



Assessment Centre Preparation Guide

Fast Track (Inspector to Superintendent) Selection Process 2019

NEW
SCOTLAND
YARD



**METROPOLITAN
POLICE**

NEW
SCOTLAND
YARD

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Introduction

Thank you for accessing this Fast Track (Inspector to Superintendent) Assessment Centre – Preparation Guide that we have developed in partnership with the Met Police. This Pack has been designed to assist you in understanding what the Assessment Centre will involve and helping you to perform at your best.

We understand that you will have recently undertaken, and been successful, at the corporate Inspector to Chief Inspector promotion process, and so it is important to highlight where this assessment will be similar and different to that experience. It is also important to highlight that your performance in this process will in no way detract from that success, you should rightly be proud of what you have already achieved.

This guide has been designed to take you through the following considerations;

- Understanding the assessment criteria
- Understanding the assessment exercises
- Understanding the assessing process
- Final advice and performing at your best on the day

The focus in relation to each of these elements will be on **how you can use this information to support your personal preparation for the Assessment Centre.**

Overview

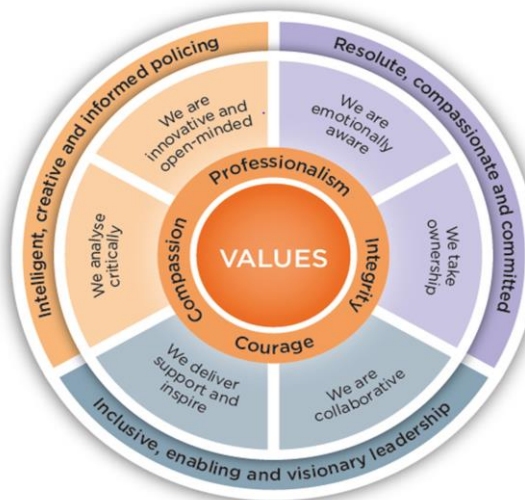
The Fast Track (Inspector to Superintendent) Assessment Centre has been designed to assess your 'potential' to operate at a more senior rank and progress into the superintendent role in a short period of time with the developmental support provided. This contrasts with the recent promotion process which you undertook which was focussed on assessing whether you had the key skills and behaviours necessary to perform effectively in the role of a chief inspector.

To achieve this, the Assessment Centre will use a number of 'stretch' exercises which have been designed to test the type of thinking/considerations that are required at the rank of superintendent. As newly promoted chief inspectors it would be unrealistic to expect you to deal with the day-to-day operational responsibilities of a superintendent.

Assessment Criteria

Competency and Values Framework for Policing (CVF)

The CVF will underpin the assessments made during the Assessment Centre and your performance and feedback will be assessed against these competencies and values.



The CVF forms part of wider Professional Development programme within the College of Policing alongside the 'Professional Profiles'. These profiles provide more generalist information regarding the demands and expectations of the rank (e.g. role purpose, key accountabilities,

skills/qualifications etc, CPD, and accreditation). Access to these documents is available through the College's Professional Development platform (<https://profdev.college.police.uk/>).

The Met have incorporated the national competency and values framework (CVF) into their internal promotion processes, however the Met specific values of 'Professionalism', 'Integrity', 'Courage' and 'Compassion' have been retained (as per the diagram above).

The CVF is broken into each of the 6 competency areas (under 3 clusters). Each competency area includes a narrative description of the area and a list of behavioural statements which indicate how someone might demonstrate that particular competency area. The behavioural descriptors under each competency area (not applicable for Values) have been split into 3 levels and aligned to specific ranks. However, those working at higher levels should also be able to demonstrate each preceding level's behaviours.

Given the purpose of the Fast Track (Inspector to Superintendent) programme, the criteria used to assess your performance are all aligned to Level 3, as this is the level applicable to the rank of superintendent. However, it is important that you look at and consider both the narrative description AND the behavioural descriptors, as the behavioural descriptors on their own do not illustrate the full breadth of the competency area.

