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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Competence-based
Self-Assessment of
Ghana Marine Police Field Officers for
Fisheries Law Enforcement

August 2017

THE
UNIVERSITY
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SNV:	http://www.snvworld.org/en/countries/ghana

ACRONYMS

ASP	Assistant Superintendent of Police
C/SUPT	Chief Superintendent of Police
COP	Commissioner of Police
CRC	Coastal Resources Center/ The University of Rhode Island
FoN	Friends of the Nation
IUU	Illegal Unreported Unregulated
KWS	Kenya Wildlife Service
MCS	Monitoring Control and Surveillance
MPA	Marine Protected Area
NGO	Non-Governmental Organization
SFMP	Sustainable Fisheries Management Project
SOP	Standard operating procedure
VMS	Vessel Monitoring System
W/R	Western Region

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I.   INTRODUCTION

The Ghana Marine Police Unit (MPU) is a subunit of the Police Force, with the special mandate to enforce marine and fisheries related laws. The MPU, along with the Ghana Navy, conducts joint activities with the Fisheries Enforcement Unit (FEU) organized by the Fisheries Commission (FC). To ensure consistency and effectiveness between these three agencies, there needs to be adequate competence and professionalism shared by all actors. Achieving these high standards across the entire MPU have been a work in progress and thus open to innovations.

The problem in Ghana's Marine fisheries sector is complex, tragic, and too-common—severely overexploited fisheries put at risk tens of thousands of metric tons of local food fish supply and threaten the livelihoods of over 130,000 people and many more fisheries resource dependent households. Ghana's open access to fisheries resulted in extreme overcapitalization of fleets, exacerbated by poor governance, weak enforcement of rules and a fuel subsidy. A collapse of the fishery would very likely lead to social unrest and a significant law enforcement challenge. The Police play a key role in helping improve the fishery.

Being part of the Police force, the MPU realizes that their approach must balance enforcement with compliance using a community policing method. This requires a greater number of core competencies to perform within the fisheries sector. Additionally, MPU officers graduate from the Police Academy without a strong definition of their fisheries enforcement roles and competencies.

There have been several one-off training programs provided by the MPU and other partners over the years. The MPU is prepared to formalize the learning system for their unit to ensure all officers reach competence as quickly and efficiently as possible.

In 2016, MPU established competencies for the Marine Field Officer level (see Appendix 2). The next step is to socialize the competencies and encourage officers and supervisors to achieve improved performance in relations to fisheries law enforcement. This document lays out how officers can own their professional development by using the competencies to conduct self-assessments and designing learning opportunities on their own or with supervisors and mentors.

It is envisioned that the MPU will use the competencies and self-assessment tool to achieve the following outcomes:

1. Establish a learning and performance culture at MPU
2. Personal development through using this and other tools
3. Encourage supervisors to develop their officers and be comfortable with giving feedback to develop staff

This document provides guidance on how to introduce and apply a competence-based self-assessment program at MPU.

II.   BACKGROUND

Support to the MPU is part of a larger initiative by the United States Agency for International Development (USAID)/Ghana through the Sustainable Fisheries Management Project (SFMP) for a 5-year period to September 2019. SFMP is implemented through a consortium led by The Coastal Resources Center (CRC), University of Rhode Island (URI). The Friends of the Nation (FON) has been a joint lead partner in providing capacity development support to the MPU.

The SFMP is designed to support the Government of Ghana's fisheries development policies and objectives and squarely aims to assist the country to end overfishing and rebuild targeted fish stocks as a central goal.

The SFMP is designed to strengthen law enforcement and voluntary compliance to reduce rampant Illegal, Unreported and Unregulated (IUU) fishing. Also, a carefully designed communications campaign will target behavior change that leads fishermen, fishmongers and the public to support and voluntarily engage in responsible and sustainable fishing practices.

This self-assessment tool based on MPU's competencies is part of a larger organizational development program that will ensure the MPU has the capacity to support fisheries law enforcement efforts.

III.   ORGANIZATIONAL STRATEGY

The Ghana MPU has committed to be a leading marine police force for the West Africa region. They realize they need an organizational strategy and learning systems to achieve high performance standards. The key to success will be developing competent and professional officers.

Their first step was to establish competencies for Marine Field Officers in relation to fisheries enforcement. Based on the success at this lower level they will then develop competencies for higher job levels within the MPU such as inspectors.

Using a competence-based approach, the leadership of MPU has embraced a culture of supervisors continually developing their staff. It has been recommended that supervisors should be evaluated based on their ability to develop competent and professional officers.

For an agency that has limited resources for capacity development and carrying out their mandate, it is imperative that the MPU is efficient with their learning systems. This begins with prioritizing on-the-job learning opportunities followed by direct feedback by peers and supervisors. This is the most effective adult learning method and has a modest cost increase over normal operations.

Finally, the MPU expects that as an officer develops a competence, then there should be a process for them to share that competence across the agency. This will reduce the need for external training costs.

Conducting self-assessments are just one approach in a larger organizational learning and performing system. This document provides guidance for how self-assessments can be conducted and linked to formal organizational development systems.

Why Conduct a Self-Assessment?

To be a high performing police force, officers must always be developing their professional competencies (skills and knowledge). A self-assessment based on Ghana MPU Competencies helps officers identify their strengths and areas for growth.

