

**RCMP
SUPERVISOR'S
HANDBOOK**

**HELPING YOUR EMPLOYEES DEVELOP A
LEARNING STRATEGY**

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INTRODUCTION

The purpose of the **Employee Continuous Development Program (ECDP)** is to rationalize learning in the RCMP, to reduce its cost and to increase the effectiveness of in-service training. The ECDP is designed to help supervisors and employees:

- ▶ contribute better to quality products and service;
- ▶ experience greater job satisfaction in their daily work; and
- ▶ be prepared to move within and across levels of responsibility.

Your active involvement in life-long learning will translate for the RCMP into:

- ▶ better quality service to our clients; and
- ▶ more satisfied and loyal employees.

As a supervisor within the RCMP, you share with the organization the responsibility to help your employees develop the competencies required to meet current and future challenges. Quality products and service delivery require satisfied, competent and forward looking employees. The ECDP provides the tools to ensure you can help employees continuously improve competencies required for quality service. The development of **employee learning strategies** is consistent with the RCMP's commitment to help enhance the performance and the job satisfaction of its employees.

YOUR ROLE AS SUPERVISOR IN THE CONTINUOUS LEARNING OF YOUR EMPLOYEES

Since you know the job requirements of your employees and you are already responsible for monitoring their performance and providing feedback, you are ideally suited to the learning coach role which includes:

1. Determining competencies required to meet strategic and operational objectives.
2. Determining the strengths and gaps in employee competencies.
3. Identifying with your employees appropriate learning opportunities to develop competencies to meet objectives.
4. Assessing performance effectiveness.
5. Adjusting as required.
6. Providing opportunities for employees to share learning.
7. Identifying and developing individuals with leadership potential.

Successful coaching requires mutual respect between employees and coaches. It entails facilitating discovery of solutions to problems. Good coaching results in positive changes in performance, a positive work relationship and a commitment to further improvement.

Supervisors are there to provide employees with the guidance, tools and leadership to foster learning, growth and effectiveness by:

- ▶ Clarifying: eliciting descriptions of problems and contributing factors; providing technical and organizational insight; encouraging venting of strong feelings and exploring insights into feelings and

behaviour; and encouraging consideration of the advantages and disadvantages of alternative learning approaches.

- ▶ **Mentoring:** demonstrating a commitment to organizational goals and values; sensitizing individuals to the organization's culture; developing an awareness of informal and formal organizations; encouraging personal networking; sensitizing individuals to unit and organizational priorities and expectations; and encouraging pro-activity in bringing about change.
- ▶ **Tutoring:** demonstrating technical skills; developing technical understanding; monitoring learning pace and adjusting tasks to suit; providing opportunities to demonstrate skills and provide feedback; and encouraging continuous learning.
- ▶ **Confronting:** clarifying performance expectations; identifying performance deficits; providing tasks at increasing levels of difficulty; and encouraging continuous improvement.

The role of a supervisor as a coach is **to help reinforce that learning is a part of your employees' work life and sharing learning is essential to organizational growth and renewal.**

COMPETENCIES AND LEARNING STRATEGIES

Competencies refer to the combination of attitudes, skills, knowledge and techniques necessary for employees to perform their functions. The competencies include the core competencies to the organization as well as functional competencies necessary to policing. Competencies have been grouped according to the CAPRA model under: **C**lient, **A**cquiring and **A**nalysing Information, **P**artnerships, **R**esponse, and **A**ssessment and **C**ontinuous Improvement.

The CAPRA model and its five components are explained in Appendix "C". Appendix "B" describes policing competencies.

THE ROLE OF YOUR EMPLOYEES IN CONTINUOUS IMPROVEMENT

The role of your employees is **to make learning a part of their work life.** They need to share learning with their colleagues and supervisor to foster growth and effectiveness. More specifically, they have to help develop a learning strategy that will assist them, your unit and the organization in providing continuously improved quality products and service delivery.

Their role in the coaching relationship includes:

- ▶ assessing their current level of performance in relation to competencies required to perform their job;
- ▶ clarifying their learning requirements and ensuring that their learning goals and aspirations are made clear;
- ▶ being open to try new ways of doing things, develop new skills and address identified performance deficiencies;
- ▶ ensuring that they have access to the people and the resources available to further their developmental goals;
- ▶ advising their supervisor/manager when they are overwhelmed or when efforts to improve are not succeeding.

