

Leadership expectations

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Introducing leadership expectations and diagnostic tool

The leadership expectations have been researched and developed to define what good leadership looks like in policing. They have been developed at five stages:

- **Stage 1 - everyone as a leader**
- **Stage 2 - first-line leaders**
- **Stage 3 - mid-level leaders**
- **Stage 4 - senior leaders**
- **Stage 5 - chief officers and staff**

Following extensive engagement with the service, they explore six elements of leadership that have been developed to describe the appropriate and expected behaviours from leaders at all levels:

- 1 **Inspiring common purpose**
- 2 **Developing and valuing people**
- 3 **Building an inclusive workplace**
- 4 **Leading across boundaries**
- 5 **Performance and improvement**
- 6 **Understanding self and others**

Leadership expectations introduce consistency and set the standards for leadership development for police and police staff. They are an integral part of the new leadership curriculum and align with the **competency and values framework (CVF)**.

Leadership development initiatives can be planned and developed using leadership expectations as they support clearer evaluation while meeting the local needs of forces.

Diagnostic tool

Leadership expectations are supported by a **free diagnostic tool**, available on the **Leadership Learning platform** (you will need to log in). This diagnostic tool can be used to identify strengths in leadership behaviours and areas for further development. It is designed to support the development of individuals, teams or groups of police officers and staff.

As a police officer or member of police staff, you can use the diagnostic tool to gain feedback from colleagues on how they see you performing as a leader. Colleagues will be asked to complete feedback online, which is used to generate:

- a feedback report
- a development report supplied to you and your nominated feedback providers

You can use your report to identify areas for developing your leadership skills and behaviours. You can then plan your development by identifying appropriate opportunities.

Forces and individuals can map leadership development opportunities available locally to national initiatives provided by the College of Policing.

Leadership expectations

1. Inspiring common purpose

Police leaders build a strong sense of shared values and common purpose at all levels of the police service. As committed members of the communities they serve, leaders engage with stakeholders to set and articulate a positive, ambitious and realistic strategy, supported by a clearly defined vision and underpinned by the **Code of Ethics**. They inspire officers and staff to play their part in this future direction and understand the outcomes it aims to achieve.

Stage 1 – everyone as a leader	Stage 2 – first-line leaders	Stage 3 – mid-level leaders	Stage 4 – senior leaders	Stage 5 – chief officers and staff
Always act as a committed and involved member of the community you serve.	Ensure that you and your team always act as committed and involved members of the community you serve.	Role model and support a culture in which all officers and staff are committed and involved members of the community they serve.	Role model and support a culture in which all officers and staff are committed and involved members of the community they serve.	Build and role model a culture in which all officers and staff are committed and involved members of the community they serve.



Stage 1 – everyone as a leader	Stage 2 – first-line leaders	Stage 3 – mid-level leaders	Stage 4 – senior leaders	Stage 5 – chief officers and staff
Demonstrate a clear commitment to public service and police values at all times.	Let your staff know what you stand for: role model public service and police values at all times.	Let your staff know what you stand for: role model public service and police values at all times.	Let your staff know what you stand for: role model, lead and influence public service and police values at all times.	Role model and set the standard for public service and police values, engaging with the whole organisation to make sure they are genuinely held, widespread and inclusive.
Understand how your actions relate to wider context and relevant national policing strategies.	Understand how operational delivery relates to your organisation and national policing context and vision.	Understand and implement the strategic direction of your organisation and of national policing.	Set and deliver strategy with current, emerging and future context at organisational, regional and national levels.	Set and align strategy with current, emerging and future context at organisational, national and international levels.
Remain flexible and responsive to changes in strategic direction.	Ensure that your team understands and responds to changes in strategic direction.	Monitor the delivery of strategic objectives, adapting to changes in context and requirements.	Monitor the delivery of strategy, refocusing and recommunicating as necessary.	Monitor the delivery of strategy, re-evaluating, adapting and recommunicating in anticipation of changing contexts.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Deliver a quality service that reflects the force's purpose and values.	Communicate, support and promote the organisation's aims and vision.	Communicate, support and promote the organisation's aims and vision.	Engage with and listen to stakeholders to set a clear and compelling vision and build a sense of shared purpose.	Engage with and listen to a wide range of stakeholders inside and outside the organisation to set a clear and compelling vision and build a sense of shared purpose.
Understand expected standards.	Be clear on role, task, deliverables and expectations.	Be clear on role, task, deliverables and expectations.	Be clear on and model standards and expectations, understanding your impact on organisational culture.	Visibly model and set the bar for standards and expectations, fully understanding your impact on organisational culture.
Understand how team goals contribute to broader strategic objectives.	In collaboration with individuals and teams, set clear objectives, giving context and connection between task and wider goals.	Translate strategic context into tactical and operational delivery, giving people a clear connection between their work and organisational goals.	Reframe strategic objectives into operational priorities and communicate them so that they are clear and compelling.	Set and communicate strategy with clarity and passion so that it is compelling, understandable and accessible at all levels.

