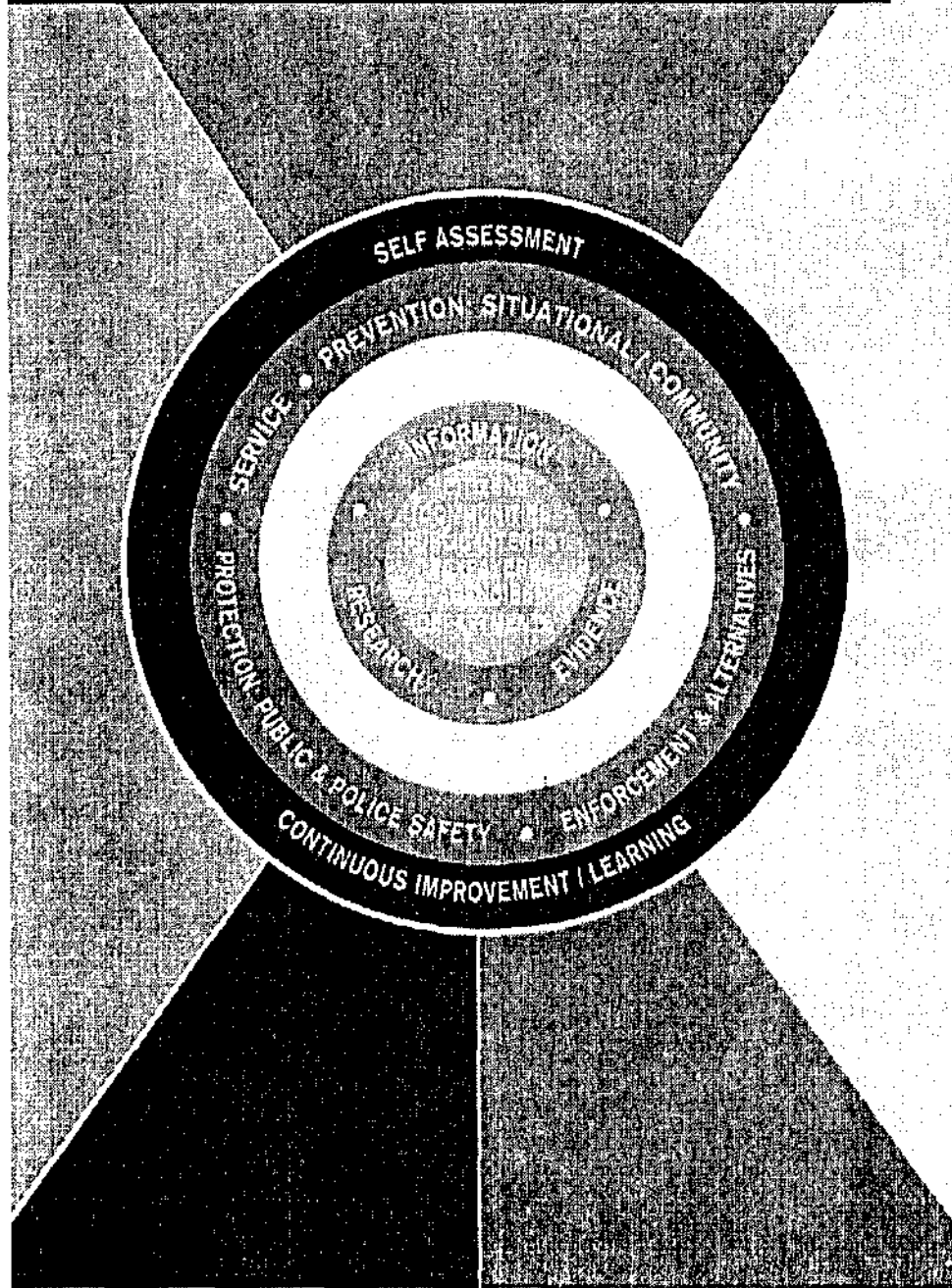


# CAPRA Problem Solving Model



## INTRODUCTION

This is a learning tool designed to increase your understanding of the RCMP Community Policing Problem Solving Model, CAPRA. It is intended to promote discussion in small groups of employees, clients and partners of the Royal Canadian Mounted Police. By following the discussion points below, you can learn more about community policing, and how its principles apply to how we work as an organization. Community policing is defined by the RCMP as *problem solving in partnership with clients/communities to ensure continuous improvement in service delivery*. You can share thoughts and ideas with the members of your group, and discuss how the RCMP can best work with communities to provide quality service.

