

COMPETENCY FRAMEWORK

GUIDE FOR MANAGERS AND STAFF

INTRODUCTION

The Greater London Authority's competency framework outlines the behaviours that are essential to effective performance in our organisation. The framework forms the basis of our people management processes and provides a common language for HOW we go about our daily work (while performance objectives describe WHAT we do). It helps us manage and improve performance and build a better, more effective organisation. This guide provides information for both managers and staff on using behavioural competencies within the GLA across different people management processes.

What is a Competency Framework?

A competency framework is a set of behaviours or skills that are essential for effective performance in an organisation, and that can be measured and observed. The GLA competency framework is made up of behavioural competencies, which are concerned with HOW we perform our roles, HOW we apply our technical knowledge and meet our performance objectives.

The competency framework applies to and enhances a variety of people management processes:

- Job role profiling
- Recruitment and selection
- Performance management and review
- Learning and career development

Why we have a Competency Framework

The framework allows us to easily identify the behaviours that drive successful performance and enables us to deliver our technical expertise effectively. Defining how we do our tasks is particularly important in establishing common ground around work practices. How we are expected to behave in delivering the priorities set down in key corporate documents. Behavioural competencies are a signal from the organisation to the individual of the expected areas and levels of performance. They provide the individual with an indication of the behaviours that are valued and recognised.

- **A Common Language and Benchmark - Behavioural** competencies have been developed for the whole organisation and therefore become a common language and benchmark that we can use across the organisation when we talk about people's behavioural performance.
- **Clarity** - Behavioural competencies clearly set out for staff and managers the behaviours that are required in each area of the organisation in order to be successful. This helps people understand what is expected of them and gives them greater clarity about their team, and individual roles within it. Understanding the behaviours that other areas of the organisation see as essential to effective performance also helps us to improve how we work together.
- **Focus** - As behavioural competencies emphasise the behaviours that are crucial for success in the organisation, they provide us with a clear focus for development. Not only do they help staff and their line managers have a more focused development discussion, they also help us to take charge of our own development. Our development actions become more focused as a result and we work more effectively with people across the organisation.

Further information

If staff or managers have any questions about the competency framework or require further information regarding its application they should contact:

**Human Resources
& Organisational
Development**

FRAMEWORK DESIGN

Through a series of workshops, face to face interviews and questionnaires, we gathered information from over 100 staff to understand what behaviours are essential for successful performance across the GLA, across different levels in the organisation, and within specific functional groups.

This information was analysed to isolate core themes. The themes comprise separate and distinct behaviours that are needed to deliver our work - the 12 competencies. We identified links between competencies and grouped them into 4 competency clusters: Working with Others, Leadership, Delivering Results and Organisational Context.

We analysed the data further to reveal how the behaviours differ from junior to senior roles. This gave us our 4

competency levels, each corresponding to roles within the GLA structure. The levels are cumulative which means that a staff member in a level three role would be expected to be demonstrating the positive behaviours from levels one to three. Reflecting the organisational hierarchy,' start sentence: The majority of roles at the GLA have competencies at level two and three.

Within each competency level there are 4-6 behavioural indicators that are the essential behaviours needed to demonstrate that competency effectively. These indicators provide a clear indication of the contribution at different levels within the GLA, which is crucial to the organisation's performance as a whole. These indicators are designed to provide a focus for discussions about performance, development

and recruitment. The indicators should not be viewed as a 'checklist' and they do not represent an exhaustive list of examples.

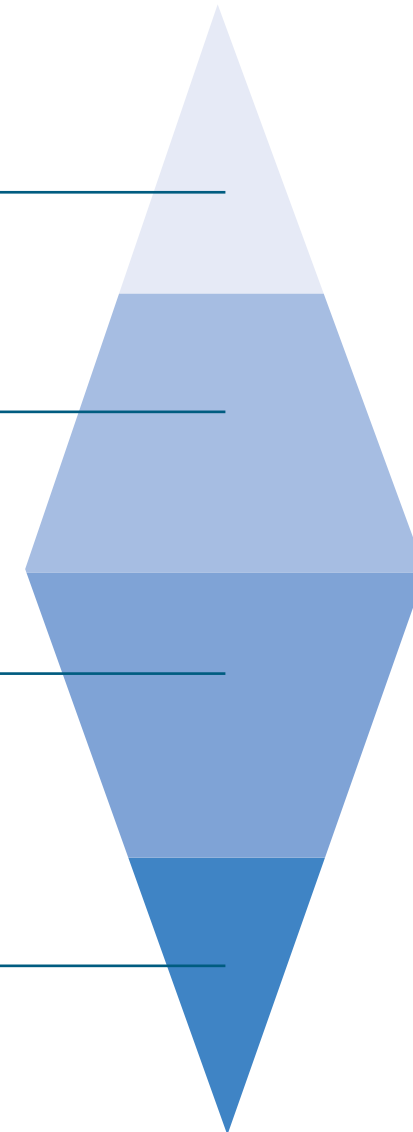
The draft framework was tested out with staff to gather information on the look and feel of the competencies, levels and behavioural indicators. Further workshops were held to check that this framework truly works within the GLA.

Level 4 - senior management. Examples: Chief Executive, Executive Director, Assistant Director and Head of Unit.

Level 3 - middle managers, senior professional, policy and project roles. Examples: Senior Systems Engineer, Policy Manager, Chief Accountant.

