



COMPETENCY AND VALUES FRAMEWORK

Aims of this handbook

To explain:

- What the CVF (Competency and Values Framework) is
- The framework
- What it means for you.



The Competency and Values Framework - Introduction

- The Competency and Values Framework outlines all the behaviours that will help us to deliver a great service to London. It will also help us lead better; for ourselves, for others and for the future.
- A recommendation from the College of Policing's (CoP) leadership review in 2015 was that values inherent in the Code of Ethics should be embedded in all local and national selection processes, alongside competencies. This led to the creation of the Competency and Values Framework.
- The competencies developed are relevant for all forces across the UK.
- Our Met values uphold the principles of the Code of Ethics and define who we are.

- Values are equally important to competencies and are central to what we do.
- The CVF framework allows us to assess both.
- The competencies are nationally recognised behaviours.
- The purpose of the CVF is to:
 - adapt policing to new demands and challenges
 - ensure we achieve the highest standards of professional conduct
 - help you to be even better at your job.



Observable

Measurable

Meaningful
/ Relevant

Clarity



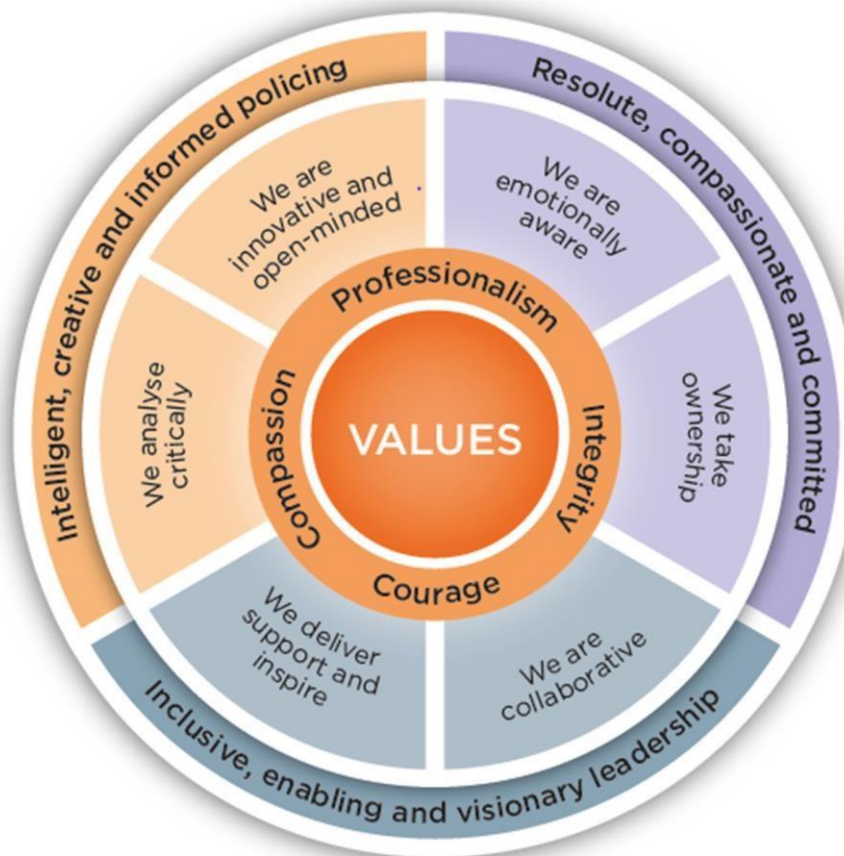
Why we assess behaviours

Competencies are behaviours (knowledge, skills or abilities) related to effective job performance.

- They are applicable across all jobs, unlike specialist or technical skills which may be job-specific.
- They focus on how tasks are achieved, not what is achieved.
- They provide a common language for describing performance and the abilities/attributes displayed by individuals. i.e. what good looks like.
- Behaviours provide a clear description of the key positive and negative behaviours necessary to be effective in a role.
- Behaviours should be logical, unambiguous and relevant.



Overview of the Competency and Values Framework



Overview of the Competency and Values Framework continued...

- What is the CVF made up of?
 - Six relevant and future-looking competencies clustered in 3 areas (each cluster has a heading and a description of why that area is important).
 - Four defined and measurable core values – defined by behavioural indicators (Met values).
- The links between the CVF and the Code of Ethics
 - There are nine principles underpinning the Police Code of Ethics.

