

Nottinghamshire Police Chief Constable Appointment Process 2022

Interview Panel Briefing

Interview Panel

Challenge and test that the candidate meets the necessary requirements to perform the role of Nottinghamshire Police Chief Constable

Working in collaboration to test suitability of applicants against the agreed criteria

Adhere to the principles of merit, fairness and openness in making appointment



Approach to interview

Interview candidates, testing and challenging their suitability for the role – make notes to assist you in evaluating at the end

Use a structured assessment method to ensure fairness, objectivity and standardisation

Being mindful of barriers to accurate assessment

As a panel discuss and agree your assessments

Identify preferred candidate for the role

Timetable and logistics

Time	Activity
08:30	Arrival
09:00	Appointment panel briefing, including stakeholder panel feedback and psychometric assessment insights
10:45 – 12:15	Candidate 1 briefing and interview
12:15 – 13:15	Candidate 1 assessment, including lunch
13:15 – 14:45	Candidate 2 briefing and interview
14:45 – 15:30	Candidate 2 assessment, including refreshments
15:30 onwards	Panel discussion and assessment decision making

Interview skills

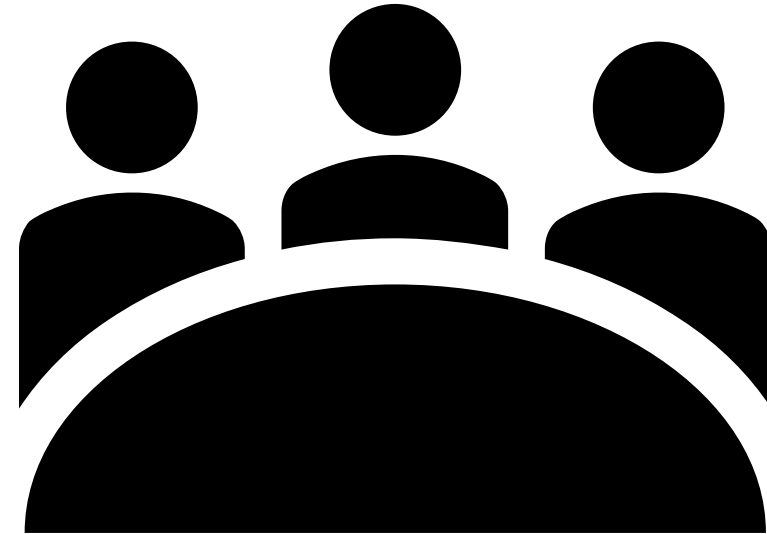


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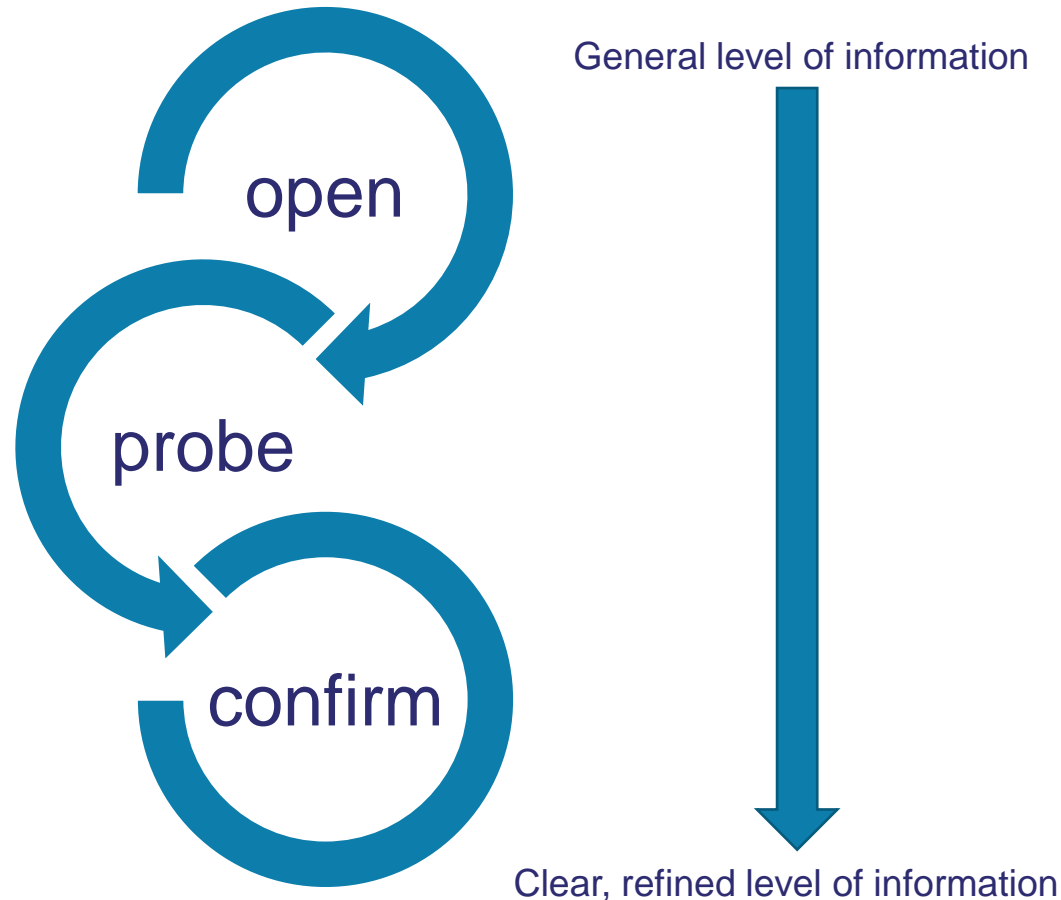


The interview

- Semi structured interview
- Past behaviour and future focused questions
- Key points to agree in advance
- Consider logistics of interview to ensure it runs smoothly
- What kind of panel do you want to be?



Approach to questioning



- Open with the pre-prepared question
- Use follow up questions to add to your understanding and clarity of the candidate's response
- Summarise the candidate's response where necessary to check your understanding
- Close the question and move to the next

Probing questions

- Probing questions should be used to:
 - Elicit further evidence from the candidate
 - Clarify areas where needed
 - Ensure you fully understand the example a candidate has provided or the approach they would take
- Probing questions should be clear, relevant and to the point

Important to consider appropriate probing questions for your specific questions in advance but some useful general probes include:

