



Civil Service
Talent

CIVIL SERVICE TALENT TOOLKIT

A TOOLKIT FOR **LINE MANAGERS**: HOW EFFECTIVE TALENT MANAGEMENT DRIVES BUSINESS PERFORMANCE

“All departments need to prioritise talent management in the same way. The Civil Service is no different to any other business in this sense. Having the best people in the most important roles is key to delivering the Government’s stretching programme of work” – **Lord Browne Talent Management Review**

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How to use this toolkit

Talent management is a critical part of a line manager's role; when delivered well it can help drive performance and improve business outcomes. This toolkit aims to support line managers to become skilled and effective at developing their talented people. Whilst the toolkit is primarily targeted towards managers at Grade 7/Band A and above, the talent management principles will apply to all levels.

The toolkit provides guidance for thinking through talent management. It signposts additional resources and support; including a range of tools in the annex. Using these tools will provide a consistent and good practice approach across the Civil Service.

The nine-box talent grid, which is referenced later in the toolkit, is a useful tool to help identify talent by assessing (current) performance and (future) potential. Whilst not mandatory for grades below Grade 7, the grid can be a helpful resource for all talent managers.

If you manage people who manage others, ensure they also understand that talent management is an important part of their role.

Who is talent for?

Talent management is for everyone in order to identify talent appropriately. It is important that line managers regularly include all their staff in discussions about their development, aspirations and performance. This will support the right people into the right roles, provide access to the right opportunities, exposure, stretch and development to reach their potential.

What does talent mean?

Identifying and developing talent is a top priority for the Civil Service and your contribution to this agenda will be supporting the Civil Service Talent Strategy.

Talented individuals demonstrate the highest potential to go furthest and fastest within the organisation than their peers. For the purposes of this guide, this means people who have the potential to perform at SCS as set out in the [SCS Indicators of Potential](#) and demonstrate behaviours set out in the [Civil Service Leadership Statement](#).

The corporate talent schemes managed by Civil Service Talent, supports the development of talent at Grade 7/Band A and above to move into and through the SCS. Many departments also run their own local development or talent schemes for their talented individuals below Grade 7. In addition, there are centrally run talent programmes such as the [Civil Service Fast Stream](#), Fast Track Apprenticeship Scheme, the Professions and Diversity Schemes.

What is talent management?

Talent management is the approach by which we source, nurture and deploy those individuals who demonstrate the potential to progress faster and further than their peer group. Every employee wants to feel supported in developing their career in whichever direction they choose and to have an honest conversation about their prospects. Talent management builds on that by identifying those who demonstrate the *most* potential and developing them to meet their individual aspirations, the needs of the team, and the needs of the organisation.

Why do talent management?

“Good talent management leads to greater efficiency. It delivers a diverse and inclusive organisation in which the best people thrive, whoever they are. It is a key leadership issue and a critical part of any senior role” **Lord Browne Talent Management Review.**

We need to develop world-class leaders for the future of the Civil Service so we are ready for tomorrow’s challenges as well as today’s.

Identifying business critical roles and potential successors for these roles is an integral part of senior managers’ and leaders’ jobs. They must ensure that potential successors get the necessary breadth of experience and this needs to begin far enough in advance to ensure there is sufficient time to develop those who have potential but not yet the right experience. Further information on succession planning can be found in the [HR & Professions Talent Toolkit](#).

The Civil Service is committed to delivering the best possible public service. A key enabler in achieving this is building an inclusive organisation with diverse teams that reflect the society in which we serve. That principle runs through our approach to talent management.

Managing talent well offers several benefits:

- **Delivering more effectively** – Ensuring your team is best placed to meet your business needs both now and in the future. It will help you achieve your business goals, and avoid gaps in capability and therefore impact on business delivery.
- **Engaged employees contribute more** - Engaged staff are potentially able to perform 20% better and high potential employees have been shown to contribute 20% more discretionary effort than their peers. Think of the difference that contribution could make to performance levels and the customer experience.
- **Attracting talent** - Talented employees need the organisation less than the organisation needs them. They want more in return including recognition, commitment to their development; and stretch. Managers have a corporate responsibility to develop talent within the Civil Service; this includes encouraging and supporting talent to move outside their team to help individuals acquire a greater

breadth of experience. High potential employees will want to come and work for those managers who manage their talent well and will help them to develop further.

- **Creating a wider, more diverse pool of people** – Access to a wider pool of people within teams, departments and increasingly across the Civil Service to address business needs. It gives managers more options.
- **Personal satisfaction** – Supporting your team to fulfil their career aspirations is one of the most rewarding aspects of being a manager. It is also something that we value and look for in high performing managers.

Talent management across the Civil Service

The Civil Service Talent Strategy for the Civil Service High Potential Stream focuses on the identification and development of those with the most potential to reach the most senior levels of the Civil Service. You can find this and other resources on the [Civil Service Learning talent webpages](#) and [OneHR website](#).

The Reform Plan highlighted a stronger role for professions in people development and talent management. Professions are focussing on improving their talent profile across government in their specialism and are working towards developing to support strong talent management. This will help with the deployment of talent and expertise across government and ensure those with the highest potential fill the most challenging roles.

