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| **Focus on Outcomes** | **Delivering results - development suggestions**  **Achieves timely results through efficient use of resources and commitment to quality standards** | | | |
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| **Foundation** | | **Adept** | **Advanced** | **Strategic** |
| **SSG**  **Grades 7, 8 & 9**  **Grade 6**  **Grades 2, 3, 4 & 5** | | | | |
| **Ensure you are clear on the quality standards you need to meet and deadlines for achieving them. Check your idea of high quality is the same as your manager's and colleagues' so you can all be consistent.**  **Build in enough time to be accurate and check your work or, where it is important, ask a colleague to. Avoid distractions and set aside enough time when you are carrying out work which needs accuracy.**  Visit other units or departments to see how they resource themselves, monitor progress and ensure their targets/goals are achieved.  **Identify skills which would help you in your role: identify role models with those skills and work shadow them to build your own capability.**  **Put in place a work plan for yourself with key tasks for the next 3, 6 or 12 months showing busier and quieter times, areas of pressure and outlining any reasons which might delay your work. Talk to colleagues about it.** | | Break a team's objectives down into component parts estimating time-scales for each. These can be used as check-points to establish progress.  **Involve colleagues in discussing the unit’s goals/objectives, asking each one about how they contribute. Identify any shortages in resources & consider how these can be overcome**  **Talk to a range of colleagues with a variety of skills and expertise before starting a new initiative or project so they can make suggestions. Build networks with people with a range of skills who you can approach for advice and support.**  **Choose one of your most frequently used policies or processes: work with colleagues to suggest changes to improve effectiveness or provide better, more consistent customer services.**  **When emailing or talking about a success or a project, particularly to more senior colleagues, publically acknowledge and thank people by name for their specific contribution to the outcome.**  Consider with colleagues the pros/cons of current performance monitoring systems & instigate changes based on their ideas about how they can be improved | Set out your business area's objectives and quality standards visibly in a shared space: track progress against them regularly and publically. Evaluate your business area's priorities against the University's to ensure they align or to change them. Use this to help you and your colleagues/team assess where to focus effort and resource and budget.  Prioritiseyour unit’s objectives so everyone understands which are the most important and why, linking to delivery of the University strategy.  Involve and listen to team members in considering barriers to the team achieving its targets/goals. Prioritise those barriers with the most significant impact and take action to resolve those, escalating where necessary.  **Put the user at the heart of service delivery: seek your customers' views on their ideal service and outcomes from your business area. Seek regular feedback from them and share how you've responded to their feedback to date.**  ***Put in place regular visible quality checks and use these as an opportunity to share good practice and challenge inconsistency and inaccuracy. Consider a regular short team meeting.*** *Ensure successes are praised & ask for ideas for how to tackle any shortfalls* | Horizon scan for developments within the University, using your networks, briefings, strategic and departmental plans etc to ensure your unit’s priorities remain accurate. Use the intelligence you gather to think creatively about how your service may need to adapt in the future.  Ensure your team understands how the unit contributes to the University strategy. Create opportunities, through team meetings and development sessions to share the wider context, and enable discussions and questions.  Develop and share with your team, stakeholders and ULT members your 'theory of change' for how your activities are expected to lead to outcomes and impact and the contextual factors that may influence the impact. Use the same to analyse performance and evaluate impact.  Produce a strategic paper/plan about how you envisage your unit operating in X years' time to deliver the University strategy.  Visit high performing institutions inside and outside the sector to seek to understand best practice. |

Anderson, A.A. (undated) The Community Builder´s Approach to Theory of Change: A practical guide to theory development. New York: The Aspen Institute Roundtable on Community Change. Accessed online 24/11/06 at [http://www.aspeninstitute.org](http://www.aspeninstitute.org/) [>Programme:Roundtable on community change]

Connell, J.P and A.C. Kubisch (1998) `Applying a Theory of Change Approach´ in K. Fulbright Anderson, A.C Kubisch and J.P. Connell (Eds) New Approaches to Evaluating Community Initiatives Volume 2: Theory, Measurement, and Analysis. Washington DC.: The Aspen Institute