

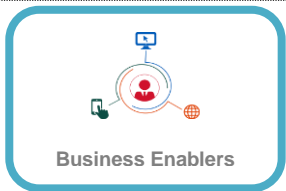


## Professional Services Capability Framework: Seeing the Bigger Picture

This document sets out in one place all of the information relating to the **Seeing the Bigger Picture** capability, including:

- Capability indicators
- Ineffective behaviours
- Development suggestions, tips, tools and activities
- Formal learning options

This is to support you in developing in this particular capability. This document should always be read with the [Professional Services Capability Framework](#)



## Seeing the Bigger Picture

Understands how individual work connects to that of others across the university and externally



### Foundation

Grades 2, 3, 4 & 5



### Adept

Grade 6



### Advanced

Grades 7, 8 & 9



### Strategic

SSG

Sees how individual work contributes to the university's objectives

Shares information, ideas and good practice

Contributes positively as part of a team

Understands and values equality, diversity and inclusion

Understands how services are organised to help achieve results

Knows where to go to resolve queries

Promotes an inclusive environment in which individuals are respected and unacceptable behaviours challenged

Understands the strategy and uses this to make decisions which best supports the university's strategic aims

Seeks best practice through research, analysis and benchmarking

Acts as a subject matter expert and point of reference for colleagues

Builds and maintains internal and external networks

Ensures individual work and that of the team contributes to the university strategy

Understands the regulatory and political environment and the implications

Encourages teams and individuals to collaborate

Draws on own and others expertise and thinks creatively to solve problems

Looks to the future in analysis, thought and action

Takes the broadest possible view of a problem or issue

Uses strategic understanding in decision making and business development

Helps others understand how they support organisational objectives

Develops, manages and influences key relationships with internal and external stakeholders to maximise benefit to the organisation

Identifies opportunities for, and leads on, cross-organisation working to achieve shared goals

Challenges the status quo where necessary

Acts as an ambassador for the university both internally and externally

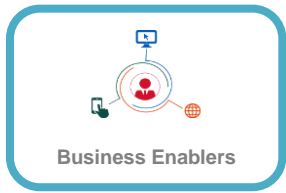
Actively seeks to further the university strategy through research, teaching, academic citizenship or professional practice

Embeds environmental sustainability and equality, diversity and inclusion both internally and externally

Represents professional services internally and externally

Develops in-depth insight into dynamics and issues surrounding the university and develops plans to respond to them

Shapes and influences understanding of wider issues, assessing the implications and taking action



## Seeing the Bigger Picture: Ineffective behaviours

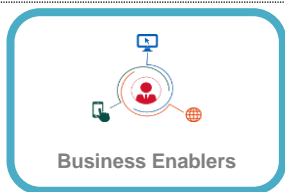
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

### For all

- Does not read the University Strategy or take other steps to understand how their work contributes to it or links to the rest of the University
- Criticises the University or does not explain reasons for the University's approach to an issue when challenged
- Misses opportunities to share best practice, celebrate success or acknowledge hard work and contribution
- Focuses solely on day-to-day activities, failing to take steps or monitor their own progress against longer term goals
- Does not consider or discuss with their manager whether to change or reprioritise their work against the University's changing priorities
- Allows a non-inclusive environment to exist in the team around them by not challenging their own and others unconscious biases

### For leaders and managers

- Continues with the same priorities and outputs for their team or business area regardless of changing internal or external environment, student expectations or University priorities.
- Does not consider or understand the external challenges the University is facing, so develops services and products which do not effectively meet those challenges
- Leaves their team and stakeholders unclear on how the University strategy will be furthered by the team's activities and objectives
- Assumes that their business area delivers best practice but does not benchmark their service externally or examine their own service data to ensure they are always seeking to improve and learn
- Makes decisions or improvements only in reaction to local issues or complaints, instead of proactively and systematically considering wider opportunities to change and improve services
- Avoids or does not proactively seek out opportunities to take on an external ambassadorial role for the University



## Seeing the Bigger Picture - Development Suggestions

Understands how individual work connects to that of others across the university and externally



### Foundation

Grades 2, 3, 4 & 5



### Adept

Grade 6



### Advanced

Grades 7, 8 & 9



### Strategic

SSG

#### Individual activities and reflection

Read your team's objectives carefully and consider why these particular objectives have been set and, if unclear, discuss them with your line manager

Take time to work out exactly how your own PDR objectives will help to contribute towards the achievement of the University's objectives. Which of your own objectives are the highest priorities for the university?