Effective talent management helps retain the Civil Service's best people. Since the Future Leaders Scheme and Senior Leaders Scheme launched, less than 1% of participants has left the Civil Service. The turnover rate for individuals on the High Potential Development Scheme (HPDS 2007 - 2013) is 4.5%, compared to 13.7% for the wider Director population. HPDS participants are also half as likely to resign compared to the wider Director population (1.8% compared to 3.9%).

Talent management in practice

Talent management is about behaviours as much as a series of processes. The best managers build it into the way they work and are continually taking action to make it happen. There are six steps below to get you started. Once you are familiar with these then you will find it easier to build this kind of activity into your daily life as a manager. Much of the time this will be local action, other times you will engage with the wider organisation.



1. **Get to know your people** – Knowing your people means knowing what each individual in your team wants from their career and working with them to help them achieve their aspirations and potential.
2. **Identify your key people needs** – You have to be clear on what you are developing talent for. What are the key roles you need to plan for and fill? What are the most pressing capability gaps getting in the way of your team's delivery?
3. **Identify your high potential people** – Who are the people in your team with the *most* potential to go further and faster?
4. **Plan to address the issues** – What are the gaps between what you need to deliver and the people you have in your team? What will you do to bridge any gaps and make sure you get the outcomes you need?
5. **Take action** – What are the next actions to deliver your plan?

6. **Review progress** – Have your actions achieved what was needed or do you need to do more or tackle differently? Has the context around you changed? Are your business needs still the same both short and long term?

Step 1 – Get to know your people

Why is this important?

Every employee should feel that their line manager and the organisation takes an interest in their career and will help support their aspirations. It helps individuals to get the best out of themselves and organisations to get the best out of its people.

What do I need to do?

- **Familiarise yourself with how careers are developing in the Civil Service within your field** e.g. key career paths; Civil Service professions; key skills, and competences. Check Civil Service Learning and talk to your line manager.

Talk to each of your team on a regular basis about:

- what they want from their career
- what steps they are planning to achieve that
- whether their next direction might be a promotion; a level move; or to deepen their expertise in their current role
- your current view of their potential fit with those aspirations

Key areas to reflect on

- How well do I understand how careers are developing in the Civil Service? What more could I do to build that understanding?
- How frequently do I have career conversations with my team members?
- How clear are each of my team members about their careers and the steps they plan to get there? How can I help them?
- How can I support them to develop their career?
- What's my current view of their potential against their career aspirations? Is their plan realistic? Where do they need to demonstrate more or differently? How am I going to talk about that in a constructive way?

Key points

- Your team members are responsible for driving their own careers. It is their responsibility to plan for and take appropriate action. You can guide them by asking the right questions or signposting possible next steps.
- An informal conversation can be more meaningful for an individual than a formal review of their development plan.
- It's perfectly OK for people to be happy where they are in their careers. Not everybody wants to move up the organisation but you still need to support them with their development.
- Don't make assumptions about people's aspirations as they may change.
- Be honest with people, managing their expectations. Prepare well for this conversation (see annex A).
- Encourage your team members to think bigger picture e.g. networking effectively, marketing themselves and gaining visibility.

Resources and support to help

- Annex A has a framework for a career conversation.
- Review *Achieving Your Potential*, a career planning guide on Civil Service Learning. There are numerous other resources to help individuals and managers e.g. *Line Manager's Guide to Building Capability*.
- Several professions have published on Civil Service Learning useful information to help with career paths, career planning and key professional competences.

Step 2 – Identify your key people needs

Why is this important?

Developing your people with a clear alignment to what you need to achieve in your team will have the most impact on performance. It will help them understand what they are aiming for and what they might need to incorporate into their development plans.

What do I need to do?

- **Understand the context you're working in, your team's business goals, current challenge, and how the future may look different.**
- **Understand the particular people challenges you face or will face** e.g. evolving or hard-to-fill roles; new skills needed; lack of diversity; lack of an obvious successor for key roles in the team, **and where your team has strengths.**
- **Identify your most critical business roles** (see annex B)

Key areas to reflect on

- What are the key business challenges you will face in the future? How can you start to prepare your people for short and long term challenges? How do your teams aspirations fit with your business plans now and in the future?
- What are the capability gaps getting in the way of your team's delivery?
- What are the business critical roles you need to fill now or in the future? What is the likelihood and impact of people leaving those roles in the next 12 months?
- Do you have robust succession plans for your key roles?
- Do you need to think beyond your immediate team?

Key points

- There is a considerable overlap here with workforce planning. Talent management is a subset which focuses more on individual people and roles.
- Depending on your role you may want to work through this individually, with your line manager, management team, Head of Profession, HR Business Partner or Cohort Leader (for Fast Streamers).
- Every role in your team will make an important contribution. But there will be a few roles where not having the right person would have a much greater impact on team performance. This isn't always about seniority of the role; some expert roles may be crucial to your business.
- Some roles may be critical to your business but there may be a steady supply of people with the skills and experience to do them. Focus on the harder to fill roles.
- It is likely that your organisation will produce a list of business critical roles regularly to support talent strategy and succession planning at that level. The work you do will help feed into this. Remember to link up with wider departmental succession planning.
- To ensure transparency, every individual, department and line manager of that individual should be aware if they feature on a succession plan and should agree their potential for the role.

Resources and support to help

- Annex B has a model to help you identify the criticality of your roles.
- Civil Service Learning has numerous resources to help you think through your team's challenges.