Each exercise will assess a number of specific competency areas and values. This breakdown will be detailed at the start of each exercise and can be found in the Exercise by Competency Matrix provided at Appendix A.

How to use this information to support your preparation

- *Develop a good understanding of the competencies and values within the CVF (Met values) but focus on what does each 'value and competency' mean to you as a future superintendent.*
- *Make sure you understand the key current and future demands and expectations of working at the superintendent rank. Check what those in the role view these as – not just what you think it is from your current perspective.*
- *You may find it helpful to practice articulating this so you have it clear in your mind.*

Assessment Exercises

The Assessment Centre will involve you undertaking three 'stretch' exercises. These are all set within the Met Police context and at the level of what would be expected from a superintendent. As referenced previously the focus of the assessment is to test your thinking and whether this reflects what is required at this level rather than expecting you to be operating as a superintendent in an operational environment.

The three exercises are:

- **A Presentation Exercise** – In this Met Police specific exercise you will be asked to prepare a short presentation on an unseen topic about a specific future challenge facing the Met Police. This exercise has been designed to assess your understanding and thinking about the challenges that the force faces and how you might respond to these at the superintendent level.

You will have 30 minutes to prepare for a 10 minute presentation to the two assessors. This will be followed by a 10 minute opportunity for the assessors to ask questions to challenge and probe your Presentation content.

You will be provided with flipchart paper and pens to produce visual aids to support your Presentation should you choose to do so. The assessors are not expecting a polished performance, given the limited preparation time, and are more interested in your thoughts and considerations on the topic area.

- **A Briefing Exercise** – In this Met Police specific exercise you will be asked to analyse a series of pieces of information in order to prepare to deliver a short verbal briefing to the two assessors. The assessors will be undertaking the role of your line manager (a chief superintendent) and another senior colleague. In this exercise you are asked to take on the role of a superintendent who has just been promoted in a fictitious London BCU ('Outer North').

Whilst this exercise is set in an operational policing context the task you will be set is focussed more specifically at organisational and people based challenges. You will not be asked to perform as an operational superintendent in a BCU context.

You will have 30 minutes to prepare to deliver a 10 minute briefing to the two assessors. This is followed by a 10 minute opportunity for the assessors to ask questions to challenge and probe your Briefing content.

- **A Future Focussed Interview** – In this Met Police specific interview you will be asked a series of future focused questions designed to test your thinking about some of the key operational and

organisational challenges that the force faces. These questions will also assess your personal leadership and what you would bring in supporting the force in responding to these challenges.

The interview will be run by two assessors who will ask you 6 questions over 40 minutes. The interviewers will ask you probing questions to help assess the breadth and depth of your thinking and will manage the timing of the interview.

It is important to remember that each exercise is completely INDEPENDENT from one another.

Therefore it does not matter which order you do the exercises in and you are encouraged not to use information from one exercise in another. This is because it is possible that the specific challenges within each exercise context may differ to align with the purpose of the scenario.

How to use this information to support your preparation

- *Think about the current and future challenges facing the Met. The exercises have been developed based on the experiences of those currently performing the role.*
- *Think about how YOU would intend to address/respond to these challenges if you were a superintendent.*
- *If you are working outside a BCU context think about where there might be similarities between the challenges or issues that you see in your area and those on a BCU.*
- *Think about how the relevant competency areas/values might be demonstrated in each scenario AND at the rank of superintendent.*
- *Remember – the assessors are interested in how you **demonstrate** the competencies/values by performing the role of a superintendent in the exercises and NOT in your ability to repeat or regurgitate the descriptors.*

Assessing Process

Exercise Delivery

At the start of the Presentation and Briefing exercise you will be provided with some background information which includes a reminder of the criteria being assessed, the timing and logistics of the exercise, and any other relevant information (e.g. context of the fictitious London BCU). You are provided with a separate period of time to read this information and this is designed to give you 'breathing space' to prepare to undertake the assessment exercise. Your actual preparation time for these exercises won't start until after this period as will be explained by the invigilator. In the Interview this information will be provided to you by the assessors as part of an introductory script.

