



Our Competencies

Briefing note for Line Managers

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Our competency framework describes the generic skills, including interpersonal skills, and knowledge that are common across our organisation regardless of business area, function or professional body.

They help individuals and their managers understand how they can perform well in their present job and can guide development of the skills that may be important for someone's future career.

We have combined our frameworks into one that describes the competencies that help us achieve our objectives.

A job description will therefore summarise the key competencies that describe what someone would be expected to do in that job to achieve their objectives.

A job description may also reference the technical skills and knowledge needed and these can be linked to a professional body, function or regulations.

Our behaviours represent the culture and values that are important to TfL. These are common to everyone and there are descriptions that support what these look like in practice.

The competencies are complementary to technical skills and our behaviours. For example, someone might be a good corporate citizen (living the behaviours) but still not be great at planning and organising; which can hinder the efficient delivery of their objectives. The competencies help someone identify what they could be doing to be successful.

There are 15 competencies in the framework that reflect the broad range of working life at TfL. Each job will have a few competencies that are most relevant to be effective and these are the ones that are captured in a job description.

Each of the 15 competencies have clear descriptions and the different levels describe what is most relevant for a job. The number of competencies that are key will depend on the complexities and accountabilities of the job.

If on any occasion there is an overlap in the description of a competency and a technical skill associated with a role, then duplication should be avoided and the most appropriate one selected.

Using the Competency Framework

Our competencies may be used in recruitment and organisational changes to identify the most suitable person for a job.

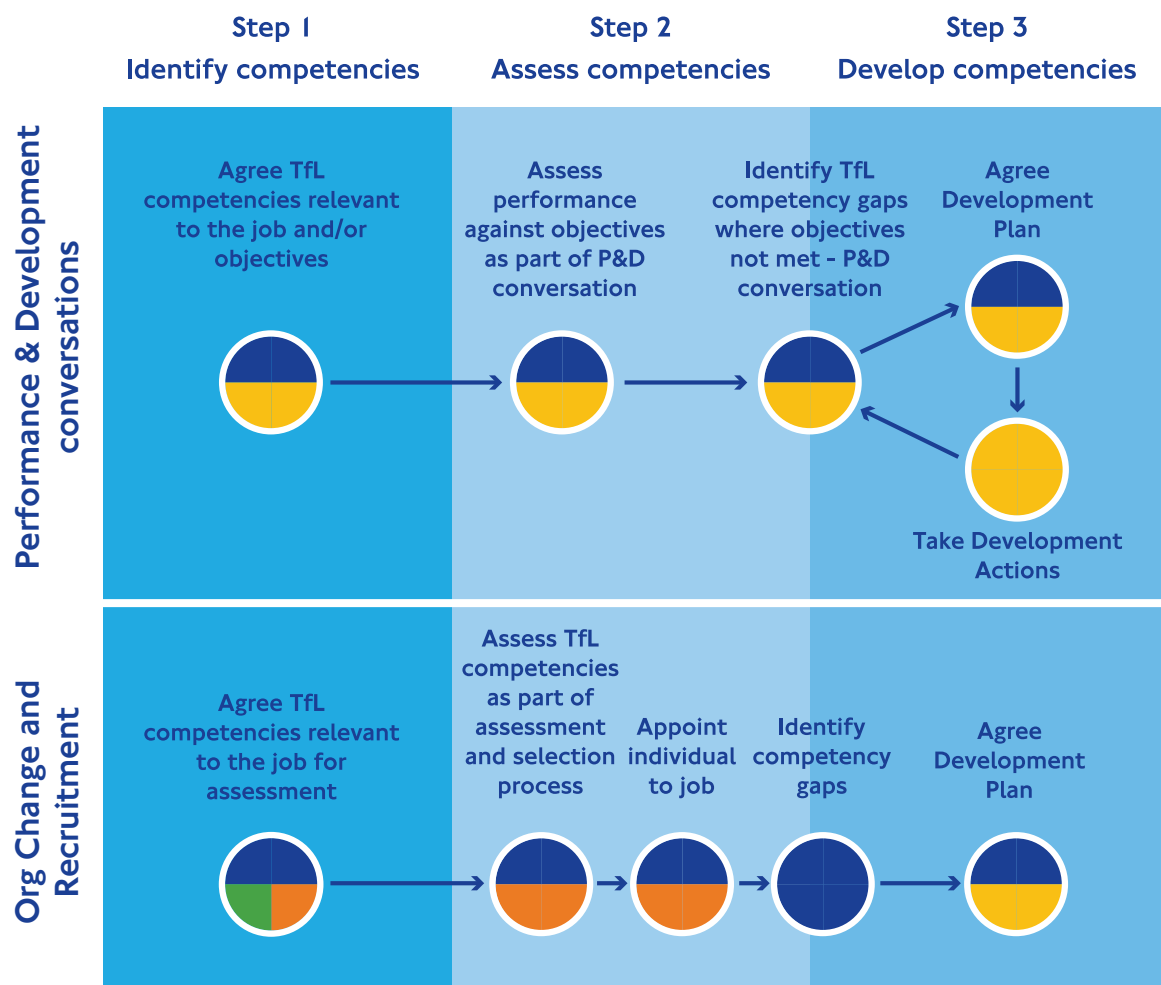
They may also be used to help individuals develop in their role and develop for future roles.

