






Capabilities overview

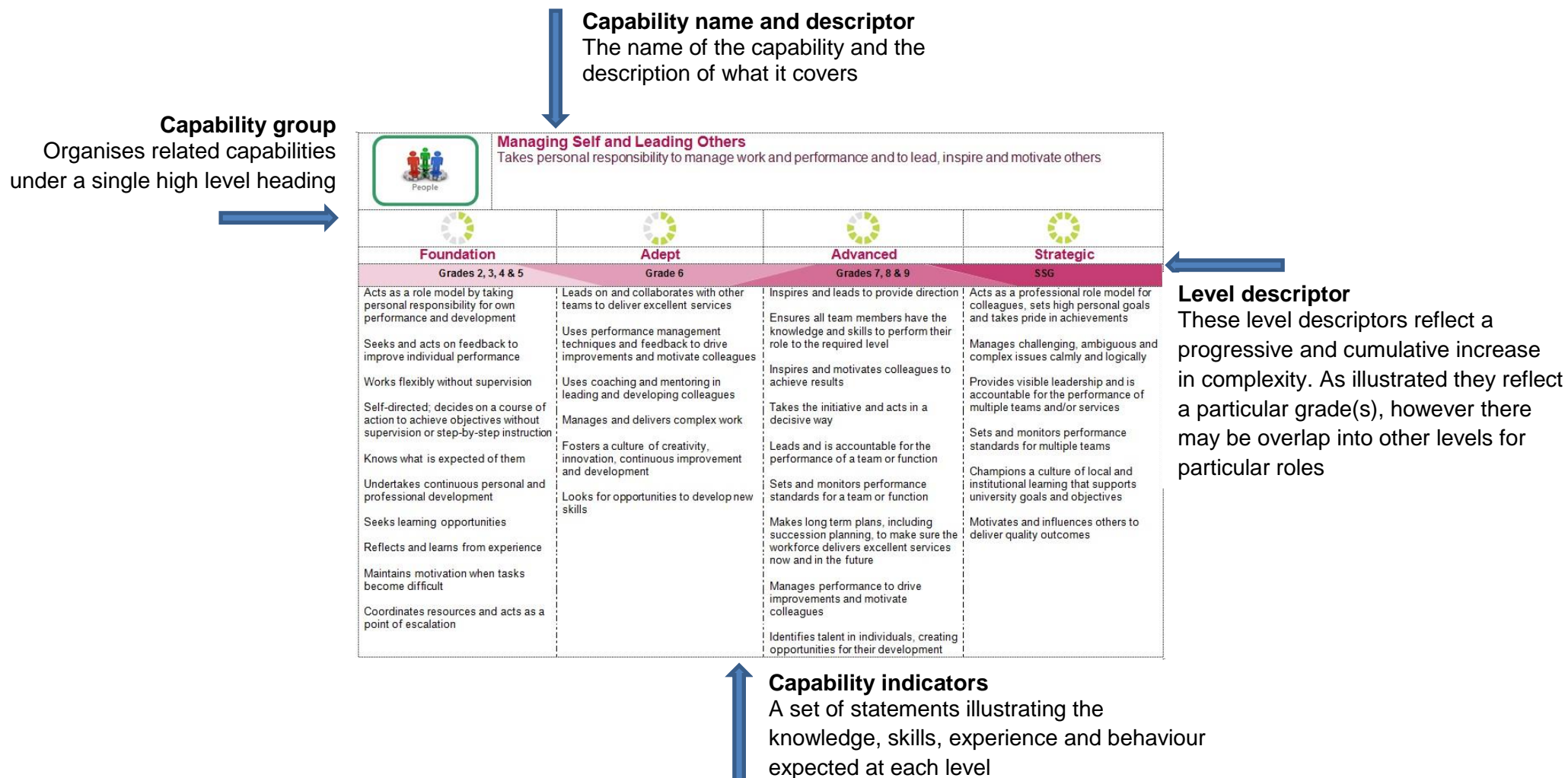
The capabilities framework describes 10 capabilities across 3 core groups; People, Business Enablers and Focus on Outcomes. The capability groups work together to provide an understanding of the knowledge, skills, experience and behaviours required of professional services staff to deliver services and support our vision to become the world's leading applied university.

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

What are the capabilities used for?