This learning map is designed with open space to write down any ideas and suggestions. (Erasable, black, dry markers or sticky notes are ideal for this purpose.) The discussion points below will help you understand how a problem solving approach could help you to better resolve your work-related challenges.

## GETTING STARTED

The images on this map are an extension of the ideas presented in The Evolution of Policing in the RCMP map. The evolution map provides an insight into the necessity for changes to police service delivery. CAPRA is a model for providing quality service, protection, enforcement and prevention, in partnership with clients/communities within today's context.

The model emphasizes the importance of:

- developing and maintaining partnerships and trust within communities/the workforce to establish priorities for service delivery and preventive problem solving;
- understanding our clients' perspectives on work-related matters for establishing priorities and potential partnerships in service delivery; and
- encouraging ongoing feedback for continuous improvement.

CAPRA is a unique operational model in that it provides an opportunity for you to exercise any combination of service, protection, prevention and enforcement, whether a problem exists or a potential problem can be prevented. CAPRA is more than a problem solving model. It is designed to assist the police officer or other members of the work force to anticipate problems and to prevent problems from arising, where appropriate, in consultation with partners, as much as it is to resolve problems through multi-disciplinary, inter-agency and

consultative processes. It applies to enforcement as much as it does to prevention. It applies to every aspect of police internal organizational service delivery. It is a method of service delivery that focuses on providing the best quality service by reflecting an understanding of clients' needs, demands and expectations and, where possible, using partnership approaches.

The objective of this discussion/exercise, then, is to provide you with practice in applying the model to:

- identifying existing or potential problems and related issue;
- acquiring and analysing pertinent information;
- enlisting appropriate partners for the situation at hand;
- generating and selecting responses [options]; and
- continuously improving service delivery.

Group discussions are ideal for this purpose, because they give you the opportunity to build on other people's ideas. You'll see how CAPRA applies to a variety of work environments that involve challenges with:

- policy
- front-line work
- police management issues

For today, read the narrative information out loud (represented by the \*F\* symbol). The questions that follow are intended to stimulate group discussions. On our own, we often come up with great ideas on how to solve our own problems, but group discussion of these issues will almost always result in a more manageable and effective solution. Some anticipated responses have been listed to assist you in stimulating discussion, if necessary.

As the facilitator, estimate how much time you might spend on each section of the diagram before you start the session. It's a good idea to leave some time at the end of the session for discussion of findings, an assessment of the session and next steps (e.g., how to use this new information).

Before you start, remind group members **that** there are no right or wrong answers; some people may interpret the images and questions differently, given their backgrounds and working environments. Debate should be encouraged when appropriate.

## C = Clients

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- The left side of the diagram shows an open faced building in which a meeting is being conducted. A consultative meeting is one method of getting to know your clients. There are different participants around the table, discussing and taking note of the issues that concern them.

The purpose of this meeting is to allow all participants to learn one another's point of view. It promotes a better understanding of what causes concern, for whom, and why. Through this process, participants can clearly define and prioritize their problems and concerns. The result is that proposed directions or solutions will better address all participants' concerns and thus be more likely to enlist their commitment to partnership approaches in this and future situations. •

*Who are direct clients? Indirect clients?*

- *Direct clients* are people with whom you come into contact on a daily basis in service delivery or in problem-solving situations and include individual citizens (suspects, victims, witnesses, concerned citizens, etc.) concerned citizen groups, internal clients (SEC, policy centres, regions, divisions, individual employees, etc.) and various agencies and departments.
- *Indirect clients* are people with whom you do not necessarily come into direct contact, but who are affected by the outcome of your efforts. These indirect clients might include business communities (where, for example, a series of thefts have occurred); interest groups (e.g. women's groups, where, for example, a sexual assault has occurred); cultural groups (where, for example, discriminatory practices have occurred in the workplace); taxpayers (where, for example, expenditures exceed value added).