Coaching is one of several ways to ensure learning takes place. However, successful learning also requires employees to take responsibility for a good deal of the learning necessary for continuous improvement. Self-directed learning is key to enhance knowledge through reading, interviews and discussions with unit

employees, colleagues, community leaders and citizens, etc. Also important are on-the-job assignments, special projects, secondments and other such arrangements. Formal training opportunities should be arranged where warranted. Formal training refers to classroom training, workshops and self-study modules (computer-based or text).

LEARNING ACTIVITIES

Employees of the RCMP have access to an Internet site (www.rcmp-learning.org) which provides or refers to learning resources to address job related competencies.

To find out how to use the RCMP Internet learning site, go to the above address and click on “How to use this site” and then on the “life buoy”.

If you do not have access to the Internet, you should contact your divisional training supervisor stating the learning requirements of your employee(s). The training supervisor will identify learning resources available or referred to on site, access them for you and forward them to you via ROSS or regular mail. As well, the web site can be put on a CD-Rom and distributed.

The types of learning approaches you recommend to improve performance are as broad as your imagination. Appendix “G” includes suggested approaches which are by no means exhaustive.

HELPING YOUR EMPLOYEES DEVELOP THEIR LEARNING STRATEGY

1. With your employees, develop **operational priorities** for the unit consistent with RCMP directional statement, division strategic priorities and community expectations. List the **competencies** required to meet priorities and determine **performance required** for each one. Use form RCMP UNIT OPERATIONAL PRIORITY in Appendix “A”. Policing competencies are defined in Appendix “B” and the CAPRA model is described in Appendix “C”.
2. Have employees complete the form RCMP EMPLOYEES – SELF-ASSESSMENT OF COMPETENCIES (Appendix “D”) to assess their **current level of performance** to meet operational priorities, improve their own police service delivery, prepare for a new area of specialization or develop supervisory, management and leadership skills.
3. At the same time, you should assess the competencies of your employees to meet unit operational priorities and others of interest (see Appendix “E”).
4. Meet your employees to discuss their self-assessment and your assessment of their competencies required to meet operational, service delivery and career development requirements. Amend your Appendix “E” based on the discussion. Establish priorities with each one of your employees.
5. As the supervisor of the unit, complete a UNIT LEARNING REQUIREMENTS form (Appendix “F”) by cumulating the data of Appendices “E” on all the RCMP employees assessment of competencies. Appendix “F” will give you an **overview of the learning requirements of your unit** as well as the **availability of competencies to achieve your operational priorities**.
6. Identify informal, low cost / no cost or formal learning activities to meet learning needs. See suggested activities in Appendix “G”. Take into account the number of employees who require training and learning

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resources available opportunities for on-the-job assignments; select approaches most suitable to address the developmental requirements..

7. Have **employees develop a learning plan** – see Appendix “H”: LEARNING PLAN – for each competency requiring improvement by taking into account established priorities. **Discuss with each of your employees their learning plans.** Employees revise, if necessary, their learning plans and submit them for your approval.
8. Ensure arrangements are made to execute the learning strategy and monitor its implementation, adjusting as required. Your employee should arrange to meet to **review and update the learning strategy** as often as is necessary.
9. **The employees document their achievement** in the Personal Learning Profile (see Appendix “I”).
10. **Create a learning strategy** (see Appendix “J”: ANNUAL UNIT LEARNING STRATEGY) and forward copy to your divisional training coordinator.

LIFE-LONG LEARNING – A TOP PRIORITY FOR THE RCMP

The Commissioner has stressed the importance of life-long learning. “Rapid change is now a constant feature of modern society, so what we know today may not help us tomorrow. That means career success depends upon a willingness to engage in life-long learning. If employees successfully adapt to new circumstances, so will the RCMP. It is therefore in the interest of the Force to invest in the professional development of employees.”

Thank you for helping RCMP employees to continuously learn and improve their competencies to provide quality service.

DEFINITIONS OF POLICING COMPETENCIES

CLIENT

Scan and define local and national problems affecting the community/citizens in consultation with clients

1. Ethics, Professionalism and Integrity

Respects rights of all persons consistent with the *Canadian Charter of Rights and Freedom* and applicable human rights and police services legislation. Behaves in a way that merits respect for self and the RCMP in all contacts with the public. Acts in a manner that is congruent with the legal and ethical principles of the organization.

