Figure 18 Nine-box grid for use in talent identification

Grid for SCS - Definitions

| Potential | Early promise (4+ years) | High potential (1–3 years) | Star performer (Ready now) | | | | |
|--|--|---|--|--|--|--|--|
| Likely to progress beyond current grade | High potential with strong initial impact, but new or inexperienced in current role. This is a transition marking. Individuals in this box would be expected to move across or down the grid within 18 months. | Frequently achieves challenging and stretching goals with strong demonstration of potential. Performance continually improving, adaptable to change and acknowledged as a leader. | An exceptional performer who stands out from their peers. Realised potential, ready for/will be successful at next level now. Acknowledged as skilled leader and role model. | | | | |
| | Future achiever | Solid contributor | Strong performer | | | | |
| Could progress beyond current grade | Either new to post, demonstrating ability but too early to form judgement, or gap in performance compared with expectations. This is a transition marking. Individuals are not expected to remain in this box for more than 12 months. | Valued at this level and in this role. Performance is good achieving normal high expectations, and has the potential to keep developing and to deliver more in either scale or complexity. | A consistently strong performer, delivering excellent value. Acts as leader and role model. Exhibits some behaviours and competences beyond current level but not all. | | | | |
| | Under performer | Satisfactory contributor | Good performer | | | | |
| Best suited to current grade | Performance is inconsistent or not fully effective. Has competency gaps or behavioural style issues. | Meets all performance expectations at this level. Has realised professional and leadership capability. There is an expectation that individuals in this box for more than two years will be subject to further review. | Highly valued at this level and in current role. A consistently strong performer who is a core team member. | | | | |
| 1 | Inconsistent or incomplete performer | Fully effective | Exceptional performer | | | | |
| | | ■ Performance Unclassified | | | | | |

Source: Civil Service HR

| curriculum | | | Working in the Civil Service | Leadership & Management | Core Skills | | | |
|-------------------------|----------|---------------------------------|--|-----------------------------|---------------------------------|-----------------------------------|--|--|
| level | | | Administrative Level (AA/AO) | First Line Managers (EO) | Middle Managers (HEO/SEO) | Senior Managers (Grade 6/7) | Senior Civil Servants (SCS) | |
| | ^ | CS Essentials | Health & Safety, Fire Awareness, and First Aid | | | | | |
| Civil Service | | | Legal awareness, protecting information, business continuity, counter fraud and corruption | | | | | |
| | П | | Understanding the Civil Service | | | | | |
| | | | | In | troduction to diversity | / and equality | | |
| | | | | A mar | nagers guide to e-lea | rnina | | |
| | | Correspondence, | | | fings and Submissio | | | |
| | | Briefings & Submissions | | | ndation Workshop | | | |
| | П | Завтизэннэ | | Writing to the public | | | | |
| | П | | | | vil Service written cor | nmunications | | |
| | П | | Oral Briefing for your | | | | | |
| | Ш | | | Ministers/Senior Officials | | | | |
| | | Accountabilities | | | | | Preparing for a Public | |
| | П | | | | | | Accounts Committee Hearing | |
| | П | | | | | | Introduction to Accounting Officer Responsibilities | |
| | П | | | | | | Tailored Coaching for | |
| | 4 | | | | | | Committee Appearances | |
| Leadership & Management | ^ | Management Essentials | | | Performance Man | agement | | |
| | | 2000111101 | | | Managing People | | | |
| | | | | | Managing Busine | ess Performance | | |
| | | | | | Managing | g Change | | |
| | | | | Managing Self | | | | |
| | | Talent Development | | | Fast Stream | | | |
| | | | | | | | Talent Development | |
| | | Leadership | | | Operating 9 | Strategically | | |
| | | Development | | | | Coaching and | d Mentoring | |
| | | | | | | | Basecamp: transition to SCS | |
| | | | | Postive Action F | rogrammes | | | |
| | | | | | | | Leading to Inspire | |
| | | | | | | | Leading to Transform | |
| | | | | | | Leading with | • | |
| | | | | | | Purpose | | |
| | | Board Development | | | | Inductio | on for Board Secretaries | |
| | | | | | | Continuing Dev | relopment for Board Secretaries | |
| | | | | | Co | oaching for Boards | | |
| Core Skills | ^ | Commercial | | | | Developing Com | nmercial Awareness Masterclass | |
| | | Awareness | Commercial Awareness | | | | | |
| | | Analysis and Use of Evidence | Analysis and Use of Evidence | | | | | |
| | H | | | | E# | | | |
| | | Communications | | - | Effective Commun | | | |
| | | | | Brie | fings and Submissio | | | |
| | | | | | | Advanced Commu | inications Skills | |
| | | | | | | tion Skills | | |
| | | Continuous Improvement | Continuous Improvement | | | | | |
| | ŀ | Customer Service | | | | | | |
| | | | Delivering exceller | nt customer service | ring excellent custom | | | |
| | | | | art 2) | | | | |
| | | Finance | | | Finance Skills | for All | | |
| | | | | | | | Financial Leadership - Decision-making and | |
| | | | | | | | Achieving Better Value For | |
| | - 1 | | | | | | Money | |
| | | Information Management | | | Information Mana | gement | | |
| | | ІТ | IT Skills - Microsoft Office | | | | | |
| | | | | | | | Better for Less - How to make | |
| | | | | | | | Government IT Deliver Savings | |
| | | Project Management | | | | VAV | orking with Projects | |
| | | , | | | Successful projec | | | |
| | | Other | Effective Administration and Business Support | | | | | |
| | | Stiller | Pre-Retirement | | | | | |
| | | | | | | elit | | |
| | | | Advisor | | Training the Trainer | 0 | Carrier Charles | |
| level | | | Administrative Level (AA/AO) | First Line Managers (EO) | Middle Managers (HEO/SEO) | Senior Managers (Grade 6/7) | Senior Civil Servants (SCS) | |
| curriculum | | | Working in the Civil Service | Leadership & Management | Core Skills | | | |
| | | | 55. 1156 | January | | | | |