2001d).

The eight core competencies reflect what every employee of the organization must have to support the mission, vision, and values of the organization, and they will continue to be used until the new RCMP competency model is fully in place across the organization. The core competencies were developed with input from regular members, civilian members, and public service employees from all areas of organizational responsibility across the country. The competencies are also based on the RCMP core values of Integrity, Honesty, Professionalism, Compassion, Respect, and Accountability (RCMP, Human Resources Directorate [HRD], 1999).

A core competency is defined as "an individual's demonstrated knowledge, skills or abilities in areas that are central to successful performance in the RCMP, regardless of rank, responsibility, position or function" (RCMP, HRD, 1999, p. 1). The definitions of each of the core competencies are generic; however, behavioural indicators are used to indicate the level of competency at which a person would be expected to perform in a given role. These competency levels are also associated with the four levels of organizational responsibility in the RCMP that are often referred to as levels of work:

- Performs job function (individual contributor).
- Supervises a unit of work.

- Manages multiple units of work.
- Handles corporate responsibilities (RCMP, HRD, 1999).

Competency profiling using the new RCMP competency model will also make use of levels of work within the organization. The new model has five levels of work, consistent with the four levels in the old model, with the addition of the senior manager level to represent work in that area:

- Individual Contributor
- Supervisor
- Manager
- Senior Manager
- Senior Executive (RCMP, 2003c).

The RCMP's next generation of competencies is explained in detail in the *RCMP Competency Based Management Framework* document (RCMP, 2002d). The evolution away from the eight core competencies to the new competency model means that competency requirements for roles within the organization can be more specifically defined while meeting the identified need for functional competencies that would better represent the actual work of the organization (RCMP, 2003c).

The CBM framework consists of five major elements to support the implementation of a competency-based integrated human resource management system. These five elements include a competency dictionary, a common architecture, a profiling methodology, an

assessment strategy, and technology to manage competency information (RCMP, 2002d).

1. RCMP Competency Dictionary

The *RCMP Competency Dictionary* is the organization's official list of competencies and proficiency levels. It is a living document and will continue to evolve with changing organizational needs and priorities. The competency dictionary defines a competency as "an observable and measurable knowledge, skill, ability, and/or accomplishment defined in terms of behaviours required by employees to meet the output/outcome needs of the organization" (RCMP, 2003c, p. 4).

2. CBM Architecture

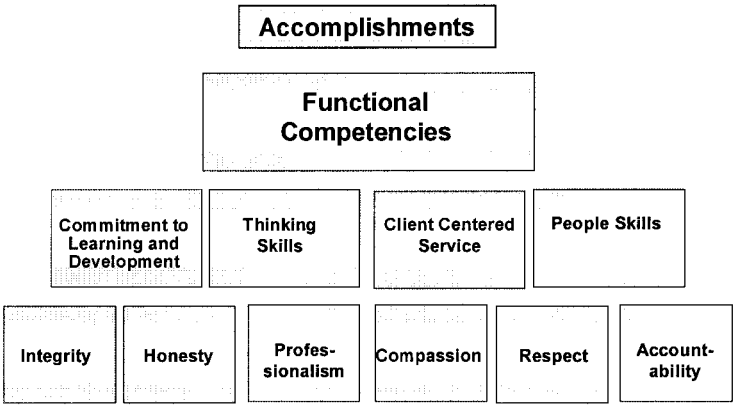
The CBM architecture will provide a common language for all human resource processes through the use of competency definitions, proficiency ratings, behavioural indicators, and competency profiles for both the job and the employee. The CBM architecture includes a competency model that was approved by the RCMP Human Resources Senior Executive Sub-Committee (SECHR) in September 2002 (RCMP, 2003c). The new model has evolved beyond the eight core competencies and now includes two main types of competencies:

- *Organizational Competency Groups*—reflect personal characteristics and are based on the RCMP Mission, Vision, and Values (Commitment to Learning, Client Centered Service, People Skills, and Thinking Skills).

- *Functional Competencies*—reflect the knowledge, skills, and abilities required to perform effectively within a job function.

Accomplishments have also been included in the new competency model. Accomplishments are not competencies; they are an outcome of underlying competencies and in most cases represent the technical or professional qualifications, or job requirements, required for success in a given role (RCMP, 2003c). Figure 2.1 depicts the new RCMP competency model.

Figure 2.1 RCMP Competency Model



Royal Canadian Mounted Police: *RCMP competency dictionary*, p. 5, 2003. Modified version reprinted by permission of Royal Canadian Mounted Police (Competency Based Management Project).

This research project will not directly examine the organizational competencies in the new RCMP competency model. These competencies were derived directly from the original eight core competencies of the RCMP, and as seen in Figure 2.1, they are

divided into four organizational competency groups. The four organizational competency groups are made up of 20 organizational competencies as shown in Figure 2.2.

Figure 2.2 RCMP Organizational Competencies

Group	Competency
Commitment to Learning and Development Group	Developing Self Developing Others Flexibility Leading and Managing Change
Thinking Skills Group	Innovative Thinking Planning and Organizing Problem Solving Strategic Thinking Decisiveness
Client Centered Service Group	Conscientiousness and Reliability Meeting Client Needs Results Oriented Stewardship
People Skills Group	Communication Persuasiveness Courage of Convictions Teamwork Leading a Team Networking and Relationship Building Self-Control and Composure

Royal Canadian Mounted Police: *RCMP competency dictionary*, p. 2, 2003. Reprinted by permission of Royal Canadian Mounted Police (Competency Based Management Project).

The functional competencies were not widely validated at the time of this research study. They will be discussed further in chapters 3 and 4, but are presented here in Figure 2.3 to give the reader a better understanding of the new competency model.

Figure 2.3 RCMP Functional Competencies (December 2002)

Functional Competencies
Concern for Safety
Conflict Resolution
Knowledge of RCMP Fiscal Environment
Knowledge of RCMP Strategic Framework
Presenting Testimony in Court
Developing and Managing Human Sources
Obtaining Judicial Authorizations
Conducting Investigative Interviews
Conducting Investigations
Crime Scene Management
Records and Information Management
Knowledge of Public Order Issues
Knowledge of Cultural Norms, Practices and/or Special Interest Group Issues
Knowledge of Applicable Legislation and RCMP Policies, and Procedures
Developing and Managing Intelligence
Human Resources Management
Project Management

Royal Canadian Mounted Police: *RCMP competency dictionary*, p. 3, 2003. Reprinted by permission of Royal Canadian Mounted Police (Competency Based Management Project).

Competency profiles will be created for all jobs and functions within the five operational groups of the RCMP. These groups include Criminal Intelligence Directorate (CID), Protective Operations, Federal Services, Technical Operations, and Community, Contract and Aboriginal Policing Services (CCAPS). As well, Executive Management and Operational Support will be examined as individual groups, to categorize and capture work being done in those particular areas. A competency profile for any role will ideally include 8-12 (total) organizational and functional competencies that are considered to be critical to successful performance for a given function. Competency profiles must contain at least one competency from each of the four organizational competency groups. Each competency making up the profile will have an assigned

proficiency level for both the minimum and desired levels of performance (RCMP, 2002d).

3. Competency Profiling Methodology

The competency profiling methodology adopted by the RCMP is based on best practices in government departments and private industry, and it has been developed to ensure that competencies are defensible both internally (i.e. grievances) and externally (i.e. human rights and employment equity legislation; RCMP, 2002d). To ensure that the competency profiles are meaningful to employees and the organization and accurately reflect the critical competencies required for the job, they will be created with input from key stakeholders and subject matter experts.

4. Assessment Strategy

Once competency profiles are developed for a given role, RCMP management will have the responsibility for, and employees will have the right to, reliable, valid, and fair assessments. The assessment strategy recognizes that there are a variety of methods to assess competencies and that more stringent methods of assessment may be necessary when used for promotion or pay, rather than for self-development or performance feedback (RCMP, 2002d).

5. Technology

The *RCMP Competency Based Management Framework* identifies *Peoplesoft*® as the Human Resource Management Information System (HRMIS) chosen to manage the

RCMP's competency information (RCMP, 2002d). This system will be shared by all human resource functions and will integrate all human resource services. HRMIS technology will permit competency matching on the RCMP workforce and will be used to ensure that employees are matched with their jobs.

Policing Competencies

Appendix 5-8 of the *RCMP Career Management Manual* indicated that the general policing investigator is responsible for conducting investigations and establishing and maintaining community-based policing measures. The job requirements for this role are not presently available in the RCMP *Career Management Manual* and are listed only as *Under Development.*

A review of RCMP Learning and Development documents revealed a dated functional competency profile for the general duty constable (now the general policing investigator). This competency profile is based on the eight core competencies and the organizational problem-solving model, CAPRA. The profile was to be used as a component of a learning program map for this role; however, it was never completed. The key functions of the general duty constable as outlined in the profile are Establish and Maintain Partnerships, Conduct Investigations, Apprehend Suspects, Documentation, Court Preparation and Testimony, Perform Emergency Duties, Assist Other Members, and Continuous Learning (RCMP, 1998).

Quality of Investigations

"Today's criminal investigator faces a formidable challenge. There can never be enough education, training, and retraining to prepare the officer for the task at hand. The success and failure of the officer's efforts will mirror the success or failure of our system of justice."

— James N. Gilbert (1998, p. 38)

Bellemare (2002) believes that both globalization and the evolution of technology have conspired to complicate the life of police investigators. As such, "achieving and maintaining '*investigative excellence*' is not only a constant challenge: it is a necessity in today's environment" (p. 26). The need for investigative excellence has been recognized by the RCMP and is evident in an ongoing RCMP initiative, *Bridging the Gap*, which grew from concerns by RCMP senior management that action be taken to address competency gaps in criminal investigations (RCMP, 2002a). The specific focus of this initiative is to address competency gaps and raise the quality of investigations in Federal Enforcement and Contract Policing.

Management concerns about the overall quality of criminal investigations have come from several areas, including the 1999 Alignment Task Force Summary Report and the Central Region, Atlantic Region, and North West Region quality of investigation and search warrant audit reports (RCMP, 2002a). These specific reports will not be examined in this research project owing to the sensitive and protected nature of their findings. However, it should be noted that at least two of the aforementioned internal studies

about the quality of investigations appear to have been stimulated by the publication of a 1999 study on search warrants by Ontario Superior Court Justice Casey Hill, Crown Attorney Scott Hutchison, and defence counsel Leslie Pringle.

The report titled *Search Warrants: Protection or Illusion?* described how examination of 100 Metro Toronto Region search warrants (the vast majority from the Toronto Police Service) cast serious doubt on the ability of the police to protect the privacy of Canadian citizens. The study concluded that 39% of the warrant applications "exhibited a sub-standard understanding of warrant drafting requirements" and that "61% of the warrants reviewed would not survive a s.[section] 8 Charter challenge" (Hill, Hutchison, & Pringle, 2000, p. 89).

The report stated that a combination of factors likely account for the deviation from lawful standards in search warrants. Those factors that relate specifically to shortcomings of the investigator include the deliberate ignoring of lawful procedures; carelessness, inability, or lack of applicable knowledge by the investigator drafting the warrant; and the high level of complexity in applying legal rules in practice (Hill et al., 2000). The study results suggest that in many cases the task of applying for a search warrant may simply be too difficult for the average police investigator. A number of recommendations were made to improve the quality of search warrants, including better search warrant training for police and justices of the peace, enhanced internal police monitoring systems, and in some jurisdictions, review by Crown Counsel.

The implications of the Justice Hill's findings for the RCMP are significant. Many general policing investigators are comparatively junior in service and may not yet have the practical experience or proper training, supervision, or assistance to conduct legal, spontaneous searches under the severe time constraints they are often subject to in their role.

The organization has an obligation to make sure that general policing investigators are capable of preparing search warrants that can withstand the scrutiny of the courts because the Canadian Charter of Rights and Freedoms guarantees an individual's right to be free from unreasonable search and seizure. Because the general policing investigator represents one third of the regular members of the entire organization, they must not be overlooked for training and opportunity to develop the skills and abilities to prepare legally sound search warrants. These members must be provided with adequate field support, proper feedback, and increased opportunity to gain practical experience and confidence when drafting and executing search warrants.

Employment Strategy

The general policing investigator role, often referred to as the foundation or "back bone" of the RCMP, is of primary importance for the competency profiling initiative. A July 2002 RCMP Senior Executive Committee decision regarding the recruiting and employment strategy confirmed that investigators, protective members and corporate members will continue to be recruited from general policing members as opposed to

recruiting specifically for those functions (RCMP, 2002f). This career model, which is similar to those used by other police forces across the country, has both advantages and disadvantages. The advantages include all police officers having a solid understanding of work in the field, and this model offers great flexibility in filling the diverse job requirements across the RCMP. The disadvantages of this model are that it doesn't allow a police organization to immediately take advantage of specialized skills of officers, or to fill competency gaps by outside candidates; it only provides people with the skills to close the gap (Human Resources and Development Canada [HRDC], 2001).

For now, the general policing role is considered to be a training ground where new police officers develop their competencies to perform operational police work before receiving additional responsibilities or moving on to specialized duties such as those in the Federal Services and Protective Policing operational groups. Before moving on to a specialized section, a general policing investigator would be expected to be fully functional in the general policing role and already have the competencies, or at least have the potential to further develop the competencies, required to perform well in a specialized section. That the general policing investigator role will continue to be a stepping stone to all other regular member roles in the organization helps to explain why identifying the competency requirements for general policing investigators is so critical.

Review of the Literature

A review of relevant literature reveals an absence of published documentary evidence that specifically addresses the competency requirements for general policing investigators. In recent correspondence between the researcher and The Canadian Police College library in Ottawa, the College has acknowledged an apparent absence of competency requirements for patrol police officers in any written work from police forces anywhere. The researcher has personal knowledge of several ongoing CBM initiatives in other Canadian police agencies; however, the information is not yet in the public domain.

The lack of public information regarding functional competencies for police officers is discouraging yet should not be viewed negatively, as these circumstances will provide the RCMP with an opportunity to take a strong leadership role in this area. Identification of the competency requirements for this role is the first step in developing a competency profile for the role and subsequently creating a developmental plan for general policing investigators. It is also an opportunity to initiate the alignment of career development with organizational needs at a critical time for the organization and for the individual members.

The literature reviewed that was deemed relevant to the research question covers three key concept areas:

- Police Leadership

- Organizational Learning and Systems Thinking
- Identification of Required Competencies.

Police Leadership

The goal of this section is not to provide the reader with a comprehensive understanding of leadership. It is simply to examine the nature of leadership in the context of policing and to discuss why strong leadership is needed to make the change to CBM.
Although police leadership is an important concept alone in the overall research for this project, it was quickly recognized by the researcher that police leadership appeared to be intricately related to the other key concept areas as well.

Police organizations, and in particular the RCMP, have undergone massive change over the past 10 years. Police organizations are facing the same challenges as the corporate world, including shrinking financial and human resources, intense public scrutiny, a deteriorating status quo, and cynical employees (HRDC, 2001; Conference Board of Canada, 2000). Strong police leadership will be required to address these issues and to adapt to future trends affecting policing in Canada.

September 11, 2001 has convinced the world that a different kind of leadership will be required to navigate organizations through the 21st century. Globalization and the impact of policing a knowledge-based society will confront police leaders with many challenges

not seen in previous years. Information is now instant, and like global terrorism, knows no boundaries. Systems thinking and organizational learning will become increasingly more important for leaders to understand and to use in addressing the challenges that are facing them.

The topic of police leadership will be approached from a transformational perspective because the amount of change needed to implement CBM is great and because organizational culture in the RCMP runs deep. Transformational leadership, which is essential for systemic organizational change, is characterized by "clarifying goals, communicating, taking consistent action, caring, and creating opportunities for development" (The George Washington University Virginia Campus, 2001, ¶1).

Quinn (2000) uses the seed metaphor to describe transformational organizational change; in the way that an acorn turns into a mighty oak, transformational leadership can turn an organization "into something greater than itself" (p. 1). This type of leadership will allow the RCMP to meet the challenges of the 21st century and help it become a learning organization. The transforming strategy envisions a productive community in which "members share a common purpose and each works for the benefit of all" (Quinn, 2000, p. 28). Quinn's message infers that future organizational success in achieving strategic goals will depend on general policing members' competencies as well as their ability to work together; strong leadership can help ensure this success.

The literature has shown that police leaders will no longer be able to analyze problems without considering their interdependence on other systems. In their article, *Leadership in the Twenty-First Century*, Allen, Bordas, Hickman, Matusak, & Sorenson (1998) wrote that with the dynamics of society, it will be difficult to discuss trends and issues as separate entities. Allen et al. also suggested that some of the principal implications for leadership in this century will be diversity, the complexity and speed of change, overall complexity in understanding the interdependence of systems, and the ever-increasing requirement for continuous learning.

Society is becoming more complex and crime is becoming "more sophisticated, organized and technically complex," all while the public is becoming more demanding and has increasingly higher expectations of the police (HRDC, 2001, p. 13). The RCMP has accepted that in complex situations, in complex societies, no one person can have all of the solutions to organizational problems. As leaders gain more responsibility and work becomes more complex, they will "have to count more on others" (DePree, 1999, p. 21).

That no one person will have all the answers led to the creation of organizational mission, vision, and values in the RCMP Shared Leadership initiative in 1996. The concept of shared leadership is critical to organizational success in the change to CBM. The leaders who succeed at bringing about changes are those who practice "inclusionary leadership," which means including the people affected by the change in the change process (O'Toole, 1995). Senge (1990) also supported the shared leadership model and

believed that in increasingly complex societies, the answer to difficult questions will be found in communities. Through shared leadership, Senge stated, we can do more collectively than we can as individuals.

The RCMP Shared Leadership initiative is an example of challenging the status quo and moving away from the organization's traditional "command and control" leadership model that had served the RCMP for the previous 123 years. Kouzes and Posner (1995) would likely describe such a transformational change as "Challenging the Process," one of the five fundamental practices of exemplary leadership. Kouzes and Posner (2003) have also stated that exemplary leadership is often associated with turbulent times, conflict, innovation, and change, and that practically all personal best leadership cases are connected to challenges the individuals have faced. The organization's decision to move toward CBM to streamline and integrate human resource functions is an example of a risk-taking change that challenges the process for the betterment of the organization.

There are four other fundamental practices of exemplary leadership as described by Kouzes and Posner (1995). They are: "Inspiring a Shared Vision," "Enabling Others to Act," "Modeling the Way," and "Encouraging the Heart." First, the present leadership in the RCMP has been inspiring a shared vision of the future. The organization has been working toward the goal of safe homes, safe communities. The shared leadership initiative and the principle behind "empowerment" sought to enable employees to act in pursuit of this goal.

Second, when the RCMP said farewell to command and control several years ago, the organization began to break down the hierarchies and enable everyone to act. While reflecting respect, accountability, good stewardship, and integrity, the RCMP acknowledged the idea that every member of the organization has responsibility for leading, decision making, and learning.

Third, modeling the way is about walking the talk. Leaders have to go first and set the example that they want followed. They must inspire passion in people to work toward the vision. Leaders must be credible and they must be seen to be living and working according to the organizational values; leaders must practice what they preach.

Finally, Kouzes and Posner (1995) stated that encouraging the heart is about building confidence and making "certain that people know what is expected of them" (p. 276). It is about challenging people to do their best and about recognizing employees' positive contributions to the organization.

At least a part of building confidence in people comes from increasing their level of competence and acknowledging even their small individual and organizational successes. Increasing confidence and competence comes from giving feedback to employees. Feedback contributes to both individual and organizational learning and allows the organization to solve complex problems. Senge (1999b) stated that learning cannot take place without continual assessment, but cautions that there is a difference between "assessment for learning" and "assessment for evaluation." Police leaders of the

21st century will need to need to create learning organizations in which employees do not feel judged and defensive.

CBM will allow individuals to recognize their strengths and weaknesses in competency areas by using self-assessment and assessment from peers to understand personal and organizational capacity to meet intended outcomes. Implementing a competency based human resource management system will take strong leadership, but CBM can "Encourage the Heart". Employees will clearly understand the requirements of their jobs, and they will know what is expected from them to be successful in their present and future roles within the organization.

Organizational Learning and Systems Thinking

In 1992, Schein stated that there was much speculation about the direction the world was headed, and he questioned what it all meant for organizations and their leaders. Schein noted that a common theme in predictions was that although no one knew for sure what the world would look like, most agreed that it would be different, meaning that "organizations and their leaders will have to become perpetual learners" (p. 361). A decade ago, the RCMP still identified itself as a paramilitary organization with a traditional approach to management based on command and control. Today the organization is better described as being en route to becoming a learning organization and a strategy-focused organization of excellence. The RCMP is also becoming an

organization with more modern management practices and shared leadership.

The transition to a learning organization began in 1993 and was well under way with the implementation of the new Cadet Training Program in 1994 (Himelfarb, 2001). This initiative was followed by the Employee Continuous Development Plan (ECDP) in 1997, a Force-wide approach to continuous learning based on the principles of a learning organization (Himelfarb, 2001). The learning organization fits nicely as a topic area for the literature review for this research project, because the learning organization is often described as one of the underlying sources for strategic change (DeGeus, as cited in Rowden, 2001).

Being a learning organization means getting better at knowledge management and knowledge sharing. Becoming a learning organization is the means by which the RCMP will improve employee performance and provide a better service to the Canadian public (RCMP, 2001c). Being a learning organization is necessary so that every area of the organization can develop the capacity to adapt to continuous change, and so that it can meet the challenges and opportunities of the future.

Being a learning organization also means that when the individual learns, the organization learns, provided that individuals and teams share their learning in an ongoing, systemic way (Preskill & Torres, 1999). This same concept has already been introduced in the section on police leadership earlier in this chapter. It means that everyone throughout the organization should be learning and working together to solve

organizational problems. Sugarman (2001) made this concept seem easy to understand when, in reference to learning organizations, he stated, "People must learn from everyone's mistakes, not just their own" (p. 2).

Preskill & Torres (1999) suggested that "the number one barrier to becoming a learning organization is that there is no clear understanding of organizational learning" in the organization (p. 42). Even in the dominant literature on the subject, questions about what is meant by a learning organization remain unanswered (Fenwick, 1998). A review of organizational documents appears to corroborate this statement by showing that in the past, the organization has not clearly stated what it will focus its learning on.

Several obstacles that have delayed the RCMP's transformation into a learning organization have already been discussed in the section "Potential Causes of the Problem" in chapter 1. It is suggested that the organization is not as far evolved as it could have been, because organizational strategies and priorities have been poorly communicated to the majority of front-line employees, and because there has been no clear direction or communication on organizational learning and training needs (RCMP, 2001c).