What are the Benefits?

An informal professional development tool that is not used as a test or punishment.

Motivated officers have guidance for self-learning and a tool to compare performance with other leading officers. Less dependence on funding and classroom training for learning on the job.

Results can be shared with supervisors to identify opportunities for learning, leadership and promotion.

Who can be a mentor?

A mentor can be anyone you respect and believe you can learn something from them. Mentors must agree to advise you and give honest feedback. This can be an informal arrangement.

IV. ASSESSMENT TOOL

The MPU Fisheries Law Enforcement Self-Assessment Tool is based on the competencies established by the MPU in 2016. The self-assessment tool simply lists the competencies and asks officers to evaluate their experience and priority areas for development.

The guidance provided by this document is appropriate for self-assessment at Ghana Marine Police Field Officer Level. Officers may conduct this self-assessment on their own, or with the assistance of their supervisor or of a mentor. Officers will need to work with their supervisor and/or mentor in completing **Column H – Addressing Gaps** (see below). The most important thing is that the **self-assessment is as honest and accurate** as possible. It is **not a judgement (or test) but a process to help officers develop professionally**.

The main purpose of this self-assessment is to identify the competencies in which officers are strong, and for which they believe they can provide firm evidence (see below). Secondly it is to identify those areas in which an officer is not so strong, perhaps because they have not had the opportunity to gain the relevant experience. This self-assessment can then help with developing their personal skills development plan, to address those weaker areas and/or to **prepare them to apply for promotions and leadership opportunities**.

Some competencies might not apply to every officer's role. For example if their main responsibility is enforcement, they may not feel that understanding the marine ecology or fishing gear is important, or they may not have any involvement in community communications. However, the approach taken by the Ghana Marine Police is for everyone to **develop as wide a range of competencies as possible**, as this makes them stronger in their own jobs, and also prepares them for interagency coordination and possible promotion. From the human resources management perspective, the development of competencies outside the core General Police competencies needed for a particular job is considered 'horizontal development', leading to the development of more 'rounded' professionals. Even if an officer is not interested in promotion, and are happy to remain at their current level, this **horizontal development is very important**, and is increasingly being recognized in terms of motivating staff morale and performance.

Since learning is an ongoing process and improves with practice, reflection and peer feedback, it is recommended that this professional development process be an **ongoing discussion with supervisors/mentors**. The first time doing the assessment will take the longest investment in time. Rapid feedback and check-in meetings can go much quicker. These **discussions should happen at least every 3 months** if not more often when a learning opportunity has occurred. The officer and the supervisor will both benefit from this process.

The assessment form is on an Excel Spreadsheet, which allows the officer to put in as much information as they wish, though the assessment can also be completed on a printed form. The Rows are numbered on the left hand side (from 1 to 53), and the Columns (Vertical, down) are headed by letters (A to H). Apart from Rows 2 and 3, the guidance will focus on the columns:

Table 1. Headings for the Self-Assessment form.

Ghana Marine Police - Field Officer: Fisheries Self-Assessment Form						
Name:	Station/Post:		Date:	Supervisor:		Mentor/Guide:
Rank:			Assessment			
COMPETENCES and their STANDARDS	**Range Statement** (examples of what each competence means and how to show evidence)	**Experience** (Describe)	**Score Competence** (None, Low, Medium, High)	**Evidence** (Level of confidence to provide evidence)	**Priority Gaps** (Check top 3-6)	**Means of Addressing Gaps** (Gaining Experience and/or Training)

Rows 2 and 3 – Background Information: The officer needs to complete these rows, with their name, rank, MPU station and the date. They should also include their supervisors name and also that of their mentor, if they have one.

Column A – Competence Number: This column just contains the numbers assigned to each competence within the 6 'Competence Areas:

1. Fisheries Law and Compliance.
2. Marine and Coastal Ecosystems.
3. Fishing Sector.
4. Communication and Stakeholder Engagement.
5. Marine Enforcement Operations and Protocols.
6. Leadership, Ethics and Innovation.

Column B – Competencies: This column provides descriptions of all the competencies for the MPU Field Officer Level. Notice the standard for each competence as either an ability or degree of understand – basic, sound (adapt to varying situations), or expert.

Column C – Range Statement: This column provides more detail on the competencies and gives examples of exactly what is required to show evidence of each competence. It is important to read these range statements when doing the self-assessment as they can help an officer understand how they can show that they do meet the competencies.

Column D – Experience: This is the first column that the officer needs to complete. In this column they need to describe what experience they have in relation to each competence. This experience may come from an earlier position, it does not have to be from the position they now hold. If they have no experience, they should just write 'none'. If the competence is not applicable to their position then they should write 'N/A' in Column F - Score.

Column E – Evidence: In this column the officer needs to identify in which ways they might be able to provide **evidence** of their experience and of their understanding or ability.

An officer should first think if they already have some evidence in written form; in their journals, log-books, diaries, reports, plans and other documents they have produced in their work, or articles they have written for newsletters of local newspapers, or in educational materials they may have developed. <u>In Column E the officer just needs to note that they are, or are not, confident that they can provide evidence in any of these ways, if requested to do so.</u>

In many cases an officer may not have this kind of evidence, and they need to think whether they would be able to provide evidence in discussions or interviews, or could provide a practical demonstration of their ability if required.