Level 2 - first line managers/ team leaders, professional, policy and project officer roles. Examples: Policy Officer, Business Coordinator, HR Advisor, Public Services Co-ordinator.

Level 1 - front-line FM staff, administrative and entry level policy and professional roles. Examples: Project Support Officer, Administrator, Assistant HR Officer, Security, Mailroom & portering Team Member.



EXAMPLE COMPETENCY

Cluster title

WORKING WITH OTHERS CLUSTER

Competency title

BUILDING AND MANAGING RELATIONSHIPS

Competency definition

... is developing rapport and working effectively with a diverse range of people, sharing knowledge and skills to deliver shared goals.
Why is it important? Having good working relationships with colleagues and effective alliances with external partners will help create an organisation people want to work with, enabling more effective delivery of the organisation's strategic priorities.

Explanation why this competency is important

Indicators of effective ✓ and ineffective ✗ performance

Indicators of effective performance ✓

LEVEL 1

- ✓ Builds rapport quickly with people at all levels and from different backgrounds
- ✓ Actively listens to others and is open to their ideas
- ✓ Identifies and resolves conflict between self and others
- ✓ Makes others feel comfortable and respected by being positive and friendly
- ✓ Shares information openly with colleagues within and outside own team

Indicators of ineffective performance ✗

- ✗ Interacts awkwardly or inappropriately with others
- ✗ Doesn't consider impact of own behaviour on others

LEVEL 2

- ✓ Develops new professional relationships
- ✓ Understands the needs of others, the constraints they face and the levers to their engagement
- ✓ Understands differences, anticipates areas of conflict and takes action
- ✓ Fosters an environment where others feel respected
- ✓ Identifies opportunities for joint working to minimise duplication and deliver shared goals

- ✗ Makes little effort to maintain contact or relationships
- ✗ Limits interaction to a chosen few

The four levels

LEVEL 3

- ✓ Actively engages partners and encourages others to build relationships that support GLA objectives
- ✓ Understands and recognises the contributions that staff at all levels make to delivering priorities
- ✓ Proactively manages partner relationships, preventing or resolving any conflict
- ✓ Adapts style to work effectively with partners, building consensus, trust and respect
- ✓ Delivers objectives by bringing together diverse stakeholders to work effectively in partnership

- ✗ Invests time in relationships that have limited organisational benefit
- ✗ Misses opportunities to build new relationships or work in partnership

LEVEL 4

- ✓ Identifies and engages a diverse range of influential contacts within stakeholder and community groups, and partner organisations
- ✓ Builds alliances to establish mutually beneficial working arrangements, openly sharing knowledge and insights
- ✓ Actively challenges and addresses 'silo attitudes' to encourage effective relationship building inside and outside the GLA
- ✓ Understands the complexities of political dynamics and uses this to manage relationships and resolve conflict effectively
- ✓ Identifies clear win-win situations with external partners

- ✗ Builds relationships with limited contacts, or those from local or similar stakeholder groups.
- ✗ Forms one sided partnership arrangements that only benefit the GLA

THE STAFF CHARTER

The Charter describes what the GLA commits to as an organisation, and what is expected of staff to make sure we meet this organisational commitment. The Charter can be used by staff - to help them review

if they are meeting the minimum expectations - and by managers - to ensure that the way they manage staff is consistent with the organisational standards. Staff and managers are expected to discuss the

Charter within one to one or team meetings and consider how the way they work could be improved.

There are clear links between the Staff Charter and the competency framework.

The behaviours in the competency framework support staff to deliver their commitments outlined in the Staff Charter, and both documents outline behaviours essential for effective performance.

Organisational values expressed in the Staff Charter such as Accountability, Collaboration, Fairness and Integrity are embedded as themes throughout the competency framework.

The GLA commits to: Leadership and accountability

- Providing a clear strategic vision and priorities supported by a strong, inspiring leadership team
- Being an organisation that empowers and develops staff, maximising talent, skills and experience
- Managers leading by example, celebrating successes, recognising everybody's roles and contributions, and addressing underperformance

The GLA commits to: Collaboration

- Consulting and informing staff, Londoners and other stakeholders about GLA priorities and plans, with clarity about what is expected of staff in delivering them
- Clear lines of accountability and responsibility
- An open and constructive joint working relationship with elected politicians & political appointees

The GLA commits to: Fairness and integrity

- Working to build trust both internally and with the GLA group, partners and stakeholders
- Communicating in an open, transparent and honest way with staff, partners and stakeholders
- Respecting and considering the diverse needs of all staff and ensuring their wellbeing

Staff commit to: Leadership and accountability

- Focusing on delivering the best possible outcomes and value for money for Londoners at all times
- Striving to improve their own performance and suggesting improvements for team and organisational performance
- Giving constructive feedback, engaging fully with organisational development and taking responsibility for their actions

Staff commit to: Collaboration

- Collaborating with colleagues, working efficiently and flexibly to cut out duplication and share knowledge
- Being open to giving and receiving constructive feedback and thanking colleagues for their contribution
- Being responsive, efficient and polite when dealing with colleagues, partners and stakeholders to build trust in the organisation and with elected Assembly Members

Staff commit to: Fairness and integrity

- Treating everyone with professional and personal respect, promoting fairness and recognising the value of diversity
- Showing integrity through honesty, ethical behaviour and open communication
- Challenging inefficient processes and inappropriate behaviours which act as barriers to improvement

HOW COMPETENCIES ARE APPLIED

Competencies and job role-profiling

The competency framework provides a selection of behavioural competencies that are important for performance across the organisation. For each individual role a smaller selection of competencies is important for job success.