Each exercise will be managed by an invigilator who is there to support the fair and objective delivery of the Assessment Centre. They are also there to ensure that you are able to perform at your best, therefore please feel free to ask them for assistance as required.

Assessing

Each exercise will be assessed by a pair of assessors, one will be a senior police officer at the rank of chief superintendent or superintendent and the other will be a member of senior police staff.

All of the assessors used are experienced in the use of objective assessment techniques based on the recognised best practice approach of Observe, Record, Classify, and Evaluate (ORCE).

In all the exercises the assessors will make a record of what you say and do during the exercise.

They will then independently assess this record to identify where you provide positive, or negative, examples of the competency or value areas using a standardised marking guide. As part of this, the assessors will consider the appropriateness of the evidence at the rank of superintendent within the context provided by the scenario. The assessors will then consider your performance against the rating scale below for each competency or value assessed within each exercise.

The assessors will then discuss the scores they have awarded and come to agreement about what rating the evidence captured best reflects (informed by learning from the pre assessment assessor training). The assessors will also then work together to produce some written feedback for you on each exercise based on their discussion and scores awarded.

A copy of the rating scale used is provided below.

Rating Scale

Score	Rating	Definitions
5	Exceptional	Greatly exceeds the standard required.
4	Strong	Exceeds the standard required.
3	Acceptable	Meets the standard required.
2	Improvement required	Below the standard required.
1	Unacceptable	Far below the standard required and would be considered a significant development area.

Results and Feedback

You will be assessed against the 6 competency areas from the CVF and the 4 Met values across the 3 exercises, to support a balanced and rounded assessment. Following the conclusion of the Assessment Centre, your competency and value scores from each exercise will be combined to form an 'average score' under each of the 3 'cluster' headings from the CVF and the 4 Met Values combined under a 'values cluster' (as shown in the Competency by Exercise Matrix in Appendix A).

These average scores will be added together to generate a total score. You will also need to meet the minimum acceptable standard across the 4 cluster areas to be in with a chance of being successful in this process. The minimum acceptable standard will be defined following the Assessment Centre, looking at performance across the cohort as a whole.

At the end of the full Assessment Centre, we will review the scores and make a final decision as to how many officers will join the programme based on the projected number of vacancies on the scheme and the level of performances. During this process, scores are anonymised and all outcome decisions are made in respect of performance and vacancies.

The scores from the recent Inspector to Chief Inspector promotion process **will not** be used as part of this decision-making process.

Following the debrief panel, you will be provided with a breakdown of your performance in each exercise and a personalised feedback report. This feedback will be produced by the assessors following your performance in each exercise and is designed to assist you in understanding your personal strengths and areas for development regardless of whether you are successful or not.

How to use this information to support your preparation

- *Remember that the assessors can only assess the evidence that they have recorded during the exercise so try to speak clearly and at a pace that can be followed. There is sufficient time provided for each exercise to demonstrate effective performance.*
- *Similarly, make sure you tell or show the assessors your 'working out' or your rationale as they will only be able to assess you on the evidence you provide on the day. They don't know 'why' you decided to take the course of action you have unless you tell them.*
- *If you think that you haven't performed as well as you would want to in one exercise, remember that you will have another opportunity to demonstrate your performance in each competency area.*

Logistics

The Assessment Centre will be held on the **10th, 11th and 12th December 2019**. You will undertake all the exercises on the same day at Empress State Building. The three assessment exercises will take approximately half a day to complete. If you would like to apply for the process, you can click on the following link to [express your interest](#).

Expressions of interest must be submitted by **23:55 on Sunday 1st December 2019**. You will need to click 'Apply' at the bottom of the advert to complete your expression of interest. On clicking 'Apply', you will be prompted to register for a new user account if you haven't already done so, and will just need to follow the instructions. Once you have expressed an interest we will contact you regarding your assessment date.