2. Client Service/Orientation

Identifies clients and their needs. Establishes and maintains partnerships. Provides clients with opportunities for active participation and consultation on decisions that are relevant to their needs and concerns, while balancing competing interests. Accepts responsibility for quality service delivery. Seeks innovative approaches for improvement based on client feedback. Responds to client/community needs in a manner consistent with the RCMP mission, vision, values and commitments, RCMP Service Standards, and the philosophy of community policing.

3. Thinking Skills

Works with others to identify needs and conceptualizes issues in diverse, dynamic or complex circumstances, giving consideration to client, community, organization and employee interests. Acquires and analyses appropriate information and considers alternative strategies to achieve objectives. Assesses risk, develops innovative solutions, and evaluates potential outcomes of various actions before making decisions. Establishes priorities, makes decisions and takes actions that are consistent with the RCMP mission, vision, values and commitments. Assesses outcomes in consultation with client/community. Applies sound, ethical reasoning in all situations.

4. Communication Skills

Presents issues and information, orally and in writing, in a clear and credible manner. Tailors communication to intended audience and uses appropriate tools and strategies to convey information. Listens to, understands and values other perspectives and modifies approach to ensure understanding and/or achieve results. Responds to and uses appropriate non-verbal communication. Exercises open, honest and bilateral communication, and projects a professional image.

5. Interpersonal Skills

Interacts sensitively and respectfully with all individuals and groups to develop mutual understanding and productive relationships to enhance quality service delivery. Demonstrates compassion. Coaches, mentors and works effectively in teams and in partnerships. Identifies and resolves issues through consultation, negotiation and consensus building and/or other appropriate processes.

6. Leadership

Attracts and mobilises energies and talents to work toward shared objectives that are in the best interests of the organization, the people comprising it, and the people the RCMP serves. Encourages partnerships. Inspires others, by

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example, to perform to the highest standards in accordance with the RCMP mission, vision, values and commitments. Sets, and/or involves others in setting, goals that are challenging, realistic and measurable. Actively participates with and/or empowers other individuals and teams to accomplish goals and objectives. Assesses and manages risk. Makes, and/or inspires others to make, innovative and responsible decisions. Accepts responsibility for outcomes and is accountable. Promotes the ongoing review of policies and practices to ensure continued consistency with the RCMP mission, vision, values and commitments. Establishes and maintains relationships and atmospheres of trust and respect. Recognizes contributions and successes. Proactively seeks to improve the work environment and the quality of service delivery.

ACQUIRING AND ANALYSING INFORMATION

Acquire, organize and analyse diverse data from diverse sources, identifying priorities and patterns

7. Knowledge-Specialized, Law, Policy and Procedures

Understands and correctly applies policies and procedures to specific circumstances. Questions policies and procedures that proved a barrier to effective client service and makes recommendations to have them reconsidered and modified.

8. Planning and Organizing

Analyzes, plans, implements, evaluates and adjusts goals, objectives and courses of action to meet needs in a changing environment.

9. Crime Scene Management

Takes all necessary steps to protect the integrity of the crime scene, communicates effectively and respectfully with stakeholders, victims and other police personnel.

10. Conducting Investigations and Collecting Evidence

Identifies appropriate sources of information and contacts, interviews witnesses and suspects, conducts thorough searches and collects all relevant evidence in a manner that ensures the fair outcome of a trial.

11. Records and Information Management

Applies appropriate procedures to maintain professional files including relevant, accurate information, and using sensitive and understandable language.

PARTNERSHIP

Establish effective partnerships, strategic alliances and contingency plans for joint responses

12. Inter/Intra-Agency and Multi-Disciplinary Cooperation

Applies understanding of the relationships of the RCMP with other departments and agencies to resolve problems and involves these partners in providing effective service to clients and communities.

RESPONSE

Provides products and services; protects; considers and implements preventive strategies and alternative to enforcement responses and/or enforces the law

13. Providing service

Provides products, support and assistance to citizens / communities and employees; makes referrals as appropriate partners and follows up on service provided

- Victims / Offenders / Citizens

14. Providing protection (Persons and Property)

Ensures protection of the public interest, victims, individuals or groups of employees affected by a problem, in partnership with community agencies and experts, where appropriate.