*What are some other ways of "getting to know" your clients?*

- We should be continuously renewing our working relationships to ensure that the services we provide and the partnerships we establish are helping to ensure safe homes and communities and a productive working environment. By establishing trust within clients/communities, we gain access to information, which is essential to preventing and resolving crime-related or internal organizational problems. The better we know the capabilities of our partners, the more likely we are to quickly and effectively address situations that arise.

For example:

- *How well do you actually know your clients? What are their needs, demands, expectations?*
- *What is the nature of your relationship with your clients?*
- *Who is affected by the work that you do?*
- \* *How do you suppose it would affect them?*

Getting to know your clients promotes efficiency. You know what expectations you are facing, and can therefore more effectively address people's concerns. Such knowledge can also help you to more appropriately allocate resources. It gives you time to develop appropriate plans and strategies from a well informed perspective. Your commitment to finding a mutually agreed solution to a shared problem will serve both you and your client well.\*>

## A = Acquire/Analyse Information

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• The map provides examples of who to turn to for information -- people you work with, people who work in community police offices, the town hall, a banking institution, a restaurant, a school and citizens generally. Information collected as part of a community profiling process, or a work orientation session will be of value to you in future problem-solving situations. •

*What is the importance of acquiring and analysing information?*

- to fully understand what the problem is, what the issues are, who is involved , where and when the situation occurred and how it might best be addressed - given your direct and indirect clients' perspectives;
- to identify competing interests (needs, demands and expectations);
- to put yourself in the best position to manage the competing interests in a manner that will ensure that all participants feel that the situation was handled fairly;
- to determine who your primary client should be, and
- to determine what your options are and what the best solution might be.

• The more information you have and the better your analysis in terms of the clients' perspectives, the more likely you are to define the problem appropriately in terms of the clients' needs and arrive at a mutually agreed response or solution to a problem. Keep in mind that the information you acquire and analyse will also inform you of what's best for the clients, in terms of balancing their sometimes competing interests. •>

*What competencies might you employ in order to understand and be able to use the information you have acquired, to better solve on-the-job problems?*

- crime analysis
- leadership

## P = Partnerships

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• Developing and maintaining partnerships is the third element of this operational model. Partners are individuals or groups who can assist you in providing quality service. They may be internal or external to the RCMP or your unit within the RCMP. Partnerships, like friendships, are established, based on trust. People who feel that they have been fairly treated in the past will not hesitate to assist you in subsequent endeavours. In the interest of ensuring timely and quality responses, partnerships should be established before there is a problem and contingency plans should be established to address the most typical kinds of work-related situations that arise. Partnerships should result in mutual benefits. •

*Who are your partners in your work situation?*

- colleagues
- specialized units
- experts
- witnesses
- \* community groups
- \* DSRRs

*What competencies might you need to establish partnerships?*

- integrity
- leadership
- effective communication
- interpersonal skills
- client orientation
- the ability to recognize shared interests
- respect for human dignity

*How should you approach establishing partnerships?*

- identify the potential roles of the partners in police/work-related matters
- identify shared interests and concerns
- prioritize your concerns
- establish the benefits of working together

- establish contingency plans or an action plan
- establish evaluation criteria to assess mutually agreed directions
- agree to provide continual feedback to ensure continuous improvement culture?

• You may wish to gather information that you feel may be relevant about the agency/person with whom you wish to partner. You may be able to do this from a pamphlet or from someone you know who works at the agency or with the individual. From here, you can arrange an informal meeting, whether it be by phone, or in person. The information you collect in advance of a meeting will likely give you insights on how to more effectively reach your common goals. •



## R = Response

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- Once you have identified a potential or existing problem and related issues, understood who your clients are and their needs and gathered and analysed relevant information from appropriate sources and partners, you should be ready to generate, with your partners, if appropriate, response options and select the best response in light of your primary clients' needs. •>

*Here is a list and a brief explanation of types of responses available to you:*

*Service:*

- products and assistance to clients (public, communities, individual citizens, directorates/divisions/regions, branches, units or individual employees). Referral of the public to partner agencies, assistance to employees through partners in support programs. Provision of information and training.

*Protection:*

- of the public interest, victims, or individuals or groups of employees affected by the problem {e.g., safety issues), in partnership with community agencies and experts, where appropriate.