All roles within the GLA should have between 5 and 8 competencies identified as essential for effective performance in the job. Non-managerial roles should have about 5-6 and managerial roles 7-8 competencies (including Managing and Developing Performance) inserted into the job description (person specification). The competencies replace vague 'soft skill' requirements. This is aimed to ensure a consistent and transparent standard across the organisation and replace vague or hard to measure requirements such as

'communication skills', 'ability to negotiate and influence stakeholders', 'management skills' etc. The other requirements, such as specific experience, technical skills or relevant qualifications, remain in the person specification unchanged.

Competency-based Recruitment

Using behavioural competencies for recruitment ensures that any selection process is focused on the behaviours that are important for success in that role. Behavioural competencies form the basis of a number of selection tools, for example, competency based interviews and assessment centres. Basing our selection tools on our competency framework enables us to engage in objective and standardised selection across the organisation.

• Drafting Job Descriptions / Person Specifications -

A job description provides an overview of the job tasks and responsibilities, and a person specification describes the qualities (experience, knowledge, skills and behaviours) a person needs to do the job. Through careful analysis of the job requirements, we can identify the competencies that are essential to successful performance in that job. These competencies can then be included in the job description / person specification as requirements of the role. Knowing the competencies that are desirable for a given role means we can adapt our selection tools to assess these competencies.

• **Competency Based Interviews** - A competency based interview is a type of interview used to evaluate a candidate's behavioural competence to do a particular role. Each question is targeted at obtaining behavioural examples for a specific competency. The candidate is asked to provide concrete examples, from their previous experience, of when they demonstrated the behaviour in question. A scoring guide - based on the GLA competencies and behavioural indicators - is used to assess the candidate's response against the behavioural indicators for that competency, enabling line managers to apply consistent benchmarks when conducting interviews.

Competency-based Performance Management

Using behavioural competencies for performance management helps us to improve performance by clearly outlining what is expected of us in terms of HOW we do our job.

Job performance can be split into:

- **WHAT** specific targets or objectives an individual achieves
- **HOW** an individual works (behavioural performance)

The competency framework provides a useful structure for discussing HOW an individual works, their behavioural performance. This is however one aspect of a performance review and does not replace a review of performance against objectives.

• **Performance Review** - To review behavioural performance, we need to first define what makes

a good GLA employee in the role the individual fulfils. Knowing which competencies are critical for an individual role (based on the role-profiling, see above) allows managers to tailor their performance management and development discussions accordingly.

Staff and managers are jointly responsible for gathering evidence of when the individual has demonstrated these job important behaviours in the workplace. Focusing individuals on behavioural competencies in their day-to-day work can help them understand their strengths and how they might improve their performance.

The performance review meeting provides an opportunity to discuss how an individual works and the behavioural examples that have been gathered. The section of the performance review form where competencies are identified as strengths versus development needs, can be used to help structure the discussion and feedback around how an individual performs against the

behaviours that are important for successful performance in their role and team.

- **Probation** – Competencies form part of the performance standards, which are set and monitored as part of the probation process. They should be referred to when discussing the development needs and planning development activities to help the probationer meet the requirements necessary to confirm their appointment.
- **360-degree feedback** – to provide rounded feedback on performance against competencies, staff may consider undertaking 360-degree feedback reviews, where feedback is gathered from colleagues, staff, managers and other important internal and external stakeholders. The competency framework can provide structure and a benchmark, against which performance is assessed. Feedback gathered in such a way can be collected and provided by the Learning & Development Team.

Competency-based Learning and Development

The competency framework provides a set of behaviours that can be used by staff and managers to lead and take responsibility for their own learning and development. Staff are able to identify areas they may wish to develop within their own role, but also they are able to understand the behavioural competencies required for a new role or promotion.

For the organisation, the behavioural competencies can be incorporated into our training and development activities so that we are actively developing the behaviours that we know to be essential to success in our organisation.

- **Career Development** - We need to take responsibility for our own career progression. Whether it is progressing upwards, or making a lateral move, the behavioural competencies help us identify what the new role requires and how we need to develop in preparation for a career move. The behavioural competencies also allow staff to see which behaviours are

transferable across roles. Independently, or with a manager, staff can use the competency framework to formulate a personal development plan for the behaviours they wish to develop to become more effective within current role and/or preparing for the next role.

- **Learning and Development Activities** - Within the organisation, we run a number of development activities. We design our training in such a way that we aim to develop the competencies within our framework. This tailors our training provision to the competencies that are needed for the organisation to perform well.
- **Learning Needs Analysis** - The competency framework allows us to conduct individual, team and organisation wide training needs analysis when the need arises. We can identify the competencies that individuals or groups of people need to develop and direct our training investment where it is needed most. The competency cards

provide a simple and effective tool for learning needs analysis that individuals can use on their own or with their line managers.