Step 3 – Identify your high potential people

Why is this important?

Everybody has potential. It might be to grow in their current role or to do a slightly bigger role at the same career level. Line managers should support people to develop that potential.

Line managers have a corporate responsibility to identify, develop and retain high potentials within the Civil Service. You will want to maximise their performance whilst they are in your team. High potentials will have career options and the drive to go and achieve them. If you don't offer them recognition; job satisfaction; wider involvement; stretch and development, they may start to look elsewhere.

What do I need to do?

- Review the potential of each member of your team in terms of their aspiration, ability, engagement and values (see annex C).
- Assess where you think they are on the nine-box talent grid (see annex D) drawing on the Civil Service Indicators of Potential; their performance track record; and the grid descriptions. Reviewing the grid regularly is good practice as this ensures you have the most up-to-date picture of your talent pool.
- Participate in any wider talent review discussions which will help ensure consistency of assessment and identify possible opportunities and actions beyond your immediate team. These may happen at team, business area, organisational, profession, or Civil Service level.
- Ensure transparency, the final potential assessment needs to be discussed with each team member at an appropriate time. This works better if it blends into your regular career discussions.

Key areas to reflect on

- What does each of your team have the potential to do more of or be better at?
- How strong is the evidence for each of your team against the Civil Service Indicators of Potential and Leadership Statement?
- Where do you think each team member is on the nine-box talent grid? What is your evidence to support that assessment?
- Who are the high potential individuals in your team who demonstrate the strongest aspiration, ability, engagement and leadership values?

Key points

- You should complete the [Civil Service Learning Unconscious Bias e-learning](#) before participating in talent review discussions.
- High potential people demonstrate the aspiration, ability, engagement, and the leadership values to move up the organisation further and faster than their peers. In the Civil Service, this group is made up of those assessed as Star Performer, High Potential or Early Promise. Consideration should also be given to those who sit in Strong Performer.
- You may also be interested in the people who help you answer one of the key risk areas you identified at Step 2 e.g. a specialist with scarce skills who may not go higher but who you want to retain and identify successors for.
- Assessment of Potential is a snapshot in time. They need to be reviewed regularly and new evidence considered. People's circumstances and aspirations change. Over time you will build a fuller picture of their potential. People may move in and out of high potential status.
- High performance or high professional expertise do not necessarily equal high potential.
- People can achieve successful outcomes with a variety of styles and approaches, and diversity should be championed.

Resources and support to help

- Annexes C and D set out the Civil Service Indicators of Potential and the nine-box talent grid.

Step 4 – Plan to address the issues

Why is this important?

Now you have an understanding of what you need to deliver and the people you have in your team, what do you need to do to bridge any gaps and make sure you get the outcomes you need?

What do I need to do?

- **Prioritise the areas of highest risk** by comparing your analysis of what you need (Step 2) with the supply of people you identified at Step 3.
- **Plan for succession into your most critical roles** (see Annex E). Who could do short-term emergency cover? Who have you got in the pipeline to do the role in the future? How ready are they? Will it be soon enough? Do you want or need to take a Build, Borrow or Buy approach (see below)?
- **Plan development with your high potentials.** Understand their aspirations and career goals. Talk through with them the kind of roles you could see them moving into – how far and fast they could go. Ensure they have a robust career and development plan.

Key areas to reflect on

- What are your biggest risk areas? What skills do you need to start building now to meet future need? Where would you be most exposed if the person left?
- What does your succession planning tell you? Where have you got strength in depth? What critical roles have you not got enough successors for? Are you over-reliant on 1 or 2 people?
- How can you mitigate your succession risks? What can you do now to help potential successors develop and be better prepared for the role? Can you borrow successors from other teams, the wider organisation or profession? Can you buy in the necessary skills?
- How clear are your high potential people on their career goals? What kind of roles do you think they could do? How far and fast could they go? Do they have potential for the Civil Service High Potential Stream? How robust are their career and development plans?

Key points

- Take into account any organisational or relevant professional talent strategies.
- Focus on the highest risk issues with the greatest impact on your team's performance.
- Deciding your approach to succession planning will depend on the role, your potential successors, organisational context, and the job market amongst other things. You can **build** your pipeline of people by proactively working on their development. You can **borrow** to supplement your pipeline with potential successors in other business areas, organisations, the wider profession, or other sectors. You can **buy** the expertise needed through external recruitment or interim arrangements. Your approach may combine these options.
- For most roles you will want to try and build the internal pipeline so that the Civil Service can grow more of its own expertise. Sometimes you may choose to borrow. If you borrow to supplement a skills gap, think about how you use this resource to help grow your internal skills and capability in this area. You may choose to buy in skills to bring in and develop new thinking.
- Succession planning is about ensuring that you have a competent and competitive pool of people to fill the gaps as they arise and does not mean people will not need to compete for roles.

Resources and support to help

- There's a succession planning template at Annex E.

Step 5 – Take action

Why is this important?

Taking action will bring your plans to life and give you momentum. It will help you meet the expectations you've raised with your people. And ensure effective business delivery.

What do I need to do?