- How did the situation arise?
- What was your role?
- How did x help you to achieve y?
- What factors did you consider?
- What other alternatives did you consider?
- What difficulties did you encounter?
- How did you overcome those difficulties?
- What was the outcome?
- What would you do differently next time?
- How did you/would you finance that option?
- What have you learnt from that situation?
- Have you had experience of doing this before?
- How would you do that as chief constable?

Considerations for interview

- Understanding and rationale – what are you expecting to hear about why have they done what they did or would do something?
- What evidence of the competency/value will they need to provide for an acceptable answer?
- How much detail will you need to be reassured of an acceptable response – quality and quantity of evidence?
- What are the key things they should include in their answer?
- What level should they be operating at?
- What other evidence could they provide?

Assessment criteria



Understanding the assessment criteria is important...

Helps us to determine what is evidence of effective and ineffective performance

Contributes to an objective assessment

Is a way to ensure assessors fairly differentiate between candidates

Results in a standardised and consistent assessment across all candidates

The Commissioner's 4 T's

Trust

Team

Together

Tomorrow



Interview

- Each competency/value has a definition and a list of indicators describing the behaviours you might see to demonstrate it
- Important to consider both definition and behaviours, definition explains why this value is important and puts it into context
- Indicators are not a checklist – points do not make prizes
- Important to consider both quality and quantity of evidence provided

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. 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.

Why is it important? To deliver the most effective service, we need to be clear on our goals and priorities, both for the police service and individually. We can all help to support and motivate each other to ensure that we are working as effectively as we can, enabling us and those around us to perform at our best. We should all act as organisational role models.