15. Implementing preventive strategies

Works in partnership with citizens, communities to prevent the problem from occurring or from escalating by addressing contributing factors to the broad problem rather than specific incidents or manifestations of the issue; prevention applies both within the organization and police service delivery.

16. Implementing alternative to enforcement responses

Determines through a risk assessment whether to use discretion or restorative justice approaches including community justice forums.

17. Enforcing the law

Upholds the law in a fair and consistent manner.

- Incident and risk management
- Decision to arrest, care and release of suspects / prisoners
- Testimony in court
- Skills (Police Defensive Tactics, Driving, Firearms, Fitness and Lifestyle, Tactical Manoeuvres)

18. Personal Effectiveness and Flexibility

Adjusts behavior to the demands of the work environment to stay productive through periods of transition, ambiguity, uncertainty and stress.

ASSESSMENT

Assesses and improves individual, organizational and joint agencies performance

19. Incident and Cross-Incident (Pattern Analysis) Review and Contingency Planning

Reviews trends and patterns in data, adapts strategies or develops new strategies, identifies alternative or back up plans

20. Self-evaluation and Continuous Learning

Continuously identifies areas that need improvement in terms of self and organizational development to enhance service delivery and accomplish personal and organizational goals.

RCMP CAPRA MODEL

CAPRA is an operational model, an approach to managing internally and delivering quality police service to citizens and communities. The model reflects principles of community policing and modern management. It was designed to assist the RCMP's personnel to anticipate and prevent problems, and to solve problems when they arise. In other words, application of the CAPRA model requires an understanding of clients' needs, demands and expectations and partnership approaches to problem solving and continuous improvement. It is also a framework for a continuous learning organization as it demands that we integrate the results of assessments of our work by ourselves, our communities, clients and partners in changing work practices to ensure continuous improvement in client service delivery.

CAPRA is an acronym that represents the following:

C = Client
A = Acquiring and Analysing Information
P = Partnerships
R = Response
A = Assessment and Continuous Improvement

This framework for proactive and reactive work will ensure that each of us and the RCMP as a whole:

- identify existing and potential problems and related issues to our clients;
- acquire and analyse relevant information in the most efficient manner possible;
- establish and maintain partnerships and enlist appropriate partners to address varied situations;
- in consultation with partners and clients, continuously learn from experience and improve the quality of our service.

C = CLIENT

Public service organizations assess and define problems through understanding the needs and expectations of diverse clients. Police are public servants. To serve the public well, police must focus on the needs of their clients (public interest, communities, citizens, victims, etc.). All systems must be designed and aligned to support a client-centred approach and core public service values.

For all of us in the RCMP, starting with clients means that we must step outside our own professional understandings, our own culture, and learn to see the world through the eyes of those we serve. This is especially demanding for regular members where defining and understanding clients is always critical and often complex.

The police serve the general public and the public interest through upholding the rule of law and fundamental principles of justice and human rights. As a key part of the justice system, the police serve other components of justice, the prosecution, the courts, the systems of correction and conditional release.

As part of the community, the police serve the public interest, diverse communities, sub-components of communities and, of course, individual citizens.

As part of public service, and given the unique roles of the RCMP, the RCMP often serves other departments and agencies of government, and, like its government partners, the taxpayer.

Also, police support personnel serve diverse internal clients to ensure that they are prepared and focussed on quality client service.

EFFECTIVE POLICING REQUIRES AN UNDERSTANDING OF THE DIVERSE AND CHANGING NEEDS OF THE FULL RANGE OF CLIENTS IN ANY PARTICULAR SITUATION AND THE ABILITY TO INTEGRATE OR BALANCE COMPETING INTERESTS.

A = ACQUIRING AND ANALYSING INFORMATION

Key to defining and resolving problems, especially in this information-driven society, is the ability to collect, organize, analyse and document information. The RCMP uses information of dramatically different kinds from various sources and within a formal framework of laws, values and policies that define the limits of intrusion, the procedures for overcoming those limits as necessary and appropriate, consistent with core values, and the legal requirements of evidence and accountability. Given its information dependency, the RCMP provides an automated information environment for information gathering, input and access.

Effective community policing and modern management require information beyond a specific case, situation or incident. They require information that helps police and police support staff, managers and executives to understand their clients' and employees' concerns, and of patterns and trends that allow problem solving and prevention and restorative justice.

New technologies provide unprecedented access to information on patterns of crime, community profiles, employee, client/community perceptions and expectations, services available, etc.