- **Action your succession management plan.** Whether you are building, borrowing, or buying, you now need to take action.
- **Support your high potential people to develop.** That could encompass a whole range of actions depending on the individual. Here are some suggested actions for managers of high potentials:
 - What opportunities are available for their development in your organisation, their profession, and across the Civil Service (see Civil Service Learning talent webpages).
 - Spot and signpost stretch opportunities for them in your business area, and more widely.
 - Ensure they get the most out of stretch opportunities discussing objectives beforehand and reflecting afterwards.
 - Increase their visibility across the organisation.
 - Challenge and support them to action their career and development plan.

Key areas to reflect on

- What are the next actions to take to strengthen your succession planning and mitigate any risks?
- What will you do to build the pipeline? What are the next actions to support your high potentials to develop?
- If you are borrowing, who will you talk to? Have you flagged to them that you are looking to borrow? How will you bring them in? How will you use their skills and knowledge to grow internal capability?
- If you are buying, how will you engage and approach the market to get the best field? How will you bring them in? If a specialist role, are you talking with your Head of Profession?

Key points

- Plan and act well ahead of when your need will arise. It can take time for people to build the experience needed. You may need to invest some time in identifying and engaging target audiences if you are borrowing or buying. Moves between teams or

organisations generally work better if they can be planned with say 6 months notice to allow for everybody to plan accordingly.

- It is important that you take action to test any assumptions in your succession planning. Talk to your Head of Profession to see what the supply of people is like rather than assume it will meet your needs. Research or talk to your resourcing team about the job market for particular roles.
- Developing high potential people is not a passive activity. The individual should always be in the driving seat with you as the talent manager offering support and challenge.
- Don't hold back your high potentials by holding on to them too long. You will need to let them go for the good of their development; the organisation; and the Civil Service. You will be rewarded in time by high potential people returning back to you.

Resources and support to help

- Your departmental talent team, resourcing team, or local profession contacts.
- [Civil Service Learning talent webpages.](#)
- Civil Service professions may be able to provide development suggestions or help high potentials make cross-Government contacts.

Step 6 – Review progress

Why is this important?

You will want to check back that your actions have achieved what you intended. Equally things change quickly and events may overtake your planning and actions. So you will want to review your progress and plans on a regular basis.

What do I need to do?

- **Review whether your actions are moving you towards the outcomes you wanted.**
- **Review whether your plans and actions need updating in the light of new events or information.**

Key questions to answer

- Where have you made good progress? What's your evidence? How can you build on that progress?
- Where has progress been slower? How can you address that? Do you need to do more or tackle differently?
- How do your plans and actions need updating in the light of changes around you? Has the future vision changed? What changes have there been in your team and organisation? Have work priorities changed? Are the same roles still critical?

- Have individuals' circumstances and aspirations changed? Have your high potential people made the kind of progress you would have expected? What action do you need to take if not?
- Are you confident you are reaching and identifying talent from under-represented groups? If not, do you need to take further positive action to embed a more inclusive approach?

Key points

- You should aim to review your whole approach and succession plan at least six-monthly. You may choose to have more focussed discussions about particularly tricky areas in-between e.g. a key specialist post or group of posts.

Resources and support to help

- You may want to find someone from outside your business area to act as a critical friend to help you sharpen your plan.

Some final thoughts

You will soon become familiar with the actions in this toolkit. There's a checklist at Annex F as a quick reminder. Annex G summarises the responsibilities of different players in talent management for reference.

The next step will be to live the behaviours of a skilled and effective talent manager:

- Are you constantly on the lookout for those with potential, not just in your own team but across the organisation? Do you help them to gain visibility?
- Are you offering your support to help people grow? Do you help people achieve their full potential and career goals? Do you mentor people outside your team? Do you think about how opportunities within your team could be valuable to upcoming talent elsewhere as well as your own people?
- How proactive are you in building truly diverse teams and then getting the most out of that diversity?
- How far would others see you as a role model for identifying and developing talent? What could you do to step that up further? Are you being corporate about sharing talent?
- How much do you act as a 'magnet' for talent? Do talented people want to work with you because they know you will help them develop?
- What do you do to engage and connect high potential people both internally and externally with your organisation and with the Civil Service more broadly?

- How strong will the team be that you leave behind you when you move on?

Of course all of this takes time so you will need to be ready to invest the effort to reap the rewards. As a guide managers and leaders in the best practice talent management organisations spend about half a day a week on this kind of activity.

Annexes

Annex A – Career Conversation Framework and Tips

Career development research conducted by the Institute for Employment Studies suggests there are five outcomes that individuals are looking for:

1. **Understanding ‘what is out there for someone like me?’ and possible paths.**
Increasingly this is less about complex career frameworks and more about gaining insights into what particular roles are like.
2. **Someone to ‘sit down and talk to’** – usually a range of ‘someones’ who can offer different perspectives to supplement the conversations with their line manager e.g. peers, mentor, senior sponsor, family/friends, head of profession or similar
3. **Confidence in skills and knowledge to make effective career decisions** e.g. support to think through and agree a plan
4. **Support to make an ‘unusual’ move** e.g. broaden experience in a different profession or organisation – how you go about it and support to make it happen
5. **Understanding perceived potential relative to other people** i.e. do my aspirations and potential align?

Good quality career conversations can help individuals clarify their career goals and build a plan to achieve them. Conversations should be honest even where this might be challenging e.g. where what an individual and what the business wants don’t align.