We deliver support and inspire behaviours

- 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 influence where possible to ensure positive outcomes.
- 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.

Public service

This value links to the principles of respect and selflessness from the Code of Ethics

As individuals and as part of a wider organisation, we have a responsibility to ensure that we act in the best interests of society as a whole. Improving the safety and wellbeing of the public underpins all that we do. We constantly think about how to create the best possible outcomes for those we serve and we take personal responsibility for delivering these. We show resilience and determination to overcome barriers and to provide the best outcome.

We are dedicated to work in the public interest, engaging and listening to their needs and concerns. We work to make sure that the public feel valued and engaged, which helps to build confidence in the police service. We are respectful to the needs and concerns of different individuals and groups.

Public service behaviours

- I act in the interest of the public, first and foremost.
- I am motivated by serving the public, ensuring that I provide the best service possible at all times.
- I seek to understand the needs of others to act in their best interests.
- I adapt to address the needs and concerns of different communities.
- I tailor my communication to be appropriate and respectful to my audience.
- I take into consideration how others want to be treated when interacting with them.
- I treat people respectfully regardless of the circumstances.
- I share credit with everyone involved in delivering services.

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 clear 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.

Why is it important? Not all decisions need senior leader approval, meaning that where necessary, we can respond more swiftly to challenges while still ensuring we provide a full rationale for our response. Because we all face different kinds of challenges that are not always within our comfort zone, every one of us needs to feel confident and able to take responsibility.

These behaviours mean that we are empowered, effective and able to learn from our mistakes. Doing so allows us to own and see successes through our delivery of results, and not just whether a particular process has been followed.

We take ownership behaviours

- 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.

Integrity

This value links to the principle of integrity from the Code of Ethics

We understand and reinforce expectations of professional behaviour and openly recognise good and bad performance. We maintain the highest levels of professionalism, making sure that we always uphold the values and ethical standards of the police service.

We need to build and maintain confidence with the public, colleagues and partners if we are to deliver a modern and effective police service. Doing the right thing is about becoming a role model and upholding public trust.

Integrity behaviours

- I always act in line with the values of the police service and the Code of Ethics for the benefit of the public.
- I demonstrate courage in doing the right thing, even in challenging situations.
- I enhance the reputation of my organisation and the wider police service through my actions and behaviours.
- I challenge colleagues whose behaviour, attitude and language falls below the public's and the service's expectations.
- I am open and responsive to challenge about my actions and words.
- I declare any conflicts of interest and the earliest opportunity.
- I am respectful of the authority and influence my position gives me.
- I use resources effectively and efficiently and not for personal benefit.

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. 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.

Why is it important? Demands on the police come from an increasingly diverse set of sources and the need for services is not defined by organisational and geographical boundaries. We must work together regardless of differing cultures, priorities and needs. This means that we need to influence and negotiate in order to achieve outcomes for everyone and not just focus efforts on our own immediate environment. Working to solve problems without help from our partners ignores the strengths that we can utilise together, but working jointly requires the ability to build relationships and break down barriers. It is critical for us to build and retain our partners' trust and confidence in us and a key part of achieving this is through the way in which we work with others.

We are collaborative behaviours

- 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 partner 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.

We are innovative and openminded

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.

Why is it important? New and emerging threats mean that our required response will not always be obvious. We will need to adopt new thinking and assumptions, be continually inquisitive and committed to continual improvement. The perpetual need to adapt, innovate and question our assumptions is at the heart of being able to serve and protect the public. It includes taking innovative, preventative action to reduce demand. Being open-minded and reflective also allows us to tailor our approach to specific contexts and the communities we serve.