This project is the first step in the creation of a developmental learning program for new members, and it is a major step toward becoming a learning organization. Once competency requirements are established for the general policing investigator role they will contribute to organizational learning by helping to link training with career

management by identifying competency gaps early in a member's career. Understanding and clearly articulating individual capacity with organizational need will create an opportunity for the organization to coordinate the activities of training centres across the country while contributing to organizational learning and knowledge generation.

The concept of systems in police organizations is intricately linked to both police leadership and organizational learning. The literature already introduced in this paper demonstrates that it is difficult to examine any one of the key concept areas without considering the others. Senge (1999a) stated, "To lead a change effort ... it's essential to develop an intensive capability to see (and work with) systems" (p. 137). This point is illustrated in the direct relationship between the concept of systems thinking and organizational learning when examining "what organizations learn." For example, do organizations look only at symptoms of problems and focus on fixing the most troublesome, or "do they delve deeper into an issue, seeking to understand the underlying causes and consequences" (Preskill & Torres, 1999, p. 47)? We must look at the organization and its operations from a systemic perspective, so that relationships and interconnections can be identified and understood. For the purposes of the research question, this topic is about thinking globally and seeing training as part of a much larger system.

For the RCMP, systems thinking should be about developing a national approach to training, and ensuring that training reflects the priorities of the organization and the

needs of society. It should be about identifying competency gaps and aligning training to support career development. It should be about aligning career development with changing organizational priorities and performance management. Finally, systems thinking means providing employees with the resources to close the competency gaps on time to be of significant value to the organization and the individual.

Senge (1990) would describe the present organizational learning/training system as each training unit in the system acting in a rational manner while looking out for its own interests. This system is not in the best interest of either the organization or the society. Clearly articulating and understanding the competencies required to do the job will permit learning, training, and career development programs to be designed to strategically address both individual and organizational needs. Subsequent systematic access to the proper learning resources will help the organization move forward in meeting the performance requirements of contract policing needs.

Identification of Required Competencies

Clearly, identifying the required competencies is the most important topic in addressing the research question. However, as previously noted, the literature review revealed an absence of published material specific to competencies required for police work, other than at the managerial level.

Gilbert (1998) came close to describing a generic competency profile for an investigator in his book, *Criminal Investigation*. Gilbert stated that many of the desirable traits of investigators are also desired in patrol officers who regularly conduct investigations. He went on to identify some of these desirable traits, many of which appear similar in principle to some of the organizational and functional competencies in the RCMP. What Gilbert refers to as superior reasoning ability, critical thinking, imagination and curiosity, intuition, organizational ability, persistence, and ethics are seen to reflect RCMP values and organizational competencies. What he describes as legal knowledge and cultural understanding reflect more of the functional competencies in the new RCMP competency model. However, these competencies alone are not likely to represent all that is necessary for success in the general policing role.

In the remainder of the literature reviewed in this topic area, one important theme came up loud and clear: there could be many benefits to identifying the competency requirements for the role of a general policing constable. Clarification of workplace standards and expectations, alignment of individual and organizational strategies, and development of equitable appraisal systems are just the beginning (Schoonover Associates, 2001). The literature will therefore be used to provide the reader with an understanding of why defining competencies is necessary, and as much as possible, how a competency profile for the general policing constable could be developed.

Competency-Based Management (CBM)

Competency-based management is basically about "putting the right people in the right place at the right time" (Treasury Board of Canada Secretariat [TBCS], 2001, p. 1). Many public and private sector organizations are racing toward a competency-based system to manage their human resource processes, because they are beginning to realize that people are their most valuable resource, and that the right people can make the difference between a good organization and a great one. Recognizing this, top-rated organizations will focus on not only what an employee does, but also how results are achieved (TBCS, 1999a).

Bonder (1999) stated that CBM involves integrating key human resource activities in an organization around a "competency profile for the work to be performed" (p. 1). Once the competency requirements for a role have been defined, the organization can "give people information about what they need to do to prepare themselves to succeed at their current jobs" (Esque & Gilbert, 1995, p. 44). The principle behind an effective CBM system, it would seem to reason, is to develop competency profiles in line with the "broader organizational goals and long-term strategies of the organization" (Schippmann, Ash, Battista, Carr, Eyde, Hesketh, et al., 2000, p. 714). Linking what denotes good employee job performance with the goals and strategic priorities of the organization should contribute to more effective service delivery to clients and allow employees to better understand the performance requirements of their jobs.

The implementation of a CBM system requires much work. To simplify matters for the purposes of this research project, the researcher will focus on the required competencies to successfully perform the job of a general policing investigator in the RCMP. Yet, understanding the competency requirements of even one job is not a simple process. To identify the competencies required for general policing constables, the researcher must first understand the officer's role. A clear and thorough understanding of this role "will allow you to articulate the tasks performed, types of decisions typically made, significant challenges of the positions and level and type of competencies required to successfully perform within the position" (Kroecker, 2000, p. 2).

Sandberg (2001) agreed with this concept. He believed that only when people understand a job can they be good at it. Sandberg's research into competence at work revealed that an employee's competence could rarely be defined by checking off a standardized list of skills for the position. In fact, Sandberg noted that, despite some consensus on what skills were needed to perform the duties associated with a position, the descriptions of the skills required to achieve "competence" varied as much as people's perceptions about the job itself.

The implication of Sandberg's research to the RCMP is that the organization must effectively communicate its strategy and priorities to front-line people performing the general policing investigator role, to ensure they clearly understand what they are supposed to be doing with respect to the overall needs of the organization. Supervisors must also clearly understand the roles of their subordinates, so that they can determine

the strengths and gaps in the competencies required to successfully perform the job and meet strategic and operational needs.

Clarification of the role of the general policing investigator will be critical in identifying the competencies required to perform the role. Shernock (1998) stated, "Most studies of police culture in the United States and Britain emphasize that officers feel that 'real' policing is the chasing and catching of serious criminals" (p. 2). However, available literature on the role of the general police officer suggests the role is often one of a social worker. Many requests for service from the police are not related to serious crimes: they are requests for information or for public service related to disturbances, interpersonal problems, false alarms, traffic problems, and the like. This reality has not changed much since Skolnick (as cited in Meadows, 1987) reported in a 1968 study on police roles that "the police are performing social agency activities whether they want to admit it or not" (p. 1).

The literature also showed that basic police training may influence how new police officers perceive their roles. Basic training alone is not expected to prepare new police officers for every situation they will face on the street. However, basic training should not focus entirely on those areas that police recruits and instructors may find most interesting, such as police driving, use of force, and firearms training. Meadows (1987) noted that the role of the police and the associated police training may actually be out of sync. He stated that "as much as 75% of a police officer's time is spent on non-crime

related activities" (p. 1), and suggests that it would make more sense if training for police officers were "grounded in humanistic and communication skills" (p. 8).

The challenge to police organizations is that competencies related to humanistic and communication skills, or "soft" skills, include components of values and attitudes. Values and attitudes and are not easy to observe or measure and may therefore be more difficult to assess and develop than traditional, observable job-related skills (Spencer & Spencer, 1993). Dalton (1997) agreed but noted that "it's fairly easy to describe the professional, technical, and functional skills required by a job task" (p. 3). Briscoe and Hall (1999) cautioned organizations creating competency profiles not to forget about the competencies that may not be easy to identify through traditional scientific research. They stated, "The intangibles are not always identifiable," and noted that there are executive success stories filled with "depictions of leaders doing extraordinary and unpredictable things that do not necessarily surface in the traditional method of identifying research-based competencies" (p. 7).

History of Competencies

Apparently, the concept of using competencies as an approach to human resource management is not as new as the literature would have you believe. Competency modeling or competency profiling—the terms are synonymous, according to the Treasury Board of Canada Secretariat (1999b)—has been used at least as far back as Roman times. Commenting on the origin of competency profiling, Keirstead (1998)

reported that "early Romans practiced a form of competency profiling in attempts to detail the attributes of a *good Roman soldier*" (¶ 1).

However, most literature seems to blame or credit Harvard University psychologist Dr. David C. McClelland with igniting the movement in competency development when in 1973 he wrote "Testing for Competence Rather Than Intelligence" (Spencer & Spencer, 1993; Keirstead, 1998; Bonder, 1999). McClelland believed that traditional testing and school grades did not predict success or job performance, and that traditional testing was biased against certain groups of people (Spencer & Spencer, 1993). McClelland then came up with the concept of "competencies" to use as a means to develop valid and unbiased variables that could predict job success or performance (Bonder, 1999).

Competency Defined

The definition of the word competency is about as plentiful as the number of people who try to define it. Most definitions of the term seem to contain some element of knowledge, skills, and abilities, and their relationship between the work and the worker. Keirstead (1998) stated, "Unfortunately, there is no end to this confusion in sight. For every definition of competency brought forward, another researcher, practitioner, consultant or management guru will bring forth a new definition that contradicts the first" (Solution section, ¶ 1).

Spencer and Spencer (1993) defined competency as "an underlying characteristic of an individual that is casually related to criterion-referenced effective and/or superior

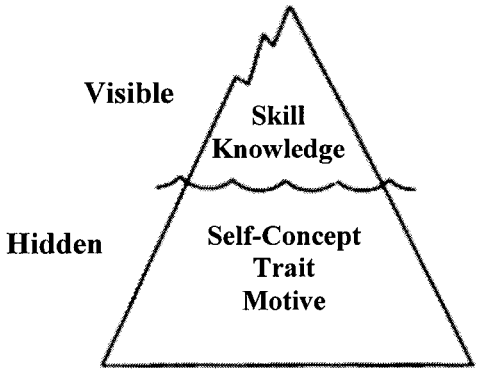
performance in a job or situation" (p. 9). Schippmann et al. (2000) noted that only one year later, Spencer, McClelland, and Spencer defined competency as "a combination of motives, traits, self-concepts, attitudes or values, content knowledge or cognitive behaviour skills; any individual characteristic that can be reliably measured or counted and that can be shown to differentiate superior from average performers" (p. 706).

The Government of Canada Interdepartmental Committee on Competency-Based Management defined the term competency as "any skills, knowledge, values, attitudes, personal attributes or distinguishing qualities and motives (or intent) as demonstrated through behaviours which contribute to successful performance of work" (TBCS, 1999a, Competency definitions section, ¶ 1). The RCMP has adopted a similar definition but has added that the competency must be observable and measurable and can be a "knowledge, skill, ability, or personal characteristic defined in terms of the behaviours required by employees to achieve the performance output/outcome needs of the organization of excellence" (RCMP, 2003c, p.4).

It is generally accepted that there are two main types of competencies: those related to knowledge, skills, and abilities, and those related to personal characteristics. The analogy of an iceberg has been used by Spencer and Spencer (1993) to show the relationship between the two different types of competencies. In relation to an iceberg, knowledge and skills competencies are the visible, "surface" characteristics of people, while the self-concept, trait, and motive competencies are "deeper" and central to one's personality. The area above the surface of the water represents skills and knowledge, or

those competencies that are most easily developed. The area below the waterline represents the core personality, or those characteristics most difficult to develop.

Figure 2.4 The Iceberg Model

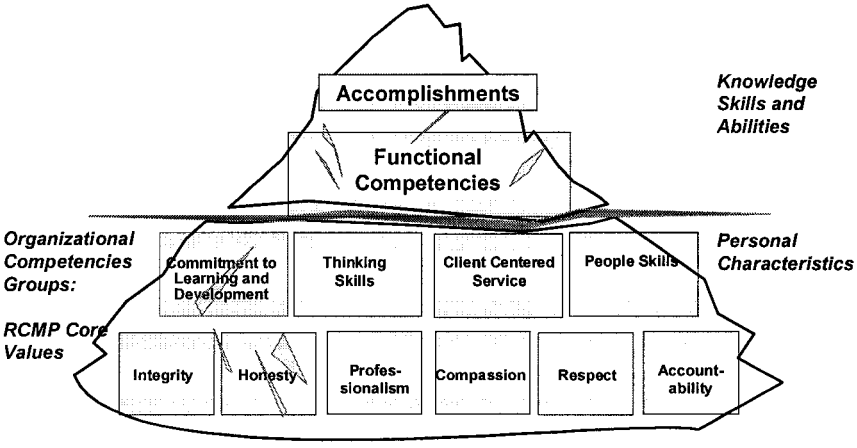


Competence at work: Models for superior performance, p. 11, Spencer, L. M., & Spencer, S. M., Copyright © (1993 John Wiley & Sons, Inc.). Reprinted by permission of John Wiley and Sons, Inc.

Several sources including Spencer and Spencer have noted that it may be in the organization's best interest to hire for the submerged competencies, because they are the most difficult to assess and develop, and then to train for the "surface" skills. This view may be the most predominant; however, others believe that even innate traits can be modified and taught. One example is the trait of empathy. Although teaching someone to develop empathy may be difficult or even impossible, teaching empathetic behaviours, such as listening to clients' needs to address their concerns, is possible (Lucia & Lepsinger, 1999). Most competency profile development activities focus on the concrete behaviours that are easy to observe and measure, and those that may be easily taught through training.

Spencer and Spencer's (1993) Iceberg Model is easily transferable to the RCMP competency model, and the relationship between the two models is frequently used to introduce the concept of CBM to organizational employees. Again, organizational competencies are defined as those competencies reflecting personal characteristics, while the functional competencies reflect the knowledge, skills, and abilities that are required by members to be successful in their jobs. Figure 2.5 illustrates how organizational competencies are generally located "below the waterline," while the functional competencies and accomplishments are found on the upper part of the iceberg.

Figure 2.5 Two Types of Competencies in the RCMP



Royal Canadian Mounted Police: *RCMP competency dictionary*, p. 5, 2003. Modified version reprinted by permission of Royal Canadian Mounted Police (Competency Based Management Project).

Competency Profiling

A *competency profile* "is a set of competencies and includes associated behaviours that link directly to the work to be performed, and levels of proficiency for each behaviour" (TBCS, 1999b, Competency profile section, ¶ 1). A competency profile will usually include competency definitions and behavioural indicators associated with each

competency proficiency level. Lucia and Lepsinger (1999) stated that a competency profile answers two fundamental questions: "What skills, knowledge, and characteristics are required to do the job?" and "What behaviours have the most direct impact on performance and success in the job?" (p. 9).

A competency profile is similar to, but not quite the same as, a *job analysis.* A simple way to differentiate between the two is to state that a job analysis describes the job and a competency profile describes the person who is performing the job successfully. Schippmann et al. (2000) contrasted the two by suggesting that a job analysis is looking at "what" is accomplished, while a competency profile is looking at "how" the work is accomplished. Another area where competency profiling is markedly different from job analysis is in establishing a link between individual performances or competency requirements, and the goals or strategic priorities of the organization (Schippmann et al., 2000). In this way, competency profiles don't necessarily have to be "built" on past requirements of the job, and can in fact be created in anticipation of the organization's future needs.

Dalton (1997) cautioned that although a competency profile should describe the desired traits, motives, skills, and abilities for a particular job, it should be more than just a "wish list" of what is necessary to do the job. The competency profile must identify and substantiate the behaviours required to successfully perform the job. The Treasury Board of Canada Secretariat's (1999a) *Framework for Competency-Based Management in the Public Service of Canada* stated, "In mapping out a competency profile, it is important

that competencies are translated into observable and measurable behaviours that are related directly to the key activities of the job" (p. 27). The rationale for this statement is that it is of no consequence to have a CBM system if the job analysis and evaluation systems are not meaningful.

Along the same line of thinking but from another perspective would be to examine competency profiles with respect to existing legislation such as the Canadian Human Rights Act. Public and private organizations alike could be subject to legal challenges for failing to hire, failing to promote, or terminating an employee because of a competency profile that included competencies that were unnecessary or were not directly related to bona fide job requirements. The critical point in competency profiling, according to Dalton, "is that the model will be based on which people are effective in their jobs and it should explain how they got to be that way" (1997, p. 3).

Another important point to consider when building or developing competency profiles is that the fewer competencies in the profile, the more manageable it is and the more likely it will be used (Briscoe & Hall, 1999; TBCS, 1999a). In addition, organizations may group competencies into clusters or job families if there are common or "building block" competencies across a job family (Bonder, 1999). It is not unreasonable to think that future organizational research could reveal a common base profile for all police investigators, supervisors, or managers. Competencies that are needed to perform any similar job across the organization would have a common language and common base profile, while individual jobs such as the general policing investigator role would have

additional associated competency requirements and accomplishments to differentiate it from other investigative roles.

Approaches to Competency Profiling

Briscoe and Hall (1999) stated there are generally three accepted approaches to competency profiling. First, the *Research-Based Competency Approach* is founded on research and behavioural data, and is known for its rigorous methodology and use of interviews and behavioural examples from top performers as a means to identify competencies required for success. This approach has been popularized by David McClelland, Jeffery Schippmann, and Lyle Spencer and Signe Spencer (Briscoe & Hall, 1999).

Second, the *Strategy-Based Competency Approach* is known for its integration with organizational strategic direction. This approach is still based in research, but instead of asking employees about past successful performance to build the profile, it has them outline the organization's strategic direction and associated skills (Briscoe & Hall, 1999). If competencies are developed in this manner and applied methodologically and strategically, they "can help translate the mission and priorities of the organization into clear performance expectations for employees and facilitate employee management across the full range of human resource activities" (TBCS, 1999a, Competency-based management section, ¶ 2).

Third, the *Values-Based Competency Approach* to competency profiling is to define competencies grounded in organizational values. Schippmann et al. (2000) recognized the significance of this approach if, for example, core competencies were considered as a subset of the overall competency domain and were used to "communicate the agreed upon guiding values and principles of the organization" (p. 735).

Briscoe and Hall (1999) went on to state that a fourth approach to competency profiling may be needed to address turbulent change and the future needs of business. This approach would be based on continuous learning and *metacompetencies*. The belief behind this approach is that the ability to learn may be an important predictor of high performance. The two "metacompetencies related to career development are identity and adaptability" (p. 8), and this approach would see a design for competencies around these two areas. "Adaptability learning competencies would include behaviours that would demonstrate" flexibility, exploration, openness, dialogue skills, and change management (p. 9). "Identity learning competencies would include behaviours that would demonstrate" self-assessment, openness to and action on personal feedback, and willingness to modify self-perceptions (p. 9).

Whatever method an organization chooses to use to define its competency profiles, the key is to be strategic and clear about the foundation of the selected competency approach, and to use it to its full advantage (Briscoe & Hall, 1999). The similarity in all four approaches seems to be that they basically follow McClelland's original model to determine what leads to excellent performance. This model can be described in two easy

steps: "First, focus on highly successful people without making assumptions about their role, and second, pay attention to what they actually do" (Lucia & Lepsinger, 1999, p. 18).

Competency Proficiency

Once it is known which competencies are necessary for success in a given role, the next step is to determine *how much* of that competency is actually needed by employees. A competency profile "can include definitions of competencies, associated behavioural indicators and performance proficiency levels" (TBCS, 1999a, Competency profile section, ¶ 3). Individual competencies may be broken into different levels, or graduated levels of proficiency, to represent the actual work being performed with respect to the competency. The proficiency scale itself is not an assessment tool; it represents a set of standards of behaviour related to the competency. For the scale to be meaningful and easy to use, the behavioural indicators should reflect real and observable differences from one level of the proficiency scale to the next.

The *RCMP Competency Dictionary* states that behavioural indicators associated with a particular level of proficiency are illustrative rather than definitive (RCMP, 2003c). That is to say that the behavioural indicators in the competency dictionary are examples of the behaviours associated with a given proficiency level. Non-definitive behavioural indicators are necessary because the competencies in the RCMP model have to be meaningful for all jobs across the organization. It could not be expected that all individuals would be required to demonstrate proficiency in a competency in the exact

same way as individuals from other service delivery areas. It is also important to note that proficiency levels in the RCMP competency model are inclusive in that all behavioural indicators from lower proficiency levels are deemed to be included, even if not stated specifically in subsequent or higher levels of proficiency.

Dreyfus and Dreyfus show a classic example of performance proficiency in a 1980 paper on the five developmental stages of skill acquisition in pilots, which coincidentally parallel the five proficiency levels associated with RCMP functional competencies. These five levels are Novice, Competence, Proficiency, Expertise, and Mastery (Dreyfus and Dreyfus, 1980).

- **Novice.** The beginner is given rules on which to base actions.
- **Competence.** This level is attained only after considerable experience in real situations, when the competent individual can base actions on past experience.
- **Proficiency.** Increased experience allows the proficient individual to see the entire situation instead of viewing the situation as the sum of its parts.
- **Expertise.** The expert no longer relies on an analytical perspective to understand the situation. He/she can intuitively respond to a situation with the appropriate action.
- **Mastery.** The master no longer relies on the analytical and can almost instantaneously respond appropriately to a situation.

The authors stated that as a learner becomes more skilled in a particular area, he/she depends less on abstract principles and more on concrete experience or the use of past

experiences as paradigms. The five stages also represent the learner gradually progressing from seeing the situation as the sum of its parts to that where he/she intuitively understands the entire situation by seeing it as a "whole."

Other researchers have adapted these stages of skill development to fit their needs and to better understand the skill acquisition of new drivers (vehicle) or health care workers, for example. In her work on clinical nursing practice, Benner (1984) has modified the major concepts and definitions to include novice, advanced beginner, competent, proficient, and expert. The RCMP progression of scale for functional competencies is also "from minimal understanding to complete mastery of the subject area" (RCMP, 2003c, p. 36), using proficiency levels labelled as Awareness, Basic, Intermediate, Advanced, and Mastery.

The implications of competency proficiency levels are easy to understand. Spencer and Spencer (1993) categorized two levels of competency proficiency: Threshold and Differentiating. Threshold Competencies are the essential characteristics that everyone will need to meet the minimum standards of the job. Differentiating Competencies are those factors that differentiate average and superior performers (Spencer & Spencer, 1993). The RCMP model also identifies two levels of competency proficiency, *minimum* and *desired*, which essentially have similar meaning to Spencer and Spencer's two levels (RCMP, 2003c).

Designing a Competency Study

The literature offers several options for designing a research study to complete a competency profile. Parry (1996) stated that "the process of identifying and describing competencies requires input from many parties: job holders, their managers, subject-matter experts, and specialists in HR" (p. 56). Kroecker (2000) stated that to articulate the competencies required to do a job, researchers must conduct interviews with incumbents, their supervisors, and their managers. Other literature also suggests that data gathering should be done through expert databases, focus groups, interviews, and/or surveys.