Other tools

In addition to this guide, staff and managers will have the following tools available to support them in effective application of the framework:

- Competency-based recruitment and selection guide
- Bank of competency based interview questions
- Performance management guidelines
- Probation guidelines
- Learning & Organisational Development framework

WORKING WITH OTHERS CLUSTER

BUILDING AND MANAGING RELATIONSHIPS

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Indicators of effective ✓ and ineffective ✗ performance

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WORKING WITH OTHERS CLUSTER

STAKEHOLDER FOCUS

... is consulting with, listening to and understanding the needs of those our work impacts and using this knowledge to shape what we do and manage others' expectations.

Why is it important? Stakeholders are anyone (internal or external) on whom our work impacts. We need to manage their expectations, respond to their aspirations and use diverse views to shape our work and deliver our vision for London.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Listens to understand requirements without making assumptions
- ✓ Demonstrates an enthusiastic and 'can do attitude' to all requests
- ✓ Provides timely, accurate and personalised responses
- ✓ Provides a polite and helpful first point of contact for stakeholders
- ✓ Learns from feedback to improve personal service to others
- ✗ Is unhelpful or unprofessional when interacting with stakeholders
- ✗ Ignores requests, or problems, until someone complains

LEVEL 3

- ✓ Understands diverse stakeholder needs and tailors team deliverables accordingly
- ✓ Is a role model to others, encouraging them to think of Londoners first
- ✓ Manages stakeholder expectations, so they are high but realistic
- ✓ Removes barriers to understanding the needs of diverse stakeholders, including hard to reach groups
- ✓ Focuses own and team's efforts on delivering a quality and committed service
- ✗ Allows own and team's interaction with stakeholders to remain static
- ✗ Tolerates poor service levels from others; does not encourage continuous improvement

LEVEL 2

- ✓ Seeks to understand requirements, gathering extra information when needs are not clear
- ✓ Presents the GLA positively by interacting effectively with stakeholders
- ✓ Delivers a timely and accurate service
- ✓ Understands the differing needs of stakeholders and adapts own service accordingly
- ✓ Seeks and uses feedback from a variety of sources to improve the GLA's service to Londoners
- ✗ Responds to stakeholder needs in a generic way, irrespective of varying stakeholder needs
- ✗ Shows little interest in gaining feedback to improve interaction with stakeholders

LEVEL 4

- ✓ Adapts objectives and the GLA's public facing position based on the context behind stakeholder needs and requests
- ✓ Builds the GLA's reputation as an organisation committed to meeting the needs of Londoners
- ✓ Manages partner organisations' and Londoners' expectations of the GLA by anticipating and influencing changing priorities
- ✓ Instils a culture that encourages GLA staff to think about meeting Londoners' needs first
- ✓ Builds the confidence of staff, partner organisations and Londoners by ensuring the GLA delivers quality work
- ✗ Does little to encourage the organisation to think about the needs of Londoners and partner organisations
- ✗ Accepts outcomes that do not meet the diverse needs of Londoners

WORKING WITH OTHERS CLUSTER

COMMUNICATING AND INFLUENCING

... is presenting information and arguments clearly and convincingly so that others see us as credible and articulate, and engage with us.

Why is it important? So that we can effectively engage our diverse audience - colleagues, external partners and Londoners - and ensure they understand, respond to what we do and help us to deliver.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Represents self and team positively within the organisation
- ✓ Speaks and writes clearly and succinctly using appropriate language that is easy to understand
- ✓ Considers the target audience, adapting style and communication method accordingly
- ✓ Communicates persuasively and confidently
- ✓ Checks for understanding
- ✗ Communicates in a way that others find difficult to understand
- ✗ Presents views negatively or without conviction

LEVEL 3

- ✓ Encourages and supports teams in engaging in transparent and inclusive communication
- ✓ Influences others and gains buy-in using compelling, well thought through arguments
- ✓ Negotiates effectively to deliver GLA priorities
- ✓ Synthesises the complex viewpoints of others, recognises where compromise is necessary and brokers agreement
- ✓ Advocates positively for the GLA both within and outside the organisation
- ✗ Uses influence without integrity
- ✗ Does not listen to staff views

LEVEL 2

- ✓ Communicates openly and inclusively with internal and external stakeholders
- ✓ Clearly articulates the key points of an argument, both in verbal and written communication
- ✓ Persuades others, using evidence based knowledge, modifying approach to deliver message effectively
- ✓ Challenges the views of others in an open and constructive way
- ✓ Presents a credible and positive image both internally and externally
- ✗ Excludes others when communicating
- ✗ Fails to gain buy in to important messages

LEVEL 4

- ✓ Articulates self with credibility and conviction, encouraging buy-in to corporate position
- ✓ Influences the thinking of other organisations, encouraging them to deliver in line with the GLA
- ✓ Ensures that the organisation communicates inclusively with staff and external stakeholders
- ✓ Acts as a credible and convincing spokesperson and negotiator for the GLA
- ✓ Instils a corporate commitment to accessible communication
- ✗ Allows own views to be distorted or influenced inappropriately by others
- ✗ Pushes through own agenda, rather than acting in line with the GLA

LEADERSHIP CLUSTER

STRATEGIC THINKING

...is using an understanding of the bigger picture to uncover potential challenges and opportunities for the long term and turning these into a compelling vision for action.