In some cases an officer has not had the opportunity to show their competence as their work does not currently include activities that involve that particular competence. Perhaps they are involved only in beach patrols, and have minimal experience of boat patrols, or they are a community liaison officer and have never been involved in arrests. In such cases they simply need to write 'none' in Column E.

Column F – Competence Score: Based on the officer's own evaluation of their experience and evidence, they should score themselves for just this one competence. They should try to be accurate and not overestimate their competence as this will not help guide their development. In columns G and H their supervisor or mentor can review their personal scores in Column F and perhaps share their thoughts on the officer's competence level/score.

Enter only one of the following scores for each competence in Column F:

- **N/A**: this competence is not applicable to their position
- **None**: have not had an opportunity to develop this competence
- **Low**: have some knowledge or ability but need supervision and can only do in limited situations
- **Adequate**: have the knowledge and/or ability that meet the standard and can do the task with limited or no supervision under a few situations.
- **Expert**: knowledge and/or skills are above the standard, can train others and can conduct this competence under a variety of situations.

Column G – Priority Gaps: Based on their competence score (Column F) and their desired career growth, officers identify which competencies they would like to improve in the near-term (less than a year). Officers should **enter a check mark** (or they can prioritize their gaps by assigning a number) for the top 3 – 6 competencies they would like to address in the next six months to a year. Focusing on near-term targets are more effective in staying motivated and checking performance. Don't pick too many competencies. Be realistic and focus on quality over quantity. Remember that achieving competence is more than just reading materials or attending a class. A professional tests their competence on the job to see if they

can perform under pressure. Combine learning with application on the job to give the best chance of success.

These priority gaps will form the basis for discussions with their supervisor and/or mentor regarding their skills development needs and plans (Column H).

It is not possible, nor necessary, to meet all the competencies, but it is important to have good coverage in all the competence areas in order for an officer to be a strong, broad-based professional fisheries law enforcement officer. The idea is to develop the skills that will best support the organization and their own career development. Officers should review the priority gaps and ensure they are the most important for their role, now and in the future.

Column H – Means of Addressing Gaps (Gaining Experience and/or Training): This column is where officers will start to develop their personal skills development plan. While optional, it is recommended that they do this with their supervisor and/or mentor.

- For each of the priority gaps, officers need to agree whether it is best to gain experience in the workplace, attend a training course or (often times) both. Their supervisor and/or mentor will be able to identify areas where they can be provided opportunities to gain experience in the workplace (such as joining patrols, taking a command position on an exercise or becoming involved in collecting monitoring data). Supervisors should also be able to sanction attendance at specific training courses when they are available.
- The supervisor/mentor must understand the importance of providing timely feedback to the officer to improve the learning process and maintain the officer's motivation to continue their professional development. This is a team process requiring ongoing communication between the officer and their supervisor/mentor.
- Once the strategy for addressing the 'Priority Gaps' in Column G, officers can write the plan in Column H. For example: 'Attend training in legislation and law enforcement; join enforcement team on 1 patrol per month for the next 6 months – or: Attend training in marine ecology; attachment to university research team for 2 days/month for 6 months.'

OPTIONAL: Since these **assessments are currently informal** and focused on the relationship with officer's supervisors/mentors, the next step of engaging the Ghana Police Human Resources Office is completely optional. The information officers provide in this column can then be taken by the HR Department in the organization and developed into a full 12 or 24 month skills development plan for the officer. The HR staff can then look at all the skills development needs across the staff and allocate resources most efficiently.

Effective Ways to Improve Competence

- **Learning on the job** is the most effective way to combine knowledge and application to see how well you perform.
- **Feedback** from peers and supervisors are critical to help you reflect on your performance. Feedback is best when it is timely.
- **Classroom training** is best for basic knowledge and simulations in controlled environments. Though they should then be followed up by application on the job to evaluate under real context.
- **Focus on performance** on the job. If you don't apply the competence on the job then how do you know if you are competent? Seek learning opportunities.
- **Share your competence** with your peers. It is everyone's responsibility to develop the capacity of the staff.

V.   ASSESSMENT PROCESS

Entry Point

Supervisors should introduce the competencies and explain the MPU policy for officer development that encourages officers to lead their own development in combination with professional development plans produced in collaboration with supervisors.

There are four main entry points to use the self-assessments (Table 2).

Table 2. Entry points for using self-assessments in the MPU.

Task	How to Conduct
Self-Assessment	Officers do privately
Consult a Mentor	Officers seek and get input from a trusted mentor
Professional Development Plan	Officer works with their supervisor to develop the plan with at least quarterly feedback sessions
Formal review for Police Human Resources	This is an option that will not be used at this time during the pilot phase

MPU will collect self-assessment forms through the supervisors. MPU will share the results with the Police HR to evaluate the pilot and decide if this should be expanded to the larger Police force.

Eligibility

All MPU officers engaged in fisheries enforcement duties should complete the self-assessment. This includes junior officers with limited time on the job and experience as this will highlight for them what is expected and their gaps. Though they may have many, so another option is to focus on 1-2 strengths to recognize, appreciate and build upon.

Venue

Officers are encouraged to complete their self-assessment on their own – either at home or in the office. This is a low resource activity that doesn't require special courses or off site meetings. Officers can meet with their supervisors in the office. If mentors are not stationed at the same post, then phone calls can be used to facilitate discussions.