#### Actions with others

Ask your boss, mentor or experienced colleague to talk you through the [University's Strategy implementation plan](#) and why we want to achieve these objectives. Discuss this with your peers and colleagues

Visit another team whose work links to your team and ask them to talk to you about how their work links to the [Transforming Lives Strategy](#). Hold a cross team discussion about ways of working and sharing across your team

Ask a leader or manager who knows the University well and has good networks to talk you through how they

#### Individual activities and reflection

Read strategic plans or priorities from other teams to keep up to date with what is happening in the University. Analyse how they might affect your team or what role you could play in supporting them

Spend some time thinking of your team as if it is a new business which needs to bring in customers and become profitable. What might you do differently in those circumstances?

#### Actions with others

With colleagues, identify ways which your team could do things differently in order to help the University achieve its strategic objectives: use a [brainstorming tool](#) to generate new thinking

Undertake a [PESTLE](#) or [S.W.O.T.](#) analysis of your team's work and deliverables. What external factors are going to influence how you deliver your service in the future, and what opportunities (and possible threats) are there? What could you change now?

Spend some time at a team meeting analysing and discussing the

#### Individual activities and reflection

Keep up to date with changes being implemented across the organisation as well as with the [Higher Education Sector: trends](#)/external events potentially affecting the University. Consider and, where appropriate, adapt your business unit strategies

Take opportunities to read more about how your business area is approached in other organisations or the Higher Education Sector in general and reflect on how you might use those approaches effectively here at the University. Use [these top tips](#) and questions to ask yourself about your own strategy

#### Actions with others

Set-up regular sessions with peers and colleagues from different parts of the University to [identify external/internal](#) factors that may impact your teams' objectives or plans or create opportunities. As necessary, put in place contingency plans

With your team, carry out a [stakeholder analysis](#) before starting a

#### Individual activities and reflection

Allocate time in your diary and move away from the office to ask yourself these [big picture questions](#): this can be on your own or with a colleague purely to discuss strategy for the University or business area, ideas and possible big changes

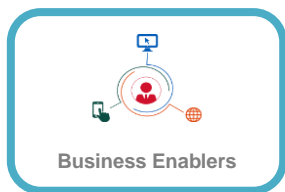
Understand sector trends by building external networks and attending external meetings and conferences. Consider what impact those trends might have on the University's strategy and current priorities, and your business area

#### Actions with others

Hold a session with your team, peers or key stakeholders to consider what the University and your own business area will need to look like and how it will need to deliver services in 5 years' time in order to be successful. Use these ideas to help create a vision and longer term strategic objectives

Identify key stakeholders and meet them regularly on a 1:1 and/or in meetings, to discuss their thoughts about the University now and where it

ensure they 'see the bigger picture' across the University: Do they use networks, read particular things, attend particular meetings?	<a href="#">University's strategy</a> and <a href="#">implementation plan</a> and generate a discussion about how it links to your team's work	new project or initiative to identify and enable you to work with those affected by your changes - and to give your project the best chance of succeeding  Once a month, take an opportunity to meet new people from across a variety of sectors, to spark ideas for big changes in your area	should be in 2 years' time: do you have a shared view? If not, why not: where are the differences? What is their view on how we will need to deliver our services?
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## Seeing the Bigger Picture - Formal learning options

Understands how individual work connects to that of others across the university and externally

### Face to face learning

Attend one of the [University Insight Lectures](#) on themes of power, decision making and accountability, University funding or the History of Universities, to give context to your current role

### Online courses

[Strategic Thinking](#): This course teaches managers and leaders how to use strategic thinking to guide the direction of their teams and come up with solutions to key business problems.

[Strategic planning](#): This course shows you how to establish and articulate your team or business area's core competencies, vision, mission, and strategic filters

[Learning Brainstorming](#) Invented in 1948, brainstorming is still the dominant technique when it comes to idea generation. It combines creativity, problem solving, and group discussion. This course brings brainstorming into the modern age, with rules and techniques that will help you set up and run more-effective creative brainstorming sessions.

[Stakeholder management](#): Learn how to analyse stakeholders, map power structures, keep open lines of communication, and use interpersonal skills to connect.

### Downloadable toolkits and guides

[Top tips for big picture thinking](#): This guide poses questions to help you think more strategically

[A guide to networking](#): a simple, useful and practical guide to help you develop and improve your networking skills.

Further guides [here](#)