Why is it important? We need to have a broad view, constantly scanning the horizon to identify current and future challenges and opportunities, helping us to promote and deliver organisational priorities more effectively.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Understands how own and team's work contributes to the delivery of the GLA's objectives
- ✓ Uses understanding of different parts of the organisation to accomplish goals and objectives
- ✓ Understands what specific actions need to be taken to contribute to organisational objectives
- ✓ Shows consideration for wider organisational implications of personal work
- ✗ Is unaware how own work contributes to the GLA vision or objectives
- ✗ Maintains a narrow focus with little awareness of issues that impact own work

LEVEL 3

- ✓ Translates GLA vision and strategy into practical and tangible plans for own team or delivery partners
- ✓ Consistently takes account of the wider implications of team's actions for the GLA
- ✓ Encourages self and others to think about organisation's long term potential
- ✓ Informs strategy development by identifying gaps in current delivery or evidence
- ✓ Takes account of a wide range of public and partner needs to inform team's work
- ✗ Fails to encourage others to think of the longer term and wider implications of actions
- ✗ Communicates the strategy and direction of the organisation in a vague or inconsistent manner

LEVEL 2

- ✓ Works with a view to the future, prioritising own and others' work in line with GLA objectives
- ✓ Briefs and prepares team to accomplish goals and objectives
- ✓ Communicates the GLA's strategic priorities in a compelling and convincing manner, encouraging buy-in
- ✓ Balances own team's needs with wider organisational needs
- ✓ Identifies synergies between team priorities and other relevant agendas
- ✗ Develops own and team plans that do not reflect the strategic vision of the GLA
- ✗ Fails to identify changes in the GLA's objectives that will impact own work area

LEVEL 4

- ✓ Develops a positive and compelling vision of London's future potential, demonstrating confidence in the strategic direction of the GLA
- ✓ Translates an understanding of the complex and diverse threats and issues facing London into positive action
- ✓ Proactively involves partners in strategic thinking, incorporating their views into plans and working with them to align strategic priorities
- ✓ Sets organisational priorities by identifying where time and investment is needed most
- ✓ Generates and leads strategic initiatives that reflect the GLA's position as a regional authority
- ✗ Sets strategies for the organisation that do not tie in with its overall vision nor the strategic priorities of the GLA's partners
- ✗ Generates uninspiring strategic initiatives, failing to realise the potential of the GLA and London

LEADERSHIP CLUSTER

MANAGING AND DEVELOPING PERFORMANCE

... is setting high standards for oneself and others, guiding, motivating and developing them, to achieve high performance and meet the GLA's objectives and statutory obligations.

Why is it important? We want to perform at the highest standard to deliver the GLA's objectives. This means encouraging everyone to use their skills and knowledge in the most effective way and develop to their full potential.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Keeps up to date with new processes and information in own role
- ✓ Seeks opportunities to develop, taking responsibility for own personal development plan
- ✓ Takes a methodical and consistent approach to completing work in line with personal objectives
- ✓ Seeks clarity on objectives, ensuring a good understanding of expectations
- ✓ Openly shares constructive feedback, supporting the delivery of own and others' work
- ✗ Delivers work inconsistently and to varying standards
- ✗ Shows little or no interest in developing self

LEVEL 3

- ✓ Motivates and inspires others to perform to their best, recognising and valuing their work and encouraging them to learn and reflect
- ✓ Sets clear direction and expectations and enables others to interpret competing priorities
- ✓ Agrees and monitors challenging, achievable performance objectives in line with GLA priorities
- ✓ Manages performance issues effectively to avoid adverse impact on team morale and performance
- ✓ Promotes a positive team culture that respects diversity and deals with barriers to inclusion
- ✗ Tolerates behaviour which negatively impacts the performance, development and morale of others
- ✗ Avoids tackling performance issues

LEVEL 2

- ✓ Seeks opportunities to develop professional skills and knowledge and encourages team to do so.
- ✓ Ensures own and others' workloads are realistic and achievable
- ✓ Provides staff with clear direction and objectives, ensuring they understand expectations
- ✓ Recognises achievements and provides constructive feedback and guidance
- ✓ Gives staff autonomy and confidence to perform well and to their potential
- ✗ Accepts poor performance levels in self or others
- ✗ Delegates without giving responsibility or authority

LEVEL 4

- ✓ Creates an organisation that learns from experience
- ✓ Sets clear organisational objectives, cascading challenging yet achievable deliverables to directorates
- ✓ Identifies strategic level performance indicators and communicates these clearly
- ✓ Leads and sets an example for desired behaviour and performance for GLA staff
- ✓ Instils a culture of high performance and outstanding results where staff are encouraged to perform to their best
- ✗ Avoids providing staff with opportunities to learn and develop
- ✗ Sets standards that are unclear, unrealistic or too challenging, jeopardising the delivery of good work

LEADERSHIP CLUSTER

DECISION MAKING

... is forming sound, evidence-based judgements, making choices, assessing risks to delivery, and taking accountability for results.