PROBLEM SOLVING FOR COMMUNITY POLICING REQUIRES AN ENHANCED ABILITY TO ACQUIRE, ORGANIZE AND ANALYSE DIVERSE DATA FROM DIVERSE SOURCES, IDENTIFYING PRIORITIES AND PATTERNS TO PREVENT OR RESOLVE SITUATIONS.

P = PARTNERSHIP

Given the RCMP's client perspective and the growing complexity of the issues it addresses, an increasingly important dimension of police and organizational problem solving is the development and maintenance of appropriate partnerships and alliances. At a minimum, increasingly complex problems require multi-disciplinary teams that bring together various skills, often both civilian and operational members and increasingly within and across directorates, agencies and departments, both police and non-police. As well, partnerships now include more specific clients, community groups and their representatives, for example in the form of advisory committees.

IN ORDER TO DEVELOP APPROACHES THAT ARE EFFECTIVE AND RESPONSIVE TO CLIENTS, IT BECOMES INCREASINGLY IMPORTANT TO DEVELOP PARTNERSHIPS THAT BRING TOGETHER THE APPROPRIATE KNOWLEDGE, SKILLS AND RESOURCES FOR PROBLEM SOLVING. PARTNERING REQUIRES NEW SKILLS SUCH AS TEAMWORK AND NEGOTIATION, AND AN APPRECIATION OF WHAT OTHER DISCIPLINES CAN BRING TO SOLVING ADMINISTRATIVE, POLICY-RELATED AND CRIME PROBLEMS.

R = RESPONSE

The evolution of new technologies, effective partnerships and the community policing philosophy have all served to expand the array of responses available to the RCMP. While in the past responses may have often been driven by a primary focus on enforcement and internal policy and procedure, a client-centred approach to problem solving requires that responses be shaped by clients' needs, though, of course, they continue to be framed by law and policy. Thus the line between an appropriate police response and a matter outside of police responsibility blurs. And employee requirements are defined in light of police service provision requirements.

Rather than simply asking what might be done to enforce the law and policy and procedural requirements, we now also ask what might be done in partnership to meet clients' needs. The police mandate and powers are a resource for problem solving.

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Others in social services and health care or community leaders can be instrumental as well. Similarly, policy centres' mandates are a resource for administrative problem solving. Others in other directorates and in the field are instrumental as well.

Enforcement is one possible response that applies not only to policing but to police support services. Service, prevention and protection (health and safety) and restorative justice are also possible responses depending on clients' needs, and usually a combination of responses is required. All responses, including enforcement fall within the CAPRA Model. Community policing requires a focus not only on the incident or problem but on the needs of the larger community and what steps may be taken to restore victims and communities and prevent recurrence.

FOR BOTH REGULAR MEMBERS AND CIVILIAN EMPLOYEES, PLANNING AND IMPLEMENTING THE APPROPRIATE RESPONSE WILL REQUIRE NOT ONLY AN UNDERSTANDING OF POLICE DUTIES, RESPONSIBILITIES AND POWERS BUT ALSO THE PRINCIPLES THAT GUIDE THE USE OF DISCRETION AND, INCREASINGLY, THE ROLE OF POLICE IN SUPPORTING NON-ENFORCEMENT RESPONSES.

A = ASSESSMENT FOR CONTINUOUS IMPROVEMENT

Increasingly, effective policing demands approaches and techniques for ongoing assessments that promote continuous learning and improvement. Complementing traditional approaches to audit, evaluation and management review is the commitment of each employee in the RCMP to continually review and learn from each problem solving process.

MODERN ORGANIZATIONS INCLUDING POLICE SERVICES IN TODAY'S SOCIETY MUST BUILD IN PROCESSES OF ADAPTATION, PROMOTE FLEXIBILITY AND INSTILL A COMMITMENT TO CONTINUOUS LEARNING AND IMPROVEMENT.