The dress code for all elements of the Assessment Centre is 'business smart'. You will be given breaks between exercises and you may bring food/snacks with you should you want to. Stationery will be provided.

For the Assessment Centre, you are asked to report to reception where you will be collected by the Met Recruitment team.

Disability and Health Queries

If you require any access or reasonable adjustments please ensure you have discussed these with the Met Recruitment team **before attending** your Assessment Centre. The team can be contacted at metpromotions@sscl.gse.gov.uk.

Final Advice

Performing at you best

It is likely to be useful to spend time in advance of the Assessment Centre thinking about the demands and expectations on a superintendent within the Met. For example, considering the current challenges and exploring how you might respond to them, including how you could use your leadership style to best effect.

You will be assessed based on how you answer and what the assessors observe; remember that credit cannot be given for things you may be thinking unless you express these.

The Assessment Centre has been designed to give everyone a fair chance to display the necessary skills and behaviours; it is not about trying to 'catch you out' so be yourself and be honest in showing what sort of leader you are. Please ensure that you 'are yourself' throughout the selection process as this is what the assessors want to see.

Tips for the day itself

- Be yourself – don't try to act in the way you think assessors will want you to be. Focus on what **'you'** would do in the scenarios/questions presented.
- Remember this is about 'potential' for the superintendent rank – so think about the **demands and expectations** of someone operating at that level.
- **Engage with** the exercise – try to put yourself in the shoes of the role and use it as an opportunity to show what you would do and what sort of leader you are.
- Make sure that you **read (listen to) the task** and key information – it is there to help you.
- **Take your time when responding to questions** – it can feel pressurised in the assessment context so feel confident to take a moment or two before responding.
- Focus on actually demonstrating the competencies and values from the framework – **don't just repeat the definitions.**
- **Be flexible** – you will need to adapt if the exercise is not as you expected

Appendix A – Exercise by Competency Matrix

Cluster	Competencies and Values	Presentation Exercise	Briefing Exercise	Future Focused Interview
Resolute, compassionate, committed	We are emotionally aware		✓	✓
	We take ownership	✓	✓	
Inclusive, enabling and visionary leadership	We are collaborative	✓		✓
	We deliver, support and inspire	✓	✓	
Intelligent, creative and informed policing	We analyse critically		✓	✓
	We are innovative and open-minded	✓		✓
Met Values	Professionalism	✓		
	Integrity		✓	
	Courage			✓
	Compassion			✓

Appendix B – CVF Definitions

Cluster	Competency	Definition
Resolute, compassionate, committed	We are Emotionally Aware	<p>“We make the effort to understand ourselves, our colleagues and all those we serve. We genuinely engage with and listen to others, making efforts to understand needs, perspectives and concerns. We use these insights to inform our actions and decisions.</p> <p>We are able to control our emotions in stressful situations, understanding our own motivations and the underlying reasons for our behaviour. This is all underpinned by our ability to anticipate and understand how other people may feel. We look after our own wellbeing and that of others.</p> <p>Adopting emotionally intelligent behaviours also means valuing diversity and difference in approaches to work, in thinking, and in people’s backgrounds.</p> <p>We are culturally sensitive and seek to understand different perspectives, acting with sensitivity, compassion and warmth. We always try to understand the thoughts, feelings and concerns of those we meet.”</p> <p>Level 3 Indicators:</p> <ul style="list-style-type: none"> • I seek to understand the longer-term reasons for organisational behaviour. This enables me to adapt and change organisational cultures when appropriate. • I actively ensure a supporting organisational culture that recognises and values diversity and wellbeing and challenged intolerance. • I understand internal and external politics and I am able to wield influence effectively, tailoring my actions to achieve the impact needed. • I am able to see things from a variety of perspectives and I use this knowledge to challenge my own thinking, values and assumptions. • I ensure that all perspectives inform decision making and communicate the reasons behind decisions in a way that is clear and compelling.
	We Take Ownership	<p>“We take personal responsibility for our roles and accountabilities but we do not let this hold us back from being effective or taking appropriate risks.</p> <p>We make decisions at appropriate levels and in appropriate areas, having a clear rationale (for example, use of decision-making models) and accepting responsibility for our decisions. We seek feedback, learn from our mistakes and reflect to improve and amend our future practice.</p>