Managers can also refer to them to help them identify with their teams the ways of working that support achievement of objectives.

For individuals they can provide insights for their performance and development discussions and suggest what they may want to develop for their next role.

The diagram below outlines the 3 key steps for getting the most from the Competency Framework as part of Performance and Development conversations and Organisation Changes/Recruitment.

Three Step User Guide



How are competencies and levels determined for a job?

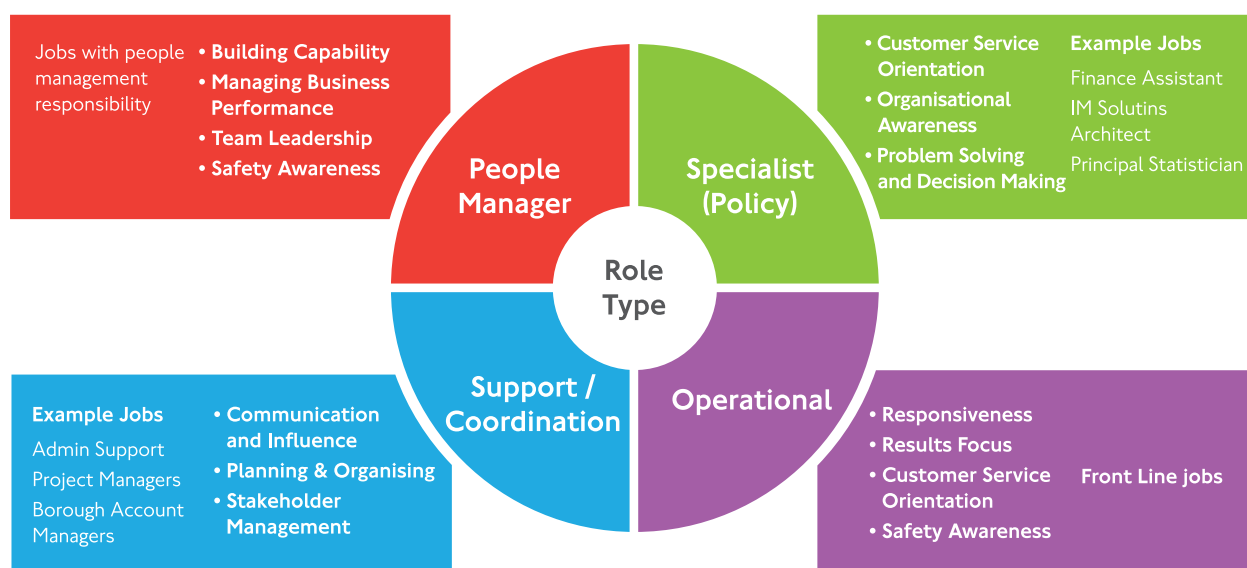
Typically competencies and the levels relevant for a job will be determined through people management activities such as Organisation Changes; where new structures and jobs are designed.

Competencies determined through these activities will be added into the Job Descriptions at the time. They may then be used by Recruitment Consultants (RC's) in future recruitment campaigns and by Line Managers and individuals in their performance and development conversations.