The professional services capability framework will be embedded in roles and will support the following activity; recruitment, managing performance, developing capability, skills and knowledge and will enable managers and staff to identify opportunities for career development.

How to read the capabilities



Understanding the levels

The knowledge, skills, experience and behaviours required of professional services staff will vary at different levels within the organisation. The capabilities are cumulative and enable staff to identify what is required for them to develop and progress into different roles at the same level and at higher levels within professional services.

| | | | |
|--|---|--|---|
|  |  |  |  |
| Foundation | Adept | Advanced | Strategic |
| Grades 2, 3, 4 & 5 | Grade 6 | Grades 7, 8 & 9 | SSG |
| <p>Delivers a quality user experience</p> <p>Individuals are valued for their knowledge, expertise and skill in their areas of expertise or discipline</p> | <p>Reflects a tailored relationship to the service user based on individual need</p> <p>Individuals may require skills of a specialist nature at different levels. They are valued for technical knowledge and broad experience and are seen as a subject matter expert</p> | <p>Provides critical support to the service user and stakeholders</p> <p>Individuals are valued for their managerial experience and ability to lead others and/or technical expertise and have experience in a range of roles and situations</p> | <p>Reflects a key strategic relationship</p> <p>Individuals are likely to be leading multiple service teams/areas and are valued for their leadership and strategic judgement</p> |

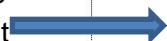
What are the indicators of ineffective behaviours and what are they used for?

The indicators of ineffective behaviours are examples of behaviours and actions which indicate a need for further discussion or development. The examples in this framework are not a comprehensive list. They can be used by line managers to discuss, improve and manage performance and develop capability with individuals and by individuals to identify areas in which they could improve their own performance or seek development.

How to read the ineffective behaviours

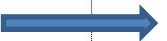
For all

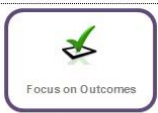
Sets out examples of ineffective behaviours relevant to people at every level in the University.



For leaders and managers

Sets out examples of ineffective behaviours for leaders and managers across the University. Many of these may be relevant to you if you are more senior in the organisation, even if you do not directly manage staff.



| | |
|---|--|
|  | Taking Evidence Based Decisions: Ineffective behaviours Examples of behaviours which are ineffective and may indicate a need for further discussion or development |
| For all | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | |



Managing Self and Leading Others

Takes personal responsibility to manage work and performance and to lead, inspire and motivate others



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Acts as a role model by taking personal responsibility for own performance and development

Seeks and acts on feedback to improve individual performance

Works flexibly without supervision

Self-directed; decides on a course of action to achieve objectives without supervision or step-by-step instruction

Knows what is expected of them

Undertakes continuous personal and professional development

Seeks learning opportunities

Reflects and learns from experience

Maintains motivation when tasks become difficult

Coordinates resources and acts as a point of escalation

Leads on and collaborates with other teams to deliver excellent services

Uses performance management techniques and feedback to drive improvements and motivate colleagues

Uses coaching and mentoring in leading and developing colleagues

Manages and delivers complex work

Fosters a culture of creativity, innovation, continuous improvement and development

Looks for opportunities to develop new skills

Inspires and leads to provide direction

Ensures all team members have the knowledge and skills to perform their role to the required level

Inspires and motivates colleagues to achieve results

Takes the initiative and acts in a decisive way

Leads and is accountable for the performance of a team or function

Sets and monitors performance standards for a team or function

Makes long term plans, including succession planning, to make sure the workforce delivers excellent services now and in the future

Manages performance to drive improvements and motivate colleagues

Identifies talent in individuals, creating opportunities for their development

Acts as a professional role model for colleagues, sets high personal goals and takes pride in achievements

Manages challenging, ambiguous and complex issues calmly and logically

Provides visible leadership and is accountable for the performance of multiple teams and/or services

Sets and monitors performance standards for multiple teams

Champions a culture of local and institutional learning that supports university goals and objectives

Motivates and influences others to deliver quality outcomes



Managing Self and Leading Others: Ineffective Behaviours

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

For all

- Only reacts to the instructions of others. Does not take the lead to drive tasks forward. Steps away or avoids responsibility when problems occur
- Avoids or ignores feedback and is unaware of or does not try to understand how their behaviours affect others
- Repeats mistakes or ineffective actions without learning from them
- Is unaware of own development needs or does not act on them: views learning and development (including mandatory learning) as unnecessary or low priority
- Reluctant to or does not take the time to answer colleagues' questions or support them with difficult issues, or is regarded as unapproachable
- Regularly sits back and waits for others to volunteer for new activities or to take the initiative to improve processes or services, even when they see opportunities to do so