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- These have been clustered into 4 Met values (Professionalism, Integrity, Courage and Compassion) to enable simpler and better behavioural assessment of the desired behaviours.

Overview of the Competency and Values Framework continued...

- Under each competency are 3 broad levels that show what behaviours will look like at different levels of seniority – these are intended to be used flexibly to allow for a better fit for frontline and non-frontline roles.
- Each competency includes a description and a list of behaviours which indicate that a person is displaying that particular competence. The levels are designed to build on each other, so those working at higher levels should also be able to demonstrate each preceding level's behaviours. The competency levels can broadly be matched to work levels as: – Level 1: Practitioner (PCs)

- Level 2: Supervisor/middle manager (Sgts* except ‘We are Collaborative’ at level 1, Inspectors, Chief Inspectors)
- Level 3: Senior manager/executive (Superintendents, Chief Superintendents, Chief Officers).

Overview of the Competency and Values Framework continued...

- As there are multiple ranks and jobs within each level, if you are looking to understand what is required at your rank/grade, think about the sort of complexity and scope your role might involve and how you would demonstrate behaviours when operating in these situations.
- If you are looking to progress or understand what those you manage should be doing, and they are at the same CVF level as you, think again about complexity, scope and influence at different ranks/job bands.

- Role profiles and job descriptions will help you with the 'what', but the 'how' is broadly the same over a couple of ranks and bands.

Note - levels apply to behaviours NOT values.



THE CVF – CLUSTER AND COMPETENCY DEFINITIONS



Cluster definition: resolute, compassionate and committed

How we conduct ourselves in our service and the values that underpin our behaviour are a key part of our thought processes and relationships. Empathy means listening to the public, colleagues and partners, responding directly and quickly, and having a genuine interest in ourselves and others. We are always focused on doing our best for the public and our customers.

By understanding our thoughts and the values behind our behaviour, we can maintain a professional and resolute stance, demonstrate accountability and stand by the police service's established values to maintain the service's professional legitimacy.

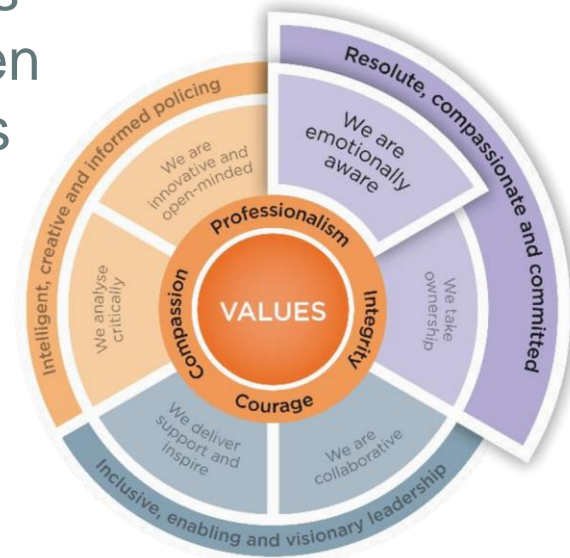


Resolute, compassionate and committed

Competency definition: we are emotionally aware

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.

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.



Resolute, compassionate and committed continued...

Competency definition: we are emotionally aware

Adopting emotionally intelligent behaviours also means valuing diversity and difference in approaches to work, in thinking, and in people's backgrounds.

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.

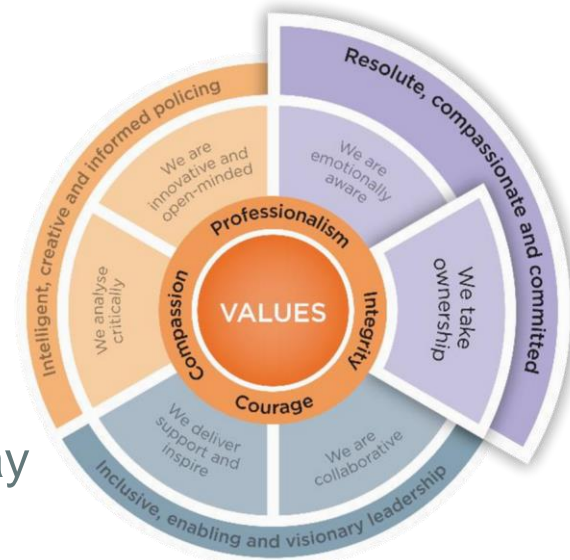


Resolute, compassionate and committed continued...