Stage 1 – everyone as a leader	Stage 2 – first-line leaders	Stage 3 – mid-level leaders	Stage 4 – senior leaders	Stage 5 – chief officers and staff
Adapt communication style for different audiences, ensuring messages are clear.	Adapt messages for clarity, understanding and emphasis according to the audience.	Act as a conduit for clear two-way communication between senior leadership and the front line.	Flex and adapt communication style and approach according to the audience.	Adapt communications with clarity, purpose and intent for a wide range of audiences.
Debate and challenge in pursuit of common goals.	Develop a team culture of debate and challenge in the pursuit of common goals.	Create an environment in which people can share ideas, debate and challenge openly in pursuit of common goals.	Create a culture in which people can share ideas, debate and challenge openly in pursuit of common goals.	Model, invite and encourage the sharing of ideas, debate and challenge in pursuit of common goals.

2. Developing and valuing people

Police leaders demonstrate a strong commitment to morale and wellbeing – emotional, physical and psychological – at all levels in the workforce, and draw on a range of strategies to protect and enhance the working environment for all staff. They promote a strong ethos of personal improvement, supporting and encouraging individuals to take responsibility for their own professional development and setting an example with their own commitment to learning.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Employ strategies to develop resilience and maintain personal wellbeing.	Support the wellbeing of individuals and the team as well as your own, including directing people to appropriate services.	Create a culture of wellbeing and safety – emotional, psychological and physical. Role model this with staff, ensuring it is enabled and prioritised in the teams you lead.	Create a culture of wellbeing and safety – emotional, psychological and physical. Role model this with staff, ensuring it is enabled and prioritised in your service area.	Create a culture of wellbeing and safety – emotional, psychological and physical. Develop an operating model in which this is enabled and prioritised.
Get to know your colleagues as individuals; their strengths, needs and concerns.	Get to know your team members as individuals; their strengths, needs and concerns.	Take a genuine interest in people as individuals, asking questions to understand their motivations, needs and concerns.	Be visible, setting time aside to talk to staff, investing in them as individuals and listening to their motivations, needs and concerns.	Model engaging with staff and listening to their motivations, needs and concerns, setting a tone where this is the norm.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Give credit and praise others for good performance.	Give credit and praise for good performance and address poor performance promptly and effectively.	Offer appreciation and thanks for good performance and address poor performance promptly and effectively.	Offer thanks and recognition when people do a good job and address poor performance promptly at individual, team and whole function level.	Create a culture in which both thanks and recognition and effective, timely performance management are the norm.
Support colleagues from underrepresented groups.	Nurture and develop colleagues from underrepresented groups by opening up opportunities and providing support where appropriate.	Nurture and develop colleagues from underrepresented groups by opening up opportunities and providing support where appropriate.	Create opportunities for development and progression for colleagues from underrepresented groups, providing support where appropriate.	Support and encourage talent management for underrepresented groups by creating genuine opportunities for development and progression.
Offer balanced feedback - candid and supportive - to support others' development.	Offer balanced feedback - candid and supportive - to support others' development.	Recognise others' potential and support them to realise that potential, placing a high priority on personal and professional development.	Actively support people's personal and career development, encouraging them to take responsibility for their own development.	Create a culture in which continuing professional development is supported at all levels and people are encouraged to take responsibility for their own development.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Seek and act on feedback from others to support your personal and professional development.	Seek and act on feedback from others to support your personal and professional development.	Take responsibility for your own professional development, constantly setting yourself new challenges and seeking feedback from others.	Set an example by showing a commitment to your own personal and professional development, including seeking feedback from others.	Set an example by showing a commitment to your own personal and professional development, including seeking feedback from others.
Take ownership of the responsibility you are given.	Understand people's strengths and skills gaps to assign appropriate tasks and support their development.	Empower and trust others to make decisions.	Encourage ownership and responsibility at all levels, trusting people to make decisions.	Build a culture in which trusting people to make decisions and take responsibility is the norm.
Support colleagues in developing their own solutions.	Use questions to help people develop their own solutions and empower them to do so.	Use coaching questions to help people develop their own solutions and empower them to do so.	Use a coaching approach to help people develop their own solutions and empower them to do so.	Develop a culture in which coaching is routinely used to help people develop their own solutions.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Share knowledge and experience to support individuals and team.	Share knowledge and experience to support individuals and team.	Share knowledge and experience to support individuals and team.	Share knowledge and experience for the wider benefit of individuals, team, force and partners.	Share knowledge and experience for the wider benefit of individuals, team, force and partners.
Show an active commitment to collaborative team working.	Show an active commitment to collaborative team working.	Develop high-performing, supportive and collaborative teams.	Develop high-performing, supportive and collaborative teams.	Create a culture and operating model in which high-performing, supportive and collaborative teams can flourish.