Schoonover Associates (2001) discussed how competencies are identified and developed. They stated that competency profiles are "developed through a process of clarifying the business strategy and determining how the models [profiles] would be used"—for example, assessment and training/development (p. 3). Schoonover Associates also suggested that data must be gathered through structured interviews and the like, and then analyzed to develop success criteria. Finally, before competency profiles are finalized, "validation surveys are administered and models [profiles] refined based on feedback" (p. 3). Once data is gathered and analyzed, a validation exercise must be conducted to ensure the data gathering was effective. Validation can be done by including a "large number of managers, incumbents and professionals familiar with the work or validation methodology" (TBCS, 1999a, Definitions section, ¶ 10).

Other sources remind the reader that communication is important and that employee buy-in is essential to the success of a CBM program (TBCS, 1999a; Hendry & Maggio, 1996). Dalton (1997) summed up this point well when she stated that whatever the competency profile, it "must involve a methodology that demonstrates the validity of the model's standards" (p. 1). In short, the competency profiling methodology must be both appropriate and rigorous if study findings are to be valid and to prove meaningful to both employees and the organization.

Spencer and Spencer (1993) stated their classic competency study design has six main steps and will take 2 to 3 months to do properly. Their study begins with defining performance criteria, identifying a sample, then collecting data (Spencer and Spencer, 1993). Once all data is analyzed, a preliminary competency profile can be developed, but the profile must be validated before HR applications can be applied to it (Spencer and Spencer, 1993). This classic study is an example of a *Research-Based Competency Approach*, but one that this researcher considers could be modified and adapted to acknowledge the goals, strategies, and values of the organization when defining competencies.

The steps in the Spencer and Spencer design are similar to the RCMP competency profiling methodology. The RCMP methodology consists of five main phases before applications of the profile are put into place and it will allow for consideration of the organizational goals, strategies, and values when developing competency profiles. Figure 2.6 gives an overview of the RCMP methodology.

Figure 2.6 RCMP Competency Profiling Methodology

1. Advance Planning & Preparation
2. Key Stakeholder Consultation
3. Subject Matter Expert [Panel] Workshop
4. Validation of Draft Competency Profile(s) [by Subject Matter Experts]
5. Profile Finalization and Approval

Royal Canadian Mounted Police: *RCMP competency profiling methodology*, p. 4, 2002. Reprinted by permission of Royal Canadian Mounted Police (Competency Based Management Project).

Summary

The identification of competencies and subsequent implementation of a CBM system can integrate all human resource functions including training, recruiting, succession planning, and promotions. If the job profiles are created carefully and used effectively, they can contribute greatly to the continuous learning culture of an organization as employees develop existing competencies and learn new ones.

To ensure that CBM does not become just another organizational fad, organizations need to clearly define the word "competency" and recognize that employees are part of the competency profiling process. Employee buy-in is essential to the success of any organizational change of this magnitude. Employees should understand how and why their job profiles have been created, and they should recognize the validity of the competencies associated with their role.

Assessment and gap analysis are often more difficult than they first appear, because many of the performance competencies lose clarity when their functions become interwoven (Shernock, 1998). The key here will be that if new competencies are identified for the general policing investigator role in the course of this study, careful consideration will have to be given to keep competencies as mutually exclusive as possible and to define them so they do not overlap (Parry, 1996). Once the competency requirements for general policing investigators are identified and validated, the organization will then need to develop a competency profile for the role.

Overall, the task seems overwhelming; however, the literature clearly indicates that the benefits of identifying competencies and developing competency profiles are certainly worth the reward, individually and organizationally.

CHAPTER 3: RESEARCH METHODOLOGY

"Gathering data is easy; gathering meaningful data is a whole other challenge."

—Ted Palys (1997), *Research Decisions*

This chapter is divided into three main parts: Research Methods, Data Gathering Tools, and Study Conduct. Research Methods gives the reader a description of the quantitative and qualitative research methods used. It also introduces potential researcher biases and provides an overview of the ethical considerations for this research project. Data Gathering Tools explains how information was collected from research participants and other sources. Study Conduct provides the reader with a detailed account of all steps and procedures used to conduct this project.

Research Methods

The methodology chosen for this major project is action research. Action research was appropriate for this study, because it is participatory, responsive, and cyclical in nature, and it allowed for the collection of both qualitative and quantitative data to answer the research question (Dick, 2000). Action research also gave the researcher the flexibility to respond to situations as the need arose and permitted careful reflection and analysis of data gathered before moving on to the validation phase.

The participatory characteristic of action research was of primary importance to the researcher because it permitted the general policing investigators to become partners and active participants in answering the research question. Their participation in the process contributes to their taking ownership of the issues and it motivates them to invest their time and energy in the project (Stringer, 1996).

The value of buy-in and participation from the general policing investigators was recognized to be critical during the preliminary stages of the research for this project, when the researcher determined that there was a lack of internal and external published material on functional competency requirements for the general policing investigator role. In addition, the researcher considered that involvement of participants in the research process would increase their awareness of the benefits of identifying and validating the functional competencies for their role. In particular, participants would gain familiarity with and acceptance of the new RCMP competency model, and they would better understand the competency requirements for their job.

This project focused on a qualitative approach to information gathering and analysis. Qualitative analysis was important, because the initial data collected was highly subjective and represented different perspectives from participants who have performed the general policing role in diverse locations and conditions. The research could also be labelled exploratory and descriptive research. It was exploratory as a consequence of the lack of published material on the subject. As the project progressed, more descriptive research became necessary to revise and define functional competencies identified in the

early stages of the data gathering. The value of qualitative research at this stage is that it uncovers meaning rather than just numeric data.

A validation survey was used to help capture quantitative data on the competencies. The survey allowed for further validation of the preliminary research with a larger sample of participants, and it revealed that a great depth of data could be obtained from participants. Specifically, the survey was used to rate competencies according to how important they were perceived to be to the general policing role, and to seek a general perspective on how often the competencies were required on the job. Notwithstanding that this research was a "pilot project" leading up to competency profiling for the general policing investigator role, the quality of the data obtained and the potential for future use will be beneficial to the organization.

The methodology for this research project was required to be consistent with the RCMP competency profiling methodology. The RCMP methodology is flexible, yet rigorous, and is based on best practices of other federal government agencies and private organizations using competency-based management. The director of the RCMP Competency Based Management Project reviewed and approved the project methodology, to ensure that the data gathered would be useful to the organization.

Schippmann et al. (2000) have suggested that, as more and more organizations use competency models to support human resource management functions, there will be a need for documentation to defend competency models. All competencies and

competency profiles will be a significant component of the RCMP's integrated human resource management processes. As the competencies and competency profiles are introduced in such human resource processes as employee recruiting, promotions, transfers, and evaluations, they must be defensible against employee grievances, employment equity challenges, and human rights complaints.

Researcher Biases

The researcher has been a regular member of the RCMP for 13 years. The majority of the researcher's policing experience has been as a general policing investigator (general duty constable), but also includes experience as: a civilian police monitor with the United Nations Support Mission in Haiti; a mariner/investigator with the West Coast Marine Detachment; and an instructor/facilitator at the RCMP Training Academy. During this study, the researcher was a new team member of the RCMP Competency Based Management Project at RCMP Headquarters in Ottawa, Canada. In short, the researcher had a personal and vested interest in the identification and validation of functional policing competency requirements for the general policing investigator.

The researcher had to be mindful of potential researcher biases in particular during phases 1 and 2 of this research project. All of the researcher's experience as a general policing investigator was completed in small communities in British Columbia. This experience could have potentially influenced the compilation of the preliminary list of functional policing competencies in phase 1. However, any bias in phase 1 would have been minimized during phase 2 of this project when the focus group participants

reviewed the list of policing competencies. Phase 2 revealed several differences between the opinions expressed by the group and the researcher's opinion. The researcher could remain objective about these differences, because the researcher recognized that he had no direct experience policing in large urban centres like the lower mainland area of British Columbia, or, for example, in remote areas of northern Canada.

No relationship existed between the researcher and focus group participants, who were all selected by representatives of the Contract Policing policy centre. Specific criteria for the selection of focus group participants are discussed later in this chapter. Similarly, no relationship existed between the researcher and survey respondents, who were all selected at random by the RCMP Human Resources Management Information System (HRMIS).

Ethical Considerations

It was the sincere intention of the researcher that this research project respected all general ethical concerns in action research. The researcher submitted the research proposal for an ethics review by Royal Roads University before any research was conducted. The research was then carried out in accordance with the principles of the RRU "Research Ethics Policy" (Royal Roads University Academic Council, 2000) and the principles as set out in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (Medical Research Council of Canada, Natural Sciences and Engineering Research Council of Canada, & Social Sciences and Humanities Research Council of Canada, 2000):

- All research participants involved in this major project were treated with respect and dignity, and with the utmost concern for their privacy and confidentiality. No participant was excluded because of attributes such as age, sex, religion, culture, race, or physical disability. Palys' (1997) ethical question, "Does the research have a negative effect on the participants' dignity or welfare that the importance of the research does not warrant?" (p. 92) can be emphatically answered, "No!"

- Before any type of data was collected from human subjects, participants were made aware of the purpose of the research and the findings, and it was clear that they could withdraw their cooperation and participation at any time without consequence. Survey questionnaires consisted of a section to advise potential participants of the purpose of the research and the findings, and of the voluntary nature of their participation. Focus group participants were invited to read and sign an "Informed Consent Form" before participating in the research study. All data collected from the focus group was returned to participants for review and comment before it was used in the study.

- All data collected from human subjects was compiled in an anonymous and confidential format.

- Working documents were securely stored in a locked safe in the researcher's office in a secure RCMP building. All electronic documents and e-mail correspondence were stored on a password-protected and encrypted RCMP

computer. Following the project, all rough notes, transcripts, and other documentation from this research will be destroyed.

- All survey participants will be informed of the research findings, and general policing investigators will benefit from a published summary of the findings.

Data Gathering Tools

The data collection approaches most appropriate to the research study, and which were consistent with the RCMP competency profiling methodology, are as follows:

- Organizational documents review (research)
- Focus groups
- Surveys/questionnaires.

The primary rationale for using these approaches is that they allowed for collection of both qualitative and quantitative data to answer the research question. Palys (1997) stated that "more and more researchers now acknowledge the benefits of incorporating both types of data into any piece of research, thereby more fully exploiting the strengths and overcoming the limitations of each" (p. 29). The researcher determined that the use of both types of data would provide a clearer picture of the population and a more complete understanding of the answers to the research question.

Other researchers also recommend using a variety of data gathering tools for a research project. Schippmann et al. (2000) indicated that using "a variable combination and logically selected mix of multiple methods," such as the methods of data collection listed above, will contribute to a high level of rigour in the research methodology (p. 716). In addition, the combined use of these research approaches helped to triangulate and validate data, which in turn adds credibility to the research and results.

Organizational Document Review

The goal of this phase of the research was to substantiate the draft functional policing competencies already identified by the RCMP, and to explore where new competencies may be needed to represent the tasks and activities performed in this role. To explore where new competencies may be needed, the researcher examined and compared known activities for the general policing investigator against organizational and functional competencies in the new competency model, as well as against the five strategic objectives of the RCMP: Prevention and Education, Intelligence, Enforcement, Investigation, and Protection (RCMP, 2003d).

Schippmann et al. (2000) caution that looking only at general competencies may not identify much of what is actually required to perform the job successfully. Competencies that related specifically to RCMP organizational competencies, or the more general competencies, were not brought forward to the focus group. The outcome

of this phase of the research was a preliminary list of functional competencies for research participants to review as a starting point in the focus group activity.

The focus of this research phase was on organizational documents because of a lack of unpublished research and documentation from other police organizations in this discipline. The "RCMP General Duty Constable Integrated Task Bank" (Noseworthy, 1999) was dated slightly; however, the document offered good insight into the role of the general policing investigator, providing background on the working conditions, knowledge areas, and skills and abilities required to perform this type of work. The other organizational documents reviewed include training material from RCMP Learning and Development Branch, and draft functional policing competencies as developed by the RCMP Competency Based Management Project Team.

Focus Group

The focus group is basically a small group interview that can be used to obtain in-depth information in a short period. In this project the focus group was used to provide this researcher with empirical data on the functional competency requirements of the general policing investigator role. The focus group as a data gathering tool also gave the researcher an opportunity to ensure that participants had a comprehensive introduction to the new RCMP competency model and competency-based management before data was collected.

Focus groups were an ideal process with which to begin data gathering after the documentary research phase. They are already well established as a data gathering tool in the RCMP, and they are conducive to exploratory qualitative research. Palys (1997) stated that focus groups have much in common with face-to-face interviews, but the researcher plays more of a facilitative role and the data will therefore be more influenced by the group than by the researcher. Minimization of researcher bias was the intent of the researcher because the perspective of focus group participants was critical to the success of this project.

Like other data gathering tools, focus groups have their strengths and limitations. Spencer and Spencer (1993) considered that this type of "interview" allows the researcher to probe into what interviewees think, feel, and want to accomplish during a situation. This face-to-face communication can be used to help take the guesswork out of qualitative data analysis, because it provides the researcher with an opportunity to clarify and understand the participants' perspectives when the data is being collected. This characteristic is also particularly useful when gathering complex data on non-behavioural, cognitive functions (i.e. *Thinking Skills*). However, Palys (1997) cautioned the researcher that there is always a possibility that some participants may dominate the focus group process, thereby causing shy people, or people having unique perspectives, to be reluctant to contribute to the conversation. A skilled interviewer who facilitates well and encourages contribution and involvement from all participants can nonetheless overcome this shortcoming of the focus group.

Survey/Questionnaire

The survey/questionnaire was chosen as a data gathering tool for this research project, for the reason that is already accepted as part of the RCMP culture and because it is a recognized data gathering tool in the RCMP competency profiling process. Surveys are beneficial to the researcher, since they are an inexpensive way to get data from a large number of people. In fact, "the major advantage of questionnaires is that they generate a substantial amount of data relatively quickly and cheaply" (Palys, 1997, p. 146).

Surveys can be used to determine or describe a variety of information, provided that the questions are carefully thought through and presented to participants. Gray and Guppy (1994) suggested that surveys can be used to determine values, describe variables and relationships, or influence something. They can also be useful in collecting demographic information about respondents to give the researcher a clearer picture of the sample population. Spencer and Spencer (1993) noted that surveys used for collecting data on competencies are typically used to rate competencies according to how important they are to job performance and how often the particular skill or competency is required to do the job.

Surveys, like the other data gathering tools, are not without both strengths and weaknesses. For example, "for every 100 questionnaires you mail out, as few as 10 and rarely more than 40 will find their way back to you" (Palys, 1997, p. 147). The impersonal component of sending a survey out by mail, in this case electronically by e-mail, contributes to a much lower participation rate than would be seen with an interview

or focus group (Palys, 1997). Furthermore, this lack of face-to-face and personal contact does not provide the researcher with an opportunity to clarify ambiguous qualitative responses, as can be done in an interview or focus group.

Processing Data

A benefit of the survey for this research project is that most data could be quickly compiled and processed with statistical software. This method required that quantitative data was coded and assigned numeric values for processing. The software was then used to provide descriptive statistics (displayed through graphs and tables) as a means to understand the information. However, even with statistical software, the researcher still has to identify how best to examine the data, as well as how to interpret and explain the analysis.

Qualitative data collection for this research project was done by hand. Raw data was aggregated into categories, each assigned different colours. The data was then re-grouped thematically and subsequently summarized in chapter 4 of this report.

Study Conduct

Organizational Document Review

Organizational document research and review was conducted in advance of conducting

research with general policing investigators. Existing job information was primarily found in the "RCMP General Duty Constable Integrated Task Bank" (Noseworthy, 1999). The task bank listed 14 outputs of the general duty constable (now general policing investigator); those outputs also included tasks associated with highway patrol and airport policing duties. The 14 outputs were further differentiated into 96 tasks, which were examined by the researcher at the activity level.

The activities were first examined to determine if any could be eliminated from the list. For example, activities associated with specific skills taught to police cadets at the RCMP Training Academy (i.e. firearms, driving, and self-defence) were omitted. The rationale for this omission is that these technical, observable skills are considered "accomplishments" as opposed to the more comprehensive competencies in the new RCMP competency model. Proficiency in the technical skills and abilities is mandated by the appropriate policy centre, and skills are considered to be valid for a period of time before mandatory re-testing takes place.

Activities that were associated with a physical or physiological ability were also eliminated, because these "abilities" are often medical requirements that are determined by RCMP Health Services and are therefore not considered competencies in the new model (i.e. relying on a defined standard of vision and hearing). The remaining activities were then categorized with respect to existing organizational and functional competencies in the new RCMP competency model.

The researcher also carried out a similar review and re-categorization process on the known policing competencies as defined by RCMP Learning and Development Branch (RCMP; 1998, 2001e). Many of these "policing" competencies could be directly integrated into the new RCMP competency model as organizational competencies. For example, the activities associated with the previous RCMP competency, Thinking Skills, could be directly integrated into the new organizational competency group called Thinking Skills. However, the activities associated with the old competency could now be spread out over the five competencies within the Thinking Skills group.

Another example would be an activity such as "*interview adult complainant or witness to collect information*" (RCMP, 1998, Section 2.4, ¶ 1). This activity could be integrated into the new competency model as the organizational competency, Communication. However, the researcher determined the activity fit better into the new RCMP functional competency called Conducting Investigative Interviews. The RCMP Competency Dictionary definition of this competency is as follows; "Conducting Investigative Interviews: uses appropriate interviewing techniques, consistent with RCMP policy and procedures, to successfully interrogate witnesses and suspects and obtain accurate information pertinent to the investigation" (RCMP, 2003c, p. 41).

This process of categorization and elimination resulted in a preliminary list of functional competencies, specific to police work, which could be examined as a starting point for the focus group. Functional competencies that had incomplete definitions or behavioural indicators were further developed by the RCMP Competency Based Management

Project team to be consistent with the new competency model and the *RCMP Competency Dictionary* (RCMP, 2003c). The functional policing competencies that were presented to the focus group for further examination and validation are listed in chapter 4 of this report.

Focus Group

Once the director of the RCMP Competency Based Management Project gave permission for the research project, the researcher requested acknowledgement and support for the project from RCMP Community, Contract and Aboriginal Policing Services (CCAPS), the policy centre responsible for contract policing and the general policing investigator.

The researcher requested the names of 12 individuals who could participate in a focus group to verify and validate a number of policing competencies with respect to general policing duties in the RCMP. To be cost-effective, all potential participants were to be from the National Capital Region; however, they were to have recent contract policing experience as general duty investigators or supervisors. The CCAPS Human Resource Strategist, in consultation with the Officer in Charge of Contract Policing, identified a list of 12 potential participants who would best represent the interests of CCAPS in this activity. Participant selection was based on service history and current performance, and, to the greatest extent possible, represented both the majority group (Caucasian male) and designated groups (Caucasian female, Aboriginal, Visible Minority) in the RCMP.

Potential participants were contacted by e-mail to determine availability and interest in this project. Interested individuals were then contacted a second time and provided with additional information and background material on competencies. Three of the 12 individuals were unable to participate in the focus group, while another two individuals were willing to participate but were unable to attend the day of focus group because of poor weather. The focus group comprised three females and four males, who brought with them a wealth of experience and expertise as general policing investigators and supervisors in rural and urban detachments from communities across the country.

Focus group participants had been previously informed of the researcher's involvement with Royal Roads University. The researcher's academic requirements were further discussed the day of the focus group. The research consent form was reviewed and explained, and was voluntarily signed by all seven participants (see Appendix A).

The researcher then presented the group with an overview of the objectives of the focus group, and a definition and explanation of "competency" as defined by the RCMP. This introduction was followed by a presentation on the new RCMP competency model and the background to the need to validate the draft functional policing competencies. From this point, the focus group was professionally facilitated by Dr. Francois Ducharme of the Hay Group in Ottawa, Canada, while the researcher transcribed the outputs of the focus group by hand. The guiding questions for this focus group were prepared by the researcher (see Appendix B). The questions were prepared with the primary goal of

validating existing and newly defined competencies, and the secondary goal of identifying additional competencies that may be critical to the general policing investigator role.

Data from the focus group was then analyzed and summarized by the researcher. A summary report was forwarded to all focus group participants for verification of content and interpretation, to ensure the researcher accurately captured their perspectives during the session. Feedback from the group indicated that there were no errors or omissions in the report and that the researcher did a "great" job summarizing the session.

Survey/Questionnaire

This phase of the research project involved data collection with an electronic survey. The goal of this phase was to validate the work done by the focus group participants with general policing investigators from across the country.

Survey Design

There were two versions of the policing competencies survey: one in English (see Appendix D) and one in French. The English version of the survey was first developed by the researcher and was then translated into French by professional translators at RCMP Translation Services in Ottawa.

The survey was accompanied by an introductory letter in both English and French (see Appendix C). The letter provided potential survey respondents with background information on the research project and the researcher's academic requirements at Royal Roads University. In addition, the letter informed potential respondents that participation in the survey was voluntary and that survey data would not identify individuals.

The survey consisted of a cover page with an introduction and instructions. The introduction was followed by nine questions in a category labelled "Personal Information." This category was designed to collect basic demographic and background information on the survey respondents (e.g. age, gender, years of service). The wording of personal information questions was reviewed and approved by RCMP Diversity Management Branch and the Director of the RCMP CBM Project.

The next section of the survey consisted of 11 questions, each identically designed and formatted. The wording for these survey questions was developed by the researcher, and then reviewed by the project faculty supervisor. The present questions are the result of suggested modifications by the faculty supervisor. Each question began with the title and definition of a functional policing competency. The competency definition was followed by four generic questions about the *Relevancy, Criticality, Frequency of Use*, and *Complexity* of that particular competency as it related to general policing duties. Responses for each of the four questions were organized using a Likert five-point response scale. Each of the five points on the scale was labelled alphabetically and had a corresponding descriptor. Respondents had simply to indicate their answer by marking,

making bold, or highlighting the box that enclosed the descriptor they felt best applied to the competency. (See Figure 3.1 for an example survey question.)