*Enforcement and Alternatives:*

- enforcement will always be an important part of policing, as it is the mandate of the police to uphold the law. As statistics show, however, enforcement alone is not always the best response -- it does not always deter people from breaking the law, and doesn't address why the law was broken in the first place. Some problems, such as a general fear of crime or community disputes, do not lend themselves readily to enforcement. Law, policy and regulations enforcement apply in the work place as well (RCMP Act, Official Languages Act, Administration Manual, etc.).

- communication skills
- interpersonal skills
- time management skills
- research skills
- client orientation

*Who/what are potential sources of information for analysis?*

- police dog services
- hospitals
- CPIC/PIRS database
- libraries
- community task forces
- an experienced co-worker/expert

*Prevention:*

- preventing 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.

• Depending on your goals which can range from problem elimination or reduction; reduction of harm/impact; improvement of response and reallocation of responsibility, you can use any combination of these four types of responses.

There are a number of strategies you can use: providing information, education; establishing community preventative programs/inter-agency approaches to service delivery/community regulations; community mobilization; and use of alternatives to enforcement approaches to problem resolution. Focused attention to response options available may lead you to solutions different from those you might instinctively have chosen. Once you have selected an option, you may require additional information to implement it. •

*Why is it important to set goals and keep notes on actions taken?*

- to select the best option to accomplish the goal
- to monitor the effectiveness of the option selected
- to select different options where appropriate to ensure that the goals are, in fact, met.

## A = Assessment of Action taken

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• On the map, all of the images that show communication between the police and the community, represent assessment and evaluation for continuous improvement. Similarly, communication among RCMP units, branches, directorates, divisions and regions is essential to continuous improvement. Continuous feedback helps to ensure that you are indeed delivering services that the community/your clients, need and want. Evaluation seeks to avoid the maintenance of 'stale' services, services which, as a result of constantly changing situations and demands, no longer add value. •

*What do you think are the key points of assessment?*

- to establish agreed to criteria for evaluation that address value added and quality service
- to compare service delivered to internally and/or externally agreed to standards
- to ensure that clients are included in the feedback loop
- to assess performance and possible areas for improvement
- to identify trends and opportunities for prevention

*Here are some tips to ensure that your assessment yields effective results.*

- At the outset, determine appropriate time lines for evaluation, but be prepared to adapt them as required.
- Determine what method of assessment you might use -- self analysis; input from clients and communities; statistical analyses; examination of trends (before and after).
- When choosing your response, keep your goals in mind. Write them down and keep them realistic and simple.
- Take note of unexpected consequences of actions taken, both negative and positive.
- Note what worked particularly well and what did not and identify contributing factors. (This has implications for how you might respond in the future.)



## Into the real world - how does it work?

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- Let's review the CAPRA model at the bottom centre of this diagram. At the core are a variety of clients. Their perspectives are essential to appropriate identification of problems and issues. Their concerns will inform police priorities. They are sources of information that will inform the selection of effective response options. They are potential partners in service delivery. Finally, their feedback is essential to the continuous improvement of police service delivery. CAPRA then is a client-centred, community policing problem solving model which by design will lead to continuous learning and improvement •

NOTE TO FACILITATOR: at the end of this booklet are questionnaires that can be photocopied and distributed to each group.

Each scenario is divided into several parts for hand outs when appropriate.

# CAPRA in action - a police-related situation

## PART I OF SCENARIO

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- A school principal is receiving complaints from the school bus drivers because people are not using the designated cross-walk in front of the school. Also, cars are parked inappropriately.

NOTE : Hand out Part I of Scenario

*Who are the clients (direct, indirect)?*

- The direct clients are the school bus driver and the school principal. The indirect clients are the pedestrians whose safety may be at risk and their parents, families and/or friends.

*What seems to be the problem? What are the issues?*

- The problem is not yet clear. It seems to be a safety concern of the bus driver caused by people not using the cross-walk and inappropriately parked cars.

*What are your clients' perspectives on the problem (needs, demands, expectations)?*

- The clients' perspectives on the problem are not yet known. This information must be obtained through interviews with them.

*What additional information is needed?*

- Additional information should be gathered through observation of the situation at the times of arrival and departure from the school.

*What/Who are the sources for that information?*

- Sources of information include the school bus drivers, principal, and school crossing guards.