3. Building an inclusive workplace

Police leaders engage positively with difference – in ways of thinking, skillsets, personal and professional background and protected characteristics. They create an environment in which everyone, irrespective of their circumstances, background, rank, role or position in society can share ideas, debate and challenge openly in pursuit of common goals. In this way, they build a service that reflects the community it serves.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Understand and value diversity and its organisational benefits and demonstrate a genuine belief in inclusive leadership.	Understand and value diversity and its organisational benefits and demonstrate a genuine belief in inclusive leadership.	Understand and value diversity and its organisational benefits and demonstrate a genuine belief in inclusive leadership.	Understand and model valuing diversity and its organisational benefits and demonstrate a genuine belief in inclusive leadership.	Understand and model valuing diversity and its organisational benefits and demonstrate a genuine belief in inclusive leadership.
Champion equality, diversity and inclusion, always challenging discriminatory behaviour of any kind.	Champion equality, diversity and inclusion, always challenging discriminatory behaviour of any kind.	Champion equality, diversity and inclusion, always challenging discriminatory behaviour of any kind.	Support a culture in which equality, diversity and inclusion are championed and discriminatory behaviour is always challenged and never tolerated.	Create a culture in which equality, diversity and inclusion are championed and discriminatory behaviour is always challenged and never tolerated.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Take responsibility for educating yourself about the experience of minority groups.	Take responsibility for educating yourself and your team about the experience of minority groups.	Take responsibility for educating yourself and your team about the experience of minority groups.	Create opportunities for you, your officers and staff to educate yourselves about the experience of minority groups.	Create opportunities for you, your officers and staff to educate yourselves about the experience of minority groups.
Recognise and challenge bias and assumptions in yourself and others.	Recognise and challenge bias and assumptions in yourself and others.	Recognise and challenge bias and assumptions in yourself and others.	Recognise and challenge bias and assumptions in yourself and others.	Recognise and challenge bias and assumptions in yourself and others.
Actively seek and value different views and ideas.	Actively seek and value different views and ideas.	Understand and promote the value of diversity of thought and creative conflict.	Understand and promote the value of diversity of thought and creative conflict and its role in police ethics and legitimacy.	Understand and promote the value of diversity of thought and creative conflict and its role in police ethics and legitimacy.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Recognise and value difference of perspective and background in team members.	Recognise and value difference of perspective and background in team members.	Build diverse teams with a mix of knowledge, skills and backgrounds and use their strengths.	Recognise and respond to changes in the make-up of the workforce, building diverse teams of people with different skills and backgrounds and using their strengths.	Recognise and respond to changes in the make-up of the workforce, building effective, authentic teams of people with different skills and backgrounds and using their strengths.
Be aware of others' preferred ways of working and accommodate them where feasible.	Be aware of others' preferred ways of working and accommodate them where feasible.	Enable agile working practices to increase wellbeing and promote inclusion.	Support and enable agile working practices to increase wellbeing and promote inclusion.	Develop an operating model and culture that support agile working practices to increase wellbeing and promote inclusion.