RCMP EMPLOYEE – SELF-ASSESSMENT OF COMPETENCIES				
Name: _____		Reg. No.: _____ Date: _____		
Position: _____		Unit: _____		
Operational Priority No. __: _____ _____ _____ _____		Current Level of Performance		
		Circle one of the four levels 1 = Awareness 2 = Performs with supervision 3 = Performs without supervision 4 = Can coach		
COMPETENCIES REQUIRED TO ACHIEVE PRIORITY				
1.		1	2	3 4
2.		1	2	3 4
3.		1	2	3 4
4.		1	2	3 4
5.		1	2	3 4
6.		1	2	3 4
7.		1	2	3 4
8.		1	2	3 4
9.		1	2	3 4
10.		1	2	3 4
...				
...				
OTHER COMPETENCIES REQUIRED TO IMPROVE PERFORMANCE AND PROFESSIONAL DEVELOPMENT				
1.		1	2	3 4
2.		1	2	3 4
3.		1	2	3 4
4.		1	2	3 4

Note: Prepare one form for each Operational Priority.

RCMP SUPERVISOR – ASSESSMENT OF EMPLOYEE COMPETENCIES					
Name of employee: _____		Reg. No.: _____ Date: _____			
Position: _____		Unit: _____			
Operational Priority No. __: _____ _____ _____ _____ _____		Current Level of Performance			
		Circle one of the four levels 1 = Awareness 2 = Performs with supervision 3 = Performs without supervision 4 = Can coach			
COMPETENCIES REQUIRED TO ACHIEVE PRIORITY					
1.		1	2	3	4
2.		1	2	3	4
3.		1	2	3	4
4.		1	2	3	4
5.		1	2	3	4
6.		1	2	3	4
7.		1	2	3	4
8.		1	2	3	4
9.		1	2	3	4
10.		1	2	3	4
...					
...					
OTHER COMPETENCIES REQUIRED TO IMPROVE PERFORMANCE AND PROFESSIONAL DEVELOPMENT					
1.		1	2	3	4
2.		1	2	3	4
3.		1	2	3	4
4.		1	2	3	4

Note: Prepare one form for each Operational Priority.

UNIT LEARNING REQUIREMENTS						
Operational Priority No. __:	Required Level of Competence	Current Level of Performance				Development
	(1) (2) (3) (4)	Awareness (1)	Performs With Supervision (2)	Performs Without Supervision (3)	Can Coach (4)	Number of Members Requiring Development

Competency Requirements						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Note: Prepare one form for each Operational Priority.

FORMAL AND INFORMAL LEARNING ACTIVITIES

Employees may take into account the following learning approaches when creating their personal learning plan.

- ▶ **Acting assignment:** being assigned responsibility for a job that is temporarily vacant.
- ▶ **Audio tapes:** receiving instruction or increasing knowledge by listening to a cassette tape.
- ▶ **Computer-based training:** receiving instruction and feedback through a computer program.
- ▶ **Committees:** meeting regularly with a group to solve problems, discuss new information, etc.
- ▶ **Consultation:** asking for an expert's opinion about a situation.
- ▶ **Debriefing:** learning by discussing what happened as soon as possible after an event.
- ▶ **Demonstration project:** implementing a project on a trial basis to showcase and test a process or idea.
- ▶ **Discussion group:** members sharing information and learning from each others' experiences.
- ▶ **Distance learning:** learning from someone in a facility that is physically located elsewhere (e.g. via correspondence, Internet, audio conference).
- ▶ **Field trips:** going out on location to see how something is done.
- ▶ **Formal education:** taking credit courses from a recognized educational institution.
- ▶ **Group research:** team member collecting information on one aspect of a topic and bringing it back to the group.
- ▶ **Independent study:** researching and learning about a subject on their own.
- ▶ **Job enhancement:** employee is given additional responsibilities to provide an opportunity to master new skills.
- ▶ **Job sharing:** two people assuming responsibility for the same job.
- ▶ **Job swapping:** exchanging jobs for a period of time to learn new skills.
- ▶ **Journaling:** Writing thoughts down in a personal learning journal.
- ▶ **Mentoring:** learning from a well-respected employee or manager.
- ▶ **Multi-skilling:** increasing the number of skills possessed by rotating through a variety of jobs at the same level.
- ▶ **Partnering:** two or more people/team/units sharing an activity or responsibility.
- ▶ **Peer learning:** learning from a co-worker.
- ▶ **Reading resources:** using printed material to acquire information.
- ▶ **Secondment:** being assigned to a different job on a temporary basis to learn new skills.
- ▶ **Symposium/conference:** attending an organized gathering to review latest research and new practices.
- ▶ **Team learning:** members of a team sharing their knowledge and experience to develop a new approach to a problem.
- ▶ **Training:** improving their own knowledge or skill by teaching others.
- ▶ **Tutoring:** learning new concepts through one-on-one teaching.
- ▶ **Videos:** learning a new skill or improving knowledge by watching a video tape.