Analysis

The MPU Director will assign a senior officer to collect the self-assessment forms and tally the results. Data will be used to align resources with learning opportunities, training budgets and seek external support. The data can be a proactive method for attracting donor support. See the next section and case study for guidance.

Resource People

Officers and their supervisors may have questions about how to use the self-assessment and what the organization will do with the results. To ensure officers honestly and accurately evaluate their competencies, it is critical that MPU Director and supervisors are clear with the staff on the purpose and benefits of doing self-assessments and professional development. Additional sources of support include:

- Friends of the Nation – FON facilitated fisheries enforcement capacity development activities and drafted competencies for the MPU
- University of Rhode Island – in partnership with Friends of the Nation, URI assisted MPU in developing their competencies and self-assessment process.
- Ghana Marine Police – MPU should assign key staff members to oversee this activity.
- Supervisor Point person for each Command – A trained supervisor should be identified for each command to answer questions, encourage activities and submit materials to senior command. Influencing organizational culture is critical to success.

VI.   ORGANIZATIONAL ANALYSIS

The MPU can gather the results from the officers, anonymously or not, to conduct an analysis across their staff and use it to guide the organization's development investments. The Kenya Wildlife Service (KWS) case study below presents an example of an organization's strategy to link organizational goals with individual staff performance. The key building blocks are established competencies, a self-assessment tool and supervisors committed to developing their staff. Ghana Marine Police can adapt elements of the KWS case with the current Ghana Police policies to test a more interactive and applied performance system responsive to the existing context.

CASE STUDY: Assessing Staff to Guide Development in Kenya

Despite the limited resources available for management, there are ways that marine law enforcement organizations can work with their existing resources and staff to have a greater impact. This case presents a practical application of competence mainstreaming into a system of human resource management by a marine protected agency (MPA) organization.

Kenya Wildlife Service (KWS) is a State Corporation established by an Act of Parliament and mandated to conserve and manage wildlife in Kenya. It oversees the management of Kenya's National Parks and control and supervises all wildlife conservation and management activities outside the protected areas. KWS officers are trained law enforcement officers who are licensed to use weapons, similar to the Ghana Marine Police.

Strategy

KWS has instituted their own performance management system to link their organizational goals with that of each staff member with feedback mechanisms to guide activities. To determine whether personnel are able to deliver on their jobs, KWS sets out procedures for continuously assessing personnel competencies and growth. The challenge for performance management systems is measuring performance while not disrupting the flow of real work. For KWS they established performance indicators based on professional competencies when available to align with organizational goals. Annual performance appraisals and competence self-assessments are used to measure and design potential growth areas. To reduce appraiser bias, which is known to account for up to 60% of performance assessment scores, KWS uses competencies to facilitate objective assessments. Competence assessments entail a combination of self-assessment, external / internal assessment, certification and recognition as per the relevant tool.

KWS uses their self-assessment and performance appraisal processes to support the identification of learning needs with the guidance of competencies. They also continue to use the feedback from individuals' certification assessments to designing learning opportunities. Since staff development can be a drain on resources, KWS has developed tools that help them identify specific staff members that need learning opportunities in core competencies. KWS uses them to determine if training is the appropriate response to a particular performance

problem or a new strategic policy direction. This accelerates the learning and development process as well as reduces costs and time away from work. As KWS states "training will therefore, be geared towards addressing staff capacity needs as well as organizational changes."

KWS has established competencies and chose to use self-assessments with their MPA staff to:

- Determine individual personnel strengths & weaknesses in MPA competence work
- Detect the difference between personnel who demonstrated competence or not
- Facilitate development training programs to improve personnel competence.
- Introduce staff to the regionally recognized professional competencies and encourage them to strive for certification over time.

Objectives of KWS' Performance Management System
- To record the current level of employee competence and performance and to motivate employees to improve future job performance.
- To provide guidance to poor performers to help them attain the desired level of competence and performance.
- To identify individual strengths and weaknesses and to formulate strategies to harness each employee's potential.
- To identify training needs and develop employees to meet the performance needs of the organization.
- To identify employees with potential for further career development and/or job enlargement.
- To provide a basis for merit salary increases by linking rewards to performance.
- To support disciplinary action and separation.
- To enhance working relations between the immediate line manager / supervisor and the job holder by encouraging open discussion about performance.
- To enable the job holder to attain maximum job satisfaction by developing and realizing full potential.
- To enable the organization record and determine its overall performance and carry-out Human Capital planning and forecasting.
- To provide feedback on individuals skills and core competencies.

Process

KWS trained five of their officers on the use of the self-assessment tool to provide guidance to other personnel on the self-assessment exercise to ensure that all staff understood the rationale for the self-assessment and the process. This also helped all members to form a common understanding of what the competencies are seeking. It was important that personnel were familiar with self-assessment methodology, the competencies to be evaluated and the rating method to be used to reduce error due to misinterpretation. Individuals rated themselves against each competency question. A 5-point Likert scale was used with possible numerical scores ranging either from 0 (not at all) to 4 (perfectly well).