*Who are your potential partners in defining the problem and acquiring the information?*

- Potential partners include the school principal who could communicate cautions to the children, the coordinator of the crossing guard program and crossing guards, community

media (newspapers, radio, television), and the municipality with regard to bylaws and availability of safe parking spots and clearly designated crosswalks.

*How will you acquire and analyse the information in partnership, where possible and appropriate?*

- Talk to the principal, bus drivers and crossing guards and observe the situation when students are being dropped off and picked up from school, to determine the problem and possible solutions. Have a meeting with those involved to select options.

#### PART II OF SCENARIO

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- You visit the school and interview the principal. He tells you that parents who come to pick up their children after school often ignore the student crosswalk and jaywalk across the street to their parked cars. The bus drivers cannot pull out for fear of hitting pedestrians. Cars are being parked in private driveways, and in front of "No Parking" signs. You speak to several of the crossing guards, who are parents and doing the work on a voluntary basis, and they tell you that they are given no respect and what they do is a joke. You observe the arrival and departure of vehicles on a school day and discover that the same situation exists when children are dropped off at the school in the morning. •

NOTE : Hand out Part II of Scenario

*In light of the additional information you gathered:*

*What is the problem?*

- Now more clients have been identified (parents, children and crossing guards). The problem is more clearly related to safety and the expectations of the caller seem to be that the police could assist in preventing this situation from recurring.

*What are the issues?*

- A number of issues have been raised:
  - i) Parents are setting a bad example for the children, by jaywalking.
  - ii) The crossing guards see their efforts as making no



difference.

iii) Inadequate legal parking spots available for drop off and pick up of children.

iv) The bus drivers are concerned for the safety of both the children and the parents jaywalking, and darting out in front of the buses, and other traffic.

*Is there additional information that you require (e.g., why the rules are being ignored)?*

- It would be important to understand why the rules are being ignored before considering options. (For example, have the offending parents considered the potential consequences of their actions and the message of disrespect for the law that their behaviour is conveying to their children?)

*What options are available?*

- The options available are varied and involve different potential partners:

*Which partners can you work with?*

- Principal, parents associations or representatives, municipality, student council, crossing guards coordinator and crossing guards.

*Which option (s) would you select?*

- Meet with partners, together if possible to come up with possible solutions. Have designated pick up and drop off zones. Issue tickets and have vehicles towed.

*The options available are varied and involve different potential partners:*

NOTE : Hand out Chart of Scenario

OPTIONS	PARTNERS
1. Designated drop off/ pick-up zones for children transported by parents at a distance from the bus stop.	Municipality, school personnel, crossing guard program coordinator and crossing guards.
2. Move the crosswalk further away from the bus stop.	Municipality
3. Establish an intermittent schedule for buses and vehicle pick ups and drop offs.	School, student council.
4. Have police ticket jay-walkers and vehicles illegally parked. Have repeat offenders towed.	Towing company.
5. Have a problem solving session with all of the players	Principal, student council, crossing guard coordinator, school bus drivers, municipality and parents representative
6. Other	

*Which of the above options would you select? Why?*

*What strategies would you use to implement your response?*

*Who would be your primary partners in implementing your selected strategy?*

### **PART III OF THE SCENARIO**

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- After consultation with your partners, you decide to have the police issue tickets and educate offenders. Such a response would involve enforcement (ticketing), protection (of pedestrians) and prevention (advising offenders of potential consequences, and the bus driver's concerns while issuing the tickets). This strategy improves the problem within two weeks and, as a group, you decide to discontinue the police presence. Within two weeks, the principal presents a report to the consultative group indicating that the bus drivers are still raising the same concerns.

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NOTE : Hand **out** Part **III** of Scenario

*What criteria would you use to determine whether your response was successful?*

- Increase or decrease in number of incidents of inappropriate parking and jaywalking; number of incidents of pedestrians not using the cross walk.

*How well did the response work, in light of the criteria of evaluation that you established?*

- Not well.

*What worked? What didn't work? How could the response have been improved?*

- Enforcement worked in the short term but did not fundamentally address the problem. Full-time police presence would be a cost ineffective solution.