4. Leading across boundaries

Police leaders have the skills, knowledge and confidence to lead beyond organisational boundaries and traditional hierarchies. They are effective at developing relationships, partnerships and alliances, both across and outside the police service, to accomplish shared objectives. They seek and understand a variety of perspectives and use this understanding to build effective collaboration with stakeholders and partners.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Understand your role and where the team fits into the organisation.	Understand how the wider organisation works in your community and where your team fits into it.	Understand the wider local and national systems in which your organisation and the police service operates, and how your work contributes to strategic projects.	Understand the complexities of the police service and the wider systems in which your organisation operates, both locally and nationally.	Understand and navigate the complexities of the police service and the local, regional, national and international systems within which it works.
Be aware of team's priorities.	Be aware of strategic priorities and challenges beyond your team.	Work across team and organisational boundaries to deliver the highest quality policing for all.	Use political acumen to navigate complex environments with conflicting agendas to build trust and deliver policing for all.	Understand, work within and influence the political environment to build trust, legitimacy and a safe society, where policing is for all.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Invest in building relationships with colleagues and partners outside your team.	Invest in building relationships with colleagues and partners outside your team.	Build partnerships and alliances both across and outside the police service to accomplish shared objectives.	Build strategic and collaborative partnerships and alliances both across forces and outside the police service to accomplish shared objectives.	Build and cultivate strategic and collaborative partnerships and alliances both across forces and outside the police service to accomplish shared objectives.
See the bigger picture, seek to understand underlying causes and think about longer-term impacts.	See the bigger picture, seek to understand underlying causes and think about longer-term impacts.	Think strategically to explore and understand underlying causes and issues and seek long-term solutions.	Strategically analyse a wide range of data to understand underlying causes and seek long-term solutions.	Strategically analyse a wide range of data, including the wider external environment, to seek long-term solutions.
Seek to understand other people's positions and views.	Influence and get buy-in by establishing common ground among stakeholders.	Influence and get buy-in by establishing common ground among stakeholders.	Influence and get buy-in by establishing common ground among stakeholders locally, regionally and nationally.	Influence and get buy-in from a wide range of stakeholders locally, regionally, nationally and internationally.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Promote the reputation of the police service by acting in a way that demonstrates trust, values and fairness.	Promote the reputation of the police service by acting in a way that demonstrates trust, values and fairness.	Champion police legitimacy and enhance the reputation of the police service by acting in a way that demonstrates trust, values and fairness.	Champion police legitimacy and enhance the reputation of the police service by acting in a way that demonstrates trust, values and fairness.	Champion police legitimacy by actively applying and maintaining the principles of procedural justice in all areas of policing.
Listen to, respect and protect individuals and communities, especially when they are vulnerable.	Ensure that colleagues listen to, respect and protect individuals and communities, especially when they are vulnerable.	Ensure that colleagues listen to, respect and protect individuals and communities, especially when they are vulnerable.	Be a champion and advocate for vulnerable communities and sections of society in service of safe and inclusive localities.	Be a champion and advocate for vulnerable communities and sections of society, enabling safe and inclusive localities.