Results

Of the 80 staff that completed the assessment, only 23% demonstrated overall competence, which meant scoring above 60% in each competence areas and above 70% in overall rating. The lowest scored competencies were related to governance; community and stakeholder

engagement; and biophysical and social environment. Importantly, the analysis showed no increase in competence for longer term staff.
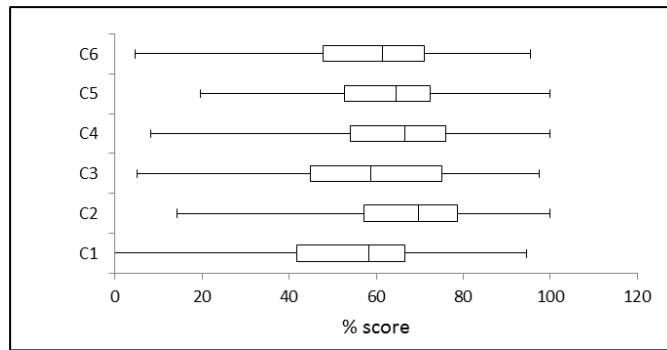
Figure 1. Box plots can show variations across competence areas
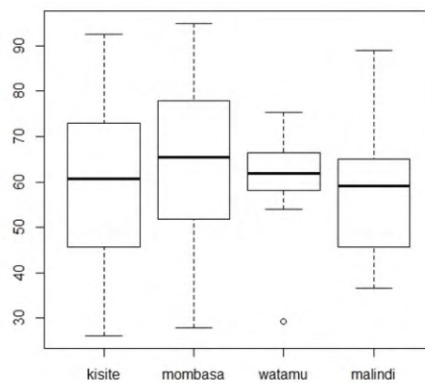
Figure 2. Box plots can compare staff competence across posts or positions

The low levels of overall competence for KWS staff can be attributed to the fact that the

Figure 3. Scatter plots can find relationships between competence scores and years of service or other factors. In this example there is now relationship with years of service

majority of those assessed were of the ranger cadre who perform specialized functions in the MPA and therefore have only a narrow range of experience. Many of these staff members can

perform their limited duties, though their ability to contribute fully to the MPA goals is constrained by not having the full breadth of MPA core competencies. Figures 3-5 are examples of how an organization can analyze the data across their staff to better understand patterns and strategies for addressing needs across a large group of officers

Impact

The KWS MPA personnel found the self-assessment easy to complete, and the response rate was satisfactory. Although the way of measuring competence through a self-assessment may have some drawbacks, the method can easily and effectively be used with minimal resources and time. Self-assessments can quickly and conveniently obtain a large amount of usable data on personnel and shed light on specific aspects of capacity. No method of measuring competence is without its flaws, but given that sufficient care is taken in both the collection and the use of the data, the benefits of using self-assessments should almost certainly outweigh the disadvantages.

APPENDIX 1. SELF-ASSESSMENT INSTRUCTIONS TO OFFICERS

Ghana Marine Police Self-Assessment for Professional Development:

MPU Fisheries Field Officer

Why Conduct a Self-Assessment?

To be a high performing police force, officers must always be developing their professional competencies (skills and knowledge). A self-assessment based on Ghana MPU Competencies helps officers identify their strengths and areas for growth.

What are the Benefits?

An informal professional development tool that is not used as a test or punishment.

Motivated officers have guidance for self-learning and a tool to compare performance with other leading officers. Less dependence on funding and classroom training for learning on the job.

Results can be shared with supervisors to identify opportunities for learning, leadership and promotion.

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A mentor can be anyone you respect and believe you can learn something from them. Mentors must agree to advise you and give honest feedback. This can be an informal arrangement.

Introduction

The guidance provided by this document is appropriate for self-assessment at Ghana Marine Police Field Officer Level. You may conduct this self-assessment on your own, or with the assistance of your supervisor or of a mentor. You will need to work with your supervisor and/or mentor in completing Column H – Addressing Gaps (see below). The most important thing is that the **self-assessment is as honest and accurate** as possible. It is **not a judgement (or test) but a process to help you develop professionally**.

The main purpose of this self-assessment is to identify the competencies in which you are strong, and for which you believe you can provide firm evidence (see below), and also to identify those areas in which you are not so strong, perhaps because you have not had the opportunity to gain the relevant experience. This self-assessment can then help with developing your personal skills development plan, to address those weaker areas and/or to **prepare you to apply for promotions and leadership opportunities**.

You will see some competencies that you might feel do not apply to your job. For example if your main responsibility is enforcement, you may not feel that understanding the marine ecology or fishing gear is important, or you may not have any involvement in community communications. However, the approach taken by the Ghana Marine Police is for everyone to **develop as wide a range of competencies as possible**, as this makes them stronger in their own jobs, and also prepares them for interagency coordination and possible promotion. From the human resources management perspective, the development of competencies outside the core General Police competencies needed for a particular job is considered 'horizontal development', leading to the development of more 'rounded' professionals. Even

if you are not interested in promotion, and are happy to remain at your current level, this **horizontal development is very important**, and is increasingly being recognised in terms of motivating staff morale and performance.

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Row 2 – Background Information: You need to complete this row, with your name, rank, MPU station and the date. You should also include your supervisors name and also that of your mentor, if you have one.

Column A – Competence Number: This column just contains the numbers assigned to each competence within the 6 'Competence Areas':

> 7. Fisheries Law and Compliance
> 8. Marine and Coastal Ecosystems
> 9. Fishing Sector
> 10. Communication and Stakeholder Engagement
> 11. Marine Enforcement Operations and Protocols
> 12. Leadership, Ethics and Innovation

Column B – Competencies: This column provides descriptions of all the competencies for the MPU Field Officer level. Notice the standard for each competence as either an ability or degree of understand – basic, sound (adapt to varying situations), or expert.