Effective questioning and active listening are key to a successful career conversation. You will find numerous resources on Civil Service Learning to help you with developing these. Below are some suggested questions to get you started.

Suggested Questions for a Career Conversation

Conversation Openers

- What would you like to gain from this conversation?
- What do you enjoy doing most at work at the moment? What features of your current role do you like? Why?
- What have been the best times at work for you in the last year? Why?
- What are the core skills and competencies that you often get positive feedback about?
- What do you enjoy doing least at work? How would you like things to be different?
- What job changes have you made in your career so far and why?
- Which roles or parts of roles have you particularly enjoyed? What was it about them that made them enjoyable?
- How clear are you on your career goals? What would help you get clearer?



Exploring questions

- What do you see as your strengths? What would help you realise them more?
- What personal values would you like to be central to your career?
- How well do your strengths and values fit with your current role?
- What would you like to start, or do more of, in your working life?
- What would you like to stop, or do less of, in your working life?
- What would increase your motivation and energy at work?
- What are the features that your future career must have?
- How would you describe your ideal career? – think about people, activities, environment, issues, challenges and results.

Identifying options

- How clear are you on your options currently? How could you get clearer?
- What are the top 3 things that would make you choose one job over another? That would make you feel energised in a role?
- What are the top 3 things you'd like to avoid in any role? That would sap your energy?
- How could you shape your career to spend more time using your strengths and on the things you enjoy?
- If you have a role in mind, what is it about that role which excites or inspires you? What are you looking forward to? What concerns you about the role if anything?
- What are the skills and competencies that you need to develop based your career goals?
- If we forget about any barriers for a minute, what options come to mind for you?
- What kind of roles would you like to be doing in 3-5 years' time? Beyond that?
- What skills or experience will you need to develop to achieve your career goals?
- What have you already done about your career development?

Agreeing actions

- How clear are you on the actions you need to take to achieve your career goals? What would help you get clearer?
- What are some of those actions? What options do you want to follow up?
- What's a realistic timetable for those actions?
- What will be your quick wins?
- What support do you need from your line manager?
- What other support can you call on? e.g. people, advice, development
- What barriers can you see? How will you prepare to overcome them?
- What's the first thing you are going to do?
- When do you want to review progress? What will you have achieved by then?

Annex B – Assessing the criticality of your business roles



Suggested Distribution

5%	15%	75%	5%
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Pivotal roles/Emerging challenges

- Roles/assignments that are singly accountable for delivery against emerging challenges i.e. developing new services, leading significant change, performance turn around, significant in delivering Civil Service Strategy.
- Roles that cannot be performed without specialist skills and experience or those which require significant time or expense to develop and without which the business would fail.
- Significant Ministerial or Parliamentary scrutiny/engagement or significant level of financial accountability.
- Roles which have the potential to make a disproportionately large impact on the business e.g. department wide transformation programmes.

Note – roles may be pivotal for a limited period of time e.g. Ministerial or Governmental agenda.

Evidence expected:

- **Gaps cannot be tolerated in these roles** – a number of successors must be identified who can undertake the role before the current individual is released
- Roles are likely to have a very limited field with the necessary skills, qualifications and/or experience to do the job.

High risk roles

- Roles which are accountable for leading and implementing large or complex function/business or change (e.g. reduced productivity, lost revenues/overspend, performance/service standards not met).
- The role directly influences the performance and success of the business.
- The consequences of failure in this role are significant.

Evidence expected:

- A gap in these roles would have a detrimental effect on the function/business and successors should be identified before agreement for release is made

Sustaining roles

- Leading established & successful businesses/functions where the emphasis going forward is on high quality delivery and sustaining/continuous improvement.
- A short term gap in this role could be tolerated with less impact than a high risk/pivotal role – this may be because there is a strong, experienced management team in place and the function/business operates well.
- 'Business as usual' type roles would fit in this category.

Declining roles

- Anticipate a reducing level of criticality of the work and accountability for delivery with no long term investment required – this could be because of planned closure, commission coming to an end, programmes of activity near to completion.

Evidence expected:

- Important that roles are not vacated until activities have been brought to a conclusion, e.g. transfer of function, but no succession planning required.

Annex C – Summary of Civil Service Indicators of Potential

Indicators of Potential	Aspiration
	<p>Considers the level of desire to progress (accepting this varies at different stages of people’s lives) and the motivation to learn and develop.</p>
	<p>Engagement</p>
	<p>Explores how committed to the Civil Service the individual is at an emotional and rational level.</p>
	<p>Ability</p>
<p>Explores how far an individual shows the ‘stretch’ to do and ability to learn in a role with increased complexity and ambiguity, greater use of sound judgement and wider role span.</p>	
<p>Leadership values</p>	
<p>Values explore the individual’s ability to personally role model both the Civil Service values and the leadership values of Pace, Passion Pride and Professionalism.</p>	

You can find the full Civil Service Indicators of Potential on the Civil Service Talent webpages [here](#).