For leaders and managers

- Provides confusing, contradictory or limited direction or vision for their team or business area
- Allows poor performance to continue unchallenged or unmanaged. Does not set clear performance objectives, review them regularly or hold team members to account
- Criticises staff performance, rather than providing constructive, timely feedback on performance
- Deprioritises learning and development for their team: blocks or does not support development opportunities, roles moves, secondments or projects for their team members. Ignores or moves slowly to fill skills gaps in their teams
- Rearranges or cancels 1:1s with team members without good reason. Prepares poorly for PDRs or does not discuss individuals' careers, development or wellbeing as part of the PDR
- Lacks accountability for their team's delivery of outcomes
- Avoids systematic setting or measurement of their business area's progress and performance
- Ignores or does not encourage and consider continuous improvement suggestions from team members



Delivering Customer Service

Puts the customer first, manages customer expectations and provides a quality experience for all customers



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Ensures customer service excellence, resolving problems quickly and in a professional manner

Resolves queries efficiently, offering support and advice and escalates where appropriate

Helps customers understand the services that are available

Manages customer expectations and understands their experience

Develops customer insight and ensures service satisfaction

Takes ownership of queries ensuring they reach resolution

Develops and uses knowledge across different areas to serve customers

Engages with customers in a friendly and appropriate way

Records queries and interactions promptly on relevant systems

Identifies, understands and responds to complex customer needs and recognises when to escalate an issue

Contributes to quality assurance in customer service

Develops ideas to improve customer satisfaction

Provides advice and guidance to customers and colleagues

Seeks the help of others to get a positive outcome and follows through on actions

Finds opportunities to collaborate with colleagues and stakeholders to improve outcomes for customers

Knows when to include other services to resolve complex queries

Actively seeks feedback and suggestions to improve customer service

Leads colleagues in continuously improving the customer experience

Promotes a culture of quality customer service

Is accountable and takes decisions for the delivery of high standards of customer service

Encourages strong customer focus and builds understanding of customer demographics and needs

Ensures systems, processes and policies respond to customer needs

Incorporates customer needs into business process design

Monitors service performance to identify common issues

Creates and monitors service level agreements

Monitors customer feedback, recognises achievement and identifies actions to improve services or address issues

Creates a culture which embraces high quality customer service across the university

Ensures management processes and systems drive service delivery outcomes

Ensures customer needs are central to university strategic planning processes

Understands the level of service that is needed by customers (at all levels) and ensures these are priority

Instigates, influences and manages key strategic relationships

Sets overall performance standards for service delivery and understands and applies external professional standards

Anticipates customer needs and identifies the key strategic issues

Looks externally to learn from exemplars of customer service



Delivering Customer Service: Ineffective Behaviours

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

For all

- Is satisfied with providing an acceptable level of customer service, rather than continuously seeking to improve their service
- Ignores or makes assumptions about changing customer needs or satisfaction levels, rather than asking customers
- Follows existing processes unquestioningly even when they do not serve customer needs
- Works in isolation from other team members or teams. Provides a lower quality service to a customer by only considering their own role, rather than working across teams to ensure customer needs are fully met
- Assumes without checking that they can hand over responsibility for a customer outcome to other individuals or teams
- Is careless or inconsistent when recording customer information
- Fails to build rapport with customers or to make them feel comfortable and welcome

For leaders and managers

- Sets unclear or no quality and performance standards for customer service excellence in the team or fails to monitor them
- Allows poor or inadequate customer service to go unchallenged in their business area
- Ignores or discourages suggestions of service improvements from customers or team members
- Maintains the status quo in services delivery standards and only reacts to complaints or problems
- Fails to learn about, benchmark or introduce best practice in customer services from within and outside the University
- Ignores customer needs in decisions or changes to services or products
- Does not seek to understand end-to-end customer service processes and the effect of poor performance on other teams



Communicating and Engaging

Communicates in a professional, clear, concise and appropriate way, actively listening to others and responds with respect