Column C – Range Statement: This column provides more detail on the competencies and gives examples of exactly what is required to show evidence of each competence. It is important to read these range statements when doing your self-assessment as they can help you understand how you can show that you do meet the competencies.

Column D – Experience: This is the first column that you need to complete. In this column you need to describe what experience you have in relation to each competence. This experience may come from an earlier position, it does not have to be from the position you now hold. If you have no experience, you should just write 'none'. If the competence is not applicable to your position then you should write 'N/A' in Column F - Score.

Column E – Evidence: In this column you need to identify in which ways you might be able to provide **evidence** of your experience and of your understanding or ability.

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Evidence

Evidence can be shown in different ways:

- Written – records, reports, journals, diaries, articles, plans, tests/exams
- Spoken – responses to spoken questions, presentations, discussions
- Demonstrated – observations of practice, scenarios (role-plays etc), demonstrations

Examples:

Evidence for a Basic Understanding of National Legislation, Regulations and Bylaws Related to Fisheries can be provided through:

- – Reports/records of enforcement activities, especially where they cite specific laws, regulations or bylaws; any documents you have produced which cite the relevant laws etc.; presentations, interviews and discussions; written tests

Evidence for a Basic Understanding of Ghana's Fisheries Status, Trends, Objectives and Current Priority Issues can be provided through:

- – Documents you have written that cite the state of Ghana's fishery catches, management objectives or priority issues; presentations, interviews and discussions; written tests

Evidence for the Ability to Follow Correct Arrest Procedures in a Fisheries Law Context can be provided through:

- – Log-books, patrol reports, observation reports, copies of arrest and prosecution records, evidence presented at court; presentations, discussions and interviews; written tests; demonstrations

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You should first think if you already have some evidence in written form; in your journals, log-books, diaries, reports, plans and other documents you have produced in your work, or articles you have written for newsletters of local newspapers, or in educational materials you may have developed. In Column E you just need to note that you are, or are not, confident that you can provide evidence in any of these ways, if requested to do so.

In many cases you may not have this kind of evidence, and you need to think whether you would be able to provide evidence in a presentation, discussions or interviews, or in written tests, or could provide a practical demonstration of your ability if required.

In some cases you have not had the opportunity to show your competence as your work does not currently include activities that involve that particular competence. Perhaps you are involved only in beach patrols, and have minimal experience of boat patrols, or you are a community liaison officer and have never been involved in arrests. In such cases you simply need to write 'none' in Column E.

Column F – Competence Score: Based on your own evaluation of your experience and evidence, score yourself for just this one competence. You should try to be accurate and not overestimate your competence as this will not help guide your development. In columns G and H your supervisor or mentor can review your personal scores in Column F and perhaps share their thoughts on your competence level/score.

Enter only one of the following scores for each competence in Column F:

- **N/A**: this competence is not applicable to your position
- **None**: you have not had an opportunity to develop this competence
- **Low**: you have some knowledge or ability but need supervision and can only do in limited situations
- **Adequate**: you have the knowledge and/or ability that meets the standard and can do the task with limited or no supervision under a few situations.
- **Expert**: your knowledge and/or skills are above the standard, you can train others and can conduct this competence under a variety of situations.

Column G – Priority Gaps: Based on your competence score (Column F) and your desired career growth, identify which competencies you would like to improve in the near-term (less than a year). **Enter a check mark** (or you can prioritize your gaps by assigning a number) for the top 3 – 6 competencies you would like to address in the next six months to a year. Focusing on near-term targets are more effective in keeping you motivated and checking your performance. Don't pick too many competencies. Be realistic and focus on quality over quantity. Remember that achieving competence is more than just reading materials or attending a class. Professionals test their competence on the job to see if they can perform under pressure. Combine learning with application on the job to give yourself the best chance of success.

These priority gaps will form the basis for discussions with your supervisor and/or mentor regarding your skills development needs and plans (Column H).

It is not possible, or necessary, to meet all the competencies, but it is important to have good coverage in all the competence areas in order for you to be a strong, broad-based professional fisheries law enforcement officer. The idea is to develop the skills that will support your organization and your own career development best. Review your checked off priority gaps and ensure they are the most important for your role, now and in the future.

Column H – Means of Addressing Gaps (Gaining Experience and/or Training): This column is where you will start to develop your personal skills development plan. While optional, it is recommended that you do this with your supervisor and/or mentor.

- For each of the priority gaps, you need to agree whether it is best to gain experience in the workplace, attend a training course or (often) both. Your supervisor and/or mentor will be able to identify areas where you can be provided opportunities to gain experience in the workplace (such as joining patrols, or becoming involved in collecting monitoring data). They should also be able to sanction attendance at specific training courses when they are available.
- The supervisor/mentor must understand the importance of providing timely feedback to the officer to improve the learning process and maintain the officer's motivation to continue their professional development. This is a team process requiring ongoing communication between the officer and their supervisor/mentor.
- Once the strategy for addressing the 'Priority Gaps' in Column G, you can write the plan in Column H. For example: 'Attend training in legislation and law enforcement; join enforcement team on 1 patrol per month for the next 6 months – or: Attend training in marine ecology; attachment to university research team for 2 days/month for 6 months.'