We are innovative and openminded behaviours

- 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

Rating scale

5	• Exceptional The candidate has provided substantial evidence that directly relates to the criteria being assessed. The evidence clearly explains their role and how they meet the assessment criteria.
4	• Very high The candidate has provided evidence that relates to the criteria being assessed. The evidence explains their role and how they meet the assessment criteria.
3	• High The candidate has provided evidence that mostly relates to the criteria being assessed. In the main the evidence explains their role and how they meet the assessment criteria.
2	• Medium The candidate has provided acceptable evidence that relates to some of the criteria being assessed. The evidence may explain their role and how they meet the assessment criteria, but this may not be clear.
1	• Low The candidate has provided little or no evidence that relates to the criteria being assessed. The evidence does not clearly explain their role or how they meet the assessment criteria.

Barriers to accurate assessment



How can we encourage slow thinking when assessing?

Reducing the cognitive load when we are assessing encourages slow thinking and can minimise the risk of biases affecting our decision making:

- Challenge your assessment and consider what you based your judgement on
- Ensure you have sufficient time to carefully consider your decisions
- Assess against clear assessment criteria
- Use a structured and linear approach to assessment which breaks activities down into discrete tasks
- Avoid emotional triggers and distractions
- The panel is your critical friend, be willing to explain your assessment and ask them to justify theirs

Biases which could impact on your assessing

- Forming an expectation about a candidate based on shortlisting/other information
- Asking questions that confirm your expectations about a candidate
- Paying more attention to first or last impressions
- Giving a more favourable assessment to a candidate who is similar to you
- Giving more weight to negative evidence over positive evidence provided
- Assessing a candidate more/less favourably based on your assessment of other candidates

Assessment approach



Approach to assessment

Using a structured and linear approach to assessing

Breaks down
activity into
discrete
tasks

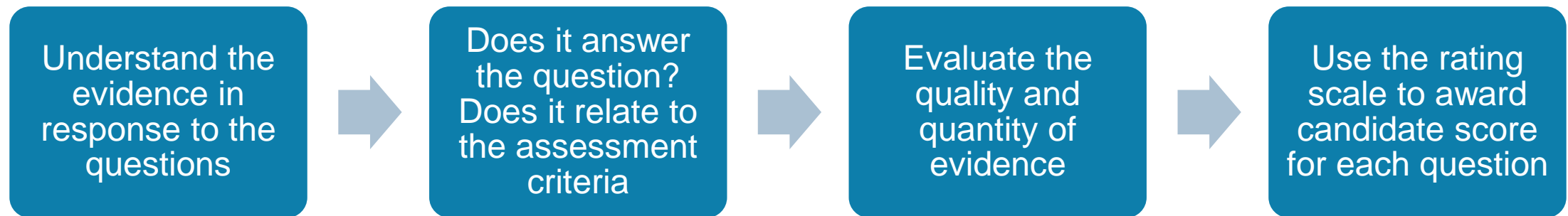
Focusing on
the evidence
assists
objectivity

Provides an
auditable and
transparent
assessment

Taking a structured and evidence based approach to assessment

	Do	Don't
Observe	<ul style="list-style-type: none"> Look and listen to everything the candidate says Be aware of factors than can influence your assessment 	<ul style="list-style-type: none"> Be selective about what you observe Leap to evaluate the candidate's performance
Record	<ul style="list-style-type: none"> Write as much down as possible Write factual and accurate notes 	<ul style="list-style-type: none"> Write down judgements, assessments or personal views
Classify	<ul style="list-style-type: none"> Identify what is evidence Determine whether evidence is effective or ineffective behaviour Include all evidence Ensure evidence is relevant to the competency or value 	<ul style="list-style-type: none"> Double score or weight evidence
Evaluate	<ul style="list-style-type: none"> Consider quantity and quality of evidence Consider appropriateness of evidence for the rank Consider whether anything detracted from their performance Use full range of rating scale 	<ul style="list-style-type: none"> Discuss candidates until all panel members have completed their individual assessments

Assessment approach - individually



Assessment approach – as a panel

Share scores
and your
evidence



Expect to be
challenged and
to challenge
others



Agree each
score and record
the rationale

Avoid trading scores
and averaging out

What's the relevance?
Be aware of sweeping
comments and
enthusiastic language –
could indicate fast
thinking