Figure 3.1 Example of Survey Question

1) PRESENTING TESTIMONY IN COURT—Organizing evidence and supporting documentation, presenting evidence in a professional and impartial manner.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A Very Relevant	B Relevant	C Moderately Relevant	D Low Relevance	E No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A Very Critical	B Critical	C Moderately Critical	D Low Criticality	E Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A Very Frequently *(more than once per week)*	B Frequently *(once per week)*	C Moderately *(once every month)*	D Seldom *(once every 3 months)*	E Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A Very Complex *(difficult)*	B Complex	C Moderate	D Low Complexity	E Very Low Complexity *(easy)*

Space was also provided for respondents to provide additional open-ended comments about the competencies and/or the survey at the end of the questionnaire. Because the survey was electronic, space for additional responses was unlimited.

Survey Distribution

Since the RCMP does not have the ability to conduct surveys on-line, the researcher chose to transfer the survey to the Royal Roads University (RRU) survey generator, where survey participants could access and complete the questionnaire on-line. Tests of the survey and RRU survey generator with colleagues worked flawlessly, with testing conducted from home computers. Unfortunately, when final testing was conducted by RCMP employees accessing the survey from their work computers, no survey data could be collected. RCMP computers operate on a highly protected intranet system that allowed employees to access the questionnaire, but not to submit the completed form.

This difficulty was a complete surprise and a huge setback for the researcher. The method of data entry and collection had been selected after consultation with a colleague who successfully used the RRU survey generator for a similar project. Inquiries with the RRU computer help desk and the RCMP computer help desk eventually revealed why data collection with the RRU survey generator was not possible with computers on the RCMP network: all RCMP web browsers do not have, and apparently have never had, JavaScript enabled due to the security risk. JavaScript must be enabled on the Web browser to submit data to the RRU survey generator.

The researcher made a decision not to distribute the link to the RRU questionnaire over an internal organizational e-mail system if it meant that potential participants had to complete the questionnaire from their home computers. A colleague later recommended preparing the survey as a Corel Word Perfect® document, which could be mailed to participants electronically through the internal e-mail system. Although the RCMP use surveys regularly, on-line surveys, including this method of distribution, have not been widely used by the organization; however, the researcher had little to no difficulty distributing, completing, and collecting the survey questionnaires using this method. The only disadvantage to this method over using the RRU survey generator is that the quantitative survey data had to be entered into a database manually, whereas the RRU system automatically enters quantitative data into a database when research participants successfully submit survey forms electronically.

Sample Description

Only regular RCMP members occupying job code 249 (Contract Policing—general policing investigator) were considered as participants for this research project. The researcher chose a population size of 150 participants, because that data obtained would be manageable, yet could still provide meaningful data for the purposes of the major project. The choice of sample size is also supported by this research being a pilot project to evaluate future data collection methods for competency profiling initiatives in the RCMP.

A strict random sample from all individuals occupying job code 249 was considered, but the small sample size would not guarantee organizational target groups would be represented in the sample population. The researcher then made inquiries with the RCMP Human Resource Management Information Centre (HRMIC) to determine if the HRMI system could be programmed to choose a fully stratified random sample based on obtainable demographic information from job code 249. The rationale for this request was to ensure the sample population represented the overall population of general policing investigators within the sample frame (job code 249). The HRMIC representative suggested that while such a sample could be obtained, the program would have to be written and it would therefore be both time and cost prohibitive for this research project.

An alternative was reached in that the researcher would request a proportional stratified sample based on division (province) alone, whereas other demographic information (including designated group information) would be collected as personal information at the beginning of the survey. The end result is that the researcher requested that the RCMP HRMI system provide the total number of members occupying job code 249 (general policing investigators in contract provinces) as of December 31, 2002. Next, the researcher requested that HRMIC provide a breakdown by division of the percentage of members (to the total) occupying job code 249. The researcher then asked for a list of 150 randomly selected names of regular members occupying job code 249 and directed that the list reflect proportionally the total number of members in job code 249 in each division. For example, if 20% of members occupying job code 249 were posted in "E"

Division, then 20 names should be randomly selected from all members in job code 249 in "E" Division.

In conclusion, owing to the small sample size and the nature of stratification, the researcher believes the sample has a low probability of being representative and therefore does not permit generalizations of the overall population of general policing investigators. Notwithstanding, the sample was selected at random from within a specific sampling frame (job code 249) and with proportional representation by division. The overall response as presented in chapter 4 still provides a sufficient number of responses and an acceptable distribution of responses in most groupings to perform a meaningful descriptive statistical analysis for the purposes of this project.

Where responses are particularly low in a given grouping—i.e. only one respondent from a given division or detachment size—the results are presented to demonstrate the potential of the statistical software, but are flagged that they may not be representative of that division or detachment size. Despite these potential confounds to the representativeness of the sample, the sample data is still relevant, since the primary purpose of this research is to establish initial "meaning" (agreement on functional competencies) and subsequent concurrence among the participants. This concurrence would give direction to further study with a more representative sample.

The survey and the other methods of data collection in this project were conducted ethically, using an accepted methodology. The data obtained during each phase of the

project are presented independently in chapter 4. The researcher will also present study results using data compiled from all three methods of data collection. Research results presented using data compiled from all sources will add credibility and enhance interpretation of the overall results, despite the small sample size used for the survey.

CHAPTER 4: RESEARCH STUDY RESULTS

"It is the collecting of information and reflecting on the meaning of that information that provides new insights into how the world is understood."

—Kirby & McKenna, 1989, p. 111

This chapter is divided into three sections: Study Findings, Study Conclusions, and Study Recommendations. The findings from the focus group and the survey will be reported independently, while the study conclusions and study recommendations will be made based on all information gathered. A summary of overall findings and conclusions will precede any findings or conclusions on a specific competency.

Before the results of this study are reported, it is important to remember that the primary goal of this project was to verify and validate the relevance of existing RCMP functional policing competencies, and to identify additional functional competencies required for success as a general policing investigator. The research project was also intended to be a "pilot project," to determine if an electronic survey could be used as a means of capturing data for the organization's competency profiling initiatives. The pilot work was conducted on a small scale and attempted to identify potential concerns regarding these competencies before they are introduced across the organization during formal profiling sessions.

The study included a focus group that provided preliminary feedback on the functional policing competencies from individuals who understood the performance requirements of the general policing role. This feedback was used to refine the policing competencies before validating them with a larger population through an electronic survey. A study of the findings from both the focus group and the survey has already helped the RCMP Competency Based Management Project Team better understand how the general policing investigator perceives the functional policing competencies, and how these competencies will be used to describe the performance requirements of the general policing role.

Study Findings

In this section, the study findings are grouped into the following areas:

A. Review of the general policing investigator role

B. Qualitative and quantitative findings from the focus group

C. Findings from the survey:

   1. Quantitative findings

   2. Qualitative findings.

A. Review of the General Policing Investigator Role

A review was conducted of existing general policing information before bringing the list of functional policing competencies to the focus group for examination. The primary document for review was the 1993 *RCMP General Duty Constable Integrated Task Bank* which was updated by Dr. Glenn Noseworthy in 1999. The task bank information consists of functional job analyses information obtained from five focus group sessions, each consisting of 5-6 RCMP members considered to be capable performers in general policing (Noseworthy, 1999).

The task bank highlights the fact that the general duty constable (now referred to as general policing investigator) must be prepared to perform under varied and extreme circumstances at any time, and in any location in the country. It also stresses that the delivery of policing services must be consistent with a community policing philosophy. In the RCMP this philosophy means that there is a partnership between the police and the community in the delivery of policing services (Noseworthy, 1999).

The work performed by the general duty constable (including highway patrol and airport policing duties) was broken into 14 outputs as outlined in Table 4.1. The 14 outputs are further broken down into 96 individual tasks, which further describe activities of the general policing investigator.

Table 4.1 General Duty Constable Outputs

OUTPUTS		Number of Tasks
1	Problem Identification and Resolution	7
2	Patrol: Attend Calls; Apprehend Suspects	14
3	Maintain Order: Deter, Defuse Problems	6
4	Protect Public Safety and Security	8
5	Provide General Assistance to the Public	3
6	Conduct Investigations	4
7	Enhance Highway Safety	14
8	Conduct Traffic Accident Investigations	6
9	Provide Air Travel related Security	5
10	Prepare and Complete Paperwork	11
11	Assemble Evidence: Testify in Court	6
12	Community Relations/Community Education/ Promotion of RCMP Image	5
13	Assist RCMP Administration and Other Agencies	6
14	Maintain Equipment	1
TOTAL		96

RCMP general duty constable integrated task bank, Noseworthy, G., p. 16, 1999. Reprinted by permission of Royal Canadian Mounted Police, Human Resources, Research Branch.

The distillation process that led the researcher from the list of 96 tasks to a preliminary list of functional competencies for review by the focus group has been described in chapter 3. A review of the task bank information revealed several of the tasks in the output *Provide Air Travel Related Security* did not apply to the general policing investigator. Many of the remaining tasks performed by the general duty constable were directly related to the organizational competencies found in the new RCMP competency model, while others related directly to the preliminary list of functional policing competencies. Those activities relating to physical skills (i.e. driving, firearms, self-defence) and medical condition (i.e. visual and hearing acuity) were not examined as part of this study. The rationale for this decision has also been provided in chapter 3.

The researcher determined that many of the draft functional policing competencies identified by the RCMP CBM Project should be included for review in the focus group. The competencies reviewed are the following:

1. Presenting Testimony in Court
2. Developing and Managing Human Sources
3. Obtaining Judicial Authorizations
4. Conducting Investigative Interviews
5. Knowledge of Applicable Legislation and RCMP Policy and Procedures
6. Developing and Managing Criminal Intelligence
7. Conflict Resolution
8. Concern for Safety
9. Conducting Investigations.

The researcher also identified additional areas of activity that were not specifically covered under the RCMP competency model. These activities are represented by the following draft policing "competencies":

10. Crime Scene Management
11. Records and Information Management
12. Alternatives to Enforcement
13. Enforcement
14. Knowledge of Preventive Strategies.

Draft definitions and behavioural indicators for the five new competencies were then prepared in consultation with RCMP CBM Project Team members.

B. Qualitative and Quantitative Findings from the Focus Group

The purpose of the focus group was to have experienced police officers verify and validate existing RCMP draft policing competencies, and to identify if additional competencies were needed for the general policing role.

The focus group began with a general presentation on competencies and the new RCMP competency model. The presentation was followed by a group activity to identify and discuss the key activities and challenges of the general policing investigator. The researcher then presented the draft functional policing competencies for review by the participants.

Focus group participants determined that 10 of the draft policing competencies were relevant to the general policing role. A new competency called Knowledge of the Community was also identified as being relevant, and in fact critical, for success in the role. This competency was partially developed from the principles of the competency Knowledge of Preventive Strategies, but was modified by the group to better meet the needs of the general policing investigator.

Focus group participants also rated the relevance of the 11 policing competencies. The researcher observed that competencies that were used less frequently were the same competencies that the participants rated low in relevance. This observation led the researcher to improve the rating scale for the questionnaire, so that information on

Relevance, Frequency, and Criticality of the competencies could be collected and analyzed independently.

Outputs of the Focus Group

Competencies Considered Not Relevant

The following is a summary of comments about the competencies that were not considered relevant to the general policing role:

- *Concern for Safety* was not considered to be a policing competency. It was felt that concern for safety by all employees was legislated and was directly related to the RCMP Incident Management and Intervention Model.
- Enforcement was not a policing competency. One participant described Enforcement as "*more of an outcome of the knowledge and everything else they* [general policing investigators] *do*".
- Alternatives to Enforcement was not a policing competency. The group felt that it, like crime prevention, is more an activity. It was also thought that many of the behavioural indicators associated with this activity were covered in the competency Conflict Resolution.
- Knowledge of Preventive Strategies did not represent a competency that itself was critical for success in general policing.

Development of a New Competency

The principles underlying the draft Knowledge of Preventive Strategies competency were considered to be important and were modified to develop a new competency that better met the needs of the general policing investigator. The focus group labelled this competency Knowledge of Community and defined it as follows:

- Knowledge of Community is the ability to develop and maintain a thorough understanding of the community/region and apply this information while working in partnership with the community to deliver effective policing services.

Participants stated that this concept as a competency was important because "*knowledge of the community is broader than the issues.*" "*It's not just knowledge of cultural norms; it's bigger than that.*" "*It's not just the policing issues; it is an understanding of the social problems, etc.*" Additional questions that this competency can help the investigator understand are "*What is the history of this community*?" and "*Why is it even here?*"

Relevant Competencies

The 11 competencies identified as being relevant to the general policing investigator are as follows:

1. Presenting Testimony in Court
2. Developing and Managing Human Sources
3. Obtaining Judicial Authorizations
4. Knowledge of Applicable Legislation and RCMP Policy and Procedures
5. Conducting Investigations

6. Crime Scene Management
7. Records and Information Management
8. Developing and Managing Criminal Intelligence
9. Conflict Resolution
10. Conducting Investigative Interviews
11. Knowledge of the Community.

Note: The RCMP CBM Project changed the name of the functional policing competency *Developing and Managing Criminal Intelligence* to *Developing and Managing Intelligence* during the course of this research project.

Rating the Competencies

The participants individually assigned a value of 1, 3, or 5 to each of the 11 policing competencies considered relevant to the general policing investigator. Participants were asked to rate each competency in terms of its importance in contributing to successful performance of the general policing role. Assigning a value of 1 to the competency indicated that although the competency was relevant, it was seldom used and was of little importance. A value of 3 indicated that the competency was relevant to the role and somewhat important to successful performance in the role. A value of 5 indicated that the competency was critical to successful performance in the role. A summary of the voting process is presented in Table 4.2. The rationale for relevancy ratings follows Table 4.2.

Table 4.2 Summary of the Focus Group Voting Process

Name of Competency	Participant							SUM	AVG
	A	B	C	D	E	F	G		
Presenting Testimony in Court	5	3	3	3	5	5	5	29	**4.1**
Developing and Managing Human Sources	3	3	3	3	3	3	3	21	**3.0**
Obtaining Judicial Authorizations	3	3	3	3	3	3	3	21	**3.0**
Knowledge of Applicable Legislation and RCMP Policy and Procedures	5	5	5	5	5	5	5	35	**5.0**
Conducting Investigations	5	5	5	5	5	5	5	35	**5.0**
Crime Scene Management	5	5	5	5	5	5	5	35	**5.0**
Records and Information Management	5	5	5	5	5	5	5	35	**5.0**
Developing and Managing Criminal Intelligence	3	3	3	3	3	3	3	21	**3.0**
Conflict Resolution	5	5	5	5	5	5	5	35	**5.0**
Knowledge of the Community	5	5	5	5	5	5	5	35	**5.0**
Conducting Investigative Interviews	5	5	5	5	5	5	5	35	**5.0**

Rationale for Relevancy Ratings

After the voting process, participants were asked to provide a rationale for the relevancy rating of each competency. One interesting finding from the focus group is that geographic location and detachment size may greatly impact the perceived importance of these competencies. A second interesting observation from the focus group data is that competencies that are used less frequently are also perceived to be less important to the general policing role.

The following is a summary of comments regarding the relevance and perceived importance of the policing competencies. All bullets are verbatim comments from focus group participants.

1. Presenting Testimony in Court:

Comments with respect to this competency suggest the discrepancy in rated importance is because of the low frequency of use of this competency.

- *"[We] don't do it daily."*
- *"Indirectly it's a daily event, though. There is always the potential to go to court."*
- *"Everything else—records, crime scene measurement, evidence etc.—prepares you for going to court."*
- *"A complex investigation may last 2 years."*
- *"The definition* [of the competency] *covers organizing supporting documents as well."*

2. Developing and Managing Human Sources:

Comments with respect to the importance of this competency suggest the rated importance is because of the low frequency of use of this competency.

- *"This only happens in GD occasionally. They are not doing it every day."*
- *"They are dealing more with contacts than sources."*

3. Obtaining Judicial Authorizations:

Comments with respect to the importance of this competency suggest the rated importance is because of the low frequency of use of this competency.

- *"Same answer."* [Referring to Developing and Managing Human Sources]
- *"When you do it, you have to know how to, but you don't do it that often. You have to know the resources who can help you."*

4. Knowledge of Applicable Legislation and RCMP Policy and Procedures:

Participants stated that a high proficiency in this competency would directly impact a police officer's overall success and competence in other areas.

- *"So much is dependent upon this competency!"*

5. Conducting Investigations:

A high level of proficiency in this competency was perceived to be critical for success in the role.

- *"That's what we do!"*
- *"Daily!"*
- *"Same rationale as the others* [Referring to the rationale given for the previous four competencies]."

6. Crime Scene Management:

A high level of proficiency in this competency was perceived to be critical for success in the role.

- *"Same rationale as the others [referring to rationale given for the previous five competencies]."*

Participants also generally considered that the word "crime" throughout the definition and behavioural indicators of this competency was inaccurate, as all types of scenes, not just crime scenes, have to be managed effectively.

- *"Do we have to call this crime scene management?"*
- *"There are accident scenes, sudden deaths, and suicides. These have to be dealt with but are not crime scenes."*

7. Records and Information Management:

Participants stated that a high proficiency in this competency would directly impact a police officer's overall success and competence in other areas.

- *"Accountability in today's policing is at a high level; for disclosure it is very important."*
- *"Information management is electronic. There is a high expectation we will have notes, and good ones, and that information will be available almost immediately."*

8. Developing and Managing Criminal Intelligence:

Comments with respect to the importance of this competency suggest the rated importance is because of the low frequency of use of this competency.

- *"As a GD investigator, you are not likely going to be managing intelligence."*

- *"In small detachments you'll get further knowing your community than gathering intelligence."*
- *"In GD this competency is not critical. In Drugs, yes, it's critical."*

9. Conflict Resolution:

A high level of proficiency in this competency was perceived to be critical for success in the role.

- *"This is the nature of our job."*
- *"We are peacekeepers. It's what we do."*

10. Conducting Investigative Interviews:

A high level of proficiency in this competency was perceived to be critical for success in the role.

- *"Because this is critical."*
- *"This is a daily occurrence."*

11. Knowledge of the Community:

A high level of proficiency in this competency was perceived to be critical for success in the role.

- *"This is important to develop. Even for GD members switching zones, how you deal with people may be different."*
- *"We are so diverse geographically, et cetera, you have to do this to adapt."*

Participants also thought that a high proficiency in this competency would directly impact a police officer's ability to achieve success in other areas, i.e. *Conducting Investigative Interviews* and *Developing and Managing Human Sources*. The facilitator also asked the following question about this competency: "How do you adapt to a community?" Focus group participants responded as follows:

- *"Knowledge of the community is something that can be learned from colleagues and others. Some of it is learned just by going out there."*
- *"Your background is important too. If you are from a small town, it may be easier for you to integrate into a small community. The same is true for people from large centres, who return to work in large centres."*

Notes on the Focus Group

While processing the information from the focus group, the researcher observed that more meaningful data about the competencies could be obtained if Relevancy, Criticality, and Frequency were scored independently instead of being integrated into the same rating scale. The researcher thought it possible that the integrated rating scale used with the focus group may have caused participants to infer that relevancy could be dependent on the frequency of use of the competency.

The researcher also observed after the fact that the voting process may itself have been tainted because, although voting was done individually, it was not conducted secretly. One participant's verbal rating of a given competency may have influenced the ratings given by other focus group participants. Recognition of this potential shortcoming led to

the development of survey questions that would provide more meaningful data about the individual competencies. This was done by creating a rating scale that differentiated between relevancy, frequency, criticality, and also complexity of the competency. The analysis of data collected using the new rating scale is reported later in this chapter to help determine if this observation reflects researcher error or is representative of the larger population of general policing investigators.

C. Findings from the Survey

1. Quantitative Findings

The survey questionnaire was sent electronically through the RCMP internal e-mail system to 151 regular RCMP members occupying job code 249 (general policing investigator). The questionnaires were distributed to each member's individual e-mail account, which is accessible only by that person. A thank-you/reminder message was sent out to the same 151 members 2 weeks after the initial distribution of the questionnaire. Completed surveys were collected for 10 days past the posted deadline to accommodate those individuals who returned the questionnaire by mail. Total time permitted to respond to the questionnaire was 26 days.

Seven of the 151 questionnaires were immediately excluded (via automatic reply to the researcher's e-mail message) for a variety of reasons such as the individual being on vacation or long-term illnesses. Of the 144 questionnaires that were successfully

distributed, 44 valid responses were received before the closing date. The percentage of responses received is an acceptable 30%.

Demographic Information

Information retrieved from the RCMP HRMI system revealed that as of December 31, 2002, 5,596 members were occupying job code 249 (general policing investigator). The actual percentage of general policing investigators allocated to each division is represented in column 4 of Table 4.3. Table 4.3 also shows actual and anticipated return rates by division based on original distribution numbers and the observed rate of return of 30%. Survey responses were received from every contract policing division.

Table 4.3 Survey Response Rate by Division

Division		Frequency	Observed Response Rate	Anticipated Response Rate (based on percentage of national total by division)
B	Newfoundland	1	2.3	4.1
D	Manitoba	5	11.4	8.3
E	British Columbia	14	31.8	36.2
F	Saskatchewan	7	15.9	11.7
G	N.W.T.	1	2.3	1.6
H	Nova Scotia	5	11.4	7.7
J	New Brunswick	2	4.5	7.7
K	Alberta	6	13.6	18.6
M	Yukon	1	2.3	1.2
V	Nunavut	2	4.5	1.2
	Other (P/R - error)	0	0	1.7
	Total	44	100.0	100.0

Although complete demographic information of the general policing investigator was not available when this survey was conducted, demographics of the survey population can be

linked to overall RCMP demographics for regular members at the constable rank (see tables 4.4 and 4.5).

Table 4.4 Demographic Information of Survey Respondents Compared to Overall RCMP Demographics

Population	Female	Visible Minority	Aboriginal	First Official Language French	Disability
Survey Participants[1]	27.3 %	9.1 %	9.1 %	2.3 %	*2.3 %*
Constables[2] (total 9,880)	*21.5 %*	*6.5 %*	*7.2 %*	*19.2 %*	*N/A*

Table 4.5 Comparison of Years of Service of Survey Respondents and RCMP Regular Members Overall

Years of Service	0-4 yrs	5-9 yrs	10-19 yrs	20-29 yrs	30+ yrs
Survey Respondents[1]	31.8 %	34.1 %	29.5 %	4.5 %	0 %
Constables[2] (total 9880)	27.5 %	17.6 %	34.7 %	19.5 %	< 1 %

Data sources for tables 4.4 and 4.5: Policing Competencies Survey, March 2003, and RCMP Constable Rank and Service Structure as of December 31, 2001 (RCMP, 2002g).