5. Performance and improvement

Police leaders model and promote a mindset of service improvement and organisational learning, always seeking better ways of serving the public. They encourage innovative ideas and empower staff to implement them wherever possible. This includes adopting a positive response to challenge of ideas and traditional ways of operating. Leaders support and encourage proactive decision-making while maintaining accountability. Their own decision-making is evidence-based and timely, following the National Decision Model. They accept and manage risk appropriately in pursuit of performance and improvement and view mistakes as a source of learning and growth.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Play an active role in delivering the highest standards of policing for the communities you serve.	Play an active role in delivering the highest standards of policing for the communities you serve.	Take responsibility for delivering the highest standards of policing for the communities you serve.	Take responsibility for delivering the highest standards of policing for the communities you serve.	Take overall responsibility for delivering the highest standards of policing for the communities you serve.
Always act responsibly and within guidelines when incurring expenditure on behalf of the organisation.	Understand and apply good resource management, including procurement and budgetary management.	Understand financial systems and constraints, budgetary control and business management at department level.	Apply the level of financial and business awareness and skills appropriate to the commercial running of a large department.	Apply the level of financial and business awareness and skills appropriate to the commercial running of a large organisation.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Be able to efficiently assess a situation and take prompt action as appropriate.	Be able to efficiently assess a situation and take prompt action as appropriate.	Be able to rapidly assess all aspects of an issue and identify areas to address.	Respond to the new and unexpected rapidly and decisively.	Assimilate and respond decisively to a wide range of data in rapidly evolving situations.
Demonstrate tenacity, resolve and perseverance, constantly evaluating to check you're still on course.	Demonstrate tenacity, resolve and perseverance, constantly evaluating to check you're still on course.	Demonstrate tenacity, resolve and perseverance in pursuit of service improvement and organisational learning, constantly evaluating to check you're still on course.	Support a culture of service improvement and organisational learning, actively focusing on outcomes and constantly evaluating to check you're still on course.	Create a culture of service improvement and organisational learning, actively focusing on outcomes and constantly evaluating to check you're still on course.
Quickly absorb, understand and implement directives when they are given.	Quickly assimilate detailed information and communicate clear direction to your team.	Gather detailed data and analyse critically to make informed decisions.	Gather, analyse and assess a wide range of data and analyse critically to make informed decisions.	Gather, critically analyse and assess a wide range of data to make informed, timely, values-based and independent decisions.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Be curious and ask questions to understand.	Be curious and ask questions to understand.	Be curious and encourage a spirit of inquiry in others, including people from outside your organisation.	Be curious and encourage a spirit of inquiry in others, actively seeking out and welcoming new ideas, including from external organisations.	Build a culture in which inquiry and new ideas are actively sought and valued, including from external organisations.
Contribute ideas to improve ways of working.	Look beyond policing for best practice and what works, and be confident in proposing new ways of doing things to drive change and improvement.	Look beyond policing for best practice and what works, and be confident in proposing new ways of doing things to drive change and improvement.	Look beyond policing for best practice and what works, and be willing to do something differently and develop an alternative approach.	Look beyond policing for best practice and what works, and actively encourage and reward the development of alternative approaches.
Demonstrate creative problem-solving and the ability to think laterally to respond to new challenges.	Demonstrate creative problem-solving and the ability to think laterally to respond to new and complex challenges.	Show the ability to work within complexity and ambiguity.	Be comfortable with working in and supporting others in high levels of complexity and ambiguity.	Demonstrate a high level of expertise in leading through complexity and ambiguity.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Understand the benefits of change to the delivery of a more effective service to the public.	Welcome change and create a positive appetite for change within teams.	Can lead the implementation of change and transformation initiatives.	Set and lead the change agenda and drive transformation.	Set and lead the change agenda and drive transformation.
Make decisions confidently, guided by integrity, values and ethics and the <u>national decision model</u> .	Make decisions confidently, guided by integrity, values and ethics and the <u>national decision model</u> .	Make decisions confidently, guided by integrity, values and ethics and the <u>national decision model</u> .	Take pragmatic and timely decisions guided by integrity, values and ethics and the <u>national decision model</u> .	Take pragmatic and timely decisions guided by integrity, values and ethics and the <u>national decision model</u> .
Always support and act on decisions affecting your team.	Contribute to decisions affecting your team, challenging upwards when necessary and supporting them once made.	Take a lead in decisions affecting your team, challenging upwards when necessary and supporting them once made.	Take a lead in decisions affecting your department, challenging upwards when necessary and supporting them once made.	Understand and act on the principle of cabinet responsibility, contributing to and supporting decisions made by the senior team.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Contribute to team projects and provide clear and timely updates on progress.	Lead on projects and provide clear and timely updates on progress.	Drive through projects, delegating as appropriate, keeping things on track, evaluating progress and removing barriers where required.	Understand your level of accountability, delegating as appropriate while providing strategic direction and removing barriers where required.	Understand your level of accountability, delegating as appropriate while providing strategic direction and removing barriers where required.
Take time to consider effective courses of action.	Take time to consider effective courses of action and plan accordingly.	Take time to think and form strategy and plans.	Role model and encourage others to take time to think and form strategy and plans.	Create a culture in which people take time to think and form strategy and plans.
Assess and manage risk appropriately to deliver improvement and results, learning from your mistakes.	Assess and manage risk appropriately to deliver improvement and results and treat mistakes as a source of learning.	Assess and manage risk appropriately to deliver improvement and results and treat mistakes as a source of learning.	Tolerate, manage and exploit risk appropriately to deliver improvement and results and treat mistakes as a source of learning.	Tolerate, manage and exploit risk appropriately to deliver improvement and results and treat mistakes as a source of learning.