Where a manager has a job that needs evaluating outside a major change, they should also review what key competencies would be relevant for success in the role and include these in the new job description. The evaluation panel can advise on the level of the competency.

If you are a manager not involved in either organisation change or other initiative and you want to identify the key competencies for a job in your team – to help you recruit the right person or to help your discussions at review time, the following models will help you 1) identify the relevant competencies and 2) the competency levels.

Entry level roles	typically level	A - B
Junior level roles	typically level	B - C
Middle level roles	typically level	C - D
Senior level roles	typically level	D - E



This guide should help managers adopt a reasonably consistent approach, however, as a manager do also verify the key competencies you have identified as important for a role with your HRBP.

Developing an individual's competence

The competencies are there to help performance and development conversations.

Once the competencies that need developing have been identified, line managers may agree with their team member workplace activities and/or Learning & Development (L&D) interventions. More information about L&D interventions available to support development on each competency is available on Source.

Queries

If you have any queries not answered here, please contact either of the following:

[Redacted]

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Competencies and their Definitions

	Competency (levels)	Definition
1	Building Capability (A-E)	Building own and others capability through feedback and learning or development opportunities to ensure that TfL has the required capabilities to meet the business need.
2	Change & Innovation (A-E)	The ability to respond to, manage or lead business improvements or change in TfL, in order to meet its strategic priorities and realise benefits from change. Within the context of a continuously changing organisation the individual will demonstrate resilience and flexibility.
3	Commercial Thinking (A-E)	The ability to view situations from a commercial perspective. At lower levels there should be an understanding of the importance of cost and efficiencies to TfL, developing to a level where commercially focused decisions are made.
4	Communication and Influence (A-E)	An individual's ability to engage, persuade, convince or influence others (individuals or groups), through their communication style and approach, in order to get them to go along with or to support their agenda. Incorporated into this, is the individual's ability to understand and anticipate their audience's position or response and adapt their message in order to gain their commitment.
5	Customer Service Orientation (A-E)	Focusing one's efforts on providing good customer service. At higher levels this involves balancing customers' needs alongside other priorities / constraints (e.g. budget, resource).
6	Managing Business Performance (A-E)	Taking responsibility for business performance; setting the standards, reviewing performance against these, anticipating issues and responding appropriately to drive and improve business performance.
7	Organisational Awareness (A-E)	The ability to understand the organisation, its customers, stakeholders and critical relationships within and outside TfL. This includes the ability to recognise the impact of individuals / groups, interactions and how decisions are made in TfL.

8	Planning and Organising (A-E)	The ability to establish a course of action for self and/ or others, and manage time, resources and surrounding circumstances to deliver to their objectives. Planning and Organising should be seen in the context of taking action and not simply thinking about future actions.
9	Problem Solving & Decision Making (A-E)	Identifying and interpreting various sources of information/evidence to understand a situation or problem in order to reach conclusions / make effective decisions or recommendations.
10	Responsiveness (A-D)	The ability to adapt to and work effectively within a variety of situations, individuals and/ or groups. Responsiveness entails being flexible and adapting one's approach as the requirements of a situation change, and responding in a time conscious way.
11	Results Focus (A-E)	Delivering business / performance results in TfL to time/budget/quality. This includes looking for ways to improve performance and add value to TfL.
12	Safety Awareness (A-E)	Taking the safety of customers, employees, suppliers and the public seriously and understanding own and others' responsibilities. At higher levels this involves establishing and promoting a safety culture.
13	Stakeholder Management (A-D)	Managing stakeholder relationships in order to support delivery of objectives. Primary focus is on the activities aligned to stakeholder management that support managing stakeholder relationships.
14	Strategic Thinking (A-D)	Understanding, developing and implementing concepts, plans and ideas which are aligned to TfL's long-term plans. This includes developing and translating the overarching vision and direction for the local business area and/or wider organisation and setting out plans to deliver TfL's strategy.
15	Team Leadership (A-E)	For those that have responsibility for others, this is about providing strong management and leadership skills. The focus is on instilling trust and confidence in others and improving team, functional or organisational performance. The individual will be expected to lead others.