(From a list prepared by Western Economic Diversification Canada.)

LEARNING PLAN

Learning Plan Number _____

Competency _____

Description of my Learning Goal

Why is this learning important to me in my job?

How will I accomplish this goal?

How will I demonstrate that I have attained my goal?

How will I share my newly gained knowledge or skills with my colleagues?

Name _____

Date _____

Unit _____

Note: Complete one "learning plan" sheet for each competency to be acquired or improved.

RCMP EMPLOYEE – PERSONAL LEARNING PROFILE

1. Write personal information such as Name, Surname, Position Title, Place of Work (Detachment, Division, Branch, Directorate, etc.), your supervisor's name and the date.
2. Overview of your career objectives after 5 years, 10 years, 15 years, etc., of service.
3. Details of activities for each period that would assist you in achieving your 5, 10, 15, etc. year career objective.
4. Identify any limitations to attaining your objectives in terms of language requirements, geographic or personal mobility restrictions, etc.
5. List all awards, citations and other formal recognition received.
6. Provide a profile of the following:
 - Experience in managing people/human resources (number of employees and duration).
 - Managing financial resources (quantity - budget levels, geographical area covered, etc.).
 - Experience in leading change.
 - Delivery of or development of client service.
 - Policy development.
 - Program delivery.
 - Experience in various areas: private sector, central agencies, other provincial or municipal government experience.
 - Second language skills.
 - Headquarters experience (divisional, regional, national).
8. Ensure your Personal Learning Profile is updated regularly, i.e. once the results anticipated in your learning contract have been attained.
9. When preparing your learning plan and discussing it with your supervisor, take into account your career objectives (see 2.).

(Source: Western Economic Diversification Canada)

ANNUAL UNIT LEARNING STRATEGY

Learning Activity		Number of Employees	Resource Requirements			
			Human	Dollars		
Strategic Priority No. ____						
Learning Requirements						
EVALUATION PLAN						
Competency	Criteria for Assessment	Sources of Data	Responsibility	D.D.	Required	
					\$	FTEs

Supervisor of Unit: _____

Date: _____

Please send forms for all operational priorities to your Division Training Supervisor.



INDIVIDUAL LEARNING PLAN – PLAN PERSONNEL D'APPRENTISSAGE

1) Employee name – Nom d'employé	2) Supervisor's name – Nom du superviseur	3) Period covered Période visée	From Du	Y - A	M	D - J	To au	Y - A	M	D - J	
4) Employee Regimental/ID Number – Numéro de matricule/identification de l'employé				5) Employee's office, work location, mailing address – Bureau de l'employé, lieu de travail, adresse postale							

Step 1: Identify competencies for improvement or development – Étape 1: Compétences à acquérir ou à perfectionner

a) Current position – Poste actuel I want to focus on the following competencies in support of my current position Je veux me concentrer sur les compétences suivantes pour m'aider dans mon travail	b) Career interests (optional) – Intérêts professionnels (facultatif) I wish to develop the following competencies in support of my career interests Je veux acquérir les compétences suivantes à l'appui de mes intérêts professionnels
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Step 2: Develop learning strategy – Étape 2: Stratégie d'apprentissage

8) Learning goals Objectifs	9) Learning activities Activités	10) Targeted completion date Date d'achèvement prévue	11) Evidence of success Preuve de réussite	12) Member investment Engagement du membre	13) RCMP Investment Engagement de la GRC
I want to learn to ... Je veux apprendre à ...	I will learn by ... J'apprendrai en ...	I intend to complete the learning activity by ... Je compte terminer l'activité d'apprentissage ...	I will know I have succeeded when ... Je saurai que j'ai réussi quand ...	My investment includes ... Je m'engage à ...	RCMP investment includes ... La GRC s'engage à ...

Step 3: Confirm discussion and recommendation of individual learning plan – Étape 3: Discussion et recommandation du plan personnel d'apprentissage

14) I discussed my learning plan with my supervisor on J'ai discuté de mon plan d'apprentissage avec mon supérieur le	Y - A	M	D - J	
My learning plan was recommended Mon plan d'apprentissage a été recommandé				
Signature – Signature				Employee's signature – Signature de l'employé
Title – Poste				

Instructions for Completing your Individual Learning Plan

The Individual Developmental Contract is a tool to help you develop or improve your competencies. Developed in partnership with your superior, it documents the learning agreement you prepared together. The following instructions will help you complete your Individual Learning Plan.