Competency definition: we take ownership

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. 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.

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.

Cluster definition: inclusive, enabling and visionary leadership

We are all able to work together independently and recognise the need to act as leaders, whether in a formal line management capacity or when engaging and motivating colleagues and the public to get involved or have their voices heard.

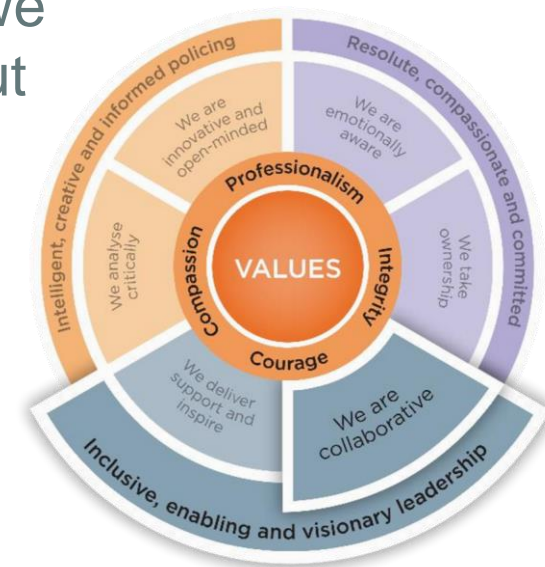
Whether we are setting a vision, planning ahead to optimise resources for the best possible outcomes or leading a cross-sector partnership, we work across organisations and sectors to achieve excellence in public service.

Inclusive, enabling and visionary leadership

Competency definition: we are collaborative

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.

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.



Inclusive, enabling and visionary leadership continued...

Competency definition: we are collaborative

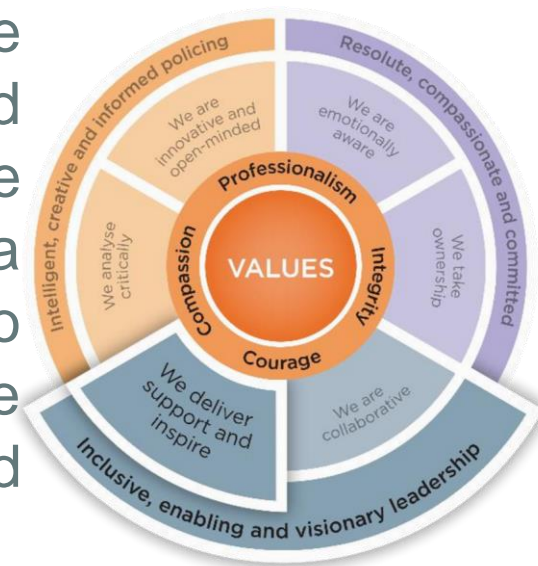
We aim to work effectively with colleagues and external partners, mutually sharing our skills, knowledge and insights with each other to achieve the best possible results for all and to reduce silo working. Our engagement seeks to not only deliver joint solutions but also to share appropriate information 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.

