Guide to using the Professional Services Capability Framework
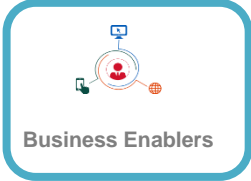
What is the Professional Services Capability Framework?

The Professional Services Capability Framework ("Capability Framework") sets out how we want Professional Services staff at Sheffield Hallam University to work and has been created as part of our ongoing commitment to your personal and professional development. Each capability sets out the skills, knowledge and behaviours that lead to successful performance and delivery of Transforming Lives Strategy: both as individuals and as a university.

The Capability Framework outlines 10 capabilities, which are grouped into 3 clusters:

People	Business Enablers	Focus on Outcomes
Managing Self and Leading Others Takes personal responsibility to manage work and performance and to lead, inspire and motivate others	**Seeing the Bigger Picture** Understands how individual work connects to that of others across the university and externally	**Planning** Plans work, projects and programmes to ensure results are delivered, on time and to quality standards
Delivering Customer Service Puts the customer first, manages customer expectations and provides a quality experience for all customers	**Thinking Commercially** Understands the commercial environment in which the university operates internally and externally and considers the impact on decisions and actions	**Taking Evidence Based Decisions** Thinks, analyses and considers the broader context to develop practical solutions
Communicating and Engaging Communicates in a professional, clear, concise and appropriate way, actively listening to others and responds with respect	**Maximising Digital and Technological Potential** Uses technology effectively to design, deliver and improve services	**Delivering results** Achieves timely results through efficient use of resources and commitment to quality standards
Working Collaboratively Collaborates with others and values their contribution		

For each capability there is a brief overall description of what that capability means in practice and examples of "capability indicators" for four levels: foundation, adept, advance and strategic. Each level builds on those below: a person demonstrating a capability at an advanced level should also be demonstrating the foundation and adept levels.

Managing Self and Leading Others
Takes personal responsibility to manage work and performance and to lead, inspire and motivate others

Foundation	Adept	Advanced	Strategic
Grades 2, 3, 4 & 5	Grade 6	Grades 7, 8 & 9	SSG
Acts as a role model by taking personal responsibility for own performance and development	Leads on and collaborates with other teams to deliver excellent services	Inspires and leads to provide direction	Acts as a professional role model for colleagues, sets high personal goals and takes pride in achievements
Seeks and acts on feedback to improve individual performance	Uses performance management techniques and feedback to drive improvements and motivate colleagues	Ensures all team members have the knowledge and skills to perform their role to the required level	Manages challenging, ambiguous and complex issues calmly and logically
Works flexibly without supervision	Uses coaching and mentoring in leading and developing colleagues	Inspires and motivates colleagues to achieve results	Provides visible leadership and is accountable for the performance of multiple teams and/or services
Self-directed; decides on a course of action to achieve objectives without supervision or step-by-step instruction	Manages and delivers complex work	Takes the initiative and acts in a decisive way	Sets and monitors performance standards for multiple teams
Knows what is expected of them	Fosters a culture of creativity, innovation, continuous improvement and development	Leads and is accountable for the performance of a team or function	Champions a culture of local and institutional learning that supports university goals and objectives
Undertakes continuous personal and professional development	Looks for opportunities to develop new skills	Sets and monitors performance standards for a team or function	Motivates and influences others to deliver quality outcomes
Seeks learning opportunities		Makes long term plans, including succession planning, to make sure the workforce delivers excellent services now and in the future	
Reflects and learns from experience		Manages performance to drive improvements and motivate colleagues	
Maintains motivation when tasks become difficult		Identifies talent in individuals, creating opportunities for their development	
Coordinates resources and acts as a point of escalation			

There are also examples of ineffective behaviours in two categories: for all individuals and for leaders and managers:

Taking Evidence Based Decisions: Ineffective behaviours
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

For all
- Ignores or dismisses evidence or data which does not support their instinctive decision: uses anecdotes rather than comprehensive data as a basis for their decisions or advice
- Fails to involve or ignores colleagues and team members with appropriate expertise in their decision making process
- Ignores or downplays risks when making or advising someone on a decision
- Does not proactively explain or justify their decisions or the University's to their colleagues, customers, team or stakeholders
- Escalates all decisions to their manager even when they have been clearly empowered to make that decision themselves
- Justifies decisions by referring to existing processes or policies, rather than explaining reasons for decisions

For leaders and managers
- Requires all or the majority of decisions to be escalated to them, rather than empowering and supporting team members to make appropriate decisions themselves on the basis of available evidence
- Criticises or is unsupportive of difficult decisions they have delegated to team members, rather than providing constructive feedback and support
- Delays or is reluctant to take decisions or make recommendations: procrastinates, calls for further unnecessary detail or consultation. Struggles to make decisions when there is ambiguity or incomplete data
- Relies on a single source of data or evidence for complex decision making rather than considering a variety of data
- Avoids changing their team's approach or actions even when significant new information comes to light

For development options please click here

These indicators (positive and ineffective) are not designed to be comprehensive, but to provide a clear and consistent sense of what is expected from individuals here at Sheffield Hallam University.