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Actively listens; pays close attention, asks clarifying questions, and rephrases response to ensure understanding

Provides clear verbal communication e.g. sharing ideas with others, contributing to meetings and delivering presentations

Produces accurate and professional written communications

Demonstrates effective interpersonal skills, including non-verbal communications (body language, eye contact, gestures, tone of voice)

Uses a variety of media

Encourages two-way communication and allows others time to speak

Presents a clear and well-argued case when communicating with others

Conveys complex messages clearly so others understand

Identifies the correct communication channel to achieve the most engagement

Presents ideas professionally to colleagues, either verbally or in writing (e.g. reports) in order to inform, influence and negotiate

Is open to questions and challenge and responds effectively

Inspires and motivates others through communication

Creates opportunities for others to be heard

Actively listens to others and seeks feedback

Tailors communication to the needs of the audience considering different perspectives

Monitors the effectiveness of individual and team communication and actively manages this

Translates the university strategy to staff at all levels to enable them to understand and engage with the strategy

Influences and negotiates with internal and external stakeholders

Conveys complex information internally and externally

Builds and participates in networks and works collaboratively

Develops and presents reports to committees and boards to gain feedback and decisions

Influences and engages. Establishes feedback mechanisms and takes action

Proactively shares information and encourages others to do so

Actively listens and encourages others to contribute

Articulates complex concepts and puts forward compelling arguments and rationales to all levels and types of audience

Obtains, understands and responds to the views of all internal and external stakeholders; influences and challenges views appropriately

Develops and implements effective communication channels and activities and responds to changing needs

Ensures effective horizontal and vertical communication

Is a vocal advocate and promotes the reputation of SHU with authority and credibility to the external environment

Engages with diverse audiences; influencing others to participate and contribute

Writes fluently in a range of styles and formats

Communicates a compelling vision



Communicating and Engaging: Ineffective behaviours

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

For all

- Communicates inaccurately, confusingly or unprofessionally to team members, colleagues, stakeholders or customers
- Does not actively listen to others or take time to seek their views on issues affecting them
- Speaks over others. Does not encourage or invite others to speak or contribute
- Maintains a single approach to communications regardless of the effectiveness and appropriateness for different people or situations
- Sits back in meetings and is disengaged or does not proactively contribute to discussions
- Criticises the University, parts of it, particular staff groups or University initiatives to others
- Builds only narrow networks of colleagues to support current tasks, rather than broad networks

For leaders and managers

- Chooses a communication style or approach which has a negative impact on staff and how they receive a message, whether in meetings or 1:1s.
- Provides little or no time for, or does not encourage, questions, clarification or constructive challenge from their team or colleagues or stakeholders
- Does not seek to engage and motivate their team by seeking their views and ideas on work issues which affect them
- Allows meetings to be dominated by some, rather than enabling everyone to contribute
- Communicates only tasks or actions instead of linking communications to the business area plan or University strategy
- Reaches unnecessary dead ends with stakeholders, rather than influencing or negotiating with them to reach an appropriate outcome for all
- Uses the same communication approach, channels and style for all audiences and topics
- Challenges inappropriately or aggressively or allows frustration to show inappropriately in difficult discussions



Working Collaboratively

Collaborates with others and values their contribution



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Works as a supportive and co-operative team member

Responds to others who need clarification or guidance on the job

Steps in willingly to help others when workloads are high

Shares information and learning across the team

Contributes to team tasks

Supports and implements team decisions

Sees colleagues and other teams/ departments as customers and follows through on queries and requests

Contributes as an active member to communities of practice

Works flexibly to support the changing needs of the business across professional services

Co-ordinates activity to support internal and external relationships

Develops collaborative ways of working with internal and external stakeholders and partners

Builds co-operation and overcomes barriers to information sharing and communication across teams

Shares lessons learned across teams

Identifies opportunities to work collaboratively with other teams to solve issues and develop better processes and approaches to work

Encourages others to participate in communities of practice

Builds a culture of respect and understanding across the organisation

Recognises outcomes which result from effective collaboration

Moves people from team to team to build better and more productive teams

Provides resources to support other university teams, services and/or objectives

Leads, and looks for ways to develop multi-disciplinary teams

Contributes to cross university groups and project teams

Leads communities of practice

Successfully manages and resolves conflicting views

Empower and motivate colleagues across organisational boundaries

Publicly celebrates the successful outcomes of collaboration

Identifies and overcomes barriers to collaboration with internal and external stakeholders