1. Print your name
2. Print your supervisor's name.
3. Note the period that this learning plan covers.
4. Note your regimental number/employee ID number.
5. Note your work location (if required).

Step 1 relates to your current position and your career interests. Limit your focus to one or two competencies in each area so that you can keep your learning plan manageable. Note that the Career Interests section is optional.

6. Choose one or two competencies you wish to improve or develop that are linked to your current position – for example, effective interactive communication.
7. If appropriate, choose one or two competencies you want to improve or develop that are linked to your career interests.

Step 2 allows you to record your agreed-upon learning strategy and to begin to develop the competencies you have selected.

8. Identify learning goals related to the competencies you recorded in **STEP 1** – for example, implement effective practices for chairing team meetings.
9. Identify the learning activities – the concrete actions you will take to meet your learning goal – for example, registering for an advanced workshop. You may need more than one learning activity to achieve a learning goal.
10. Note the date that you expect to complete each learning activity – for example, within the next two months or during the third quarter.
11. Describe the results you want to achieve after you finish your learning activity – for example, "I am able to effectively chair meetings".
12. Note the time you invest in the learning activity. Include your personal time and any time you need to take from your normal work schedule to learn – for example, two hours per week for the next two to three weeks; or three days off work to attend the workshop.
13. Note the request for RCMP resources, such as your salary, tuition fees, and travel costs – for example, your workshop costs.

Step 3 confirms that you and your superior have discussed your learning plan and that it has been approved.

14. Approval is required for financial authority – note the collator code.

Comment préparer votre plan personnel d'apprentissage

Ce contrat personnel de perfectionnement vous aidera à acquérir ou à perfectionner des compétences particulières. Il présente par écrit le contrat de perfectionnement que vous aurez pris avec votre gestionnaire en ce qui touche votre apprentissage professionnel. Pour savoir comment remplir le plan, lisez les explications ci-dessous.

1. Indiquez votre nom.
2. Indiquez le nom de votre superviseur.
3. Indiquez la période visée par le plan d'apprentissage.
4. Indiquez votre numéro de matricule/identification.
5. Indiquez votre lieu de travail (au besoin).

L'étape 1 porte sur votre poste actuel et sur vos intérêts professionnels (cette dernière section est facultative). Nous vous conseillons de vous limiter à deux compétences par section; votre plan d'apprentissage sera ainsi plus facile à gérer.

6. Déterminer les compétences que vous désirez améliorer ou perfectionner. Par exemple, communication interactive efficace.
7. Si nécessaire, choisissez une ou deux compétences liées à vos intérêts professionnels que vous voulez perfectionner ou acquérir.

L'étape 2 vous aidera à élaborer la stratégie qui vous convient le mieux en vue d'acquérir les compétences visées.

8. Déterminer les objectifs d'apprentissage relatifs aux compétences que vous avez indiquées à **L'ÉTAPE 1**, p. ex., mise en vigueur de pratiques efficaces pour présider les réunions de groupe.
9. Indiquez la ou les mesures que vous prenez pour atteindre votre objectif, p. ex., vous suivrez un atelier de niveau avancé. Il est possible que plus d'une activité d'apprentissage soit requise pour atteindre votre but.
10. Inscrivez le délai dans lequel vous comptez terminer chaque activité d'apprentissage, p. ex., d'ici deux mois, pendant le troisième trimestre, etc.
11. Décrivez les résultats ou le rendement escomptés une fois l'activité terminée, p. ex., « je peux effectivement présider les réunions. »
12. Indiquez le temps (tant personnel que professionnel) que vous consacrez à l'activité d'apprentissage, p. ex., deux heures par semaine pour les deux ou trois prochaines semaines, trois jours d'absence pour suivre l'atelier, etc.
13. Indiquez les demandes de ressources financières de la GRC telles que votre salaire, le coût du cours, les frais de déplacement – p. ex. les frais de votre atelier.

L'étape 3 confirme que votre gestionnaire et vous-même avez discuté de votre plan d'apprentissage et que ce dernier a été approuvé.

14. La signature d'approbation est requise pour l'autorisation financière – veuillez indiquer le collateur.