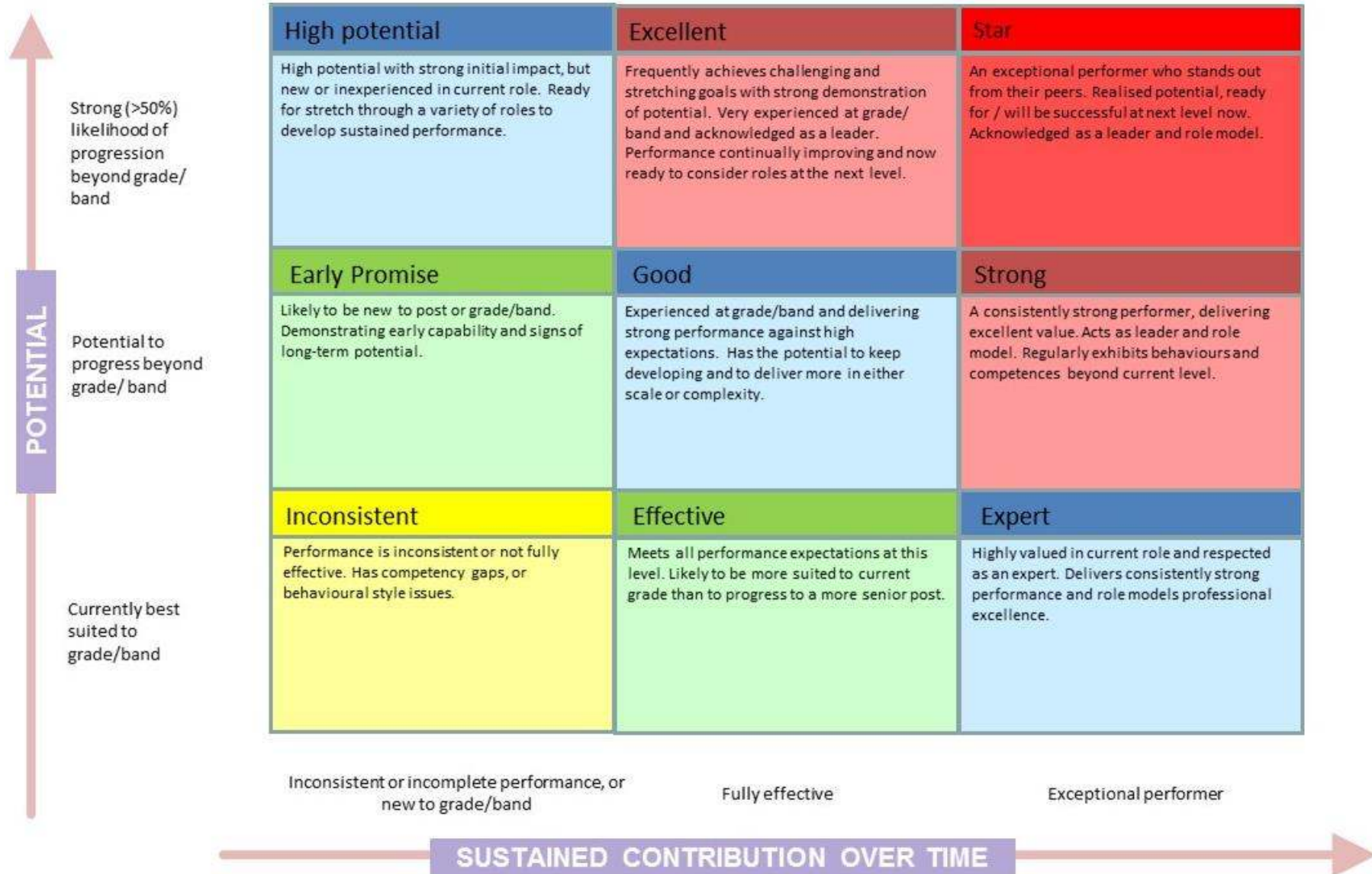
You may find the prompt questions below helpful in identifying high potential. Please bear in mind these are indicative and not an exhaustive checklist and should be used in conjunction with the Civil Service Indicators of Potential.

- Does their performance record show consistent high performance?
- Are they consistently acknowledged as the strongest performer in their peer group?
- Do they demonstrate the behaviours we need and expect of our leaders? (refer to CS Competency Framework and refer to the SCS Indicators of Potential).
- Do they demonstrate the range of technical or functional skills needed (e.g. policy competence or managing Whitehall business?).
- Do they demonstrate the attitudes and responses required for success at the next level (e.g. drive and energy to get things done, desire to improve performance, resilience, calm under pressure, self-aware and with a healthy regard for self and others).
- Are they regarded as a credible professional?
- If they have supervisory responsibility are they recognized as an effective manager and leader?
- Do they engage in activities that will support their progress toward a more senior role? e.g. contributing outside immediate role; development activities, networking
- Do they have a strong aspiration to reach more senior levels in the organisation?
- Are they willing to take on progressively more responsibility?



- Do they aspire to a fast pace of career development?
- Do they display high commitment to the organisation?
- If appropriate are they willing to be geographically mobile to obtain the necessary experience to progress their career?
- If appropriate are they willing to move across departments and/or functions to obtain the necessary experience to progress their career?
- Do they enjoy a lot of variety and are happy to change plans or arrangements at short notice?
- Are they comfortable with vague or ambiguous situations and see them as a positive challenge?
- Do they actively seek new experiences and knowledge at every opportunity?
- Are they really good at quickly building relationships with people?
- Are they willing to appropriately challenge others to ensure problems and issues are appropriately considered?
- Do they consider the broader implications of decisions not just immediate or local consequences?
- Are they ready to make difficult decisions and most of their decisions have proved to be sound and practical?
- Do they proactively network and are well known within their business area?
- Are they regularly asked to contribute to work activities and people value and respect their views?
- Are they regarded as an effective team leader able to motivate, develop and support team members to reach their full potential?
- Do they own and proactively seek out, opportunities for learning, development and progression?
- Do they have a track record of fulfilling their career ambitions?