		<p>Demonstrating pride in our work is important to us. Our selflessness means that we also seek to help solve issues or problems, which may be internal or external to our own teams. We recognise where limitations in our own knowledge and experience may have an impact on our decision making. We take responsibility for ensuring that support or development is sought to minimise any risks.”</p> <p>Level 3 Indicators:</p> <ul style="list-style-type: none"> • I act as a role model, and enable the organisation to use instances when things go wrong as an opportunity to learn rather than blame. • I foster a culture of personal responsibility, encouraging and supporting others to make their own decisions and take ownership of their activities. • I define and enforce the standards and processes that will help this to happen. • I put in place measures that will allow others to take responsibility effectively when I delegate decision making, and at the same time I help them to improve their performance. • I create the circumstances (culture and process) that will enable people to undertake development opportunities and improve their performance. • I take an organisation-wide view, acknowledging where improvements can be made and taking responsibility for making these happen.
Inclusive, enabling and visionary leadership	We are Collaborative	<p>“Ensuring and improving the safety and wellbeing of the public underpins all of our work. To achieve this most effectively, we need to look beyond our traditional boundaries to think about how to create the best possible outcomes.</p> <p>We build genuine and long-lasting partnerships that focus on collective aims and not just on our own organisation. This goes beyond just working in teams and with colleagues we see daily. It includes building good relationships with other public and third sector providers, reaching out to private organisations and working with our communities and customers.</p> <p>We aim to work effectively with colleagues and external partners, mutually sharing our skills, knowledge and insights with each other to achieve the best possible results for all and to reduce silo working. Our engagement seeks to not only deliver joint solutions but also to share appropriate information and negotiate new ways of providing services together. In all of our dealings with our partners, we make sure that they feel respected and valued.”</p>

		<p>Level 3 Indicators:</p> <ul style="list-style-type: none"> • I am politically aware and I understand formal and informal politics at the national level and what this means for our partners. This allows me to create long-term links and work effectively within decision-making structures. • I remove practical barriers to collaboration to enable others to take practical steps in building relationships outside the organisation and in other sectors (public, not for profit, and private). • I take the lead in partnerships when appropriate and set the way in which partners organisations from all sectors interact with the police. This allows the police to play a major role in the delivery of services to communities. • I create an environment where partnership working flourishes and creates tangible benefits for all.
	<p>We Deliver, Support and Inspire</p>	<p>“We understand the vision for the organisation. We use our organisation’s values in our day-to-day activities as a role model to provide inspiration and clarity to our colleagues and stakeholders. We work to create the right climate for people to get the job done to the best of their abilities, ensuring a culture of mutual respect and support.</p> <p>We are dedicated to working in the public’s best interests. We understand how we have an impact on the wider organisation and those around us and we help others to deliver their objectives effectively.</p> <p>This behaviour is not restricted to those who are in formal or senior management positions. We all have a positive contribution to make by operating at our best, adapting how we work to take account of pressures and demands and helping others. We are focused on helping our colleagues to improve and learn and are active in supporting them through activities such as coaching and mentoring.”</p> <p>Level 3 Indicators:</p> <ul style="list-style-type: none"> • I challenge myself and others to bear in mind the police service’s vision to provide the best possible service in every decision made. • I communicate how the overall vision links to specific plans and objectives so that people are motivated and clearly understand our goals. • I ensure that everyone understands their role in helping the police service to achieve this vision. • I anticipate and identify organisational barriers that stop the police service from meeting its goals, by putting in place contingencies or removing these. • I monitor changes in the external environment, taking actions to