OPTIONAL: Since these **assessments are currently informal** and focused on the relationship with officer's supervisors/mentors the next step of engaging the Ghana Police Human Resources Office is completely optional. The information you provide in this column can then be taken by the Human Resources Department in your organization and developed into a full 12 or 24 month skills development plan for you personally. The HR staff can then

look at all the skills development needs across the staff and allocate resources most efficiently.

Effective Ways to Improve Competence

- **Learning on the job** is the most effective way to combine knowledge and application to see how well you perform
- **Feedback** from peers and supervisors are critical to help you reflect on your performance. Feedback is best when it is timely.
- **Classroom training** is best for basic knowledge and simulations in controlled environments. Though they should then be followed up by application on the job to evaluate under real context.
- **Focus on performance** on the job. If you don't apply the competence on the job then how do you know if you are competent? Seek learning opportunities.
- **Share your competence** with your peers. It is everyone's responsibility to develop the capacity of the staff.

APPENDIX 2. SELF-ASSESSMENT DATA COLLECTION TOOL FOR MARINE FIELD OFFICERS

Ghana Marine Police - Field Officer: Fisheries Self-Assessment Form

Name: Station/Post: Date: Supervisor: Mentor/Guide:

Rank:

COMPETENCIES and their STANDARDS	Range Statement (examples of what each competence means and how to show evidence)	Experience (Describe)	Evidence (Level of confidence to provide evidence)	Score Competence (None, Low, Medium, High)	Priority Gaps (Check top 3-6)	Means of Addressing Gaps (Gaining Experience and/or Training)
1. Fisheries Law and Compliance						
Basic Understanding						
1.1 Basic understanding of national legislation, regulations and bylaws related to fisheries	Demonstrates strong understanding of key national regulations and bylaws as it relates to operations within the marine waters and fisheries. This should cover biodiversity and resource conservation, environmental protection and management, employment and narcotics. Can refer to and describe at least 2 pieces of national legislation including Ghana Fisheries Act 2002, Fisheries Regulation 2010, Fisheries Amendment Act 880, Amended Fisheries Regulation 2015, EPA for coastal habitats and others areas such as Oil and gas, marine transportation, ports and harbors.					
1.2 Basic understanding of legal and regulatory framework for Ghana fisheries sector	Explains the prosecution processes, out of court settlements etc. applicable to fisheries.					
1.3 Basic understanding of the major fisheries management planning documents	Demonstrates basic understanding of key national plans for sectors related to marine areas and fisheries. Focus on Ghana Fisheries Management Plan, and National Plan of Action Against IUU. Can refer to and describe at least 2 national plans.					
1.4 Basic understanding of institutional mandates, linkages and joint operations (communicate the mandate of marine police to institutions, stakeholders, etc)	Explains the mandates by Marine Police, Fisheries Commission, Navy, Air Force, the Fisheries Enforcement Unit (FEU), Immigration and Customs, NACOP, Ghana Maritime Authority and Food and Drugs Authority, and Ghana Standards Authority.					
1.5 Basic understanding of ecological and social justification for fisheries laws and plans	Explains basic concepts of fish stocks, marine resources, overfishing, public goods and open access to fisher folks to enable compliance.					
1.6 Basic understanding of child labor and trafficking in the marine zone	Describes how child labor and trafficking happens and the presumed reasoning as to why it occurs. Include in explanation coastal land based and marine activities from fishing to transport and tourism. Know the Human Trafficking Act and the Childrens Amendment Act					
Ability						
1.7 Able to introduce ideas for improving compliance and enforcement	Provides at least 3 pieces of evidence to demonstrate activities they have introduced to strengthen compliance and enforcement activities related to fisheries and coastal communities.					

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2. Marine and Coastal Ecosystems				
Basic Understanding				
2.1 Basic understanding of the oceanography influencing fisheries	Demonstrates how physical ocean processes affect the nearshore marine waters and influence the ecology. Describes at least 2 of the critical processes and their influence. Such as major and minor upwelling, tides, currents, moon phases and changes in climate.			
2.2 Basic understanding of the ecosystems and species within local fishing waters and the interactions between them	Shows reasonable understanding of key ecosystems that make up their fishing area and at least 3 of the most important species associated with each. Can describe the nature of the interactions between at least 4 key species within the area. Explains the difference in brackish and marine waters, lagoons, benthic habitat, nearshore slope and offshore etc. Identifies at least five key species of fish.			
2.3 Basic understanding of the key threats to ecological processes and species in local fishing areas and the implications for fisheries management	Shows good understanding of the main local threats to the ecosystem and basic understanding of the regional and global threats that could potentially impact the fishery. Describes in detail at least 5 key threats to the ecology of the fishery, such as sand weaning and cutting of mangroves.			
3. Fishing Sector				
Basic Understanding				
3.1 Basic understanding of the types and uses of various boats	Describes at least 3 different types of fishing boats used in Ghana and how they are used for fishing.			
3.2 Basic understanding of the types and cultural uses of various gear and the targeted species	Describes the preferred gear types based on culture/ethnicity /law and sectors of the fishery across Ghana			
3.3 Basic understanding of the local fishing sector (actors, markets) and their linkages across the system	Describes the role and contribution of fisheries to the livelihoods of coastal communities. Aware of the value chain in fisheries. Use of chemicals (obnoxiouos substances) in processing.			
3.4 Basic understanding of Ghana's fisheries status, trends, objectives and current priority issues	Describes the primary reasons for improved fisheries management, its official objectives, how resource uses have changed over time and the details behind the current priority issues.			