Why is it important? The decisions we take have wide and far reaching implications and we need to be sure they are well founded, fair and will stand up to scrutiny.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Takes personal responsibility for own decisions
- ✓ Makes straightforward decisions to progress own work
- ✓ Asks others for input, recognising the benefit of more than one perspective
- ✓ Understands which decisions are within own area of responsibility and which to pass to others
- ✓ Understands the risks associated with decisions, informing others of these risks
- ✗ Avoids or delays making decisions that are needed to progress own work
- ✗ Makes rash decisions without thinking first who to consult or what the consequences might be

LEVEL 3

- ✓ Makes sound decisions quickly on behalf of the GLA when a situation requires intervention
- ✓ Takes responsibility for team decisions, providing rationale when those decisions are questioned
- ✓ Involves senior stakeholders early in decisions that impact them
- ✓ Analyses organisational risks associated with decisions, including those with long term impacts, before committing to action
- ✓ Encourages others in the team to make decisions in their own area of expertise, take appropriate risks and learn from experience
- ✗ Instils or does not challenge a blame culture
- ✗ Makes decisions without clear rationale or consideration of their impact

LEVEL 2

- ✓ Takes decisions as necessary on the basis of the information available
- ✓ Makes decisions without unnecessarily referring to others
- ✓ Involves and consults internal and external stakeholders early in decisions that impact them
- ✓ Identifies potential barriers to decision making and initiates action to move a situation forward
- ✓ Demonstrates awareness of the GLA's decision making processes and how to use them
- ✗ Passes responsibility for decisions inappropriately to others
- ✗ Does not involve others in decisions that impact them

LEVEL 4

- ✓ Makes difficult decisions for the long term benefit of the organisation
- ✓ Presents and instills confidence in strategic decision-making
- ✓ Consults stakeholders early in critical organisation-wide decisions
- ✓ Stands by the decisions and actions of the GLA
- ✓ Accepts and promotes accountability for the GLA's decision making
- ✓ Ensures the organisation balances effective risk management with the need for timely actions
- ✗ Puts off making important organisational decisions
- ✗ Avoids responsibility for organisational decisions that result in a negative impact

DELIVERING RESULTS CLUSTER

PLANNING AND ORGANISING

... is thinking ahead, managing time, priorities and risk, and developing structured and efficient approaches to deliver work on time and to a high standard.

Why is it important? Success is measured by results. We will be judged by our ability to turn ideas and opportunities into concrete actions, working in partnership with others to deliver clear outcomes for Londoners in priority areas.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Plans and prioritises own workload to meet agreed deadlines
- ✓ Advises colleagues or manager early of obstacles to work delivery
- ✓ Perseveres and follows work through to completion
- ✓ Checks for errors to ensure work is delivered to a high standard first time
- ✓ Effectively juggles priorities
- ✗ Fails to prioritise or plan ahead, completes least important tasks first
- ✗ Misses deadlines, or leaves tasks unfinished

LEVEL 3

- ✓ Monitors allocation of resources, anticipating changing requirements that may impact work delivery
- ✓ Ensures evaluation processes are in place to measure project benefits
- ✓ Gains buy-in and commitment to project delivery from diverse stakeholders
- ✓ Implements quality measures to ensure directorate output is of a high standard
- ✓ Translates political vision into action plans and deliverables
- ✗ Allows changes to project plans to impact on project delivery standards
- ✗ Sets unclear and vague task/project objectives which are hard to measure

LEVEL 2

- ✓ Prioritises work in line with key team or project deliverables
- ✓ Makes contingency plans to account for changing work priorities, deadlines and milestones
- ✓ Identifies and consults with sponsors or stakeholders in planning work
- ✓ Pays close attention to detail, ensuring team's work is delivered to a high standard
- ✓ Negotiates realistic timescales for work delivery, ensuring team deliverables can be met
- ✗ Initiates work activity without ensuring that relevant consultation and sponsorship are in place
- ✗ Maintains original timescales despite changing circumstances; misses deadlines due to inflexibility

LEVEL 4

- ✓ Takes accountability for monitoring delivery of the GLA's commitments
- ✓ Uses quality assurance processes across the organisation as a feedback mechanism to improve performance
- ✓ Takes responsibility for ensuring tools and techniques are available for the effective management of programmes
- ✓ Realigns GLA objectives to respond to changing external & internal agendas
- ✓ Uses feedback from all sectors as a performance measure for GLA work
- ✗ Fails to take responsibility for the delivery of work against the GLA's commitments
- ✗ Delivers projects with no quality assurance or performance evaluation measures in place

DELIVERING RESULTS CLUSTER

PROBLEM SOLVING

... is analysing and interpreting situations from a variety of viewpoints and finding creative, workable and timely solutions.

Why is it important? Our work involves breaking new ground. We need to understand the challenges the GLA, the GLA Group and other partners face and respond innovatively with new ideas and ways of working together.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Breaks down work issues, seeking further information if necessary
- ✓ Provides workable solutions to solve immediate work problems
- ✓ Makes suggestions and implements improvements to personal work processes
- ✓ Actively supports new initiatives and tries different ways of doing things
- ✓ Learns from others' experiences
- ✗ Is closed to new ways of solving problems
- ✗ Accepts issues at face value

LEVEL 3

- ✓ Clarifies ambiguous problems, questioning assumptions to reach a fuller understanding
- ✓ Actively challenges the status quo to find new ways of doing things, looking for good practice
- ✓ Seeks and incorporates diverse perspectives to help produce workable strategies to address complex issues
- ✓ Initiates consultation on opportunities to improve work processes
- ✓ Supports the organisation to implement innovative suggestions
- ✗ Gives up too easily when initial plans are met with resistance
- ✗ Fails to face up to problems and issues