Single capabilities: As well as a full Capability Framework, it is also possible to download single capabilities which set out in one place:

- the positive indicators and ineffective behaviours for that capability
- development suggestions, focusing on developing in your role, and options for formal learning opportunities for that capability

These single capabilities can support individuals and managers to discuss development options for that particular capability

How can the Capability Framework be used?

The Capability Framework is intended to be used by managers, individuals and teams to support and inform:

- performance conversations and PDRs between individuals and their managers
- development and career planning by individuals and teams with the support of their manager
- recruitment

Using it should help you identify and develop the knowledge, skills and behaviours most appropriate to your current and future roles and should help you achieve our own goals alongside achieving the ambitions of Transforming Lives. It should help managers to have constructive performance discussions with team members and support them with their development.

The Guidance below sets out in more detail how you can approach this as a manager.

Guidance for managers

These guidance notes are designed to help you use the Capability Framework with your team members. You should read them alongside the Capability Framework, which contains full details of each capability

Separate Guidance for Individuals is in place for all staff when using the Capability Framework and you will also find it useful to read that guidance too.

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a) Why should I use the Capability Framework with my team members?

The Capability Framework is designed to provide your team and you with a performance and development tool for discussions. It provides you with a guide to a range of skills, knowledge and behaviours which will help your team members to achieve their objectives effectively, to improve their performance and will support the University to achieve its Transforming Lives agenda. It will also help your team members consider those skills and behaviours they may require for the purposes of career progression and to seek out opportunities to develop these.

Using the Capability Framework with your team members can help you create a team where each individual has the skills, knowledge and behaviours needed to perform as effectively as possible and where team members are encouraged to think about their long term career options and what they may need to develop in order to achieve these.

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b) How does the Capability Framework link to the PDR process?

As part of your team's PDR, you should discuss with each of them the capabilities they should focus on in the year ahead, both to improve in their current role and for their career in the future. You should discuss those capabilities which are their strengths and how they can build on them and use them effectively, and also those which are a development area for them, how they could improve in them, what will need to change and what positive impact that will have on their performance.

You should also encourage individuals to use the Capability Framework when creating their Development Plan as part of their PDR: more information on how to do this is below at (c)

In planning your objectives, your team members can consider and discuss with you which capabilities they will use and focus on in order to deliver each objective. You could build them into an objective, for example "*Work collaboratively with stakeholders to plan, create and roll out a capability framework across professional services*") or the individual could agree with you which capabilities you will focus on to deliver a particular objective "*Plan, create and roll out a capability framework across Professional Services (Capabilities to use include Planning, Communicating with Impact)*"

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c) How can I use the Capability Framework with my team member(s) to support their performance and development?

There are three main ways which you can use the Capability Framework to support team performance and development:

- o Performance discussions
- o Development for their current role
- o Development to support their career aspirations

Performance discussions: Talking to individuals regularly about their current performance, strengths and areas for development is critical to achieving our objective of becoming a high performing organisation. The Capability Framework offers you way of talking to team

member(s) constructively about their strengths, areas for development and those behaviours which are ineffective or which could be changed to improve their performance, quality of work or the impact of it - by discussing which of the positive indicators and ineffective behaviours you have seen them demonstrate and what, if anything, they could improve. Guidance on giving constructive feedback is [here](#).

Developing your team for their current role: The Capabilities Framework can also help you identify and plan suitable development activities for your team and team members' in their current role(s). You should consider and discuss the following with each team member:

- What is it that your team and team members need to achieve over the next one to two years?

- What capabilities do your team members require to perform their roles, both to meet the demands of the next year or two and also to deliver any day-to-day aspects of their role? Individuals' job descriptions also set out the core capabilities required in the current role and which will therefore be a focus for improving performance.

- What you have observed and identified in discussion with team members? Which positive indicators and which ineffective behaviours have they demonstrated.

- Using the Capabilities Framework, consider those capabilities where some additional development would benefit your team member(s), taking account of:

  o The level at which the capability should be developed i.e. foundation, adept, advanced, strategic
  o What you would like the team member(s) to do differently or improve upon – the capability indicators may help you define this.
  o How you will know if your team member(s) have successfully developed their capability.

Once you have identified the capability that you want your team member(s) to develop you should discuss this with them to understand their view, and to work with them to identify how best you can support them to build that capability (see (d)) below.

Supporting your team to achieve their future career aspirations: As an organisation, we are fully committed to supporting individuals to develop their career here at the University. While individuals are responsible for considering, identifying and planning the development they need to further their career aspirations, as a manager you have a role in coaching and supporting them with that.

As part of their PDR [you should be discussing individuals' career aspirations,](#) with them, including whether they align to the University's strategic objectives and what support they need to achieve them. In particular you can support them to consider:

  o What capabilities they think a future role is most likely to require (some of this will be in the job description)
  o The level at which they may need to display these, e.g. foundation, adept, advanced, strategic
  o How you may be required to use the capability in that role

You can then talk to them about options for building that capability (see (d) below) and embed that in their PDR Development objectives.

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d) How can I use the Framework to help individuals to plan development activities for their current role or future roles?

Individuals should be encouraged to do as much investigation or thinking themselves about how they can build their capability. The [70:20:10 model of learning](#) will give them

some options and examples to start their thinking as will the "single capabilities" which set out in one place for each capability:

- Positive capability indicators across each level
- Ineffective behaviours for the same capability
- A range of development suggestions for how to build skills, knowledge and behaviours in that individual capability
- Links to more formal learning options - whether face to face, online or via a toolkit which you can talk to members of your team about

In other instances you may need to provide additional support in that thinking, providing suggestions and opportunities. Some capability building may require the person to attend a course, in another it may be something that the person can develop in discussion with another colleague. In many cases the best way of developing capability is through a project or working on a new piece of work so you will have a role in identifying that.

Once you have identified with a team member those behaviours where development is required you should ensure that these are recorded on the person's Development objectives and reviewed and discussed regularly with you to ensure there is progress and for you to support them to overcome barriers to achieving success.

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e) How can I ensure that my team members get the most out of using the Capability Framework?

There are suggestions throughout this document, but you could encourage them to:

- Familiarise themselves with the document, with a particular focus on the level(s) that most apply to their role (foundation, adept, advanced, strategic).

- Consider those capabilities they would most like to develop and/or where they see the greatest benefit in doing so.

- Think about the kind of development activities they would like to pursue, e.g. attending a course or job shadowing.

You might also want to:

- Use the Framework when helping team members create their development objectives

- Incorporate the language of the Capability Framework into your development conversations with your team members and your day-to-day leadership and management activities.

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f) What should I avoid doing when using the Capability Framework with team members?

The Framework is designed to provide your team members and you with a development tool. It aims to guide you towards identifying those capabilities where further development will most support the team member's current performance and/or help them realise their career plans.

You should therefore avoid:

- focusing solely on the 'ineffective behaviours'. You do want to encourage your team member to avoid these behaviours, however you also want to encourage them to develop the 'effective' ones.

- limiting any proposed development activities to those offered by the Development Team or the development suggestions in the single capabilities. There will be many other ways which team members can develop their skills outside of formal learning.

The 70:20:10 approach to learning and development

Opportunities and options for learning and development: the 70:20:10 learning approach

The 70:20:10 learning approach is a widely used learning and development model* which captures three types of learning: experiential, social and formal. An overview of the three types of learning is shown below and you can find examples of each type of learning on the next page. The "70:20:10" ratios are an indication of the proportion of learning time someone might spend on each type of learning to get the most from their development.

Lombardo, Michael M; Eichinger, Robert W (1996). The Career Architect Development Planner (1st ed.). Minneapolis: Lominger

70%

Learning through experience: On the Job

This is often regarded as the most beneficial as it enables you to put your knowledge into practice and embed learning. It's about stretching ourselves to take on areas of work responsibilities that are new to us and learning through these experiences with the support of experienced colleagues.

20%

Learning through others: Near the Job

This is sometimes referred to as 'Social Learning'. It's about how we share our knowledge and experiences with others and also how we learn from them. There are many ways to do this, for example coaching and mentoring.

10%

Learning through structured training: Off the Job

This covers all forms of formal courses, workshops and learning programmes. These may be delivered through e-learning, in a classroom or through distance learning.

Section 3: Approach to learning and development

70% learning through

Examples

- **Secondments or lateral moves** to acquire skills and knowledge you wouldn't get from working in your team.

- **Projects or participating on a working group** within or outside your usual working area. These can give individuals the opportunity to develop new skills or work with other business areas

- **Job shadowing** - within and external to the University and HE sector to learn about a different role, particular aspects of a role or work area and what it involves, or externally to see best practice

- Being a **mentor** or sharing your own skills

- Volunteering outside the University, for example **as a School Governor**

- **On the job learning:** learning through new tasks and activities, normally with support of an experienced colleague.

20% learning through others

Examples

- Joining or setting up external or cross institution **communities of practice or subject matter networks** to enable learning through the experience of others

- **Coaching:** A structured intervention, usually within a defined period, helping individuals solve problems, achieve specific goals, and unlock their potential.

- **Being mentored:** Similar to coaching, but takes a longer-term approach to facilitating personal and career development.

- **Conferences** can be great places to build networks and understand how other people approach challenges you face

10% learning through structured

Examples

- **Workshops or other face to face courses**: these may be external or internal to the University. For example Hallam Leaders or Aspiring Managers.

- **Conferences** provide updates and discussions of new areas of practice.

- **Webinars and E-learning:** Many topics can now be studied online from your desk, which offers convenience. Lynda offers many e-courses across a number of topics.

- **Continuing Education**: this might include undertaking a Degree, Masters or NVQ (e.g. through Headstart or as an Apprenticeship).

- **Qualifications**: Can consolidate or evidence existing skills and knowledge and build new skills.

- **Reading** books/articles on relevant topics to stay up to date on the latest thinking.