

# CHIEF CONSTABLE

## CHIEF CONSTABLE ASSESSMENT OF CANDIDATE'S SUITABILITY FOR POST

For each of the twelve behavioural competencies please give a short written comment in the place available. The size of the individual boxes is not pre-determined and can be expanded according to need.

For each of the competencies please also tick one box to indicate the grading given. Gradings should be given against the **standard required in the rank and role for which the application is being made**. Applicants should be graded on a scale of A to E, according to the guidance below:

- A. The applicant has provided **convincing evidence** which you can support of an **outstanding** ability to perform this competency in the rank and role being applied for and across the range of activities set out in the job profile.
- B. The applicant has provided **convincing evidence** which you can support of an ability to perform this competency to a **high standard** in the rank and role being applied for and across the range of activities set out in the job profile.
- C. The applicant has provided **convincing evidence** which you can support of an ability to perform this competency to the **required standard** in the rank and role being applied for and across the range of activities set out in the job profile.
- D. The applicant has provided **some evidence** which you can support of an ability to perform some of this competency area to the **required standard** in the rank and role being applied for and across the range of activities set out in the job profile.
- E. The applicant has provided **some evidence** that relates to this competency area but **it does not show that they could perform this competency to the required standard** in the rank and role being applied for and across the range of activities set out in the job profile.

It is impractical to lay down the proportion of applicants who will be found within each of the different gradings. However, it is expected that across all candidates there will be a spread of grades and that different competencies may warrant different gradings.

<b>Name of Candidate:</b>	
<b>Total Service:</b>	
<b>Post Held:</b>	

***Behavioural Competency Area: Strategic Perspective***

Looks at issues with a broad view to achieve the organisation's goals. Thinks ahead and prepares for the future. Understands outside expectations and influences on the organisation or unit. Identifies common goals, interests and views with other agencies. Creates a vision for the future and a strategy for how it can be achieved:

***Grading for Strategic Perspective***

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>N/A</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comment:

***Behavioural Competency Area: Openness to change***

Recognises and responds to the need for change, and uses it to improve organisational performance. Identifies ways in which the organisation needs to change. Personally champions change and encourages and supports managers to make it happen:

***Grading for Openness to Change***

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>N/A</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Negotiation and influencing***

Persuades and influences others using logic and reason. Sells the benefits of the position they are proposing, and negotiates to find solutions that everyone will accept. Develops sophisticated strategies for influencing others at all levels in the organisation. Negotiates satisfactory solutions on broad or complex issues with stakeholders:

***Grading for Negotiating and Influencing***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Maximising Potential***

Actively encourages and supports the development of people. Motivates others to achieve organisational goals. Puts systems and strategies in place that develop people at all levels of the organisation. Creates an environment where staff are motivated to achieve results

***Grading for Maximising Potential***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Respect for Diversity***

Considers and shows respect for the opinions, circumstances and feelings of colleagues and members of the public, no matter what their position, background, circumstances, status or appearance. Provides emotional and practical support to people who are dealing with difficult issues. Shows respect and understanding for them and their situation. Treats others with dignity and respect at all times, no matter what their background, circumstances, status or appearance

***Grading for Respect for Diversity***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Teamworking***

Develops strong working relationships inside and outside the team to achieve common goals. Breaks down barriers between groups and involves others in discussions and decisions. Creates working partnerships inside and outside the organisation. Develops links with outside stakeholders to get different views. Develops strategies to help people work together to achieve organisational goals

**Grading for *Teamworking***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Community and Customer Focus***

Focuses on the customer and provides a high-quality service that is tailored to meet their individual needs. Understands the community that is served and shows an active commitment to policing a diverse society. Maintains a broad understanding of social trends and identifies what effect they will have on the organisation. Creates processes that make sure stakeholders' and customers' views and needs are clearly identified and responded to. Puts in place strategies for media and community relations.

**Grading for *Community and Customer Focus***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Effective Communication***

Communicates effectively, both verbally and in writing. Uses listening and questioning techniques to make sure that they and others understand what is going on and can effectively transfer ideas and information:

**Grading for *Effective Communication***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Comment:***

***Behavioural Competency Area: Problem Solving***

Gathers information from a range of sources. Analyses information to identify problems and issues, and makes effective decisions. Applies a range of analytical techniques to understand complex information issues. Considers a range of options and their effects. Makes strategic decisions by logically analysing all the relevant factors:

***Grading for Problem Solving***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Comment:**

***Behavioural Competency Area: Planning and Organising:***

Plans, organises and supervises activities to make sure resources are used efficiently and effectively to achieve organisational goals. Develops structured plans across a range of activities that may be complex. Monitors progress towards strategic objectives. Makes sure all activity is in line with efficient and effective policing:

***Grading for Planning and Organising***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Comment:**

***Behavioural Competency Area: Personal Responsibility***

Takes personal responsibility for making things happen and achieving results. Displays motivation, commitment, perseverance and conscientiousness. Acts with a high degree of integrity. Readily accepts responsibility for self and others. Takes responsibility for managing situations and problems. Leads by example, showing a commitment and a determination to succeed. Continues to learn and develop:

***Grading for Personal Responsibility***

A	B	C	D	E	N/A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Comment:**

***Behavioural Competency Area: Resilience***

Shows resilience, even in difficult circumstances. Is prepared to make difficult decisions and has the confidence to see them through. Shows reliability and resilience in difficult circumstances. Remains calm and confident, and responds logically and decisively in difficult situations:

**Grading for Resilience**

**A**

**B**

**C**

**D**

**E**

**N/A**







**Comment:**

***Contribution to Performance***

Based upon the applicant's PDR and your own knowledge of the applicant, please comment on their contribution to the overall performance of the organisation. Where the applicant is either a DCC or an ACC it may be more appropriate to focus on their contribution to their business area or unit.

**Comment:**

***Overview***

Please add any other comments on the applicant's capacity to perform the role being applied for. In particular, do they have sufficient professional expertise / relevant career history? Please identify any development needs that the applicant may have.

Signature:

Name:

Position Held:

Date Completed: