

COMPETENCY FRAMEWORK GUIDE FOR MANAGERS AND STAFF

INTRODUCTION

The Greater London Authority's (GLA's) competency framework outlines the behaviours we value in our organisation. The framework forms the basis of our people-management processes; and is used in conversations about job design, recruitment and selection, performance review, and career development. It provides a common language for HOW we go about our daily work (while performance objectives describe WHAT we do). It helps us with how to apply our technical knowledge and specialist expertise effectively. This guide provides information for both managers and staff on using behavioural competencies, and directs you to further guidance and support.

What is a competency framework?

A competency framework is a set of behaviours that can be observed and measured.

Why we have a competency framework

The framework allows us to easily identify the behaviours that enable us to deliver our specialist technical expertise effectively.

- **A common language and benchmark** – behavioural competencies provide a common language and benchmark we can use across the organisation.
- **Clarity** – competencies help people understand what is expected of them, and give them greater clarity about their role and what to expect of others.
- **Focus** – the levels of the framework provide us with a clear focus for development. They show us clearly what is needed to perform at the next level. They help staff and their managers have a more focused development discussion, and help us to take charge of our own development.

If staff or managers have any questions about the competency framework, or require further information, they should contact **GLA People Function**.

EQUALITY DIVERSITY AND INCLUSION

The GLA's Equality, Diversity and Inclusion Statement sets out the GLA's ambition to be an inclusive organisation and a place where everyone is supported to do their best.

This is a top priority for the organisation. This statement provides the foundation for an inclusive leadership culture at the GLA. It articulates a single vision that we can all sign up to. For this reason, there is not a single competency for promoting an inclusive culture at the GLA. Equality, diversity and Inclusion sits above the whole framework, and we expect this commitment to be embedded and demonstrated in every area of our work.

Equality, Diversity and Inclusion Statement

London is best served by a GLA that is equal, diverse, representative and inclusive.

The GLA's ambition is to create a fairer, more equal city for all Londoners – whatever a person's race, gender, religion, sexual orientation, age, disability or socio-economic background. To do this to the best of our ability, we must have a workforce that reflects London's diversity.

The keys to our success include our knowledge of the lived experience of Londoners; the breadth of our perspectives; our reach into communities; and our capacity to innovate to bring about positive change. These all depend on us attracting and retaining amazing staff, at all levels and in all teams, who are collectively representative of the city we serve.

Being an inclusive organisation is central to our values. We want all staff to have the same positive experience of working, progressing and feeling they belong in the GLA. We want everyone to be respected for who they are, and to be able to have their voice heard. We are determined to eliminate our ethnic, disability and gender pay gaps, and we value highly the contributions of our many brilliant staff networks. We are committed to being an anti-racist organisation. We do not tolerate discrimination in any form.

But until our workforce is representative of London, and until every member of staff has the same positive experience of working here, we have more to do. We are committed to taking all possible steps to ensure that our workforce, in all teams and at all levels, fully reflects the diversity of London.

FRAMEWORK DESIGN

Our framework was extensively researched, based on best practice and tested with staff. The framework has 12 competencies grouped into four competency clusters: Working with Others; Leadership; Delivering Results; and Organisational Context. There are four competency levels, each corresponding to how behaviours vary at different role levels within the GLA. The levels are cumulative, which means that a staff member in a level-three role would be expected to demonstrate the positive behaviours from levels one to three. The majority of roles at the GLA have competencies at levels two and three. Within each competency level there are four to six behavioural indicators that exemplify how to demonstrate that competency effectively. The indicators should not be viewed as a 'checklist', and they do not represent an exhaustive list of examples.

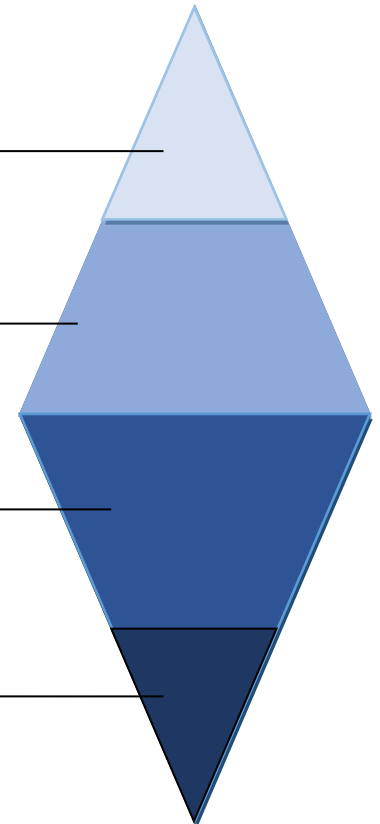
FOUR COMPETENCY LEVELS

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

Level 3 – middle managers; senior professional, senior policy and project officer 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 Adviser, Public Services Coordinator.

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



HOW COMPETENCIES ARE APPLIED

Job design – 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. All roles within the GLA should have between five and eight behavioural competencies, with between three and five identified as essential for effective performance in the job; these competencies will be used for recruitment. Non-managerial roles should have about five or six competencies, and managerial roles seven or eight competencies (including Managing and Developing Performance), in the job description (person specification).

The competencies aim to ensure a consistent and transparent standard across the organisation; and to replace vague or hard-to-measure 'soft skill' requirements such as 'people skills', 'leadership skills', etc. For further advice on using competencies as part of job design, please contact the People Function.

Recruitment – Using behavioural competencies for recruitment ensures that any selection process is focused on the behaviours that are important for success in that role. Basing our selection tools on the behaviours outlined in our competency framework enables us to set clear, objective and standardised criteria for selection across the organisation.

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 interviews are just one of a range of selection tools used in recruitment.

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 two parts:

- **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 – in other words, their behavioural performance. This is, however, only one aspect of a performance review; it does not replace a review of performance against objectives.

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 development needs, and planning development activities, to help the new joiner meet the requirements necessary to confirm their appointment.

One-to-ones – Regular (at least monthly) one-to-ones are an important part of performance management, and help employees get the support and direction they need to perform. These conversations should include two-way discussion and feedback on both the 'WHAT' (objectives and task delivery) and the 'HOW' competency behaviours. Managers should provide coaching and tips to support development and performance.

Performance review – Knowing which competencies are important for an individual role (based on the job design – see above) allows managers to tailor their performance management and development discussions. Staff and managers are jointly responsible for recognising when the individual has demonstrated these 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 and develop their career. One-to-ones and performance-review meetings provide an opportunity to reflect on and discuss how an individual works best. The section of the performance review 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.

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 and areas for development identified.

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 they are also able to understand the behavioural competencies required for a new role or promotion.

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 their current role and/or to prepare for the next role.

Learning and development activities – Within the organisation, we run several 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 – We can identify the competencies that individuals or groups of people need to develop, and direct our learning where it is needed most.

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
- Performance-review conversations toolkit
- Managers' guide
- Probation guidelines
- Learning and Organisational Development framework

THE COMPETENCIES

Working with others cluster

- Building and managing relationships
- Stakeholder focus
- Communicating and influencing

Leadership cluster

- Strategic thinking
- Managing and developing performance
- Decision-making

Delivering results cluster

- Planning and organising
- Problem-solving
- Research and analysis

Organisational context cluster

- Responsible use of resources
- Organisational awareness
- Responding to pressure and change

WORKING WITH OTHERS CLUSTER

BUILDING AND MANAGING RELATIONSHIPS

... is developing rapport and working effectively with a diverse range of people; and 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.

LEVEL 1	<ul style="list-style-type: none"> ✓ 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 appropriate information openly with colleagues within and outside own team
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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

WORKING WITH OTHERS CLUSTER

STAKEHOLDER FOCUS

... is consulting with, listening to and understanding the needs of those upon whom our work has an impact; and is 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 has an impact. We need to manage their expectations; respond to their aspirations; and use diverse views to shape our work and deliver our vision for London.

LEVEL 1	<ul style="list-style-type: none"> ✓ Listens to understand requirements without making assumptions ✓ Demonstrates an enthusiastic and 'can do attitude' to 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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

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.

LEVEL 1	<ul style="list-style-type: none"> ✓ Represents self and team positively within the organisation ✓ Speaks and writes clearly and succinctly, using appropriate language that is easy to understand ✓ Adapts style and communication to the audience ✓ Communicates persuasively and confidently ✓ Checks for understanding
LEVEL 2	<ul style="list-style-type: none"> ✓ Communicates openly and inclusively with internal and external stakeholders ✓ Clearly articulates the key points of an argument, in both 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ Articulates self with credibility and conviction, encouraging buy-in to corporate position ✓ Influences the thinking of other organisations, encouraging them to deliver 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

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, and helping to promote and deliver organisational priorities more effectively.

LEVEL 1	<ul style="list-style-type: none"> ✓ Understands how own and team's work contributes to the delivery of the GLA's objectives to serve Londoners ✓ 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 ✓ Makes connections between personal work and wider organisational implications
LEVEL 2	<ul style="list-style-type: none"> ✓ 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 and those of Londoners ✓ Identifies synergies between team priorities and other relevant internal and external agendas
LEVEL 3	<ul style="list-style-type: none"> ✓ 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 and Londoners ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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 and Londoners into positive action ✓ Proactively involves a diverse range of 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

LEADERSHIP CLUSTER

MANAGING AND DEVELOPING PERFORMANCE

... is setting high standards for oneself and others, and 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 to develop to their full potential.

LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ Creates an organisation that learns from experience and proactively drives an inclusive culture ✓ 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

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 and fair, and will stand up to scrutiny.

LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ Makes difficult decisions for the long-term benefit of the organisation ✓ Presents and instils confidence in strategic decision-making ✓ Consults a diverse range of 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

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.

LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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 and internal agendas ✓ Uses feedback from all sectors as a performance measure for GLA work

DELIVERING RESULTS CLUSTER

<p>PROBLEM-SOLVING ... is analysing and interpreting situations from a variety of viewpoints, and finding creative, workable and timely solutions.</p> <p>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.</p>	
LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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 ✓ Solves problems jointly with others to stimulate innovation ✓ Turns ambiguous or difficult situations into opportunities

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.	
LEVEL 1	<ul style="list-style-type: none"> ✓ Uses a variety of methods and sources to gather relevant data and information ✓ Checks accuracy of data and information before using it ✓ Looks for 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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

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.

LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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

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.	
LEVEL 1	<ul style="list-style-type: none"> ✓ 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
LEVEL 2	<ul style="list-style-type: none"> ✓ 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
LEVEL 3	<ul style="list-style-type: none"> ✓ 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 and programmes ✓ Helps others understand how the media and external perceptions of the GLA influence work
LEVEL 4	<ul style="list-style-type: none"> ✓ Focuses on the diverse 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

ORGANISATIONAL CONTEXT CLUSTER

RESPONDING TO PRESSURE AND CHANGE ... is being flexible and adapting positively, to sustain performance when the situation changes, the 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.	
LEVEL 1	<ul style="list-style-type: none"> ✓ Stays calm in pressurised and demanding situations ✓ Responds flexibly to changing circumstances ✓ Recognises when struggling to cope and seeks help ✓ Demonstrates openness to changing work priorities and deadlines ✓ Maintains personal wellbeing and achieves a balance between work and home life
LEVEL 2	<ul style="list-style-type: none"> ✓ 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 wellbeing, supporting them to cope with pressure and change
LEVEL 3	<ul style="list-style-type: none"> ✓ 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
LEVEL 4	<ul style="list-style-type: none"> ✓ 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

ORGANISATIONAL CONTEXT CLUSTER