4. Communication and Stakeholder Engagement						
Basic Understanding						
4.1 Basic understanding of different means of communicating within the context of fisheries	Demonstrates strong understanding of the use and roles of different tools and techniques for communication based on appropriateness for stakeholders and nature of issues at hand. Provides at least 2 examples of different tools and techniques for a variety of contexts.					
Sound Understanding						
4.2 Sound understanding of how stakeholders use, value and perceive fisheries resources	Demonstrates strong understanding of the various activities of key resource users. Shows understanding of and sensitivity towards the cultural values of the fishery. Can provide at least 2 examples of cultural values/uses. Shows how fishermen and women value and perceive the resources, management and other user groups.					
Ability						
4.3 Able to communicate effectively with various audiences in the coastal zone	Provides direct evidence of effective communication in formal, semi-formal and informal contexts including ability to respond to complex questions concerning the fishery and its management					
4.4 Able to use electronic information technology for evidence gathering and communication	Provides evidence of the use of GPS, video cameras, VMS and other technology to gather evidence and provide support to reports/prosecutions. Use computers to write reports, communicate via hand radio and email.					
4.5 Able to provide information on fisheries laws to coastal communities	Gives at least two examples of methods to provide information on fisheries laws based on the audience. Gives at least two examples of the types of information that could be provided.					
4.6 Able to engage fishing sector stakeholders in a socially and culturally appropriate manner	Able to respect fishermen, women fish processors and other actors. Understand cultural traditions (role of Chief Fisherman), talk to people with interest in their craft and be open to learning from them.					
4.7 Able to respond correctly to disputes and confrontations in a fisheries setting	Able to work with others to identify, pre-empt, address and manage conflicts. Shows ability to identify potential conflicts, causes of conflicts and differentiate between root causes and symptoms of conflict. Provides evidence of involving stakeholders positively in addressing at least 4 conflicts around fisheries.					

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5. Marine Enforcement Operations & Protocols				
Sound Understanding				
5.1 Sound understanding of the Ghana Marine Police Unit's structure, mandate and function, and own roles and responsibilities within fisheries/coastal enforcement	Describes the Ghana Marine Police Unit's role in management of the fishery with emphasis on own roles and responsibilities within the MPU. Develops organogram relating to own function within the organisation.			
Ability				
5.2 Able to physically perform duties in the marine environment	Able to participate in safety and rescue operations, conduct in water surveillance procedures and other tasks requiring related skills. Able to swim in uniform in the marine environment and perform duties while crew on patrol boats.			
5.3 Able to ensure proper maintenance of MPU infrastructure and equipment	Able to ensure effective maintenance of MPU infrastructure and equipment. Provides examples of at least 4 maintenance procedures regularly conducted by the MPU.			
5.4 Able to recognise and identify signs and evidence of unauthorised fishing related activities and security threats in the field	Able to identify a variety of actions including transhipment, explosives, dumping of fish, poisons, pair trawling, trawling angle, endangered species, illegal gear, inappropriate mesh size of gear, including the bunt material on cod end.			
5.5 Able to participate in supervised marine law enforcement operations according to instructions and in compliance with standard operating procedures	Provides at least 3 different examples of marine/coastal operations including the relevant SOPs to follow and their role in the operations.			
5.6 Able to follow correct procedures for documenting and reporting on marine law enforcement activities	Provides at least 3 different examples of reporting based on patrolling, monitoring and engaging with resource users or visitors. Enter observations in appropriate forms. surveillance reports, incident reports, quayside reports, proper evidence gathering and chain of custody, conduct vessel inspections and beach combing			
5.7 Able to follow correct arrest procedures in a fisheries law context	Provides at least 4 pieces of evidence to show how they have followed correct procedures from patrolling, engagement with and apprehension of miscreants, collecting and storing evidence, to following prosecution processes and presenting evidence in court cases. Handle cases of Poisons, explosives, illegal gear and fish catch			
5.8 Able to follow correct procedures for protecting crime scenes and for seizing, securing and documenting evidence	Provides at least 3 different examples of operations that included protecting crime scenes and securing and documenting evidence. Explain the SOPs involved that guided their actions.			

6. Leadership, Ethics and Innovation						
Demonstrates						
6.1 Leading by example	Provides 4 clear examples of how they have lead by example, and the outcomes of these. I.E. does daily routine law enforcement with little supervision					
6.2 Self-motivation	Provides 4 clear examples of activities that demonstrate their own self-motivation, and how they have grown professionally through these. I.E. takes charge of high stress incidents, Directs and assists newer officers					
6.3 Ethical approach	Identifies 4 ethical challenges that can be associated with marine and coastal conservation. Provides 2 examples of ethical challenges they have faced, and how they dealt with these. I.E. follows legal ethical and safe procedures for dealing with suspects, violators and detainees					
6.4 Innovation	Provides evidence of 4 innovations they have introduced to their work, and the impact of these					