*As a result of the assessment of the implemented strategy, what would be your next step?*

- Consult with parents and have them generate alternative strategies; e.g., have the parents monitor the parking, advising parents who are improperly parked that they are putting their children at risk and unnecessarily creating risks for the bus driver (community mobilization).
- Other options listed above.

# CAPRA in action - a personnel management situation

## PART I OF SCENARIO

- You have just been assigned as a manager of an RCMP administration support unit. One of your employees, Kelly, expresses frustration about all the changes going on in the RCMP. She reads most of the communication that comes over E-mail, and it seems like things are more confused than ever. Other personnel in the unit also seem to be overwhelmed by the number of changes and the amount of information being communicated. Although all the unit members are enthusiastic and hard working employees, doubts about their future roles seem to be increasing and affecting their productivity. •

NOTE : Hand out Part I of Scenario

*What seems to be the problem?*

- The problem seems to be lack of productivity; demoralization of personnel within the unit.

*What are the issues?*

- The issues seem to be the number of changes that are occurring, the amount of information being communicated and the uncertainty about whether personnel will maintain their jobs.

*Who are the clients (direct, indirect)?*

- The direct clients are Kelly and the other members of the unit. Indirect clients include their families and all those who have to live with the consequences of their uncertainty. Also, those being served by this unit are indirectly affected by the lack of productivity of the unit.

*What are their perspectives on the problem (needs, demands, expectations)?*

- Kelly is frustrated by the amount of change and communication on the changes. Other members of the unit are overwhelmed by the changes and are concerned about their future in the RCMP.

*What additional information is needed?*

- We need to know more about the specific concerns of each of the individuals involved. We also need to know what changes have occurred and access the messages that have been communicated.

*What/who are the sources for that information?*

- \* This information can be obtained through interviews with the unit members, and from the communication providers (E-mail messages, etc.)

*Who are your potential partners in defining the problem and acquiring the information?*

- Potential partners include unit members and communications providers, experts on dealing with personnel problems.

*How will you acquire and analyse the information in partnership, where possible and appropriate?*

- Information can be accessed through individual interviews, and discussions in focus group sessions.

#### **PART H OF THE SCENARIO**

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- You interview Kelly and confirm that she feels that there is too much information being provided and discover that very little of it addresses real concerns. She wishes to know when decisions will be made, whether decisions may result in job loss, and whether there is a forum through which she can participate in the process. The other members of the unit voice similar concerns. They also add that they would like to know what their options would be if they were to lose their job and whether there is anyone they could speak with to assist them in developing contingency plans.

You obtain copies of all the communications on organizational change that have been issued in the last six months and speak with the originators of the communication about their intent. You discover that the likelihood of anyone losing their job is very slim. It is far more likely that personnel may be redeployed and their roles may change. You also learn that training will be provided where necessary, if the changes warrant additional development. Moreover, you find out that the changes are being

designed in consultation with personnel and that there are avenues available for people to participate. •

NOTE : Hand out Part II of Scenario

*In light of the additional information you gathered:*

*What are the problems/issues?*

*Is there additional information that you require?*

*What options are available?*

*Which partners can you work with?*

*Which option (s) would you select?*

One new issue has been raised which requires a redefinition of the problem. The problem is not the amount of information, but that the information being provided is not addressing the employees' specific concerns. You have sufficient information to proceed with generating strategies to address the problem. •

The options available are varied and involve different potential partners:

NOTE : Hand out chart of Scenario

OPTIONS	PARTNERS
1. Organize a unit meeting and advise the unit members of your findings and together discuss next steps.	Unit members
2. Raise the issues of concern to your employees with the initiators of the communications and request that they address the concerns directly in the next communication.	People who direct and write the communications.
3. Have each unit member act on issues of concern to them individually given the information provided.	Unit members
4. Arrange for learning opportunities for unit members on change management and contingency planning and the policy on workforce adjustment.	Unit members, training personnel, consultants, compensation personnel
5. Have one member of the unit identify how those interested in participating can contribute in the change process and report back to the unit by attending a transition team session.	Members of the transition team
6. Other	