Annex D – The nine-box talent grid



Annex D (a) – The nine-box talent grid – suggested development interventions

HIGH POTENTIAL	EXCELLENT	STAR
<p>DISCUSS PERFORMANCE AND BUILD</p> <ul style="list-style-type: none"> Evaluate if in right role. Ensure development plan in place. Support with direction and clarity on expectations. Coach to improve performance. 	<p>CHALLENGE PERFORMANCE TO EXCEED AND DRIVE MOTIVATION</p> <ul style="list-style-type: none"> Seek development opportunities. Active planning for next role. Support to deliver at the highest level. Use as a mentor to develop successors. Coach to exceed performance. 	<p>CELEBRATE EXCEPTIONAL PERFORMANCE AND DISCUSS NEXT MOVE</p> <ul style="list-style-type: none"> Exposure to more stretching duties/senior leaders. Focused development for next best move (timeframe). Set stretch objectives. Coach to continue exceptional performance. Encourage to apply for next band vacancies.
EARLY PROMISE	GOOD	STRONG
<p>CHALLENGE PERFORMANCE TO IMPROVE AND MOTIVATE</p> <ul style="list-style-type: none"> Evaluate if in right role. Ensure development plan in place. Use targeted development to address performance. Focus on motivating and building contribution. Coach to improve performance. 	<p>MAINTAIN AND BUILD PERFORMANCE, AND KEEP MOTIVATED</p> <ul style="list-style-type: none"> Build on effectiveness, broaden experience, develop skills. May benefit from a mentor. Support to start thinking about possible next role. Consider secondment, shadowing or project groups to develop potential. Increase strategic responsibilities. Coach to exceed performance. 	<p>CELEBRATE EXCEPTIONAL PERFORMANCE AND DISCUSS NEXT STEPS</p> <ul style="list-style-type: none"> Use challenging tasks to develop. Increase strategic responsibilities, set stretch objectives. Support to start thinking about possible next role. Encourage to apply for vacancies at same band, either to consolidate existing skills or build new ones. Focused development for next best move. Coach to continue performance.
INCONSISTENT	EFFECTIVE	EXPERT
<p>INVESTIGATE AND ACTION PLAN</p> <ul style="list-style-type: none"> Rapidly assign a development plan and ensure clear objectives are set. Support to improve or move. Consider whether performance management actions would be appropriate. Coach to improve performance. 	<p>MAINTAIN PERFORMANCE AND KEEP MOTIVATED</p> <ul style="list-style-type: none"> Discuss potential. Build development plan. Consider lateral move. Sustain motivation. Provide specific feedback and discuss expectations. Coach to exceed performance. 	<p>CELEBRATE EXCEPTIONAL PERFORMANCE AND KEEP MOTIVATED</p> <ul style="list-style-type: none"> Keep motivated and skilled. Encourage to enhance their coaching skills so that they can develop potential successors. Coach to continue performance. Encourage to apply for vacancies at same band.

SUSTAINED CONTRIBUTION OVER TIME

Annex E – Succession planning template

Department/Team										
Date Completed										
Role	Role Holder	Date commenced role	Due for a move	Current Grade	Emergency cover (full name)	Ready now (full name)	Ready 1-2 years (full name)	Ready 3-5 years (full name)	R/A/G Status	Action

R/A/G	
Red	Weak succession cover
Amber	Reasonable succession cover
Green	Strong succession cover

Annex F – Talent Manager checklist

1	Get to know your people	<ul style="list-style-type: none"> ▪ Talk to each of your team on a regular basis about: <ul style="list-style-type: none"> • what they want from their career. • what steps they are planning to achieve that. • whether their next direction might be a promotion; a sideways move; or to deepen their expertise in their current role. • how your current view of their potential fits with those aspirations. ▪ Familiarise yourself with how careers are developing in the Civil Service within your field e.g. key career paths; Civil Service professions; key skills, competences, experience needed. Check Civil Service Learning and your intranet. Talk to your own line manager. Talk to HR.
2	Identify your key people needs	<ul style="list-style-type: none"> ▪ Understand the context you're working in, your team's business goals, current challenge, and how the future may look different. ▪ Understand the particular people challenges you face or will face e.g. evolving or hard-to-fill roles; new skills needed; lack of diversity; lack of an obvious deputy or successor for yourself or other key roles in the team, and where your team has strengths e.g. areas of strong competence or technical expertise; transferable skills. ▪ Identify your most critical business roles (see annex B).
3	Identify your high potential people	<ul style="list-style-type: none"> ▪ Review the potential of each member of your team in terms of their aspiration, ability, engagement and values (see annex C). ▪ Assess where you think they are on the nine-box talent grid (see annex D) drawing on the Civil Service Indicators of Potential; their performance track record; and the grid descriptions. Review annually. ▪ Participate in any wider talent review discussions which will help ensure consistency of assessment and identify possible opportunities and actions beyond your immediate team. These may happen at team, business area, organisational, profession, or Civil Service level. ▪ Discuss the final potential assessment with each team member at an appropriate time. This works better if it blends into your regular career discussions.