Inclusive, enabling and visionary leadership

Competency definition: we deliver, support and inspire

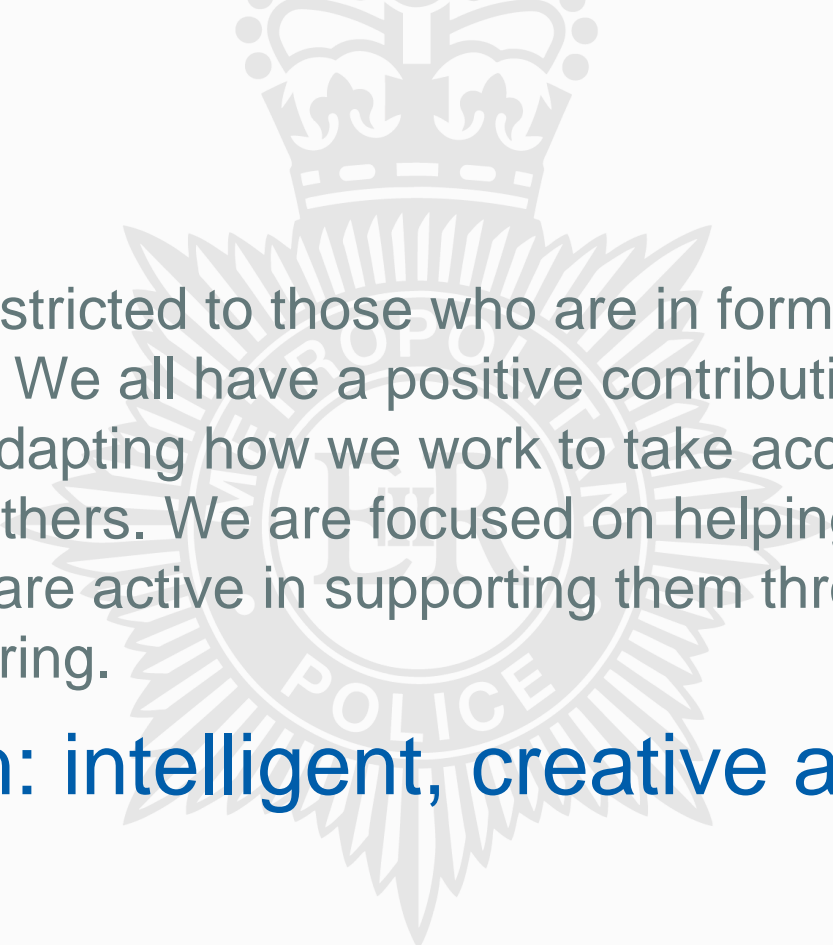


We understand the vision for the organisation. We use our organisation's values in our day-to-day activities as a role model to provide inspiration and clarity to our colleagues and stakeholders. We work to create the right climate for people to get the job done to the best of their abilities, ensuring a culture of mutual respect and support. 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.



Inclusive, enabling and visionary leadership

continued...



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.

Cluster definition: intelligent, creative and informed policing

We are open to new solutions and new knowledge to help the police service to go on and line with new challenges and stay at the forefront of public service.



**METROPOLITAN
POLICE**



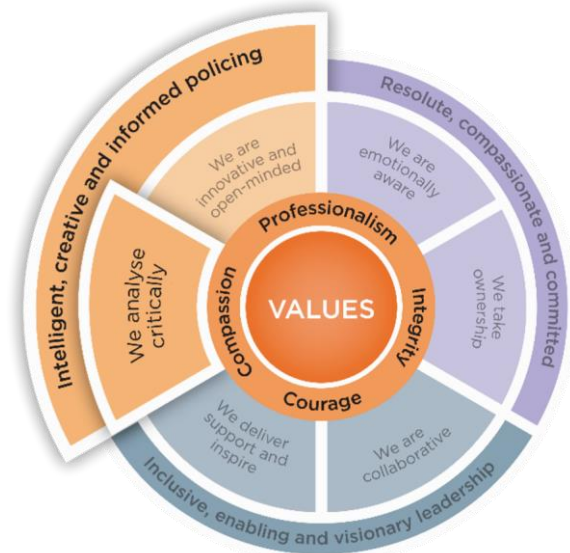
Informed analysis and creativity are critical to what we do. They sit at the heart of our thinking and our decisions, meaning that effective and critical problem solving is second nature to us. Balancing our decisiveness with consideration and evidence-based approaches, we are able to challenge our thinking and draw on multiple diverse sources of information for new ways of thinking and working.

Intelligent, creative and informed policing

Competency definition: we analyse critically

We analyse information, data, viewpoints and combine the best available evidence to understand the root causes of issues that arise in complex situations.

We draw on our experience, knowledge and wide sources of evidence to give us a greater view of what is happening

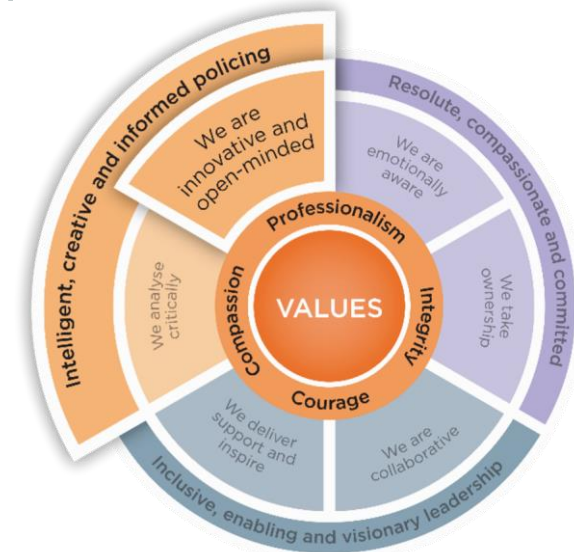


beneath the surface. We combine insight and evidencebased approaches to help make decisions, accepting that we will not have all the answers but will always try to gather facts and robust information to be able to think tactically and strategically.