*Which of the above options would you select? Why?*

*What strategies would you use to implement your response?*

*Who would be your primary partners in implementing your selected strategy?*

### **PART III OF THE SCENARIO**

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• The next communication issue specifically addresses the issues raised by the employees in your unit and asks that employees send in their questions to ensure more relevant information is provided in the future. The editor of the publication advises you that the response from employees has been extremely favourable and asks you to pass on his thanks to your employees for their suggestions. As a result of the training you provide your employees, one of them initiates a project with your approval to work with the unit members to determine which activities you are currently doing provide added value and whether those activities could be more efficiently performed. The purpose of the exercise is to manage impending change rather than have it imposed on the unit. Another employee puts forward a suggestion to the transition team which is very favourably received and is acted on. For the most part, morale and productivity improve considerably, however, Kelly continues to complain and be disruptive. •>

#### **NOTE : Hand out Part III of Scenario**

*Given the feedback above, how well did you do? What criteria would you use to determine whether your response was successful?*

- The level of productivity and the level of morale.

*What additional options might you consider?*

- Interview Kelly, explain the impact she may have on the other employees whose attitudes have improved considerably, if she continues to complain. Try to determine more specifically what her current complaints are and generate with her constructive strategies to address these issues.

\* Other

*How could you prevent a similar situation arising in the future?*

- Provide learning opportunities to unit members in advance of changes.
- \* Put mechanisms in place to allow employees to address concerns as they arise.
- Provide suggestions to the communications unit of the kinds of information of interest to employees in advance of their publication.
- Other



## **REMINDER**

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- In management situations all response types apply:

### *Enforcement:*

- compliance with Policy and the RCMP Act, Official Languages Act, etc.

### *Protection:*

- Safety issues in the work environment, providing all necessary information to warrant accountability.

### *Service:*

- Providing training and information and support systems to the employee, providing products and services to clients (e.g., other directorates, operational personnel, etc.)

### *Prevention:*

- Trend analysis to determine contributing factors to problems to avoid their recurrence. Anticipating potential problems and involving all stakeholders in problem solving sessions to develop strategies to prevent their occurrence. •

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**Participants  
Questionnaire for  
CAPRA  
Problem Solving Model**

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# CAPRA in action - a police-related situation

## PART 1 OF SCENARIO

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A school principal is receiving complaints from the school bus drivers because people are not using the designated crosswalk in front of the school. Also, cars are parked inappropriately.

*Who are the clients (direct, indirect)?*

*What seems to be the problem? What are the issues?*

*What are your clients' perspectives on the problem (needs, demands, expectations)?*

*What additional information is needed?*

*What/Who are the sources for that information?*

*Who are your potential partners in defining the problem and acquiring the information?*

*How will you acquire and analyse the information in partnership, where possible and appropriate?*

## PART II OF SCENARIO

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You visit the school and interview the principal. He tells you that parents who come to pick up their children after school often ignore the student crosswalk and jaywalk across the street to their parked cars. The bus drivers cannot pull out for fear of hitting pedestrians. Cars are being parked in private driveways, and in front of "No Parking" signs. You speak to several of the crossing guards, who are parents and doing the work on a voluntary basis, and they tell you that they are given no respect and what they do is a joke. You observe the arrival and departure of vehicles on a school day and discover that the same situation exists when children are dropped off at the school in the morning.

*In light of the additional information you gathered:*

*What is the problem?*

*What are the issues?*

*Is there additional information that you require (e.g., why the rules are being ignored)?*

*What options are available?*

*Which partners can you work with?*

*Which option (s) would you select?*

OPTIONS	PARTNERS
1. Designated drop off/ pick-up zones for children transported by parents at a distance from the bus stop.	Municipality, school personnel, crossing guard program coordinator and crossing guards.
2. Move the crosswalk further away from the bus stop.	Municipality
3. Establish an intermittent schedule for buses and vehicle pick ups and drop offs.	School, student council.
4. Have police ticket jaywalkers and vehicles illegally parked. Have repeat offenders towed.	Towing company.
5. Have a problem solving session with all of the players	Principal, student council, crossing guard coordinator, school bus drivers, municipality and parents representative
6. Other	

*Which of the above options would you select? Why?*

*What strategies would you use to implement your response?*

*Who would be your primary partners in implementing your selected strategy?*

### **PART III OF THE SCENARIO**

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After consultation with your partners, you decide to have the police issue tickets and educate offenders. Such a response would involve enforcement (ticketing), protection (of pedestrians) and prevention (advising offenders of potential consequences, and the bus driver's concerns while issuing the tickets). This strategy improves the problem within two weeks and, as a group, you decide to discontinue the police presence. Within two weeks, the principal presents a report to the consultative group indicating that the bus drivers are still raising the same concerns.