4	Plan to address your issues	<ul style="list-style-type: none"> ▪ Prioritise the areas of highest risk by comparing your analysis of what you need (Step 2) with the supply of people you identified at Step 3. ▪ Plan for succession into your most critical roles (see annex F). Who could do short-term emergency cover? Who have you got in the pipeline to do the role in the future? How ready are they? Will it be soon enough? Do you want or need to take a Build, Borrow or Buy approach (see below)? ▪ Plan development with your high potentials. Understand their aspirations and career goals. Talk through with them the kind of roles you could see them moving into – how far and fast they could go. Discuss the milestones and development needed to achieve their career goals. Ensure they have a robust career and development plan. Prepare them for how the world might change in the future as well as the immediate next move.
5	Take action	<ul style="list-style-type: none"> ▪ Do the actions in your succession management plan. Whether you are building, borrowing, or buying, you now need to take action to deliver that. ▪ Support your high potential people to develop. That could encompass a whole range of actions depending on the individual; the roles and goals they have in their sights; and the context you work in.
6	Review progress	<ul style="list-style-type: none"> ▪ Review whether your actions are moving you towards the outcomes you wanted. ▪ Review whether your plans and actions need updating in the light of new events or information.

Annex G – Talent Management Roles and Responsibilities

Typical Line Manager Responsibilities

- Link the business strategy to talent strategy and embed priorities into performance expectations for team members.
- Provide visible leadership for the process.
- Embed talent reviews into normal the business cycle and prioritise it.
- Lead on strategic talent actions.
- Mentor high potential talent; participate in talent programmes and events and assessment and selection of future talent.
- Act as a role model and be able to have challenging conversations.
- Provide visible leadership – act as talent scouts and champions.
- Regularly review talent in their teams.
- Complete talent review documentation thoroughly.
- Hold regular career discussions with employees and provide honest, constructive feedback on potential and key development actions needed and where appropriate, seek advice form the professions talent lead or Head of Profession.
- Act as a coach and mentor to key talent.
- Execute agreed actions from the talent reviews.
- Promote diversity and complete unconscious bias training.
- Act corporately by encouraging and facilitating moves outside of their wider team or department.

Typical Individual Responsibilities

- To take responsibility and be proactive about their own personal and professional development.
- Act with integrity at all times and adhere to the Civil Service Code.
- Be prepared to take risks and step outside your comfort zone by seeking new opportunities.
- Role model the corporate leadership behaviours required to build a unified Civil Service.
- Be ambassadors for talent by identifying, growing and developing talent around them.
- Balancing development activities with core business responsibilities.

Typical HR Responsibilities

- Provide expert guidance and develop interventions to support senior managers in defining the talent strategy and executing their plans.
- Analyse overall talent review outputs and trends for the leadership to inform the talent strategy.
- Build effective internal and external networks to identify and apply best practice and to support the deployment of key talent.
- Develop skills training for HR and line managers.
- Provide visible leadership - champion talent management with line managers so they understand and are fully engaged with talent identification and succession activities and processes.
- Act as coach and support – building the capability and confidence of managers to spot, grow and deploy talent.
- Project manage the talent review process to ensure reviews are thorough, fair and actions are identified and followed through.
- Build direct knowledge of key talent – their strengths, development needs and aspirations.
- Develop and embed talent management culture at Departmental level.

Typical Professions Responsibilities

- Develop and implement a professions talent management strategy, subject to regular review and evaluation.
- Identify and track current and future capability requirements.
- Put in place a development strategy that addresses the capability requirements and is commensurate with competency frameworks.
- Develop an understanding of the key job roles and the capability requirements to help identify skills gaps and succession plans.
- Ensure there is accessible careers information and guidance that is clearly signposted for members of the profession.
- Develop and implement a structured deployment strategy that cuts across boundaries and promotes access to expertise.
- Analyse overall talent review outputs and trends for the professions leadership to inform the talent strategy.
- Build collaborative relationships with departmental and agency talent leads and ensure that these people are aware of the professions talent activity and involved as appropriate.
- Build effective internal and external networks to identify and apply best practice and to support the deployment of key talent.
- Provide visible leadership - champion talent management with Line Managers so they understand and are fully engaged with talent identification and succession activities and processes in the professions context.
- Ensure that common standards for assessment of potential are understood and met by line management – and challenge where moderation is required.
- Build direct knowledge of key talent – their strengths, development needs and aspirations in order to ensure that individual, departmental and professions development needs are met.

Relevant Civil Service Learning resources

- [Managing People - Constructive Conversations](#)
- [Managing People - Constructive Conversations for Senior Managers](#)
- [Managing difficult behaviour Giving and receiving feedback](#)
- [Tips for having difficult conversations](#)
- [Top tips for coaching](#)
- [Giving feedback](#)
- [Managing People: Coaching & Feedback Skill Crib Guide](#)
- [Managing People: Coaching & Feedback Skills Workplace Activity](#)
- [Managing People: Coaching Skills](#)
- [Managing People: Coaching Skills for Senior Managers](#)
- [Managing People: Regular Performance Discussions](#)
- [Managing People: Regular Performance Discussions for Senior Managers](#)