Intelligent, creative and informed policing

Competency definition: we are innovative and open-minded

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.



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.

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.



WHAT IT MEANS FOR YOU

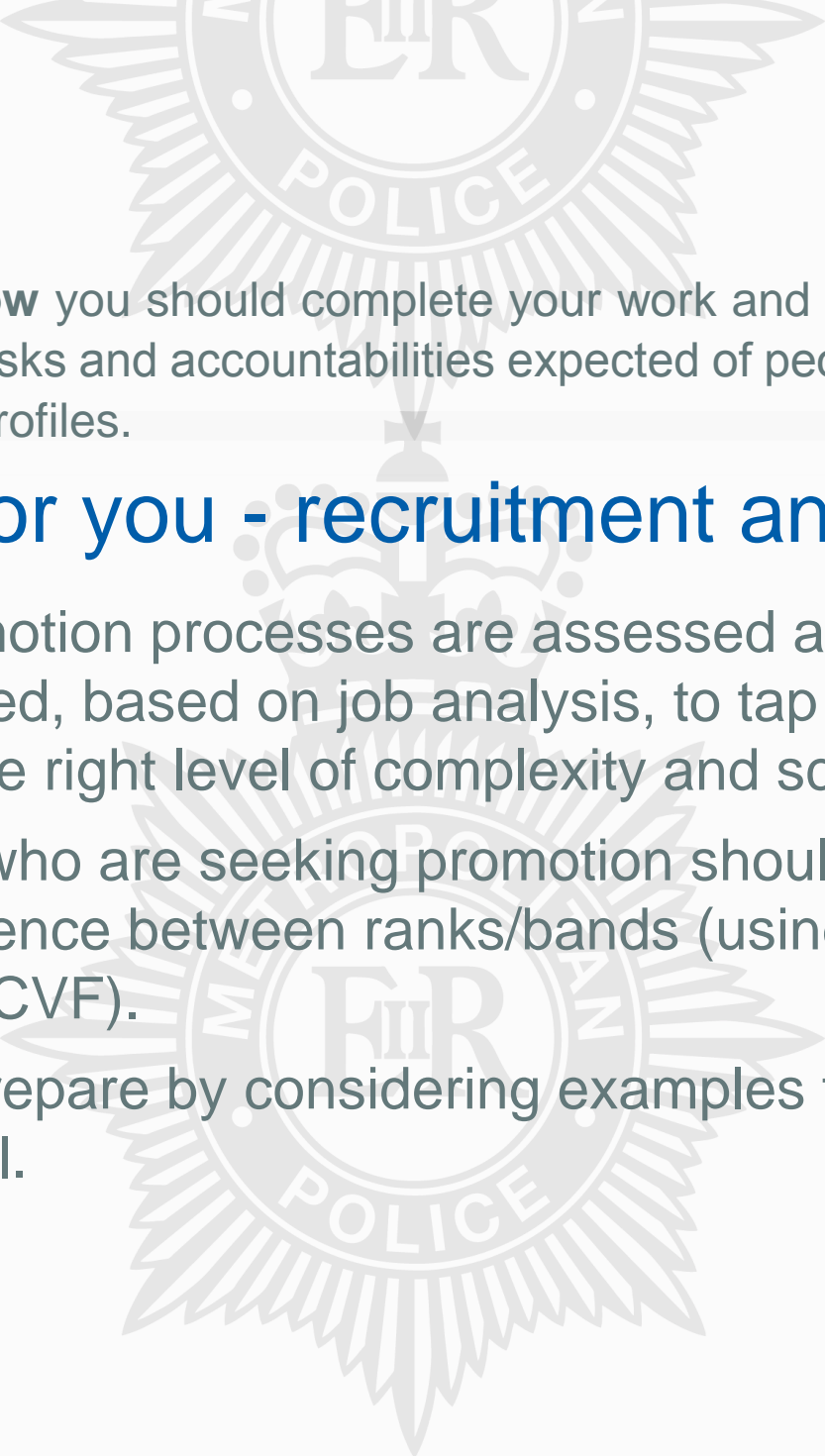


**METROPOLITAN
POLICE**

NEW
SCOTLAND
YARD

What it means for you - performance and development conversations

- You will be expected to demonstrate the CVF within your performance and development conversations.
- Using the CVF behaviours, managers are encouraged to have honest and open conversations, supporting and challenging in equal measure.
- Role profiles are available for each police rank that supplement the CVF.
- Generic role profiles (at each rank) have been adopted by the Met and will help you to further identify key accountabilities.
- These role profiles go beyond behaviour and detail key technical and specific skill requirements.
- For Police Staff, job descriptions provide the 'what', but the CVF should be used as the basis to understand the behaviours expected.

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- The CVF only explains **how** you should complete your work and how it contributes to what you achieve. The 'what' (the tasks and accountabilities expected of people) will still be discussed and can be aided by the role profiles.

What it means for you - recruitment and selection

- All police officer promotion processes are assessed against the CVF, and exercises are designed, based on job analysis, to tap into the appropriate level of the CVF at the right level of complexity and scale for the rank.
- All officers and staff who are seeking promotion should ensure they understand the difference between ranks/bands (using role profiles, job descriptions and the CVF).
- Candidates should prepare by considering examples for interview questions that are the right level.

Further Information

For further information on the CVF:
Explore the Performance Framework pages on Knowledge Management

For information relating to specific promotion processes:

- Contact the Met Recruitment Team on Enquiries.PoliceJobs@sscl.gse.gov.uk

For any other queries on the CVF:

- Email HR Mailbox – HR Communications



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Appendix

The Met Values

Our shared values reflect the special nature and demands of policing London. They are so important to us, because they shape and guide the way we work.

- Professionalism
- Integrity
- Courage
- Compassion

Our standards of behaviour translate these values into practice, underpinned by the code of ethics followed by every police force in England and Wales.



The 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.



The Met Values – Professionalism



- 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.