*What criteria would you use to determine whether your response was successful?*

*How well did the response work, in light of the criteria of evaluation that you established?*

*What worked? What didn't work? How could the response have been improved?*

*As a result of the assessment of the implemented strategy, what would be your next step?*



# CAPRA in action - a personnel management situation

## PART 1 OF SCENARIO

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You have just been assigned as a manager of an RCMP administration support unit. One of your employees, Kelly, expresses frustration about all the changes going on in the RCMP. She reads most of the communication that comes over E-mail, and it seems like things are more confused than ever. Other personnel in the unit also seem to be overwhelmed by the number of changes and the amount of information being communicated. Although all the unit members are enthusiastic and hard working employees, doubts about their future roles seem to be increasing and affecting their productivity.

*What seems to be the problem?*

*What are the issues?*

*Who are the clients (direct, indirect)?*

*What are their perspectives on the problem (needs, demands, expectations)?*

*What additional information is needed?*

*What/who are the sources for that information?*

*Who are your potential partners in defining the problem and acquiring the information?*

*How will you acquire and analyse the information in partnership, where possible and appropriate?*

## **PART II OF THE SCENARIO**

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You interview Kelly and confirm that she feels that there is too much information being provided and discover that very little of it addresses real concerns. She wishes to know when decisions will be made, whether decisions may result in job loss, and whether there is a forum through which she can participate in the process. The other members of the unit voice similar concerns. They also add that they would like to know what their options would be if they were to lose their job and whether there is anyone they could speak with to assist them in developing contingency plans.

You obtain copies of all the communications on organizational change that have been issued in the last six months and speak with the originators of the communication about their intent. You discover that the likelihood of anyone losing their job is very slim. It is far more likely that personnel may be redeployed and their roles may change. You also learn that training will be provided where necessary, if the changes warrant additional development. Moreover, you find out that the changes are being designed in consultation with personnel and that there are avenues available for people to participate.

*In light of the additional information you gathered:*

*What are the problems/issues?*

*Is there additional information that you require?*

*What options are available?*

*Which partners can you work with?*

*Which option (s) would you select?*

One new issue has been raised which requires a redefinition of the problem. The problem is not the amount of information, but that the information being provided is not addressing the employees' specific concerns. You have sufficient information to proceed with generating strategies to address the problem.

You have sufficient information to proceed with generating strategies to address the problem.

OPTIONS	PARTNERS
1. Organize a unit meeting and advise the unit members of your findings and together discuss next steps.	Unit members
2. Raise the issues of concern to your employees with the initiators of the communications and request that they address the concerns directly in the next communication	People who direct and write the communications.
3. Have each unit member act on issues of concern to them individually given the information provided..	Unit members
4. Arrange for learning opportunities for unit members on change management and contingency planning and the policy on workforce adjustment.	Unit members, training personnel, consultants, compensation personnel
5. Have one member of the unit identify how those interested in participating can contribute in the change process and report back to the unit by attending a transition team session	Members of the transition team
6. Other	

*Which of the above options would you select? Why?*

*What strategies would you use to implement your response?*

*Who would be your primary partners in implementing your selected strategy?*

**PART 111 OF THE SCENARIO**

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The next communication issue specifically addresses the issues raised by the employees in your unit and asks that employees send in their questions to ensure more relevant information is provided in the future. The editor of the publication advises you that the response from employees has been extremely favourable and asks you to pass on his thanks to your employees for their suggestions. As a result of the training you provide your employees, one of them initiates a project with your approval to work with the unit members to determine which activities you are currently doing provide added value and whether those activities could be more efficiently performed. The purpose of the exercise is to manage impending change rather than have it imposed on the unit. Another employee puts forward a suggestion to the transition team which is very favourably received and is acted on. For the most part, morale and productivity improve considerably, however, Kelly continues to complain and be disruptive.

*Given the feedback above, how well did you do? What criteria would you use to determine whether your response was successful?*

*What additional options might you consider?*

*How could you prevent a similar situation arising in the future?*