It was never intended that the survey sample would permit a valid comparison to the overall membership of the RCMP, nor to all constables in the RCMP. However, because of an absence of information specific to the general policing investigator role, a comparison of the survey sample was made to the demographic information for constables. The data in tables 4.4 and 4.5 indicate that the survey sample is representative of all constables in the RCMP in many ways. For example, the percentages of female, visible minority and aboriginal survey respondents are comparable, and are only slightly overrepresented in the survey sample. As this role is an entry-level position given the

RCMP's generalist staffing model, overrepresentation may possibly exist because of targeted recruiting for designated groups.

There is also overrepresentation in the *Disability* category, however, the percentage equates to only one respondent in the survey sample. This discrepancy should be given a low weighting, as the nature of the work being performed by the general policing investigator suggests that this response may be an anomaly. In fact, on November 2, 2002, HRMIS data for overall demographics of RCMP regular members indicate that the actual percentage of all regular members, in all ranks of the RCMP, disadvantaged by reason of a permanent disability is only 0.05%, or seven individuals.

There is a substantial difference, however, between the two groups in the category *First Official Language.* Two point three percent (2.3%) of survey respondents reported their first official language was French, while the percentage for all constables is 19.2. It must be taken into consideration that job code 249 is not represented at all in the province of Quebec ("C" Division), and only 4.5% of survey respondents were from New Brunswick ("J" Division). Even so, the survey response rate in this category appears surprisingly low and is not representative of the overall population of constables.

Comparison of years of service between the two groups indicates overrepresentation in the survey sample at 5-9 years of service and under representation at 20-29 years of service. The generalist staffing model in the organization may provide an explanation for these differences, as the majority of all constables in contract divisions will be general

policing investigators. This is particularly true for constables with 0-4 years of service, as the generalist model sees most new members begin their careers as general policing investigators.

After 5 years' service, members may leave general policing and move on to specialized sections, when and where opportunity permits. This pattern would account for the under representation of members with 20-29 years of service, but not for the overrepresentation from members with 5-9 years of service. The researcher would like to believe that the high response rate from these members is because of a high interest and passion for the work that they do. However, in the absence of any empirical evidence to support this statement, it must be concluded that the survey sample may not be representative of all constables with 5-9 years of service in the RCMP.

Notes on the Sampling Method

The sampling method as described in chapter 3 was chosen as an acceptable alternative to stratified random sampling from identified subgroups. Fully stratified random sampling would have ensured a representative sample of the overall population of general policing investigators, but was determined to be too costly and time consuming for this research project. However, the data obtained in the survey indicates that the sample population is not entirely unrepresentative of the overall constable population. In fact, there is no reason to believe it is not representative of the general policing investigator population. Therefore, for the purposes of this research project, the data

obtained was used to make generalizations of how general policing investigators at large feel about the functional policing competencies.

Other Quantitative Data

In addition to demographic information, the survey also captured data about each of the 11 policing competencies on the questionnaire. The definition of each competency was followed by questions about the competency's Relevancy, Criticality, Frequency of Use, and Complexity to Learn. All four questions were associated to a five-point scale (commonly known as a Likert scale). Each of the alphabetical anchors on the scale was tied to a descriptor. The letter "A" represented a high value, i.e. Very Relevant and Very Complex, while the letter "E" represented low value by the respondent, i.e. No Relevance and Very Low Complexity. Mean scores were represented by a numerical value: A = 5, B = 4, C = 3, D = 2 and E = 1. A mean score of 4.5 in relation to the relevancy of a given competency would indicate that the average response of all respondents fell between Very Relevant and Relevant.

Specific Output from the Survey

1. Presenting Testimony in Court

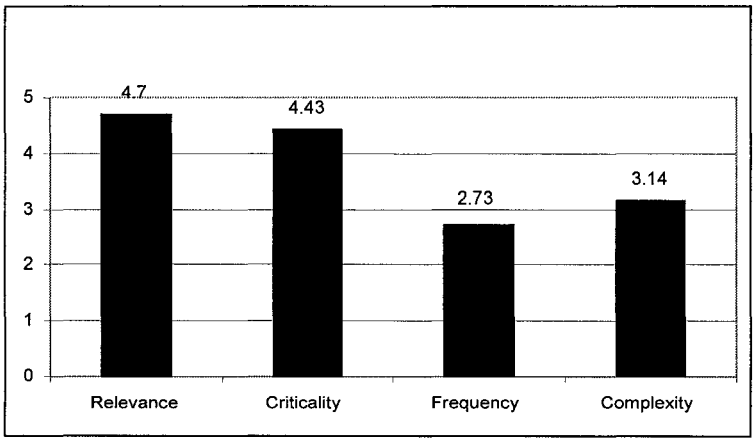
Ninety-five percent (95%) responded that this competency was relevant or very relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.6.

Table 4.6 Presenting Testimony in Court—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	34	77.3	77.3
Relevant	8	18.2	95.5
Moderately Relevant	1	2.3	97.7
Low Relevance	1	2.3	100.0
Total	44	100.0	

Eighty-four percent (84%) responded that this competency was critical or very critical to the role. Seventy-seven percent (77%) responded that the frequency of use of this competency was moderate or seldom. Eighty-four percent (84%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.1.

Figure 4.1 Presenting Testimony in Court - Mean Scores

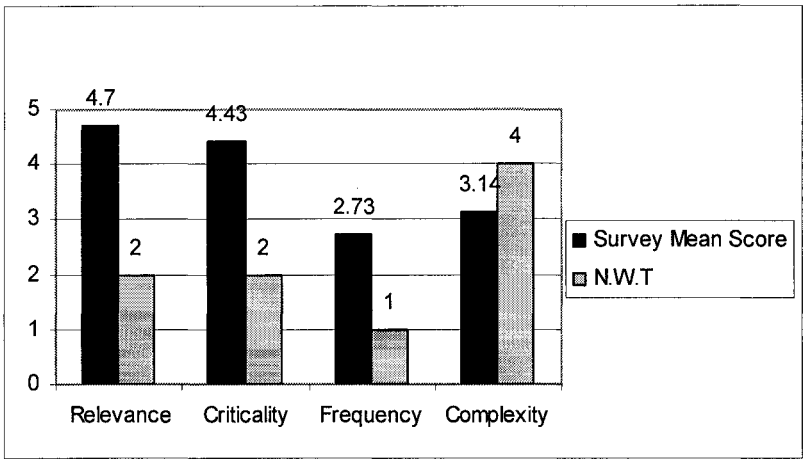


Cross-tabulations of survey data revealed few noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment

size. (Deviation of greater than one unit from the mean scores was reported as significant or noteworthy.) However, two points of interest were noted by the researcher:

- There are interesting differences between the overall mean score and the mean score from "G" Division (Northwest Territories) for the relevancy, criticality, and frequency of this competency (see Figure 4.2). It should be noted that only one completed survey was received from "G" Division. As such, the comparison is being earmarked because of the curious departure from the norm, not because it is representative of that division.

Figure 4.2 Presenting Testimony in Court—Mean Score Comparison to N.W.T.



- A pattern was observed when examining the frequency of this competency in comparison to detachment size. Survey data indicate that as the detachment size increases, the frequency of use of this competency becomes greater. The observed pattern was consistent through all five detachment size groupings, beginning with a mean score of 2.2 for the smallest detachments and progressing consistently

upward to reach a mean of 3.2 for the largest detachments. The difference in mean scores equated to real time may indicate members in larger detachments use this competency once every month as compared to once every 3 months for the smallest detachments.

2. Developing and Managing Human Sources

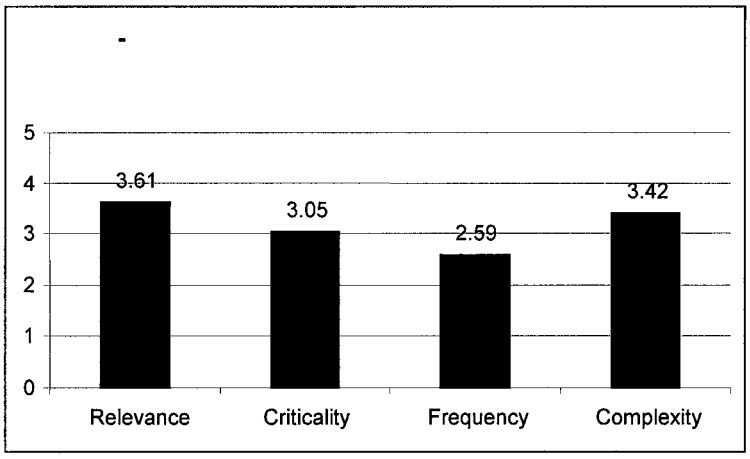
Seventy percent (70%) responded that this competency was relevant or moderately relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.7.

Table 4.7 Developing and Managing Human Sources—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	7	15.9	15.9
Relevant	19	43.2	59.1
Moderately Relevant	12	27.3	86.4
Low Relevance	6	13.6	100.0
Total	44	100.0	

Sixty-eight percent (68%) responded that this competency was moderately critical or of low criticality to the role. Fifty-nine percent (59%) responded that the frequency of use of this competency was moderate or seldom. Eighty-eight percent (88%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.3.

Figure 4.3 Developing and Managing Human Sources—Mean Scores



Cross-tabulations of survey data revealed few noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. Three points of interest were noted by the researcher; however, they may or may not be meaningful because of the small number of respondents within the respective groupings (only one respondent from each of "M" and "B" divisions, and only two respondents in the 20-29 years of service grouping).

- This competency appears to be more relevant in "M" and "B" divisions than in the other divisions. It also appears to be more critical in "B" Division, and least frequently used in "J" Division.
- This competency appears to be of a lower criticality to members with 10-19 years of service and most frequently used by more senior members (20-29 years' service).
- This competency was reported least frequently used by members in larger detachments (35+ members).

3. Obtaining Judicial Authorizations

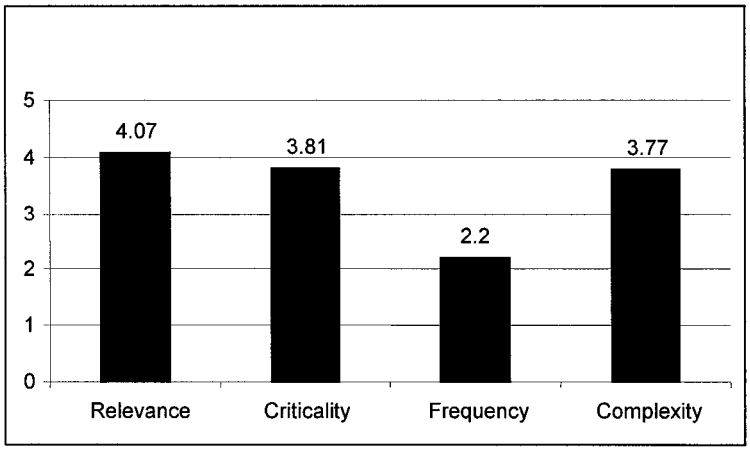
Seventy three percent (73%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.8.

Table 4.8 Obtaining Judicial Authorizations—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	17	38.6	38.6
Relevant	15	34.1	72.7
Moderately Relevant	10	22.7	95.5
Low Relevance	2	4.5	100.0
Total	44	100.0	

Sixty-seven percent (67%) responded that this competency was critical or moderately critical to the role. Seventy-five percent (75%) responded that the frequency of use of this competency was seldom to rare. Seventy-nine percent (79%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.4.

Figure 4.4 Obtaining Judicial Authorizations—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. However, one point of interest was noted by the researcher:

- Although the frequency of use of this competency was relatively consistent across all groups of years of service, a pattern was noted that as years of service increased, the competency was rated as marginally less relevant, less critical, and less complex.

4. Knowledge of Applicable Legislation and RCMP Policy and Procedures

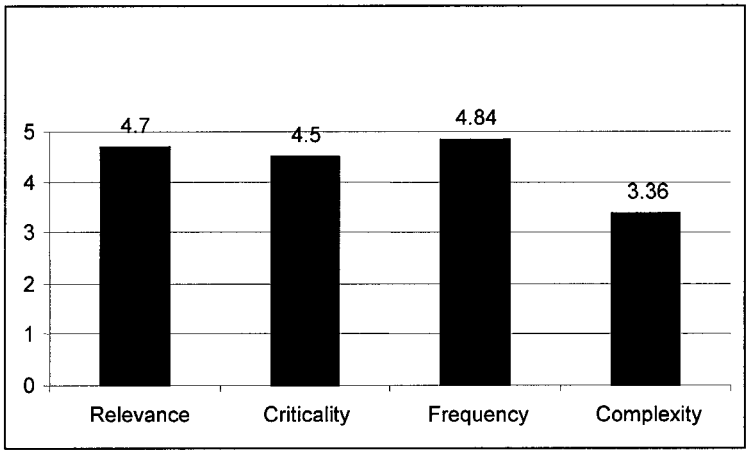
Ninety-seven percent (97%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.9.

Table 4.9 Knowledge of Applicable Legislation and RCMP Policy and Procedures—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	32	72.7	72.7
Relevant	11	25.0	97.7
Moderately Relevant	1	2.3	100.0
Total	44	100.0	

Ninety-one percent (91%) responded that this competency was very critical or critical to the role. One hundred percent (100%) responded that this competency was used very frequently or frequently. Eighty-four percent (84%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.5.

Figure 4.5 Knowledge of Applicable Legislation and RCMP Policy and Procedures—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. This competency generally rated quite high in relevancy, criticality, and frequency, while complexity was rated consistently as moderately complex to complex. However, one point of interest was noted by the researcher:

- Although the frequency of use of this competency was relatively consistent across all groups of years of service, a pattern was noted that as years of service increased, the competency was rated as marginally less relevant, less critical, and less complex.

5. Conducting Investigations

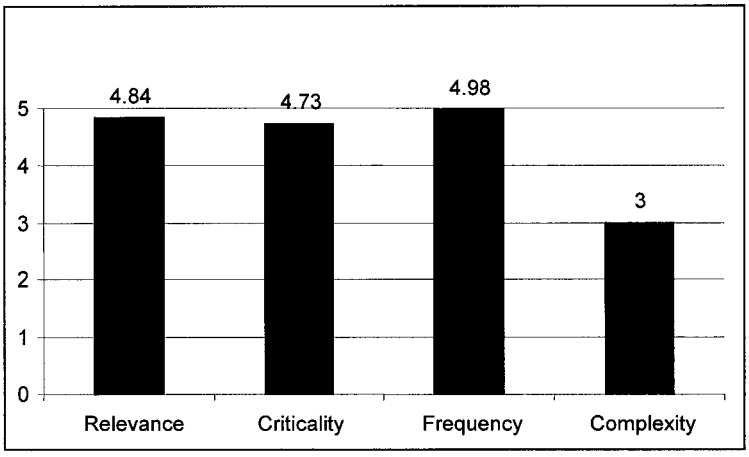
One hundred percent (100%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.10.

Table 4.10 Conducting Investigations—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	37	84.1	84.1
Relevant	7	15.9	100.0
Total	44	100.0	

Ninety-five percent (95%) responded that this competency was very critical or critical to the role. One hundred percent (100%) responded that this competency was used very frequently or frequently. Eighty percent (80%) responded that this competency would be moderately complex or of a low complexity to learn. Actual mean scores are shown in Figure 4.6.

Figure 4.6 Conducting Investigations—Mean Scores

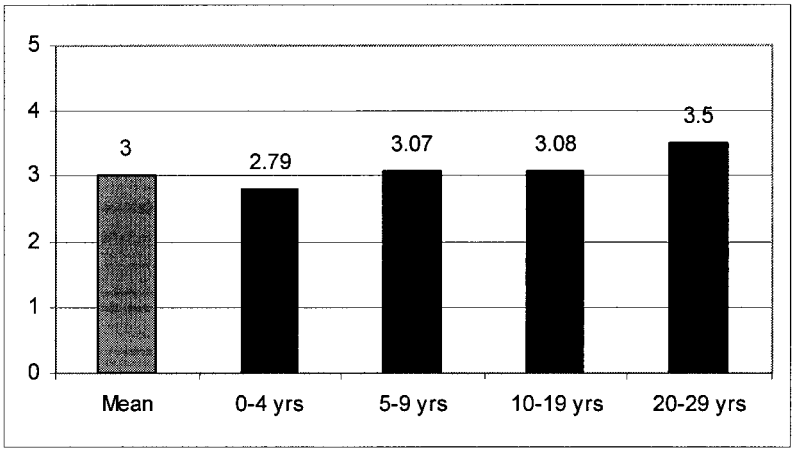


Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. This competency generally rated quite high in relevancy, criticality, and frequency,

while complexity was rated fairly consistently as moderately complex. However, two points of interest were noted by the researcher (see also Figure 4.7):

- The relevance and criticality of this competency were rated marginally lower by members from detachments with 1-5 members and by members with 10-19 years of service.
- A pattern was noted that as years of service increased, the competency was rated as marginally more complex.

Figure 4.7 Complexity Rating of Conducting Investigations by Years of Service



6. Crime Scene Management

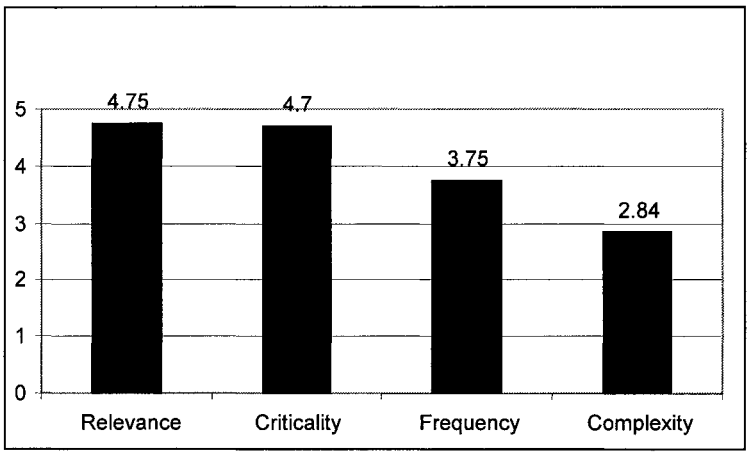
Ninety-five percent (95%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.11.

Table 4.11 Crime Scene Management—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	35	79.5	79.5
Relevant	7	15.9	95.5
Moderately Relevant	2	4.5	100.0
Total	44	100.0	

One hundred percent (100%) responded that this competency was very critical or critical to the role. Sixty-four percent (64%) responded that this competency was used very frequently or frequently. Eighty-four percent (84%) responded that this competency would be moderately complex or of a low complexity to learn. Actual mean scores are shown in Figure 4.8.

Figure 4.8 Crime Scene Management—Mean Scores

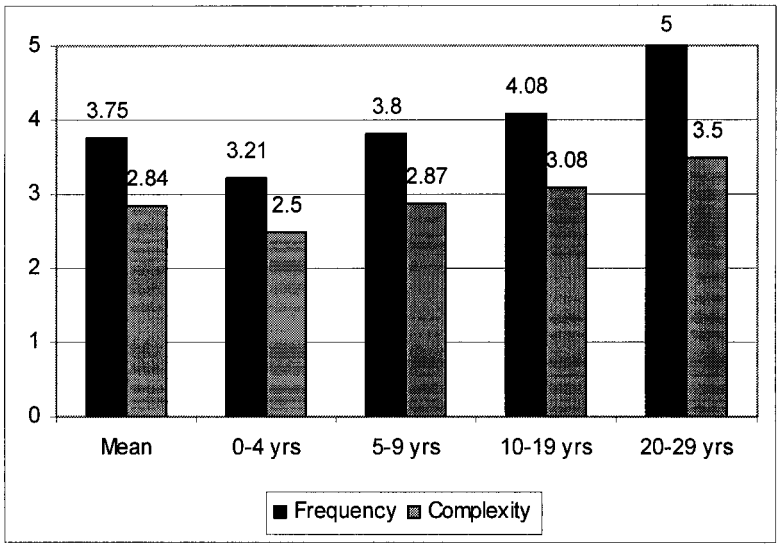


Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender and division. However, two points of interest

were noted when examining survey data with respect to size of detachment and years of service:

- The relevance and criticality of this competency were rated marginally lower by members from detachments with 1-5 members and by members with 10-19 years of service.
- A pattern was observed (see Figure 4.9) where as years of service increased, the ratings of complexity and frequency of this competency increased.

Figure 4.9 Complexity and Frequency of Crime Scene Management by Years of Service



7. Records and Information Management

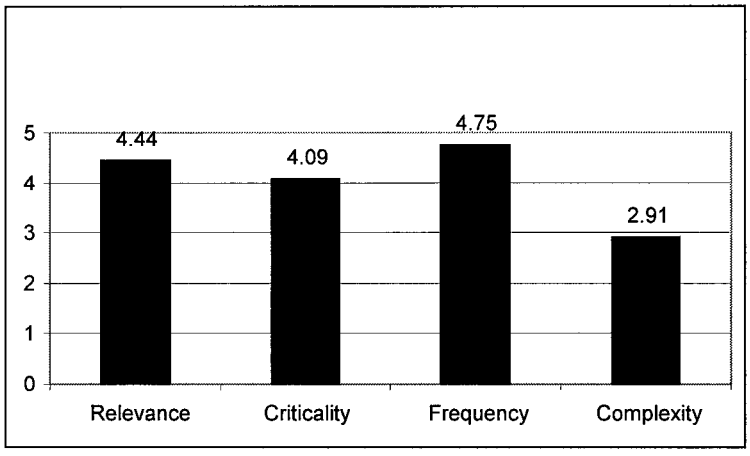
Ninety-one percent (91%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.12.

Table 4.12 Records and Information Management—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	22	50.0	50.0
Relevant	18	40.9	90.9
Moderately Relevant	4	9.1	100.0
Total	44	100.0	

Seventy-five percent (75%) responded that this competency was very critical or critical to the role. Ninety-five percent (95%) responded that this competency was used very frequently or frequently. Eighty percent (80%) responded that this competency would be moderately complex or of a low complexity to learn. Actual mean scores are shown in Figure 4.10.

Figure 4.10 Records and Information Management



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender and detachment size. However, two small

points of interest were noted when examining survey data with respect to division and years of service:

- Although respondents rated the frequency of use and complexity to learn this competency fairly consistently across divisions, the relevance of this competency was rated higher in "B," "J," and "M" divisions than in "G" Division, and the criticality of this competency was rated higher in "B" Division than in "G" Division. (As there is only one respondent in each of "B," "M," and "G" divisions, this observation is earmarked for interest only and may not be representative of the divisions.)
- A pattern was noted that as years of service increased, the frequency rating of this competency decreased marginally while the complexity rating of this competency increased marginally.