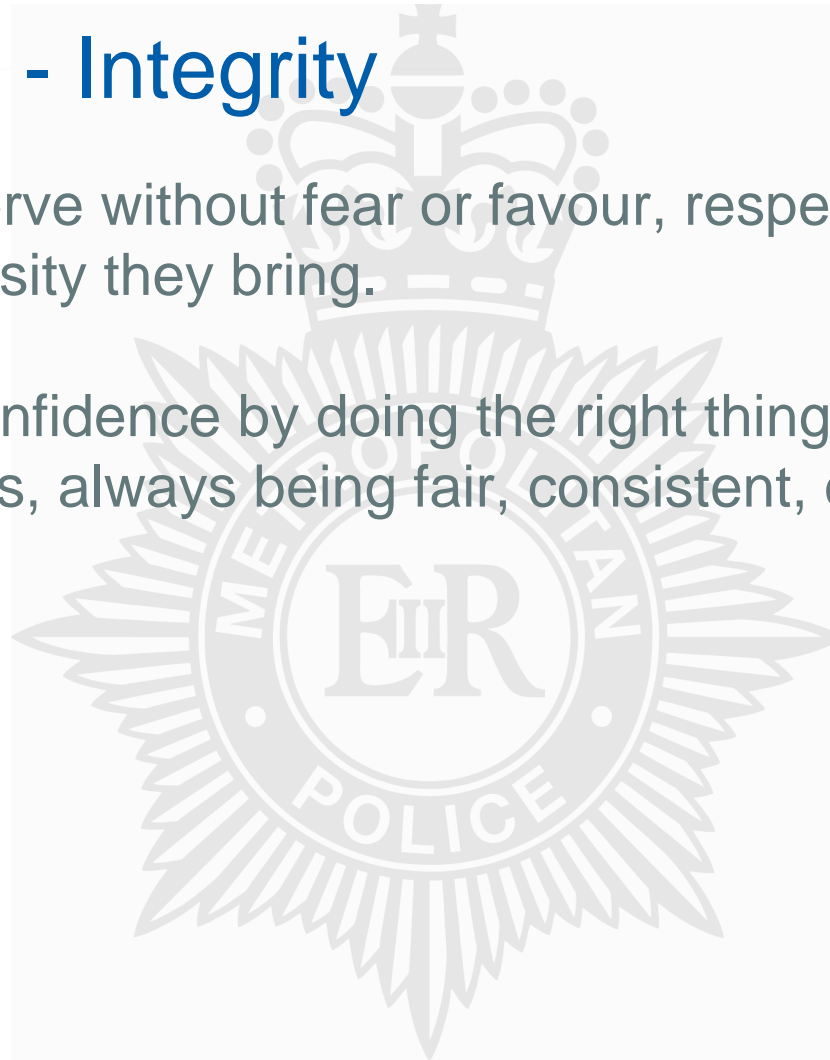


- Is not interested in improving standards or delivering a quality service.
- Acts in a way that may discredit or undermine the police service and or the reputation of the Met.
- Tries to maintain the status quo because 'we've always done things this way'.
- Does not seek feedback on service delivery.
- 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.

The Met Values - 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.



The Met Values - Integrity



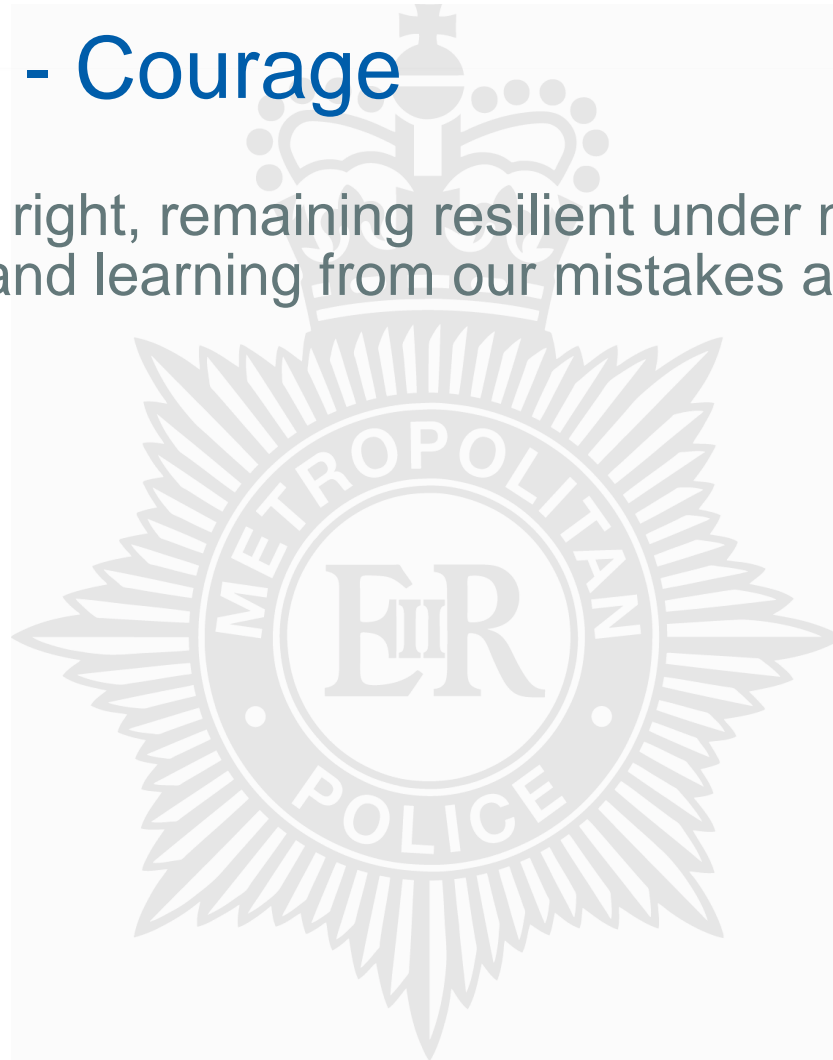
- Does not use their position for personal advancement.
- Follows the law and organisational standards and encourages others to do the same.
- Acts as a role model in supporting, understanding and respecting the diversity of individuals.
- Sets high professional standards, acting in line with these, 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.

The Met Values - Courage

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



The Met Values - Courage



- 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.

The Met Values - 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.



The Met Values - Compassion



- 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.