LEVEL 2

- ✓ Processes and distils a variety of information to understand a problem fully
- ✓ Proposes options for solutions to presented problems
- ✓ Builds on the ideas of others to encourage creative problem solving
- ✓ Thinks laterally about own work, considering different ways to approach problems
- ✓ Seeks the opinions and experiences of others to understand different approaches to problem solving
- ✗ Takes an unimaginative or narrow approach to solving complex problems
- ✗ Develops solutions to problems that are impractical and difficult to implement

LEVEL 4

- ✓ Seeks multiple perspectives to understand the breadth and depth of complex issues
- ✓ Produces strategies to solve organisation-wide problems, considering the practical and political concerns associated with the implementation of solutions
- ✓ Enables the GLA to continuously improve and innovate in the long term
- ✓ Problem solves jointly with others to stimulate innovation
- ✓ Turns ambiguous or difficult situations into opportunities
- ✗ Stifles creativity and fails to engage others in resolving organisational issues
- ✗ Fails to anticipate future organisational problems

DELIVERING RESULTS CLUSTER

RESEARCH AND ANALYSIS

... is gathering intelligence (information, opinion and data) from varied sources, making sense of it, testing its validity and drawing conclusions that can lead to practical benefits.

Why is it important? The GLA has a strong reputation as a hub for London-related research. Quality information and insight will help us develop and substantiate robust policy and decisions which will lead to tangible benefits for Londoners.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Uses a variety of methods and sources to gather relevant data and information
- ✓ Checks accuracy of data and information before using it
- ✓ Assesses trends in data and spots connections to draw meaningful conclusions
- ✓ Summarises research outcomes in a clear and concise way
- ✓ Focuses on the research goal, working in a systematic way
- ✗ Relies heavily on limited sources of data, or data of low quality
- ✗ Gets bogged down in detail

LEVEL 3

- ✓ Expands networks to gain new information sources for research and policy development
- ✓ Identifies and implements methods to ensure intelligence is of a high quality
- ✓ Encourages others to analyse data from different angles, using multiple perspectives to identify connections and new insights
- ✓ Tailors research investment in line with likely impact for Londoners and policy priorities
- ✓ Retains a bigger picture view, ensuring research recommendations are appropriate and practical for the GLA and its stakeholders
- ✗ Produces, or accepts from others, highly intellectual research with little or no practical application
- ✗ Produces documents which are influenced solely by internal expert discussions

LEVEL 2

- ✓ Proactively seeks new information sources to progress research agendas and address gaps in knowledge
- ✓ Grasps limitations of or assumptions behind data sources, disregarding those that lack quality
- ✓ Analyses and integrates qualitative and quantitative data to find new insights
- ✓ Translates research outcomes into concise, meaningful reports
- ✓ Identifies relevant and practical research questions for the future
- ✗ Identifies only obvious patterns and links in data, fails to integrate this into meaningful new insights
- ✗ Spends time evaluating irrelevant information, ignores the practical implications of the research

LEVEL 4

- ✓ Exchanges ideas and knowledge with partners, subject-matter experts, and senior stakeholders to foster new research agendas and derive insights for the GLA
- ✓ Takes accountability for the quality of intelligence that research and new policy are based upon
- ✓ Encourages new and innovative insights from analysis
- ✓ Evaluates the feasibility and cost effectiveness of research proposals, stringently assessing whether the research will add real value
- ✓ Encourages research with a highly practical focus and maximum impact for Londoners
- ✗ Duplicates research effort, fails to find out about similar national or international research

ORGANISATIONAL CONTEXT CLUSTER

RESPONSIBLE USE OF RESOURCES

... is taking personal responsibility for using and managing resources effectively, efficiently and sustainably.

Why is it important? We want to provide maximum value for Londoners now and in the future. That means acting with integrity, looking for new ways to drive efficiencies and maintaining our reputation for costing no more than we should – either to the taxpayer or to the environment.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Demonstrates awareness of the GLA's commitment to value for money and responsible use of resources
- ✓ Works independently using own time and that of others effectively
- ✓ Takes action to avoid unnecessary waste and cost
- ✓ Reduces personal impact on the environment by reducing use of, reusing and recycling resources
- ✓ Shows understanding of relevant budgets and how they apply in own work environment
- ✗ Uses the GLA's resources wastefully and unnecessarily
- ✗ Duplicates work, effort or resources

LEVEL 3

- ✓ Allocates financial and people resources efficiently to maximise value for team and wider organisation
- ✓ Thinks in terms of maximum efficiency when planning resource allocation
- ✓ Implements good practice on efficient use of resources
- ✓ Monitors financial performance and efficiency of own team, ensuring delivery of work within budget
- ✓ Negotiates and manages contracts responsibly across a diverse supplier base
- ✗ Takes the quickest rather than the most efficient route to securing resources
- ✗ Accepts or is unaware of slippage in budget expenditure

LEVEL 2

- ✓ Continually looks for opportunities to work more efficiently and sustainably
- ✓ Reduces team impact on the environment by implementing methods for reducing use of, reusing and recycling resources
- ✓ Improves local processes to maximise use of resources
- ✓ Monitors and stays within budget at all times
- ✗ Exceeds budget
- ✗ Allows team to waste resources without intervening

LEVEL 4

- ✓ Explores different options for funding and income generation
- ✓ Sets budgets, understanding current costs and challenging teams to deliver greater efficiency
- ✓ Monitors resource allocation across the organisation, ensuring the GLA works within budget and resources
- ✓ Ensures the GLA procures and uses resources fairly and responsibly and with regard for environmental efficiencies
- ✓ Leads initiatives to identify and deliver efficiencies across the GLA Group and through partnership working
- ✗ Does not achieve efficiency savings
- ✗ Fails to maximise opportunities to generate income for the GLA

ORGANISATIONAL CONTEXT CLUSTER

ORGANISATIONAL AWARENESS

... is understanding and being sensitive to organisational dynamics, culture and politics across and beyond the GLA and shaping our approach accordingly.