8. Developing and Managing (Criminal) Intelligence

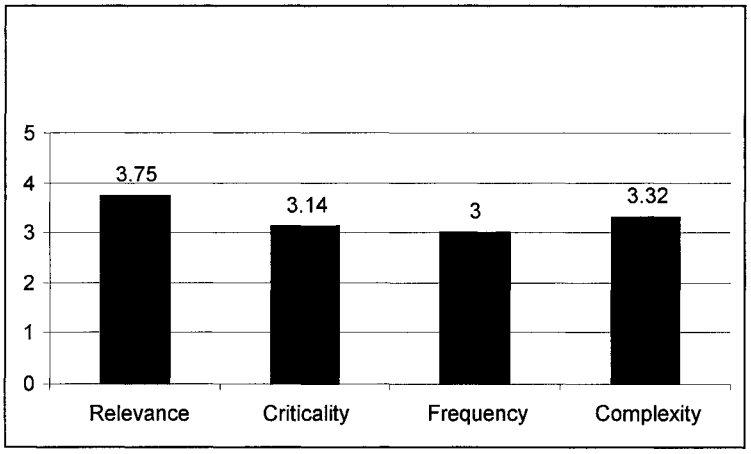
Sixty-eight percent (68%) responded that this competency was relevant or moderately relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.13.

Table 4.13 Developing and Managing Intelligence—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	9	20.5	20.5
Relevant	20	45.5	65.9
Moderately Relevant	10	22.7	88.6
Low Relevance	5	11.4	100.0
Total	44	100.0	

Sixty-eight percent (68%) responded that this competency was very critical or critical to the role. Sixty-one percent (61%) responded that this competency was used frequently or moderately. Eighty-nine percent (89%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.11.

Figure 4.11 Developing and Managing Intelligence—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, and detachment size. This competency generally rated high in relevancy and moderate in criticality and frequency. The complexity to learn this competency was rated fairly consistently as moderate. However, one point of interest was noted when the competency was examined with respect to division:

- Although the ratings for complexity to learn this competency were fairly consistent across all divisions, interesting differences were observed in the ratings for relevancy, criticality, and frequency of use between "B" and "G" divisions. The most relevance, criticality, and frequency of use were reported by "B"

Division, while the opposite was true for "G" Division. (As there is only one respondent in each of "B" and "G" divisions, this observation is earmarked for interest only and may not be representative of the divisions.)

9. Conflict Resolution

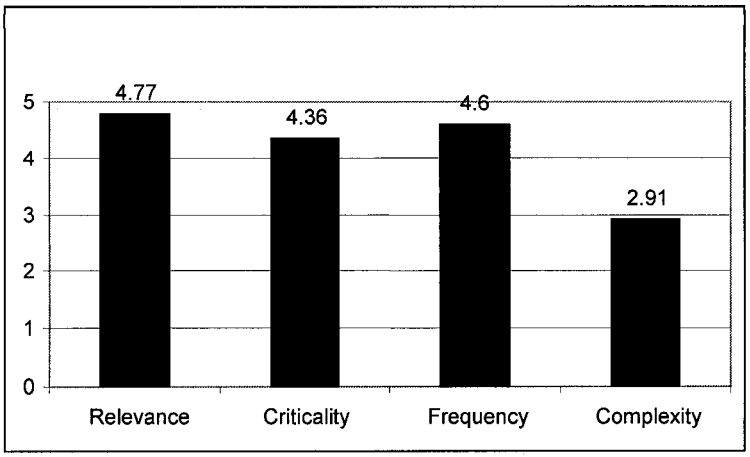
Ninety-eight percent (98%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.14.

Table 4.14 Conflict Resolution—Relevancy

Response		Frequency	Percent	Cumulative Percent
Valid	Very Relevant	34	77.3	79.1
	Relevant	8	18.2	97.7
	Moderately Relevant	1	2.3	100.0
	Total	43	97.7	
Missing	System	1	2.3	
Total		44	100.0	

Eighty-four percent (84%) responded that this competency was very critical or critical to the role. Ninety-five percent (95%) responded that this competency was used very frequently or frequently. Seventy-five percent (75%) responded that this competency would be moderately complex or of low complexity to learn. Actual mean scores are shown in Figure 4.12.

Figure 4.12 Conflict Resolution—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. Generally, everyone appears to agree that this competency is very relevant and critical to the role of the general policing investigator. The ratings also indicate a high frequency of use (at least once per week); in addition, respondents reported that development of this competency would be moderately complex.

10. Knowledge of the Community

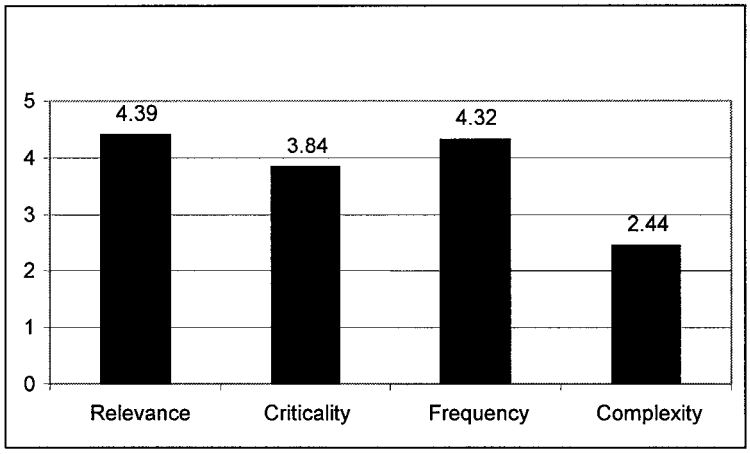
Eighty-six percent (86%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.15.

Table 4.15 Knowledge of the Community—Relevancy

Response	Frequency	Percent	Cumulative Percent
Very Relevant	25	56.8	56.8
Relevant	13	29.5	86.4
Moderately Relevant	4	9.1	95.5
Low Relevance	2	4.5	100.0
Total	44	100.0	

Sixty percent (60%) responded that this competency was very critical or critical to the role. Eighty-one percent (81%) responded that this competency was used very frequently or frequently. Seventy-five percent (75%) responded that this competency would be moderately complex or of a low complexity to learn. Actual mean scores are shown in Figure 4.13.

Figure 4.13 Knowledge of the Community—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. However, two points of interest were noted with respect to "M" Division and

detachments of 26-34 members; coincidently the two points refer to the same respondent. As such, this observation is earmarked only for interest and to demonstrate the capabilities of the statistical software. The data is not necessarily representative of the division.

- The respondent from "M" Division rated *Knowledge of Community* lower in relevance, criticality, frequency, and complexity than did other survey participants.
- When this competency is examined with respect to years of service, the marked departure from the norm seems to fade, or become less evident as it is integrated within a larger group of scores.

11. Conducting Investigative Interviews

One hundred percent (100%) responded that this competency was very relevant or relevant to the general policing investigator. Actual frequencies and percentages for relevancy are outlined in Table 4.16.

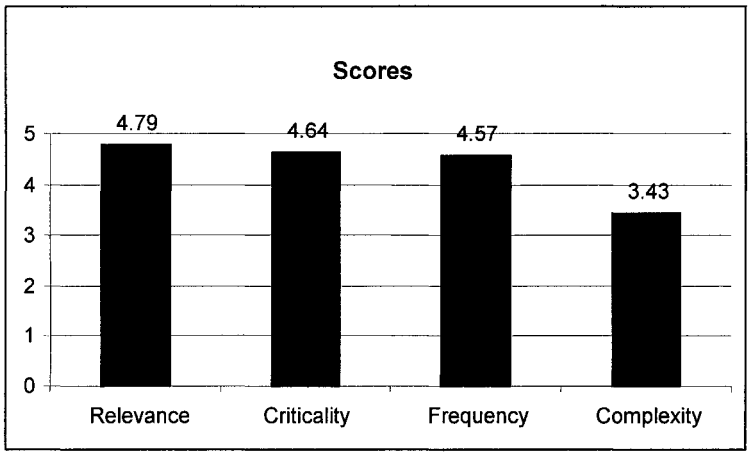
Table 4.16 Conducting Investigative Interviews—Relevancy

Response		Frequency	Percent	Cumulative Percent
Valid	Very Relevant	34	77.3	79.1
	Relevant	9	20.5	100.0
	Total	43	97.7	
Missing	System	1	2.3	
Total		44	100.0	

Ninety-five percent (95%) responded that this competency was very critical or critical to the role. Ninety-three percent (93%) responded that this competency was used very

frequently to frequently. Eighty-four percent (84%) responded that this competency would be complex or moderately complex to learn. Actual mean scores are shown in Figure 4.14.

Figure 4.14 Conducting Investigative Interviews—Mean Scores



Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender, years of service, division, and detachment size. Generally, everyone appears to agree that this competency is very relevant and very critical to the role of the general policing investigator. The ratings also indicate a high frequency of use (at least once per week); in addition, respondents reported that development of this competency would be moderately complex to complex.

Summary of Quantitative Data

A summary and comparative analysis of means scores for the relevance, criticality, frequency, and complexity of all 11 functional policing competencies can be found in figures 4.15 to 4.18.

Figure 4.15 Relevance of All Functional Policing Competencies

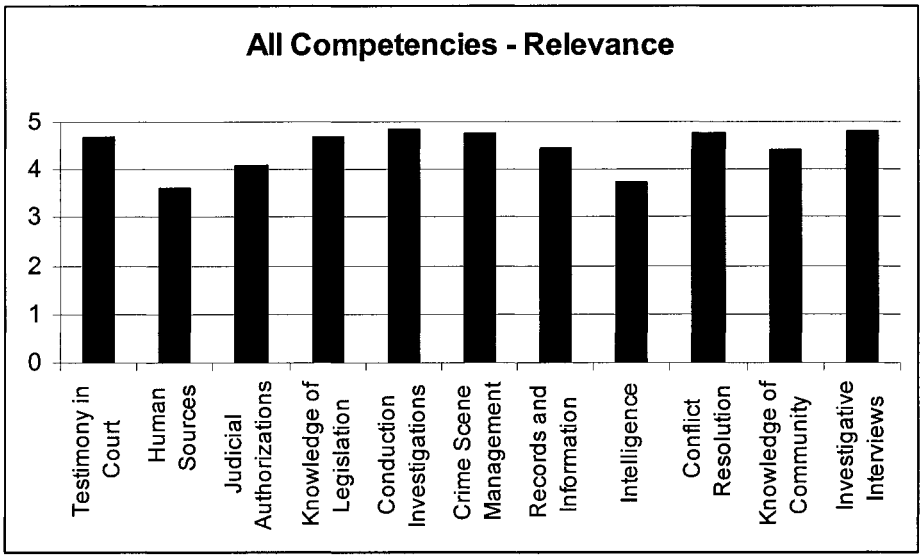


Figure 4.15 shows that survey respondents perceived all 11 functional policing competencies to be relevant to the general policing investigator role. The policing competencies that survey respondents considered had the least relevance to their role were *Developing and Managing Human Sources*, *Obtaining Judicial Authorizations*, and *Developing and Managing (Criminal) Intelligence*.

Figure 4.16 Criticality of All Functional Policing Competencies

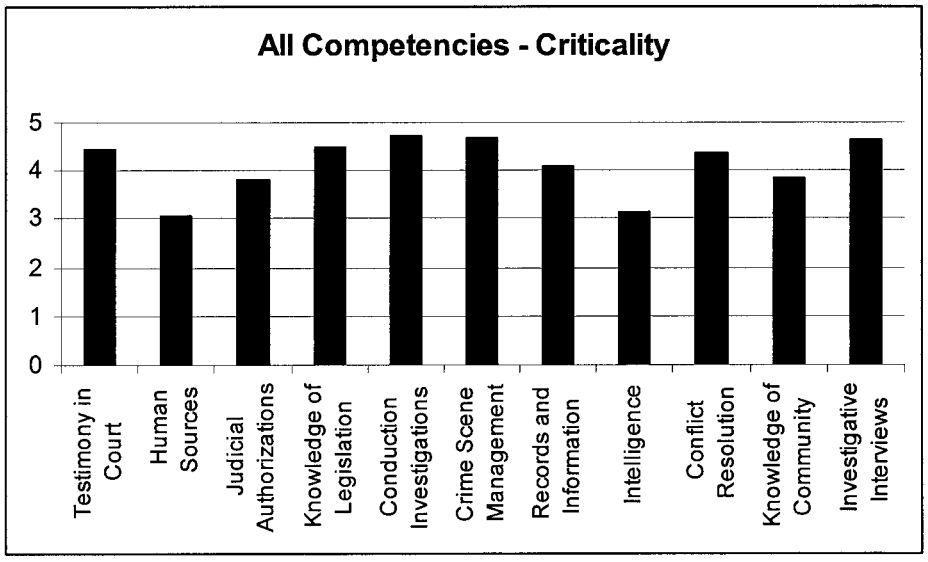


Figure 4.16 shows that all 11 functional policing competencies were perceived by survey respondents to be critical to the general policing investigator role. The policing competencies that they considered were least critical to success in their role were *Developing and Managing Human Sources*, and *Developing and Managing (Criminal) Intelligence.*

Figure 4.17 Frequency of All Functional Policing Competencies

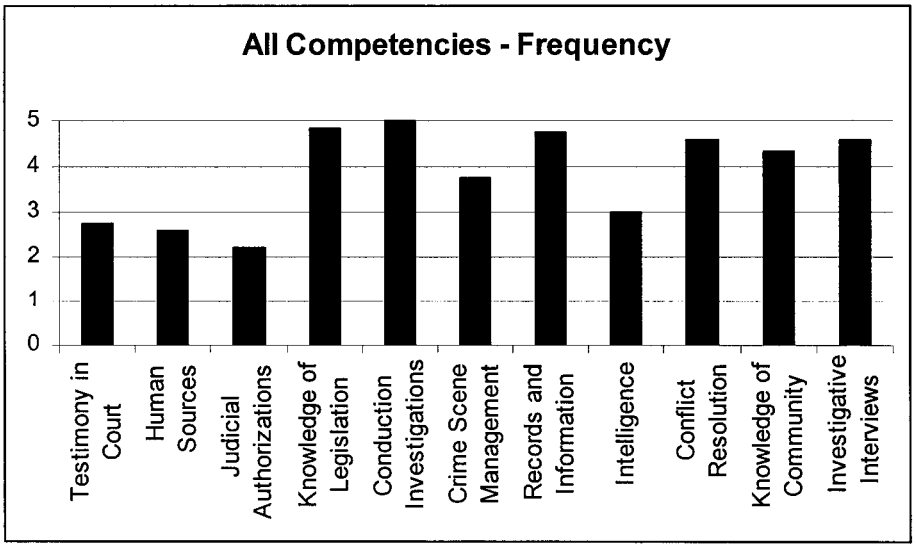


Figure 4.17 shows the frequency of use of all 11 functional policing competencies in the general policing investigator role. The policing competencies that survey respondents considered were used least frequently in their role were *Presenting Testimony in Court*, *Developing and Managing Human Sources, Obtaining Judicial Authorizations*, and *Developing and Managing (Criminal) Intelligence.*

Figure 4.18 Complexity of All Functional Policing Competencies

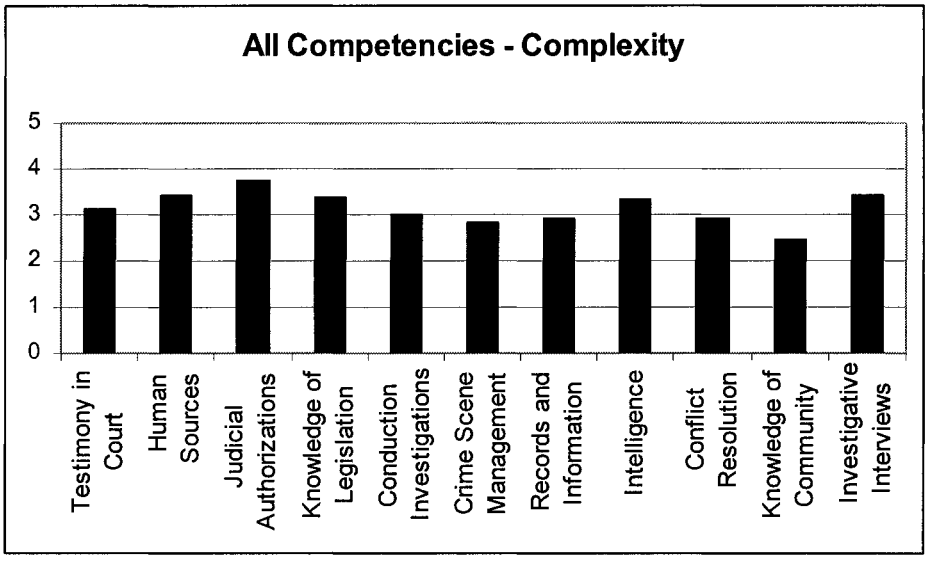


Figure 4.18 shows that survey respondents felt that all 11 functional policing competencies were of varying levels of complexity to learn. The policing competencies that survey respondents considered would be most complex to learn were *Developing and Managing Human Sources*, *Obtaining Judicial Authorizations*, *Developing and Managing (Criminal) Intelligence*, and *Conducting Investigative Interviews*. Survey respondents felt that the least complex competency to learn would be *Knowledge of the Community.*

2. Qualitative Findings

Three overarching themes were apparent in the qualitative data collected from the survey. The themes are:

- All Competencies are Relevant
- Many Competencies are Interrelated, and
- The Implication of Location on Relevance

All Competencies are Relevant

Many survey respondents commented specifically on the relevance of all functional policing competencies to the role of the general policing investigator. Specific comments to support this statement include the following: *"The competencies noted are all essential components to successful and effective policing practice"; "All of these things I use every day"; "Everything mentioned in this survey is relevant when it comes to police work"; "I feel that all of the areas that have been identified are important as an investigator";* and *"The competencies covered here are all important to General Duty policing."*

Several respondents commented specifically on the appropriateness of the functional policing competencies and how their development and subsequent use will help the organization reach its goal of *Safe Homes, Safe Communities*. One respondent noted that "*...the Commissioner of the RCMP has stated that we must get back to the 'hard policing skills'; this is critical. The design of these competencies and the whole system of*

competency-based management will define the direction of a force that is in need of a lift." Other respondents also supported the need for policing competencies in addition to the core competencies. One respondent referred to what may be summarized as organizational overemphasis on leadership at the expense of investigative excellence. This respondent stated that "*we must find a way to motivate investigative excellence.... The development of competences must be comprehensive, descriptive and relevant... directed to our key function in Canadian society—the ability to detect, intercept, prevent, and document crime."*

Many Competencies are Inter-related

A sub-theme of the relevance of these policing competencies to the general policing investigator may be how the competencies are interrelated and how excellence in one area will positively impact another area. One respondent noted that *"as a police officer you need to be a jack of all trades."* Another stated that *"they all relate to one another and are accurate."* It was also noted that investigational communications (interview and interrogation), search and seizure (exhibits and warrants), and the handling of informants and agents should be *"the heart of all investigative job profiles."* Still another respondent stated that knowing the community was the most *"effective way to solve 'everyday' criminal activity,"* but effective statement taking and evidence presentation may be the *"difference between guilty pleas and long, costly, drawn-out trials."* The respondent added a gentle reminder to all police officers to do the best job they can do: *"No one wants to be the creator of new, more restricting case law."*

Implication of Location on Relevance

The third overarching theme has been identified as the implication of location on the competencies. Respondents have stated that the relevance of these competencies is related to both the size of the detachment and the time available to perform them. This concept is also evident in the frequency of use of the policing competencies. One respondent stated that "*frequency is very dependent on the posting and may not reflect the capabilities of the person in question.*"

Two competencies that were frequently associated with this theme were *Developing and Managing Intelligence* and *Developing and Managing Human Sources*. One respondent stated that *"developing human sources and criminal intelligence should rank higher than I scored them, but in a very small detachment there is often insufficient time to pursue these competencies."* This respondent added that demonstration of these competencies becomes a *"special project"* that can be pursued in between emergency calls. Another respondent stated that members spend so much time taking calls that "*it's hard to take these two* [Developing and Managing Intelligence and Developing and Managing Human Sources] *beyond the local level.*"

It was also noted by respondents that *"relevance depend*[s] *on the manpower you have available."* It was noted that at larger detachments, members may have the opportunity to be tasked according to their individual strengths, whereas smaller detachments would not necessarily have this luxury. Another point of view, however, was that in larger detachments, members may not have the opportunity to demonstrate and develop some

competencies because of *"the support services nearby."* In fact, the two competencies related to Intelligence and Human Sources were perceived by some to be *"written for specialized sections,"* although it was recognized that they were both relevant to the general policing investigator. These two competencies were also perceived to be something the general policing investigator *"should be spending time on."*

Other views observed in the survey responses included the importance of common sense in performing police work. One respondent indicated that *"personal common sense should be the ninth core competency for the RCMP."* Another noted that although you cannot teach common sense, you can *"develop sound responses to situations over time with training."*

Learning and Training were other areas mentioned by several respondents. It was noted by one individual that *"some of the competencies are not extremely complex to learn,"* and another pointed out that *"complexity for one person could be very different than [for] the next person."* Regardless of complexity, the bottom line is that all of these competencies are relevant to the general policing investigator, and everyone should have equal opportunity for personal and organizational training to enhance development of these competencies. One respondent stressed the importance of *"providing all members with the training necessary to do the job instead of a few members in each detachment."* Another respondent felt the same way with respect to computer training and noted that it was not included in any of the policing competencies.

Study Conclusion

The primary goal of this project was to verify and validate the relevance of both existing and draft version functional policing competencies, while providing a forum to determine if other policing competencies were critical for success in the general policing role.

The data collected from the focus group and the surveys are consistent and clearly indicate the relevance of the 11 functional policing competencies to the general policing investigator role. These competencies should be included for use in the *RCMP Competency Dictionary* when full-scale competency profiling begins for the general policing role. The research also indicates that the electronic survey will be an effective and financially responsible means to reach a broader and larger population than with focus groups alone when validating the general policing investigator competency profile.

Nine key conclusions have been drawn from the research findings:

1. **The data collected from the survey is consistent with and supports the data gathered from the focus group.** Although the competency rating scale used with the survey was modified from that used with the focus group, the overall results were consistent.

2. ***Knowledge of Community* has been developed as a new functional policing competency that is considered important for success as a general policing investigator.** Survey participants responded overwhelmingly in favour of this competency, which was created and developed by the focus group participants.