		<p>influence where possible to ensure positive outcomes.</p> <ul style="list-style-type: none"> • I demonstrate long-term strategic thinking, going beyond personal goals and considering how the police service operates in the broader societal and economic environment. • I ensure that my decisions balance the needs of my own force/unit with those of the wider police service and external partners. • I motivate and inspire others to deliver challenging goals.
Intelligent, creative and informed policing	We Analyse Critically	<p>“We analyse information, data, viewpoints and combine the best available evidence to understand the root causes of issues that arise in complex situations.</p> <p>We draw on our experience, knowledge and wide sources of evidence to give us a greater view of what is happening underneath the surface. We combine insight and evidence-based approaches to help make decisions, accepting that we will not have all the answers but will always try to gather facts and robust information to be able to think tactically and strategically.”</p> <p>Level 3 Indicators:</p> <ul style="list-style-type: none"> • I balance risks, costs and benefits associated with decisions, thinking about the wider impact and how actions are seen in that context. I think through ‘what if’ scenarios. • I use discretion wisely in making decisions, knowing when the ‘tried and tested’ is not always the most appropriate and being willing to challenge the status quo when beneficial. • I seek to identify the key reasons or incidents behind issues, even in ambiguous or unclear situations. • I use my knowledge of the wider external environment and long-term situations to inform effective decision making. • I acknowledge that some decisions may represent a significant change. I think about the best way to introduce such decisions and win support.
	We are Innovative and Open-Minded	<p>“We have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of good practice and implement creative working methods. We are committed to reflecting on how we go about our roles, being flexible in our approach as required to ensure the best outcomes.</p> <p>We seek to understand how well we are performing, both as individuals and as teams, and we seek to continuously improve. To do this, we look at relevant standards outside policing in other organisations and sectors.</p> <p>Constantly changing and adapting is part of our role. We maintain an open mind to allow us to identify opportunities and to create innovative solutions.”</p>

		<p>Level 3 Indicators:</p> <ul style="list-style-type: none">• I implement, test and communicate new and far-reaching ways of working that can radically change our organisational cultures, attitudes and performance.• I provide space and encouragement to help others stand back from day-to-day activities, in order to review their direction, approach and how they fundamentally see their role in policing. This helps them to adopt fresh perspectives and identify improvements.• I work to create an innovative learning culture, recognising and promoting innovative activities.• I lead, test and implement new, complex and creative initiatives that involve multiple stakeholders, create significant impact and drive innovation outside of my immediate sphere.• I carry accountability for ensuring that the police service remains up to date and at the forefront of global policing.
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Appendix C - Met Values

Professionalism

Taking pride in the quality and efficiency of our service, we strive for excellence in all we do, recognising good performance and challenging poor behaviour.

We work to understand and meet the expectations and needs of the communities we serve. We collaborate and deliver as a team, whilst taking personal responsibility for our actions.



- Takes personal pride in their work and that of the Met, acting as an advocate and always upholding the Met's reputation.
- Seeks to embed best practice and looks for ways of making improvements.
- Seeks feedback from both within and outside the Met on service delivery and seeks to deliver an excellent service.
- Is prepared to constructively challenge where service is poor and recognises and acknowledges colleagues who have done an excellent job.
- Builds trust by taking time to understand and action to address concerns raised.
- Puts the needs of the public at the heart of what they do, above their own or those of their team.
- Builds collaborative relationships with colleagues, local communities and partners.
- Seeks to understand the needs of partners and their priorities, delivering as a team.
- Takes personal responsibility and is accountable for decisions and actions.
- Is clear about what can and can't be done.
- Seeks feedback on behaviour, acts on it and is aware of the impact on others.



- Is not interested in improving standards or delivering a quality service.
- Acts in a way that may discredit or undermine the police service and or the reputation of the Met.
- Tries to maintain the status quo because 'we've always done things this way'.
- Does not seek feedback on service delivery.
- Tolerates poor service and allows good work to go unrecognised.
- Only engages with local communities or partners when there is a problem.
- Focuses on internal issues and priorities rather than those of the public and local partners.
- Assumes that 'they know best'.
- Takes actions without reasonable and appropriate consultation with partners.
- Avoids responsibility and seeks to blame others for unpopular decisions.
- Will hold back on making a decision, in the hope that someone else will.
- Is not open to giving or receiving feedback.