Operates in a number of different teams and groups across the university

Builds a strong network of collaborative relationships in higher education and beyond to help achieve university objectives

Values different skills, expertise and opinions and seeks to utilise them to deliver better services

Identifies and creates opportunities for communities of practice internally and externally

Creates a collaborative working culture which develops the different strengths and skills of individuals and teams to achieve improved outcomes



Working Collaboratively: Ineffective behaviours

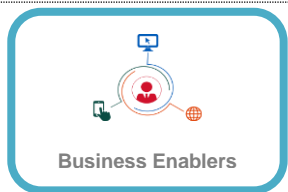
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

For all

- Stifles, ignores or provides no opportunity to an issue for others to participate in, contribute to or challenge on issues that affect them. Fails to provide feedback or input on issues they are consulted on
- Insensitive to the thoughts and feelings of others. Challenges or provides feedback or input inappropriately. Does not publically recognise other people or teams' contribution to achievements
- Ignores or does not make time for guiding, supporting or helping others
- Makes little or no contribution to wider University communities, or engages with them sporadically or unenthusiastically
- Creates or does not challenge boundaries between people or business areas which create inefficiencies. Does not identify opportunities for collaborative working within or across teams
- Imposes their own view or approach to an issue on other individuals or teams without considering and discussing others' interests, views or needs

For leaders and managers

- Allows difficult or ineffective behaviours to go unchallenged in their team, whether or not they affect delivery
- Allows difficult relationships or barriers to communication to affect delivery of outcomes
- Does not set expectations on collaborative working and breaking down boundaries between teams with their team members
- Claims the successes of others as their own
- Communicates expectations of collaborative ways of working in others but does not role model these ways of working themselves
- Ignores or does not seek best practice from other areas or duplicates or ignores work already underway in other areas
- Fails to acknowledge or share successes or good examples of working across teams, departments or boundaries



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

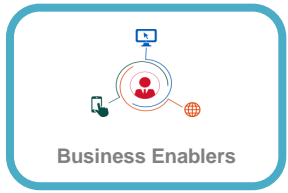
Actively seeks to further the university strategy through research, teaching, academic citizenship or professional practice

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

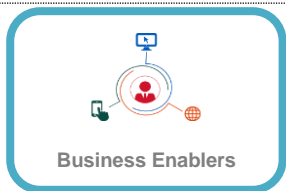
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

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



Thinking Commercially

Understands the commercial environment in which the university operates internally and externally and considers the impact on decisions and actions



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Develops an awareness of the commercial aspects of the organisation

Thinks about value for money in the way work is completed

Understands core policies and processes

Uses resources wisely

Works within allocated budget and resources

Understands their individual contribution to the success of the university

Understands the financial, commercial, political and regulatory environment, and takes account of this when making decisions

Demonstrates skills in managing budgets, resources, contracts and/or procurement

Ensures non value-adding activities are removed from processes, procedures and working practices

Continuously reforecasts and reprioritises budget and resources to meet changing needs

Develops strategies for effective use of budgets and resources

Develops strategic plans to help ensure sustainability

Reduces costs, increases income or improves services

Identifies and develops opportunities that add value

Responds to political, regulatory and financial changes in a pro-active manner

Manages budgets, plans and resources

Leads by example and considers the value for money of activities

Builds business cases for new services and/or resources

Uses financial and management information to assess viability of new approaches

Analyses plans and resources to ensure services are delivered efficiently within budgets

Anticipates changes within the higher education sector

Develops strategy which delivers and demands consistent improvement in terms of quality, output and cost

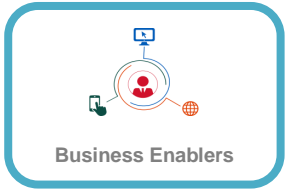
Demonstrates an understanding of internal and external factors affecting the university's commercial position and outlook

Identifies income generating opportunities and obtains buy in

Gains and retains the confidence of external stakeholders

Seeks out and introduces new business models, systems and approaches to deliver improved commercial outcomes

Organises services efficiently, identifies opportunities to reduce costs and implement change to deliver