3. **All 11 of the functional policing competencies appear to be relevant to the general policing investigator role.** As noted, similar results were obtained from the focus group and the survey. The degree of relevance of the individual competencies varies somewhat; however, they are all considered important for success in the general policing role.

4. ***Conducting Investigations* is the competency considered most important (high relevance/criticality/frequency) by the general policing investigator.** Conducting investigations is followed closely by *Knowledge of Applicable Legislation*, *Investigative Interviewing*, and *Conflict Resolution* in overall importance to the general policing investigator.

5. **Success as a general policing investigator may depend on proficiency in a number of competencies.** Respondents feel that the many of the policing competencies are a "package deal." It was stated that many of the competencies are interrelated, and that excellence in one area will positively impact another area. For example, a high proficiency in *Records and Information Management* will contribute to enhanced judicial authorizations, better presentation of evidence in court, and better overall investigations.

6. **Three of the 11 functional policing competencies were considered noticeably less important (low relevance/criticality/frequency) by the general policing investigator. These same three competencies were coincidently also perceived to**

be the most complex to learn. The competencies considered less relevant and less frequently used by the general policing investigators are *Developing and Managing Human Sources*, *Developing and Managing (Criminal) Intelligence*, and *Obtaining Judicial Authorizations*. An inference can be made that the low frequency of use of these competencies has impacted the respondents' perception of the competencies' relevance. These same three competencies are also perceived to be the most complex to learn. Two anomalies were observed with this conclusion: *Presenting Testimony in Court* has a low frequency of use but is considered noticeably more important to the general policing investigator than the above three competencies; and *Conducting Investigative Interviews* has as high a level of complexity to learn as the above three competencies, but it is also considered very important to the general policing investigator.

7. **There appears to be a "disconnect" between the degree of individual and organizational relevancy placed on *Developing and Gathering Intelligence.*** Intelligence is a core function of the RCMP, yet the general policing investigators have not rated *Developing and Managing (Criminal) Intelligence* as very relevant to their role.

8. **There appears to be little to no meaningful demographic (gender, years of service) difference in the relevancy of these competencies to the general policing investigator.** Cross-tabulations of survey data revealed no noteworthy differences when responses were examined in consideration of gender. Several points of interest

and interesting patterns were identified when examining survey data with respect to years of service. These points of interest are outlined in chapter 4 (C. Findings from the Survey) and may serve as a starting point to further study the general policing investigator role.

9. **Geographic location (and detachment size) appears to have little to no impact on the relevance of the policing competencies to the general policing investigator.** Qualitative data from the focus group and the survey alike confirmed what most police officers already believe; the general policing investigator role is different, and the relevance of policing competencies are different, because of geographic location and/or detachment size. On the other hand, quantitative data collected from the survey indicated that this "well-known fact" may in fact be an urban myth. Notwithstanding, small differences have been observed and noted between large and small detachments, but when the numbers are examined in their entirety, something else is revealed. Although the activities performed by the general policing investigator may appear dramatically different from one community to the next, the actual work that gets done and the competencies required to carry out the work may be more similar than most members think. For example, *Developing and Managing Human Sources* is reported to be least frequently used by members in large detachments. However, the relevance of the competency to success in the role appears to be the same for all members, regardless of the size of their community or detachment.

Notes on Study Conclusions

Geographic Location

It is a widely held assumption by members of the RCMP that the nature of police work can be very different in many of the diverse locations across Canada. This fact causes people to perceive that the relevance of competencies may also vary by location. For the purposes of this study, and to reflect the underlying meaning of the qualitative data, geographic location is most meaningfully represented by detachment size. Generally speaking, smaller detachments police smaller communities than are policed by large detachments. That being said, the researcher acknowledges that there are many large detachments with responsibilities for both rural and municipal policing. These large detachments are found throughout the country; however, most references to true urban policing in this study were made with reference to the lower mainland area of British Columbia.

Surprisingly, most of the data collected on the relevance of competencies and the location/detachment size referred specifically to the frequency of *Developing and Managing Human Sources* and *Developing and Managing (Criminal) Intelligence.* It appeared that there were two sides to the same story; both sides trying to explain why they do not practice these competencies as often as they think they should. On one side are those individuals who would argue that the constable in the small community does not have time to develop these competencies: *"in a very small detachment there is often insufficient time to pursue these competencies and they become viewed as special projects to be pursued during a lull in emergency response calls."* The other perspective,

but along the same line of thinking, sees the constable in a larger centre as more of a "first responder," racing from call to call, and not being able to develop these competencies. *"The constable in the large centre then has little time for neither [sic] developing nor managing human sources, nor for* [criminal] *intelligence."*

Quantitative data from the survey that captured size of detachment information may put an end to the "urban myth," at least for now. Marginal differences in the relevance of *Developing and Managing Human Sources*, *Obtaining Judicial Authorizations*, and *Developing and Managing (Criminal) Intelligence* were noted based on detachment size; however, the differences were not unreasonable and were consistent with differences observed in the relevancy of the other policing competencies.

The same conclusion can be reached when examining the frequency of use of the policing competencies based on detachment size. Marginal differences in the frequency of use of *Developing and Managing Human Sources*, *Obtaining Judicial Authorizations*, and *Developing and Managing (Criminal) Intelligence* were noted; however, the differences were not unreasonable and were consistent with differences observed in the frequency of the other policing competencies. In any case, even if a particular competency were reported to be less frequently used by members in a particular detachment size, the relevance of the competency to success in the role appears to be the same for all members, regardless of the size of their community or detachment.

The Value of Identifying Frequency Scores

In designing the survey for this study, the researcher chose to include several variables with which to gather additional information about the policing competencies and how they related to general policing. This information was sought with the notion that it may benefit initial training for and ongoing maintenance of these competencies. The advantages would come in the form of a matrix or framework to help assess the type and duration of training and re-training that general policing members will likely require, and to make the overall training/re-training plan more efficient and effective.

The value of frequency scores becomes evident when the initial and ongoing professional development of members is looked at. If initial training is designed to reflect the competency requirements of the general policing constable role, the frequency of use scores can be meaningful when building a training blueprint or program map that will reflect the reality of skill loss due to lack of use. The organization has already accepted that police officers lose skills through lack of application, either real or simulated. The RCMP has policy requiring mandatory annual re-certification in a number of skills such as pistol, rifle, and shotgun qualification (*Firearms Training Manual*, chapter 2.C.1 & 2). Mandatory re-certification provides an opportunity to evaluate skills, but it is also viewed as a means to practice and retain skills. If an individual cannot retain the desired level of proficiency because of lack of use, there may be a need for retraining.

The principle of loss of skill due to lack of use will apply to the policing competencies as well. Policing competencies that are used more frequently encourage the development of

an "unconscious" familiarity that benefits the performance of those skills. When the minimum level of proficiency is reached in initial training, the trainer will know that proficiency will be maintained through repetition and feedback throughout the member's career. However, for skills used less frequently, the initial training will need to embed the competencies deep in the mind of the member, as occurs in firearms and self-defence training for cadets at the RCMP Academy. For ongoing skill maintenance, frequency of use becomes a flag that cautions the member and the organization that proficiency in some competencies will only need cursory review, while competencies that are performed infrequently will need to be scrutinized more closely.

The value of having information on the frequency of use for the policing competencies becomes complete when the other variables (relevancy, criticality, and complexity) are introduced into the equation. The training/re-training blueprint for these competencies then becomes guided by the interaction of these variables. For example, the analysis of complexity and frequency scores together will help the organization determine the needed time and resources for training and ongoing maintenance of these competencies. Frequency scores can also help determine if competency gaps are the result of lack of use or lack of ability. In both cases, when frequency is tied to complexity, the extent of the gap and the resources required to close the gap become clearer.

This concept is particularly important with respect to the quality of criminal investigations where competency gaps "will result in diminished effectiveness in core service delivery" (RCMP, 2002a, p. 5) and will lead to lower rates of criminal conviction

and loss of public confidence among other things. In cases where policing competencies have low frequency and high criticality, the Force should consider regular "maintenance" for members to ensure that skill levels do not drop below acceptable levels. In cases where policing competencies have low frequency and high ratings in relevancy, criticality, and complexity, alarms should be sounding for the organization, because preventive maintenance is often much more cost-efficient than re-training.

Modern training systems employ similar matrix analyses to support their competency blueprints when designing critical training in other industries including medicine, aviation, and the military.

Study Recommendations

The recommendations arising from this research are based on the study findings and conclusions given in this chapter. It should be noted that the research methodology used in this study has allowed for observation, reflection, and action along the way. In some cases, decisions have already been made based on the interim results from this study and their implementation has preceded this report. Alternatively, it should also be noted that these recommendations are made with the complete understanding that they are linked to available time and resources and therefore may or may not be pursued.

Recommendation 1

- **Accept the new competency *Knowledge of Community* into the *RCMP Competency Dictionary* as a functional policing competency.**

Recommendation 2

- **Recognize all 11 functional policing competencies, as examined in this study, as validated and as relevant to the general policing investigator.**

Recommendation 3

- **Continue to collect information on the relevancy, criticality, frequency of use, and complexity (ease of learning) of the functional policing competencies when validating the general policing investigator competency profile.**

Recommendation 4

- **Conduct divisional/regional focus groups to ensure a national perspective when developing the general policing investigator competency profile.**

Recommendation 5

- **Consider using an electronic survey with an HRMIS-generated fully stratified random sample of general policing investigators as an effective and efficient way to further validate the preliminary general policing investigator competency profile with this large and widespread population of job incumbents.**

Recommendation 6

- **Ensure alignment of organizational expectations with respect to intelligence, intelligence-led policing, and integrated policing as they relate to the general policing investigator.**

Recommendation 7

- **Use the expert panel process to confirm organizational expectations of the general policing investigator when developing the preliminary competency profile for this role.**

Recommendation 8

- **Develop a strategy to increase the relevancy and frequency of the competencies *Developing and Managing Human Sources, Developing and Managing (Criminal) Intelligence*, and *Obtaining Judicial Authorizations* with general policing investigators.**

The recommendations made as a result of this study are timely, because they can be integrated into the general policing investigator competency profiling initiative anticipated for the fall of 2003. Implementation of recommendations 1 and 2 is necessary to ensure that the *RCMP Competency Dictionary* includes functional policing competencies that accurately reflect the work of the general policing investigator. Recommendation 3 has been made in anticipation that the data will be meaningful and

beneficial for the future development of a general policing investigator training plan or program map.

Recommendations 4 and 5 were made to ensure that detailed information about the nature of this role is gathered to further validate the findings of this study and to better understand the competency requirements of the role from a national perspective. These recommendations will also involve as many people as possible in the competency profiling process while ensuring responsible and effective use of resources. Finally, recommendations 6, 7, and 8 have been made to ensure that general policing investigators understand and support the strategic objectives and needs of the organization, and to ensure that the quality of service and quality of criminal investigations are consistent in communities policed by the RCMP from one coast to the other.

CHAPTER 5: RESEARCH IMPLICATIONS

Organizational Implementation

This research project has verified and validated the relevance of existing RCMP functional policing competencies, and identified one additional functional policing competency required for success as a general policing investigator in the RCMP. The study has revealed that an electronic survey could be used as a means to capture data for the organization's competency profiling initiatives. The results have also provided the researcher with a greater understanding of the competency requirements to be successful as a general policing investigator, which will be beneficial when competency profiling begins for this role. All indications are that members will eagerly accept the evolution of the eight core competencies into the new RCMP competency model and that they will respond favourably to the functional policing competencies.

The recommendations in chapter 4 of this report have been made specifically for the general policing investigator role; however, some of the recommendations are far-reaching and will apply equally to other areas of the organization. Much of what the researcher has recommended regarding the *RCMP Competency Dictionary* has already been implemented, or is currently under way, and will impact competency profiling in all business lines. For example, the researcher has already conducted another focus

group with representatives from the RCMP Criminal Intelligence Directorate (independent of but complementary to this study) and has since used the policing competencies in competency profiling workshops in other organizational programs.

The researcher needs also remind the reader that some of the recommendations are made with the complete understanding that they are linked to available time and resources and therefore may or may not be pursued. The implications of not pursuing these recommendations are discussed in the following sections:

- Immediate Action/Currently Under Way
- Mid-Term Action
- Long-Term Action

Immediate Action/Currently Under Way

Recommendation 1

- **Accept the new competency *Knowledge of Community* into the *RCMP Competency Dictionary* as a functional policing competency.**

This competency, which was developed during the focus group phase of this study, has been added to the *RCMP Competency Dictionary* and has already been brought forward and has been accepted by other groups within the RCMP. The name and definition of this competency, however, have been modified slightly since this study concluded. Due to feedback received from other organizational groups and programs, this competency is

now titled *Knowledge of Community and Cultural Norms*. The underlying principles of this competency have not changed; however the definition has been expanded to include integration with the competency *Knowledge of Cultural Norms, Practices and/or Special Interest Group Issues.*

Recommendation 2

- **Recognize all 11 functional policing competencies, as examined in this study, as validated and as relevant to the general policing investigator.**

The relevance of the 11 policing competencies to the general policing role has been recognized and accepted by the RCMP Competency Based Management Project. When competency profiling begins with the Contract Policing business line, these competencies will be included in the *RCMP Competency Dictionary*, and many of them will likely be included as part of the general policing investigator competency profile. Failure to include these competencies in the dictionary would increase the level of difficulty for general policing investigators in accurately describing how they carry out their jobs. This situation would result in additional time and resources being necessary for competency profiling in this role.

Recommendation 3

- **Continue to collect information on the relevancy, criticality, frequency of use, and complexity (ease of learning) of the functional policing competencies when validating the general policing investigator competency profile.**

This recommendation was made specifically for competency profiling of the general policing investigator role; however, this information could be collected when competency profiling is conducted for any role—hence the need for immediate action. Knowing how the relevancy, criticality, frequency of use, and complexity of competencies relate to the role being profiled will provide a greater understanding of the competency requirements for the role. Knowing this information and understanding why the competencies are rated as they are will also indicate the work that must be done to align individual and organizational goals. Carrying out this recommendation will also help build a much-needed database on all roles, which will be useful in developing training programs to help members enhance their professional development while working toward achieving organizational goals.

Mid-Term Action

Recommendation 4

- **Conduct divisional/regional focus groups to ensure a national perspective when developing the general policing investigator competency profile.**

Although this study has concluded that the policing competencies are relevant whatever the geographic location and detachment size, it is generally understood and accepted that the work environment and challenges for success in the role may vary somewhat, depending on where the work is being done. Representatives from across the country must participate in focus groups and surveys to determine the competencies that are

needed in all environments. Participation from all regions is necessary to identify the functional commonalities and underlying links that are similar between their jobs.

The results and findings must be equally valid in all areas if the principle of a generic, national competency profile is to be accepted by general policing investigators. Regional perspectives must be heard when the competency profile is developed. Failure to include even one main area could raise questions of the integrity of the competency profiling framework and it could threaten the credibility of competency profiling work. Full buy-in to a general policing investigator competency profile is also important to the organization, because it will help ensure consistency in service standards in general policing investigators across the country.

This recommendation is equally valid for competency profiling for other roles as well. When the population of job incumbents is spread over a large area, focus groups should where possible have regional representation in addition to designated group representation.

Recommendation 5

- **Consider using an electronic survey with an HRMIS-generated fully stratified random sample of general policing investigators as an effective and efficient way to further validate the preliminary general policing investigator competency profile with this large and widespread population of job incumbents.**

As with any major change initiative, buy-in by the members will be critical to the success of the program; therefore, this recommendation is equally valid with competency profiling for other roles. Currently, the RCMP has more than 5,600 general policing investigators, all of whom will not be afraid to voice their opinion about a national competency profile that is created for their role.

Using an electronic survey will be an effective method to maximize participation when validating the general policing investigator competency profile. With such a large and diverse population of job incumbents, it would be cost-prohibitive to validate the profile using focus groups alone. An electronic survey can be used to ensure a large enough, truly representative sample of general policing investigators. If a survey is not used to further validate the preliminary competency profile, the organization will risk not including enough people in the creation of the profile, and the results may therefore not appear credible to the job incumbents. .

The researcher suggests validating the profile with a fully stratified random sample of general policing investigators using as large a sample as is practical to work with. A statistically valid minimum sample size for a population of 6,000 job incumbents is 361 (Krejcie & Morgan, as cited in Lucia & Lepsinger, 1999). However, the researcher is recommending a larger sample size to ensure adequate size groupings within each stratum, and because "the larger the sample size, the smaller the sampling error" (Palys, 1997, p. 133). A large sample size will also provide an opportunity to involve as many

people as possible in the change process as the organization begins to sell its new competency model to its members.

With this method, the RCMP HRMI system could be programmed to stratify the entire population of general policing investigators using grouping variables such as those employed in this study. The groupings should be selected to capture personal information such as age, years of service, and division, as well as important information about organizationally identified designated groups.

Depending on the final sample population size within each stratum, there may be a requirement to use disproportionate sampling and in effect over-sample from some groups. Over-sampling would mean taking a larger sample than true proportional representation from a grouping to ensure the numbers from that stratum would be sufficient to perform a statistical analysis. Generally, the only reason to over-sample would be to ensure sufficient designated group representation, a procedure not uncommon in the RCMP.

Long-Term Action

Recommendation 6

- **Ensure alignment of organizational expectations with respect to intelligence, intelligence-led policing, and integrated policing as they relate to the general policing investigator.**

The Commissioner of the RCMP has described this past year as "one of the most challenging in recent history" (Zaccardelli, 2003, Recognizing excellence section, ¶ 2). Since the terrorist attacks on the United States of America on September 11, 2002, the RCMP has been in a period of rapid change. The terrorist attacks have demonstrated to everyone that the rules of the game have changed and that the role of the police has evolved. Countries around the world are "placing increasing emphasis on developing non-traditional competencies and skill sets, and on building their capacity to deal with the new criminal and terrorist environment" (Department of the Solicitor General of Canada, 2003, p. 21).

Clearly, intelligence-led investigations have to become part of the overall strategy to win the war against terrorism, yet the data from this study suggests that developing and managing intelligence appears to be an activity, a competency, that general policing members are not yet comfortable with. In stark contrast to what the study data suggests, the Commissioner of the RCMP, in speaking of the challenges to true integrated policing, stated to the Interpol General Assembly in Yaoundé, Cameroon on October 22, 2002 that "front-line officers are one of our most valuable resources in gathering intelligence about what is going on in our communities that might affect national or global security."

The organizational definition of intelligence, as part the RCMP's strategic focus, is "the analysis of timely and accurate information on individual suspects, criminals, criminal groups, and criminal acts vital to the RCMP and its partners in pursuing and responding

to threats to society" (Department of the Solicitor General of Canada, 2003, p. 15). Intelligence is a core function of the RCMP. Being intelligence led, or making decisions based on intelligence, is one of the pillars on which the RCMP will build an organization of excellence (Department of the Solicitor General of Canada, 2003). Intelligence is also a key component of integrated policing, now a defining philosophy of the RCMP (Zaccardelli, 2003).

The disconnect with general policing investigators, who make up one third of the regular member population of the RCMP, appears to be that they may not yet understand or have bought into the importance of intelligence-led policing for their role. The data from this study suggests that the general policing investigators are not fully in line with organizational expectations with respect to developing and managing intelligence. Although it appears that they believe intelligence-led policing is something they should be doing, general policing investigators feel they do not have the time to practice or develop this competency. Some individuals even perceive that this activity is not in fact part of their role and is more suited to specialized sections.

This recommendation has been categorized as long term, because it applies equally to competency profiling initiatives for other roles. By clearly outlining organizational expectations with respect to intelligence and the general policing investigator, the recommendation may be easily integrated into the expert panel process found in phase 3 of the competency profiling process for this role. Once expectations are outlined and communicated, the next step is to develop a strategy that would facilitate development

and understanding of this competency. Further discussion of this strategy follows recommendations seven and eight.

Recommendation 7

- **Use the expert panel process to confirm organizational expectations of the general policing investigator when developing the preliminary competency profile for this role.**

The organization has an approaching opportunity to clearly outline organizational expectations with respect to the functional policing competencies and the general policing investigator through the expert panel process in phase 3 of the RCMP competency profiling methodology. Once expectations are outlined and communicated to the general policing investigators, the next step is to determine if organizational priorities and needs are reflected in the behaviours of the general policing investigators. From here, depending on the degree of alignment, plans must be made to change direction as deemed necessary.

Recommendation Eight

- **Develop a strategy to increase the relevancy and frequency of the competencies *Developing and Managing Human Sources*, *Developing and Managing Intelligence*, and *Obtaining Judicial Authorizations* with general policing investigators.**

Much of what has been stated as follow-up to recommendation six applies equally to the other competencies as listed in recommendation eight. Once expectations are outlined

and communicated for these competencies, the next step is to develop a strategy that would facilitate development and understanding of these competencies by the general policing investigators. This action will make certain that general policing investigators understand and demonstrate support for the strategic objectives and needs of the organization and will help ensure that the quality of service and the quality of criminal investigations are consistent in communities policed by the RCMP from one coast to the other.

Failure to follow up on recommendations 6, 7, and 8 may prove harmful to the long-term success of the organizational goal to become a strategy-focused organization of excellence. If is the RCMP does not develop a shared understanding about how the work is performed for this role, lower retention rates, decreased job satisfaction, and outright failure to achieve organizational goals could result (Lucia & Lepsinger, 1999).

Future Research

This research project has focused primarily on validating existing functional policing competencies with general policing investigators to legitimize the competencies' use in the *RCMP Competency Dictionary* when competency profiling for this role begins. As a result, the researcher has gained a greater understanding of the knowledge, skills, and abilities required for success in this role. The researcher is now better prepared to begin

full-scale competency profiling of the general policing investigator role, logically the next step in the research process.

Competency profiling for this and other roles should be conducted with recognition and in consideration of the recommendations made in the Organizational Implementation section in this chapter. Time and money permitting, any additional research that can be conducted to further the understanding of any role and how it is aligned with overall organizational goals will prove beneficial to both the individual and the organization. In this time of rapid change, to further the understanding of any role is something that must not be overlooked. Continuous research is needed to make sure that the policing competencies reflect the work that is being done and that the work being done is consistent with organizational goals. Failure to align behaviours in the field with organizational strategies and goals could result in a reduced likelihood of gaining any advantage over increasingly sophisticated criminals, thereby reducing the number of criminals who are caught and convicted, and in effect jeopardizing the organizational goal of *Safe Homes, Safe Communities*.