6. Understanding self and others

Police leaders have well-developed emotional intelligence, encompassing self-awareness; social awareness; achievement orientation; impulse control; persistence; kindness and empathy. They use reflective practice to examine the experiences, ideas and assumptions that influence their behaviour, learn from their reflection and use it to improve and develop their leadership and performance. They can draw on and use a range of leadership styles appropriately according to the needs of a situation. They are authentic and genuine, willing to show their real self.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Have a good level of self-awareness and demonstrate emotional self-control.	Have a good level of self-awareness and demonstrate emotional self-control.	Have a good level of self-awareness, resilience and demonstrate emotional self-control.	Have highly-developed emotional intelligence, including self-awareness; social awareness; resilience; and emotional self-control.	Have highly-developed emotional intelligence, including self-awareness; social awareness; resilience; and emotional self-control.
Actively seek feedback and reflect on learning.	Actively seek feedback and reflect on learning.	Actively seek feedback and use reflective practice to learn from experience.	Model seeking feedback and using reflective practice to learn from experience.	Create a culture in which seeking feedback and learning from reflective practice is the norm.



Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Be adaptable in your style and approach according to the situation.	Be able to flex leadership style, knowing when to intervene, to lead, to coach or to step back.	Be able to use a range of leadership styles suited to the person and situation.	Be able to use a range of leadership styles suited to the person and situation.	Have a high level of competence in the use of leadership styles appropriate to a wide range of people and situations.
Be authentic: willing to show your real self.	Be authentic: willing to show your real self.	Be authentic: willing to show your real self.	Be aware of your impact on others while being authentic and willing to show your real self.	Be aware of your personal style and the impact you have on others, while being authentic and genuine.
Be able and willing to have difficult conversations where necessary, to challenge decisions and invite and accept challenge.	Be able and willing to have difficult conversations where necessary, to challenge decisions and invite and accept challenge.	Be able and willing to have difficult conversations where necessary, to challenge decisions and invite and accept challenge.	Be able and willing to have difficult conversations where necessary, to challenge decisions and invite and accept challenge.	Seek out and offer challenge, always having difficult conversations where necessary and encouraging others to have them.

Stage 1 - everyone as a leader	Stage 2 - first-line leaders	Stage 3 - mid-level leaders	Stage 4 - senior leaders	Stage 5 - chief officers and staff
Always do the right thing and approach situations with an open mind.	Build trust by acting consistently and with integrity and an open mind.	Build trust by acting consistently in line with public service values and with integrity and an open mind.	Act with integrity, basing your behaviour on Code of Ethics and what is expected of public servants at all times.	Act with integrity, basing your behaviour on Code of Ethics and what is expected of public servants at all times.
Show kindness, empathy, compassion and respect towards others, tuning into others' emotions and concerns.	Show kindness, empathy, compassion and respect towards others, tuning into others' emotions, challenges and needs and taking action to improve their circumstances.	Show kindness, empathy, compassion and respect towards others, tuning into others' emotions, challenges and needs and taking action to improve their circumstances.	Support a culture in which kindness, empathy, compassion and respect towards others is the norm.	Create a culture in which kindness, empathy, compassion and respect towards others is the norm.



About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

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