Thinking Commercially: Ineffective behaviours

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

For all

- Ignores value for money when spending University money, for example when booking train tickets, ordering supplies, catering or printing
- Fails to identify or progress opportunities to save costs, be more efficient with resources or to generate income
- Produces proposals or ideas which do not take into account the cost or likely resources of delivering the proposal
- Does not understand the effect of poor services from their team or business area on the University's long term success

For leaders and managers

- Maintains the status quo of the system or approach they and their team use to deliver their services, rather than constantly reassessing whether that approach provides the best value for money for the customer, or could be more efficient or effective
- Manages their budget and resources poorly or as an afterthought, rather than integrated into all decisions about how the team or business area is structured and operates. Does not involve staff in budgeting, setting timescales or resourcing pieces of work or initiatives
- Reacts at the last minute to regulatory or political changes
- Fails to find time to hear ideas from team members for increasing value for money or eliminating inefficiency
- Has no contingency plan for responding to increased costs, new external challenges or resources changes in a business area
- Keeps their team members in narrow roles, creating situations where only one individual has the required knowledge for a business critical role



Maximising Digital and Technological Potential

Uses technology effectively to design, deliver and improve services



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Understands and is confident in the use of key digital systems

Uses digital systems and demonstrates digital skills necessary to complete work efficiently

Adapts to changes in digital systems

Seeks support and updates digital skills where necessary

Develops an awareness of all core digital systems in use across the organisation and identifies opportunities to further digitise

Understands data protection regulation and the impact on information retention and communication

Understands the need for cyber security protocols and recognises risks

Develops and manages systems and processes to better meet customer need and improve customer service

Champions the use of digital systems

Demonstrates fluency in a range of programming language

Identifies improvements to digital systems to contribute to customer service improvement

Acts as a point of reference for colleagues on key systems and processes, where applicable

Provides training to team members where appropriate

Compares different scenarios to assess the viability of information found

Applies licences and copyrights

Identifies ways to leverage the value of technology to achieve outcomes

Embeds digital systems as part of normal ways of working and continuous improvement

Leads key digital strategies to enhance service delivery

Assesses risks, implements controls and ensures compliance

Plans and manages current and future digital resources to ensure we are best placed to deliver services in line with our digital strategy as an institution

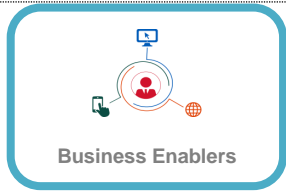
Champions the use of existing technology and the deployment of new technology

Produces or modifies complex content in different formats using a variety of platforms, tools and environments

Understands the physical and psychological health risks associated with the use of digital technology and acts to support staff

Seeks out and introduces new digital technological solutions to deliver continuously improving customer services

Ensures risk management and compliance is embedded in all digital systems and procedures; provides assurance



Maximising Digital and Technological Potential: Ineffective behaviours

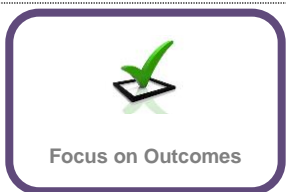
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

For all

- Does not proactively learn about or introduce available digital tools which might improve their effectiveness
- Ignores digital systems and tools when considering how to improve their services or team working
- Creates unnecessary and inefficient manual workarounds for systems
- Fails to keep their digital skills up to date and deprioritises seeking support or learning for gaps in their skills and knowledge
- Assumes other people or teams will deal with data protection or cyber security

For leaders and managers

- Introduces new digital systems or tools without considering whether or how they interface with or overlap with existing technology or ways of working
- Is not committed to developing their own digital skills, or is proud of their own inability to use systems and relies on their team for digital expertise
- Misses opportunities to integrate improved technological solutions into services
- Does not support their team in understanding the digital skills they need to perform effectively and fails to create opportunities for them to develop those skills. Discourages their teams from trying new digital tools in their work
- Fails to champion use of digital tools or systems and permits or encourages inefficient workarounds or manual systems to develop
- Ignores best digital best practice from other teams or organisations



Planning

Plans work, projects and programmes to ensure results are delivered on time and to quality standards



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Takes ownership of and uses initiative to manage tasks and processes