Once competency profiles are developed for this and other roles in the organization, the real work will just be starting. The organization will then be tasked with conducting research to determine or assess the competencies of its individual members and teams. Organizational needs must then be compared with the present capacity to carry out its roles. If there is a discrepancy, the organization will be required to develop training programs to help individuals perform effectively within the organization.

CHAPTER 6: LESSONS LEARNED

Research Project Lessons Learned

"It is difficult to experience a new process step by step without clearly knowing what awaits you at the other end."
—Kirby and McKenna, 1989, p. 8

Reflections

The benefits of this research project to the researcher are many. Primarily, the project was an opportunity to practice and demonstrate a number of the competencies under development over the previous 2 years in the MALT program at Royal Roads University. These competencies include:

- Providing leadership (in the competency profiling process)
- Contributing to project team success
- Using research methods to solve problems
- Applying systems thinking to organizational learning problems
- Communicating with others through writing
- Assessing implications of the global learning environment, and
- Managing own learning to achieve maximum value

In addition to a greater understanding of the role of the general policing investigator, participation in this project has provided the researcher with a new perspective and a broader awareness of how the organization integrates national policy and strategy with the behaviours that occur every day in the field. The nature, scope, and dynamics of this study gave the researcher an opportunity to be engaged in a project that will eventually impact the entire organization and allow the researcher to contribute to the evolution of the RCMP competency model.

The benefits to the research subjects include seeing the new RCMP competency model first-hand and learning more about competency-based management, the future of human resource management in the RCMP. This applied research project has also permitted many general policing investigators to become directly involved in determining what behaviours have the most impact on their job performance, thus giving them a better understanding of their own jobs.

The results of this project have also had immediate use by the project sponsor. For example, validation of the policing competencies had to be conducted before the policing competencies could be used in the *RCMP Competency Dictionary* when creating a competency profile for the general policing investigator role. In addition, the researcher's learning and personal development during this project have positively impacted the day-to-day activities of the researcher at work, thereby contributing positively to several other ongoing competency profiling initiatives.

Looking Back

The researcher has learned much in the course of this research project. The many trials and tribulations of trying to balance work, family, and school have taught other lessons as well. In fact, it is not a stretch to say that half of what the researcher is taking away personally from this work has little to do with answering the research question. In what relates to work and the organization the researcher freely discusses over the next few pages.

Keep It Simple

Just choosing a topic in the beginning was a challenging task. Many wonderful, deserving areas of interest beg to be looked into. The love of the work led to the original major project proposal, which sought to develop a competency profile and a learning map for the general policing investigator, to help focus professional development in the role. The researcher soon came to terms with the fact that if the results were to be worthwhile, this proposed project would be a huge task for a small team by any standards.

Some Things Are Worth Waiting For

After several months, the researcher narrowed the scope of the project to include only the development of the general policing investigator competency profile. While searching for a potential project sponsor, the researcher learned that the organization was working on developing a new competency model, above and beyond the eight core competencies.

The researcher decided not to proceed with this project using the eight core competencies, because they were effectively a "thing of the past". The researcher believed that the new competency model must be used to ensure the results of this study would be meaningful and useful to the organization. Unfortunately, the start date of this project was delayed until after the new competency model was approved.

Be Flexible

Searching for a project sponsor also led the researcher to a new role within the organization, and it appeared that developing a competency profile for the general policing investigator would become part of the researcher's future work responsibilities, but not immediately. Unanticipated organizational need led the researcher to narrow the focus of the research to what it has become in this study. Only a fraction of the original project, yet manageable and worthwhile just the same.

Things Happen for a Reason

Getting organizational buy-in was not a challenge for this project. Both the Competency Based Management Project and Community Contract and Aboriginal Policing Services were highly supportive and committed to making this project work.

Other circumstances such as beginning a new job and being new to the National Capital Region became the researcher's main limitations. For example, the physical relocation had put the researcher in the centre of the only area in the country with no immediate or convenient access to the general policing investigators. In addition, with a project that

was national in scope came the increased responsibility to ensure that the project complied with the requirements of the Official Languages Act.

The RCMP Competency Based Management Project therefore required that all presentation material and handouts for the focus group, and the policing competencies survey were available to potential research participants in both official languages. Translation time had not initially been accounted for and would ultimately delay the project by several weeks. It was also required that a bilingual facilitator be hired to conduct the focus group. This research process was delayed somewhat, however, the responsibilities and obligations when working on projects with national impact are now fully understood and appreciated.

Have a Backup Plan

It has already been discussed in chapter 3 that the Royal Roads survey generator was not compatible with the RCMP Web browser. The situation appeared devastating at the time, but turned out to be a challenge that only temporarily stalled the study until an alternative method to distribute the surveys was found and approved. Thankfully, survey pilot testing was conducted and identified this problem before any harm was done.

Poor Planning on Your Part Does Not Constitute an Emergency on Their Part

The next lesson was centered on the quality of the sample population for the survey. Timelines were becoming tight, and unfortunately the Human Resource Management

Information Centre (HRMIC) team was working on several other projects and would be unable to complete the researcher's request within a time frame that was acceptable to the researcher. In addition, the time and expense to acquire the desired sample were prohibitive for the purposes of this project. The HRMIC provided an acceptable alternative to the original request and produced a random sample of general policing investigators to the researcher within days.

Surveys Work

The results of the survey were promising, and use of such a tool is highly recommended by the researcher. Use of the RRU survey generator would have meant that the data from the surveys was both submitted and automatically entered into a database on-line. Instead, with the method created by the researcher, survey respondents had to save the survey as a file on their computers, make changes to it, and then send their file back to the researcher as an E-mail attachment. This process was not complicated but could have been difficult for someone with minimal computer experience. As a point of reference, eight surveys were printed out, completed by hand, and mailed to the researcher.

The response rate may have been greater if the turnaround time before the deadline had been more than 2 weeks. In future, the researcher would allow for additional time to complete the survey.

Although the researcher did not receive negative feedback on either the electronic survey or the survey questions, by his own admission the survey looked a little intimidating.

The survey was 16 pages, with a one-page cover letter accompanying it. To meet the needs of the ethics policy for research concerning humans, the researcher informed participants on both the cover letter and the survey that participation was voluntary and anonymous. This combination was almost like asking potential respondents to think twice about taking the time to complete the survey. Unfortunately, with the lack of personal impact, potential survey participants could too easily just say no to the survey if they felt they were too busy to complete it.

When All Is Said and Done

The researcher has been given many opportunities and has acquired extensive experience as a result of this research project. The experience, the learning, and the ups and downs of the project are not something the researcher would change, because the lessons learned have already contributed positively to other ongoing organizational initiatives by the researcher. These are uncharted waters in this organization—a grey zone if you will—because there is nothing yet to reference this work to organizationally. The lesson in this is captured in a statement occasionally used by the organizational sponsor for this project when speaking about the organization; "We can talk all we want, but if we don't actually get around to changing something, nothing is going to change."

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APPENDIX A.

RESEARCH CONSENT FORM - FOCUS GROUP

This research project is being used as part of the requirement for a Master of Arts in Leadership and Training.

The student concerned is **NAME** from the RCMP Competency Based Management Project. **NAME's** credentials with Royal Roads University can be established by telephoning either Dr. Gerry Nixon, Dean of, Royal Roads University at (250) xxx-2569 or Ms. Angella Wilson, Program Associate, MALT, at (250) xxx-2589.

This document constitutes an agreement to take part in this research activity, the objective of which is to identify and validate functional policing competencies. Once the relevance of these policing competencies is confirmed, they will be added to the RCMP competency dictionary and will eventually be used for developing competency profiles based on the new RCMP competency model. Competency profiles will be created for all policing roles across the organization, and they will be used to establish the criteria for success in that role, and will help to address the RCMP's learning and developmental needs. Additional information on Competency Based Management is attached to this letter. It would be helpful if you read the information before participating in the focus group.

The research will consist of a small number of questions to get you thinking about the role of the general policing investigator. You will then be asked to verify and rate the relevance of a number of functional policing competencies against the role of the general policing investigator. Next, you will be asked why/why not the competency is relevant to this work. Finally, you will be asked if there are any additional policing competencies that were not included in this session.

The entire process is expected to last approximately three (3) hours. An impartial facilitator will moderate the Focus Group. Information will be recorded in hand-written format and where appropriate, summarized, in anonymous format. Your findings will be further validated by an on-line survey that will be conducted over the next two months. At no time will any specific comments be attributed to any individual.

An executive summary of the final report will be offered to all participants. The final report will be housed at Royal Roads University and a copy will be available through the RCMP Competency Based Management Project.

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. Similarly if employees or other individuals elect not to take part in this research project, this information will also be maintained in confidence.

By signing this letter, the individual gives free and informed consent to participating in this project.

Name: (Please Print): _____

Signed: _____

APPENDIX B.

FOCUS GROUP GUIDING QUESTIONS

1) What are some of the tasks a general policing investigator may be required to perform?

2) Does successful completion of the task draw on knowledge or experience?

3) Is the current policing competency, as written, relevant to the effective performance of the general policing investigator?

4) Why/Why Not?

5) If yes...How essential is this competency in the successful performance of the general policing role?

- although the competency was relevant, it was seldom used and is of little importance (Value of 1)
- the competency is relevant to the role and somewhat important to successful performance in the role (Value of 3)
- the competency is critical to successful performance in the role (Value of 5)

6) Based on the key activities you described for the general policing investigator, are there any other functional policing competencies that may be required for success in the role?

APPENDIX C.

Letter to Survey Participants

Request for Assistance validating New Policing Competencies

Did you know that the RCMP has approved a new competency model and that preliminary work is being conducted to identify and validate Functional, or policing competencies, beyond the eight core competencies? These competencies will be important to you because they are directly related to the work you are performing, and because they will eventually be used in HR processes such as planning, recruiting, staffing, promotions, and career development. Examples of these competencies include; Obtaining Judicial Authorizations, Crime Scene Management, and Conflict Resolution.

Your name was selected to examine and provide feedback about these policing competencies, and how they relate to general policing. Using an electronic survey, you will be asked to read the definition of the competencies, and then rate how important they are to your present policing role. The information that you provide will be used to develop the RCMP competency dictionary and will help create a better understanding of the competencies required to successfully perform the role of a general policing investigator. If you have recently transferred, or changed roles, please feel free to complete the survey based on your experience as a general policing investigator.

This survey, which will take approximately 20 minutes to complete, has been developed for the RCMP as part of the course requirements toward a Master of Arts degree by Cpl. Jamie Taplin of the RCMP Competency Based Management (CBM) Project. The survey has been designed so that your responses will be recorded easily in a multiple choice format, and so that your responses will be recorded anonymously when submitted.

Cpl. Taplin will be using the results from this survey for a report he is writing on competency requirements of general policing investigators. An executive summary of the report will be offered to all survey participants, whether or not the survey is completed. The final report will be housed at Royal Roads University and a copy will be available through the RCMP Competency Based Management Project.

Your participation in this survey is voluntary. However, It is important to note that your input into the development of these new competencies is very important because you are performing one of the roles where they will have the most impact. Your involvement and participation in this survey are supported and encouraged by both Mr. NAME, OIC RCMP CBM Project, and RANK/ NAME, OIC, Community Contract and Aboriginal Policing Services.

Should you have any questions, or if you would like additional information, please contact Cpl. Jamie Taplin directly by E-mail or by phone at (xxx)-xxx-xxxx.

Contribuez à la validation des nouvelles compétences policières

Savez vous que la GRC a approuvé un nouveau modèle de compétences et a entrepris des travaux préliminaires afin de dégager et de valider des compétences fonctionnelles, ou des compétences policières, au-delà des huit compétences de base? Vous devez être conscients de l'importance de ces compétences, étant donné que ce sont celles qui vous permettent de faire votre travail et qu'elles serviront éventuellement à mener à terme les processus des RH, notamment la planification, le recrutement, la dotation, les promotions et le perfectionnement professionnel. Voici des exemples de telles compétences : obtention d'autorisations judiciaires, gestion de lieux de crimes et règlement des conflits.

Vous avez été choisi pour examiner ces compétences policières et vous prononcer sur leur pertinence relative pour l'exécution de tâches policières générales. Vous recevrez sous peu un sondage électronique; prenez le temps de lire les définitions des onze compétences, puis évaluez-en l'importance pour l'exécution de vos fonctions actuelles. Vos réponses serviront à élaborer le dictionnaire des compétences de la GRC et permettront d'arriver à une meilleure compréhension des compétences nécessaires pour s'acquitter efficacement du rôle d'enquêteur à la police générale. Si votre mutation est récente ou que vous exercez depuis peu vos nouvelles fonctions, répondez aux questions en fonction de votre expérience d'enquêteur à la police générale.

Le sondage, auquel vous devriez pouvoir répondre en une vingtaine de minutes, a été élaboré pour la GRC par le cap. Jamie Taplin, du Projet de gestion axée sur les compétences (GAC) de la GRC, dans le cadre de travaux en vue d'obtenir une Maîtrise ès Arts. Le sondage a été conçu de sorte que vous pourrez inscrire vos réponses facilement à partir de choix multiples et que les résultats pourront être ensuite traités en toute confidentialité.

Le cap. Taplin se servira des résultats de ce sondage aussi pour rédiger un travail de session sur les compétences nécessaires aux enquêteurs à la police générale. Un sommaire du rapport sera envoyé à tous les participants au sondage, que le sondage ait été rempli ou non. Le rapport final sera conservé à l'université Royal Roads et une copie pourra être obtenue par l'entremise de l'équipe du Projet de gestion axée sur les compétences de la GRC.

Votre participation à ce sondage est voluntaire. Cependant, sachez que votre contribution à la mise au point de ces nouvelles compétences sera précieuse, puisque vous vous acquittez d'un des rôles sur lesquels ces compétences auront la plus grande incidence. Sachez aussi que le comm. adj. NOM, off. resp. des Services de police communautaires, contractuels et autochtones, et M. NOM, directeur du Projet de gestion axée sur les compétences, soutiennent et encouragent votre participation à ce sondage.

Si vous avez des questions ou désirez obtenir des renseignements supplémentaires, veuillez communiquer directement avec Cpl. Jamie Taplin par courrier électronique ou par téléphone au (xxx)-xxx-xxxx.

APPENDIX D.

Policing Competencies Survey

Your Opinion is Important!

March 03, 2003

INTRODUCTION / INSTRUCTIONS

Thank you for examining this on-line survey. By completing and submitting this form, you are providing valuable feedback about the relevance of these policing competencies to the work you are doing as a general policing investigator. In addition, your participation will provide more information on the usefulness of on-line surveys to validate competency profiling initiatives in the RCMP.

To complete and return this survey electronically:

- please save this file on your computer before you answer the survey questions. Once you have completed the survey, please return it as an E-mail attachment.

To complete and return this survey by mail:

- please print this file, respond to the survey questions and mail all pages to Cpl. Taplin at the address below.

Please complete the survey by **March 18, 2003** and send via ROSS to Jamie Taplin or mail to:

RCMP

Competency Based Management Project

Rm 503, Pickering Building

250 Tremblay Rd.,

Ottawa, Ontario, K1A 0R2

Attn: Cpl. J.R. TAPLIN

Note: This survey has been developed for the RCMP as part of the course requirements toward a Master of Arts degree by Cpl. Jamie Taplin of the RCMP Competency Based Management (CBM) Project. Cpl. Taplin's credentials with Royal Roads University can be established by telephoning Ms. Angela Wilson, MALT Program Associate, Royal Roads University at (250) XXX-2589, or with Mr. Dennis Fodor, Director, RCMP CBM Project, at (613) XXX-8050.

Your participation in this survey is voluntary. Submission of this survey indicates that you have read the survey information and that you are freely consenting to participate in this survey.

Your responses to the survey questions will be recorded in **anonymous** format.

Thank you for your cooperation and assistance.

Please choose your answer by marking with an **X**, highlighting, or changing your answer to **bold print**. Remember to save the changes to this document before returning it by E-mail.

PERSONAL INFORMATION:
Please provide the following information about yourself. All information is collected in an anonymous format and will be used only to provide general statistical data about survey participants.

What is your age?				
19-24	25-34	35-44	45-54	55+

What is your gender?	
Male	Female

What is your first official language?		
English	French	Other

Are you an Aboriginal person?	
Yes	No

Are you, by race or color, a visible minority in Canada?	
Yes	No

For the purposes of employment, do you consider yourself disadvantaged by reason of a permanent disability that limits your work?	
Yes	No

How many years of service as a regular member do you have with the RCMP?				
0 - 4 yrs	5 -9 yrs	10 - 19 yrs	20 - 29 yrs	30 + yrs

In what Division are you currently serving?			
B - Newfoundland	D - Manitoba	E - British Columbia	F - Saskatchewan
G - N.W.T	H - Nova Scotia	J - New Brunswick	K - Alberta
L - P.E.I.	M - Yukon	V - Nunavut	Other

What is the approximate number of regular members posted to your detachment?				
1 - 5	6 - 14	15 - 24	26 - 34	35 +

SURVEY QUESTIONS:

Please read the competency definitions carefully, then respond to the subsequent questions about:

1) RELEVANCE - i.e. Is the competency needed to perform your role?

2) CRITICALITY - i.e. If you make a mistake in this area will anyone get hurt, or will you lose the case?

3) FREQUENCY - i.e. How often do you actually use this competency; a lot like driving a police car, or not as often, like discharging your firearm on duty?

4) COMPLEXITY - i.e. How difficult is this competency to learn or to train for?

As you answer each question please think about the competency and how it relates to your role in the delivery of general policing services.

1) PRESENTING TESTIMONY IN COURT - Organizing evidence and supporting documentation, presenting evidence in a professional and impartial manner.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

2) DEVELOPING AND MANAGING HUMAN SOURCES - Identifying, cultivating and managing sources, informants, and agents to gather intelligence, and analyzing information to determine its validity.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

3) OBTAINING JUDICIAL AUTHORIZATIONS - Successfully preparing and justifying documents, e.g. "Information to Obtain" and "Search Warrants", to get judicial approval to conduct specific investigative functions such as search and seizure, and interception of private communications.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

4) KNOWLEDGE OF APPLICABLE LEGISLATION AND RCMP POLICY AND PROCEDURES - Having a full understanding and ability to apply knowledge of all relevant laws, statues, acts, regulations, and RCMP Policy and Procedures that have a direct impact on the role being performed.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

5) CONDUCTING INVESTIGATIONS - Conducting a systematic inquiry into events and occurrences to determine appropriate courses of action and to ensure all evidence and/or suspects are located, recorded, and processed.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A Very Relevant	B Relevant	C Moderately Relevant	D Low Relevance	E No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A Very Critical	B Critical	C Moderately Critical	D Low Criticality	E Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A Very Frequently *(more than once per week)*	B Frequently *(once per week)*	C Moderately *(once every month)*	D Seldom *(once every 3 months)*	E Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A Very Complex *(difficult)*	B Complex	C Moderate	D Low Complexity	E Very Low Complexity *(easy)*

6) CRIME SCENE MANAGEMENT - Taking necessary steps to protect the integrity of the crime/investigative scene, and communicate with affected parties, victims, potential suspects, and other police personnel.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

7) RECORDS AND INFORMATION MANAGEMENT - Applying appropriate procedures to maintain accurate, relevant, and logistical, professional files and information.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A Very Relevant	B Relevant	C Moderately Relevant	D Low Relevance	E No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A Very Critical	B Critical	C Moderately Critical	D Low Criticality	E Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A Very Frequently *(more than once per week)*	B Frequently *(once per week)*	C Moderately *(once every month)*	D Seldom *(once every 3 months)*	E Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A Very Complex *(difficult)*	B Complex	C Moderate	D Low Complexity	E Very Low Complexity *(easy)*

8) DEVELOPING AND MANAGING CRIMINAL INTELLIGENCE - The ability to effectively and efficiently manage information through the intelligence process (planning, direction, collection, evaluation, collation, analysis, reporting, and dissemination) in a manner that facilitates the detection and prevention of crime.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A Very Relevant	B Relevant	C Moderately Relevant	D Low Relevance	E No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A Very Critical	B Critical	C Moderately Critical	D Low Criticality	E Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A Very Frequently *(more than once per week)*	B Frequently *(once per week)*	C Moderately *(once every month)*	D Seldom *(once every 3 months)*	E Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A Very Complex *(difficult)*	B Complex	C Moderate	D Low Complexity	E Very Low Complexity *(easy)*

9) CONFLICT RESOLUTION - Managing, and bringing to an effective conclusion, differences between parties.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

10) KNOWLEDGE OF THE COMMUNITY - The ability to develop and maintain a thorough understanding of the community/region and apply this information while working in partnership with the community to deliver effective policing services.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A	B	C	D	E
Very Relevant	Relevant	Moderately Relevant	Low Relevance	No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A	B	C	D	E
Very Critical	Critical	Moderately Critical	Low Criticality	Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A	B	C	D	E
Very Frequently *(more than once per week)*	Frequently *(once per week)*	Moderately *(once every month)*	Seldom *(once every 3 months)*	Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A	B	C	D	E
Very Complex *(difficult)*	Complex	Moderate	Low Complexity	Very Low Complexity *(easy)*

11) CONDUCTING INVESTIGATIVE INTERVIEWS - Using appropriate interviewing techniques, consistent with RCMP policy and procedures, to successfully conduct interviews of witnesses and suspects and obtain information pertinent to the investigation. Evaluates the truthfulness and accuracy of obtained statements or descriptions of incident.

- **How relevant is this competency to successful performance in your role as a general policing investigator?**

A Very Relevant	B Relevant	C Moderately Relevant	D Low Relevance	E No Relevance

- **How critical is this competency in your role as a general policing investigator?**

A Very Critical	B Critical	C Moderately Critical	D Low Criticality	E Not Critical

- **How frequently is this competency used in your role as a general policing investigator?**

A Very Frequently *(more than once per week)*	B Frequently *(once per week)*	C Moderately *(once every month)*	D Seldom *(once every 3 months)*	E Rarely *(once or less every 6 months)*

- **In your opinion, how complex would this competency be to learn?**

A Very Complex *(difficult)*	B Complex	C Moderate	D Low Complexity	E Very Low Complexity *(easy)*

Please continue to the next page.....

Comments

Please use this space to comment on any area of this survey including; the definitions of these competencies, Relevance/Criticality/ Frequency/Complexity of these competencies, your experience with this on-line survey, and the background information provided to you etc.

Thank you for taking the time to complete this survey.

Once the form is submitted, all data collected is compiled ANONYMOUSLY.

A summary of the results will be mailed electronically to all individuals invited to participate in this study.

Please remember to save your responses before returning this file by e-mail.