Why is it important? We are a high profile organisation, balancing statutory responsibilities with different demands and agendas. Our decisions can have wide repercussions on Londoners and beyond so we need to be able to navigate carefully and sensitively.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Understands the structure and statutory responsibilities of the GLA
- ✓ Understands how own role and work contributes to team and organisational objectives
- ✓ Understands the role of the GLA, the Mayor and the Assembly in relation to Londoners
- ✓ Is sensitive to the culture and political context of the GLA and uses it to work effectively
- ✓ Treats GLA information as sensitive and confidential
- ✗ Behaves in a way that may compromise the GLA
- ✗ Behaves in a way which is not politically neutral

LEVEL 3

- ✓ Uses understanding of differences between the GLA and its partners to improve working relationships
- ✓ Helps others understand the GLA and the complex environment in which it operates
- ✓ Translates changing political agendas into tangible actions
- ✓ Considers the diverse needs of Londoners in formulating GLA objectives
- ✓ Helps others understand how the media and external perceptions of the GLA influence work
- ✗ Keeps organisational and political knowledge to self
- ✗ Fails to assist others in understanding the complexities of working in a political environment

LEVEL 2

- ✓ Challenges unethical behaviour
- ✓ Uses understanding of the GLA's complex partnership arrangements to deliver effectively
- ✓ Recognises how political changes and sensitivities impact on own and team's work
- ✓ Is aware of the changing needs of Londoners, anticipating resulting changes for work agendas
- ✓ Follows the GLA's position in the media and understands how it impacts on work
- ✗ Doesn't keep up to date with external perceptions of the GLA
- ✗ Shows little understanding of or sensitivity to the influences that shape the GLA

LEVEL 4

- ✓ Focuses on the needs of Londoners, promoting organisational awareness of how they impact GLA priorities
- ✓ Anticipates and responds appropriately and professionally to political pressure, inspiring confidence and trust from politicians
- ✓ Shapes senior stakeholders' perceptions of the GLA, using their influence to support the GLA agenda
- ✓ Influences Londoners' perceptions of the GLA, using the Media where appropriate
- ✓ Leads the organisation by setting the highest standard in upholding integrity and ethical behaviour
- ✗ Allows competing views to interfere with driving the GLA's objectives forward
- ✗ Behaves in a way which calls into question the reputation of the GLA

ORGANISATIONAL CONTEXT CLUSTER

RESPONDING TO PRESSURE AND CHANGE

... is being flexible and adapting positively, to sustain performance when the situation changes, workload increases, tensions rise or priorities shift.

Why is it important? We operate in a challenging social, economic and political context that is constantly changing. We need to respond to this positively and resiliently to ensure we continue to meet the needs and expectations of Londoners.

Indicators of effective ✓ and ineffective ✗ performance

LEVEL 1

- ✓ Stays calm in pressurised and demanding situations
- ✓ Responds flexibly to changing circumstances
- ✓ Recognises when unable to cope and asks others for help
- ✓ Demonstrates openness to changing work priorities and deadlines
- ✓ Maintains personal well-being and achieves a balance between work and home life
- ✗ Resists change and does not want to try new things
- ✗ Allows pressure to adversely affect self, work and others

LEVEL 3

- ✓ Clarifies direction and adapts to changing priorities and uncertain times
- ✓ Minimises the pressure of change for the directorate, lessening the impact for the team
- ✓ Uses change as an opportunity to improve ways of working, encouraging others' buy-in
- ✓ Keeps staff motivated and engaged during times of change, promoting the benefits
- ✓ Takes ownership for communicating change initiatives clearly, ensuring smooth implementation
- ✗ Makes little or no attempt to promote change positively
- ✗ Places unnecessary demands or pressure on the team

LEVEL 2

- ✓ Maintains a focus on key priorities and deliverables, staying resilient in the face of pressure
- ✓ Anticipates and adapts flexibly to changing requirements
- ✓ Uses challenges as an opportunity to learn and improve
- ✓ Participates fully and encourages others to engage in change initiatives
- ✓ Manages team's well-being, supporting them to cope with pressure and change
- ✗ Loses focus when priorities change, or situation is pressurised
- ✗ Seems unaware of the impact of change on others

LEVEL 4

- ✓ Demonstrates resilience in the face of challenge from staff, media and partner organisations
- ✓ Promotes the GLA as a flexible organisation, responding to the changing needs of Londoners
- ✓ Shows positivity in the face of external pressure, minimising negative impact
- ✓ Drives a culture of continuous improvement
- ✓ Sets the direction for organisational development and ensures effective communication of change initiatives
- ✗ Fails to seek stakeholders' views and priorities when initiating change
- ✗ Fails to take responsibility for leading organisational change