Organises self to meet priorities and deadlines

Reprioritises own work regularly to achieve set goals

Simplifies processes to achieve better outcomes

Manages workload to achieve results

Deals with competing demands and deadlines

Knows when to escalate

Responds flexibly to changing circumstances

Breaks down projects into objectives and goals and accurately scopes length and difficulty of tasks

Manages projects

Ensures time and resources are used effectively to maximise efficiency

Checks and reports on progress on achievements against plans

Knows when to escalate issues or risks

Plans efficiently for medium and long term

Organises resources for short and medium term and reprioritises as necessary

Allocates and manages resources to ensure that projects and programmes align to key strategic aims and are future-focused

Takes accountability for the successful delivery of key projects and/or programmes

Manages risks and ensures benefits of projects and programmes are maximised

Organises the team to deliver work as required

Provides clear and accurate reporting against progress and performance

Highlights risks to key deliverables

Plans and resources multi-service activity with other service users

Oversees end to end processes and co-ordinates actions to improve services

Liaises outside immediate team

Reviews and reprioritises activity to meet changing needs

Sets targets and performance goals

Sets a sense of direction

Empowers individuals and delegates decision making

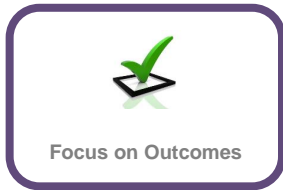
Holds individuals and teams to account for delivery of projects and/or programmes

Agrees scope of projects and deliverable outcomes

Identifies dependencies, risks and opportunities

Oversees planning and resourcing for multiple teams/functions ensuring resources are deployed effectively and efficiently

Contributes to the development of strategy and plans; influences strategic priorities and outcomes for corporate responsibilities



Planning: Ineffective behaviours

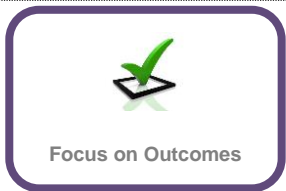
Examples of behaviours which are ineffective and may indicate a need for further discussion or development

For all

- Misses deadlines or fails to flag in advance to their manager where deadlines might be missed
- Ignores, underestimates or underplays risks to delivery and does not escalate them at an appropriate time when they can be managed
- Prioritises their own lower priority work instead of helping the team to deliver higher priorities when workloads are high
- Allows progress towards long term goals to slip while focusing only on short term deliverables
- Does not understand their team or business area's long term plans and priorities and therefore plans or prioritises only on a daily or weekly basis
- Sticks to existing plans even when needs change and work should be reprioritised
- Is regularly late for or postpones meetings

For leaders and managers

- Does not put in place or communicate a clear vision, strategy or plan for their business area, or ignores their existing plan when taking on or allocating new work
- Provides confusing or unclear deliverables and deadlines for themselves or their team, and does not support their team to reprioritise or reallocate tasks when priorities change
- Fails to challenge or manage team members who ignore or miss deadlines or do not deliver agreed activities on time
- Puts in place insufficient resource (people or budget) to deliver projects on time or to the right standard
- Allows the scope of projects and initiatives to expand, evolve or change over time without reflecting, challenging themselves and others or acknowledging that change
- Ignores or forgets existing committed deliverables when considering whether to take on new initiatives. Does not show agility or flexibility in responding to change. Retains or commits resources to work when it has been deprioritised



Taking Evidence Based Decisions

Thinks, analyses and considers the broader context to develop practical solutions



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Understands information and uses it appropriately, following agreed standards

Reads and uses data from a variety of sources and extracts the necessary information from it

Ensures system data entry is accurate

Works according to data protection principles and regulatory frameworks

Acts consistently in dealing with challenges: analyses the issue and uses knowledge to identify solutions

Makes decisions in a timely manner when options and consequences are clear

Uses facts, knowledge and experience to support recommendations

Integrates, analyses and interprets information from a range of systems/sources, and provides evidence-based advice and solutions

Uses information to benchmark our performance against targets and standards and make improvements

Analyses situations from all angles using both quantitative and qualitative data to identify solutions

Seeks feedback and evaluates the success of decisions to ensure lessons are learned

Seeks new ways of presenting information and reporting outcomes

Considers consequences and risk in order to assess the timing of a decision

Evaluates performance to improve services

Analyses and interprets information in order to evaluate options and make appropriate decisions

Uses and shares information appropriately to inform long term strategic planning

Horizon scanning, using external sources of information and benchmarking nationally and internationally