Integrity

We act ethically and serve without fear or favour, respecting and valuing individuals for the diversity they bring.

We inspire trust and confidence by doing the right thing and matching our behaviours to our words, always being fair, consistent, open-minded and honest.



- Does not use their position for personal advancement.
- Follows the law and organisational standards and encourages others to do the same.
- Acts as a role model in supporting, understanding and respecting the diversity of individuals.
- Sets high professional standards, acting in line with these, holding others to account if standards are compromised.
- Acts in the public interest, gains and maintains the trust of others.
- Deals with concerns and complaints quickly and objectively.
- Treats others consistently, fairly and with respect.
- Clearly explains the reasons for their decisions and gives honest explanations.
- Seeks to remain impartial and avoids pre-judging situations.



- Misuses or abuses their position for personal advantage.
- Seeks to undermine the standards of the Met by acting 'unofficially', or for personal interest.
- Assumes everyone is the same. Has no interest in understanding or respecting individual difference.
- Treats diversity as a something that is not part of the role and as just 'political correctness'.
- Does not maintain high professional standards, ignoring unethical or unprofessional behaviour.
- Focuses on 'damage limitation' or seeks to disprove complaints.
- Shows favouritism.
- Takes decisions without explaining why.
- Jumps to conclusions without listening to all sides.

Courage

We stand up for what's right, remaining resilient under moral and physical pressure, admitting and learning from our mistakes and holding others to account if we need to.



- Willing to challenge if there is a genuine and reasonable belief that something is wrong. Supports others to do the same.
- Represents the Met under difficult circumstances and does not bow to pressure.
- Willing to make difficult and unpopular decisions which are in the public interests to keep the peace.
- Makes high quality decisions, under a high degree of visibility, scrutiny and time pressure.
- Remains composed and respectful, demonstrating high levels of self control and tolerance, even in the face of moral and physical provocation.
- Will admit when they have made a mistake and will look to learn from it.
- Confronts colleagues whose performance falls below the public's and organisation's expectations.
- Supports and empowers others to challenge and take action where a colleague's performance falls below required standards.



- Avoids speaking up and prefers to voice their opinion privately.
- Makes decisions which go against best practice and the available evidence when under pressure to do so.
- Avoids taking difficult decisions or tackling difficult problems.
- Avoids taking responsibility for making decisions under pressure.
- Will demonstrate behaviour that could be perceived as aggressive or abusive.
- Does not acknowledge when mistakes have been made.
- Is not open to the views or feedback of others.
- Tolerates (or ignores) inappropriate behaviour (including the use of disproportionate force) from colleagues.
- Is reluctant to tackle poor performance.

Compassion

We respond to the needs of those we serve and protect, treating the public and each other with respect and dignity, being caring, friendly and engaging and taking time to clarify and explain.



- Listens to others' concerns and encourages them to express their views. Makes it clear that their views are important.
- Will treat others with respect and courtesy, devoting adequate time to all.
- Makes dealing with concerns and complaints a priority and starts from the position that people are telling the truth.
- Does not tolerate bullying or prejudice, and respects the rights of individuals.
- Is free from judgement and sensitive to the needs of others, regardless of their position, showing care and empathy to those around us.
- Breaks down the barriers between different groups both inside and out of the Met.
- Supports others and explains the reasons for decisions and actions.



- Is dismissive of others' points of view.
- Will treat those they consider less worthy with less respect.
- Avoids dealing with complaints, tolerates lengthy delays in dealing with them, or is defensive and assumes that they need to be 'disproved' rather than investigated.
- Engages in or tolerates bullying and prejudice.
- Is quick to judge others as more or less worthy, allowing these judgments to influence their behaviour and response.
- Tolerates or encourages the existence of 'them' and 'us'.
- Ignores the impact of change on colleagues and does not explain why it is happening.