Identifies sources of information to support business decisions and development

Includes others in the decision making process

Deals with ambiguity and makes decisions in a timely manner

Takes charge and sets direction when necessary to facilitate action or a decision

Makes decisions taking into account and assessing institutional risk

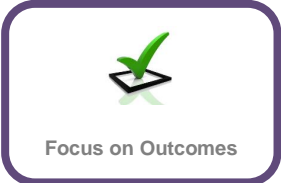
Takes complex/difficult decisions affecting a range of stakeholders or users

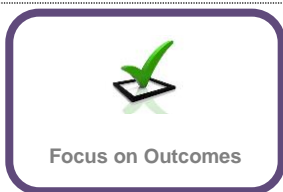
Communicates the rationale for complex or difficult decisions so that others understand/accept

Reprioritises work and redeploys resource to meet changing needs

Analyses competing and conflicting information, making sound judgements on priority and direction

Collates and brings together relevant management information from a variety of sources to inform strategic decisions

| | |
|--|--|
|  | <h2>Taking Evidence Based Decisions: Ineffective behaviours</h2> <p>Examples of behaviours which are ineffective and may indicate a need for further discussion or development</p> |
| <p>For all</p> | <ul style="list-style-type: none"> • Ignores or dismisses evidence or data which does not support their instinctive decision: uses anecdotes rather than 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 |
| <p>For leaders and managers</p> | <ul style="list-style-type: none"> • 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 |



Delivering results

Achieves timely results through efficient use of resources and commitment to quality standards



Foundation

Grades 2, 3, 4 & 5



Adept

Grade 6



Advanced

Grades 7, 8 & 9



Strategic

SSG

Knows, understands and consistently achieves the quality standards and/or service level agreements expected of the job

Completes work to a high level of accuracy

Maintains records and data accurately

Applies policies and procedures consistently and fairly

Contributes to the achievement of targets within their area of responsibility

Applies relevant job knowledge, skills and expertise to do the job well

Plans ahead to achieve results

Contributes to identifying and implementing process improvements

Draws on own and others experience and expertise to resolve problems

Ensures consistency and integrity in service delivery

Thinks creatively

Develops and enhances policy, process and procedures

Makes sure colleagues understand expected goals and acknowledges the success of the individual(s)

Oversees quality assurance activity and ensures consistency in service delivery

Develops new products/services to meet needs

Uses specialist knowledge to inform approaches to problem solving

Focuses on improving services and outcomes

Makes sure others understand that 'on time and on budget' results are required and how overall success is defined

Considers wider organisational objectives when making decisions

Monitors performance against targets

Identifies actions to recognise individual or team achievement

Seeks and uses the expertise of key individuals to achieve organisational outcomes

Establishes systems to ensure all staff can identify the direct connection between organisational outcomes and individual work

Sets targets and performance goals

Establishes quality standards and provides assurance that they are being met

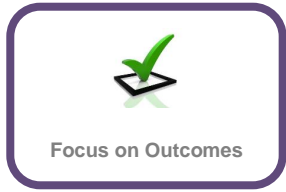
Ensures wider organisational objectives are taken into account in setting targets and performance goals

Takes action to reprioritise if performance standards drop

Evaluates the impact of the service or function or team

Ensures individual and team achievements are publicly recognised and celebrated

Influences others to take responsibility and achieve results



Delivering results: Ineffective behaviours

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

For all

- Fails to see things through to completion. Hands over work too quickly or with missing information
- Accepts or delivers sub-standard quality, inconsistent or inaccurate work or services
- Overcommits or fails to plan effectively and therefore misses deadlines
- Maintains the status quo, does not seek to evaluate, change, improve or generate new ideas
- Takes sole credit for results achieved
- Works in isolation without drawing upon the expertise of others
- Sacrifices quality for quantity or does not build quality checks into work or planning

For leaders and managers

- Fails to address individuals' underperformance
- Does not set clear and measurable objectives for individuals or the business area or set out how they link to organisational outcomes
- Blames their team if results are missed or takes personal credit for the team's achievements
- Ignores the challenges their team faces in delivering results and provides little or no support to overcome them
- Only sporadically monitors progress against targets or objectives
- Does not evaluate the impact of their team's work against agreed outcomes